

**Earlham College
Graduate Programs in Education**

**Student Teaching
Handbook 2022-23**

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Earlham College Graduate Programs in Education

Mission Statement

Earlham's education emphasizes pursuit of truth, wherever that pursuit leads; lack of coercion, letting the evidence lead that search; respect for the consciences of others; openness to new truth and therefore the willingness to search; veracity, rigorous integrity in dealing with the facts; application of what is known to improving our world.

To provide education of the highest quality with these emphases, Earlham's mission requires selection of an outstanding and caring faculty committed to creating an open, cooperative, learning environment. The College provides for the continuous support and development of this faculty.

The teaching-learning process at Earlham is shaped by a view of education as a process of awakening the "teacher within," so that our candidates will become lifelong learners. Students at Earlham are encouraged to be active, involved learners. The College provides extensive opportunities for students and faculty to interact with each other as persons, to learn from each other in a cooperative community, an important aspect of which is collaborative student/faculty research.

At Earlham College this education is carried on with a concern for the world in which we live and for improving human society. The College strives to educate morally sensitive leaders for future generations. Therefore, Earlham stresses global education, peaceful resolution of conflict, equality of persons, and high moral standards of personal conduct.

Contact Information

Cammi Fulvi, Director	cmfulvi08@earlham.edu	765-983-1871
Katie Reynolds, Assistant Director	kereyno15@earlham.edu	765-983-1846
Sussie Ndanyi, Administrative Assistant	ingossu@earlham.edu	765-983-1847

Carpenter Hall Office Information

The Graduate Programs in Education offices are located in the northeast wing of the lower level in Carpenter Hall. You can find our main offices in suite #70, our admissions office in #66, and our Teaching and Education Classroom in #50 all. Though our hours in the office vary based on our teaching and observation schedules, there is usually someone there from 8:00-4:30 on most weekdays. It's best to call or email ahead of time to make sure the person you need is in the office at the time you are planning to come.

Student Teaching and Practicum Information

Overview

Every M.A.T. candidate will have a student teaching placement and every M.Ed. candidate will have a practicum at an organization that fits their needs and goals as an educator. G.P.E. faculty will find local school placements for M.A.T. candidates based on content area, mentor teacher availability, and other factors. M.Ed. candidates will work with G.P.E. faculty to find a practicum placement that meets their needs.

Supervisors and Observations

Every candidate will be assigned a G.P.E. faculty member to serve as a supervisor throughout the year. The supervisor will make site visits to observe how the candidate is growing as an educator, provide frequent feedback, and be available to meet regularly about the candidate's progress and provide any support that is needed. M.Ed. candidates will have their supervisor assigned to them in the Summer semester, and M.A.T. candidates will have their supervisor assigned to them at the beginning of the Fall semester.

Second Placement Policy

Earlham M.A.T. candidates may be placed with the same mentor teacher in a year-long placement or may be placed with two different mentor teachers who may or may not be in the same building.

If a candidate is placed at two different schools by the M.A.T. program the cost of supervision, including travel, will be paid by the M.A.T. However, if the M.A.T. candidate requests a second placement in a different location for personal reasons that requires additional travel by M.A.T. faculty, the candidate will be assessed an additional fee to cover the mileage of the M.A.T. supervisor.

Professionalism and Confidentiality

When serving at a placement school or practicum site, it is expected that G.P.E. candidates maintain high levels of professionalism throughout the year. All on-site rules and guidelines must be followed and candidates must remember that they are guests at their school or organization.

Confidentiality is an integral part of being an educator and it starts as soon as candidates begin their student teaching or practicum work. See the *Confidentiality Statement* for details.

Mentor Teacher Expectations

A teacher must have five years of teaching experience, or three years of teaching experience and a Masters degree to be considered for mentor teaching. Mentor teachers are chosen by G.P.E. faculty and school and/or district administration collaboration based on content area, grade level, and quality teaching practices.

We expect mentor teachers to model best practices in terms of classroom instruction and relationship building. We expect mentor teachers to take time to plan with their student teacher, encourage their student teacher to reflect on their lessons, and give their student teacher specific feedback that balances positives and areas of improvement.

The college supervisor and the mentor teacher should strive to keep regular, honest, and clear communication about the candidate's performance and expectations throughout the year.

