Packet: Clinical Partnerships Evidence	
Overview/ Context	The analysis of Clinical Partnerships packet, provides evidence for the following: CAEP 2.1 – partnerships co-construct mutually beneficial P-12 school and community arrangements CAEP 2.2 – partnerships co-select, prepare, evaluate, support, and retain high-quality clinical educators CAEP 2.3 – provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence and duration CAEP 3.3 – providers establish and monitor attributes and dispositions beyond academic ability CAEP 3.5 – provider documents candidates have reached high standard for content knowledge CAEP 3.6 – provider documents candidates understand expectations of the profession (For CAEP 3.3, 3.5, and 3.6 see **MU EPP Packet 2: Candidate Recruitment and Completion (CRC)** packet for evidence of disposition rubric used by clinical faculty) In the fall of 2014, the EPP replaced an administrative position with a new one: Field Experience and Assessment Coordinator. The charge for this particular position was to help the EPP organize its clinical experiences into meaningful, authentic experiences aligned with the InTASC and CAEP standards. Prior to the creation of this position, the members of the EPP organized the field experiences for each of their individual courses; they administrative assistant placed the student teachers for the Director of Teacher Education. The EPP understood and felt the disjointedness of the clinical experiences, and worked with the administration to create this new position. Over the past four years, the EPP has restructured the clinical experiences. The foundational courses taken in the first two years of the program require observation hours whereas the methods courses during the third and final year of the program require focused small-group and whole-class teaching. Candidates enrolled in junior-level courses spend the entire academic year collaborating with clinical faculty to provide instruction during Response to Intervention (RTI). Candidates consult with the clinical faculty, assess data from formal and informal assessments, design differentiated instruction, and implement the lessons. During the senior year, student teachers must attend the first four days of their

	student teaching placements' academic calendars. Following this Start of School (SOS) experience, candidates spend designated days or hours in their student teaching placement throughout the fall semester. This provides them with a solid foundation for the settings' expectations; it also helps the candidates establish their professional teacher presence in their clinical settings. The student teaching experience, then, lasts the entire spring semester. Formal memorandums of understanding and articulated expectations exist between the EPP and all clinical partners. The EPP has worked especially hard over the past few years to intentionally foster mutually beneficial experiences, and they have done so through the Teacher Advisory Council and the Community Partnership lunches for area administrators it hosts each year. These relationships have deepened the sense of partnership and shared preparation for the next generation of educators. Even though the EPP is a small program, the faculty and staff within it work diligently to foster positive relationships with community partners. The rural location of the small town of the institution lends itself to personal connections turning into working partnerships. For example, in the spring of 2018, one of the professors in a different discipline reached out to the DTE to support a preschool in a neighboring town. The EPP will offer internship opportunities to support the preschool staff; this field placement will provide candidates with experience in early childhood education. Other opportunities have grown organically through professional relationships, such as the connection between members of the Progressive Education Network who invited Manchester University senior elementary education candidates into their school to shadow classrooms and have a discussion with classroom teachers about the progressive education pedagogy.
EPP-created Evidence Items	Evidence provided in this packet include - RTI data collected from intern spring 2018 - Sample Memorandum of Understanding completed by school systems in which teacher candidates may be placed for clinical experiences - Excerpt from Teacher Education Student Handbook regarding expectations for clinical experiences - CORE software package candidate online clinical experience log - CORE software package clinical experience evaluations by clinical faculty - CORE software package clinical experience evaluations by course and required clinical experience - Application for student teaching

