

Using Web-Based Technology to Effectively and Efficiently Place and Evaluate Student Teachers, Supervisors and Programs

Rodney H. Clarcken
School of Education
Northern Michigan University

Paper presented at the 59th American Association of Colleges for Teacher Education Annual Meeting, New York, February 24-27, 2007

Abstract: This paper briefly describes and gives examples of how one teacher education program developed and has been successfully using a web based system to effectively and efficiently place student teachers, maintain records of placement information, communicate with schools, determine honoraria requests and obtain evaluation data from student teachers and supervisors in ways that can be easily interpreted and analyzed across several variables.

Teacher education programs are increasingly required or expected to supply data that supports their contentions that their programs are effective in producing teachers who have the knowledge, skills and dispositions needed to be successful teachers. An important source of such data is evaluation of the student teachers by their classroom supervisors, university supervisors and themselves. New technologies allow education programs to more efficiently and effectively to obtain, compile and analyze data related to the processing and evaluation of student teachers, supervisors and programs.

This paper briefly describes and gives examples of how one teacher education program developed and has been successfully using a web based system to effectively and efficiently place student teachers, maintain records of placement information, communicate with schools, determine honoraria requests and obtain evaluation data from student teachers and supervisors in ways that can be easily interpreted and analyzed across several variables. An electronic system for student teaching placements and evaluations has merits that may be of value to other institutions. Some issues and factors to be considered in deciding whether and how to implement web-based systems for student teaching placement and evaluation such as programming, computer support, web access, institutional support (administration, faculty and staff), internal and external reporting of data, buy-in by all constituencies involved and compatibility.

The Northern Michigan University School of Education Field Experience Office has all placement and evaluation forms related to student teaching online. These forms are filled out by the relevant individual and the entered data is used to make grading, programming, processing and accreditation decisions.

Student Teaching Application Process

The online student teaching application process makes data accessible to the parties that need it in a timely manner, decreased the amount of work and provided needed records for follow up. For example, we created three separate systems that work to manage student teacher information. These systems are a teaching application, a system to manage active teaching assignments, and a system to receive and manage the state certification applications. There are also a number of minor systems that allow for the interaction of third parties with this data.

The first step in the electronic application system is the student teaching pre application form which is completed two semesters before student teaching. The students log into the campus pipeline: MyNMU.edu (see Figure 1).

NMU **MyWeb** **MyUser** **HelpDesk** **Olson** **Library** **WebCT**

MyNMU Secure Log in

User ID:

Password:

[Having problems logging in? Click here.](#)

Make this my home page.

[Click here](#) for instructions on how to make your browser load this page on startup.

Course Registration

You do not have to log in to MyNMU to search the course offerings list.

- [Course Offerings](#)
- [Course Catalog](#)

Looking for **online classes**? You can find them in the searches above or you can browse them at our [online courses page](#).

[Registration Help](#)

What's New on Campus

- [NMU News](#)
- [NMU Events Calendar](#)
- [NMU Academic Calendar](#)
- [Marquette Community Calendar](#)

Note: If you are just checking your NMU e-mail and do not need any other NMU information, your NMU e-mail can be directly accessed at <http://webmail.nmu.edu>

Figure 1. MyNMU login page

After logging in, students are presented with the following page.

[Content/Layout](#) Welcome JOHN DOE You are currently logged in.

[e-mail](#) [calendar](#) [groups](#) [logout](#) [help](#)

[My Pipeline](#) [Tutorial](#) [Olson Library](#) [Employee Services](#) [Education](#)

February 21, 2007

Teacher Education Application Forms

[Click here to:](#)

Submit a Student Teaching Pre-Application

[Click here to:](#)

Submit an Application for a Student Teaching Assignment. You must have completed your Pre-Application form prior to submitting this form.

[Click here to:](#)

Submit an application for Certification. Complete this only if you are taking or have taken ED 450

Figure 2: Education tab.

By clicking the Education tab at the top of the page the students are brought to this page (Figure 2). Only students accepted in the education program will have an education tab. On this page the students have the option to submit 1) a Student Teaching Pre Application 2) an Application for a Student Teaching Assignment 3) an application for Certification. The student teaching pre application is listed in Figure 3.

Student Teaching Pre-application

* *Required*

Student Teaching Semester

* Birth Date * NMU IN

Name
* Last * First Middle Maiden

Local Address
Street City State Zip

Home Address
Street City State Zip

Phone Number () - * NMU E-mail Address @nmu.edu

- * Curriculum:
- Elementary
 - Secondary
- Special Education Students Only:
- Cognitive Impairment
 - Emotional Impairment

* Major:

To select more than one major, hold the Ctrl key when making your selections.

* Minor:

To select more than one minor, hold the Ctrl key when making your selections.

