Student/Co-Teaching Handbook

TEACHERS
plant seeds that
GROW FOREVER
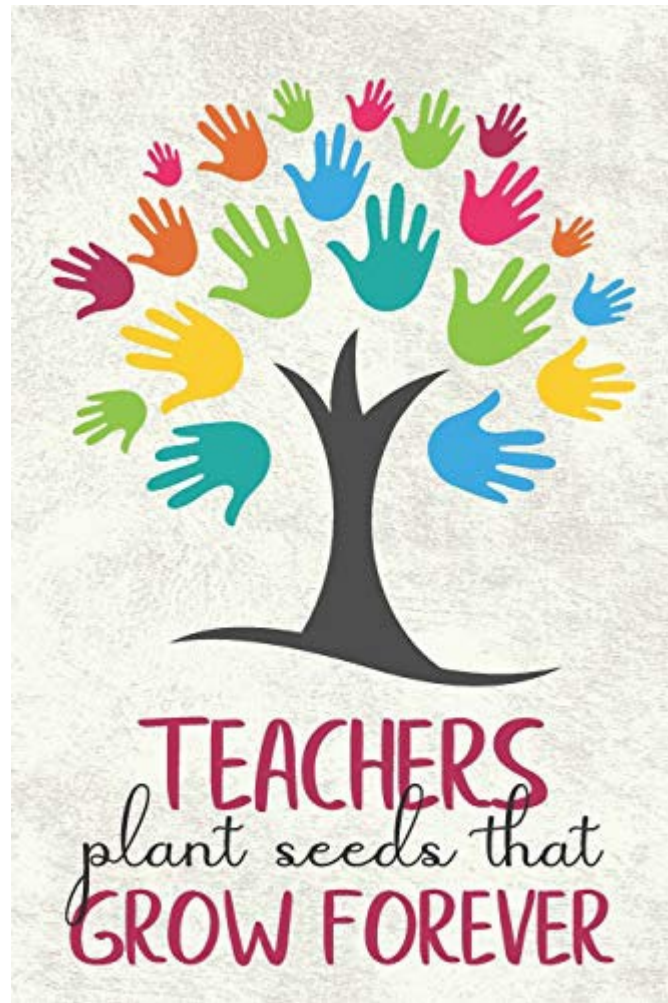
Fall 2022

SCHOOL OF EDUCATION

**OFFICE OF STUDENT
TEACHING & CLINICAL PRACTICE**

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Introduction

Student teaching takes place during the student's final semester of the Teacher Education Program at Indiana University South Bend. IU South Bend student teachers have completed all of their course work in general education, professional education and requirements in content majors, including required state assessments prior to beginning their student teaching experience. Additionally, IU South Bend School of Education teacher candidates have spent many hours in area classrooms completing field experience requirements, as well as volunteering or substitute teaching to become even more familiar with curriculum and school-age children. The student teaching experience is the result of a great deal of preparation and commitment and is considered one of the most important elements of IU South Bend's Teacher Education Program.

In 2012, the School of Education at IU South Bend launched the transformation from a traditional student teaching model to one known as "co-teaching" aka collaborative teaching. In a traditional student teaching placement, the teacher candidate is assigned to a placement wherein he or she assimilates into the classroom and, by the third or fourth week, takes on the full-time teaching duties of the cooperating teacher. In this traditional format, the cooperating teacher is generally expected to 'leave the room' for a period of at least 5 weeks; often, the cooperating teacher is absent from the classroom for a period longer than the minimum 5 weeks.

Traditional student teachers were left to wrestle with the day-to-day issues confronting teachers without a mentoring professional nearby in the event of a situation to which the student teacher does not know how to respond. In addition, the cooperating teacher, being absent from the room, is unaware of the immediate level of success or failure of the student teacher with regard to classroom management, content expertise, and efficacy of teaching practices.

For the purposes of this document, the term "co-teaching" will be used interchangeably with the phrase "student teaching." "Teacher candidate" will be used to refer to the IU South Bend student assigned to the co-teaching placement. "Classroom supervising teacher" refers to the cooperating teacher to whom the teacher candidate is assigned and is considered a vital half of the co-teaching pair. "University supervisor" is the IU South Bend employee who represents the Teacher Education Program in the field. All university supervisors assigned to supervise co-teaching candidates have been trained in co-teaching strategies and should be a valuable resource to the teacher candidate and cooperating teacher.

All IU South Bend School of Education teacher candidate's complete student teaching in classrooms under the guidance of experienced cooperating teachers. These experiences vary depending on the teacher candidate's field of study. The cooperating teacher has been recommended as one who models sound educational practices, engages in ongoing professional development, and indicates a willingness to mentor and confer regularly with a teacher candidate through the co-teaching experience. Each teacher candidate is also guided by a university supervisor. This person will visit the teacher candidate regularly in the classroom setting to provide additional support to both the teacher candidate and the cooperating teacher. More detailed information about co-teaching is found in this handbook.

This handbook is designed to provide cooperating teachers, teacher candidates, and university supervisors with information about policies and procedures, roles and responsibilities, and documentation required during the co-teaching experience. If questions or problems arise, it may be helpful to consult this handbook or ask the University Supervisor. It is important that forms are filled out according to the schedule in this handbook. These forms are tied directly to standards met by each of our programs and provide documentation of the

teacher candidate's progress and validate the final evaluations. These forms ensure that the Teacher Candidate receives ongoing feedback and a fair evaluation. All forms referenced in this document will be made available to teacher candidates, cooperating teachers, and university supervisors on the teacher candidate's Canvas site for student/co-teaching experience.

The faculty and staff of IU South Bend's School of Education commend our teacher candidates for reaching this point in their educational programs. We appreciate the time and dedication of all cooperating teachers, building principals, and university supervisors. Our hope is that each of our teacher candidates will have the very best experience possible. It is with the collaborative support of our school partners that preparing competent, ethical, and reflective practitioners is possible.

Advice from the Director of Student Teaching and Clinical Practice

Teacher Candidates,

I commend each of you on the great accomplishment of making it to student teaching. Your diligence, character and academic achievements have brought you this far. All that you have learned in the classroom and in the field have prepared you for an excellent student teaching experience.

As you prepare for this phase of your academic career it is imperative that you make student teaching your top priority. All of us have many obligations in life but it takes purposeful time management and organizational skills to make it all come together. Your students, cooperating teacher, university supervisor, the faculty and myself are counting on you to do your best.

