

Practicum Handbook

Early Childhood Education

School of Education

**PURDUE UNIVERSITY®
FORT WAYNE**

School of Education

Table of Contents

SECTION 1 - PRACTICUM STUDENT TEACHING OVERVIEW	3
Student Teaching Description	3
University Personnel	3
Background Check & Other Requirements	4
Learning Outcomes	4
SECTION 2 - STUDENT TEACHING EXPERIENCE	5
School Orientation & Pre-Practicum Checklist	5
First Supervisory Visit	6
Student Teaching Phases	7
SECTION 3 - COOPERATING TEACHER RESPONSIBILITIES	10
Responsibilities to Teacher Candidate	10
Responsibilities to University Supervisor	11
Responsibilities to School of Education	12
SECTION 4 - UNIVERSITY SUPERVISOR RESPONSIBILITIES	13
Responsibilities to Teacher Candidate	13
Responsibilities to Cooperating Teacher	14
Responsibilities to School of Education	15
SECTION 5 - TEACHER CANDIDATE RESPONSIBILITIES	15
Assessment of Practice	15
Responsibilities as a Professional	16
Responsibilities to Students	19
Responsibilities to Cooperating Teacher	19
Responsibilities to University Supervisor	20
Important Paperwork to Keep for Licensing	21
APPENDIX	22
Cooperating Teacher Observation Report	

Section 1: Practicum Student Teaching Overview

Student Teaching Description

Student teaching practicum is defined as a full day, full time, classroom-based experience that is supervised by both an experienced teacher and a University Supervisor. The primary objective of student teaching is to provide the teacher candidate the opportunity for acquisition and demonstration of instructional competence. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing teacher candidates in schools or centers with carefully selected and qualified Cooperating Teachers. Supervision is regarded as absolutely essential and is a mutual responsibility of the Cooperating Teacher and the University Supervisor, who are proven successful classroom teachers. While all candidates should assume full class responsibilities, the extent and length of actual teacher candidate involvement rests upon the mutual agreement of the candidate, the Cooperating Teacher, and the University Supervisor, who make up the Student Teaching triad.

It is important that the teacher candidate is an active participant in her/his teaching experience. Generally, their requirement of time is 240 hours for the duration of their practicum. However, because each class is unique, the cooperating teacher and the teacher candidate should work out a schedule with the goal being to follow the cooperating teacher's schedule.

The basic role of the triad members is to work as a team through constant communication to support, enhance, and prepare the teacher candidate to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.

Guiding Frameworks and Standards

The School of Education is committed to our [Baccalaureate Framework](#) and the [NAEYC Professional Standards for Early Childhood Educators](#) for our programs.

University Personnel and their Responsibilities

Field Experience Coordinator

Natalie Brewer is the Field Experience Coordinator who will process all student teaching placement requests, communicate regarding placements with school districts, and will be responsible for sending & receiving contracts from Cooperating Teachers as well as mileage log information from University Supervisors.

natalie.brewer@pfw.edu 260.481.4137

Academic Advisor and Director of Licensing

Mr. Jim Beard is responsible for advising students when students start their professional education courses (aka Block 1) through completion of the licensing process. He will meet with teacher candidates one year prior to the semester in which the teacher candidate plans to student teach to review their ST application with them and be sure the candidate has completed all of their program requirements.

beardj@pfw.edu 260.481.4100

Early Childhood Coordinator

Teri Hogg is a faculty member and the Early Childhood Program Coordinator who is responsible for the academic components of student teaching. She will determine the timing and content of the practicum; coordinate communication between student teachers, cooperating teachers, and university supervisors; and assist with resolving issues as they arise. In addition, she will work with University Supervisors and Cooperating Teachers to determine final grades for each teacher candidate.

hoggt@pfw.edu 248-770-2642

University Supervisors

University Supervisors are either current Purdue Fort Wayne faculty or former teachers or school administrators. They have been carefully selected because they all possess extensive understanding of and experience in P-12 settings. Many have been administrators at one level or another. University Supervisors will periodically visit teacher candidates to make classroom observations. Then, they will speak with both the Cooperating Teacher and the Teacher Candidate (either individual or jointly) about what they observed, points of noted strengths, and questions or concerns that they have.

Cooperating Teachers

Cooperating Teachers have been selected by the school district, school principal, and/or center director to provide day-to-day supervision, guidance, and mentoring to Teacher Candidates. Each Cooperating Teacher has multiple years of classroom experience, a BA/BS in early childhood education, as well as a desire to foster the education and skill attainment of future colleagues.

Director of Assessment

Michael Flory is responsible for sending and collecting final evaluations, as well as other necessary evaluations.

florym@pfw.edu 481-0437

Background Check and Other Requirements

In order to attend the preschool placement, student teachers must provide evidence of a clean Criminal History. In addition, many childcare centers require fingerprinting, a physical, TB test and drug test. Teacher Candidates will supply requested documents prior to their first day.

Learning Outcomes

Our course learning outcomes align with six foundations identified by PFW faculty for the [Baccalaureate Framework](#) (acquisition of knowledge, application of knowledge, personal and professional values, a sense of community, critical thinking and problem solving, and communication). Students can see how these foundations are expressed in the Early Childhood Education [Program Assessment System document](#).

By the end of the course, each student will have had the opportunity to achieve these [NAEYC Professional Standards for Early Childhood Educators](#). The Cooperating Teacher and University Supervisor will evaluate the student teacher with a rubric designed around these standards.

