



**INDIANA UNIVERSITY
EAST**

DIVISION OF EDUCATION

STUDENT TEACHING HANDBOOK

Fall 2007

PREFACE

Welcome to your student teaching semester!

Whether you are a student teacher, a cooperating teacher, or a university supervisor, this field experience promises to be interesting, intensive, and professionally valuable. The information presented in this handbook is designed to guide you through the process. Various forms used throughout this experience are included in this handbook and should be copied directly from the handbook as needed. The student teaching evaluation forms are not part of this handbook. Colored coded copies of the student teaching evaluation form will be provided to student teachers, cooperating teachers, and university supervisors. Student teachers are responsible for insuring cooperating teachers and university supervisors receive copies of the forms in a timely fashion.

In addition to the materials presented here, you are encouraged to check the Division website at <http://www.iue.indiana.edu/departments/doe/> for other program and university information. While care has been taken in creating this handbook, it may not cover all situations that may arise. In those instances, Division and Indiana University East policies and procedures will prevail.

As you participate in and complete this professional field experience, we look forward to your input on these materials or suggestions for improving our program. Your comments are always welcome as we meet and have opportunities to talk. In addition, your completion of the program evaluation form, which accompanies the student teaching evaluation, is much appreciated.

Indiana University East designs this culminating field experience to prepare pre-service teachers for initial licensure in the state of Indiana. All requirements and expectations for the successful completion of the student teaching semester are based on the following: IU East Division of Education conceptual framework, INTASC principles, Division of Professional Standards (DPS) developmental and content standards, and IU East learning objectives. Upon satisfactory completion of 60 days of student teaching and all degree requirements, teacher education candidates are recommended for Indiana Rules 2002 initial practitioner licensure in one or more of the following developmental and content areas:

ELEMENTARY EDUCATION: Elementary/Primary Generalist and/or Elementary/Intermediate Generalist

SECONDARY EDUCATION: Early Adolescence and Adolescence/Young Adulthood in English,
Mathematics, Science (specified areas) or Social Studies (specified areas).

Your assigned university supervisor and Director of Field Experiences are available to support you during this student teaching semester. If you have concerns at any time in the course of the student teaching experience, please contact us. Our purpose is to guide and assist you as we work together to achieve a successful culminating field experience and recommendation for initial practitioner teaching licensure in Indiana.

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GLOSSARY

Cooperating Teacher: Classroom teacher who directly supervises a student teacher in a K-12 classroom setting.
(*Abbreviation: CT*)

Cooperating Principal: The school principal at the student teaching site

Dispositions: Professional attitudes, behaviors, and public appearance displayed by the pre-service teacher.

DPS Developmental and Content Standards: The Division of Professional Standards (DPS) (formerly the Indiana Professional Standards Board/IPSB) has prepared sets of developmental and content standards for teachers. These standards are accessible at the DPS website <http://www.doe.state.in.us/dps/welcome.html>.

Full-time Teaching: A period in which a pre-service teacher takes on the full responsibility of a classroom for the entire day. (Also, see “Lead Teaching”.)

- Indiana Department of Education:** The state department governing all aspects of P-12 education including academic and teaching standards. (<http://www.doe.state.in.us/welcome.html>)
- In-service Teacher:** A licensed, employed teacher.
- INTASC Principles:** A set of ten core principles and indicators that a competent beginning teacher is expected to demonstrate (pp. 8-14).
Interstate New Teacher Assessment and Support Consortium
- IMAP:** Indiana Department of Education, Division of Professional Standards mentoring program for beginning teachers while in their first two years of teaching under initial practitioner licensing. *Indiana Mentoring and Assessment Program*
- Instructional Team:** A sub-team of the triad that includes the cooperating teacher and student teacher. They work together daily in the classroom (p. 29).
- Lead Teaching:** A period of **consecutive** days in which pre-service teachers take on full responsibility for instruction (planning, implementation, and assessment) and classroom management within the curricular framework, policies, and procedures of the school corporation. Lead teaching includes supervising the work of teacher aides and volunteers. Forty to forty-five days of lead teaching are expected of student teachers.
- Pedagogy:** The study and practice of teaching.
- Performance Based Assessment:** Measurement of competencies demonstrated in the field.
- Portfolio:** A cohesive presentation that includes artifacts and samples, explanations, and reflections to portray an accurate picture of the teacher's competencies and style.
- Pre-service Teacher:** A teacher education candidate seeking a valid teaching license or endorsement.
- Proposed Plan of Implementation:** A document that spells out a student teacher's specific responsibilities for instruction and other teaching duties (See pp. 62-65)
(*Abbreviation: PPI*)
- Student Teacher:** Students enrolled at Indiana University East who have met all standards of the Teacher Education Program and have been recommended for admission to student teaching
(*Abbreviation: ST*)
- Student Teaching:** A 12 wk.(60 days) culminating field experience including 8-9 wks./40-45 school days of lead teaching. Successful completion of student teaching leads toward initial practitioner teaching licensure in Indiana.
- Supervisory Team:** A sub-team of the triad that includes the cooperating teacher and university supervisor. They focus on the professional growth of the student teacher (p. 29).
- Teacher Education Candidate:** Students enrolled in studies at Indiana University East who have been admitted to the Teacher Education Program.
- Technology:** The use of any of a number of devices, software, and related systems that includes: personal computers, computer software, the Internet, e-mail, and A/V equipment.
- University Supervisor:** Employees of Indiana University East who share responsibility with cooperating teachers for the professional growth of the student teacher.
(*Abbreviation: US*)
- University Team:** A sub-team of the triad including the student teacher and university supervisor. They focus on meeting the learning needs of the student teacher and university goals (pp. 29).

Mission, Purpose & Goal of Teacher Education

- **Mission Statement**
- **The Conceptual Framework**
- **INTASC Standards**
- **Indiana Department of Education Standards**
- **IU East Student Learning Objectives**
- **Standards Alignment Chart**

MISSION, PURPOSE & GOAL OF TEACHER EDUCATION

The **mission** of the Division of Education is to prepare teachers who are Reflective Scholars, Instructional Leaders, and Global Citizens and to serve the community and profession promoting and facilitating best practice in education.

Learning to be a teacher is a process of change. As candidates progress through the teacher education program, they incorporate new information and ideas into their knowledge base as well as new skills and dispositions into their repertoire of behaviors. The Division of Education's **purpose** is to guide candidates through this growth process with the ultimate outcome of every graduate exhibiting the knowledge, skills, and dispositions of a competent, independent and effective initial practitioner (as defined in Rules 2002 Indiana teaching licensure). The teacher education program at Indiana University East (IUE) relies on a combination of content courses, methods and professional courses, and extensive field experiences to meet this end. Teacher education candidates should be viewed as emerging professionals, particularly by the time they are ready for their final pre-service field experience (i.e., student teaching).

It is the **goal** of the Division of Education to insure that every graduate's performance in each professional experience reflects the following:

- Division's conceptual framework (pp. 7-8, 16)
- principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) (pp. 8-14, 16)
- Division of Professional Standards (DPS) developmental and content standards (pp. 14 & 16), and
- learning objectives specified for all Indiana University East graduates (pp.14-15 &16).

The Conceptual Framework

This conceptual framework is the foundation on which IUE's teacher education program is built. Three major themes describe the knowledge, skills, and dispositions the faculty believes competent, independent, initial practitioners exhibit. They are:

Reflective Scholarship, Instructional Leadership, and Global Citizenship.

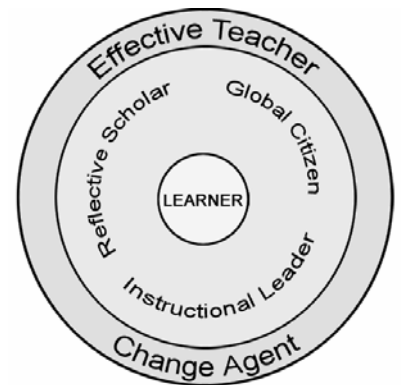
These themes and their interactive, interdependent relationships are portrayed in the illustration and detailed descriptions below.

At the core of our Conceptual Framework is the **Learner**. We believe there are many different learners at the heart of our model. Our programs focus on candidates as learners. In turn, candidate learning has a positive impact on student learners in schools where they practice their acquired knowledge, skills and dispositions. As university and school faculty, we learn from assessing the performance of our candidates and their students and then use this information to adjust our programs to make learning even more effective for all.

Arranged around the core is a circle that represents the three major themes on which our programs and assessment system are built: **Instructional Leader**, **Reflective Scholar**, and **Global Citizen**. The circular representation symbolizes the interconnectedness among the themes, and the belief that they are to be integrated and scaffolded throughout the curriculum. No one theme is dominant over the others. As the circle grows outward, so do the knowledge, skills, and dispositions that candidates are expected to demonstrate.

Reflective scholars understand that self-reflection is an on-going part of being an effective teacher. They assess experiences and circumstances for personal and professional meaning in order to enhance teaching performance. They understand the value of mentor relationships and professional interactions, and thoughtfully consider and act upon advice. These teachers use professional literature and/or resource materials to remain current in issues related to pedagogy, technology, diversity, and content.

Instructional leaders work to develop and implement a well-chosen curriculum that promotes active engagement in developmentally appropriate learning for all students. They constantly monitor and assess student learning and growth and make adjustments to optimize learning experiences. They are expert in the content they teach



and effectively use resources and technology to meet their instructional goals. These teachers become leaders as their personal visions are shared with colleagues who embrace the same goals and move together toward a unified learning community.

Teachers who are global citizens seek to shape the world of the future through their roles in the classroom and beyond. They challenge students to examine and think critically about global issues. These teachers comprehend their own cultural perspectives (and biases) and make conscious efforts to expand them. They celebrate the diversity of their students and develop curriculum that is responsive to and incorporates that diversity.

The outer layer of the circle is supported by the foundation of the themes and represents the goal of becoming an **Effective Teacher** who is a **Change Agent** in the classroom, the community, and beyond. Movement inward through the layers of the circle occurs as effective teachers, through their roles as Instructional Leaders, Reflective Scholars and Global Citizens, have a positive impact on learners. We believe that the journey from Learner to Effective Teacher to Learner is a cycle that never stops – we are all life-long learners.

CONCEPTUAL FRAMEWORK STANDARDS

(Note: **Bolded** bullets are Division of Education priority indicators.)

Global Citizens...

- **comprehend their own cultural perspectives and deliberately broaden them**
- **challenge self and students to think critically about their impact on the world today and in the future**
- **include differentiated instruction, adaptations and a multicultural focus as appropriate in instructional plans in order to meet students' needs and curriculum goals**
- incorporate meaningful cultural content throughout the curriculum
- gain multiple perspectives on the ways people communicate and overcome barriers to communications
- use technology to gain information or collaborate with diverse cultures
- seek and obtain resources for curriculum and instructional planning including technology, multicultural, intergenerational, environmental, and exceptionality resources

Instructional leaders...

- **work to develop and implement a well-chosen curriculum that promotes active engagement in developmentally appropriate, meaningful learning for all students**
- **monitor and assess student learning and growth and make adjustments to optimize learning experiences**
- **apply content and pedagogical knowledge**
- **match assessments to learning objectives and design lesson procedures to facilitate students' abilities to meet those objectives**
- create a classroom climate in which the teacher has a strong presence and high expectations for self and all students
- apply and develop critical thinking and problem solving skills in self and students
- make appropriate professional development choices and implement professional learning into teaching

Reflective scholars...

- **deliberately use a clearly identified on-going process for reflection to critically analyze professional experiences**
- **thoughtfully solicit, consider and respond appropriately to assessment and mentoring**
- **apply professional literature and research as it relates to issues of diversity, technology, pedagogy and content**
- modify professional practices based on self-knowledge and experience

INTASC STANDARDS

INTASC is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. The state of Indiana participates in INTASC. Thirty-four states are members of INTASC (July 2004).