In addition to effective time management and organizational skills you will need a support system. Please consult and lean on those you trust to help you through this time. Their words of wisdom, encouragement and constructive criticism will keep you grounded, focused and mindful of why you chose this career in the first place. You've come too far to give up or turn back now. If you get overwhelmed, I urge you to seek advice from the Counseling Center on campus as they have the knowledge to guide you through difficult times. Always remember, your cooperating teacher and university supervisor were handpicked to mentor you and want you to succeed.

Communication is KEY to doing well not just in student teaching but throughout your professional career. When you don't understand or have difficulty completing what is required/expected of you, share what is hindering you and ask for assistance and have solutions/options. When you don't do what is expected/required of you it causes confusion, frustration and anxiety to all parties involved.

This journey will be rough but please remember: 1. You are capable of handling this or else you wouldn't have made it this far 2. There are people in place to guide you 3. You must take ownership of your actions as the upcoming professional you are and realize what you do/don't do effects many people, students especially!

All of us in the School of Education believe in you and want good things for you in student teaching and beyond, now go forth with confidence, patience and tenacity!

Yours in IU,
Michael
Harley
Director of Student Teaching & Clinical Practice

IU South Bend School of Education
Teaching • Leading • Serving

Mission Statement

The School of Education prepares individuals to become professional teachers, counselors, school leaders, and advocates for their professions in a pluralistic society

Our dedicated faculty and staff value and promote diversity and inclusion. We prepare highly-skilled teachers, counselors, specialists, and leaders to meet the needs of our local and global communities. The School of Education enhances the quality of life of students and the community through collaborative, innovative, and accessible education in teaching, counseling, and leadership.

In our undergraduate, graduate and certificate programs, students become analytical, competent, ethical, reflective, advanced practitioners, and leaders in school, mental health, and community settings that support research, life-long learning, and engaged citizenship.

Vision Statement

The IU South Bend School of Education will engage the greater community to develop lifelong learners who embody traits necessary to become exemplary educators, counselors, and leaders in increasingly diverse contexts. In our nationally accredited programs, we will pioneer and promote caring, innovative, transformative, and evidence-based approaches to learning. Our programs of choice will be recognized for having a positive and lasting impact locally and globally.

Guiding Principles

The members of the faculty and staff in the School of Education have a commitment to preparing future teachers who are classroom leaders. These teachers are competent professionals, display ethical dispositions, and engage in reflective practice. Further, we are committed to preparing educators who can teach learners from diverse backgrounds and who can use technology to enhance instruction and support student learning. These values are the foundation for the School of Education's conceptual framework, which serves as a guide for all program decisions. The following sections summarize the conceptual framework for the School of Education. The term "candidates" is used to refer to IU South Bend School of Education students. The term student(s) refers to children and youth in P–12 school settings.

Competent Professionals

Graduates from IU South Bend education programs are well versed in the knowledge of the subject matter and how to teach that subject matter to diverse learners. Education candidates have extensive knowledge of learners, instructional pedagogy, diversity, and technology. IU South Bend education candidates know how to apply this knowledge in educational settings. All candidates in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at http://studentcode.iu.edu/.

Ethical Dispositions

Graduates from IU South Bend teacher education programs are caring and ethical teachers able to support learning and development in all students. Education candidates must demonstrate their commitment to attaining excellence in teaching and learning. Through their performance in the university classroom and in the field, all education candidates demonstrate their ability to be collaborative, caring professionals dedicated to meeting the needs of diverse learners. A specific list of dispositions is included in our conceptual framework.

Reflective Practice
All candidates in the School of Education are reflective practitioners and decision makers able to analyze and grow from their individual professional experience throughout their careers. Education candidates develop habits of reflection as they proceed through their teacher education programs.

Leadership
For candidates, leadership is demonstrated through regular class attendance, meeting deadlines, and being a reliable and respectful class participant. As candidates progress through the program, they begin to self-assess strengths and weaknesses in order to set goals for improvement. They take greater responsibility for student learning and incorporate instructive feedback into their field experience and class assignments. By the end of the program, they willing collaborate with peers and professionals in the school setting with the realization that they can be models for students and other educators.

Commitment to Diversity
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms.
Teachers prepared at IU South Bend are able to support learning for all students. Our graduates have the knowledge, dispositions, and skills necessary to meet the needs of students in today's diverse classrooms.

Commitment to the Integration of Technology
Teachers prepared at IU South Bend have the knowledge, dispositions, and skills necessary to effectively use technology to help all students learn. Education candidates are expected to incorporate technology throughout their course work and clinical experiences in order to facilitate student learning.

What course do I register for in order to student teach?

UNDERGRADUATE	
Elementary Education	• 1section of EDUC - M425 Student Teaching: Elementary • 1 section of M420 Student Teaching Seminar: Elementary
Elementary Education w/ Special Education – Mild Intervention Concentration	• 1 section of EDUC – M425 Student Teaching: Elementary • 1 section of EDUC – K480 Student Teaching: Special Education – Mild Interventions • 1 section of EDUC - M420 Student Teaching Seminar: Elementary
Elementary Education w/ English Language Learners (ELL) Concentration	• 1 section of EDUC – M425 Student Teaching: Elementary • 1 section of EDUC – L482 Student Teaching: Special Education – Mild Interventions • 1 section of EDUC - M420 Student Teaching Seminar: Elementary
Secondary Education	• 1 section of EDUC – M480 Student Teaching: Secondary • 1 section of EDUC – M420 Student Teaching Seminar: Secondary
Special Education P-12 Undergraduate	• 2 sections of EDUC – K480 Student Teaching Special Education
Art Education	• 1 section of EDUC – M482 Student Teaching • 1 section of EDUC – M420 Student Teaching Seminar
Music Education	• 1 section of EDUC – M482 Student Teaching • 1 section of EDUC – M420 Student Teaching Seminar

GRADUATE	
Master of Art in Teaching Special Education – Mild Intervention P-12	3 credit hours total • If student teaching is completed in Fall or Spring semesters, enroll in 1 section of K595 • 1 section of M500 Student Teaching Seminar
Transition to Teaching - (Secondary)	• 1 section of M550 Student Teaching • 1 section of M500 Student Teaching Seminar
Additional licensure in English Language Learners (ELL)	3 credit hours total • 1 section of M550

*Please note section numbers vary each semester – be sure you are enrolled in the appropriate section based on the **course description**.*

Course descriptions provided in IU South Bend Bulletin located on the Indiana University South Bend website at https://bulletins.iu.edu/iusb/2021-2022/schools/index.shtml

Student Teaching Seminars - While you are co-teaching, there is crucial information you need regarding the teaching profession. For example sessions will be presented on your Checkpoint 3 Impact on Student Learning (Culminating Project), Final Portfolio, & Individual Education Plan (IEP) Monitoring Project requirements, uploading these documents to Taskstream, applying for your license, classroom management, and a mock interview experience. Your seminar instructor will provide a list of dates for seminar meetings that will be distributed within the first two weeks of your placement. Throughout the semester, these seminars will be led by either Elementary Education Faculty, Secondary/Foundations Faulty, Student Services Professionals, or education professionals from the area.