Section 2 Student Teaching Experience

The Early Childhood Program suggest two pathways through student teaching. The first pathway is described as the “traditional” model. Along this pathway, the teacher candidate slowly progresses toward full control of the classroom. The second pathway is described as the “co-teaching” model. Along this pathway, the teacher candidate and the Cooperating Teacher work as a cohesive unit, sharing responsibilities and working together to teach the class. Each model has its own unique advantages. Cooperating Teachers and Teacher Candidates should choose which model they would like to implement.

School Orientation

Orientation to the school community is critical to the teacher candidate’s comfort, confidence, and ultimate success in student teaching. The teacher candidate and Cooperating Teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and phasing-in will set the foundation for success in the student teaching experience.

Pre-Practicum Checklist

Prior to the start of student teaching, **the teacher candidate** should contact the Cooperating Teacher and principal/director. The following items should be discussed at a first meeting.

Orientation Checklist

Contact the teacher and arrange a convenient time to meet. Call or email the teacher at school.

At the meeting with the teacher: Exchange phone numbers, emails, and addresses.

Confirm with the Cooperating Teacher the first day to report to school.

- Determine whether or not to meet again with the Cooperating Teacher before student teaching begins.
- Pick up any supporting materials to be used, i.e., teacher plans, books, planning templates, assessment information (COR, Gold, etc.), websites, username & password, etc.
- Discuss a time daily to debrief with your Cooperating Teacher to discuss successes and challenges.
- Discuss course assignments such as any key assessments, observation visits or recording of yourself facilitating learning experiences with children.

Teaching Responsibilities Checklist

It will be important to define the extent of the teacher candidate’s authority and responsibilities.

- Parent nights, open houses, staff meetings, department meetings, committee meetings
- Duties (drop-off/pick-up, hallway supervision, mealtime supervision & routines, cleaning)

- Go over all parts of the curriculum, assessment, routines, and daily tasks that the Cooperating Teacher will be responsible for.

Decide how student teacher will gain electronic access to the school computer, curriculum and student data.

- Some teachers login for the teacher candidate so that they can use it to access their plans or assessment data without having to share their password.
 - Others have created shared folders where the team can share their plans.
- Assessment system of student learning and development

School Policies and Procedures Checklist

- District and/or center website – what do they need to know
- Request a Family Handbook
- Request a Teacher/Staff Handbook (classroom policies regarding dress, discipline, attendance, emergency procedures, i.e., fire drills, universal precautions)
- Discuss security procedures (keys, badges and parking etc.).
- Tour of the building and security measures
- Introduce the teacher candidate to faculty, staff, school, and share about the local community where students live, their families, etc.

Classroom Policies and Procedures Checklist

- Classroom rules and management/guidance plan (guidance procedures)
- Recording absent and tardy students
- District and/or center websites
- Review assessment procedures (i.e. IN Foundations, COR, Teaching Strategies Gold)
- Review out of class times (i.e. media center, outdoor play, specials, and resource staff)
- Review daily schedule
- Video recording for university supervision (if in-person visits are prohibited)

Community and Student Needs Checklist

- General socioeconomic and cultural background of the student population
- After school student activities and opportunities for teacher candidate involvement
- Parent involvement in the school, expectations to communicate and work with parents
- Allergies or specific health/participation restrictions of any students
- Responsibilities to special need students in class and available support

First Supervisory Visit (PrePracticum-Week1)

I. Coordination of Visit

The Student Teacher Candidate will be responsible for coordinating the site visit of the Supervisor. During the visit, time should be allotted for:

- Conversation between Supervisor, Cooperating Teacher and Student Teacher (15 minutes)
- Conversation between Supervisor and Cooperating Teacher (5-10 minutes)
- Conversation between Supervisor and Student Teacher (15-20 minutes)
- Classroom visit (5-10 minutes)

Because of the required conversation between Supervisor and Cooperating Teacher, the site visit should occur in tandem with: the beginning of the school day; during recess, lunch, or planning time during the school day; or near the end of the school day (in any instance, this would allow the Supervisor to meet with the Cooperating Teacher outside of class time).

II. Contacting the Supervisor

The process begins with the Student Teacher contacting the assigned Supervisor (by email or phone) at least three weeks before the start of the Practicum. The Student Teacher should be prepared to provide initial information about the location and scheduled days/time of the field placement. In turn, the Supervisor will indicate some possible dates for the first visit.

After conferring with the Cooperating Teacher, the Student Teacher should contact the Supervisor with times / days that the visit could occur. The date and time of the visit is then confirmed.

III. Pre-Visit Profile

The Student Teacher will be responsible for providing a profile to the Supervisor before the visit occurs. The profile should be emailed to the Supervisor **at least three days prior to the date of the visit**. This narrative is intended to provide the Supervisor with basic information about the school / class / teacher, as well to provide the Student Teacher with an opportunity to indicate issues or concerns that might be addressed with the Cooperating Teacher at the time of the site visit. The Student Teacher's report should provide the following information:

- School, Address, Telephone Number, Name of Cooperating Teacher, Classroom location
- Indicate any potential parking problems / delays the Supervisor might incur
- Weekly Days and Times of the placement
- Date, time, location of First Visit – set up Zoom/Webex meeting if not completed in person
- Summary description of the classroom setting, curriculum (High/Scope, Frogstreet, Creative Curriculum, emergent, etc.), use of assessment, and “climate”.
- Summary profile of the students in the class, including special needs, etc.
- Concerns and questions Student Teacher wishes to discuss with the Supervisor.
- Concerns or issues the Student Teacher would like the Supervisor to discuss with the Cooperating Teacher.