- | | | | | | |
|------------------------|------------|-------------|------------------|------------------|--------------|
| • Alabama | • Hawaii | • Louisiana | • Nevada | • Rhode Island | • Vermont |
| • Arkansas | • Illinois | • Maine | • New Jersey | • South Carolina | • Virginia |
| • Connecticut | • Indiana | • Maryland | • New York | • South Dakota | • Washington |
| • Delaware | • Iowa | • Michigan | • North Carolina | • Tennessee | • Wisconsin |
| • District of Columbia | • Kansas | • Minnesota | • Ohio | • Texas | |
| • Georgia | • Kentucky | • Nebraska | • Oklahoma | • Utah | |

Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. As stated on the consortium's web page, one basic premise guides their work: *An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.* (See website at http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/.)

The ten core INTASC standards address the knowledge, dispositions and performances deemed essential for all beginning teachers regardless of their specialty area. The full description of INTASC standards follows.

(Note: **Bolded** bullets are Division of Education priority indicators.)

1. **KNOWLEDGE OF SUBJECT**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge – The teacher...

- **understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches**
- understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning
- can relate his/her disciplinary knowledge to other subject areas.

Dispositions – The teacher...

- realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field
- appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower
- has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life
- is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances – The teacher...

- **effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings**
- **can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.**
- can represent and uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts
- can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts
- engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline
- develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives

2. **LEARNING AND HUMAN DEVELOPMENT**: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Knowledge – The teacher...

- **understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions**
- understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning
- is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions – The teacher...

- appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence
- is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances – The teacher...

- **stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their tasks**
- assesses individual and group performance in order to design instruction that meets learner's current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development
- accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

3. **ADAPTING INSTRUCTION TO DIVERSITY IN LEARNING**: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge – The teacher...

- **understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as a basis for growth**
- **knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges**
- knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English
- understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values
- has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions – The teacher...

- believes that all children can learn at high levels and persists in helping all children achieve success
- appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence"
- respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests
- is sensitive to community and cultural norms
- makes students feel valued for their potential as people, and helps them learn to value each other.

Performances – The teacher...

- **seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e. g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures)**
- identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs
- uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes
- makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs
- can identify when and how to access appropriate services or resources to meet exceptional learning needs,
- brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms
- creates a learning community in which individual differences are respected.

4. **VARIETY OF INSTRUCTIONAL STRATEGIES**: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

Knowledge – The teacher...

- **knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources)**
- understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated
- understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction)

Dispositions – The teacher...

- values the development of students' critical thinking, independent problem solving, and performance capabilities
- values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances – The teacher...

- **uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources**

- carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests)
- constantly monitors and adjusts strategies in response to learner feedback
- varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the context and purposes of instruction and the needs of students
- develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

5. **MOTIVATION AND CLASSROOM MANAGEMENT**: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge – The teacher...

- **understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom**
- can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- understands how social groups function and influence people, and how people influence groups
- knows how to help people work productively and cooperatively with each other in complex social settings
- recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions – The teacher...

- takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole
- understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom
- values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning
- recognizes the need for intrinsic motivation to students' life-long growth and learning
- is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances – The teacher...

- **creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities**
- engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them
- organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks
- maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals
- helps the group to develop shared values and expectations for student interactions, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry
- analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work
- organizes and prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

6. **COMMUNICATION SKILLS**: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge – The teacher...

- **knows about and can use effective verbal, nonverbal, and media communication techniques (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation, shows enthusiasm, uses engaging manner/voice, is articulate and clear in communicating information to students.).**
- understands communication theory, language development, and the role of language in learning
- understands how cultural and gender differences can affect communication in the classroom

- recognizes the importance of nonverbal as well as verbal communication

Dispositions – The teacher...

- recognizes the power of language for fostering self-expression, identity development, and learning
- values many ways in which people seek to communicate and encourages many modes of communication in the classroom
- is a thoughtful, sensitive, and responsive listener
- appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances – The teacher...

- **knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question**
- models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received)
- supports and expands learner expression in speaking, writing, and other media
- communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation)
- knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

7. **INSTRUCTIONAL PLANNING SKILLS:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge – The teacher...

- **understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals**
- knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences
- knows when and how to adjust plans based on student responses and other contingencies

Dispositions – The teacher...

- values both long term and short term planning
- believes that plans must always be open to adjustment and revision based on student needs and changing circumstances
- values planning as a collegial activity.

Performances – The teacher...

- **as an individual and member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired)**
- **creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation**
- plans for learning opportunities that recognize and address variation in learning styles and performance modes
- creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress
- responds to unanticipated sources of input, evaluates plans in relation to short and long range goals, and systematically adjusts plans to meet student needs and enhance learning.

8. **ASSESSMENT:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Knowledge – The teacher...

- **understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development**
- knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes

- understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions – The teacher...

- values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning
- is committed to using assessment to identify student strengths and promote growth rather than to deny students access to learning opportunities.

Performances – The teacher...

- **appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies**
- solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students themselves
- uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning
- evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
- monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

9. **COMMITMENT (REFLECTION AND RESPONSIBILITY)**: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Knowledge – The teacher...

- understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them
- is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions – The teacher...

- **is committed to seeking out, developing, and continually refining practices that address the individual needs of students**
- values critical thinking and self-directed learning as habits of mind
- is committed to reflection, assessment, and learning as an ongoing process
- is willing to give and receive help
- recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances – The teacher...

- **uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice**
- seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher
- draws upon professional colleagues within the school and other professional arenas as supports for reflections, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

10. **RELATIONSHIPS AND PARTNERSHIPS**: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge – The teacher...

- **understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse.)**
- understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works
- understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning

Dispositions – The teacher...

- **is willing to work with other professionals to improve the overall learning environment for students.**
- values and appreciates the importance of all aspects of a child's experience
- is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties
- is willing to consult with other adults regarding the education and well-being of his/her students
- respects the privacy of students and the confidentiality of information

Performances – The teacher...

- **establishes respectful and productive relationships with parents and guardians from diverse home and community situations; and seeks to develop cooperative partnerships in support of student learning and well-being**
- participates in collegial activities designed to make the entire school a productive learning environment
- makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies
- can identify and use community resources to foster student learning
- talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems
- acts as an advocate for students.

Indiana University East has adopted the core INTASC standards and uses them to measure the success of student teachers through a variety of performance based assessments such as field experience evaluations, successful completion of methods courses with a minimum grade of C+ and a 3.0 GPA requirement in these classes, pre-student teaching and graduation portfolios, etc.

Indiana Department of Education Teacher and Academic Standards

While the conceptual framework and INTASC standards are used in the assessment of IU East pre-service teachers, all pre-service teachers enrolled in the teacher education program are also introduced to state teacher standards (developmental and content) which are available in full text from the Division of Professional Standards website <http://www.doe.state.in.us/dps/standards/welcome.html>. A chart correlating the conceptual framework, INTASC, state developmental and content standards and IUE learning objectives appears on page 16 of this handbook. In addition, pre-service teachers are required to use Indiana academic standards (<http://www.doe.state.in.us/standards/welcome.html>) as a basis for curriculum, unit, and lesson planning assignments in professional education courses and in instructional planning implemented with K-12 students in field experience and student teaching classrooms.

IU East Student Learning Objectives

The seven learning objectives adopted by the Indiana University East campus, also, describe the knowledge, skills, and dispositions exhibited by competent, independent, professional practitioners. The goal of these objectives is for all graduates of Indiana University East to have the characteristics that mark an educated person.

(Notes in parentheses and italics identify some of a variety of means used for assessing these objectives as part of the Teacher Education Program.)

The seven outcomes are:

1. Educated persons should be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression. *(Assessment: GPA)*
2. Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development. *(Assessment: Praxis II)*
3. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking, and technology. *(Assessment: minimum grade of C+ in S121 (speech) and W131 (writing), Praxis I Writing exam, written and interview portions of Teacher Education Program admission process, course assignments, student teaching application process, portfolios)*

4. Educated persons should be able to relate computational skills to all fields so that they are able to think with numbers. At a minimum, students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms. (*Assessment: 2.5 GPA requirements in Math and Science as well as each subject area, Praxis I Math exam, Praxis II, course assignments, portfolio charts and graphs used for analysis of student learning and professional growth.*)
5. Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation, and creativity. (*Assessment: philosophy of education, and original lesson/unit plans as part of course requirements, portfolios*)
6. Educated persons should develop the skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities, and value systems. (*Assessment: multicultural rationale, M300 course requirements, global citizenship applications in portfolios*)
7. Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices. (*Assessment: APP=Assessment of Professional Potential, field experience and student teaching evaluations*)

These campus learning objectives correlate with our conceptual framework and INTASC standards. (See standards alignment chart on page 16.)

Summary

The Division's goal, purpose and mission are designed to equip future teachers with the necessary tools to teach effectively in the twenty-first century. The goal of the program is accomplished as candidates meet the benchmarks set forth in the conceptual framework themes, INTASC standards and DPS developmental and content standards, which are INTASC based. Our program decision points and assessments measure candidates' abilities in relation to these established standards and also insure that our candidates meet the IUE learning objectives. By developing candidates who display the knowledge, dispositions and performances of pre-service teachers who are lifelong learners our program's purpose is fulfilled. As candidates practice and prove themselves to be effective teachers and change agents during student teaching and as beginning teachers our program's mission of promoting and facilitating best practice in education is realized.

Alignment of DPS Developmental Standards with INTASC Standards and Division Themes

INTASC and Division Themes	<u>Early Childhood</u> (8)	<u>Middle Childhood</u> (8)	<u>Early Adolescence</u> (9)	<u>Adolescent</u> (7)	<u>Campus Objectives</u> (7)
INTASC #1	1	2	5	3, 4	1, 2, 3,4
INTASC #2	2	1, 6	1	1, 2	
INTASC #3	4	6	5	3, 5	6
INTASC #4	4	2	5	3, 5	
INTASC #5	8	6	2, 5	2, 3, 5	7
INTASC #6	4	3	5	3, 5	3
INTASC #7	3	2, 3	4, 5	4	2
INTASC #8	6	4	4, 5	4	4
INTASC #9	7	5, 8	3, 5, 8	3, 7	5, 7
INTASC #10	5	7	6, 7	2, 6, 7	
Instructional Leader	7	5	8, 9	3, 4, 5	
Reflective Scholar	7	5	8, 9	2	
Global Citizen	8	6	6	1	6, 7

Alignment of DPS Content Standards with INTASC Standards and Division Themes

INTASC & Division Themes	Science	Math	English LA	Social Studies													Early & Middle Childhood Generalist		
				10 Standards	10 Standards	9 Standards	#1 Civic Ideals and Practices	#2 History	#3 Geography	#4 Govt./Citizenship	#5 Economics	#6 Current Events	#7 Psychology	#8 Sociology	#9 World Cultures	#10 Instr. resources/ technologies		#11 Learning environment	#12 Assessment
INTASC # 1	1	1	1	X	X	X	X	X	X	X	X	X							1, 2
INTASC # 2	2	2	2											X	X	X	X		1, 2, 3, 3a
INTASC # 3	3	3	3		X							X		X	X	X	X		1, 2, 3, 3a
INTASC # 4	4	4	4		X	X	X	X	X	X		X		X		X			2, 3, 3b
INTASC # 5	5	5	5		X	X	X	X		X				X	X				2, 3, 3c
INTASC # 6	6	6	6		X	X	X	X		X		X		X					2, 2h, 3, 3d
INTASC # 7	7	7	1											X		X			2, 3
INTASC # 8	8	8	7											X		X			1, 4
INTASC # 9	9	9	8		X	X								X	X	X	X		5
INTASC # 10	10	10	9	X	X		X	X	X					X	X	X	X		5
Instructional Leader	7	7	8											X	X	X	X		3, 5
Reflective Scholar	9	9	8											X	X	X	X		5
Global Citizen	3	3	3	X	X	X	X	X	X		X	X	X						1, 2d, 2h, 5

- Whole numbers indicate that all parts of the standard are relevant to the INTASC standard or Division theme.
- Numbers followed by a lower case letter indicate this specific part of the standard is especially relevant to the INTASC standard or Division theme.