Attendance at these seminars is <u>REQUIRED</u>. Your instructor will provide a schedule for the student teaching seminars in Canvas and/or email. Please be sure these dates are in your calendar and that you clear other responsibilities or obligations from these times. Make sure your cooperating teacher is aware of the seminar dates so you are released from student teaching responsibilities at those times. If you have an emergency situation and are unable to attend a specific seminar you must contact the faculty member leading your seminar. There will be no separate course credit, textbook, or any other fees for the seminar. Additional information about the seminar will be given in the first seminar meeting. If students do not attend a seminar they are expected to give a written reason for not attending, as well as how they plan to address and provide for their professional development in the future on the topic area of the seminar. This statement must be submitted to your seminar instructor within 1 week after the missed seminar date.

Co-Teaching

As mentioned in the introduction to this handbook, the School of Education at IU South Bend adopted the Co- teaching Model as researched at St. Cloud State University, in 2012 for undergraduate teacher candidates.

Co-teaching is defined as, "*Two teachers (classroom supervising teacher, also known as the cooperating teacher, and teacher candidate also known as the student teacher) working together with groups of students, sharing planning, organization, delivery, and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.*"

In the co-teaching model, the cooperating teacher does not leave his or her classroom for weeks at a time. Rather, the cooperating teacher and the teacher candidate work jointly, each as qualified professionals that bring skills to the classroom that can benefit students. Under co-teaching, there are two teachers in the classroom for nearly all of the teacher candidate's placement.

The expectation that the teacher candidate will gradually assume more of the lead-teacher role in the classroom and even be left alone in the classroom for some extended periods of time remains present. However, this solo teaching will not occur until the cooperating teacher and the university supervisor are confident in the teacher candidate's ability to manage all aspects of instruction without a licensed professional

in the classroom. It should be noted that a minimum of three weeks of solo teaching, where the teacher candidate assumes the full role of teaching in the classroom, is required for each placement.

During their teacher education program, teacher candidates are taught the strategies of co-teaching and implement these strategies during their field experiences. Teacher candidates are expected to apply these strategies throughout their student teaching experience. The Director of Student Teaching & Clinical Practice provides training opportunities for cooperating teachers and university supervisors in Co-Teaching, as well as application of the strategies prior to the beginning of the student teaching placement.

Co-Teaching Defined

Two teachers (co-operating teacher and teacher candidate) working together with groups of students, sharing planning, organization, delivery, and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.

Two teachers,	There are two professional educators in the classroom nearly all the time: the co-operating teacher (classroom supervising teacher) and the teacher candidate (student teacher). While there are times when it's appropriate for the teacher to leave the candidate alone and teaching on his or her own, there are far more opportunities for the teacher to mentor the candidate and help him or her grow into a mature educator.
working together	Collaboration is at the heart of co-teaching. The teacher has years of teaching experience and deep, rich knowledge of the teaching profession to share with the candidate. Co-teaching encourages the teacher and candidate to work together on all aspects of education of children.
with groups of students	While the basic unit is the class, there are times in co-teaching when the class may be divided into two equal groups, two or more unequal groups, or multiple small groups. There are even times for the teacher and candidate to work one-on-one with individual students who need remedial or enrichment work.
sharing planning,	Co-teaching demands co-planning: teacher and candidate finding dedicated time to plan for co-teaching where both sit together and work through the strategies, responsibilities, roles, and resources necessary for successful lessons.
organization,	Teacher and candidate share in the work of the classroom including the preparation and decision making involved in the education of children.
delivery, and	Under the co-teaching model, a variety of teaching strategies are used to maximize the effectiveness of having two professional educators in the classroom during instructional time. Teacher and candidate work together to determine the best strategy or strategies to meet students' needs during any particular lesson.
assessment of instruction	Both of the professional educators in the classroom share the formative and summative assessment duties, including grading of student work and assigning student grades.
as well as the physical space.	The classroom becomes "home" to both the teacher and candidate. They share the workspace, and we encourage the classroom to be arranged to demonstrate a level of equality between the teacher and candidate.

Both teachers are actively involved	Under the co-teaching model, it's important to remember that both professionals in the room are teachers and that both are actively involved in teaching at all times.
and engaged	Even when the teacher is away from the classroom and the candidate is managing the work of the class on his or her own, the teacher is engaged, discussing and reflecting with the candidate the strengths and opportunities that evidence themselves during those solo teaching times.
in all aspects of instruction.	In times of high-stakes testing and teacher evaluation, the teacher and candidate work together to maximize each other's strengths so that everyone involved (teacher, candidate, and students) benefit for the duration of the placement.

Rationale

Schools of education across the country are moving toward the co-teaching model (Heck & Bacharach, 2016). The rationale for this change is multifaceted but one purpose is to increase the support that Teacher Candidates receive during student teaching. Cooperating Teachers have the unique opportunity to provide individualized modeling and coaching throughout the student teaching experience.

Along with this increased support, the co-teaching model provides the opportunity for students in the classroom to benefit from two teachers. This helps assure a high quality of instruction while providing opportunities to differentiate to meet student needs. The movement toward this model also is influenced by the growing expectation in special education and general education that teachers are providing inclusive classroom structures that involve co-teaching in various forms when appropriate.

If these benefits were not enough, in reality, the national accountability movement has also made turning over the responsibility of a classroom to a novice teacher problematic for Cooperating Teachers. Increasingly, Cooperating Teachers have expressed interest in co-teaching as the preferred model during student teaching as they can maintain a strong connection to the classroom, while guiding and modeling expectations for Teacher Candidates and student learning.

