St Mary-of-the-Woods College

Student Teaching Handbook

2013-2014

TABLE OF CONTENTS

INTRODUCTION…….……..…1

TEACHER EDUCATION AT SMWC…….……..…2

College Overview…….……..…2

Accreditation…….…….3

Teacher Education Curriculum…….…….3

Field Experiences/Practica…….……5

Background Check Policy…….…….5

STUDENT TEACHING ROLES AND RESPONSIBILITIES…….……6

Professionalism…….…….6

Student Teaching Requirements…….……...7

Classroom Responsibilities…….…….…..7

Teaching Responsibilities…….…….8

Non-Teaching Responsibilities……..…8

Evaluation……..8

Conferences……...9

Student Teaching Seminars……...9

Teaching Effectiveness – Impact on Student Learning……..……..…10

Student Teaching ED 450 Seminar Impact Discussion Group Questions…….…..…10

Proficient Portfolio/Electronic Portfolio……..10

Program Completion & Program Completion……..11

Graduation Application Procedures……..12

License Application Procedures……...12

Out of State Licensure……..13

Contact Information……..13

INTRODUCTION

The preparation of competent, caring, professional educators is a hallmark of the Teacher Education Program at Saint Mary-of-the-Woods College. The SMWC Education Department recognizes student teaching as the most challenging, rewarding, and critical stage of the teacher preparation process. The Department gratefully acknowledges all who collaborate to create a successful student teaching experience for SMWC teacher candidates.

This handbook contains general information regarding the processes, procedures, and expectations for all participants in the student teaching experience. The information in this handbook alone, while important, will not guarantee success. An integral component of the process is the development of a collaborative relationship among the student teacher, the cooperating teacher, and the college supervisor. The cooperating teacher is considered a mentor who orients the student teacher to the school, the students, and the teaching process; models best professional practice; and coaches the student teacher to become the best that he or she can be. The college supervisor provides ongoing feedback, support, and guidance throughout the process and facilitates communication among the student teacher, the school placement site, and the College. Additional resources are the teacher candidate's Academic Advisor and Ms. Teresa Dwyer, Assistant Director of Career Development – Education, who coordinates all of the placements and assists teacher candidates with career development.

All teacher candidates complete relevant coursework prior to student teaching. However, each brings a unique set of skills, talents, and prior knowledge to the student teaching experience. Some arrive with natural abilities, while others must be carefully guided to reach their potential. The SMWC Teacher Education Program encourages the development of relationships built on trust and honest feedback. Cooperating teachers create a trusting relationship through their willingness to share and accept new ideas and by allowing beginning teachers to take appropriate risks.

Encouragement, enthusiasm, and support help to calm student teachers' fears and create a climate of acceptance and growth.

The Education Department is deeply grateful to those who have undertaken this important responsibility to assist in preparing future teachers. It is our hope that all involved in the student teaching experience will reap the intangible rewards that come from helping students learn.

TEACHER EDUCATION AT SMWC

The design of the SMWC Teacher Education Program is influenced by several external forces including:

a) Indiana Department of Education, Office of Educator Licensing and Development;

b) Higher Learning Commission of the North Central Association of Colleges and Schools (NCA);

c) Program standards of the Council for Accreditation of Educator Preparation (CAEP) (formerly the National Council for Accreditation of Teacher Education (NCATE);

d) Principles of the Interstate New Teacher Assessment and Support Consortium (InTASC);

e) Guidelines of the learned societies and accrediting organizations (NAEYC, ACEI, and CEC); and

f) Current educational research. Internally, the mission of Saint Mary-of-the-Woods College (SMWC), as a four-year liberal arts college, also significantly impacts the program.

College Overview

Founded in 1840 by the Congregation of the Sisters of Providence, SMWC has been recognized for more than 170 years as a distinctive undergraduate institution, offering quality programs leading to undergraduate and graduate degrees in a variety of disciplines. The preparation of teachers has played a prominent role throughout the College's history.

Located near Terre Haute, Indiana, the spacious, 67-acre campus, noted for its architectural design and environmental beauty, provides an ideal setting for the future teacher to grow personally

and professionally. Upon completion of the course of study, graduates/completers can echo the words of the poet Robert Frost, "two roads diverged in a wood and I, I took the one less traveled by, and it has made all the difference."