The Student Teaching Semester

- **Registration**
- **General Methods/Capstone**
- **Student Teaching**
- **Seminar**
- **Schedule/Model Weekly Schedule**
- **Assessment & Evaluation**
- **Grading**

THE STUDENT TEACHING SEMESTER

Student teaching is the culminating experience of the teacher education program. Its components include:

- An intensive general methods course (M311 or F203)
- A 12-week (60 day) supervised field experience (M425 or M480)
- Weekly seminar meetings (M425 or M480)
- A capstone experience (M311 or F203)

Registration

STs register for one of the two blocks of courses (below) for a course load of 15 semester hours:

	Course(s)	Title	Sem. Hrs.
Elementary Block	M311 & M425	Methods for the Kindergarten/Elementary Teachers Elementary Student Teaching	3 12
Secondary Block	F203 & M480	Secondary Education: Capstone Experience Secondary Student Teaching	3 12

A special fee is charged for student teaching. The Board of Trustees establishes the fees. STs should consult the Schedule of Classes to determine the amount of the fee. The ST is personally responsible for transportation costs and arrangements to the student teaching assignment.

General Methods/Capstone

M311/F203 are intensive courses that meet early (as an introduction) and late (as a conclusion) in the semester. Although these courses are specific to the elementary or secondary programs, their overall purposes are to:

- Explore topics related to classroom management, legal/ethical issues of teaching, etc.
- Discuss expectations for and the preparation of a graduation portfolio
- Develop a spirit of collegiality between student teachers and faculty that will provide a base for support throughout the student teaching experience.

After the completion of the student teaching experience, STs meet on campus for their remaining M311 and F203 classes. The overall purposes are to:

- assess and summarize their professional performance,
- establish goals for continued professional growth,
- prepare for and present themselves as professional educators during mock employment interviews, and
- complete their graduation portfolios.

Student Teaching

The student teaching experience is an apprenticeship designed to assist pre-service teachers in making the transition from a student of teaching to that of an effective classroom teacher. The experience facilitates the integration of theory, content and pedagogical knowledge, skills, and dispositions into a repertoire that is sufficient for beginning teaching. The individual ST's unique talents are developed in an authentic classroom setting through the unified efforts of university faculty and public school teachers and administrators.

All Indiana University East STs complete 12 weeks (60 days) of student teaching under the guidance of a CT and a US. By the end of the student teaching experience, student teachers should demonstrate competence in incorporating the Division's conceptual framework, INTASC standards, and Indiana academic standards at the level of a beginning teacher.

STs are expected to be fully committed to and actively engaged in the student teaching experience. They should:

- be dedicated to studying the art of teaching and its relationship with K-12 students' learning,
- set high goals for themselves yet realize that it takes time and experience to reach these goals,
- learn about the environment of their assignment,
- view themselves as an active member of the educational team yet realize they are learners,
- actively seek guidance, explanations, and suggestions,
- habitually reflect on their progress and pursue continuous improvement,
- constantly collect instructional and management ideas,

- always strive to do what is best for the K-12 students who are in their charge, and
- expect to devote a great deal of time and effort to this culminating field experience.

Seminar

The DFE and USs share responsibility for leading the seminars/US sessions. A variety of structures and instructional formats are used. The purposes and expectations for these meetings are described below.

Seminars/US sessions are an integral part of the student teaching experience. These meetings offer a place to:

- develop a rapport with other STs and university personnel to deal with the challenges of student teaching,
- process field experiences, in conjunction with those of fellow STs, by constructing their own unique understandings of the teaching and learning process,
- learn more about professional practice and issues,
- define and solve problems collectively, and
- practice non-instructional professional skills in:

communication	collaboration and networking
leadership	ethics
problem-solving	reflection

STs participate in making seminars/US sessions productive learning experiences in various ways that include:

- suggesting seminar topics (contact the DFE with ideas)
- bringing in examples of their work to share with others
- sharing discoveries
- raising questions
- presenting problems, and
- contributing to the problem-solving process.

Seminars/US sessions meet after school on a designated day every week throughout the field experience. A schedule for the semester will be distributed at orientation. **STs are required to attend all seminars/US sessions.** (See absence policy, pp. 33-34 and *Request for & Notification of Absence* on p. 66.) The DFE and the US assigned to each individual will evaluate the ST's participation in seminars/US sessions. The DFE considers each ST's participation in determining M311 and F203 grades. ***STs risk failing the student teaching semester by having unexcused absences, consistently arriving late or leaving early, disrupting class (e.g. with cellular telephone calls), or by failing to actively participate or contribute positively to seminar.*** If needed, STs should leave their student teaching assignment before the end of the teaching day in order to arrive **on time** at the seminar/US session meeting place.

Schedule

STs typically go through a series of developmental stages (Fuller and Bown, 1975, Katz, 1972). Initially, they experience an idealistic fantasy stage as they begin to see themselves as teachers rather than students of teaching. The fantasy stage fades to the survival stage where STs may question their ability to cope on a daily basis and to succeed as teachers. During the survival stage and in the teaching performance stage, STs are more concerned about their own performance as teachers than they are about whether or not their students are learning. In the teaching performance stage, STs begin to focus on instruction and the needs of individual students. Finally, STs begin to realize how their instruction and attention to students' needs impacts how their students learn and their focus shifts to their students' learning and the impact they are making both in and out of the school setting. (Stroot, S., Keil, V., Stedman, P., Lohr, L., Faust, R., Schincariol-Randall, L., Sullivan, A., Czerniak, G., Kuchcinski, J., Orel, N., & Richter, M. (1998). Peer assistance and review guidebook. Columbus, OH: Ohio Department of Education.)

Knowing that pre-service and in-service teachers all experience growth through developmental stages may be helpful as STs and CTs work through the model weekly schedule (pp. 20-21). This model is designed to afford student teachers the maximum number of student teaching days as the lead teacher in the classroom. CTs and STs must communicate and plan together to make their best determinations about the ST's readiness to move through each of the phases of the student teaching semester.

MODEL WEEKLY SCHEDULE

Before ST	Orientation	STs (required) and CTs (optional) meet with the DFE and USs.
Weeks 1 - 2	Beginning Capstone	Prior to and/or during the first week or two of student teaching, STs meet with their IUE instructor for their beginning capstone classes. Every effort is made to schedule capstone classes when public schools are not in session, but STs may be required to leave their student teaching placements early on a few days to meet at IUE for these class sessions.
	Phasing-In	STs report to classrooms as scheduled. CTs introduce STs to the people, policies, routines, schedules, and calendar of the school. STs should begin with work in which they are likely to experience success. They might follow the students to their “specials” or may observe teachers in other classes in the building. CTs or other school faculty should always be present.
	Parental Permission	Parental permission for students to be videotaped and photographed should be planned for and secured in these early weeks of student teaching. STs are required to videotape their teaching. These videos should be used for reflective analysis. A 3-5 minute video is required as part of the ST’s portfolio. This video must include both the ST’s instruction and his/her interaction with pupils.
	PPI Conferencing Unit planning	CTs and STs jointly develop a written Proposed Plan of Implementation (pp. 62-65). As part of the PPI, CTs and STs establish a regular schedule for conferences at least 3 times per week. STs are required to plan and teach an original unit. They will discuss the subject area and topic of this unit with the CT and include the dates for teaching this unit in their PPI.
	Part-time Teaching	STs and CTs work together to plan and implement instruction with STs increasingly assuming additional instructional responsibilities. CTs supervise and model and begin having STs teach from the CTs’ plans. CTs should usually be present when STs work with students.
	Seminar/US sessions	Seminar/US sessions meet weekly beginning with the start of the IUE semester. (Late August for fall semester. Mid-January for spring semester.) The DFE prepares and distributes this schedule.
	Weeks 2 – 3	Part-time Teaching
Increased Teaching		STs assume planning, teaching and classroom management responsibilities for significant portions of the day. CTs should continue to supervise and model but will significantly reduce their availability to the students as “the” teacher and may increase their time out of the classroom while STs instruct.
Weeks 3 - 11	Full-time Teaching	STs assume full responsibility for planning, teaching and classroom management. CTs provide support, encouragement, review lesson plans in advance of lesson implementation, offer suggestions and guidance. CTs will balance their time in and out of the classroom allowing the ST to be fully in charge of the classroom while observing regularly in order to provide feedback and be prepared to complete mid-term and final student teaching evaluations.
	Teaching analysis	CTs may provide written feedback in addition to regular conferences focusing on identifying strengths, areas for improvement, and opportunities to try new things. As issues are identified, conferences should include plans for documenting improvements and accomplishments using reflective tools (examples can be found in this handbook) and analysis of data and information collected from observations. CTs can assist STs in assessing their performance as measured by Division themes and INTASC and selecting artifacts to be incorporated into the ST’s graduation portfolio.

<p>Weeks 3 -11 (continued)</p>	<p>Videotaping</p> <hr/> <p>Unit plan</p> <hr/> <p>CT Gathering</p> <hr/> <p>Midterm Evaluation & Conference</p>	<p>Videotapes are valuable tools for reflection. Several videotapes should be recorded for review and reflection in conjunction with regular conferences between the ST and CT. STs should arrange videotaping sessions at different times throughout the student teaching experience keeping in mind that clips from these videotapes will be used as part of their graduation portfolio. Selecting lessons in which the ST can demonstrate originality, innovation, creativity and/or improvement over time is strongly suggested. The videos should also showcase the relationships between the ST and her/his students. Taping of the ST teaching lessons from his/her original unit plan is recommended.</p> <p>STs are required to teach an original unit plan (consisting of at least 5 lessons and implemented over a period of at least 5 days, but not necessarily consecutive days) during their student teaching experience. A unit plan created by the student teacher prior to the student teaching semester may be adapted and used for this purpose.</p> <p>CTs gather with IU East student teaching faculty to discuss the progress of the semester, explore questions and problems, share information, review the midterm evaluation process and discuss letters of recommendation. The time and date for this meeting is announced at the orientation meeting and is usually scheduled at approximately the 4th week of student teaching.</p> <p>Separately, CTs, STs, and USs complete the midterm evaluations. CTs and STs discuss these evaluations at one of their regularly scheduled conferences. Then, the US facilitates a mid-term evaluation discussion with the CT and ST at a conference on the date of the 2nd observation visit and documents this discussion on a mid-term evaluation report. The mid-term conference should be completed during the 5th or 6th week of student teaching.</p>
<p>Week 12 Last week of student teaching. (Student teaching must equal a total of 60 work-days.)</p>	<p>Phasing-Out</p> <hr/> <p>Mock interview with principal</p> <hr/> <p>Final Evaluation & Conference</p>	<p>CTs gradually resume primary teaching responsibilities as STs ease back into an assisting role. STs may also observe teachers in other classrooms or buildings up to 50% of the week.</p> <p>Early in the semester, STs schedule a mock interview date with their building principals within the time frame determined by the capstone instructor and during the last weeks of student teaching.</p> <p>CTs and STs complete student teaching program evaluations. Separately, CTs, STs, and USs complete the final student teaching evaluations and CTs write a letter of recommendation for the ST. CTs and STs discuss their final student teaching evaluations at one of their regularly scheduled conferences. Then, the US facilitates a final evaluation discussion with the CT and ST at a conference on the date of his/her final observation visit. At this final evaluation conference, USs receive all copies of the student teaching evaluation forms, a copy of the letter of recommendation, and the CT's and ST's program evaluations.</p>
<p>Weeks 13-16</p>	<p>Ending Capstone</p> <hr/> <p>Portfolios</p> <hr/> <p>All final paperwork due</p>	<p>Capstone meets on campus as scheduled by the capstone instructor. Ending capstone classes include the on-campus mock interview day. STs must prepare 2-5 artifacts that demonstrate/represent their teaching accomplishments and as aids in responding to interview questions.</p> <p>STs finish working on portfolios and must turn them in by 12:00 noon on the designated due date to be eligible for the resubmission process. Portfolios turned in after 12:00 noon and before 5:00 p.m. will be accepted, but are not eligible for the resubmission process. Portfolios will not be accepted at 5:00 p.m. or after.</p> <p>Any remaining paperwork such as teaching license applications, Praxis II results, etc. must be turned in to the DFE before the date when grades are due at the end of the IU East semester (see IUE Schedule of Classes) to insure timely graduation and licensure.</p>

Assessment & Evaluation

Assessment and evaluation procedures are designed to measure growth in reaching the proficiencies described by the Division's conceptual framework (pp. 7-8, 16), INTASC standards (pp. 8-14, 16), IUE Learning Objectives (pp. 14-15, 16), and DPS Developmental and Content standards (p. 14, 16). STs and CTs are urged to refer to these items frequently throughout the semester to assess progress and develop plans for reaching the ST's full potential in all categories. Therefore, the student teaching evaluation form, standards pages in this handbook (pp. 7-16), and a reflective journal notebook should be tools present at each CT/ST conference. As issues are discussed, accomplishments are identified, and plans are made these things should be matched with Division themes and INTASC. The ST should keep a running record of these conferences, including matches with themes and standards, in her/his reflective journal notebook. This record will be a helpful reference when completing the mid-term and final student teaching evaluations, preparing capstone assignments, and when writing and creating artifacts for the graduation portfolio.