	- Sample placement letter for student teaching - Spring Fling agenda – Student Teaching meeting regarding expectations - Letter to student teacher regarding expectations for fall semester - Minutes from the Teacher Advisory Council meeting (March 2016) - Manchester University candidate engagement with community partners 2017-2018
Trends (CAEP 3.4, 5.1)	The Manchester University EPP demonstrates the following strengths in fostering and sustaining positive community partnerships. These strengths include the following: 1. The hiring of the Field Experience and Assessment Coordinator has provided a structure and streamlined way to place candidates in clinical experiences, evaluate candidates' dispositions based on their clinical experiences, and create authentic pedagogical learning opportunities for candidates. 2. While it is not fully implemented, the CORE software program will allow the Field Experience and Assessment Coordinator and the EPP to collect more data more efficiently. Paper copies will be eliminated. Candidates, as well, will have the opportunity to evaluate their clinical experience placements. This electronic system for collecting information regarding clinical experiences will continue to monitor clinical partnerships differently than in the past. 3. Candidates' class experience is supported by the clinical experiences. Partnerships with administration and clinical faculty have created authentic opportunities; assignments and reflections are aligned with the clinical placements, and faculty within the EPP use the clinical experiences to connect with course content. 4. Because of the small, Midwestern setting, collaboration between the EPP and clinical faculty/administration is natural. Partners know each other often on a personal level, and this relationship offers a more personal and intentional focus on the preparation of educators. Partners do not feel as if they are only a place for observations; instead, they feel part of the conversation and ownership of preparing future educators. 5. Completers of the program often comment on surveys they feel prepared for their careers because of their early clinical experiences (see Employer and Completer Satisfaction evidence packet).
Future Direction (CAEP 5.3)	Despite the intentional focus on fostering deeper partnerships with area community schools, the EPP recognizes the following areas deserve attention:

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1. The EPP should work with community partners to create a clearer alignment between program outcomes and clinical experiences, especially in the early experiences. Providing the Field Experience and Assessment Coordinator with a clear set of criteria will help the process. The DTE will partner with the Coordinator to establish this criteria based on program goals.

2. Partnerships with clinical placements should include written plans of action. The DTE has made a commitment to the EPP to collaborate with the Field Experience and Assessment Coordinator and community partners to establish clear learning objectives for candidates. These objectives should be directly aligned to the CAEP and InTASC standards as well as to the program outcomes. Clinical faculty will be engaged in the alignment and design of the action plans. A key component of these plans will include the design of assessment tools to evaluate the performance of the candidates as well as the effectiveness of the clinical experience. Using the Danielson Framework which is used during the student teaching clinical experience (see the Danielson Framework evidence packet), the EPP will create rubrics by which clinical faculty can provide performance feedback to the candidates and the EPP.

3. The EPP has identified the integration of technology as a key point of programmatic focus. While attempts have been made to train candidates in the design of e-learning lessons and attempts have been made to model using technology for professional development, the EPP must develop an intentional plan for clinical partnerships based on technology. Candidates' in the MU EPP continue to score low in integration of technology. Similar to the goals in the SCE packet, the EPP will continue to proactively work towards identifying programmatic ways to integrate technology. Specifically, the EPP will continue to collaborate with clinical faculty to offer training (face-to-face and online) for candidates in developing one-to-one learning opportunities as well as effective e-learning experiences. During the spring 2018 community partners' lunch with administration from the EPP's clinical sites, the stakeholders suggested collaborative workshops offered through a platform such as Google hangout to introduce candidates to current practices.

4. As the EPP considers the next steps for its program (post-CAEP visit in April 2019), it would like explore ways to reorganize itself around authentic clinical experiences. For example, it has begun discussing ways to partner with community schools to create Professional Learning Communities. Including clinical partners in the redesign will provide a deeper sense of ownership in the teacher preparation process.

Survey Data for RTI Clinical Experience – Compiled by Intern May 2018

1. On a scale of 1-5, how would you rate your overall RTI experience at MU? **Average: 4**
2. On a scale of 1-5, how would you rate the help from MU students, MU staff, and MIS staff? **Average: 3.8**
3. On a scale of 1-5, how well did MU courses prepare you for RTI? **Average: 4.3**
4. On a scale of 1-5, how well did this experience help you become a better overall teacher? **Average: 4.3**
5. On a scale of 1-5, how well did the students listen, cooperate and complete the activities? **Average: 3.55**
6. On a scale of 1-5, how would your students overall progress during the experience? Average: **3.7**
7. On a scale of 1-5, how would you rate the resources you had available (computers, iPads, paper, etc.) **Average: 4.3**

Open-ended Responses for RTI Clinical Experience – Compiled by Intern May 2018

In the spring of 2018, the EPP had an intern working with candidates enrolled in EDUC 465: Internship. He worked with those candidates participating at both locations of the RTI clinical experiences: 3rd grade at Manchester Elementary School and 5th grade at Manchester Intermediate School, both part of the Manchester Community Schools Corporation.