Active Engagement from Day One

With this model, it is expected that the Teacher Candidate is actively engaged at the start of student teaching, even if the placement begins intentionally with the role of observation and/or assisting. The Candidate naturally should move toward more responsibility as the student teaching placement proceeds.
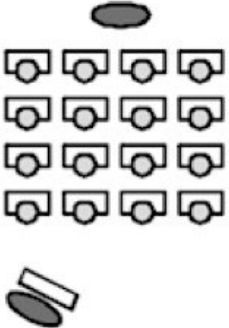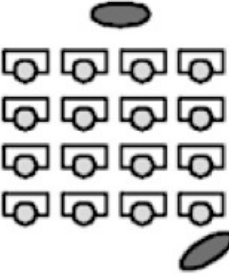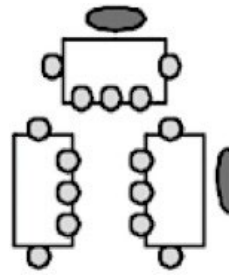
One of the University Supervisor's roles is to support Cooperating Teachers and Teacher Candidates as they navigate this process. Supervisors are available for consultation and support when needed.
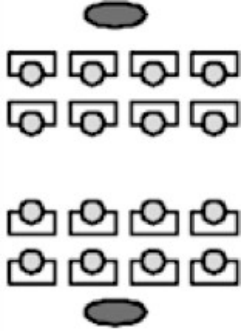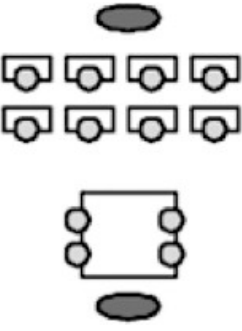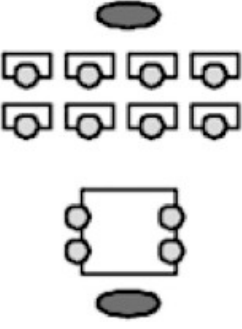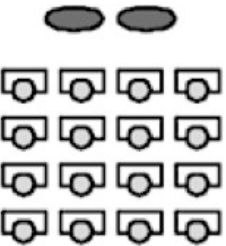
Co-Teaching Resources

The following pages of this handbook are meant to provide resources to help with the development of a collaborative relationship between the Cooperating Teacher and Candidate, while also providing visual reminders around the delivery options for co-teaching.

Cooperating Teachers and Teacher Candidates are encouraged to use these teaching models systemically and intentionally. However, it may be advantageous to start with the easiest one to implement and then move toward more sophisticated ways to engage in co-teaching.

Co-Teaching Strategies & Examples

Methods	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.

Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.
	Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated) Teaching	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Summary of Triad Responsibilities

Teacher Candidate Responsibilities

Initial Responsibilities:

- Read the Co-Teaching/Student Teaching Handbook
- Review all evaluation forms (A, E/SE, Dispositions and/or Content Related forms.
- Login to Canvas, read "Announcements" for student teaching course (M425, M480, M482, K480, K595, M550, L482)

Ongoing Responsibilities:

- Know the students as individuals and learners - their strengths, interests and needs. Constantly seek to increase your understanding of the learning context of your student teaching classroom/s.
- Be prepared for school each day with lesson plans and supporting materials, ensure that the Supervising Teacher has these in advance in case you are absent.
- Be a good role model to students in appearance, mannerisms, language use, and behavior.Dress in compliance with local culture and school policy on dress code.
- Be open-minded about the policies and procedures of the Cooperating Teacher and theschool and respect them; be flexible.
- Observe the same daily work schedule of the Cooperating Teacher (at minimum), arrive early and stay late.
- Handle all personal information professionally and confidentially.
- Be patient with student progress, behaviorally and academically.
- 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.
- Gain an understanding of the rationale/purpose behind specific lessons, units, and school-wide programs
- Start lessons/work on Impact on Student Learning (elementary), Portfolio (secondary), IEP Monitoring Project (special education) so it is submitted by the last week of your placement.
- Attend all seminar sessions (M420 or M500).
- Submit assignments in Canvas as directed by your University Supervisor.
- Register and take all license exams.
- Regularly check "Announcements" in Canvas for (M425, M480, M482, K480, K595, M550, L482)
- Communicate proactively, regularly, and honestly with your University Supervisor and Cooperating Teacher. Actively seek feedback and support.

Closing Responsibilities:

- Wrap up duties with Cooperating Teacher to ensure a smooth transition.
- Submit all artifacts/assignments in Taskstream by the last week of your placement.

Cooperating Teacher Responsibilities

Initial Responsibilities:

- Prepare students for the Teacher Candidate's arrival. Create an atmosphere where the Teacher Candidate feels part of the classroom/school community.
- Acquaint Teacher Candidate with school policies and procedures.
- Introduce the Teacher Candidate to faculty, staff, school, and local communities.

Become familiar with Form A, Form E/SE, Dispositions and Content Related forms so you will know what to observe and expect from the Teacher Candidate.

Respond to the email sent to you from the IU South Bend School of Education Department of Teacher Education secretary.

Ongoing Responsibilities

- Communicate and collaborate regularly with the Teacher Candidate on planning, instruction and assessment.
- Observe the Teacher Candidate on a regular basis. Arrange to see all subjects/periods for which Teacher Candidate is responsible.
- Provide structured feedback to the Teacher Candidate using Form A. Complete a minimum of three observations, one before during and one after the midterm.
- Demonstrate, provide, and discuss a variety of effective classroom management and discipline techniques.
- Communicate frequently with the University Supervisor to support the Teacher Candidate. Report any concerns about the Teacher Candidate to the University Supervisor.

Closing Responsibilities:

- Complete Form E/SE, Dispositions and/or Content Related Forms by the last week of the placement.

University Supervisor Responsibilities

Initial Responsibilities:

- Gain familiarity with all evaluation forms (A, E/SE, Dispositions and/or Content related.
- Read co-teaching/student handbook.
- When meeting with Triad, determine how to communicate with each other, how Teacher Candidate should present lesson plans to you, Example – a day before, night before, day of, etc.
- Determine if you want Teacher Candidate to keep a binder of all lesson plans
- Determine where you will sit when observing
- If observing virtually, decide which video platform you will use, Example – YouTube, Zoom,

Facetime, etc.

- Arrange schedule of all observations.
- Determine when you want Teacher Candidate to submit assignments in Canvas Example – that evening, next day, next week, etc.
- Schedule Midterm Conference (needs to be at least one hour) to go over Dispositions, Form E/SE and/or Content Related forms with Cooperating Teacher and Teacher Candidate.
- Schedule Teacher Candidate's solo teaching (needs to be at least 3 weeks)

Ongoing Responsibilities:

- Develop a collaborative approach with the Cooperating Teacher to support the student teaching experience.
- Observe each Teacher Candidate a minimum of three times (per placement).
- Complete a Form A every time you observe Teacher Candidate teach a lesson.
- Meet with Triad at midterm to discuss Forms E/SE, Dispositions and/or Content Related forms collectively and then you submit.
- Make sure one lesson you observe is from the Teacher Candidate's Impact on student learning (elementary), Portfolio (secondary) or IEP Monitoring Project (special education.
- Make sure to observe Teacher Candidate during solo teaching.
- Attend University Supervisor meetings offered by the Office of Student Teaching & Clinical Practice.
- Submit mileage logs to Department of Teacher Education secretary by the 10th of each month.
- Report any serious problems with the student teaching experience to the Director of StudentTeaching & Clinical Practice immediately.