Student Teaching Phases

The student teaching experience should follow a natural progression of increasing the teacher candidate's immersion into the full responsibilities of a teacher. We recognize that many centers and classrooms use a co-teaching model. Whether in a traditional model or co-teaching model, the experience should result in a seamless integration of the teacher candidate into the daily classroom routine of the Cooperating Teacher. The teacher candidate will equally share instructional responsibilities, conducting whole group, small group, and one on one interactions, invitations, and experiences for children. The intent is to allow the teacher candidate to develop the instructional habits of mind required for successful teaching.

The following graphic representation is a guide based on a 9-week placement for those in the Birth to 5 or Certification Only program or the 6-week placement for students in the P-3 or Elementary Dual License program. It is important to note that this only serves as a guide. Specific lengths and activities of each phase will be determined collaboratively by the student teaching triad. All members of the triad will evaluate the student teaching experience.

PHASE MODEL				
	PHASE 1	PHASE II		PHASE III
	Orientation into the classroom culture	Shared instructional responsibility	Full instructional responsibility as Teacher	Transition CT back to full responsibility
6 Week Practicum	Week 1	Week 2	Weeks 3-5	Week 6
9 Week Practicum	Week 1	Weeks 2-3	Weeks 4-8	Week 9

PHASE I: Phasing In

The primary phasing in time will be with the assigned Cooperating Teacher. This period allows the teacher candidate to become familiar with the set expectations of the class and students. It also allows the teacher candidate time to reflect with the Cooperating Teacher on practices and communicate important issues regarding the expectations of the teacher candidate. Within this period the student participant can assist in the classroom much like an instructional aide. As such, the student can assist by:

- Checking attendance
- Assisting with assessment collection of individual or groups of children
- Facilitating, playing and interacting with children individually or in small groups
- Assisting with supervision
- Planning and creating a display, bulletin board or learning center

A PFW University Supervisor will make an introductory visit during this time, when you will have an opportunity to meet the supervisor.

PHASE II: Participation and Instruction

This phase of student teaching is vital towards growth and development as a teacher. It provides necessary immersion into the classroom teaching experience. The two aspects of Phase II will vary in duration and intensity. The *Early Childhood Ed Pre-K Practicum Evaluation* (completed by both Cooperating Teachers and University Supervisors) and the *Conceptual Framework: A Learning and Leadership Model Evaluation* (completed by the Cooperating Teacher) will serve as the main evaluative tools for student teaching. Set aside time to discuss the evaluations, efforts and successes, and to identify areas for improvement. When necessary, collaborate with the University Supervisor to create a *Teacher Candidate Improvement Plan* that will identify what needs to be improved.

PARTICIPATION

Once familiar with the classroom, the teacher candidate will begin working collaboratively with the Cooperating Teacher. This includes a wide variety of possible activities, ranging from working with individual children, working with small groups, co-teaching the whole class, teaching the whole class. It also can include such tasks as assessing, preparing resources, changing the

environment, developing experiences, planning, attending staff trainings, etc. Participation is planned and executed within the context of enabling the teacher candidate to assume full instructional responsibility.

INSTRUCTION

Full instructional responsibility demands total commitment on the part of both the teacher candidate and the Cooperating Teacher. The teacher candidate should expect to commit the necessary time and resources for student learning with the help of the Cooperating Teacher. The Cooperating Teacher should allow some flexibility in planning for the teacher candidate, making sure that student learning remains the top priority. The Cooperating Teacher remains the final authority in terms of students' academic and developmental progress. Discussion, phasing schedule, observations, reflections, and constant feedback from the Cooperating Teacher are vital for the triad to work well. It is expected that the candidate will provide both the Cooperating Teacher and University Supervisor copies of specific experience plans for scheduled University Supervisor visits. This will give all three members of the triad documentation of planning as the basis for further discussions.

A minimum of four weeks of full immersion is required to provide the experience necessary for the development of the teacher candidate. **REMEMBER** the Cooperating Teacher is still the only person in the classroom both legally and contractually responsible for the instruction, learning, safety, and adult/child ratio in the classroom.

PHASE III: Phasing Out.

The final phase of student teaching should conclude the student teaching experience with the following activities:

PHASING OUT TRANSITION

- Gradual transition of instructional and non-instructional responsibilities from the teacher candidate back to the Cooperating Teacher.
- Preparation of the pupils for the departure of the teacher candidate.
- Returning instructional materials, keys, parking pass, curriculum/planning books, assessments, and any other items assigned by the Cooperating Teacher.
- Discuss the student teaching final evaluation
- Meet with the principal/director, if possible, to discuss the expectations of the teaching profession.

OBSERVATION (optional)

- May complete a few observations of teachers in and out of the age/grade level or content area in your current site/school building.
- Look into other types of activities/professionals in the school to gain insight into the whole school environment: family advocate, counseling office, special education, extracurricular activities, etc.
- Observation has to be completed in the building in which they are currently student teaching and at the appropriate level. For example, a Head Start placement should not be visiting the Middle School section of a school, etc.

WRAP-UP

- Discuss the student teaching final evaluation with the Cooperating Teacher and University Supervisor
- Study the observations completed by the Cooperating Teacher and University Supervisor
- Meet with the principal/Director, if possible to discuss the expectations of the teaching profession
- Prepare a personal development plan to address areas for continued growth in preparation for seeking employment as a teacher.