At the end of the semester, the intern held exit interviews with the candidates. The following statements are comments he recorded during the exit interviews.

Positives from participating in RTI:
- Being able to work with them one-on-one and give the students they attention they need to help them succeed and assist them with the course material they were working on or needing to improve upon
- Coming up with own lessons and implementing that to the students
- Working on "teacher-skills" and being a professional
- Seeing progress with the students, becoming more comfortable with the students and in the classroom
- Talking with the teachers, seeing what expectations they have from you
- The weekly newsletters and resources that were handed out from the other peers and teachers in the classroom were very resourceful and assisted them
- Being able to see what works and doesn't work in the classroom

- Seeing students succeed and have improvement from the pretest and posttest of the assessment that was given (my SCE material)
- Utilizing cooperative teaching and being to have that extra help/support of another peer, guided lessons, extra pair of hands in the classroom
- Having the same group for math and language arts really got to see how the students could be taught best and use correct instruction/material to further their learning

Some improvements or more exciting implementations that could be made:
- Having more resources (VCR, computers, different ideas)
- Being told what is expected you ahead of time (outline examples of how the lesson should be taught, materials that can be used for the lessons, meet with teachers before to see what everything should appropriately look like)
- More organized, some RTI participants felt like they were "thrown in" and had to learn right about on how to deal with students and create lessons on their own
- RTI participants also wanted to lead a whole-class and lecture students, instead of just small groups
- Utilizing more assessments, RTI participants wanted to know how the students were doing in class, and how they acted and current grade
- Working with high-ability students would also see a different perspective on teaching
- Going on field trips (Different school districts, museums, etc.)

Miscellaneous information:
- RTI participants became better with classroom management skills
- Learned how to deal with disruptive behavior
- Don't have students shift around so often, have the same groups for mathematics and language arts
- Have guidance beforehand, meeting with the teachers weekly and see student's progress and what having the teachers make comments on what the students are doing well/not doing well and how to best handle the students. Guide the RTI participants in the correct direction, on instructing the students
- RTI participants were also surprised by the comments that the students would make sometimes, and over the course of the school year, learned how to correctly discipline them

Sample Memorandum of Understanding

MANCHESTER UNIVERSITY AGREEMENT

I.   Principles of Agreement

A.   Manchester Community Schools provides facilities, equipment, materials, and teacher and administrative supervision as a service to Manchester University in the training of teacher candidates. This Agreement will detail the rights and responsibilities of the school corporation, the university requesting the assignment of teacher candidates to student teaching, observation, or participation, and of the students involved.

B.   It is expected that the teacher candidates recommended for placement:
1.   will comply with your request for a State criminal history check for current and past residential addresses;
2.   will reflect the guidelines expressed in your Employee Code of Ethics;
3.   will be supportive of the mission and vision of Manchester Community Schools.

II.   Placement and Assignment

A.   Student Teachers – Manchester University shall initiate student teacher placements by submitting an application for each proposed teacher candidate to the Superintendent's Office. The application shall include the teacher candidate's background, preparation, and the placement and assignment appropriate for his or her needs. The actual placement and assignment shall be made by Manchester Community Schools in consultation with the principal and supervising teacher of the school in which a teacher candidate will teach.

B.   Practicum, Field Experience and Observers – Placement and assignment of practicum, field experience, and observers will be made through the Superintendent's Office or principal of the individual schools. The university will make placement agreements with the school principal and forward the teachers name, grade/subject, dates, and times.

C.   All placements and assignments shall be made in writing, with copies to the university representative and the school principal; it shall identify the teacher candidate, the subjects and teachers needed for the project, and the number of hours and specific days and times to be in the school building.