Interested in student teaching abroad for all or part of my assignment. Yes No

STUDENT TEACHING STATEMENT OF UNDERSTANDING

1. I understand that I must meet all requirements for student teaching prior to student teaching and that if the Director of Field Experiences does not approve my student teaching application, I will not be given a student teaching assignment.
2. I understand that all student teaching assignments are made by the School of Education and that the assignment is dependent upon the availability of suitable student teaching sites as determined by the School of Education. Student teaching assignments will not be made in the school district from which I have graduated, have close relatives involved, have children in the school district or have done significant subbing. Student teaching assignments will only be in approved sites which may not be available in areas requested. I will not attempt to make any part of these arrangements on my own initiative unless given permission by the Director of Field Experiences.
3. I understand that I am responsible for securing living accommodations.
4. I understand that I am to free myself of campus and work responsibilities during weekdays while student teaching to allow for a full-time commitment to teaching, but that I may work Friday 6:00 p.m. until Sunday 6:00 p.m. However, I may be asked to terminate such work should the activities interfere with my performance in student teaching.
5. I understand that I will not be permitted to enroll in courses other than student teaching, the student teaching seminar, classroom management and multicultural education during the semester I am student teaching, unless I have written permission from the Director of Field Experiences.
6. I understand that it is my responsibility to submit all materials for the application for student teaching in complete and accurate form by the second Friday of the semester before I student teach, or I may not be assigned.
7. I understand that it is my responsibility to keep the Office of Field Experiences informed of any address, phone number, name and/or status change.
8. I understand that it is my responsibility to report to the Director of Field Experiences, as soon as possible, any grade or matter which would make me ineligible for student teaching. Failure to do so may result in denial to student teach.
9. I understand that it is my responsibility to notify the Director of Field Experiences in writing at least 30 days in advance of my student teaching if I decide to withdraw my application for student teaching.

By submitting this application I am agreeing to all of the statements listed above and confirm that all of the information submitted

is true and accurate to the best of my knowledge.

Figure 3. Student teaching pre-application

The remaining five statements on the pre application that will show up in the scroll down menu are:

9. I understand that it is my responsibility to notify the Director of Field Experiences in writing at least 30 days in advance of my student teaching if I decide to withdraw my application for student teaching.

10. I understand that I must pass the MTTC Basic Skills Tests before I can student teach.
11. I understand that I must pass the appropriate MTTC subject area tests, CPR and First Aid training before I will be certified and that some states have additional requirements for teacher certification.
12. I understand that the School of Education may only keep Teacher Education records for one year.
13. I understand that I am responsible for notifying the Director of Teacher Education Student Services of any legal convictions between now and the completion of my program.

The pre applications are submitted to a data base available to the Field Experiences Office. With this information two semesters before the candidates plan to student teach, we are able to review the students' eligibility for student teaching and to plan for our advising and placing them. It also makes clear to the students the process, expectations and requirements for student teaching through the statement of understanding that all students must submit with their application.

The next step in the process is the submission of the application for student teaching which is accessed through the same process described above. That online form that is connected to the university data on each student through Banner, must be submitted to the Field Experience Office by the second Friday of the semester before students are to student teach. See Figure 4.

TEACHER EDUCATION **Application for Student Teaching Assignment**

You must have completed your Pre-Application Form prior to completing the Student Teaching Application. The Student Teaching Application form may be completed two semesters before you student teach but is due no later than the second Friday of the semester before you student teach. Placement information will be sent directly to the student via NMU email any time in the second half of the semester before you student teach. You will be invited to pre-application and orientation meetings to further explain the procedures and policies.

Completion of this online application will require some time. To avoid a problem, you may want to consider printing the form and gathering your thoughts before you begin the actual online input

[Begin Application](#)

Application for Student Teaching

DEMOGRAPHI	Student Teaching Semester
	200810 - Winter 2008 <input type="button" value="v"/>

C INFORMATION	NMUIIN: 000000000
	Birth Date: 01NOV-1000
	Name: DOE, JOHN
	NMU Email Address: jdoe@nmu.edu

ADDRESS INFORMATION	Permanent Address (Select 1)	
	<input type="checkbox"/>	123 Any Street Anytown, MI 11111
	<input type="checkbox"/>	123 Any Street Anytown, MI 11111
	<input type="checkbox"/>	123 Any Street Anytown, MI 11111
	<input type="checkbox"/>	Street Line 1 <input style="width: 150px;" type="text"/> Street Line 2 <input style="width: 150px;" type="text"/> City <input style="width: 80px;" type="text"/> State <input style="width: 30px;" type="text"/> Zip <input style="width: 40px;" type="text"/>
	Local Address (Select 1)	
	<input type="checkbox"/>	123 Any Street Anytown, MI 11111
	<input type="checkbox"/>	123 Any Street Anytown, MI 11111
	<input type="checkbox"/>	501 Albert St Marquette, MI 49855
	<input type="checkbox"/>	Street Line 1 <input style="width: 150px;" type="text"/> Street Line 2 <input style="width: 150px;" type="text"/> City <input style="width: 80px;" type="text"/> State <input style="width: 30px;" type="text"/>