Accreditation

Saint Mary-of-the-Woods College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) and approved for teacher training by the Indiana Department of Education, Office of Educator Licensing and Development, and the National Council for Accreditation of Teacher Education (NCATE).

Teacher Education Curriculum

The Education Department offers a wide range of undergraduate teacher education programs that are founded upon the liberal arts, oriented toward professional pedagogy, and consistent with current educational research. Each program includes a broad base of general education coursework, intensive preparation in the content area(s), professional education preparation reflecting national and state standards for beginning teachers, and extensive field-based learning opportunities. Combining educational theory with professional practice, each program is designed to prepare teacher candidates to develop knowledge, skills, and dispositions that will enable them to teach all students effectively.

The Education Department is committed to its mission to prepare competent, caring, professional educators who are able to meet the needs of a diverse society. The teacher preparation program provides teacher candidates with a solid understanding of the subject matter areas that they will teach, a wide variety of field experiences through which they develop and practice teaching skills, and many opportunities to demonstrate their impact on student learning. Teacher candidates learn to be reflective, lifelong learners who are able to communicate effectively and continually demonstrate dedication and commitment to the teaching profession within a moral framework.

The Education Department has adopted the ten InTASC Model Core Teaching Standards (April 2011) as its program goals and an eleventh goal that reflects SMWC's heritage as a religious-affiliated institution. These goals define what educators should know and be able to do.

1. ***Learner Development****: The competent, caring, professional educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

2. ***Learning Differences****: The competent, caring, professional educator recognizes individual differences, diverse cultures and communities to design inclusive learning environments that enable all students to meet high standards.*

3. ***Learning Environments****: The competent, caring, professional educator works with others to create a variety of environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.*

4. ***Content Knowledge****: The competent, caring, professional educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

5. ***Application of Content****: The competent, caring, professional educator connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues of social justice and environmental concerns.*

6. ***Assessment****: The competent, caring, professional educator uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, to impact student learning, and to guide the teacher's and learner's decision making.*

7. ***Planning for Instruction****: The competent, caring, professional educator plans instruction that supports all students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

8. ***Instructional Strategies****: The competent, caring, professional educator uses a variety of instructional strategies to encourage learners to develop a usable understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

9. ***Professional Learning and Ethical Practice****: The competent, caring, professional educator engages in ongoing professional learning and uses evidence to ethically evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of all students.*

10. ***Leadership and Collaboration****: The competent, caring, professional educator assumes leadership roles when appropriate, and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community*

members to ensure learner growth, and to advance the profession.

11. ***Professional Behavior****: The competent, caring, professional educator frames teaching within moral, ethical, and social contexts.*

Field Experiences/Practica

Prior to student teaching and depending upon individual program requirements, SMWC teacher candidates complete 120-300 hours of formally structured and supervised field experiences/practica in various classroom settings, in addition to field assignments related to professional education courses. The carefully designed field experience/practica program mirrors the curriculum in that it is developmental in nature, requiring teacher candidates to assume increasing responsibilities as they progress in the program. Field experiences/practica include initial observations, individual and small group tutoring, service as a teaching assistant, and opportunities to design and implement specific lessons in various subject areas and developmental levels. All field experiences/practica are coordinated, supervised, evaluated, and documented by faculty in the Education Department.

Background Check Policy

Prior to all clinical experiences students must complete an expanded criminal history background check. It must be conducted through Certified Background (www.certifiedbackground.com). The clinical placement process will not begin until your criminal history background check is completed.

SMWC students must contact the school corporation in which they are placed to verify the criminal history/background check policy. All clinical experiences are subject to the background check requirements and policies of the school corporation or experience site in which the teacher candidate is placed. This includes any specific background checks or testing that the placement site requires. You may not be permitted to participate in the placement if this verification is not on file with the school/agency in which the experience is being conducted.

Regardless of any current criminal history/background checks that you may already have, it is quite possible that you will be required to complete and submit a new background check for each placement at your own expense.

Should the criminal history report indicate any offense, the teacher candidate will not be permitted to begin the experience until the candidate provides documentation (e.g., court records) that indicates that the offense is not a felony or a penalty that would prohibit issuance of a teaching license in the State of Indiana. The teacher candidate is responsible for obtaining such documentation and records and paying any associated fees. All cases are subject to individual review and decision of the Teacher Education Board. Additional information regarding placement procedures and policies is available from the Education Department.