D.   Manchester Community Schools reserves the right to refuse to place or assign any individual or group of students, but neither party to this Agreement shall discriminate in the choice of schools, teachers, or students on the basis of race, religion, color, national origin, ancestry, marital status, sex, age, disability, gender or limited English proficiency.

E.   Either Manchester Community Schools or the university may, at any time, change or terminate a placement or assignment. Prior to change or termination, notice shall be given to the other party to this Agreement and the reason for the change or termination discussed.

III.   Criminal History Requirements

A.   Upon request, the University will notify the teacher candidate for a State (current and past) Limited Criminal History.

B.   Prospective teacher candidates must meet Manchester Community Schools criminal history guidelines for misdemeanor/felony convictions.

C.   Prospective teacher candidates have an obligation to SELF REPORT to Manchester Community Schools and to their university any new misdemeanor or felony charge once their application has been submitted.

D.   No teacher candidate will be allowed to begin an assignment until criminal history information has been received.

IV.   Rights and Responsibilities

A.   Teacher Candidates – Teacher Candidates are subject to the rules and regulations of Manchester Community Schools and shall perform those duties assigned by Manchester Community Schools through the principal and/or supervising teacher while on the premises of Manchester Community Schools and at all school functions and activities of the school where the teacher candidate is assigned. Student teachers may not be used as substitute teachers, paid or unpaid. Teacher Candidates shall

be subject to observation and visitation in the classroom by university representatives. Teacher Candidates shall remain students of their institution while assigned to Manchester Community Schools and as such, shall not be employed by or paid by Manchester Community Schools for any activity.

B.   Institutions – The institution has sole responsibility to see that the requirements leading to teacher certification in the State of Indiana and its own requirements leading to graduation are met. Its representatives shall have the right to observe and visit the classroom where teacher candidates are assigned. The institution shall pay to supervising teachers an honorarium for consultant services; if the sum paid by the institution as an honorarium should ever be lawfully determined to be a wage rather than an honorarium by an instrumentality of the United States, then the institution shall be considered under this Agreement to be the supervising teacher's part-time employer.

C.   Manchester Community Schools – Through the supervising teacher, Manchester Community Schools retains responsibility for instruction, class control, and supervision of classes to which teacher candidates are assigned. However, the supervising teacher will remain in the classroom but may leave the classroom with the teacher candidate in charge at times the supervising teacher deems appropriate. Manchester Community Schools, through the supervising teacher, will file such reports and documents as required by Manchester Community Schools or the institution. Manchester Community Schools shall not be responsible for expenses incurred by the teacher candidates while assigned to activities with Manchester Community Schools.

IV.   Terms of Agreement

A.   This Agreement will be in effect for five (5) calendar years from the date of execution.

B.   This Agreement may be terminated by either party by giving thirty (30) days notice in writing to the Manchester Community Schools Superintendent or the institution's president.

Dated this _____ day of _____, _____
_____
MANCHESTER COMMUNITY SCHOOLS Superintendent
_____
MANCHESTER UNIVERSITY Director of Teacher Education

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Excerpt from Teacher Education Program Handbook, 2017 (pp. 11-12)

BECOMING A PROFESSIONAL

Field Experiences and Records

From the first education courses, teacher candidates work in the P-12 classrooms. These experiences vary according to the teacher candidate's course enrollment and/or year in the program. All field experiences provide excellent opportunities to learn from others and to see what it means to be a teacher. Field experiences are recorded in the in the Education Department. Candidates should check periodically to see if records are correct. The office also documents work candidates have completed if school personnel call the Education Department to check during interview. In order to fulfill the requirements of the field experiences, teacher candidates must complete a full background check. Please see Ms. Heidi Wieland for more information regarding the field experience requirements.