Section 3: Cooperating Teacher Responsibilities

Responsibilities to the Teacher Candidate

As a cooperating teacher, you share in an important stage of the teacher preparation process at PFW. It is through your competence, professionalism and sensitivity that our students are introduced to the "real world" of caring for and teaching of young children. We ask that you follow the laboratory model of mentoring described in Section 2 through daily observation, reflection and feedback. Additionally, we ask that during Phase II, your student teacher be given the freedom to experiment while you provide a balance of challenges and support. We recognize the vital role you play in forming the dispositions, enhancing the knowledge, and refining the skills within your pre-service teacher. Thank you for sharing your classroom and your expertise.

Mentoring Your Teacher Candidate

You, as the CT, naturally will want to prepare your students and their families positively for the teacher candidate's arrival. As you know, it is important to create a welcoming atmosphere where the teacher candidate will be valued by the students and viewed as an important teaching member in the classroom community. Some teachers continue to find positive ways to reiterate that to the students throughout the experience.

Your student teacher should set up a time to meet with you a couple of weeks prior to their start date. Please review the checklist in SECTION 2. Also, please review the Teaching Candidate Responsibilities & University Supervisor Responsibilities sections so that you are knowledgeable of the expectations.

ASSESSMENT

- **Feedback**
Observe and give feedback regarding the teacher candidate's teaching and teacher/student interactions, on a regular basis, for all areas for which the teacher candidate is responsible.
- **Progress**
We encourage you to keep an individual file of the teacher candidate's progress. The CT Report in the appendix will provide guidance. Some teacher and teacher candidate pairs have found a shared notebook to be helpful for regular Q&A's that may come up during the day or week. This will be helpful when the teacher

candidate asks you for a letter of recommendation when he/she begins the job search process.

- **Formal Evaluation**
The final evaluation rubric will guide you on what our teacher candidates are expected to be able to do successfully by the end of their student teaching experience. These are provided in the appendix. You can also view this formal final evaluation [here](#). The due dates are provided on the student teaching calendar.

Note: A copy of the final evaluation will be shared automatically with the University Supervisor and Director of Student Teaching. For any areas marked “unacceptable,” please contact the University Supervisor for a joint discussion of potential interventions needed to build teacher candidate proficiency.

CLASS MANAGEMENT & GUIDING BEHAVIOR

Setting expectations and consistently following through is a skill that the teacher candidate needs to develop. You can help by modeling a variety of effective teaching management and behavioral guidance techniques.

You may also include discussions and a plan for time management since too long large group times or wait times can affect behavior. A sample template for time management is included in the appendices. Please work with your teacher candidate to tailor it to your classroom and needs. Some teacher candidates learn this naturally and others need the structure of the template to keep them progressing as desired. It may reduce the need for constant reminders and to minimize frustrations that are provoked by not being prepared.

LESSON PLANS

The teacher candidate should have access to your planning materials as well as lesson/activity planning notes, in a manner that is most useful for her/him, throughout the teaching placement.

Time should be set aside daily for collaborative planning meetings. The teacher candidate should work closely with you in planning the daily and weekly experiences. Please allow time for you to review and make comments on her/his plans. She/he will also need your guidance in developing long-range plans, based upon your experiences with the broader needs of the children.

Formal lesson plans need only be written out for the University Supervisor during her/his observation visits. The candidate should provide you with a copy of these more explicit individual lesson plans so that you have a basis for completing the final evaluation.

PROFESSIONAL STANDARDS

Throughout the student teaching experience, engage the teacher candidate in Discussions of their professional standards and how those standards become meaningful in practice.

Responsibilities to the University Supervisor

Initial Visit

Each teacher candidate will have an assigned University Supervisor. This person will meet with you and the teacher candidate prior either in person or virtually Prior to or during Week 1 of the practicum placement. They will go over expectations discussed in this handbook and answer your questions.

Communication

Communicate frequently with the University Supervisor to support and evaluate the teacher candidate. Report successes and any concerns about the teacher candidate to the University Supervisor. The University Supervisor may also forward these to the Early Childhood Coordinator, as needed. Please do not wait. The sooner that you can give us a heads-up that there may be a concern, the sooner we can help.

Observation

The University Supervisor will also observe the teacher candidate twice either in person or through a recorded video that is uploaded in a highly secure program called GoReact, used by teacher education programs across the U.S. After in-person visits, the Supervisor will need to hold a post-observation conference with the teacher candidate that takes 45 minutes.

Report Concerns and/or Successes

Report successes and any concerns about the teacher candidate to the University Supervisor. The University Supervisor may also forward these to the Director of Student Teaching, as needed. Please do not wait. The sooner that you can give us a heads-up that there may be a concern, the sooner we can help.

Responsibilities to the School of Education

Substitute Teaching Policy

See policy in Teacher Candidate section.

Termination – Final Authority

Our goal is for everyone to have a positive and productive experience in the mentoring of your student teacher. However, we recognize that the final authority for your classroom student's academic progress rests with you, the Cooperating Teacher. If the student teaching experience is detrimental to students, based on observations, documentation, and discussions with the University Supervisor and Early Childhood Coordinator, the student teaching experience should be terminated. Please consult with the Director of Student Teaching so we can determine the best termination process for you and your school.

Paperwork

HONORARIUM

An email will be sent to your school email address before the beginning of the semester that contains your contract with Purdue Fort Wayne for mentoring a teacher candidate. You will need to fill these forms out and return them as soon as you can.

Note: Ohio Cooperating Teachers will not receive an honorarium due to an Ohio law that prohibits such payment. The honorarium will be sent to your school corporation instead.

Complete the Student Teaching Partnership Feedback form.