M425 (Elementary Student Teaching) and M480 (Secondary Student Teaching)

STs, USs, CTs, and the DFE share responsibility for assessing growth and evaluating the final competencies of STs in the M425 or M480 experiences. Assessment and evaluation responsibilities of the ST, CT, US, and DFE are outlined below.

M425 and M480 *midterm evaluations* (completed by USs, CTs, and STs and reviewed by the DFE) are generally a *conservative* estimate of the ST's progress in the field experience and seminar. Unrealistically high or low evaluations do little to encourage or challenge students. Assessments based solely upon how well an individual is liked have little value in improving performance. Successes early on in student teaching do not necessarily prove competence over time. Therefore, a careful, formative evaluation of the ST's performance is highly encouraged. Midterm evaluations *do not* impact final grades, but they do afford STs the opportunity to reflect and focus on or adjust long term goals for the remainder of their student teaching semester.

M425 and M480 *final evaluations* (also completed by the US, CT, and ST) reflect the readiness of pre-service teachers to assume the responsibilities of a licensed initial practitioner/beginning teacher as demonstrated in their student teaching experience and in seminar. This evaluation is based on the level of performance demonstrated by the ST at the end of the experience and should not refer to areas of difficulty that have been resolved. The question to be answered in summative evaluation is, "Does the ST demonstrate the knowledge, skills, and dispositions required to be a competent, independent, initial practitioner/beginning teacher?" The final evaluation becomes a part of the ST's permanent record and is used as a major component for determining whether the ST passes or does not pass his/her student teaching experience. M425 & M480 are graded on a pass/fail basis.

Student Teachers

STs who graduate from this program and are recommended for an initial practitioner's teaching license are expected to be able to adequately monitor their own professional performance, set realistic goals for further growth, and devise plans with the help of others (administrators, colleagues, etc.) to attain ongoing professional growth. During their first two years of teaching, initial practitioners will work with a mentor teacher in the IMAP program. In the second semester of their second year in IMAP they are required to submit a Beginning Teacher Portfolio to the Division of Professional Standards. With successful completion of IMAP and the Beginning Teacher Portfolio, these initial practitioners will receive their five year proficient practitioner's license. Renewing this license requires a professional growth plan. STs are, therefore, expected to:

- Write explanations and reflections (for M311/F203 General Methods/Capstone) which may be shared with their US (pp. 44-45).
- Prepare a graduation portfolio. (Portfolios are evaluated as a part of the M311/F203 course, and have a significant impact on the grade earned in these courses.)
- Complete self-evaluations independently using the evaluation form at the mid-point and the end of their student teaching experience and discuss these self-evaluations during conferences with the CT and US.
- Regularly check their own perceptions of their progress against:
 - the CT's perceptions through informal and formal assessments, evaluations, and conferences,
 - the US's perceptions in post-observation discussions and through formal assessments/evaluations, and
 - fellow student teachers' perceptions during seminar discussions.

Cooperating Teachers

The CT works one-on-one with the ST, conducts regularly scheduled feedback conferences with the ST, and frequently observes the ST in the classroom and school setting. Therefore, s/he is in a position to provide thorough assessment of the ST's progress and growth. The CT formally evaluates the ST's performance at the mid-point and at the end of student teaching using the evaluation form provided. The CT shares midterm and final evaluations with the ST at regularly scheduled conferences just prior to the US's formal mid-term evaluation conference and final evaluation conference visits. Then, both the ST and CT participate in these formal evaluation conferences led by the US. On the final evaluation, the CT recommends a grade (satisfactory or fail) for the student teacher and gives the completed, signed evaluation form to the DFE.

University Supervisors

USs interact with STs in the classroom, via electronic journal assignments, in seminars/US sessions, and are available for consultation and communication at any time with both the ST and CT. USs observe STs in the classroom a minimum of four times to assess progress. Each observation is followed by a conference between the ST and US. During this conference, USs discuss, complete and score the lesson plan evaluation form (p.41). Copies of this completed form are distributed to the ST (white), US (yellow) and DFE (pink). A written record of the conference is recorded on the "University Observation Report" (p. 67). Copies of this completed form are distributed to the ST (white), CT (yellow), DFE (pink), and US (gold). The pink copies of both of these forms are retained in the ST's clinical file. USs, also, formally evaluate the ST's performance using the student teaching evaluation form at midterm and at the end of the semester. USs are responsible for leading the mid-term and final evaluation conferences with the ST and CT. USs' evaluations are shared with the CT, ST, and DFE. USs recommend a grade (satisfactory or fail) to the DFE.

Director of Field Experiences

The DFE tracks the progress of STs through their participation/discussion in seminars, reports from USs or videotaped observation in the classroom, review of midterm and final evaluations, and communication with STs, CTs, and/or cooperating principals.

The DFE determines and assigns the final grade after reviewing the following materials:

- University Observation Reports
- ST's self-evaluation (final)
- CT's evaluation (final) which includes recommended grade
- US's evaluation (final) which includes recommended grade
- DFE's own evaluation of the ST, and
- other pertinent information. (This may include graduation portfolios, CT's letter of recommendation as well as other documents).

M311 (Elementary Education General Methods/Capstone) and F203 (Secondary Education Capstone) are courses accompanying student teaching for which student teachers earn a letter grade. The instructors of these courses are responsible for determining and assigning the earned grades. One of the major projects tied to these courses is the graduation portfolio. Completed graduation portfolios are reviewed with the assistance of all Division of Education faculty using a two-section rubric that assesses the final level of proficiency demonstrated through the portfolio. Content specialists (i.e., professors from other I.U. East Divisions) or public school teachers or administrators may be selected to assist in the portfolio review process.

Grading

M425 and M480 (Elementary/Secondary Student Teaching):

M425 and M480 are graded using the designations "S" (Satisfactory) and "F" (Failed). The DFE determines the final grade based upon the recommendations of the CT and US and after reviewing the information listed in the previous section (Assessment and Evaluation). The final grade is based on satisfactory performance in the student teaching field assignment, seminar, and in *all* of the following categories:

- | | |
|---------------------------------------|--|
| - Instructional Planning | - Personal & Professional Responsibility |
| - Instruction | - Social & Emotional Well-being |
| - Teacher-Student Relations | - Interpersonal Relationships |
| - Classroom Management & Organization | - Professionalism |

The DFE should be notified as early as is practical whenever a ST is at risk of failing so that appropriate interventions can be initiated (pp. 35-36). It is highly desirable to make this identification by the sixth week; however, this is not always possible. During lead teaching, the expected rate of growth is accelerated and the complexity of growth increases sharply as the ST takes over full classroom duties. It is, therefore, possible for a ST to be making adequate progress at the mid-point and yet not be performing adequately by the end of the experience.

M311 and F203 (General Methods/Capstone):

STs receive a syllabus for M311 and F203. The instructor explains course expectations and grading. Letter grades (A, B, C, D, and F) are assigned in these classes. Because these are methods classes, STs must receive at least a C+.

Responsibilities

- **Duties & Responsibilities of:**
 - **Student Teachers (ST)**
 - **Cooperating Teachers (CT)**
 - **University Supervisors (US)**

- **Shared Responsibilities of:**
 - **CT & ST**
 - **CT & US**
 - **ST & US**

- **Responsibilities of:**
 - **Cooperating Principals**
 - **Director of Field Experiences**

RESPONSIBILITIES

STs, CTs, and USs constitute the primary members of the team implementing the student teaching semester. This team is commonly referred to as a triad. Each member of the triad plays a vital role in the success of the student teaching experience independently and in concert with other members of the triad. Therefore, it is important that each member of the triad understands the expectations and responsibilities of the role they undertake. Below, each triad member's separate duties and responsibilities are described first. Next, are descriptions of the expectations for each pair.

Duties & Responsibilities of Student Teachers

STs are candidates enrolled at IUE who have met all teacher education program standards required for recommendation for admission to student teaching. Throughout the student teaching semester, these candidates are viewed as apprentice teachers. As a final component of the teacher education program, the student teaching experience is designed to be the field experience in which candidates develop, refine, and integrate teaching competencies described on pages 7-15 of this handbook under the joint supervision of a CT and a US. At the end of a successful period of student teaching, it is expected that STs will be capable of competent, independent teaching and ready for licensure in Indiana.

The principal duties of student teachers include...

as a pre-service teacher

- attend student teaching orientation,
- read this handbook and implement all requirements,
- teach for 12 weeks (60 full days) in an assigned classroom under the guidance of a CT and a US,
- assume lead teaching duties in the assigned classroom for 8-9 weeks (40-45 consecutive days),
- actively participate in all seminars/US sessions,
- actively work to remediate problems identified by others,
- accept and complete assigned tasks promptly and appropriately,
- complete all required self-assessments (i.e., regular journaling, midterm & final evaluations, videotape analysis (videotape self teaching at least 3 times), other analytic tools, and any additional assignments),
- create a portfolio that demonstrates professional competencies with regard to the Division's conceptual framework, INTASC standards, appropriate DPS developmental and content standards, and other relevant objectives.

as a professional educator

- adhere to the policies, schedules, and philosophies of the assigned cooperating school/corporation,
- develop an understanding of the role of administrators, teachers, support staff, and the school board in making decisions and determining school policies,
- adhere to the code of ethics of the education profession (<http://www.nea.org/code.html>),
- display an appropriate, professional approach through dress, behaviors, and attitude,
- report on time for all school appointments and duties (The ST is expected to notify the CT and US as early as is practical when absences, late arrivals, or early departures are unavoidable. Lesson plans and materials must be provided to the CT or substitute teacher by the ST.),
- maintain confidentiality regarding student information and with respect to relationships with colleagues,

as an instructional leader, reflective scholar and global citizen

- bring adequate knowledge of content, pedagogy, human growth and development, and classroom management to the teaching experience, yet regularly seek the advice, approval, and support of the CT, US, DFE, fellow student teachers, and other appropriate persons,
- develop and exhibit attitudes of inquiry regarding educational practices and openness/acceptance regarding diversities,
- become acquainted with the cultural, socio-economic, and other diversities represented in the school and community,
- incorporate meaningful cultural, multicultural, intergenerational, environmental, and/or exceptionalty resources as appropriate in curriculum planning and teaching,

- create at least one acceptable, original unit of instruction independently that consists of at least five lessons, is implemented over a period of at least 5 days, and meets appropriate academic standards (see pp. 39-44),
 - develop detailed unit and daily lesson plans as required/requested by IUE faculty and CTs and submit plans well in advance to the CT for review and suggestions before implementation (see pp. 39-44),
 - demonstrate competency in using technology for research, managing student records, preparing instructional materials, and instruction,
 - seek feedback and incorporate suggestions from the CT, US, the DFE, fellow student teachers, and other appropriate persons,
 - actively work to remediate problems identified by others,
- as an effective communicator**
- actively participate in regularly scheduled conferences with the CT for a variety of purposes including planning, soliciting feedback, asking for advice, requesting assistance with collecting analytic data, etc.,
 - come to seminars prepared to share teaching experiences and participate in discussions,
 - deliver or communicate messages between university faculty and the CT as needed,
 - maintain an active email account and check it frequently,
 - establish and maintain open and on-going communication with the US and DFE.