Year	Semester	Required Courses and Field Experience
Year 1	Fall (1)	EDUC111 – Exploring Teaching and Learning (F/S) – 10 hours of field observation required EDUC211 – The Exceptional Learner (F/S) – 10 hours of field observation required
	Spring (2)	
Year 2	Fall (3)	EDUC237 – Educational Psychology (F/S) – 15 hours of field observation with guided teaching required (same teacher for all 15 hours)
	Spring (4)	EDUC245 – Educational Assessment (S) – 15 hours of field observation with guided teaching required (same teacher for all 15 hours)
Year 3	Fall (5) Spring (6)	All Juniors in Elementary Education are required to complete hours in RTI for both semesters. All Juniors in Secondary Education are required to complete hours in intermediate, middle or high school for both semesters. Juniors majoring in Educational Studies will be completing an internship during either their Junior or Senior year. Hours of field experience required will vary.
Year 4	Fall (7)	Seniors will be completing their student teaching. Educational Studies majors will be doing an internship if this was not completed during their Junior year.
	Spring (8)	Seniors will be completing their student teaching. Educational Studies majors will be doing an internship if this was not completed during their Junior year.

CORE Software Sample Report of Field Experience Log Hours

Student Log

Student Hours Tracking

Location	Program	Grad Year	Total	Last Added	Student Log
Manchester	Education	2020	15	04/10/2018	View
Manchester	Education	2021	10	05/03/2018	View
Manchester	Education	2020	19	05/08/2018	View
Manchester	Education	2019	11	04/19/2018	View
Manchester	Education	2021	10.17	05/08/2018	View
Manchester	Education	2021	10	03/26/2018	View
Manchester	Education	2020	30.4	05/09/2018	View
Manchester	Education	2019	42	05/17/2018	View
Manchester	Education	2021	15	04/23/2018	View
Manchester	Education	2019	46	05/17/2018	View
Manchester	Education	2021	10	04/12/2018	View
Manchester	Education	2020	30	04/17/2018	View
Manchester	Education	2021	20	04/12/2018	View
Manchester	Education	2021	10	04/13/2018	View
Manchester	Education	2021	21	04/19/2018	View
Manchester	Education	2021	10	04/09/2018	View
Manchester	Education	2021	10	04/29/2018	View
Manchester	Education	2021	10	03/28/2018	View
Manchester	Education	2021	22	04/10/2018	View
Manchester	Education	2020	10	04/12/2018	View
Manchester	Education	2021	10.5	03/11/2018	View
Manchester	Education	2021	12	04/19/2018	View
Manchester	Education	2020	10	04/12/2018	View
Manchester	Education	2021	21	04/12/2018	View
Manchester	Education	2020	17	05/07/2018	View
Manchester	Education	2021	10	04/12/2018	View
Manchester	Education	2021	12	04/12/2018	View

CORE Software Sample Field Experience Online Evaluation Information

Location	Grad Year	Cooperating Teacher Last	School	Rotation Type	Course	Evaluation
Manchester	2021	Walker	Manchester Junior/Senior High School	First year	EDUC 211	EDUC 111 and 211 Evaluation
Manchester	2021	Walker	Manchester Junior/Senior High School	First year	EDUC 211	EDUC211 Differentiated Instruction Presentation
Manchester	2019	Duchane	Manchester	First year	EDUC 111	EDUC 111 and 211 Evaluation
Manchester	2019	Duchane	Manchester	First year	EDUC 111	EDUC211 Differentiated Instruction Presentation
Manchester	2021	Roth	Manchester Elementary School	First year	EDUC 211	EDUC 111 and 211 Evaluation
Manchester	2021	Roth	Manchester Elementary School	First year	EDUC 211	EDUC211 Differentiated Instruction Presentation
Manchester	2021	Barefoot	Manchester Junior/Senior High School	First year	EDUC 211	EDUC 111 and 211 Evaluation
Manchester	2021	Barefoot	Manchester Junior/Senior High School	First year	EDUC 211	EDUC211 Differentiated Instruction Presentation
Manchester	2021	Carver	Manchester Junior/Senior High School	First year	EDUC 111	EDUC 111 and 211 Evaluation
Manchester	2021	Carver	Manchester Junior/Senior High School	First year	EDUC 111	EDUC211 Differentiated Instruction Presentation
Manchester	2021	Smith	Manchester Junior/Senior High School	First year		EDUC 111 and 211 Evaluation
Manchester	2021	Smith	Manchester Junior/Senior High School	First year		EDUC211 Differentiated Instruction Presentation
Manchester	2021	Ludwig	Manchester Junior/Senior High School	First year		EDUC 111 and 211 Evaluation
Manchester	2021	Ludwig	Manchester Junior/Senior High School	First year		EDUC211 Differentiated Instruction Presentation

