

STUDENT TEACHING HANDBOOK

School of Education

Last updated: August 1, 2021

SECTION I

Overview

Definition of Student Teaching

Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified 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 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.

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.

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.

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.

Director of Student Teaching

Dr. Terri Swim is the faculty member who is responsible for the academic components of student teaching. She will determine the timing and content of the seminars; 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.

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 and/or school principal to provide day-to-day supervision, guidance, and mentoring to Teacher Candidates. Each Cooperating Teacher has multiple years of classroom experience 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 midterm and final evaluations, as well as other necessary evaluations.

Prior to Student Teaching: Placement Introduction

Prior to the start of student teaching, the teacher candidate should make contact with the Cooperating Teacher and school principal.

Placement Introduction 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. **DO NOT ASSUME THAT THE DATES ON THE CONFIRMATION SHEET ARE ACCURATE.**
- 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 editions of textbooks, workbooks, planning overviews, websites, etc.
- Find out what parts of the curriculum, courses, subjects, or units your Cooperating Teacher is responsible for.

- Request classroom rules, guidelines for discipline, and the school’s student handbook or rules.
- Confirm security procedures (keys, badges, parking, etc.). Also, obtain a copy of the faculty handbook and/or department policies (for secondary teachers). See Phase I for further ideas regarding school orientation.
- Check Purdue Fort Wayne’s Student Teaching website for start dates of seminars because they start before the university’s academic start date. See link and tab “Student teaching seminar and other information”. Also the calendar changes occasionally so check the one on this website for the most up-to-date information.
<http://www.pfw.edu/departments/cepp/depts/educational-studies/student-teaching/>

Important Contact Information

Cooperating Teacher’s name: email: phone:	
School Secretary’s name: email: phone:	
Principal’s name: email: phone:	
University Supervisor’s name: email: phone:	
Academic Advisor and Director of Licensing:	Jim Beard beardj@pfw.edu 481-4100
Field Placement Coordinator:	Natalie Brewer natalie.brewer@pfw.edu 481-4137
Director of Assessment:	Michael Flory florym@pfw.edu 481-0437
Director of Student Teaching:	Dr. Terri Swim swimt@pfw.edu 481-6442

SECTION II

Student Teaching Experience

Pathways to Student Teaching

The School of Education offers 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. School district leaders may choose which model they would like to implement. If there is no preference at the district level, then the decision is passed along to the principal of a cooperating school, and then finally to the Cooperating Teacher.

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.

Teaching Responsibilities Checklist

- Appropriate instructional materials including textbooks and supplemental resources
- Lesson plan expectations
- Community resources to enhance instruction
- Parent nights, open houses, faculty meetings, department meetings, committee meetings
- Duties (bus, hallway supervision, lunch supervision)

School Policies and Procedures Checklist

- School’s Student Handbook (discipline and attendance policies, writing passes etc.)
- Teacher Handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, i.e., fire drills, school nurse procedures, universal precautions)
- Computer accounts, lunch accounts, parking pass information
- Tour of the building and security measures

Classroom Policies and Procedures Checklist

- Classroom rules and management plan (discipline referral procedures)
- Recording absent and tardy students

Instructional Resources Checklist

- District and school websites
- State standards for the course or grade level
- Media center, computer labs, and technology coordinators
- Computer use expectations