Duties and Responsibilities of Cooperating Teachers

CTs are classroom teachers who are responsible for direct supervision of the professional laboratory experience of the ST. CTs provide an environment that allows the ST to experience all the essential activities of the classroom teacher. Recognizing the developmental stages that the ST experiences, they provide increasingly complex opportunities for the ST to expand and integrate a repertoire of instructional and management skills throughout the experience.

The principal duties of the cooperating teacher include...

as a professional mentor

- complete the required IUE Cooperating Teacher Workshop or other approved training,
- attend the Student Teaching Orientation (optional) and Cooperating Teacher Gathering (optional),
- accept the ST as a professional colleague
- orient the ST to the corporation, school, classroom, and students,
- acquaint the ST with socio-economic patterns and problems in the community that affect teaching and learning in the classroom,
- introduce the ST to all school personnel, policies, philosophies, calendar, and schedules
- prepare the students in your classroom in advance for the ST's arrival
- introduce the ST to the class in a manner that will allow him or her to achieve immediate status as a teacher,
- assist the ST with completing the Proposed Plan of Implementation (PPI) (pp. 62-65),
- allow the ST release time from classroom duties for conferencing with the US and attending the student teaching seminar/US sessions as needed,

as an instructional mentor

- acquaint the ST with the needs and wants of the students in your classroom, making daily work, test results, and other significant data available to the ST,
- acquaint the ST with curriculum used in your classroom and make relevant resources such as instructional materials, community resources, supplies, and equipment available,
- model and explain strategies, co-plan lessons and units of instruction, and co-teach lessons especially during the initial weeks of the experience,
- provide specific guidelines for the ST to follow in formulating lesson and unit plans and a time frame for review prior to implementation,
- entrust the class to the ST increasingly as ability to assume responsibilities is demonstrated,
- encourage the ST to increasingly incorporate original ideas in developing and implementing lesson and unit plans that are meaningful and developmentally appropriate for the students especially during the lead teaching weeks of the experience.

as a supervising mentor

- conference with the ST on a regular basis with a focus on Division themes and INTASC,
- coach and observe the planning and instructional phases of student teaching,
- observe and critique the ST's performance regularly, orally and in writing with the goal of assisting the ST to grow in competency and remembering to compliment the ST when s/he is doing well,
- make written feedback available to both the ST and the US,
- specify and measure behavioral change and academic growth in students as an important criterion upon which to evaluate teaching performance,
- evaluate the ST's progress (i.e., midterm and final evaluations, writing a letter of recommendation that describes the ST's professional experiences in your classroom and competencies for independent teaching, etc.),
- assist STs in their professional development,

as a effective communicator

- establish a trusting relationship at the beginning by conveying intentions to help,
- establish a specific time each day for conferencing, co-planning, etc.,
- model effective communication with students, colleagues, administrators, parents, and the ST,
- provide the ST with a packet of materials (i.e., school handbook, school rules, staff list, class list, etc.),
- share helpful hints and interesting anecdotes about teaching,
- articulate reasons for choices regarding planning, instruction, assessment, and classroom practices,
- prior to offering advice, encourage the ST to reflect or articulate reasons for choices about his/her planning, instruction, assessment, and classroom practices,
- provide a rationale for suggestions or advice offered to the ST,
- assist the ST in making arrangements to observe students and teachers at other grade levels or buildings,
- regularly confer with the US during visitations or by telephone/e-mail,
- notify the DFE of any concerns or problems as early as possible.

Duties and Responsibilities of University Supervisors

IUE employs USs who share the responsibility with the CT for the professional growth of the ST. The US is both an instructor for the ST and a liaison between the university and the school. The US is devoted to communicating and working cooperatively with school personnel in designing and implementing the most appropriate and effective experiences for each ST.

The principal duties of university supervisors include:**as a liaison**

- acquaint personnel in the assigned school with the nature and purposes of IUE's student teaching program and how it relates to the total teacher education program,
- establish and maintain good working relationships between university and public school personnel,
- follow site policies and procedures relevant to student teaching placements and contacts,
- provide pertinent information concerning each ST to cooperating principals and CTs,
- confer regularly by telephone, email, or in person with CTs to facilitate student teacher growth,
- clarify policy questions with CTs and STs,
- provide STs and CTs with professional literature as needed,
- acquaint the CT with what may be expected from the ST regarding journals, seminars, lesson/unit plans, videotaping, portfolios, and self-assessments/evaluations,
- review the Proposed Plan of Implementation (PPI) and suggest changes,
- collect midterm and final evaluations and other materials from CTs and STs and deliver copies of all evaluations to the DFE,
- lead three-way conferences (midterm, final, and others as requested) to facilitate communication,
- assist in the early reassignment of a ST if continuation in the assignment would jeopardize the ST's chances for success in teaching,
- regularly relay information to and from the DFE,

as an instructor

- participate in the student teaching orientation when appropriate,

- participate in and/or lead seminar sessions when appropriate,
- observe each ST in the classroom a minimum of 4 times (more if requested or warranted) in a variety of teaching situations during the course of the assignment,
- confer with the ST after each observation and provide a written record of the conference to the ST, CT, and DFE using the university observation report and lesson plan evaluation forms,
- critique each ST's performance with the goal of assisting growth in competencies,
- maintain appropriate records for each ST,
- participate in or lead conferences with CTs and STs as needed,
- establish procedures for STs to follow (i.e., for arranging observations, submitting required paper work, and relaying information regarding absences, problems, or questions, etc.),
- notify the DFE of any concerns as early as possible,
- evaluate the ST's performances in the classroom using the student teaching evaluation form, and recommend a grade to the DFE,
- when requested, write letters of recommendation describing the ST's professional experiences and competencies,
- insure that all final evaluation forms (US, CT, & ST), program evaluations (CT & ST), and CT's letter of recommendation are received by the DFE at the end of the student teaching experience,
- recommend outstanding STs for recognition.

Shared Responsibilities of Cooperating Teachers & Student Teachers

This team constitutes the *instructional team*. They work together daily in the classroom. They share the responsibility for teaching. Their joint responsibilities include:

- developing a Proposed Plan of Implementation (PPI) (pp. 62-65),
- co-planning and co-delivering lessons and units of instructions that actively engage students in meaningful, developmentally appropriate learning,
- conferring regularly,
- sharing midterm and final evaluations,
- working together to implement remediation plans when problems have been identified.

Shared Responsibilities of Cooperating Teachers & University Supervisors

This team constitutes the *supervisory team*. They share the responsibility for the professional growth of the student teacher. Their joint responsibilities include:

- conferring regularly by telephone, e-mail, or in-person,
- designing an appropriate and effective experience for the ST,
- recommending a final grade for the ST to the DFE,
- working together (with the DFE when warranted or requested) to identify and solve problem situations.

Shared Responsibilities of Student Teachers & University Supervisors

This team constitutes the *university team*. They share the responsibility for meeting the learning needs of the student teacher and meeting university goals. Their joint responsibilities include:

- developing and implementing a schedule for observations,
- openly and honestly reflecting and analyzing progress through post-observation discussions, evaluation conferences, journal assignments, and analysis of data gathered from any of the analytic/reflective tools being implemented,
- working together (with the DFE when warranted) to develop remediation plans for problems that have been identified by the CT and US.

Responsibilities of Cooperating Principals

The cooperating principal and other teachers with whom the ST is expected to work in the school setting directly and indirectly support the work of the triad. Cooperating principals play an important role in welcoming a ST to the school and into the teaching profession. Specifically, cooperating principals should:

- actively take part in the process of selecting an appropriate placement and recommending only the best-qualified faculty as CTs,
- acquaint USs with school policies regarding student teaching,

- insure that STs follow the **background check** procedures appropriate for the school,
- prepare the school staff for the arrival of a ST,
- accept STs as participating members of the faculty,
- familiarize STs with applicable school policies,
- support the CT throughout the student teaching experience and observe his/her teaching if possible,
- notify the DFE of any concerns or problems as early as possible,
- conduct a mock employment interview with the student teacher at the end of the student teaching experience or arrange such an interview with the assistant principal or other human resources personnel,
- with sufficient knowledge of the ST's competencies, write a letter of recommendation upon request (optional).

Responsibilities of the Director of Field Experiences

The DFE oversees the program and will:

- prepare student teaching candidates to apply for admission to student teaching and audit their records to insure readiness to move forward to student teaching,
- request placements for student teaching candidates from appropriate sites,
- conduct training for CTs,
- conduct an orientation for STs and CTs prior to the start of the experience,
- lead the student teaching seminars along with USs,
- provide resources for CTs, STs, and USs,
- assist in resolving problems and concerns,
- explain and interpret IUE's teacher education program and student teaching policies and procedures,
- gather documents and maintain a permanent file for each ST,
- reassign or remove a ST from the student teaching assignment when warranted,
- assign the final grade for each ST based on the documentation provided by the CT, US, ST, and others when warranted.

Division

Policies & Procedures

- **Qualifications for Student Teaching**
- **Placements of Student Teachers**
- **Length of Assignment**
- **Length of Day**
- **Absences**
- **Enrollment in Additional Courses**
- **Employment during Student Teaching**
- **Family Responsibility**
- **Cooperating Teacher's Presence**
- **Substitute Teaching**
- **Disruption of Instructional Processes**
- **The Inadequate Student Teacher**
- **Termination of Placement**
- **Appeals Process**
- **Qualifications for Initial Licensure**

DIVISION POLICIES & PROCEDURES

This information complements and adds to the information provided on the Division of Education website <http://www.iue.edu/departments/doe/>. For further information or clarifications, students should consult the website, their advisor, their US, or the DFE.

Qualifications for Student Teaching

Acceptance into student teaching, the final phase of the teacher education program, requires the demonstration of readiness and completion of the following:

- met all standards for admission to and retention in the teacher education program,
- attained senior standing and completed at least three-fourths of the courses required for licensing in any certification area,
- successfully completed all prescribed general education and professional courses needed for student teaching,
 - no grade below C+ is accepted in methods courses, S121, W131, P280, M300, and H340,
 - no grade below C is accepted in the area of concentration*,
 - GPAs in the area of concentration must be 2.5 or higher,
- completed all methods courses with a GPA of 3.0 or higher,
- has a current overall GPA of 2.7 or higher,
- successfully completed all required early field experiences,
- successfully completed all required professional exams (Praxis I) with state required scores,
- received the approval of the faculty advisor, the DFE, and the appropriate personnel in the cooperating school district.

**For students completing licensing in a secondary developmental level, the area of concentration is the major area (e.g., all social studies courses for social studies majors, all mathematics courses for mathematics majors, etc.). For students completing licensing in elementary education, a 2.5 GPA is required in each of the following areas: English/humanities, math, science, and social studies.*

The DFE and/or the faculty advisor complete student teaching audits in order to verify each student teaching candidate's achievement meets or exceeds the above qualifications.

Placements of Student Teachers

Teacher education candidates should apply for student teaching by December 1 of the school year prior to student teaching. Application for student teaching includes:

- student teaching application meeting attendance with the DFE,
- rough draft of the student teaching application proofread and edited at the IUE Writing Lab,
- submission of 2 paper copies and one electronic copy (Microsoft Word) of the completed, proofread and edited *Application for Student Teaching* (<http://www.iue.edu/departments/doe/clinical.shtml>) by the date determined during the student teaching application meeting.

Student teaching placements are made in terms of providing the best experience possible. An attempt to accommodate preferences regarding time period, location, and cooperating teacher are considered, but the final decision for placement is based on a variety of factors including locations, diversity, and developmental levels of earlier field experience placements. Student teaching assignments will not be made where conflicts of interest exist, such as:

- in middle/high schools attended by the ST or from which the ST graduated within the previous 15 years,
- in school buildings where the ST has substitute taught for more than 20 days during the previous year prior to placement,
- in school buildings where the ST has been employed within 5 yrs. prior to placement,
- with CTs who were former teachers of the ST or are close relatives,
- in school buildings where relatives work and/or school corporations where relatives hold a position of authority (i.e., administrator, board of directors, etc.),
- in school buildings where close relatives (i.e., children, siblings, nieces/nephews, grandchildren, etc.) are currently attending, or

- in school buildings/corporations where there is another conflict of interest that could potentially reduce the quality of the student teaching experience.