CORE Software Program Categories of Online Evaluations

Manchester University

Department of Teacher Education

<u>APPLICATION FOR STUDENT TEACHING</u>

Name _____ Student No. _____ Box No. _____

Campus/Off-Campus Address _____ Local Phone _____

Home Address _____ Home Phone _____

1.   When do you plan to student teach? Spring of _____   Fall of _____

2.   Complete the appropriate section(s):

<u>**CONTENT AREA:**</u> _____

___ Mild Intervention   ___ High Ability   ___ English Learners

<u>**Developmental Level:**</u>

P-6 _____   5-12 _____   All Grade _____

3.   Student teaching must be within 50-mile radius of Manchester University. From the list provided,
please list three different school <u>corporations</u>:

First choice: _____   Second choice: _____

Third choice: _____

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Any other factors we need to consider? _____

4. During student teaching do you plan to:

a) participate in athletics? _____ If yes, which sport? _____

b) work on campus/off campus? _____ If yes, how many hours per day/week_____

5. List any schools or school corporations within 50 miles of the university where you currently have family members working OR where you previously have attended.

Family Member   School/School Corporation

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

NOTE: Student teaching is a heavy responsibility which must take precedence over other activities.

Granting the above request is dependent upon availability. It is subject to change if, in the opinion of the Director of Teacher Education, a better assignment is available or if circumstances at the assigned school change.

A student teaching interview is required. Bring this completed form with you to your interview.

•••

FOR OFFICE USE ONLY (to be completed by DTE during interview):

One criterion for approval to student teach is a minimum of three satisfactory references from faculty members the teacher candidate chooses:

> *Elementary* – Two from Education and two others from other faculty members the student has had
> for at least one course.
> *All Others* – One from Education, two from the major, one other

1. Education Faculty: _____

2. Education or Content Faculty: _____

3. Content Faculty: _____

4. Content or Other Faculty: _____

Manchester University

July 10, 2018

Superintendent
Address

Dear _____:

Enclosed is the request for the placement of a student teacher, hereon referred to as teacher candidate, in your school. Manchester University requires a total of approximately 15 weeks of student teaching placement, which must be in two separate placements, one in an elementary school setting and one in a mild intervention classroom setting. This is in alignment with state and institutional guidelines. The student teaching dates can be found on the placement request, and will parallel your school corporation calendar.

Cooperating teachers play a crucial role in shaping a beginning teacher's attitudes and performance. Criteria for selecting cooperating teachers include the following:
- The cooperating teacher should have at least three years of successful teaching experience.
- Selected teachers should be considered master teachers by school administrators and colleagues.
- The cooperating teacher should have achieved a master's degree or completed substantial graduate/professional study in education and/or his/her area of certification.

In an effort to broaden the teacher candidate's classroom experiences, we also require all teacher candidates to participate in Start of School (S.O.S.), the first four days of the school year, including teachers' meetings/orientation. The teacher candidate and cooperating teacher(s) will need to work together to decide where the teacher candidate should be each day.

Your cooperation with Manchester University is deeply appreciated. Please encourage your classroom teachers to contact our office if any concerns or questions surface. We hope you and your teachers will share their honest evaluative and reflective comments with us from now until student teaching concludes. Our program and candidates depend on your input to continue to improve the preparation of future teachers. If you have questions concerning teacher candidate placement, please call me at (260) 982-5265.

Sincerely,

Heather Schilling

Dr. Heather Schilling
Director of Teacher Education

AGENDA for Teacher Candidates
Spring Fling, April 18, 2018
6:30 PM

<u>**Spring 2018**</u>

- <u>Call</u> your cooperating teacher as soon as you get your placement, THANK them!
- <u>Visit</u> the classroom this school year
- <u>Record</u> teacher's contract dates for the 2018-2019 school year
- You must <u>demonstrate</u> your impact on student learning so ask about units/concepts you will be teaching – REQUIRED!!