Closing Responsibilities:

- Encourage Teacher Candidate to submit assignments in Canvas.
- Remind Teacher Candidate to submit Taskstream artifacts by the last week of placement.
- Offer Teacher Candidate the opportunity to observe/assist other teachers in her/his content area during the last week of placement.
- Provide support and guidance regarding professional ethics, employment services and opportunities, and interviews with prospective employers.
- Inform Director of Student Teaching & Clinical Practice if there are major concerns with Teacher Candidate.

Helpful Tips for Teacher Candidates

- ❖ Adhere to the calendar of the respective school corporation/district and observe the school corporations' fall/spring break and other days off.
- ❖ Determine how you will notify your Cooperating Teacher if you are late, absent or need to leave work early
- ❖ Remember you are allowed two excused absences in emergency situations only.
- ❖ You must not act as a paid substitute for the Cooperating Teacher.
- ❖ You must not administer or witness corporal punishment.

- ❖ You must not transport any student in their own vehicle.
- ❖ You must not visit students in their homes or in private.
- ❖ You should always conference with students in an open, visible, and easily accessibleplace.
- ❖ You must not take any unsupervised responsibility for extracurricular events or activitiesincluding school-sponsored trips.
- ❖ You will follow the following protocol related to suspected child abuse:
  - • Talk with the Supervising Teacher and/or the school's principal immediately and follow the school's protocol for making a report or having a report made.
  - • Advise the University Supervisor of the situation.
  - • Take time to write complete notes regarding observations, conversations, etc. that thave led to suspicions of abuse.

Student Teaching Timeline

Weeks 1 & 2

Initial Triad Meeting (first week of placement.
Co-Teach/Co-Plan using: One teach/one observe, One teach/one assist.

Submit Daily Schedule, Letter to Parent/Guardians, University Supervisor
Agreement to Canvas.

1/4 mark:

Have a lesson formally observed by Cooperating Teacher and University Supervisor and submit
Form A, Lesson Plan and Reflection to Canvas.

Begin work on Impact on Student Learning, Portfolio or IEP Monitoring
Project Supervisor.

Co-Teach/Co-Plan using: Station, Parallel, Supplemental and/or
Alternative

1/2 mark:

Midterm Conference with Teacher Candidate, Cooperating Teacher &
University Supervisor. University Supervisor submits Form E/SE,
Dispositions and/or Content Related form on behalf of Triad.
Have a lesson observed formally by Cooperating Teacher and
University Supervisor and submit Form A, Lesson Plan and Reflection
to Canvas.
Transition from Co-Teaching to solo teaching.
Solo Teaching should be underway.
Work on Impact on Student Learning, Portfolio or IEP Monitoring Project
Supervisor continues.

3/4 mark:
Wrap up work on Impact on Student Learning, Portfolio or IEP
Monitoring Project Supervisor continues.
Transition from solo teaching to Co-Teaching using the strategies the
Triad feels fits your classroom.
Have a lesson formally observed by Cooperating Teacher and University Supervisor and submit
Form A, Lesson Plan and Reflection to Canvas.

~1 - 2 weeks prior to end date:

Co-Teach/Co-Plan using One teach/one observe and One teach/one assist.

Cooperating Teacher & University complete Form E/SE, Dispositions and/or Content Related forms.

Teacher Candidate submit required items to Taskstream.

Teacher Candidate submit all remaining assignments to Canvas.

Observe/assist other teachers in your content area if Triad is in favor.

Solo Teaching, Responsibilities & Expectations, Professional Conduct and More

Solo Teaching in Traditional Student Teaching

In traditional student teaching models, "teacher candidates typically observe-often from a stationary position-for a period of time, eventually taking over a variety of tasks or portions of lessons. At some point, the cooperating teacher exits, leaving the teacher candidate fully in charge (solo) of the classroom and fully responsible for meeting the needs of all students" (Heck and Bacharach, 2010, p. 14).

Solo Teaching in the Co-Teaching Experience

Conversely, the co-teaching model of student offers a different kind of experience for both the cooperating teacher and the teacher candidate. Under the co-teaching model, "cooperating teachers provide mentoring and support as teacher candidates develop and practice all aspects of teaching. Classroom [supervising] teachers partner with [teacher] candidates rather than giving away responsibility. As the experience progresses, pairs collaboratively plan for instruction and evaluation. Ultimately, teacher candidates become fully responsible for the classroom, but cooperating teachers remain actively engaged: teacher candidates assume leadership in all aspects of teaching, which include **taking the lead in all planning,** directing the activities of the cooperating teacher and other adults in the classroom. In a co-teaching experience, the focus shifts from teacher candidates gaining experience through solo teaching to teacher candidates gaining experience as lead teachers." (Heck and Bacharach, 2010, p. 14).

Solo Teaching with IUSB Teacher Candidates

At IU South Bend, co-teaching teacher candidates should take on the bulk of lesson planning, instruction, assessment and classroom management as early as week 4 and should last at least 3 weeks.

Solo teaching occurs when the cooperating teacher feels confident in the teacher candidates' ability to manage all aspects of instruction in a non-co-teaching format: that is, the teacher candidate is the only adult present in the classroom at the time instruction is taking place. This should occur in a way that the cooperating teacher is wholly comfortable with, and begin for short bursts of time.

Ultimately, the teacher candidate might be left alone to solo teach for a minimum of 3 weeks, possibly more, if the cooperating teacher feels that students in the classroom will receive high-quality instruction from the teacher candidate. Collaboration is the focus of the experience with the teacher candidate taking the **lead** in co-planning, co-teaching, and co-assessing.

Heck, T, & Bacharach, N. (2010). *Mentoring Teacher Candidates Through Co-Teaching: Collaboration that Makes a Difference.*
Teacher Quality Enhancement Center, St. Cloud St. University, St. Cloud, MN.

Teacher Candidate Responsibilities & Expectations

The teacher candidate has the responsibility of being professional, well-prepared, and well-groomed. Teacher candidates should follow teacher contract time at their respective placement. Note: full-time employment *is not recommended* during the co-teaching experience. If at any time work duties interfere with the quality of performance in co-teaching, the teacher candidate will be given the choice of cutting back on work, or discontinuing his or her co-teaching experience. If a teacher candidate is injured in a school building while on official co-teaching duties, a corporation accident report must be filled out immediately and submitted to the appropriate corporation authorities. A copy of the completed report must be submitted to the Director of Student Teaching within five days of injury.