	<input type="text"/> Zip <input type="text"/>																											
	Permanent Phone Number (<input type="text"/>) <input type="text"/> - <input type="text"/>																											
	Local Phone Number (<input type="text"/>) <input type="text"/> - <input type="text"/>																											
ACADEMICS	<p align="center">For assistance in GPA calculation use the following link: http://www.nmu.edu/advising/nmugpa1.htm</p> <table border="1"> <thead> <tr> <th colspan="2">Academic Information</th> <th>MAJOR/MINOR GPA Please round</th> </tr> </thead> <tbody> <tr> <td>Degree</td> <td>NDU Non-degree, Ugrad Level</td> <td>(GPA must be 2.7 or above to be eligible for student teaching)</td> </tr> <tr> <td>Major 1</td> <td>NOND Non-Degree</td> <td><input type="text"/></td> </tr> <tr> <td>Major 2</td> <td></td> <td><input type="text"/></td> </tr> <tr> <td>Minor 1</td> <td></td> <td><input type="text"/></td> </tr> <tr> <td>Minor 2</td> <td></td> <td><input type="text"/></td> </tr> <tr> <td>Minor 3</td> <td></td> <td><input type="text"/></td> </tr> <tr> <td colspan="2">Professional Education GPA</td> <td><input type="text"/></td> </tr> <tr> <td>Cumulative GPA</td> <td>Post Degree (include all undergraduate/graduate work)</td> <td><input type="text"/></td> </tr> </tbody> </table> <p>List any significant honors, awards, scholarships, recognition, accomplishments, etc: (Limited to 4000 characters)</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p>Curriculum: (Required) Art, Music and Physical Education majors choos</p> <p><input type="checkbox"/> Elementary</p> <p><input type="checkbox"/> Secondary</p>	Academic Information		MAJOR/MINOR GPA Please round	Degree	NDU Non-degree, Ugrad Level	(GPA must be 2.7 or above to be eligible for student teaching)	Major 1	NOND Non-Degree	<input type="text"/>	Major 2		<input type="text"/>	Minor 1		<input type="text"/>	Minor 2		<input type="text"/>	Minor 3		<input type="text"/>	Professional Education GPA		<input type="text"/>	Cumulative GPA	Post Degree (include all undergraduate/graduate work)	<input type="text"/>
	Academic Information		MAJOR/MINOR GPA Please round																									
	Degree	NDU Non-degree, Ugrad Level	(GPA must be 2.7 or above to be eligible for student teaching)																									
	Major 1	NOND Non-Degree	<input type="text"/>																									
	Major 2		<input type="text"/>																									
	Minor 1		<input type="text"/>																									
	Minor 2		<input type="text"/>																									
	Minor 3		<input type="text"/>																									
	Professional Education GPA		<input type="text"/>																									
	Cumulative GPA	Post Degree (include all undergraduate/graduate work)	<input type="text"/>																									

SCHOOL CHOICES

Will you be taking courses after student teaching in order to qualify for graduation?

If yes, please list those courses here:

What classes are you taking now and/or during the summer session in order to complete your requirements for student teaching?

Please list those courses here:

Do you prefer a full term or a split assignment?

What are your grade level preferences for student teaching.

Preference 1:

Preference 2:

Please list in order the three school district preferences where you are requesting to student teach. (You cannot list a district where you have attended or where any of your family members are affiliated.) *Secondary Students: Do not complete this section. Your preferences will be coordinated by your academic major methods professor*

District 1 Name:

District 2 Name:

District 3 Name:

If 'Other/Not Listed', please specify:

Any student teaching placement outside of the drop-down list requires a 3.0 GPA major, minor and cumulative and two faculty letters of recommendation. If secondary education, one letter must be from your advisor. Please have these sent to our office no later than the third Friday of the semester before student teaching. The current out of area approved sites are selected schools in the following regions: Ecuador, New Zealand, England, DoDDS, Chicago area, Grand Rapids area, Detroit area and Ann Arbor area. If you are requesting a site other than one of these, please indicate one of the following reasons here:

	<p>Is your spouse required to move? <input type="text" value="NO"/></p> <p>Do you desire a school with 20% or more minority population? <input type="text" value="NO"/></p>
QUALIFICATIONS:	<p>Brief list of skills, qualifications, abilities and certifications you possess that relate to your student teaching. <i>(Limited to 4000 characters)</i></p> <div data-bbox="477 611 1143 835" style="border: 1px solid gray; padding: 5px;"><div style="float: right; text-align: center;">↑ ↓</div><div style="clear: both;"></div></div>
PROFESSIONAL or WORK EXPERIENCES	<p style="text-align: center;">EXPERIENCE 1</p> <p>Job Title or Descriptor of significant experiences: <input type="text"/></p> <p>From: Month: <input type="text"/> Year: <input type="text"/> To: Month: <input type="text"/> Year: <input type="text"/></p> <p>Name of Employer: <input type="text"/></p> <p>City and State: <input type="text"/></p> <p>Name of Supervisor: <input type="text"/></p> <p>List primary accomplishments, achievements, results, evidence of excellent performance i.e., received excellent performance reviews, improved results, merit salary increases, etc.) <i>(Limited to 4000 characters)</i></p> <div data-bbox="477 1497 1143 1722" style="border: 1px solid gray; padding: 5px;"><div style="float: right; text-align: center;">↑ ↓</div><div style="clear: both;"></div></div> <p style="text-align: center;">EXPERIENCE 2</p>

	<p>Job Title or Descriptor of significant experiences:</p> <input type="text"/> <p>From: Month: <input type="text"/> Year: <input type="text"/> To: Month: <input type="text"/> Year: <input type="text"/> Name of Employer: <input type="text"/> City and State: <input type="text"/> Name of Supervisor: <input type="text"/></p> <p>List primary accomplishments, achievements, results, evidence of excellent performance i.e., received excellent performance reviews, improved results, merit salary increases, etc.) <i>(Limited to 4000 characters)</i></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<p>RELATED ACTIVITIES AND INTERESTS:</p>	<p>Activities and interests that present you as a well-rounded, versatile and desirable individual. List may include volunteer activities, professional memberships, special interests, committee work, training, study abroad, community involvement, fluency in languages other than English, computer skills, leadership activities, professional development activities, class projects. <i>(Limited to 4000 characters)</i></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<p>REFERENCES:</p>	<p>Name, Title, Organization, Address, Phone, Email (no more than 3). <i>(Limited to 4000 characters)</i></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

By submitting this application I confirm that all of the information submitted is true and accurate to the best of my knowledge.