Community and Student Needs Checklist

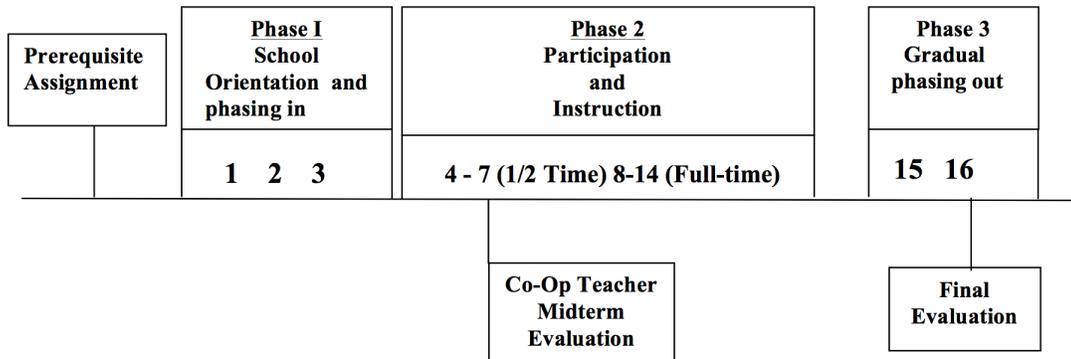
- General socioeconomic and cultural background of the student population
- After school student activities and opportunities for teacher candidate involvement
- Parent involvement in the school, expectations to communicate and work with parents
- Allergies or specific health/participation restrictions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

Student Teaching Phases

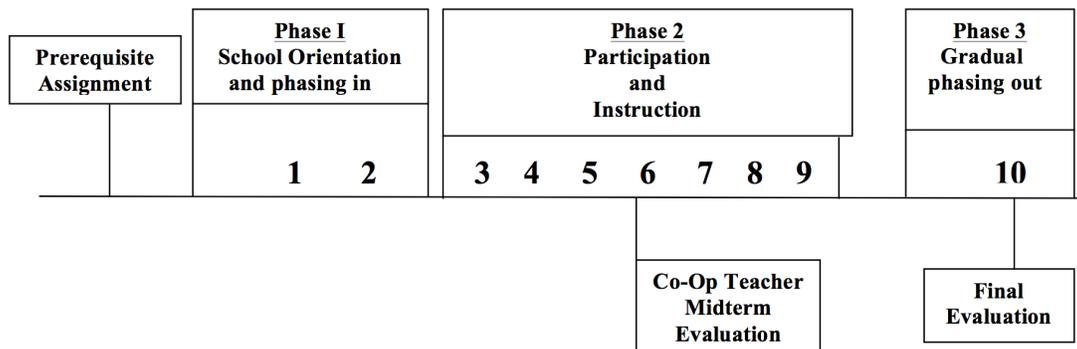
The student teaching experience should follow a natural progression of increasing teacher candidate immersion into the full responsibilities of a teacher. The following page has graphic representations that are guide based on a 16-week or a 10-week placement. It is important to note this only serves 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.

<p>Pathway #1:</p> <p><i>The Traditional Model</i></p>
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Graphic guide for 16 week placement



10 Weeks for Art, Music, Early Childhood, and Special Education



Traditional Model: 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.

Traditional Model 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-- participation and instruction---will vary in duration and intensity. Midterm evaluations will be conducted during this phase. The Teacher Candidate 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 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 tutoring with individual pupils, to working with small groups, to co-teaching the whole class. It also can include such tasks as grading, preparing resources, developing lesson plans, 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 progress. Discussion, phasing schedule, observations, reflections, and constant feedback from the Cooperating Teacher are vital for the triad to work well.*

A minimum of seven weeks of full immersion is required to provide the experience necessary for the development of the teacher candidate. It is recommended that whole group instruction represent **70%** of the total student teaching experience. REMEMBER the Cooperating Teacher is still the only person in the classroom both legally and contractually responsible for the instruction and learning in the classroom.

Traditional Model Phase III: Phasing Out.

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

PHASING OUT TRANSITION

1. Gradual transition of instructional and non-instructional responsibilities from the teacher candidate back to the Cooperating Teacher.
2. Preparation of the pupils for the departure of the teacher candidate.
3. Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the Cooperating Teacher.
4. OBSERVATION (optional)

May complete a few observations of teachers in and out of the grade level or content area in your current school building.

Look into other types of activities/professionals in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.

Observation has to be completed in the building in which you are currently student teaching and at the appropriate level. For example, a middle school placement should not be visiting the elementary section of a school, etc..

5. Wrap-up for self

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, 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.

Co-Teaching Phase I: Phasing-in

The phasing in will be with the assigned Cooperating Teacher. This phasing in 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 practice and reflect with the Cooperating Teacher on both of their practices and to communicate important issues regarding the expectations of the teacher candidate.