STUDENT TEACHING ROLES AND RESPONSIBILITIES

Professionalism

The Education Department at SMWC expects from student teachers a level of performance and a sense of responsibility commensurate with those claiming membership in the profession. It is the student teachers' responsibility to know, and to adhere to, the policies and procedures of the College and the school districts to which they are assigned. Specifically, student teachers are required to do the following:

1. Become familiar with the philosophy, policies, regulations, and physical plant of the host school, as well as resource materials available for teachers.

2. Follow the dress guidelines prescribed by the SMWC Education Department and the host school district. Wear neatly pressed and clean clothing. Skirts or dresses should be no more than two inches above the knee. Inappropriate dress includes tennis shoes or flip flops, obvious body-piercings or tattoos, sweat suits or sweat pants/shirts/shorts, jeans, excessive jewelry, clothes which show midriff or back, and see-through, revealing or tight tops.

3. Follow the same work schedule as the cooperating teacher. This includes holidays, vacations, meetings, duties, lesson plans, arrival and departure times.

4. Respect the lines of authority in the school. While the student teacher is expected to demonstrate successful classroom management to achieve effective teaching, the cooperating teacher retains the ultimate responsibility for the class and for the student teacher.

5. Carefully consider your words and actions. As a student teacher, you must balance your role as "the teacher" with that of "the guest/student." Before speaking and acting, consider how others will perceive what you say and do. Others' perceptions may not be what you intended. A further word of caution regarding your relationship with the students: It is natural for you to want students to like you but your role is as an adult, teacher, mentor, not best buddy.

6. Student teachers are strongly encouraged to affiliate with professional organizations. Examples include, but are not limited to, the student programs of the National Education Association, the Council for Exceptional Children, the National Association for the Education of Young Children, the International Reading Association, and/or other learned societies within one's discipline. Faculty members can provide additional information to student teachers.

Student Teaching Requirements

Student teaching is a full-time responsibility and requires significant dedication and commitment. Student teachers are expected to adhere to the following attendance requirements.

1. It is expected that the student teacher be punctual and consistent in attendance. Should unforeseen circumstances result in an excessive number of absences, the student teaching experience must be adjusted to assure compliance with state and college requirements for attendance, planning and full-time teaching.

2. In case of absence, the student teacher must notify the cooperating teacher as soon as possible, but no later than 7:00 a.m. During the period of solo teaching, the teacher candidate is responsible for seeing that appropriate lesson plans have been prepared and are available.

3. In case of absence, the student teacher must notify the college supervisor. This can be done by leaving a voicemail or email message with the appropriate supervisor.

4. In the case of school closings due to weather, the student teacher must notify the college supervisor of this, particularly when visits are scheduled. The college supervisor should be notified at home early, particularly when long distance travel is required for the visit.

Classroom Responsibilities

There are innumerable responsibilities within the classroom for which student teachers should gradually assume more responsibility. Effective planning permits student teachers to become thoroughly familiar with the content, to probe various alternatives, to anticipate the timing and location of activities, to prepare for material and equipment needs, and to provide for adequate evaluation of instructional objectives. Cooperating teachers are encouraged to review lesson plans prior to teaching. Suggestions for revision may be made at this time.

Student teachers should review lesson planning expectations with their cooperating teachers, in collaboration with their college supervisors, during the first two to three days of the student teaching experience. They are expected to discuss the format that is commonly used and to determine a schedule for submitting plans to the cooperating teacher.

Teaching Responsibilities

The student teacher's introduction to the classroom and assumption of duties within the class structure is a gradual process, beginning with observation during the first few days of the experience, gradually assuming responsibility for instruction, and finally assuming full responsibility for all daily instruction. Student teachers are expected to be responsible for full-time planning and teaching during three weeks of an eight or nine-week student teaching experience. These are usually scheduled toward the middle of the placement so that the cooperating teacher can gradually transition back to the classroom during the final week.

Non-Teaching Responsibilities

There are various responsibilities, not directly related to classroom instruction, from which student teachers can gain valuable experience. Student teachers are expected to assist with extracurricular activities or non-teaching assignments such as bus duty, playground supervision, field trips or other activities deemed appropriate by the principal and/or cooperating teacher.