Figure 4. Student Teaching Application

Processing and Placing Student Teachers

The student teaching application form allows a student to enter all the information necessary to request a student teaching placement through the School of Education. We use the data in the application form to make the placements. This system begins with the entry of the candidate's available data from university programs (Banner) already inserted into the applications, such as address and majors. The students then confirm or correct the data which is part of the existing university record and then enter the remaining data needed to complete the application.

The administration side of the system allows the School of Education to then take these applications and assign them to various K-12 schools around the region, and as needed, outside of the region. That system is entered through the login page (Figure 5). This page also allows us to see what the student will see when they go to view their placement data at Student Login, to see what the supervising teachers will see at Supervisor Login, export certification data to our registrar or other offices (Registration: Certification Export Login), to create school links and to change password.

TEACHER EDUCATION

What is your Email ID (Before the @ symbol)?

What is your password?

Additional Links:

[Student Login](#)

[Supervisor Login](#)

[Registration: Certification Export Login](#)

[Student Teachers: School Web Page](#)

[Change Password \(Choose ADCS\)](#)

Figure 5. Student teaching placement portal

When you enter the portal, you are given the options of choosing to manage applications, handle active assignments or teacher certifications applications (see Figure 6).

SCHOOL OF EDUCATION STUDENT TEACHER APPLICATIONS

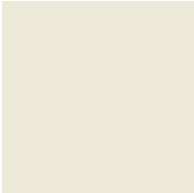
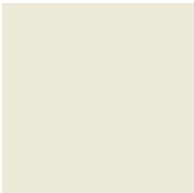
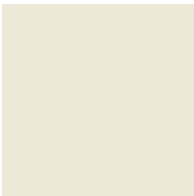
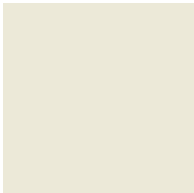
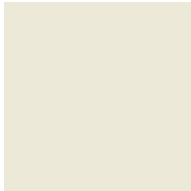
	Contains all information having to do with a student's application to Student Teach
	Contains all the information about students who are currently student teaching
	Contains the student's applications for certification. Students should fill this out during or after completion of ED 450

Figure 6. Manage Student Teaching application and teacher certification

The Manage Applicants link takes you to the Student Teacher Assignment Placement Queue which can be seen in Figure 7.

Student Teacher Assignment Placement Queue

	<u>John Doe 00009999</u>
<u>11 Record(s) Need Creation</u>	

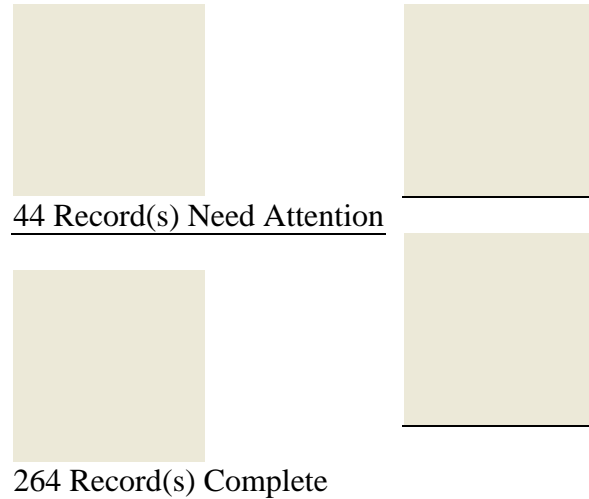


Figure 7. Student Teacher Assignment Placement Queue

There is a “New” button for students who have completed a student teaching application but have not yet been acted upon. It will take you to the “Create” button which allows us to move the student into the “Pending” file according to whether they are requesting a full or split assignment See Figure 8 and Figure 9. The “Pending” button” takes us to students who have had a record created, which means that they are ready to be assigned. The “Completed” button takes us to students who have been assigned and accepted by the schools. The “Go To Student” allows us to go direct to an individual student using a drop down menu. “Email” button is used to send the application information to the schools where the University is requesting a placement for the student teacher. The “Edit/Delete” is to make corrections or changes to their application. “Reports” displays the student teaching placements by school.

	00009999	200780	Doe, John	FULL		1	0
--	--------------------------	--------	-----------	------	--	---	---

Figure 8. Create the Placement

Once the placement is created, it is moved to the Assignment page (see Figure 9.) This page has all of the pending applications, those submitted and created for placement, but not yet assigned. We have only included two examples in Figure 9.