Co-Teaching Phase II: Parallel Teaching

This phase of student teaching is vital towards growth and development as a teacher. The teacher candidate and the teacher participate in collaborative lesson planning and teaching, with the instructional responsibility and classroom leadership split equally. One week during this phase, the Cooperating Teacher should allow the teacher candidate to have complete control over the classroom. Midterm evaluations will be conducted during this phase. The Teacher Candidate 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 identify areas for improvement. When necessary, collaborate with the University Supervisor to create a Teacher Candidate Improvement Plan.

PARTICIPATION

Once familiar with the classroom, the teacher candidate will work collaboratively with the Cooperating Teacher. This includes a wide variety of possible activities, ranging from tutoring with individual pupils, to working with small groups, to co-teaching the whole class. It will include such tasks as grading, preparing resources, developing lesson plans, 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 remains the final authority in terms of students' academic progress. Discussion, phasing schedule, observations, reflections, and constant feedback from the Cooperating Teacher are vital for the instruction component.*

A minimum of seven weeks of full parallel teaching is required of the teacher candidate. REMEMBER the Cooperating Teacher is still the only person in the classroom both legally and contractually responsible for the instruction and learning in the classroom.

Co-Teaching Phase III: Teach and Assist

The final phase of student teaching should conclude the student teaching experience. The teacher candidate will still play an active role in the classroom, but will start to phase out of their teaching role at the direction of the cooperating teacher.

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, grade book, grading, and any other items assigned by the Cooperating Teacher.

OBSERVATION - (optional)

Optional - may complete a few observations of teachers in and out of the grade level or content area in your current placement building.

Look to other types of activities/professionals in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.

Observation has to be completed in the building in which you are currently student teaching and at the appropriate level. For example, a middle school placement should not be visiting the elementary section of a school, etc..

Wrap-up for self

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

The Continuity Model

Both of the student teaching pathways can be used in the Continuity model is available within the School of Education. With a Continuity model placement, a student completes some or all field experiences and student teaching in multiple assignments within the same school, thereby becoming a full member of that school community over an extended period of time. For high need schools in particular, the Continuity option enables the school to help develop teacher candidates who are fully prepared to meet the challenges of that high need school.

The Continuity model agreement between the P-12 school and Purdue Fort Wayne is intended to be mutually beneficial to both institutions and to the Purdue Fort Wayne student. Therefore, care is taken to identify Purdue Fort Wayne students who are most likely to be successful in this model and to clarify expectations for the Purdue Fort Wayne student's experience. The School of Education may also take into account a variety of other factors related to placements.

SECTION III

Guiding Frameworks and Standards

The School of Education is committed to the our Conceptual Framework for our programs:

This can be found at: [http:// www.pfw.edu/departments/cepp/depts/educational-studies/index.html](http://www.pfw.edu/departments/cepp/depts/educational-studies/index.html)

SECTION IV

Triad Responsibilities

Cooperating Teacher's (CT) Responsibilities

CT's Responsibilities to his/her students:

- PROVIDE WELCOMING ATMOSPHERE:

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.

- SUBSTITUTE TEACHING POLICY – see policy in Teacher Candidate section.
- FINAL AUTHORITY OR TERMINATION:

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 Director of Student Teaching, 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.

CT's Responsibilities to the teacher candidate:

- INTRODUCTION: Acquaint the teacher candidate with school policies and procedures. Introduce the teacher candidate to faculty, staff, school, and local communities.

- **AUTHORITY AND RESPONSIBILITIES:** Define the extent of the teacher candidate's authority and responsibilities.
- **ELECTRONIC ACCESS:**

Communication with your teacher candidate is vital regarding electronic access to the school computer, curriculum and student data. Work with your school to establish the school's or your desired protocol for accessing electronic information.

- Some teachers login for the teacher candidate so that they can use it to teach their lesson without having to share their password.
- Others have created shared folders where the team can share their lessons.

Whatever your situation is, please share that protocol with your teacher candidate. In addition, make sure that you have a plan for returning any shared documents or electronic information at the end of the student teaching placement. This may include a conversation about what curricular information can or cannot be copied for them to take with them at the end of their placement.