Evaluation

The success of any program, event, or educational endeavor can be measured through a well-planned system of both formative and summative evaluation. Student teachers are encouraged to look upon evaluation measures as an opportunity for professional growth, and are encouraged to value the constructive suggestions of professional colleagues. The SMWC Teacher Education Program utilizes several means of evaluation assistance for student teachers, including conferences and written evaluations.

Conferences:

- Cooperating teacher and student teacher (weekly, or as need occurs)
- Cooperating teacher and college supervisor (at time of periodic on-site visits, by telephone, email, or at other times, as needed)
- Student teacher and college supervisor (at time of periodic on-site visits, at conferences on college campus during seminars, by telephone, email, or at other times, as needed)
- Student teacher, cooperating teacher, college supervisor (at the beginning of the experience to answer questions and at the end of the experience to review the experience, or at other times, as needed)

College supervisors provide written field notes and an observation feedback form to the student teacher during on-site visits. Both cooperating teachers and college supervisors complete a written final evaluation of the student teacher.

- The final evaluation form is reviewed with the student teacher and a copy placed on file in the Education Department.
- The final evaluation form may be used informally at mid-term to provide the student teacher feedback and to review any areas needing improvement before the completion of the placement.

Student Teaching Seminars

Student teachers not holding a current teaching license must enroll in ED 450 – Seminar in Teaching (1 credit) concurrently with the student teaching experience. Student teachers must attend all scheduled seminar activities, currently two full days on the SMWC campus. The sessions are planned in advance and student teachers are notified of the dates that they will return to campus and will not be in the classroom. Student teachers are responsible for informing their cooperating teachers of the days when they will not be present. The Education Department utilizes the expertise and experience of several practitioners in conducting the seminars. Topics vary, but may include

issues related to classroom management, instruction, resume' writing, and interview techniques. The seminars provide invaluable experience and information for future teachers, as well as opportunities to interact with other student teachers and professional educators from various school districts. Attendance at the seminars is required, the final grade for ED 450 – Seminar in Teaching is affected by attendance.

Teaching Effectiveness - Impact on Student Learning

As part of the Student Teaching Seminar, teacher candidates debrief their teaching effectiveness and summarize their impact on student learning. This debriefing is based on the Teacher Work Sample that each teacher candidate must complete as a capstone/summative assessment of their teaching effectiveness. The Teacher Work Sample is submitted for formal evaluation as part of the Proficient Portfolio.

Student Teaching ED 450 Seminar Impact Discussion Group Questions

1. In what ways did you impact student learning during your practicum or student teaching experience/s?
2. What did you see students do, what did you hear students say, in what ways did students behave that caused you to think that you should make instructional changes?
3. What were those instructional changes?
4. Were those instructional changes effective or ineffective?
5. What was the evidence that showed you that changes were effective or ineffective? How did you use student performance data to leverage your instructional decisions?
6. Overall, what would you/will you do differently the next time you are in an instructional situation/setting regarding making a positive impact on student learning?

Proficient Portfolio/Electronic Portfolio

Student teachers must submit a “Proficient Portfolio” during ED 450 – Seminar in Teaching. The portfolio is a reflective and evidence-based compilation of the teacher candidate’s effectiveness and demonstrates the application of the SMWC Education Department Program Goals to the practice of teaching. The Teacher Work Sample is included in the proficient portfolio. As a culminating

activity the proficient portfolio helps teacher candidates to not only document their effectiveness, but also to: 1) articulate their understanding of professional pedagogy, 2) document their ability to apply and create learning experiences, and 3) deepen their self-awareness and appreciation of their own accomplishments. Specific submission procedures will be provided during Seminar 1.

Program Quality Evaluation

At the conclusion of Seminar 2, teacher candidates provide feedback to the SMWC Education Department regarding: overall program preparation; clinical experience supervision, and seminar value. One year following Seminar 2, teacher candidates (then graduates) receive a post-program preparation survey.