Exceptions to this policy should be discussed with the DFE. The DFE will make all final placement determinations.

The Office of Field Experiences with the cooperation of area K-12 schools places student teachers in K-12 classrooms in one of the following eight counties: (Fayette, Franklin, Henry, Randolph, Union, and Wayne in Indiana and Darke and Preble in Ohio). Student teaching assignments are usually arranged in public schools but can be in private schools providing the school has appropriate state accreditation, can supply a teacher who meets university criteria, and signs a contract with IUE. Private or parochial placements are not automatic, but must be justified by the prospective ST and agreed to by the DFE at the time of the application meeting.

CTs receive a stipend which is comparable to all CT stipends throughout the IU system.

Length of Assignment

Student teaching begins on the first day of school (fall placements) or when school resumes in January (spring placements) in accordance with the public school corporation's calendar. (See model schedule, pp. 20-21.). The DFE must approve exceptions.

All STs complete 12 weeks of student teaching totaling 60 school/teacher workdays. STs follow the calendar of the school corporation to which they are assigned. STs, therefore, observe the vacation periods of the school rather than IUE's schedule. Vacation days do not count as student teaching days. Regularly scheduled faculty workdays, in-service training, and field trips are regarded as student teaching days.

With the approval of the CT, STs may choose to visit the classroom or participate in additional activities (i.e., summer teacher in-service training, spring semester STs participating in the first days starting the school year, etc.) outside of the 12-week (60 day) period. Such activities are worthwhile but are considered voluntary. They are not included in the 60 day student teaching requirement.

Length of Day

STs are expected to keep the same daily schedule as a regular full-time teacher, excluding extra-curricular responsibilities. STs should be excused to leave school early if necessary to arrive at the student teaching seminars, US sessions, or General Methods/Capstone classes on time.

Absences

All absences must be made up so the total student teaching experience consists of 60 days.

Anticipated absences: STs may request an excused absence in advance for anticipated absences from the student teaching experience or seminar/US sessions by completing a "Request for & Notification of Absence" form (p. 66). When a ST wishes an *excused absence from part or all of the teaching day*, the form must have the agreement and signatures of the CT and US before being submitted to the DFE for review. This appropriately signed form must include student teaching make-up dates. When a ST wishes an *excused absence from seminar or a US session*, the form must have the agreement and signature of the US before being submitted to the DFE for review. The DFE will evaluate the request, grant or deny it as an excused absence, approve the make-up day(s) or assign another activity as deemed appropriate.

Unanticipated absences: If a ST is absent or tardy from student teaching due to illness or other unanticipated *critical* circumstances, the ST is required to notify the CT and the US at the earliest possible opportunity. The ST assumes responsibility for providing the CT with all plans and materials for instructional responsibilities during absences. Make-up dates are arranged between the CT and the ST. The ST reports these arrangements to the US. For unanticipated absences from seminar/US sessions the ST is required to notify the US and DFE at the earliest possible opportunity and preferably before the scheduled meeting time.

Unanticipated absences due to illness and other critical circumstances will typically be excused with the completion of the "Request for & Notification of Absence" form including appropriate signatures. The DFE retains the right to determine if such absences are excused or unexcused.

In all cases of anticipated and legitimate unanticipated absences, the ST is responsible for appropriately completing the “Request for & Notification of Absence” form and distributing copies to the CT, US, and DFE.

Unexcused absences from school or seminar/US sessions are not tolerated. Each case will be handled individually based on the specifics of the situation. In general, some options that the DFE may consider include:

- assigning make-up work to be completed by a specified date,
- extending the student teaching assignment,
- removing the ST from the student teaching assignment, and/or
- assigning a failing grade in M425 or M480.

Enrollment in Additional Courses during Student Teaching

Student teaching (M425/M311 or M480/F203) is the candidate’s primary responsibility and should be viewed as a full-time job. Other college activities should not interfere with teaching responsibilities. Most STs find that it is difficult to take additional classes during this experience. Therefore, STs are strongly advised not to attempt additional coursework during this period. Under exceptional circumstances students will be permitted to register for not more than three (3) additional credit hours upon approval of the DFE. If it appears that the additional course load beyond student teaching is jeopardizing the success of the student teaching experience, the candidate will be given the option of dropping either the additional course(s) or student teaching.

Employment during Student Teaching

Student teaching (M425/M311 or M480/F203) is the candidate’s primary responsibility and should be viewed as a full-time job. Most STs find it difficult to hold another job during this experience because of time demands both in and out of the classroom and seminar/US sessions. STs are, therefore, strongly urged to arrange their schedules so they are not employed during student teaching. If it appears that employment is jeopardizing the success of the ST’s experience, the candidate will be given the option of terminating either his/her student teaching or employment.

Family Responsibility during Student Teaching

Childcare or family responsibilities should neither affect the ST’s arrival or departure time from school nor responsibilities during the day. STs should pre-arrange, and have a back-up plan, for the care of their own children and other family responsibilities that must be met during their student teaching semester.

Cooperating Teacher’s Presence

CTs should use professional judgment about the nature of the class and success of the ST to determine when and how long to leave the ST in charge of the classroom. Initially, during the phase-in period, the CT or other school faculty should always be present. As the ST moves into the early stages of part-time teaching the CT should usually be present when the ST is working with students. As the ST’s part-time teaching increases the CT will still be present most of the time when the ST is working with students, but may begin stepping out of the classroom for short periods of time. When the ST moves into full-time teaching, the CT will balance his/her time in and out of the classroom allowing the ST to be fully in charge of the classroom while observing regularly in order to provide feedback and be prepared to complete mid-term and final student teaching evaluations.

While CTs should always use their best judgment regarding the amount of time they should be in and out of the classroom, it is important to note that leaving STs alone in the classroom promotes confidence, the development of teaching skills, and a sense of independent practice. STs should never be left alone entirely or asked to serve as the substitute teacher except in emergency situations. If such an emergency arises, supervision (dropping in and out of the classroom periodically) must be provided by another classroom teacher and/or the cooperating principal.

Substitute Teaching

STs are students of IUE and are not employees of the school corporation for any purpose. Whenever the CT is absent, the school should provide a substitute teacher to oversee the ST in carrying out his/her planned responsibilities. In an extreme emergency, the ST can be used as a substitute for a CT provided that someone is designated to serve in a supervisory capacity and the ST has demonstrated a reasonable degree of competence. An extreme emergency is a situation in which:

- a regular faculty member has not been able to notify the school administrators that he/she is unable to arrive at school on time,
- a regular faculty member becomes ill suddenly,
- a regular faculty member is called away from school because of an urgent family need, or
- any other similar situation.

A ST should not be used as a substitute for more than one day and may not be taken from a class in which he or she is regularly working to serve as a substitute in another class. A ST may not be paid by the school corporation at any time during his/her 60 days of student teaching.

Disruption of Instructional Processes

During disruptions of instruction (i.e., student unrest, bomb threats, etc.), STs should comply with the policies and procedures of the school corporation and the directives of law enforcement officials. A ST should report any disruptions to his or her US for direction as soon as is practical. Should such circumstances cause a disruption to the point that the student teaching assignment must be terminated the procedures under “Termination of Placement” (p. 36) will be followed.

The Inadequate Student Teacher

The CT and/or US should notify the DFE as early as possible when a ST is experiencing difficulties in meeting satisfactory ratings in one or more areas in the student teaching placement or in seminar/US sessions. Each case/situation will be handled individually. In general, the following options may be considered:

- The DFE will assess the seriousness of the situation. This may include an on-site visit. The DFE may also discuss the situation with the CT, the cooperating principal, and other appropriate school personnel with whom the ST has contact, the US, and/or the ST.
- The Division Chair will be notified regarding the unsatisfactory quality of the ST’s performance.
- Information relevant for the ST’s remediation will be sought from university records and professional personnel, including but not limited to his/her advisor, former instructors, Student Services, and the licensing advisor.
- The student teacher will be formally notified by the US or DFE regarding problems to be addressed. Whenever feasible, the DFE, US, CT, and ST will develop a plan that includes:
 - specific areas of needed improvements,
 - strategies for implementation,
 - specific outcomes desired,
 - assessment tools that will be used to monitor performance,
 - specified persons responsible for assessing outcomes,
 - a timeline with specific deadlines,
 - consequences for not completing the plan adequately, and
 - date and signature of the ST, US, CT, and the DFE.

The ST, US, CT, and DFE will each receive copies of the plan.

- Strategies for implementation may include but are not limited to:
 - added contact between the US and the ST through increased journaling and/or other appropriate assignments and additional observations/conferences,
 - added contact between the US and the CT to monitor progress and provide for additional interventions,
 - observation and/or evaluation by qualified individuals such as the cooperating principal or university faculty,
 - referral to Student Services for testing and/or counseling,
 - requirement of additional coursework or tutoring,
 - modifications and/or accommodations that are deemed appropriate, and
 - significant changes in the Proposed Plan of Implementation (pp. 62-65) that may include modification of lead teaching.
- The US, CT, and DFE will document all interactions in the remediation process. This documentation must include a description of major points of discussion, conclusions reached, and dates.
- In remediation situations, the interests of the ST, the University, and the teaching profession will be accommodated by:

- involving the ST in the decision process,
- providing time to achieve necessary growth,
- keeping extensive written documentation,
- showing evidence of proceeding in a timely manner, and
- basing all final evaluations and letters of recommendation on the performance of the ST at the end of the experience.
- Possible outcomes from the steps outlined above include:
 - The ST satisfactorily meets the requirements of the plan and is allowed to complete the student teaching experience.
 - The ST makes progress but does not make adequate progress in some or all identified areas for improvement. The DFE may choose to extend this student teaching experience with the agreement of the CT, cooperating principal, and US or may assign the ST to an additional student teaching experience in the same or subsequent semester. In the latter case, grades for the initial student teaching semester will be determined on a case by case basis.
 - The ST makes little or no progress in remediating the identified area(s) of concern. Under these circumstances, the student teaching assignment will be terminated and the DFE and other appropriate university personnel will discuss consequences (regarding grades, future enrollment options, degree options, etc.) and other options (i.e., personal counseling, career counseling, degree, etc.) with the ST.
 - The ST may decide to withdraw from student teaching. Under these circumstances, the DFE and other appropriate university personnel will discuss consequences and options (i.e., personal counseling, career counseling, the Bachelor of Education degree without licensure, etc.) with the ST.

Termination of Placement

The DFE may terminate a student teaching assignment under the following situations:

- CT or cooperating principal requests termination
- ST requests withdrawal
- a major disruption at the school hinders completion of the assignment
- the presence of the ST is an impediment to the education of the students in the assigned classroom
- ST has made little or no progress in remediating identified area(s) of concern
- other good cause is determined.

The DFE will place a notice of termination in the ST's file and send a written statement concerning the termination to:

- the student teacher
- the cooperating teacher
- the cooperating principal
- the university supervisor
- the Division chair

Whenever a student teaching placement is terminated a second placement will not be pursued during the same semester. After a terminated student teaching placement, there is not sufficient time within the same semester for the student teacher to complete the full 60 days of student teaching and the portfolio process successfully. If after consultation with the CT, US, ST and/or the division chair, the DFE determines another placement would be appropriate, a new placement will be sought for the following semester. (See policy for multiple requests for a student teaching placement at <http://www.iue.edu/departments/doe/clinical.shtml>).

Appeals Process

STs who wish to appeal a dismissal and/or termination from student teaching must follow the current appeals process as stated in the Indiana University Code of Student Rights, Responsibilities and Conduct. The initial contact person in this process is the Education Division Chair.

Qualifications for Recommendation to Initial Practitioner Licensure

The following qualifications must be met before undergraduate candidates are eligible for the initial practitioner teaching license in the state of Indiana:

- meet all university requirements for graduation with a B.S. in Elementary or Secondary Education,
- receive favorable student teaching final evaluations from the CT and US with a grade of “satisfactory” assigned by the DFE,
- demonstrate the understanding, performance and dispositional application of the Division of Education conceptual framework and INTASC standards in the graduation portfolio resulting in an earned grade of at least “C+” in the capstone course,
- attain passing scores as determined by the state of Indiana on Praxis I exams (reading, writing, math), appropriate Praxis II exams, and any other standardized tests that are required,*
- attain a minimum overall grade point average of 2.7 as well as the required minimum grade point averages in specific series of courses,**
- receive approval of the IUE Education faculty and licensing advisor,
- meet all state requirements for licensure including appropriate completion of license application paperwork.