SUMMARY OF ASSIGNMENTS FOR STUDENTS WITH ACTIVE ASSIGNMENTS

TERM	NMUIN	<u>NAME / APPLIED</u>	<u>SCHOOL CHOICES</u>		A C T I V E	N E W	P E N D I N G	A C C E P T E D	R E J E C T E D	A B O R T E D
200810	00009999	Doe, John	Father Marquette Catholic Schools Negaunee Public Schools Ishpeming School District #1	Bottom of Form	2		1	1		
200780	<u>00000000</u>	Doe, Jane	NICE Community School Negaunee Public Schools Gwinn Area Community Schools	Bottom of Form	1				1	

Figure 9. Summary of Assignments for Students with Active Assignments.

This form allows us to assign students to a school, either from the list of their first three choices or from the recommendations given by their advisor if they are secondary or special education students. The first column at the right indicates if the student is active, which means Jane has one assignment and John has two assignments that awaiting placement in Figure 9. “New” means nothing has yet been done with the placement. The pending column indicates the number of placements that have been sent out and are awaiting a response (John has one, Jan has none). Accepted or rejected means that the school has either accepted or rejected the placement. John has one of his two placement accepted and Jane has one rejection. With the rejection we would go to the next school on the list and send the application to the next school requested by the student or advisor. The aborted column indicates when we made a placement that we changed, so it starts the record fresh.

Figure 10 is the screen with which we actually make the placement requests. The top information includes the term, students name, student’s ranked school choices, assignment type request (full or split), student teaching level preferences, major and minor. The “Current Courses” allows us

to quickly see what they are taking the term we are requesting placements for them, the term before they student teach. All applications are date and time stamped.

TERM	NMUIN NAME	SCHOOL CHOICES	
200780	00009999 Doe, John	1. Father Marquette Catholic Schools 2. Negaunee Public Schools 3. Ishpeming School District #1	
Assignment Type: SPLIT PREF 1: K-4 PREF 2: K-4 MAJOR: Cognitive Impairment/Elem Ed , MINOR: Integratd Science/Elementry Ed		Current Courses: ED 312, ED 401, ED 405, ED 410, and ED 406 Application Date: 2007-01-26 16:43:39	
NEW ASSIGNMENTS			
ASSIGN CENTER	ADDITIONAL NOTES TO SCHOOL	CREATE DATE / ACTIVITY DATE	ASSGN NUMBER
-----> Select Center -----> Select Timeframe	OFFICE USE COMMENTS	2007-02-05 09:15:05 2007-02-05 09:15:05	1
-----> Select Center -----> Select Timeframe	OFFICE USE COMMENTS	2007-02-05 09:15:37 2007-02-05 09:15:37	2

Figure 10. Placement screen

The “Select Center” drop menu has all of the schools with whom we place student teachers. The “Select Timeframe” allows you to indicate whether the timeframe of the placement. For example, some students have a full placement for sixteen weeks while others chose a split that

may be the first or second eight weeks. The “Additional Notes to School” text box allows to requests a specific teacher or make other notes for the school. The “Office Comments” box is for our use. The “Assign” button updates the information so it can be emailed to the appropriate school (see Figure 11).

TERM	NMUIN NAME	SCHOOL CHOICES	
200810	00009999 Doe, John	1. Father Marquette Catholic Schools 2. Negaunee Public Schools 3. Ishpeming School District #1	
Assignment Type: SPLIT PREF 1: K-4 PREF 2: K-4 MAJOR: Cognitive Impairment/Elem Ed , MINOR: Integratd Science/Elementry Ed		Current Courses: ED 312, ED 401, ED 405, ED 410, and ED 406 Application Date: 2007-01-26 16:43:39	
PENDING ASSIGNMENTS			
ASSIGNED CENTER	CREATE DATE	ACTIVITY DATE	ASSGN TMFR/NUMBER
MARQUETTE CATHOLIC ELEMENTARY <div style="background-color: #d3d3d3; height: 100px; width: 100%;"></div>	2007-02-05 09:15:05	2007-02-21 12:17:02	Entire Semester - 1
ASSIGNMENT 1 OFFICE COMMENTS: Add new comments to end:			