Program Completion

Many teacher candidates are eligible for program completion at the end of the student teaching experience. Some may have remaining general studies courses to complete the following semester. Criteria for program completion are as follows:

1. Successful presentation and articulation of teaching effectiveness – impact on student learning during Seminar 2.
2. Submission of a Proficient Portfolio to the Education Department according to the guidelines provided. The portfolios will be scored by Education Department faculty. The submission of the portfolio and the scores will affect the final grade in ED 450 – Seminar in Teaching. Generally, late submissions will not be accepted. A Proficient Portfolio must include at least the following:
    a. table of contents
    b. current resume
    c. philosophy of education statement
    d. Teacher Work Sample
    e. for <u>each</u> of the eleven Education Department Program Goals, a rationale statement clearly describing the artifact and explaining how the artifact relates to the goal
    f. for <u>each</u> of the eleven Education Department Program Goals, one artifact documenting mastery of the goal

3. Successful completion of all program requirements.

4. Verification that you have completed CPR-Heimlich Maneuver Certification, AED, suicide prevention education and training.

5. Completion of a Subject Assessment/Specialty Area test(s) (Praxis II). This is subject to change in 2014.

Graduation Application Procedures

Candidates who are seeking a degree must submit an Application to Graduate form to the Office of the Registrar. Education Department advisors verify that candidates have met all program requirements including requirements for ED 450 – Seminar in Teaching. Transcripts will not be released to a student and licensing procedures will not begin if there is a hold on a student's account in the Business Office.

License Application Procedures

Graduates of the Teacher Education Program are eligible for licensure in the state of Indiana. The SMWC Licensing Advisor (Isabella Lindner) provides information about licensure requirements during ED 450: Seminar in Teaching.

Checklist for Indiana Online License Application
INITIAL LICENSURE

- ☐ Complete a state-approved teacher preparation program.

- ☐ Fax (812-535-5144) or email an attachment to Izzy Lindner (ilindner@smwc.edu), Licensing Advisor, the following:

- ☐ Basic Competency Requirements for Formal Admission to SMWC Education Department
  One of the following:
    - ACT (Math, Reading, Grammar, Science) Composite Score = 24 OR
    - SAT (Critical Reading + Math) Score = 1100 OR
    - GRE (Verbal + Quantitative) Score = 1100 (prior to 8/1/11) OR
    - GRE (Verbal + Quantitative) Score = 310 (after 8/1/11)
    - Master's Degree from an accredited institution
    - Indiana CORE Academic Skills Assessment (CASA)
      - Reading (MCQ – multiple choice question): cut score 20
      - Mathematics (MCQ): cut score 19
      - Writing (MCQ): cut score 20
      - Writing (CRI – constructed response item): cut score 5
    - Praxis I: Reading (176), Writing (172) Math (175) OR
    - Praxis I (Reading, Writing, Math) Composite Score = 527

- ☐ Verification of passing Praxis II score(s)
- ☐ Verification that you have completed CPR-Heimlich Maneuver Certification, AED, and suicide prevention and training. Information on this certification can be found at: www.doe.in.gov
- ☐ Register with Indiana Department of Education's Licensing Verification and Information System (LVIS) and complete your online licensing application. You are requesting an "Instructional" license.
- ☐ Email Izzy Lindner (ilindner@smwc.edu) and your academic advisor once you have completed your teaching license application online. (By sending an email to both Ms. Lindner and your advisor, your advisor can verify that you have met all program requirements and Ms. Lindner can continue with the licensure process.)

Out of State Licensure

Teacher candidates seeking out-of-state licensure are expected to meet the requirements of the Teacher Education Program at SMWC and are responsible for obtaining information relative to out-of-state requirements for licensure. Information relative to reciprocity between Indiana and other states is available from the Licensing Advisor.

If you are from Illinois, mail a State of Illinois Program Verification Form to Izzy Lindner.

Contact Information

If questions, issues, or concerns arise during the student teaching experience, student teachers and cooperating teachers are encouraged to contact the assigned college supervisor for assistance. Additional resources include:

- Pamela Sebura, Chair of the Education Department (812-535-5227); psebura@smwc.edu
- Isabella Lindner, Licensing Advisor (812-535-5290); ilindner@smwc.edu
- Academic Advisor of teacher candidate – teacher candidate can provide contact information
- Teresa Dwyer, Assistant Director of Career Development - Education (812-535-5119); tdwyer@smwc.edu

Thank you to all who work together to ensure
that student teaching is a valuable and successful experience!