REPORTING TEACHER CANDIDATE ABSENCES

Please access the reporting link [HERE](#) and submit.

CELEBRATION!

You are invited to join us for the celebration at the end of the semester. Please, save the date that is on the student teaching calendar. We want to celebrate with you and your student teacher for a great accomplishment by all. Food will be provided. More information and an RSVP will be sent out as the celebration event approaches.

PGP POINTS

An email will automatically be sent to your school email address at the end of the semester. It will contain an attachment which is your certificate for PGP points. The body of the email will also let you know when you can expect to receive your honorarium payment and who to contact if you have any questions/ concerns.

Section 4: University Supervisor Responsibilities

University Supervisors are either current Purdue Fort Wayne faculty or former teachers or school administrators. They are essentially specialists in education and in their individual academic areas. Many have taught for a number of years in the public schools and have visited a variety of classrooms. A University Supervisor will be assigned to every Purdue Fort Wayne teacher candidate.

The University Supervisor is a link between the cooperating school and the University. The teacher candidate, the Cooperating Teacher, and the University Supervisor function as a triad team as they work to implement effective learning procedures and create professional working relationships. They will observe, evaluate, and confer with each teacher candidate and Cooperating Teacher.

The University Supervisor recognizes that the primary responsibility of the Cooperating Teacher is to provide an effective learning situation for the students. If the activities of the teacher candidate are not conducive to effective learning, the teacher candidate must adjust techniques. In rare cases, if adjustments are not made, the teacher candidate may be reassigned or even withdrawn from student teaching.

Responsibilities to the Teacher Candidate

Initial Visit

The teacher candidate should schedule an initial visit for the triad to meet in his/her school setting. The initial visit should take place just prior to the start of the student teaching experience or during the first week. You may want to go over the roles and responsibilities as outlined in the handbook, expectations, and answer any questions.

Observation Visits

A minimum of two additional visits for observation and assessment of teacher candidates should occur during the practicum experience. More observations or assessments should occur if the teacher candidate is experiencing difficulty or if all professional standards have not been observed and assessed. To accomplish this, the University Supervisor needs to schedule visits during times when the teacher candidate is engaged in teaching activities so that the professional standards

can be observed fully. Observation visits should be distributed throughout Phase 2 of the teaching experience and extended to Phase 3 if necessary.

FEEDBACK.

After observing the teacher candidate, the University Supervisor meets privately with the teacher candidate to discuss progress meeting toward meeting professional standards and to offer constructive advice. As part of this advice, the University Supervisor should be able to share some positive things that they observed and what else they are looking for in the next visit. Because this is a discussion, the teacher candidate should actively participate and verbally analyze the observation as well. All comments and constructive suggestions should be based on the principle that the University Supervisor is to help the teacher candidate develop and improve as a teacher.

OBSERVATION FORMS

After each observation of the candidate's teaching, the University Supervisor will fill out the designated observation form. It will be emailed to the candidate and Cooperating Teacher.

Cooperating Teacher's Report

At the mid-term, EMAIL a copy of the report to be completed and returned by the Cooperating Teacher. Review any areas marked "unacceptable" and discuss with the CT and if necessary, the Early Childhood Coordinator. It is the expectation that the Cooperating Teacher, the University Supervisor and the Early Childhood Coordinator will work together to identify mechanisms for building the teacher candidate's proficiency that meets an acceptable level.

Assessment

WEEKLY & LESSON PLANS

The Teacher Candidate will upload both the plan you will observe on a visit day and the weekly plans in Brightspace. They should also provide a hard copy of each on the day of the observation.

REFLECTION JOURNAL

The teacher candidates should complete weekly journals and submit on Brightspace. This will keep you in touch with what is happening and help you to see growth. It will give the teacher candidate a chance to reflect on practice, ask you questions or give you particular things to watch for when you observe. It will also assist you when a teacher candidate asks you for a letter of recommendation. You will read, score and give feedback on these submissions.

EVALUATION

The final evaluation Key Assessment is used to measure overall proficiency of the teacher candidate. It is usually a compilation of what has been observed, the cooperating teacher's evaluation, and the growth that has been made. Many University Supervisors use this as a guide for their letters of recommendation for their teacher candidate.

Responsibilities to the Cooperating Teacher

Introduction of Requirements & Handbook

Review with the Cooperating Teacher the policies, guidelines, expectations, and administrative tasks of the student teaching experience as presented in this handbook.

Communication

Communicate and collaborate frequently with the Cooperating Teacher to support and evaluate the student teaching experience. US's Responsibilities to the School of Education and Director of Student Teaching

Responsibilities to the School of Education and Early Childhood Coordinator

Difficulties and Successes

Report any problems (or amazing successes) with the student teaching experience to the Early Childhood Coordinator as soon as you begin to have concerns. The sooner we have a heads-up about potential difficulties, the sooner we can help make a positive difference.

If at any time the Cooperating Teacher assesses the teacher candidate using the PK evaluation form, any areas marked "unacceptable" will be communicated to the University Supervisor. It is the expectation that the Cooperating Teacher and University Supervisor will jointly identify mechanisms for building teacher candidate proficiency that demonstrates an "acceptable" meeting of the standards.

Final Performance Evaluations

The US and CT will fill out the rubric for this evaluation using the Qualtrics survey tool.

Section 5: Teacher Candidate Responsibilities

Assessment of Practice

Although Cooperating Teachers assume the major responsibility for directing teacher candidates in their work, teacher candidates must assume certain responsibilities in order to receive full benefit from their experience. The policy statements and suggested procedures that follow should clarify some of the responsibilities that we expect of the teacher candidate.