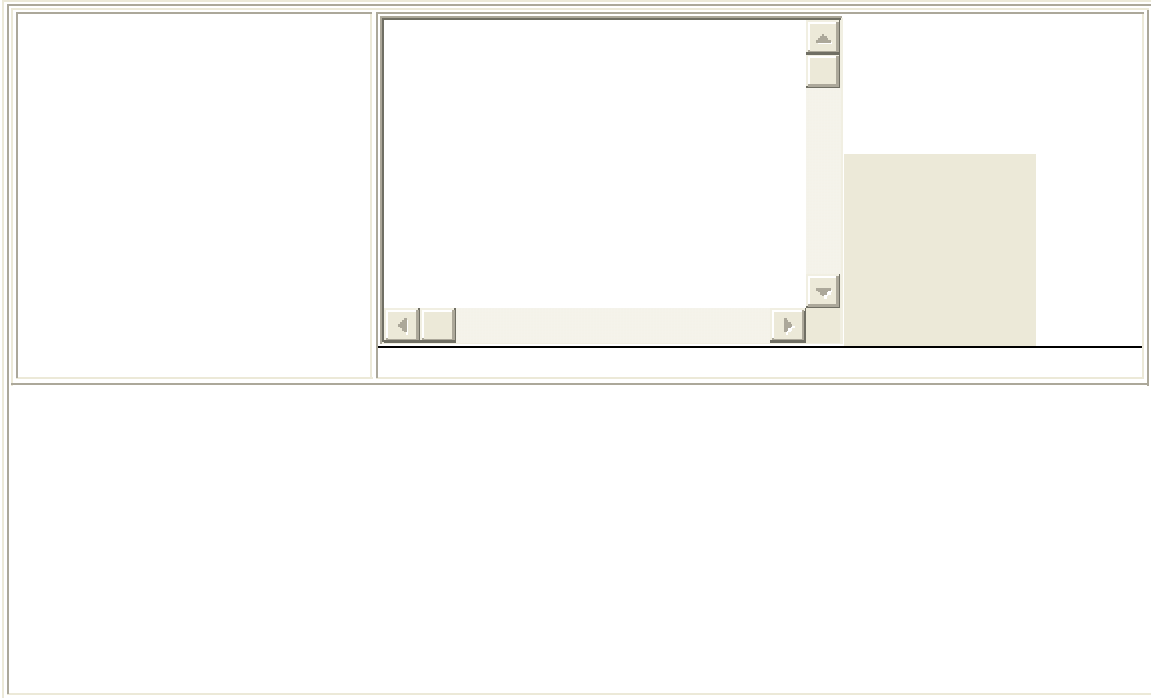


Figure 11. Completed assignment page

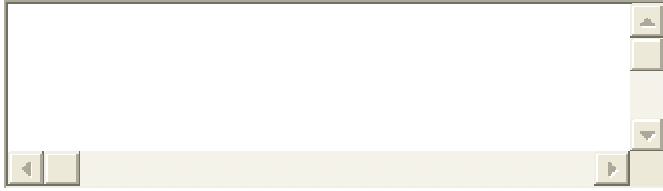
Once the students are assigned, assignments are sent via email (see Figure 12) to the appropriate districts coordinator by clicking on the email radio button. The email with access to the student information of those candidates requesting placement within their school district is shown in Figure 13. The special note section allows us to indicate any special circumstances or requests we may be making or to explain something that might not be clear.

	CENTER NAME	CENTER EMAIL ADDRESS	DATE LAST SENT LAST LOGON	TERM NUMBER OF ASSIGNMENTS
	Marquette Catholic Elementary	Mqtcath.org	21-FEB-2007 21-FEB-2007	200780 - 1

Figure 12. Email to center

SEND EMAIL TO CENTER

SPECIAL NOTE:



Dear Student Teaching Coordinator and Potential Supervising Teachers for
MARQUETTE CATHOLIC ELEMENTARY:

Thank you for your willingness to review the student teaching application(s) for possible acceptance at your school. The application(s) can be obtained by clicking on the following: (Note: Link has been removed for this presentation as it takes the school directly to their information.)

If the above link does not work, please go to:

http://aditweb.nmu.edu/education/teacher_application/school_login.php

Your ID is: ****

Your password is: *****

After reviewing the application(s), please email the information to the potential supervising teacher(s) who can consider accepting the student teacher(s). Please respond as soon as possible, but no later than two weeks from the date of this e-mail.

STATUS	LAST NAME	FIRST NAME	CREATE DATE	CURRICULUM
PENDING	Doe	John	02/05/2007	elementary

If the supervising teacher(s) accept(s):

Click the green 'ACCEPT' button and complete the requested information. Please note: Fields with an asterisk must be completed. When submitting the acceptance, the information will be emailed to the Field Experience Office at NMU with a copy to the Coordinator. At this point, the student will be prompted to contact the supervising teacher to **arrange an interview and to spend at least one day in the classroom before student teaching**. If following the interview you decide you do not wish to accept the student teacher, please notify us at fe@nmu.edu

If the supervising teacher(s) chooses not to accept:

Let the coordinator know as soon as possible. **Only the coordinator should reject**, as they have the option of forwarding this request to another teacher who might be willing to accept the student teacher. If there is no placement, the coordinator should click the red 'REJECT' button. This allows us to forward this application to another school for consideration.

If you would like to see the Guide for Student Teaching Supervision, which explains the criteria for selection of supervising teachers, their responsibilities and their honoraria options, please go

to <http://www.nmu.nmu.edu/education/student-teaching/contents.htm>

If you have any questions, you can contact the NMU School of Education at (906) 227-2160 or by email at fe@nmu.edu. Thank you again for your support of our student teaching program.

Figure 13. Email letter to Schools.

The coordinator of student teaching for these districts then logs into a web page to review the students' applications (see Figure 14).

**Student Teacher Applicants for
MARQUETTE CATHOLIC ELEMENTARY**

(click button below)	Term	Assignments that require your review	Number of Assignments Already Accepted
	Fall 2007	1	1
	Winter 2007	0	3

Figure 14. School opening page for requests

The school coordinator, often the principal or superintendent, then forwards the application information (Figure 15) to potential supervising teachers who either accepts the student teacher or sends it back to the coordinator who can either send it to another potential supervisor or can reject the application. The "Mark as Under Review" button tells us that they are looking at the application and will get back to us.