<u>**Fall 2018**</u>

For Those Who Are In Methods Courses during Fall 2018:

- **SOS – Start of School** – Call cooperating teacher(s) again in late-July, early-August to confirm dates, dress, lunch, etc. (Dr. Schilling will schedule dates with you to confirm)
  - ✓ "Shadow" your teachers for at least the first four days of teachers' contract.
  - ✓ We will decide with your teachers how to schedule your four days
  - ✓ Introduce yourself to each of your classes

- **Student Teaching Orientation – November 7, 2018 at 6:30 pm** – **REQUIRED** – evening involves you, your cooperating teachers and university supervisors sharing goals, evaluation forms, policies, and procedures

- **Methods Block:** *Elementary* – 6 full days in classroom – T & R usually, with an assignment
  - ✓ Observation/Participation – two full weeks; September 10-14 & October 29-November 2 (one in your 2nd student teaching placement and one in Fort Wayne Community Schools)
  - ✓ September 25 (Tues.), October 4 (Thurs.), 16 (Tues.), 25 (Thurs.), November 13 (Tues.) & 29 (Thurs.) – in your 1st student teaching placement
  - ✓ **NOT** optional

- **Fall semester:** *Secondary*
  - ✓ Observation/Participation on own throughout fall semester or part of one of your classes (minimum of 25 hours spread throughout the semester – this **MUST** be divided close to equally between your two placements)

PERMISSION TO PROCEED TO STUDENT TEACHING IS DEPENDENT UPON PASSING ALL CONTENT EXAMS BY DECEMBER 1, 2018. ELEMENTARY MAJORS MUST PASS THE CONCENTRATION EXAM IN WHICH YOU ARE STUDENT TEACHING (MILD INTERVENTION/HIGH ABILITY/ENGLISH LEARNERS).

Fall 2018 or January 2019

- **Methods Course(s) Review (TESH online)-** (*Elementary majors*- review will be completed by one of the methods block courses' professional education faculty; *P-12, 5-12, and 9-12 majors*- review will be conducted by EDUC 444 instructor; *Music majors*-review will be conducted by Music faculty member)

604 E. College Avenue
North Manchester IN 46962

May 25, 2018

Dear spring 2019 student teacher:

First of all, I hope your summer is off to an excellent start, and you are finding time to rejuvenate. I have no doubt this spring was a whirlwind of activity, and now you may have time to reflect on information you received related to student teaching and graduation. Outlined below are a few reminders:

1. As mentioned at Spring Fling (and included in the agenda you received), "Licensure content tests (not pedagogy) must be passed prior to student teaching! This means you must take and pass it/them by December 1, 2018, so we can confirm you are student teaching."
   a. By not completing this program requirement, you will be removed from student teaching in the spring of 2019. The earliest you may student teach will be the fall of 2019.
   b. If you have questions regarding which tests you must take, please contact Heidi Wieland at HEWieland@manchester.edu. Please know she and I are not contracted to work June 16 – August 14, 2018.

2. This spring, you were asked to complete a few tasks which included
   a. completing your SafeHiring background check
   b. indicating your move in date
   c. updating your CORE profile to provide a current address and phone number as well as your home address

3. If you have not already done so (and you have received your placement), please contact your cooperating teacher(s) immediately. You want to introduce yourself as well as find out the pertinent information discussed during Spring Fling, primarily the start of school dates.

4. Complete your Start of School experience. You must attend the **first four days of the teachers' contract**. Your cooperating teacher(s) expect you. Please keep a log (found in the Spring Fling packet). This is due by September 1, 2018, to Heidi Wieland.

5. Plan ahead for your SCE. You will have a lit matrix and literature review of the peer-reviewed research related to your selected best practice due in the fall. Begin your discussion this summer with your cooperating teacher about your SCE, the unit you will teach prior to spring break, and how you might organize it. All students are required to own the current edition of the APA manual.