Finally, you will want to talk about returning students' work (or access to student work) that the teacher candidate may be grading, along with the grades to be assigned to those students.

- **INTRODUCTION TO PROFESSION:** Throughout the student teaching experience, engage the teacher candidate in discussions of their professional standards and how those standards become meaningful in practice.
- **MANAGEMENT:** Demonstrate and provide a variety of effective teaching management and discipline techniques.
 - You may also include discussions of time management. A sample template for time management is included in the appendices. Please work with your teacher candidate to tailor it to your school, grade level, 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:** Review lesson plans, unit plans, and/or weekly plans. See other sections of the handbook for more information.

- **FEEDBACK:** Engage the teacher candidate in ongoing professional discussions and feedback of their progress. 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.
- **FORMAL EVALUATIONS:**
 - Observe and give feedback regarding the teacher candidate's teaching and teacher/student interactions, on a regular basis, for all subjects/periods for which the teacher candidate is responsible. **The mid-term and final evaluation rubrics** will guide you on what our teacher candidates are expected to be able to do successfully by the end of their student teaching experience. The due dates are provided on the student teaching calendar.
 - Note: A copy of the midterm and final evaluations will be shared automatically with the University Supervisor and Director of Student Teaching
 - For any areas marked "unacceptable" at the midterm, please contact the University Supervisor for a joint discussion of potential interventions needed to build teacher candidate proficiency.
- **RECORDS OF PROGRESS:** We encourage you to keep an individual file of the teacher candidate's progress. This will be helpful when the teacher candidate asks you for a letter of recommendation when he/she begins the job search process.

CT's Responsibilities to the University Supervisor:

- **COMMUNICATION:** Communicate frequently with the University Supervisor to support and evaluate the teacher candidate.
- **REPORT CONCERNS 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.

CT's Other Information and Responsibilities:

- **TEACHER CANDIDATE ABSENCES:** See directions for how to report absences in the Teacher Candidate Section. There is redundancy so that we know that everyone has been kept properly informed.
- **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.

- **HURRAY, AN INVITATION TO 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.

University Supervisor's (US) 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.

US's Responsibilities to the Teacher Candidate:

- **INITIAL VISIT:** An initial visit to meet the Cooperating Teacher and to see the teacher candidate in his/her school setting should be scheduled during the first two weeks of the student teaching experience. You may want to go over the roles and responsibilities as outlined in the handbook, expectations, and answer any questions.
- **OBSERVATIONS:**

A minimum of four observations and assessments of teacher candidates should occur during the student teaching 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

candidates is engaged in teaching activities so that the professional standards can be observed fully.

- Two observations and assessments should be made prior to the midpoint in the teaching experience. Remaining observations and assessments should be distributed throughout the remainder of the teaching experience.

- **OBSERVATION FEEDBACK:**

After observing a lesson, the University Supervisor meets with the teacher candidate to discuss progress meeting toward meeting professional standards and to offer constructive feedback. This should be in a setting that is conducive to important discussions without concerns of intruding in others' space. The discussions are not for other teachers or staff members to listen into. As part of this feedback process, the University Supervisor should be able to share some positive things that he/she observed and what else he/she is looking for in the next visit. Because this is a discussion, the teacher candidate should 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 feedback form. Copies will be emailed to the candidate and Cooperating Teacher. If you have trouble with these forms or emailing them, please contact the Director of Student Teaching.
- **MID-TERM EVALUATION:** At the mid-term, you will receive a copy completed by the Cooperating Teacher. When the Cooperating Teacher assesses the teacher candidate, any areas marked "unacceptable" should be communicated to the University Supervisor. Then, please contact the Director of Student Teaching. It is the expectation that the Cooperating Teacher, the University Supervisor and the Director of Student Teaching will work together to identify mechanisms for building the teacher candidate's proficiency that meets an acceptable level.
- **LESSON PLANNING:** See expectations in other sections of the handbook
- **REFLECTIONS:** The teacher candidates should complete weekly reflections and share them with you. 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 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.
- **EVALUATIONS:** The final observation and evaluation is used to measure overall proficiency of the teacher candidate. It is usually a compilation of what has been observed and the growth that has been made. Many University Supervisors use this

as a guide for their letters of recommendation for their teacher candidate.