*See Division of Education website: <http://www.iue.edu/departments/doe/assessment.shtml>, and contact the licensing advisor for Praxis exam requirements and information.

**See program advising sheets posted on the Division website (<http://www.iue.edu/departments/doe/>).

Information & Tools

Planning Instruction

- **Criteria for Evaluating a Lesson Plan**
- **Sample Lesson Plan Format**
- **Sample Unit Plan Format**
- **Bloom's Taxonomy of Learning**

Learning to Monitor

Professional Performance

- **The Reflective Journal**
 - Reflective Journal Format
- **Videotaping** (directions & analysis)
 - Video Analysis Tool #1: Global Assessment
 - Video Analysis Tool #2: Classroom Management
 - Video Analysis Tool #3: Instruction
- **Supplemental Assessment Tools**
 - Reflective Tool for Analyzing Instruction
 - Division Themes and INTASC Pre/Post Assessment
 - Audiotape Analysis of Instruction
 - Analysis of the Planning Process
 - Analyzing Student Learning
- **The Graduation Portfolio**

INFORMATION & TOOLS

This section of the handbook presents information and tools that STs may find useful for

- planning instructional lessons and units, and
- learning to monitor professional performance.

Planning Instruction

Planning is an essential part of teaching. Learning to prepare effective lesson and unit plans is critical in the development of instructional leadership capabilities. Planning is crucial to the creation of learning experiences that make subject matter meaningful in support of every student's intellectual, social and personal development (INTASC 1, 2, 3). STs are expected to learn about the curricular and community goals of their cooperating school system and plan to meet those goals by creating appropriate lessons and units of study for their students with purposeful objectives and assessments that meet state academic standards (INTASC 7). Effective lesson and unit plans include provisions for motivating students to be actively engaged in learning, a variety of instructional strategies, and formal and informal strategies for assessing student learning (INTASC 4, 5, and 8).

STs, as novice teachers, benefit from preparing lesson and unit plans in advance. Lesson and unit plans

- contribute a sense of security for STs,
- act as a roadmap that can be consulted during implementation and during instructional decision-making,
- help STs to clarify thinking processes,
- help STs explain the purpose of a lesson or instructional unit to others - especially students and their parents,
- provide a basis for CTs and USs to see a ST's thinking process and provide feedback,
- serve as a guide for analyzing the lesson and unit, and
- help insure an effective learning environment.

Lesson Plans

STs are expected to prepare written lesson plans. *Failure to prepare lesson plans may adversely affect grades in M425/M311 or M480/F203.*

The Division does not have a policy requiring use of one standard format for lesson plans, but a sample lesson and unit plan formats are offered on pages 42 and 43. These samples include the key components of lesson and unit planning. It is not necessary to type all daily lesson plans (unless the plan will be presented to a US at the time of an observation visit or included in the portfolio). The sample formats presented (pp. 42-43) can be used, photocopied, or modified to meet the needs of the ST, CT, and US. All unit/lesson plans must identify the academic, and/or curriculum standards being addressed in the plan. STs and/or CTs may use the lesson plan criteria form on page 41 or reflective tool for analyzing the planning process (pp. 55-56) to self-evaluate lesson plans or as a planning guide. Questions included on the lesson plan criteria form (p. 41) provide focus and direction on the purpose of each of the components of lesson planning.

Prior to implementation of a lesson, STs should submit written lesson plans to their CT for review. These lesson plans should include sufficient details to enable the CT or a substitute teacher to implement the lesson. Preparing lesson plans in this manner aids the CT's ability to offer suggestions for improvements with enough time for the ST to make alterations. CTs should decide when lesson plans are due and communicate this to the ST.

STs' lesson planning and instructional skills are tracked by USs as they read the STs' lesson plans and observe them teaching lessons in the classroom. For US observation visits scheduled at a specific time, a complete lesson plan for the observation period must be prepared, typed and submitted to the US upon his/her arrival to the classroom, and the ST's lesson plan book should be readily available for the US's review. For unscheduled US visits, the ST must make his/her lesson plan book available for the US to review. The ST's lesson plan book should always be up to date with lessons planned at least one week in advance. During each conference with the US the ST should be prepared to answer instructional planning questions such as those stated on the lesson plan criteria form (p. 41).

Suggestions for Effective Lesson Planning

- In the early stages of student teaching, STs will use the CT's lesson plans and/or the ST and CT may co-plan lessons.

- STs should write plans for all original lessons; however, it is not necessary to write out detailed plans every time a routine lesson plan or a published lesson is going to be used. For routine activities, a single set of lesson plans should be created. Post-it notes can be used to indicate specific information on such lesson plans for a specific day's lesson. This single set of lesson plans allows the ST the opportunity to clarify the objectives of routine activities. When published activities will be implemented, it is unnecessary for STs to spend valuable time re-writing or re-typing them. If appropriate, they can be photocopied so that STs have a copy for use during instruction. Post-it notes can be used to note planned changes, additions or adaptations.
- Identify the academic and/or school corporation curriculum standards being met in the lesson plan.
- The ultimate goal is for lesson plans to have adequate structure and detail to be useful guides to teaching and learning. Plans should have enough detail so that a CT has a basis for providing input and so that a substitute teacher could implement them.
- Plans should be considered flexible documents that guide teachers in making decisions while teaching in response to students' reactions and needs.
- STs should collect *all* lesson plans in an organized file or binder. This collection provides a record of student teaching activities and can be used to monitor growth. Lesson plans may be valuable in preparing the graduation portfolio.

Original Instructional Units:

Because planning an instructional unit is an essential skill for effective teaching, STs are required to create at least one acceptable unit of instruction independently that consists of at least five lessons and is intended to be implemented over a period of at least five days. A unit of instruction developed prior to the student teaching semester may be used for this purpose, however, adaptations must be made to accommodate the developmental levels and unique learning needs of the students in the student teaching classroom. This unit of instruction should be planned in such a way that all or parts of it will be incorporated into the graduation portfolio. ***Failure to prepare an instructional unit will adversely affect grades in M425/M311 or M480/F203.***

As stated above, the Division does not have a policy requiring use of a standard format for unit plans, but a sample unit plan overview format and sample lesson plan format are offered on pages 42 and 43. These samples can be used, photocopied, or modified to meet the needs of the ST, CT, and US. Unit plans must be typed for review by CTs, USs and/or the DFE, and for inclusion in the graduation portfolio. The unit plan may be required (at the university instructor's discretion) as a capstone course assignment and assessment item.

STs should submit unit plans to their CTs for review prior to instruction. In general, STs should prepare unit plans with adequate detail so a substitute teacher could implement them. CTs should make suggestions for improvements with enough time for STs to alter their plans. CTs should decide when unit plans are due for their review and communicate this to STs.

Suggestions for Effective Unit Planning

The unit will include:

- unit goals,
- a schedule or calendar for implementing the unit,
- daily lesson plans with student learning objectives,
- incorporation of a variety of instructional strategies,
- incorporation of a variety of appropriate assessment tools and criteria, and
- a list of resources and materials.

An acceptable unit of instruction will:

- identify the academic and/or school corporation curriculum standards being met in the plan,
- be developmentally appropriate for the students in the classroom to which the ST is assigned,
- demonstrate the organizational, creative, presentation and technology skills of the ST,
- be in a form that is satisfactory to the CT, US, and DFE.

CRITERIA FOR EVALUATING A LESSON PLAN & LESSON IMPLEMENTATION

Student's name _____ Date _____ University Supervisor _____

Identifying information: _____ subject area, _____ grade level, _____ topic, _____ unit, _____ title
Type of lesson: (circle those that apply) introductory, practice, review, mastery

⇒ *Why am I teaching this lesson? What do I want students to know or be able to do or value?*

Objectives/Essential Questions: _____ are clearly stated _____
 (check all that apply) _____ various thinking levels are included _____
 _____ multicultural focus _____

Standards: _____ listed with a phrase or simple sentence clarifying the connection to objectives

⇒ *How will I know students know and/or are able to do those things identified in my objectives?*

Assessments: _____ validly match & measure accomplishment of the objectives/essential questions or
 (check all that apply) outcomes, as appropriate _____
 _____ provide the opportunity for documenting student learning _____
 _____ multiple forms used _____

⇒ *What do my students need?*

Differentiated learning: _____ incorporation of higher order thinking skills _____
 (check all that apply) _____ incorporation of multiple intelligences _____
 _____ adaptations for diverse learners or students with special needs _____
 _____ other _____

⇒ *What resources and/or supplies are needed?*

Materials: _____ appropriately listed _____ appropriately prepared, previewed, etc.

⇒ *What am I going to teach and have my students experience (practice, apply, and/ or review) to help them succeed at meeting the lesson objectives? How does this connect to something taught in the past or that will be taught in the future?*

Initiation activity: _____ identified and clearly explained, _____ creates interest or motivates students

Procedures: _____ provides sequence to the lesson between the initiation and culminating activities
 (check all that apply) _____ include expectations of student participation & assignment/activity completion
 _____ include discussion questions to be asked in varying levels of thinking
 _____ explain students' role / teacher's role _____ describe instruction/demonstration
 _____ describe students' practice with skills/knowledge _____ describe hands-on activities
 _____ other _____

Culminating activity: _____ is identified and clearly explained _____
 _____ includes summation of what students have learned and/or importance of the skill/concept
 introduced, practiced, or reviewed _____

WRITTEN LESSON PLAN			←BRIDGE→	IMPLEMENTATION		Score
Meets above criteria	Objectives Standards Assessments	Clarity of plan	Quality: content & process	Use of time	Student participation & learning	
exceptional	good connections	outstanding	creative & enticing	thorough and efficient	consistently engages most students	6
good	mostly connected	reader understands	interesting & effective	good	involves at least 75% of the students	5
satisfactory	some connections	reader has some ?'s	adequate & mostly effective	satisfactory	at least half of the students are attentive	4
needs attention	few connections	reader has several ?'s	bland & partly ineffective	inadequate	most students are inattentive at times	3
incomplete	unclear connections	unclear to reader	uninteresting & mostly ineffective	poor	students are distracted/unfocused.	2
seriously lacking	mis-connections or no connections	reader is frustrated	boring & ineffective	totally inefficient	students are uninvolved and/or misbehaving.	1
no plan	a schedule not a lesson plan					0
Directions for scoring: Check the appropriate box in each column. Total the scores from all 6 columns. Divide by 6 to determine the average score.					Average score	_____

To be completed by the university supervisor with each lesson observed during student teaching visits.