NOTE: Some schools and/or districts keep their own documentation and files on your student teaching experience. The quality of your professionalism is vital in order to be considered as a future employee.

Final Evaluations

Teacher candidates' performance in the classroom is evaluated based upon standards for both pedagogy and content knowledge and use a rubric with columns to indicate desired performance. For the FINAL evaluations that are completed by both your Cooperating Teacher and University Supervisor, you can pass the assessments by having a "Recommend for licensing" or a

“Recommend with reservations”. Having a “Do not recommend for licensing” would mean that you would receive an “F” in the ST course (e.g., EDUC 47000) and may need to redo your student teaching.

If you do not pass, you will need to remediate by repeating part or all of the Student Teaching experience. A repeat of student teaching will take place in a future semester as well as in a different school district. The teacher candidate will be required to pay any fees for that semester.

If you do not want to redo student teaching, then our advisors would be glad to talk with you about other options for getting a degree in a timely manner. We want to see you graduate.

If you are NOT failing but you want to extend your student teaching into a second semester, please talk with the Director of Licensing about that option.

Final Grade Assignment

The evaluation of the teacher candidate is a shared responsibility involving the Cooperating Teacher, the Teacher Candidate, the University Supervisor, and the Early Childhood Coordinator. Although each of these individuals is expected to make a contribution to the evaluation of student teaching performance, it is the Early Childhood Coordinator who is charged by the university with final authority and responsibility for assigning the grade.

Student teaching is graded on an S/F basis. A “Satisfactory” grade is based on the successful completion of the following: (a) two key assessments (b) the performance-based assessments completed by the Cooperating Teacher and the University Supervisor, (c) any online components related to Student Teaching Seminars, (d) assignments given by your University Supervisor, (e) the professional expectation agreement, (f) attendance related to student teaching and student teaching seminars, and (g) any improvement plans.

Key Assessments

Candidates are expected to successfully complete two key assessments: (1) the Impact on Student Learning and (2) the Video & Analysis key assessment. P-3 and Elementary Dual License students will complete the Impact on Student Learning KA in the elementary placement of student teaching. All others will complete it during their preschool placement

The policy for successful completion of those assessments is similar to the other key assessments completed prior to the Student Teaching semester. In other words, you can have one criteria area on the rubric evaluated as “U” and still be considered as “passing” that particular Key Assessment. If you have 2 or more criteria evaluated as “U,” you will have one opportunity during the current semester to redo that assessment for your personal learning. The faculty member who grades your key assessment will give you written or oral feedback regarding those areas deemed unacceptable so that you may improve those areas. If you do not improve your performance to meet the “passing” criteria after the revision of your first submission, you will not be able to move on in the program until that assessment is remediated during the next semester.

Responsibilities as a Professional

As a teacher candidate, you are in the last stage of transitioning to being a professional. Previous courses and field experiences have set a foundation for learning about professional behaviors. Now is the time to continue building them. Thus, Purdue Fort Wayne candidates will engage in professional and personal conduct that is appropriate to the integrity of the university and the profession. Examples of this are spelled out in the Professional Expectations Agreement, so please read that document carefully and ask questions if you are unsure of what an item means.

Even as a student teacher off-campus, you also are obligated to follow the Purdue Fort Wayne's [Student Rights, Responsibilities, and Conduct](#).

As a professional, you are expected to perform each aspect of the teaching profession, such as attending professional development or collaboration meetings, working with families, or staying late to complete work assignments or preparation. Teacher candidates are also expected to act professionally, working with the Cooperating Teacher, the University Supervisor, professional colleagues, and students to strengthen their skills and knowledge as a teacher.

While professional behavior has many different aspects, we will highlight ones that are especially important in this section.

Absences

Working in educational settings can often result in acquiring illnesses. While there is no formal number of approved absences (e.g., sick or personal days) provided to all teacher candidates, missing three or fewer days will be accepted. Such absences should be rare and reported immediately.

3-STEP PROCEDURE FOR REPORTING ABSENCES

- Notify the school office by 6:15 a.m. if Student Teacher is going to miss a day.
- Notify the Cooperating Teacher and University Supervisor via phone, text and/or email about the absence.
- Fill out the ["Reporting Student Teacher Absences" form](#) on our Purdue Fort Wayne student teacher website, following the tab labeled "Student Teaching Forms" which is located in the main body of the following URL. Then select "Reporting Student Teacher Absences".

ADDITIONAL ABSENCES:

If an absence results in missing of a fourth day of student teaching, the University Supervisor and Cooperating Teacher may meet to discuss the situation and possible solutions (e.g., extending the experience) and make a recommendation accordingly to the Early Childhood Coordinator. Teacher Candidates who fail to notify all parties of absences raise concerns about professional behavior. While rare, excessive absences may result in the school district seeking termination of the student teaching experience.

All Teacher Candidates may need to miss at least one day of teaching in order to take the pedagogy test required for licensure. Teacher candidates should schedule their test at least 2 weeks in advance. Thus, they should communicate the date/time to everyone at least 2 weeks in advance.

Ask For Help

Ask for help from your CT or US whenever you need it while seeking a balance to become a professional.

Calendar/Vacation/School Closings

It is the policy of Purdue Fort Wayne that candidates will follow the calendar of the respective school or center.

If the school should experience a delay or early dismissal due to, for example, fog, snow, emergency shut down, etc., on the day of a University Supervisor visit, notify them via email and text immediately.

Your student teaching will end, though, with the Purdue Fort Wayne academic semester subject to adjustments by the Early Childhood Coordinator.