- **SUPPORT:** Develop a collaborative approach to support the student teaching experience.

US's 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:

- **FORMS:** Complete the single teaching observation forms and the final evaluation form.
- **TEACHER CANDIDATE ABSENCES:** See directions for how to report absences in the Teacher Candidate Section. There is redundancy so that we know that everyone has been kept properly informed.
- **DIFFICULTIES OR SUCCESSES:** Report any problems (or amazing successes) with the student teaching experience to the Director of Student Teaching 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.
- Complete the Student Teaching Partnership Feedback form.

Teacher Candidate (TC) Responsibilities

Policies, Expectations & Important Information

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.

Professional and Personal Conduct

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** found at <https://www.pfw.edu/committees/senate/code/>

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

PROFESSIONALISM:

Fundamentally, the teacher candidate must behave as a professional. They 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. *NOTE: Additional responsibilities will be addressed later in the handbook.*

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 and the children/adolescent(s), you shall participate in communications with minors that are *public* in nature. This means that all communication should include your Cooperating teacher and University Supervisor and, ideally, the student's parents/guardians. In addition, all communication should come through the school district'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 student 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."

SAFETY, WELL-BEING, AND REPORTING:

Children and adolescents 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, 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.

Other situations require that you keep your doors “open” (according to school policy) and keep colleagues alerted and close by. 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.

CALENDAR/VACATIONS/SCHOOL CLOSINGS

It is the policy of Purdue Fort Wayne that candidates will follow the calendar of the respective school corporation. Fall teacher candidates will report the first Teacher Day of the school corporation. Spring teacher candidates will report the first day back from break and also will honor the corporation’s spring break.

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

Your student teaching will end, though, with the Purdue Fort Wayne academic semester subject to adjustments by the Director of Student Teaching..

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.

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

1. **Notify the school office by 6:15 a.m.** if Student Teacher is going to miss a day.
2. **Notify the *Cooperating Teacher* and *University Supervisor* via phone, text and/or email** about the absence.
3. **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”.

<http://www.pfw.edu/departments/cepp/depts/educational-studies/student-teaching/>

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 Director of Student Teaching. 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 1/2 day of teaching (in addition to scheduled seminars) 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.

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.*

SUBSTITUTING:

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). One exception exists to this policy; please see the Addendum. in BrightSpace.



GRADING

The evaluation of the teacher candidate is a shared responsibility involving the Cooperating Teacher, the teacher candidate, the University Supervisor, and the Director of Student Teaching. Although each of these individuals is expected to make a contribution to the evaluation of student teaching performance, it is the Director of Student Teaching 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. 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 (i.e., the data will not be entered into TaskStream). 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.

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 Director of Student Teaching via email. The Director 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.

FINAL EVALUATION AND GRADES:

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 42500) 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. (Some Arts and Sciences departments use grades A through F for student teaching and are used to designate the teacher candidate’s performance. A grade of C or better meets satisfactory performance).

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 Student Teaching about that option.

TEACHER CANDIDATE'S (TC) Responsibilities to the Students:

- Be a good role model to students in appearance, mannerisms, language use, and behavior.
- Encourage students to address teacher candidate 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.
- NOTE: Some schools and/or districts keep their own documentation and files on your student teaching experience. So the quality of your professionalism is vital.

TC's Responsibilities to the Cooperating Teacher and School:

- **ELECTRONIC ACCESS TO SCHOOL INFO:** 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.
- **LESSON PLANS & MATERIALS PREPARED:**
 - Be prepared for school each day with lesson plans and supporting materials 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.
- **TIME AT SCHOOL:** Observe the same daily work schedule of the Cooperating Teacher (at minimum), arrive early and stay late, within reason.