Applications that require a response						
VIEW	NAME	REQUESTED ASSIGNMENT TYPE	STUDENT REQUESTED PREFERENCES	ACCEPT STUDENT BY TEACHER	REJECT STUDENT ENTIRE DISTRICT	MARK AS UNDER REVIEW

Applied On: 25-JAN- 2007	<u>Doe,</u> <u>John</u> MAJOR: Elementa ry Educat ion	Entire Semester September 4 - December 12	Pref 1: K-4 Pref 2: K-4			
--------------------------------	--	--	----------------------------	--	--	--

Figure 15. Response page for accepting or rejecting a student teacher

By clicking “View Application” the party is able to see most of the information in the student teaching application (see Figure 4), plus the list of course taken at NMU. Once the teacher or school accepts student teacher they complete the information on the screen in Figure 16. After completing they click on the “Accept by Teacher” button which then sends it to us. We receives a copy of student teaching application and then loads all the pertinent information into the form on Figure 16.

Information for this assignment (NO EMAILS WILL BE SENT)

NAME: Doe, John TERM: 200780

SCHOOL BUILDING:

SUBJECT:

GRADE LEVEL:

SUPERVISING TEACHER NAMES

SUPERVISING TEACHER EMAIL ADDRESS

one address only - place additional email addresses in the notes field

ADDITIONAL NOTES:

HONORARIUM

PREFERRED

If tuition, the following is required

Name of Person Receiving Credit:

NMUIN of Person Receiving Credit:

******If NMUIN is not know please include a Phone Number and Address in the additional Notes Area*

Cash Honorarium

A supervising teacher is given an honorarium of either \$100.00 for 16 weeks full-time supervision or \$50.00 for half-time supervision. If you choose to accept the monetary honorarium, NMU will send a check in the name of your school district. The honorarium will then be disbursed by your Business Manager.

Credit Honorarium

A supervising teacher is given a tuition credit honorarium of 2 credits for full-time supervision or 1 credit for half-time supervision. Please keep in mind that if the credit hour honorarium is preferred, this credit is to be used in taking classes at NMU. It may also be given to a person completing hours in a teacher preparation program (undergraduate or graduate). To register for a class and put your credit hour honorarium toward your tuition bill contact the Student Service Center, ssc@nmu.edu, 227-1221.

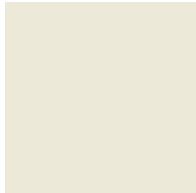


Figure 16.

Emails are sent from the university system to the district coordinator, supervising teacher, and NMU whenever a placement or rejection is made. The administration system tracks a student's progress from new to pending to complete. This gives the Field Experience office the ability to manage the records and indicates which students still need attention and where they are in the application process.

TERM	NMUIN NAME	SCHOOL CHOICES
200780	00009999 Doe, John	1. Father Marquette Catholic Schools 2. Negaunee Public Schools 3. Ishpeming School District #1
Assignment Type: SPLIT		Current Courses: Currently: ED 307, ED 310, ED

PREF 1: K-4 PREF 2: 4-8 MAJOR: Language Arts/Elementary Ed , MINOR: Planned Component/Elem Ed		312, ED 318, MA 353 Application Date: 2007-01-16 12:51:19	
NEW ASSIGNMENTS			
ASSIGN CENTER	ADDITIONAL NOTES TO SCHOOL	CREATE DATE / ACTIVITY DATE	ASSGN NUMBER
ACCEPTED ASSIGNMENTS			
ASSIGNED CENTER	CREATE DATE	ACTIVITY DATE	ASSGN TYPE/NUMBER
MARQUETTE CATHOLIC ELEMENTARY	2007-02-05 09:14:00	20-FEB-2007	SPLIT - 1
DATE ACCEPTED: 20-FEB-2007 SCHOOL: FATHER MARQUETTE ELEM SCHOOL SUBJECT: ELEMENTARY EDUCATION GRADE LEVEL: 4 SUPERVISING TEACHER: Miss Smith SUPERVISING TEACHER EMAIL: msmith@chartermi.net HONORARIUM: Cash TEACHER COMMENTS: Miss Smith NMU COMMENTS: OFFICE COMMENTS:			

Figure 17. Page view of school acceptance that comes back to university.

By going to the “Active Assignments” button in Figure 6 brings us to screen (Figure 18) that allows us to enter that data in various ways. This data could automatically be uploaded into the system, but the staff has chosen to continue to enter it themselves to monitor and control the information.

Student Teacher System

[Add / Update Student](#)

[Update a Student by Name](#)

[Future terms set to 200780 and 200810](#)

[Remove Student](#)

[List all students for a term](#)

[Maintenance Screens](#)

Teacher Education

What NMUIN would you like to Add / Update?

For what Term? (Ex 200410, 200450, 200480)

Figure 18.

The system allows the School of Education to track information on the student teaching placement, such as name, district, school name, supervisor name, university supervisor, and additional notes. This application will automatically notify students by email when a placement for them is made or if any changes are made to the process (see Figure 19). The system also has a back door that allows the University Supervisor and/or advisor responsible for the student to view the assignment details.

Assignment Information

Student ID: 00009999 Name: John Doe Term: 200780 Credits: 11
 Comments:

ASSIGNMENT NO	1
SUBJECT	ELEMENTARY EDUCATION
CENTER NAME	Marquette Catholic Elementary
SCHOOL NAME	Father Marquette Elementary School
SUPERVISING TEACHER	Miss Smith
UNIVERSITY SUPERVISOR	
COORDINATOR NAME	JIM JONES
ASSIGNMENT COMMENTS	msmith@.edu

TIME FRAME	ENTIRE SEMESTER
-------------------	------------------------

Figure 19.