Along with assuming instructional responsibilities, teacher candidates *are expected* to participate in school- sponsored in-service programs and other professional development activities.

Teacher candidates are expected to assume responsibility for routine procedures related to non-teaching duties such as recess duty under the supervision and direction of the cooperating teacher. Teacher candidates should not be assigned any responsibilities for activities for which the cooperating teacher is receiving extra remuneration, such as coaching.

Teacher candidates may not be used as substitute teachers or receive remuneration for co-teaching.

Professional Conduct

Teacher candidates, although members of a school team, retain their position as a student in the IU South Bend Teacher Education Program and as such should recognize and use School of Education protocols.
Additionally, although placed in the field for co-teaching, the Indiana University student code of conduct still applies; details of the code may be accessed at http://studentcode.iu.edu/.

While faculty members are a great resource for ideas and curricular questions, please address other concerns via the process outlined below.

Teacher candidates need to discuss any concerns about the co-teaching experience first with their cooperating teachers. Their next professional advisor is the assigned university supervisor. If the need arises, the university supervisor and the teacher candidate may then discuss any concerns with the Director of Student Teaching & Clinical Practice, and then finally, as necessary with the Dean of the School of Education. Teacher candidates who violate the protocol will be expected to explain their actions to the Dean and members of the School of Education.

It is important that all parties begin with a commitment to open and honest communication. *While it may be necessary to have confidential conversations with a university supervisor, problems are difficult to resolve without open communication between all people involved as early as possible.*

Teacher candidates and university supervisors are expected to respect the confidentiality of the students in the classroom and school.

Teacher candidates should wear their IU South Bend Crimson Card or school/district approved identification at all times! If candidates do not have an IU South Bend Crimson Card, cards are available free of charge in Wiekamp Hall 1245 on the IU South Bend campus.

In the event a school corporation experiences a management/labor union dispute culminating in a strike action, placement of teacher candidates is suspended until a resolution is reached.

Attendance

Teacher candidates should be absent _only_ in the event of illness or emergency. In the event of an absence, teacher candidates must contact their cooperating teacher and their university supervisor as soon as the need for an absence is known. In the event that a teacher candidate is absent more than 2 days during the complete student teaching experience, **the teacher candidate must extend the co-teaching experience to make up absences beyond 2**, and may not proceed to a subsequent placement until absences beyond those allowed have been made up. Teacher candidates are expected to provide lesson plans for all days of absence, including excused absences.

In the event that the school has **numerous** emergency closings, the co-teaching experience may have to be extended. Any questions regarding attendance or number of required days should be referred to the Director of Student Teaching and Clinical Practice. Occasional snow days will not be made up; **if snow days exceed the minimum number of absence days above,** decisions will be made on a case-by-case basis. Please contact the Director of Student Teaching & Clinical Practice should this occur.

Communication with the Director of Student Teaching & Clinical Practice is expected in regard to attendance during the student teaching experience.

Discipline

Teacher candidates are not allowed to use or be involved in the administration of corporal punishment (this includes being a witness). ***The cooperating teacher should acquaint the teacher candidate with school wide and classroom disciplinary procedures and rules at the very beginning of the experience***. If a school handbook is available that describes rules and disciplinary procedures, a copy should be provided for the teacher candidate's reference.

Discontinuing a Student Co-Teaching Experience

Occasionally, teacher candidates make the decision to discontinue a student teaching/co-teaching experience. If a candidate begins to have doubts about becoming a teacher, it can be helpful to discuss these feelings honestly with the cooperating teacher and university supervisor. Before any final decision is made, please schedule an appointment to meet with the Director of Student Teaching & Clinical Practice. If a student chooses to withdraw/discontinue an experience, he or she may be required to complete a professional improvement plan as described below, prior to being placed for another attempt. It is extremely important that candidates explore their options and discuss feelings thoroughly before making a final decision.

Teacher candidates **must always continue** to report to their student co-teaching placement until informed otherwise by the Director of Student Teaching & Clinical Practice.

Removal of Teacher Candidate from a Student Teaching Placement

Unfortunately, there are behaviors and dispositions which can result in a request from a building administrator, cooperating teacher, university supervisor, and/or the Director of Student Teaching and Clinical Practice to discontinue a co-teaching experience. The following behaviors on the part of a teacher candidate are those that may result in removal from the co-teaching assignment:

- Failure to arrive prepared for assigned responsibilities (including chronically late, and/or chronically unprepared)
- Use of profanity in the school setting
- Lack of professionalism when dealing with students, school personnel, or parents. This includes but is not limited to inappropriate dress, inappropriate interactions and failure to respect confidentiality.
- Uncommunicated and/or frequent absences or tardiness
- ANY behaviors or attitudes which might have a negative impact on P-12 student learning and achievement
- Failure to keep up with required documentation (lesson plans, assignments, etc.)

In the event that there is concern about the teacher candidate's performance:

The candidate will receive feedback from the cooperating teacher and/or university supervisor either verbally or in writing that there is a concern. (This may be on a Form A, Form E/SE, content specific evaluation, email communication, or in another format). The cooperating teacher, university supervisor, and Director of Student Teaching & Clinical Practice will discuss the concern and develop a remediation strategy with the teacher candidate, if appropriate.

There are some circumstances that are so severe in nature they will cause the co-teaching placement to be discontinued immediately, without the previously outlined steps.

Any decisions about discontinuing the experience will be made after reviewing all documentation, consulting all parties involved, and in some cases, conducting direct observations of the teacher candidate.

Two (2) unsuccessful student co-teaching placements will result in the recommendation for removal from the Education program at IU South Bend. This final decision for removal from the program rests with the Department Chair for Teacher Education and the Dean of the School of Education.

Professional Improvement Plans

If a teacher candidate chooses to discontinue a placement or is removed from a co-teaching placement, he or she will be required to satisfactorily complete a professional improvement plan ***before*** they will be given a new placement.

This professional development plan will be created by the Director of Student Teaching & Clinical Practice. The Director of Student Teaching & Clinical Practice may enlist the assistance of the cooperating teacher, university supervisor, Dean and/or Associate Dean of the School of Education, program coordinators, or the department chair in determining if the teacher candidate's progress is satisfactory, and warrants a new placement.

The new placement will **NOT** be in the same semester!