- **APPROPRIATE DRESS:** Dress in compliance with local culture and school policy on dress code. Be professional.
- **BE PROFESSIONAL:** Behave professionally to ensure credibility among your colleagues.
- **KNOW POLICIES AND PROCEDURES:** Follow all school/corporation policies associated with professional conduct, student interaction, and academic responsibilities.
- **GO ABOVE AND BEYOND:**
 - 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.
- **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.
- **SCHOOL'S POLICIES & PROCEDURES:** Be open-minded about the policies and procedures of the Cooperating Teacher and the school and respect them; be flexible.
- **CURRICULUM:** Gain an understanding of the rationale/purpose behind specific lessons, units, and school-wide programs.

TC's Responsibilities to the University Supervisor:

- **LESSON PLANS AND HANDOUTS:**

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.

- **UPLOAD** video to GoReact for each Single Observation. See BrightSpace for more details.
- **PROFESSIONALISM TO YOUR US:** 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.
- **SEEK FEEDBACK:** Actively seek feedback from your University Supervisor, communicate proactively, regularly, and professionally.
- **PARTICIPATING IN FEEDBACK PROCESS:** Actively participate in discussion following observations, seeking clarity of professional standards and suggestions for improvement.
- **FIGURING OUT WHEN TO ASK FOR HELP:** Ask for help from your CT or US whenever you need it while seeking a balance to become a professional.

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

Teacher Candidates: 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.

1. Final Evaluations from both your Cooperating Teacher and your University Supervisor. Many districts require these for your job application.
2. Test scores for licensure
3. CPR Certification (you will renew this every 2 years)
4. 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"

FORMS FOR ALL TO FILL OUT:

All Forms related to student teaching can be accessed/printed on the School of Education's website, found at <http://www.pfw.edu/departments/cepp/depts/educational-studies/student-teaching/>

(select appropriate tab to find the information you are seeking).

For: Teacher Candidates

Professional Expectations Agreement (this is included in your student teaching application. You signed this and reviewed it during your meeting with the Field Placements Coordinator when you applied for Student Teaching). See page 32 of this handbook for a blank copy of this agreement.

Key Assessments in TaskStream

Student Teaching Partnership Feedback form.

For: Cooperating Teachers

Your contract will be emailed to you by the Field Placement Coordinator prior to the beginning of the semester for you to fill out and return in order for you to get paid your honorarium at the end of the semester.

The following forms are sent via email, as links, from our Director of Assessment. Some school district's email filters send our emails to your spam or junk folders. So, please check those folders for any email you may have missed.

- Midterm Student Teaching Evaluation – NOTE: This can be previewed on the website. The actual form will be sent via email as a link by our Director of Assessment.
- Final Student Teaching Evaluation – NOTE: This is similar to the midterm. The actual form will be sent via email as a link by our Director of Assessment.
- Student Teaching Partnership Feedback form.

For: University Supervisors

- Evaluation of each Single Teaching Experience
- Final Evaluation – (this will be sent via email as a link to a Qualtrics survey)
- Teacher Candidate Improvement Plan (if needed)
- Student Teaching Partnership Feedback form.
- Mileage Form (submit completed form(s) to the Field Placement Coordinator twice a semester - due dates are located at the bottom left corner of the mileage form. Be sure you record both mileage and street addresses on the mileage log as indicated. Check your mileage total to be sure it's correct)

Teacher Candidate Improvement Plan

Purpose

The purpose of the Teacher Candidate Improvement Plan is to outline the steps necessary for successful completion of the Student Teaching experience, for those who need additional support and guidance. It is important that the Teacher Candidate successfully completes the steps identified in the Improvement Plan in order to graduate.