Deadlines

There are due dates on the student teaching calendar that indicate when these key assessments are due. These dates are NOT optional dates. If you run into special circumstances, then you will need to apply for an extension with the Early Childhood Coordinator via email. The Coordinator will then forward the application to the appropriate assessment faculty for consultation and a decision. Extensions are NOT guaranteed. If you do NOT apply for an extension at least 3 full days (preferably more) before the deadline or if you miss a deadline, then this will count as a “not passing” grade for that round. Please plan ahead for contingencies.

Digital Etiquette, Communication & Safety

You will participate positively in digital etiquette (through the use of electronic devices and social media). To protect the safety and well-being of you, the children, and families you shall not participate in communications outside of the classroom approved methods. All communication should come through the school’s or center’s approved email system, approved apps, or the school’s LMS (learning management systems, such as Canvas). In other words, you are to NOT engage with students or parents/guardians in private conversations, private photo exchanges, etc. on any app, website, social media, or electronic devices. If you have questions about appropriateness, ask your school personnel before engaging in this. This is not an area you want to mess up on.

If you receive a request from a student’s family member to “friend,” connect or communicate through a personal social media site, please decline the request. Here is a recommended response that you can adapt to your situation. Please cc: your cooperating teacher and supervisor in the process.

“Please do not be offended, but I cannot accept your request (or respond further to this personal email, etc.). As a teacher, I need to communicate through the school’s _____ (email, website, LMS such as “Canvas”, etc.) which can be found at _____. Thank you for understanding.”

Family Responsibilities

Child care or family responsibilities should not affect the teacher candidates’ arrival time or departure time or their responsibilities during the school day. However, it is recognized that emergencies do arise and they are expected to be handled in a professional manner.

Safety, Well-Being & Reporting

Children can experience, both inside and outside of school, events that cause them or adults concern. To protect the safety and well-being of you, as our candidate, and the children/adolescents, you should be knowledgeable of school policies and reporting procedures as well as participate in trainings on topics such as suicide awareness (as required by the state) and bullying. In general, if you observe or suspect any child behavior that is worrisome, problematic or questionable, alert immediately your cooperating teacher and principal/director, as well as university supervisor. Know who and when to call about suspected abuse. The best way that you can help a student is by alerting the appropriate authorities who can help. You are not trained to do anything more than that.

Minimize putting yourself into any circumstance that could be a he-said/she-said position (whether this is with students or parents). Keep your cooperating teacher and administrator in the loop,

whether it is to report good things or if anything is not feeling right. Your cooperating teacher and administrator may know more about the history of a particular individual or parent than you do and can provide valuable guidance.

Substituting

Teacher Candidates may not act as a paid substitute if the Cooperating Teacher is absent. They also may not act as an unpaid substitute. Candidates may maintain leadership of the class if the Cooperating Teacher is absent for a brief time during part of a day and there is a teacher-in-charge who is an employee who is ultimately responsible for keeping ratio. Make sure you know how to contact the teacher-in-charge if you run into difficulties. You do NOT count toward ratio as a volunteer.

If the cooperating teacher is absent more than a day, the principal needs to have a designated teacher-in-charge who is an employee who is **IN THE TEACHER CANDIDATE'S CLASSROOM FULL-TIME**. Candidates should not be used as unpaid laborers. Candidates shall not be an employee of the district or under contract, while student teaching. They may not receive any payment from the school during the student teaching experience (this includes coaching or other extracurricular activities). Exceptions are on an individual, case by case basis.

Work

Student teaching requires a full-time commitment on the part of the teacher candidate, and normally no more than one academic course is taken during this period of time. It is recognized that many university students maintain part-time employment while attending university classes. However, due to the excessive demands on the student's time during the student teaching period, students are requested to arrange their schedules so that they do not need to work during the student teaching phase of their program. If it appears that employment is jeopardizing the success of the teacher candidate's program, the teacher candidate will be given the option of terminating either employment or student teaching.

Teacher Candidate's Responsibilities to the Students:

- Be a good role model to students in appearance, mannerisms, language use, and behavior.
- Encourage students to address you as Mr., Mrs., Ms. or Miss. In addition, encourage students to learn to pronounce your name.
- Get to know students' interests, abilities, and activities, as well as external and internal stressors.
- Handle all personal and student/family information professionally and confidentially.
- Be patient with student progress, behaviorally and academically.

Teacher Candidate's Responsibilities to the Cooperating Teacher

Curriculum

Gain an understanding of the rationale/purpose behind specific lessons, units, and school-wide programs.

Electronic Access to School

Communication with your cooperating teacher is vital regarding electronic access to the school computer, curriculum and student data. Work with your teacher to learn about the school or teacher's desired protocol for accessing electronic information. Make sure that you have a plan for returning any shared electronic documents or electronic information at the end of your placement.

Feedback

Actively seek feedback from the Cooperating Teacher, communicate proactively, and professionally. Ask for help whenever you need it while seeking a balance to become a professional.

Lesson Plans; Prepared Materials & Environment

Be prepared for school each day with lesson plans and supporting materials along with arranging the environment according to your CT and US's expectations. Make sure that the Cooperating Teacher has these in advance in case you are absent.

Most principals and teachers want these plans AND materials in place before you leave, at the end of the day, if not before.

Do NOT wait until the minute or the day of the lesson to begin preparing your materials.

If necessary, work with your cooperating teacher on tailoring the time management template in the appendices to help with your workflow and the communication of expectations about when things need to be done.