Grades for All Teacher Candidates at the Conclusion of Student Teaching

School of Education faculty are responsible for assigning grades to Checkpoint Three final projects, which are included in the M420 Student Teaching Seminar grade. In the situation where students are not required to attend seminar, a final grade in student teaching will not be given until all Checkpoint Three requirements are graded as satisfactory by faculty. Teacher candidates are also required to upload Checkpoint Three documents to Taskstream. Graduate students will upload all final projects and appropriate documentation to Taskstream.

The responsibility of assigning grades for student teaching rests with the Director of Student Teaching & Clinical Practice, who is the Instructor of Record for these courses. Only four grades are possible: Satisfactory (S), Fail (F), Withdrawal (W), or Incomplete (I).

The grades of S or F are determined by the cooperating teacher's final evaluation, the university supervisor's final evaluation, and successful completion of student teaching, as documented by the assignments listed in Canvas. Grades of W and I are awarded according to the guidelines described in the current *Indiana University South Bend Campus Bulletin*.

Candidates completing a second student teaching experience (in one semester) may find that their second placement is not complete before grades must be submitted at the end of the semester. In such cases, candidates will be assigned an Incomplete (I), or Not Recorded (NR), which will be changed to the appropriate grade once the experience is complete. Sometimes this can occur for candidates with single placements as well. This occurs due to the difference between the grade submission (and posting) deadlines of IUSB and the realities of the student teaching calendar.

Student Teaching Files

Files kept in the Office of Student Teaching and Clinical Practice include the IU South Bend student's Student Teaching Application and packet of materials sent to districts for location of student teaching placements.
Observation and evaluation forms completed by cooperating teachers, forms A and all forms E/E-SE mid-term and final student teaching evaluations (both InTASC and content specific) remain in the student teaching permanent record file; therefore, the student has the right to inspect these at all times.

Student Teaching Observations & Evaluations

Formative and summative assessments of the teaching performance of all IU South Bend Teacher Candidates in compliance with InTASC, ACEI, CEC, NCTM, NCTE, NSTA, and NCSS standards is the responsibility of the cooperating teacher and university supervisor. The Indiana Department of Education has made the Indiana Educator Standards available at
http://www.doe.in.gov/licensing/repa-educator-standards.

Observation and evaluation forms assess teacher candidate performance based on content specific and general education standards. ***A minimum of three (3) observations using Form A must be completed by the university supervisor and a minimum of three (3) by the cooperating teacher***. These observations, using Form A, are direct observations completed while the teacher candidate is teaching. At the agreed upon time prior to observation, the teacher candidate must submit lesson plans to the cooperating teacher and university supervisor. *One of the Form A observations by the university supervisor <u>must</u> occur when the cooperating teacher is out of the room.*

Evaluations of the teacher candidate's performance is completed using Form E, Form SE, Content Related and the Dispositions Assessment at the midterm and end of student co-teaching placement (final). The Dispositions Assessment, Content Related and Form SE are used in conjunction with Form E at the midterm and end of placement (final) in evaluation of teacher candidates attaining general education and special education licensure. For students attaining licensure in special education only, the Form SE and the Dispositions Assessment are used for evaluation at midterm and end of placement.

In collaboration, the University Supervisor, Cooperating Teacher, and Teacher Candidate participate in a three
(3) way conference at the midterm to discuss and complete **one** Form E, Form SE, Content Related and Dispositions Assessment. At the end of the placement, the Cooperating Teacher & University Supervisor complete the same forms as they did in the midterm but they are done individually and submitted to the Teacher Candidate.

Student Teaching Assignments

Teacher candidates are required to upload documentation of each student co-teaching experience in the appropriate Canvas site. University Supervisors *may* request their assigned Teacher Candidates to keep a paper/physical copy of these documents to be kept in the placement classroom, made available for review by university supervisors, cooperating teachers, and the Director of Student Teaching & Clinical Practice.

If candidates should fall behind on uploading documentation, university supervisors, cooperating teachers, and/or the Director of Student Teaching & Clinical Practice will bring this to candidates' attention, and direct them to get caught up by a certain date. If a candidate receives this directive, it is critical that the deadline provided be met. *Failure to keep student teaching documentation up to date could result in the candidate being removed from co-teaching until documentation is current.* The days spent remediating will NOT count toward the candidate's co-teaching time and will need to be made up at the end of the placement. In cases where this happens regularly the placement may be terminated. Keeping up with assignments is CRITICAL, not only to document the candidate's work for IU South Bend, but as evidence that the candidate will keep up with critical paperwork required of a teacher.

Student teaching assigments **must** be uploaded to Canvas by the due dates to receive a passing grade for student teaching. ***Do not wait until the end of your placement to do this!***

These documents must also be uploaded to Canvas for each placement, as appropriate.

Daily Schedule for Student Teaching: This document must be complete during Week 1 of the student co-teaching experience.

University Supervisor Agreement: The teacher candidate is informed of the expectations of and contact information for the university supervisor on this form. It is expected that this form will be completed by the university supervisor during Week 1 of each placement. The teacher candidate is responsible for sharing this information with the cooperating teacher.

Letter of Notification to Parents: Teacher candidates are expected to write a letter of introduction and notification of their placement as a student teacher to the parents of students in the placement classroom(s). This letter must be typed and distributed to students during Week 1 of the student co-teaching placement. It is expected that cooperating teachers will approve this letter prior to distribution to students. *Prior to uploading this letter, cooperating teachers must sign and date the letter, indicating their approval for the letter to be sent home to parents.*

Lesson Plans, Observation (Form A), Evaluation (Form E, SE, Content Related, etc.) Forms

Lesson Plans: The Co-Teaching Lesson Plan template, identified by content area, ***must be completed for all <u>scheduled, observed</u> lessons.*** Teacher candidates will upload the Co-Teaching Lesson Plans, complete with lesson reflections, associated with the Form A observations completed by the university supervisor and cooperating teacher. The university supervisor will complete a minimum of three (3) observations for each placement. The cooperating teacher will complete a minimum of three (3) Form A observations. *It is not required that these observations are completed on the same date, however it may be possible for some observations.*

Observation Forms (Form A): University supervisors will complete a minimum of three (3) Forms A and cooperating teachers will each complete a minimum of three (3) Forms A in conjunction with observed lessons taught by the teacher candidate. These requirements are applicable for each student co-teaching placement. The original documents, along with all comments provided, should be kept by the teacher candidate in the event Canvas malfunctions. Every Form A, and any accompanying documented comments, must be uploaded to Canvas.

The following requirements apply to the Form A observations completed by the university supervisor:

One of the observations completed by the university supervisor must occur when the cooperating teacher is out of the room.