Procedures

1. If the Cooperating Teacher is starting to have concerns about the Teacher Candidate, it is vital that they contact the Purdue Fort Wayne University Supervisor.
2. It is then vital that the University Supervisor contacts the *Director of Student Teaching* to talk about the situation and to identify possible next steps.
3. If it is determined by the Director of Student Teaching that an Improvement Plan is needed, then one will be written up for the Teacher Candidate to follow. This may be written either by the University Supervisor or the Director of Student Teaching. It should be written in consultation with the Cooperating Teacher and may include input from the Teacher Candidate.
4. The necessary form may be found at the following link
<http://www.pfw.edu/dotAsset/8bae89f2-065f-4d57-8d8b-e6d29959de2c.pdf>

Secondary Dual Credit, Honors or AP Courses

Purpose and Procedures

If a Secondary Teacher Candidate has a period that is a dual credit, AP or Honors, then the following conditions apply:

1. The Teacher of Record needs to be the one teaching the high school students.
 - a. If this is a fully designated dual or AP section, then the Teacher Candidate will need to notify Purdue Fort Wayne that he /she will be teaching in a different class or just assisting the teacher. If this is a full honors section, we will leave it up to the school administration to decide if the student teacher may teach the course.
 - b. If this is a mixed section where some of the students are dual, AP or honors and some are not, then the Teacher Candidate shall use the Co-Teaching Model, such that the Teacher Candidate is teaching the non-dual credit students and the Cooperating Teacher is teaching the dual credit students.
 - c. The purpose of this is to meet the requirements stated by the state that dual credit courses need to be taught by teachers with at least 18 hours of master's credit in the content area. We have applied this same criteria to AP classes.

LESSON PLANNING

Purpose and Procedures

ELEMENTARY

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

During weeks 1-2

- Individual Lessons for each subject area you are teaching (1-2 pages)
 - See sample of an Individual Lesson Plan

During weeks 2-3

- Unit plan for the week for the subject area you are teaching
- An individual Lesson Plan for Supervisor's observation (like you completed in weeks 1-2)

During weeks 3-to end

- Weekly plan for the subjects you are teaching
- Individual Lesson Plan for University Supervisor's observation (up to 2 pages)

If the Teacher Candidate is having difficulty planning, then the teacher, university supervisor, or Director of Student Teaching 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.

SECONDARY / MIDDLE SCHOOL

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

During weeks 1-2

- Individual Lessons for each class period or course in charge of (1-2 pages)
- See sample Individual Lesson Plan form.

During weeks 2-3

- Content for whole week (i.e., a unit / chapter plan) for the classes you are now teaching
- An individual Lesson Plan for the Supervisor's observation (like you completed in weeks 1-2)

During weeks 3-to end

- Whole day plan outlined
- Individual Lesson Plan for lesson(s) to be observed (up to 2 pages)

If the Teacher Candidate is having difficulty planning, then the teacher or university supervisor may recommend including more information in the lesson plan.

If difficulties are still present, then an Improvement Plan needs to be implemented to address the issues.

SAMPLE LESSON PLAN FORMAT

1. General Lesson Plan
Goal: Objective: Dispositions or Practice / Process Standards: IN Academic Standards:
CONTEXTUALIZATION Student Background and Prior Knowledge:
INSTRUCTIONAL, THINKING, AND ENGAGEMENT STRATEGIES Activation of Prior Knowledge/Provocation: Academic Vocabulary: Materials and Safety Procedures (if appropriate): Engagement strategies throughout lesson: Differentiation: Critical Thinking: Closure : Transition:
Procedures for Teacher
ASSESSMENTS
CONNECTIONS & MISCONCEPTIONS/ WEAKNESSES to address

STUDENT TEACHING AND FIELD SERVICES

Professional Expectation Agreement

Upon admission to the Teacher Education Program, I _____ (type your legal name - not nickname) understand that I have assumed added responsibilities as a pre-professional education student. I am preparing to become a teacher and to assume responsibilities for children’s safety, well-being, development and learning. I agree to do my best in meeting the professional expectations outlined below in all pertinent aspects of my teacher education program.

As a point of information, the State of Indiana has a code of ethical conduct for all teachers in the state (Indiana code 20-6.1-3-7). It is not the intention of the College of Professional Studies to define these characteristics; however, local school officials may ask the student to leave the field or student teaching placement for any of the following reasons: Immorality, Misconduct in the office, Incompetence, or Willful neglect of duty.