The system allows a student to apply to be reviewed for certification by the state through the “Certification” button on Figure 6. This system asks the student a series of demographic and academic questions. The administration side of the system takes this application and brings in additional information such as certification test scores, GPAs, and other academic information. The system asks the administrator a series of questions about the student, and when all answers are yes, the student is marked complete. An email is sent to the registrar’s office to have the formal application filed with the state. This system not only does an excellent job of organizing the data, it also increases the efficiency of the workflow between the registrar’s office and the School of Education.

These electronic processes save the handling, collection, processing, filing and storing of many forms, allow quick access to needed information from multiple sites, facilitate and expanded the evaluating of our students and programs and saved on printing and postage. For as example of these advantages, the electronic student teaching application forms ask schools and supervising teachers to report the type of honorarium on the electronic response when they accept a student teacher. This step saves the School of Education Field Experience office from making separate additional mailings to all of these teachers, receiving and processing their response, then filing and distributing copies to the office that award the cash or credit honoraria.

Student Teaching Electronic Evaluations

All student teachers (currently about 100 a semester) all supervising teachers (currently about 150 a semester) and all university supervisors (about 25 a semester) complete 1-3 evaluation forms online. These student teaching evaluations forms include the First Progress Report, Mid-Term Evaluation, Final Evaluation by Supervising Teacher, Final Evaluation by Student Teacher, Final Evaluation by University Supervisor, Evaluation of the Student Teaching Program by Supervising Teachers and Student Teachers, Evaluation of the University Supervisor by Student Teachers and Supervising Teachers and Evaluation of the Supervising Teacher by the Student Teacher and the University Supervisor (see attached appendices).

Conclusion

This case study of a successful electronic program to place and evaluate student teachers will assist those trying to meet NCATE, professional and state standards. This work relates how teacher education programs can use technology to strengthen programs and enhance capacity. These applications of technology in the student teaching process have not been done at our institution before and I know of no other university that has developed such a sophisticated system. I believe we are unique in the degree and quality of our electronic processes. Our project paves the way for future evaluation of teacher education programs, especially related to professional and state standards and accreditation documentation and reporting.

NCATE, professional education specialty areas and other agencies require documentation of competency in the various aspects related to teaching. Using qualitative or quantitative evidence to inform policy or practice: The call for increased standards and accountability in teacher education are frequently heard in governmental and policy documents and reports. Teacher education programs are increasingly being called to present evidence that their teacher candidates possess the knowledge, skills and dispositions to help all students learn and are also being called upon to do more for less. Web based data collection offers an effective and efficient way to evaluate aspects of the teacher education program and to streamline its work. Other programs can learn from the model and technology developed above to more effectively and efficiently to met their program objectives.

Selected References

- Davies, G., & Owen, C. (Eds.). (2000). Proceedings of WebNet 2000 - World conference on the WWW and Internet. Chesapeake, VA: AACE.
- Evans, S., Petty, P., Norman, A. & Metz, L. (2003). A WEB Based Accountability System - Tracking Students From Program Entry to Post-Graduation. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2003* (pp. 114-121). Chesapeake, VA: AACE.
- Garmston, R & Wellman, B. (1995). Adaptive schools in a quantum universe. *Educational Leadership*, 52 (7), 6-13.
- Hatch, T. (1998, Spring). The differences in theory that matter in the practice of school improvement. *American Educational Research Journal*, 35 (1), 3-31.
- Jennings, C. (2006, May 22). PK-12 student learnings: A community-shared responsibility. *AACTE Briefs*, 27 (8), 2-3.
- National Council for Accreditation of Teacher Education. (2002). *Professional standards for the accreditation of schools, colleges, and departments of education*. New York: AACTE.
- Robinson, S. (2006, May 8). Getting serious about clinical development. *AACTE Briefs*, 27 (7), 2, 4.
- Teitel, L. (2003). *The professional development schools handbook: Starting sustaining, and assessing partnerships that improve student learning*. Thousand Oaks, CA: Corwin Press.
- Ma, X. & Rada, R. (2006, Spring). Individual effects of a web-based accountability system in a teacher education program. *Journal of Computing in Teacher Education*, 22 (3).
- Whyte, A. & Ellis, N. (2004). The power of a network organization: A model for school-university collaboration. *Contemporary Issues in Technology and Teacher Education* [Online serial], 4(2). Retrieved June 5, 2006 from <http://www.citejournal.org/vol4/iss2/languagearts/article1.cfm>.
- Wise, A. (2006, Spring). The role of research in NCATE accreditation. *Quality Teaching*, 14 (2), 1, 7-8.

Objectives:

Through a case study and demonstration of the technology, the participants will be able to

1. understand the project and its possibilities for application at their respective institutions,
2. evaluate the advantages and disadvantages of the project and its technologies,

3. offer suggestions on improving the process.

Methods:

Following a brief oral description of the program, along with its rationale and goals, an online demonstration of the evaluation forms and procedures used will be shared with participants. During the session the participants will be encouraged to share their concerns and questions. The participants will be asked to evaluate the program and apply the principles and elements of the web base project to their own teacher education programs.