Evaluation Forms (Dispositions Assessment, Form E, SE, Content Related, etc.): are completed for participation three-way conference of the student co-teaching triad to evaluate the performance of the teacher candidate at the mid- term and end of each placement for **all** teacher candidates. These forms must be completed at the midterm and end of placement.

At the midterm conference, members of the co-teaching triad will complete the forms **collaboratively**. The University Supervisor will submit these forms on behalf of the triad and submit them to the Teacher Candidate who will then upload these to Canvas.

At the end of the placement (final) The University Supervisor and Cooperating Teacher will complete these forms **individually** and then submit these to the Teacher Candidate to upload to Task Stream. The triad may meet as a three-way conference before submission if the triad desires.

Student Teaching Assignment Deadlines

All assignments for student teaching must be completed and submitted to Canvas by the Monday after the placement ends.

Please Note: Failure to submit the student teaching assignments with all required information may result in a failing grade for student teaching. Failure could also occur if the quality of the documentation is poor.

Checkpoint 3 – Impact on Student Learning/Final Portfolio/IEP Monitoring Project

All teacher candidates will complete a final project in compliance with Checkpoint 3. Completion of this project provides verification that teacher candidates have met the standards which demonstrate assessment of student learning, decisions and modifications made to improve student learning, reflection of teaching, and set goals for professional development.

Seminar instructors will notify teacher candidates when to submit these projects.

Furthermore, this project will provide evidence of the teacher candidate's ability to:
- Engage in thorough and effective standards-based planning;
- Use best practices that provide opportunities for student success;
- Use appropriate assessment strategies to foster and document the ongoing development of student knowledge and skills.
- Analyze the results of assessments, reflect on them, and adapt instruction accordingly.

Each area of the project is graded as Target (outstanding), Acceptable or Unacceptable. One area graded as unacceptable means a standard has not been met. For graduation, ALL standards must be met.

Teacher Education Program Faculty assess the teacher candidate's final projects and provide feedback. These projects must be deemed as acceptable before the teacher candidate will be recommended for graduation.

Information about final projects will be presented during the seminar course. Questions regarding Checkpoint 3 should be directed to the faculty member serving as the instructor for the seminar course.

> ***For Special Education Teacher Candidates:*** IEP Monitoring Projects are due no later than 5 days after your placement. If you are completing your placements over the course of the academic year, your IEP Monitoring Project **must be completed in your first placement.** *Please note that you will receive a grade of Incomplete (I) for student teaching until your IEP Monitoring Project has been successfully submitted and graded as Acceptable.*

UNIVERSITY POLICIES

Electronic mail (email) is the official means of communication with students at Indiana University South Bend. ***A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication.*** It is recommended that students check official university email address to another email address of the student's choice. However, students who choose to have email forwarded to another email address do so at their own risk.

Course announcements and other course information may also be communicated through Canvas. IU South Bend students are responsible for all communication via this site, as well.

Accommodations for Religious Observances: If as a student, you will require academic accommodations for a religious observance, please provide the Director of Student Teaching with a **written request** to consider a reasonable modification for that observance **by the end of the second week of this course.**

Disabilities Statement: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Office of Disability Support Services (Administration Building Rooms 167-170), telephone number 574-520-4460), as soon as possible to work out the details. The Director of Disability Support Services will provide you with a letter attesting to your needs. For modifications, bring the letter to the Director of Student Teaching & Clinical Practice. For more information, please visit the web site for Office of Disabled Student Services http://studentcode.iu.edu/.

Academic Honesty Statement: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (http://www.indiana.edu/~code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

Criminal History Background Check: Candidates are required to provide a criminal history check to school districts before participating in field placements and/or student co-teaching. School districts may deny a field placement or student co-teaching assignment based on a misdemeanor or felony conviction. Convicted felons may not hold a teaching license in Indiana.

Selected List of Student Support Services

Academic Centers for Excellence (ACE) Multiple locations • (574) 520-5022 • **sbtutor@iusb.edu** Tutoring services are offered free of charge for various courses at four locations on campus, including the writing center and math tutoring center. No appointment is necessary for most of the courses. Check the ACE website at **www.iusb.edu/tutoring** for the current schedule.

Bursar's Office Administration 115 • (574) 520-4253 • **bursarsb@iusb.edu** A higher education term for "cashier's office," they process payments, credits, charges, refunds, and set up payment plans.

Counseling Center Administration 175 • (574) 520-4125 • **www.iusb.edu/student-counseling-center** Our caring and compassionate staff are available to support students' mental health needs by providing evidence-based therapeutic support in a safe and welcoming environment.

Dean of Students Administration 177L • (574) 520-4252 • **moport@iusb.edu** For students in need of assistance with medical withdrawals or other personal issues.

Disability Support Services Administration 167 • (574) 520-4460 • **sbdss@iusb.edu** Contact this office to ensure that you are eligible for accommodations.

Financial Aid and Scholarships Administration 116 • (574) 520-4357 • **sbfinaid@iusb.edu** Financial Aid counselors assist with all aspects of financial aid, including scholarships, grants, loans, submitting required documents, and work-study opportunities.

Food Pantry - Titans Feeding Titans Fine Arts Building 111 • (574) 520-4256 • **tft@iusb.edu** A student run food pantry for the students and staff of Indiana University South Bend offering food, personal hygiene, and household items at no charge.

Library Franklin D. Schurz Library • (574) 520-4441 • **refquest@iusb.edu** Take advantage of in-person and online support with a variety of services, including reference librarians for research assistance, a vast array of online collections, and more.

Student Conduct Administration 177A • (574) 520-5524 • **conduct@iusb.edu** • **www.iusb.edu/conduct** This office supports the educational mission of IU South Bend by upholding the *Indiana University Code of Student Rights, Responsibilities, and Conduct.*

Technology Support - University Information Technology Services (UITS) Education and Arts Building 1109 • (574) 520-5555 • **helpdesk@iusb.edu** UITS can assist with all technology needs on campus, offering both in-person and online support. This office also issues Crimson Cards, the official IU photo ID.

Titan Success Center **Administration 146 • (574) 520-5050 • tsuccess@iusb.edu** Need help with non-academic issues? Not sure who to contact or which office to connect to or need help? Success Coaches located in the Titan Success Center are here to help!

Veteran Student Services **Administration 101 • (574) 520-4115 • veterans@iusb.edu** Serves our active-duty students, veteran students, and military dependents by assessing and setting up VA and education benefits. IU South Bend was recently named a Military Friendly School, earning a Bronze rating (the only IU campus with that distinction).

School of Education Contact List

Name	Role	Email
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