Enjoy your summer, but please make sure you are taking care of your professional obligations. Your final approval to student teach will occur during the first semester (or at the latest, the end of January session). If you have questions or want to talk about what is ahead of you, please do not hesitate to email or call me! ☺

Best wishes,

Dr. Schilling
(260) 982-5265
HASchilling@manchester.edu

<p style="text-align: center;">**Teacher Advisory Council**
March 16, 2016</p>

In attendance:

I.   Updates and Highlights
    A. M. Martynowicz presenting for Association for Psychological Science Convention in May.
    B. H. Schilling is participating in National Institution for Progressive Education Network – travels to Ohio in April.
    C. Pinning Ceremony in April, Spring Fling in April
    D. Hiring of K. Kurtzhals
    E. Submitted 8 SPA reports yesterday – this is the first step in our accreditation process

II. CAEP Standard 2: Clinical Experiences
    A. Working on partnerships with local schools
        1. Junior elementary teacher candidates – teaching classes at MES on Tuesdays and Thursdays, then they go to RTI and then many go to PiL.
        2. K has collaborated with different teachers that teach HA and MI with these juniors. They have sat in on collaboration as well as then help teach.
    B. Administration luncheon
        1. Mutually-beneficial experience for both the school and MU.
        2. Meaningful clinical experiences can be difficult to obtain, especially for first years because they may not really know what they want to do and may not act as professionally as we would like.

III. CAEP Standard 3: Recruitment
    A. Ideas on how to recruit a diverse population
        1. Make a connection with someone who is involved in the community; there needs to be an initially strong cohort to start and then continue to recruit.
        2. Offer classes in Fort Wayne to recruit more diverse students – they could complete their field experience in the schools that already allow our students to be involved there.
        3. Work in the Boys and Girls Club in Fort Wayne, partner with Fort Wayne Community Schools,

    4. Eventually we need the legislatures to support the field more – scholarships or whatever the state can come up with to influence students into the field.

    5. Capitalizing on someone in the field – career speakers to speak with classes so they can actually see themselves in front of the class.

B. What obstacles stand in our way?

    1. Identifying where these candidates are, financial options (many students think about athletic scholarships but not academic), they do not have a personal advocate to tell them what they can do, why should they go into the field,

    2. We as a community and as a campus are not diverse at all.

    3. Distance between diverse communities and campus.

    4. General pool is generally low at this point in time.

    5. Difficulty recruiting top students – no longer a prestigious

C. Recruitment – Current

    1. Stacy is representing us at Banker's Field House in Indianapolis to recruit, promote fall recruitment day.

    2. Working with the new football coach to recruit players who are also

    3. SEND THE INFORMATION TO LIN METZGER, BETH BEERY AND BRETT BOGGS ☺

IV.   Survey

A. Things to add:

    1. A good description at the top, keep it short so they will be more likely to fill them out.

    2. Responds compassionately to the students' social, emotional, mental needs

    3. Take out neutral part, change some of the wording

    4. Classroom management

    5. Higher level of questioning

    6. Professionalism

    7. Change to assessment and/or data to plan instruction

    8. Working with/communicating with parents

Manchester University Teacher Candidates' Engagement with Community Partners

Teacher candidates clock many volunteer hours, both in the classroom and in other venues. Often, they are the organizers of events. The following is a listing of opportunities of which Manchester University teacher candidates took advantage during the 2017-2018 academic year, and the word "hosted" indicates they were in charge of the planning and implementing of the event:

- Volunteered at the Indiana Reading Association state conference
- Hosted science night at Peace Patch Preschool
- Volunteered Outreach to Teach through Indiana State Education Association
- Attended fall Indiana State Education Association fall conference
- Hosted Teacher Candidate Networking Conference
- Hosted family literacy night at Akron Elementary
- Hosted book clubs with members of the Timbercrest Retirement Community
- Participated in Google hangout with a 4th grade classroom and a 6th grade classroom in different cities to explore "good teaching"
- Collaborated on inquiry-based project with local 6th grade to raise money for hurricane victims
- Explored progressive education in progressive public elementary school in Columbus, OH
- Participated in discussion of *Loving Learning*, a book study of progressive education