Evaluation and Observation Procedures

The mentor teacher will be asked to do the following throughout the school year:

- Attend our Mentor Teacher Workshop at the beginning of the school year.
- Once a month (August-March), intentionally observe a lesson taught by the student teacher and take notes on the template provided by the program. Meet with the student teacher to discuss the notes afterwards, giving clear and specific feedback that balances positives and areas of improvement. Email the notes to the G.P.E. Administrative Assistant to compile for the college supervisor.
- At the end of each semester, as well as once in the middle of the Spring, fill out the Student Teaching Evaluation Form, which is our key assessment for measuring the progress of each student teacher. The mentor, student teacher, and college supervisor will each fill out an evaluation, and then meet to talk about the progress and goals.
- Regularly meet with the college supervisor and student teacher to discuss progress and goals, outside of designated evaluation time periods.

Policies and Procedures

Attendance Policy

The expectation is that students will be present and on-time every day they are scheduled to be at their placement school during their student teaching, with two exceptions.

1. An instance of an illness, accident, or family emergency. Students must notify their mentor teacher and their supervisor if they are unable to go to their placement school on any given day as soon as possible to do so.
2. Taking up to two scheduled in advance work days in the Fall and Spring. There are times in each semester where the workload becomes heavy and deadlines are important. The student may be absent twice each semester to balance their work load, with the understanding that they need to plan that day at least a week in advance with their mentor teacher and supervisor.

If there is a pattern of poor attendance, a student may need to come up a plan to rectify the issue and sign a contract that holds them to that plan. In some cases, a student may be put on probation. Excessive absences may result in additional days being required to meet the practicum hour requirement.

Complaints Policy

Graduate Programs in Education will follow the Earlham College steps for handling complaints. The college has procedures regarding grade errors or complaints, as well as sexual harassment complaints.

1. The candidate provides a letter of complaint to the program director. (If the complaint involves the director directly, the candidate may skip to step 4).
2. If the program director cannot resolve the issue, the program director calls together the G.P.E. faculty to meet on the issue.
3. The program director informs the candidate of the decision.

4. If the issue is not resolved, the candidate sends the complaint to the Office of Academic Affairs for review.
5. The Office of Academic Affairs informs the candidate of the decision.

If candidates do not wish to make a formal complaint, but see an issue that they believe should be resolved, we strongly encourage candidates to approach any faculty member they feel can help and voice the concern. We are committed to making this experience positive, safe, and engaging for all of our candidates as they begin a career in education.

Earlham M.A.T. Complaint Policy Specific to Practicum and Clinical Experience

Candidates will have an opportunity to evaluate their mentor teachers for practicum and clinical experience placements. Supervisors will also evaluate mentor teachers. The Director and Assistant Director of the Graduate Programs in Education will review all evaluations and make changes in placements when merited.

In addition, M.A.T. candidates may follow the process above to raise concerns about the mentor teacher to whom they are assigned. Mentor teachers may follow the process above to raise concerns about a college supervisor or other Earlham G.P.E. faculty member.

Candidate Continuation Policy

End of Fall Semester

Similar reviews of each candidate's academic and fieldwork takes place at the conclusion of the fall semester by the G.P.E. faculty and mentor teachers. Candidates with a G.P.A. falling below 3.0, with a C for any course in the program, or with unsatisfactory evaluations of performance may either be placed either on probation for the spring semester with a written academic/performance contract generated by G.P.E. faculty or be dismissed from the program.

End of Spring Semester/Student Teaching or Practicum

Each candidate **must** achieve a rating level of proficient or distinguished on their summative student teaching or practicum evaluation to be eligible to pass and be recommended for licensure (if an M.A.T.). Candidates receiving a rating of **basic or unsatisfactory** will receive a **"no pass"** for their practicum portion of the program and will be required to complete another semester of student teaching in order to be recommended for licensure (if an M.A.T.).

If a candidate is unsuccessful in the second attempt at student teaching, the candidate may be **dismissed** from the program.

Program Probation

For a candidate on probation, the candidate's supervisor or the G.P.E. Director will draw up a contract in consultation with the mentor teacher, other relevant faculty members, and/or the candidate. The probation contract will specify areas of concern and areas for growth or improvement, along with specific benchmarks and additional information for the candidates. It will also specify that performance in the program must improve by a certain date, usually a semester in length, or dismissal from the program could result.

The G.P.E. program faculty will also determine if the possibility of the investment of additional resources would remedy the candidate's probationary status. Such resources might include

- Additional field supervision for a candidate experiencing difficulties with the teaching assignment.
- Additional site visits by the G.P.E. faculty.
- Specific requirements regarding late work, resubmission of assignments, and quality of work.
- Weekly meetings between the candidate and a member of G.P.E. faculty to keep the candidate on track.
- A possible change of placement for the candidate.

