1. Description of grant-supported activity

I was awarded a Curriculum Development Grant for summer salary in 2013 to revise and update the secondary education student teaching experience and assessment to better align with program and accreditation goals and standards, address changes in the state’s public schools that impact student teaching placements, align student teaching assignments more closely with the School of Education’s decision to move to a co-teaching student teaching model, and to create more manageable expectations and overall workload for student teachers. I worked with Linda Young, Director of Clinical Experiences for the School of Education, to develop a new student teaching handbook for secondary education and to shift the notebook student teachers submit as the assessment artifact for student teaching to an online format for Fall 2013 and Spring 2014.

2. Were you able to complete the project? Describe any difficulty you had.

I was able to develop a new secondary student teaching handbook for implementation beginning in Fall, 2013. This included new forms, a revised format with the goal of making it easier for student teachers and university supervisors to find crucial information, and an update on previous work done to shift the handbook to alignment with our new co-teaching format for student teaching. It was somewhat difficult to make all these changes without having had experience with secondary education student teachers in the new co-teaching format, as we were essentially anticipating the needs of student teachers, classroom teachers, and university supervisors in this new format. Indeed, there have been some difficulties with all parties shifting to co-teaching (our first large numbers occurred this semester, Spring, 2014) and we plan to implement a survey and perhaps a focus group for these pilot folks to gain more input into the experience and how to help the student teaching handbook and other materials, including the student teaching seminar course, to support the experience.

One major difficulty was adapting to shifting the student teaching notebook, the assessment artifact student teachers submit to meet the requirements of the student teaching handbook and the student teaching course, to an online submission format. Linda Young and I decided to pilot using Oncourse Drop Box for this, but it has not ended up to be as straightforward an implementation as we had hoped, particularly for adjunct supervisors who are unfamiliar with Oncourse. Additionally, classroom teachers do not have access to Oncourse to examine student teachers’ final submissions. We are discussing adopting an online program like LiveText or something similar for the future for all student teachers for online notebook
submission that is easier to structure and easier to access for all necessary stakeholders.

3. Did, or will, the project results in a specific product? If so, please describe and indicate state of development.

I've attached to the email submitting this report the updated student teaching handbook for secondary education that I created in July, 2013. We used it for Fall 2013 and Spring 2014. We are currently discussing creating a common handbook for all Education student teachers, and so further revisions will be done to accommodate this. We are also discussing alternative ways for student teachers to submit their work online and may adopt new software in the upcoming academic year to accomplish this.