Professional Expectations

Personalized Learning

| respect the ways in which growth and development in individuals may differ | promote engagement for all students | recognize the development needs of all students | be sensitive to the external stressors students face | maintain high expectations | encourage independent, critical thinking skills |

Knowledge

| develop informed teaching practices through continual study of theory | supplement the curriculum with authentic resources and activities | be flexible and responsive to individual learner needs | facilitate mastery of skills and concepts | implement multiple ways of teaching and learning |

Community

| respect family and student goals, values and unique identity | promote open communication with the family | value the broad spectrum of cultural diversity and global interconnectedness | encourage democratic principles in both students and colleagues | become aware of and utilize the benefits to education that the community has to offer |

Growth and Reflection

| commit to reflective practice and planning | value and pursue opportunities for collaborative work with colleagues and families | pursue personal and professional growth | maximize teaching and learning experiences

Learning Environment

| work towards a learning environment that optimizes student’s academic, social, physical, and spiritual well-being | use multiple assessments to identify student strengths and refine curriculum | promote a safe and caring environment | appreciate and manage group dynamics that contribute to the classroom |

Professionalism

| promote the privacy and confidential information of all students, their families, and teachers unless required by state/federal law | uphold all legal and school obligations including the professional expectations and code of ethics of faculty and staff at Purdue University Fort Wayne | dress appropriately | be on time with all scheduled activities and work | open to constructive criticism and make appropriate modifications upon reflection | communicate to the best of my ability | conduct myself as a professional in all respects when I am working in, or representing Purdue University Fort Wayne by treating others with respect |

I understand that as a student in the Teacher Education Program, I may be withdrawn from the program and/or any field placement including student teaching, for failure to comply with these professional expectations. Other disciplinary actions may include, but are not limited to, an administrative alert, an unsatisfactory grade for course or placement, dismissal from the school assignment or student teaching placement, removal from the Teacher Education Program, and/or dismissal from Purdue University Fort Wayne.

By signing this Electronic Signature Acknowledgment Form, I agree that my electronic signature is the legally binding equivalent to my handwritten signature. Whenever I execute an electronic signature, it has the same validity and meaning as my handwritten signature. I will not, at any time in the future, repudiate the meaning of my electronic signature or claim that my electronic signature is not legally binding.

Signature: _____

Date: _____

Print or Type Your Name Here: _____

PFW ID #: _____

General Time Management Weekly to Do List:

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1 On Sunday, review this week's lessons for the day</p> <p>2 On Sunday, review the lessons for Monday, specifically.</p> <p>3 Edit checklist for <i>next</i> week.</p> <p>4 Start gathering all of the activities, materials, papers to print and assessments for the <i>next</i> week.</p> <p>5 Gather routine items for <i>next</i> week, such as..... * Weekly Reading Strategy Reading logs * Daily 5 chart Morning work templates * Word Work Lists * Assessments * Sight Word Fluency Intervention Passages * Behavior Calendars * Reading passages used for our small groups</p> <p>6 Put info in a to-do binder, folder, or drawer</p>	<p>1 Copy materials that you gathered on Monday</p> <p>2 Keep copies organized into folders.</p> <p>3 Electronically post materials for students in the LMS for <i>next</i> week.</p> <p>4 Finish gathering activities</p>	<p>1 Plan main subjects</p> <p>2 Type lessons for team</p> <p>3 Enter into weekly schedule</p>	<p>1 Evaluation and Plan small groups.</p> <p>2 Add information to small group folder or notebook.</p>	<p>1 Finish any planning.</p> <p>2 Post for our grade level</p> <p>3 Organize any leftover materials or supplies for Monday.</p> <p>4 Write newsletter to post or hand out on Monday.</p> <p>5 Straighten things up and put everything where it goes.</p> <p>6 Distribute things to their respective places for next week (ex: MTWTHF drawers with colored subject folders; update a special colored folder for weekly items to pass out such as flyers, etc.)</p> <p>7 Leave out weekly planner in case a sub needs to find it.</p> <p>8 Have a new checklist ready to update.</p>

Specific Weekly Checklist

To copy

Materials to gather

Assessments

Monthly items

To Do

Miscellaneous