Professional Conduct

Behave professionally to ensure credibility among your colleagues. Be mindful that complaints regarding staff, school, program, students, families, etc. will be noted in a negative light by others. Dress in compliance with local culture and school policy on dress code. Refer to the Behavioral Rubric for additional guidance regarding professional conduct.

School's Policies & Procedures

Follow all school/corporation policies associated with professional conduct, student interaction, and academic responsibilities.

Be open-minded about the policies and procedures of the Cooperating Teacher and the school and respect them; be flexible.

Volunteer

- Volunteer to help with activities when you recognize a need exists, i.e. housekeeping, routine duties, and other ways to help within the class.
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.

Weekly Practicum Schedule

Observe the same daily work schedule of the Cooperating Teacher (at minimum), arrive early and stay late, within reason.

Teacher Candidate's Responsibilities to the University Supervisor:

Feedback

Actively seek feedback from your University Supervisor, communicate proactively, regularly, and professionally. Actively participate in discussion following observations, seeking clarity of professional standards and suggestions for improvement.

Lesson Plans

Be prepared with any requested materials, lesson plans prior to the arrival of your supervisor. Your Supervisor will let you know when he/she would like your lesson plans, e.g., several days before the observation or when he/she arrives for the observation. Some Supervisors want to see a notebook of the lessons that you have been teaching so that they can see where this observed lesson fits in the scope and sequence of what you and the cooperating teacher have been teaching. A notebook of lessons is also a helpful artifact for you to take with you when you are done. You won't always need to start from scratch each year with a well-done notebook. Plus, it will provide a nice memory jog for when you interview and they ask you to tell them about a lesson that went well and why. Then, they follow it up with wanting to know about a lesson that didn't go well, what you did about it, what you would do next time, and why.

Teacher candidates should provide the following to their University Supervisor and Cooperating Teacher:

An individual Lesson Plan for Supervisor's observation submitted on Brightspace

Weekly plan

If the Teacher Candidate is having difficulty planning, then the teacher or university supervisor may recommend additional information to be included in the lesson plans. If difficulties are still present, then an Improvement Plan needs to be implemented to address the issues.

Professionalism

Treat University Supervisors with the same professional respect as your cooperating teacher in the school setting. Each University Supervisor and Teacher Candidate combination is different and will have different expectations and requirements that will best fit the needs of the situation. This is common and to be expected.

IMPORTANT PAPERWORK for YOU (the TC) to KEEP for LICENSING

KEEP the following important documentation

Purdue Fort Wayne does not maintain copies of the following forms in our student records. It is your responsibility to keep copies of all these forms because you will need them when you apply for jobs throughout your entire teaching career.

- Final Evaluations from both your Cooperating Teacher and your University Supervisor. Many districts require these for your job application.
- Test scores for licensure
- CPR Certification (you will renew this every 2 years)
- Suicide Prevention Certification
- Training information regarding CPR and Suicide Prevention can be found at the following link.... <http://www.pfw.edu/departments/cepp/depts/educational-studies/student-teaching/> Click on the tab labeled: "Student Teaching Seminar & Other Information"

Note

This handbook is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision and as needed to adapt to new knowledge or unanticipated events. It will remain focused on achieving the course objectives. Students will receive notification of such changes and are responsible for such changes or modifications distributed in class or posted on the Blackboard learning site for this course.

APPENDIX

Student Teacher Observation – Cooperating Teacher

Student Teacher:	Date:
Cooperating Teacher:	School/Center:

Instructions: *Please conduct an observation of the student engaging in a learning experience (i.e. large group, small group, individual interaction, etc.).*

TIME	SPECIFIC OBSERVATIONS: What did you see and hear?	Questions Comments

Instructions: *Please rate the student teacher, using the scales provided to describe the student teacher's performance to date.*

Rating Scale: Section 1		
"N/O = Not yet observed/demonstrated	1 = Unsatisfactory	2 = Inconsistent, with room for improvement
3 = Satisfactory for a beginning teacher		4 = Consistently reflective habits of a professional
Section 1		
Candidate's appearance, behavior & affect	Rating	Additional Comments
Punctuality & regularity of attendance		
Personal dress and appearance		
Prepared & organized with learning materials		
Demonstrates flexibility and adaptability		
Solicits feedback & makes adjustments in practice		
Evidence of personal growth and self-assessment		
Demonstrates sound judgment		
Willingness to seek assistance, questioning attitude		

Second Report Only:
 If you were in charge of hiring a beginning teacher for your school, would you hire this person? _____

Rating Scale: Section 2		
1 = Unsatisfactory	2 = Inconsistent, with room for improvement	
3 = Satisfactory for a beginning teacher	4 = Consistently reflective habits of a professional	
Section 1		
Competency	Rating	Additional Comments
Data Gathering/Anecdotal Records/Assessment collection evident		
Plan/Experience based on student interest or learning need		
Strategies promote critical thinking skills		
Knowledge of child dev. theory, current research evident		
Management of learning experiences		
Motivates student interest through choice, voice, variety		
Plans for individual differences (ability, skill, language, etc.)		
Presents simple concepts/experiences first before adding detail and complexity over time		
Varies teaching/facilitating methods adapting to individual needs		
Builds rapport/mutual respect with children		
Demonstrates skill ins use of technology (if class uses)		
Builds rapport with families		

Maintains accurate records		
Uses positive guidance strategies, problem solving strategies, redirection		
Demonstrates kindness, compassion, understanding and justice		
Cooperates with colleagues, seeking out opportunities for growth		
Knowledge of and adherence to school/center policies		