Satisfactory Progress on Probation

If a candidate successfully completes the probation period, they will return to regular candidate status.

Unsatisfactory Progress on Probation

If a candidate fails to make satisfactory progress after one semester on probation, a determination will be made by the M.A.T. faculty, in consultation with the mentor teacher, about possible dismissal from the program.

If a candidate wishes to appeal, they may submit the appeal in writing to the Appeals Committee, consisting of the M.A.T. faculty and a representative from the Earlham undergraduate program appointed by the Academic Dean of the College. Appeals must be submitted in writing.

Immediate Dismissal

Immediate dismissal from the program may occur for illegal or unethical behavior inconsistent with school, state, federal laws; a host school's or practicum site's policies and guidelines; G.P.E. policies; and/or the Earlham College Principles and Practices. This may include instances wherein a host school or practicum site asks for a candidate to not return or be barred from the property. Candidates facing immediate dismissal will be notified of a meeting with the Director, Assistant Director, and any relevant GPE or Earlham faculty members to discuss the incidents in question. If after the meeting, faculty come to consensus that immediate dismissal is warranted, the candidate will be notified in writing. If the candidate wishes to appeal, they can contact the Office of Academic Affairs.

Policy for Seeking Extension to Finish the Program

If a teaching candidate fails any semester, they will be permitted to re-apply to the program at a later date. The candidate must meet with a committee including the Director or Assistant Director. The candidate may continue to seek reinstatement only after a successful interview. The candidate must retake any courses that were failed in total and pay the tuition for those courses. If a candidate drops out in the middle of a semester, the entire semester must be repeated at the full cost of the semester.

If a candidate has been out of the program for more than one calendar year, then the candidate must apply to be reinstated in the program by writing a letter and meeting with a committee that includes the Director or Assistant Director. Upon a successful interview, the candidate may be reinstated but must pay a credit by examination fee consistent with Earlham College policy for undergraduates.

Candidates seeking reinstatement after more than one year may be asked to do additional coursework in order to meet any new or different requirements/standards for the Master's degree and/or teaching licensure.

Any candidate seeking reinstatement after a period of five years must repeat clinical practice experience (Practicum III) even if they received credit for it originally.

Any additional coursework will be billed at the rate of the current credit hour cost as of the date of the letter requesting reinstatement.

Teacher Licensure Procedure

Recommendation for licensure will be made to the state of Indiana once the all of following guidelines are met:

- Successful completion of the course work with a 3.0 G.P.A. or higher.
- Successful completion of supervised teaching with a rating of proficient or distinguished.
- Faculty satisfaction that all Indiana State Content and Developmental standards have been met at a level of proficient or distinguished and with sufficient documentation.
- Achievement of the minimum score required by the state of Indiana on the content exam in the candidate's area of specialization and the Pedagogy exam.
- Successful completion of the summative portfolio with a rating of proficient or distinguished.

Semester Overview

Fall

Three days a week, candidates will be at their placement school or practicum; the other two days a week, candidates will be on Earlham's campus for classes. During the Work Sample time in October, M.A.T. candidates will have a few weeks where they are at their placement school full time and come to campus for a short class a few times in the evening. Times and days vary year by year, and specific details will be provided before the Fall semester begins.

Spring

M.A.T. candidates will be at their placement school every school day, and have two evenings a week where they come to Earlham's campus for class. M.Ed. candidates will have morning classes two to three days a week and be expected to work at their practicum on the other days to fulfill their required hours. Times and days vary year by year, and specific details will be provided before the Spring semester begins.

Fall Work Sample

Every candidate will plan and implement a work sample in their student teaching placement or practicum in the Fall semester. A work sample is a series of related lessons, organized into a unit, of one to four weeks in duration, created and taught by the candidate. The candidate plans the unit and these lessons with help from the mentor teacher or colleagues at their practicum site, as well as the college supervisor. They assist candidates in selecting appropriate topics of study, developing lesson plans and learning activities, selecting and using assessment procedures, and interpreting student learning. The completed unit plan is due to the supervisor before the student teacher can begin teaching the work sample. Afterwards, candidates will write an analysis of how they met the Domain requirements with their unit. See the *Work Sample Handbook* for details.

Action Research

Every candidate will develop and implement an action research project and present it to faculty, cohort members, and colleagues at the end of the program. This project is multi-layered and designed to introduce candidates to the field of educational research so that they can contribute to the field if they wish once they begin their careers.