LESSON PLAN FORMAT (Sample)

Subject:	Date:	Type of lesson: introductory, practice or review, mastery
Topic:	Unit:	
Objectives: <i>The learner will...</i> (Use verbs from Bloom's Taxonomy-see pg. 44.) 1. 2. 3. 4. 5.	Assessment/Evaluation Tools: (Describe or attach assessment criteria.) 1. 2. 3. 4. 5.	
Academic standards being addressed: (Include a sentence or phrase, not just the standard number.)		
Materials:		
Initiation Activity (Anticipatory Set):		
Procedures: <i>Clearly describe your role as the teacher/instructor in this lesson. How and when does your teaching take place (instructional component)? Also, include what the students will be doing (participation, practice and/or application components), and how this connects to something already taught/learned or something that will be taught in the future.</i>		
Culminating Activity (Closure):		
Special Considerations: (Identify differentiated instruction, evidence of planning for a variety of learning styles or needs, multiple intelligences or multicultural focus).		
Reflection:		

UNIT PLAN OVERVIEW FORMAT (Sample)

<i>Subject:</i>	<i>Dates of Implementation:</i>							
<i>Topic:</i>								
<i>Standards being addressed: (Include a sentence or phrase, not just the standard number.)</i>								
<i>Goals: The learner should...(enduring understandings or essential questions)</i> <i>(Include as many major goals as needed.)</i> 1. 2. 3. 4. 5.	<i>Assessment/Evaluation Tools: (performance tasks)</i> <i>(Describe tools & criteria to be used for each goal.)</i> 1. 2. 3. 4. 5.							
<i>Unit Schedule: (learning plan)</i>								
<i>Date</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"><i>Lesson</i></th> <th style="width: 45%;"><i>Goal(s) (EUs and EQs)</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>(Include a brief description of major activities for each lesson that makes up the unit. Lesson plans are attached to this page. Be sure to plan for initiation and closure)</i></td> <td style="padding: 5px;"><i>(List the number of the goals being addressed in each lesson.)</i></td> </tr> <tr> <td style="height: 150px;"></td> <td></td> </tr> </tbody> </table>	<i>Lesson</i>	<i>Goal(s) (EUs and EQs)</i>	<i>(Include a brief description of major activities for each lesson that makes up the unit. Lesson plans are attached to this page. Be sure to plan for initiation and closure)</i>	<i>(List the number of the goals being addressed in each lesson.)</i>			
<i>Lesson</i>	<i>Goal(s) (EUs and EQs)</i>							
<i>(Include a brief description of major activities for each lesson that makes up the unit. Lesson plans are attached to this page. Be sure to plan for initiation and closure)</i>	<i>(List the number of the goals being addressed in each lesson.)</i>							
<i>List of Unit Resources:</i>								
<i>List of Unit Materials:</i>								

BLOOM'S TAXONOMY for LEARNING

COGNITIVE DOMAIN

EVALUATION - make judgments, opinions – “appraise, compare, conclude, contrast, criticize, decide, interpret, judge, evaluate, assess, recommend, rate, defend, choose, estimate, justify, prioritize”

SYNTHESIS - create an original product – “arrange, categorize, support, combine, compose, schematize, write, report, discuss, plan, devise, construct, hypothesize, design, create, develop, rearrange, plan, build, make, generate, produce”

ANALYSIS - see relationships of elements – “analyze, deduce, infer, diagram, compare, contrast, classify, examine, debate, categorize, separate, organize, distinguish”

APPLICATION - use concepts in real life situations – “use, show, solve, illustrate, demonstrate, relate, practice, dramatize, exhibit, interpret, manipulate, modify, calculate”

COMPREHENSION - understands main idea – “summarize, discuss, explain, describe, restate, review, interpret, paraphrase, visualize, differentiate, outline, change”

KNOWLEDGE - recall facts – “name, locate, define, tell, state, label, describe, repeat, list, match, identify, show, define, recognize, recall, memorize”

PSYCHOMOTOR DOMAIN

CREATION - coordination of all skills in all domains – “create, design, invent”

COMMUNICATION - communication of ideas & feelings – “ask, analyze, describe, draw, explain”

MANIPULATION - finer coordination – “assemble, build, calibrate, connect, thread”

MOVEMENT - gross motor coordination – “adjust, carry, clean, locate, obtain, walk”

AFFECTIVE DOMAIN

VALUE DEVELOPMENT - behaviors consistent with internalized values – “act, display, influence, practice, propose”

VALUE - internalizing of values – “argue, commit, report, work”

RESPOND - responding – “answer, perform, read, write”

ATTEND / RECEIVE - attentiveness, awareness, willingness to receive – “ask, attend, choose, find, identify, listen”

Learning to Monitor Professional Performance

STs should continuously strive to grow professionally (INTASC 9) by candidly analyzing all facets of their teaching and their students' growth. The process of analyzing their own and their students' performances is a critical component in developing as effective instructional leaders, reflective scholars, and global citizens capable of fulfilling the role of a change agent. Using analysis, STs must set specific goals to improve practice and student learning. CTs and USs should view STs as “works in progress” and encourage and assist their analysis and reflection.

To assist STs in developing reflection, they are required to:

- keep a reflective journal (pp. 44-45),
- make *at least three* videotaped recordings of their teaching,
- analyze their videotaped recordings using one of the tools described on pages 47-57, and
- prepare a portfolio (p. 58).

STs are encouraged to use these tools (pp. 47-57) repeatedly throughout the experience to monitor progress achieved, obtain optimum potential during student teaching, and to demonstrate growth and reflection in the portfolio. The “Analyzing Instruction” reflective tool found on page 50 allows CTs to easily assist STs by following the “optional” instructions described on this form. This tool, as well as any of the others, can provide corroboration of level of success reached for the ST's graduation portfolio. Any analysis conducted using any of the tools in this section of the handbook can be used in whole or extracted for use in the portfolio. USs and the DFE can provide guidance in choosing tools or conducting analysis. CTs and/or USs may assign a ST to use any of these tools when, in their professional judgment, they believe it will assist the ST's development.

Reflective Journal

A major factor that separates experts from non-expert practitioners is the way they think about their practice. Experts analyze and interpret. Experts “see implicit principles and represent problems in terms of them” (Anderson, 1990, p. 277). They “conduct mental experiments” (Kennedy, 1987, p. 29).

STs are required to keep a reflective journal as part of their General Methods/Capstone class. In doing so they are urged to look at the act of teaching and learning through the eyes of a social scientist and dreamer and to “conduct mental experiments”. It is important to make reflective thinking a priority. STs should regularly set aside enough uninterrupted time to write in depth. While daily writing offers the opportunity to explore teaching and learning more fully, STs should try to write *at least* 3 times a week.

A reflective journal differs from a regular journal, which is a recollection of the events of a day. In a reflective journal, STs seek to extend beyond merely recording what they did. They seek to understand the symbiotic relationship of teaching and learning by:

- recognizing significant occurrences
- defining the problems encountered
- suggesting alternative solutions to consider
- evaluating potential outcomes
- questioning the processes connected with teaching and learning
- conjecturing explanations for the events of the day
- comparing their mental model and the reality of the classroom life
- trying to discover causes and effects
- describing their thinking process
- developing a set of principles through which to guide their professional practice.

Anything that occurs in the teacher’s day – both in and out of the classroom - can be food for thought in a reflective journal. The important thing is that STs use the journal experience to write about things that are of significance to them. The journal should be a record of what they wondered about during student teaching.

Suggestions for Journal Writing:

- Set aside time to write at least three times a week.
- Journal writing is to be completed on the ST’s own time, not at the expense of helping the CT, planning, or working with students.
- Date each entry.
- An informal, conversational tone is acceptable. Journal entries submitted for the purpose of dialog with the US will not be evaluated for mechanical correctness (spelling, grammar, punctuation, etc.). The General Methods/Capstone instructor may require mechanical correctness in the submission of the journal entries as a requirement for this course.
- The journal will help you document the INTASC Principles and Division Themes you are meeting during student teaching. The cooperating teacher may document your progress in the journal as s/he observes you. The journal should be used each time you conference with your cooperating teacher & your university supervisor.
- At the mid-term and final evaluation points in student teaching, take the time to read earlier journal entries to compare them with your current understandings.
- Depth, not length, is the measure of a good reflective journal.

References

Anderson, J. R. (1990). Cognitive psychology and its implications, third edition. New York: W.H. Freeman and Company.

Kennedy, M. M. (1987). Inexact science: Professional education and the development of expertise. In E. Z. Rothkopf (Ed.), Review of research in education 14 (pp. 133-167). Washington, DC: American Educational Research Association.

It is recommended that the reflective journal be composed on the computer. STs may select entries from their reflective journals or create new ones to submit for their required General Methods/Capstone writing assignments. These specified assignments must be electronically submitted via e-mail to the General Methods/Capstone instructor and/or US according to the schedule determined at the beginning of the student teaching semester. The General Methods/Capstone instructor or US will evaluate these specified writing assignments as part of the General Methods/Capstone grade. USs will provide written feedback designed to guide STs in developing the kind of critical thinking that expert thinkers use. STs should retain electronic and/or printed copies of each assignment and the responses of the US as these journal reflections may be revised or adapted for use in the portfolio.

INTASC & Division Theme Reflective Journal

- *The purpose of journaling is to help you document the INTASC Principles and Division Themes you are meeting during student teaching. It is designed to be used by both the student teacher and the cooperating teacher.*
 - *The journal will document when & what you do that supports implementation of principles & themes.*
1. *Date and describe what you have done in the classroom that supports your implementation of an INTASC Principle or Division Theme.*
 2. *Name the specific principle or theme.*
 3. *Reflect upon what you have done.*
 4. *Record feedback received from your CT, US, or students or assessment data collected.*
 5. *Write what you have learned about your teaching&/or student learning from the experience.*
 - *The cooperating teacher may document your progress as s/he observes you. The journal should be used each time you conference with your cooperating teacher and your university supervisor. It should be helpful in scoring the mid-term evaluations.*
 - *You must show your journal to your university supervisor at each visit to confirm field experience points.*

Below is the format for your journal. Reproduce it as necessary to document your implementation of all the INTASC Principles and Division Themes.

Name: _____ Grade or Subject: _____

Date	Information	INTASC Principles &/or Division Themes
	What I did: My reflection about what I did: CT / US / student feedback (or) assessment data: What I learned about my teaching &/or about student learning:	
	What I did: My reflection about what I did: CT / US / student feedback (or) assessment data: What I learned about my teaching &/or about student learning:	

Name: _____

Grade or Subject: _____

Date	Information	INTASC Principles &/or Division Themes
	<p>What I did:</p> <p>My reflection about what I did:</p> <p>CT / US / student feedback (or) assessment data:</p> <p>What I learned about my teaching &/or about student learning:</p>	
	<p>What I did:</p> <p>My reflection about what I did:</p> <p>CT / US / student feedback (or) assessment data:</p> <p>What I learned about my teaching &/or about student learning:</p>	
	<p>What I did:</p> <p>My reflection about what I did:</p> <p>CT / US / student feedback (or) assessment data:</p> <p>What I learned about my teaching &/or about student learning:</p>	
	<p>What I did:</p> <p>My reflection about what I did:</p> <p>CT / US / student feedback (or) assessment data:</p> <p>What I learned about my teaching &/or about student learning:</p>	

Videotaping

Directions: STs are required to video tape their teaching on at least three separate occasions and are encouraged to videotape their teaching as frequently as possible. The three required videotaped sessions should be spaced approximately two weeks apart. All videotaped sessions should be spaced appropriately to provide evidence of improvement over time.

Use of videotaping equipment must be arranged through the media center of the cooperating school, the Division of Education, or by use of the student teacher's personally owned video camera. STs must supply their own blank videotape.

Videotapes should capture a complete lesson. In general, the camera should capture a wide view of the classroom so that reactions of students to instruction are evident. It is helpful to do a few "test" videos to evaluate camera positioning for audio quality. It is important to be able to hear the teacher and the students when viewing the videotape. Occasional zooming in on individuals for specific purposes is also effective if the video camera operator has the skills. STs should try to behave naturally and move around normally during taping. Editing, if any is needed or required for portfolio purposes, should be done afterward selecting the significant elements of the lesson.

Analysis: STs are highly encouraged to view and analyze at least three video recordings of their teaching. These analyses may be used when writing capstone journal assignments or as data for conferences with the CT and/or US. One 3 to 5 minute videotaped teaching segment must be selected and included in the graduation portfolio with an accompanying analysis (written explanation and reflection) and lesson plan for the lesson being taught in the selected video segment.

For the purpose of monitoring growth through reflective journaling and/or data collection and conferencing, videotapes of teaching segments can be used effectively to assess various aspects of teaching. STs should choose one of the three "Videotape Analysis Tools" on pages 47-49 to assess videotaped teaching segments. Alternatively, STs may make adaptations to these tools or create their own assessment tools and discuss these with the CT, US and/or DFE for feedback and approval before implementation. By using the same tool on two or three occasions approximately two weeks apart, STs can effectively monitor their professional growth and use the data to document their improvements as evidence in their graduation portfolios.

The choice of which lessons to videotape is often difficult. Careful advance planning and selection of video analysis tools will guide the ST and CT in making decisions about the most appropriate times and lessons to record on tape. Each time a lesson is videotaped, the ST should keep in mind s/he might want to select that videotape for inclusion in her/his portfolio. This makes planning in advance, videotaping frequently, and dressing professionally very important. With multiple teaching segments recorded on videotape, the ST will have a wide variety of taped lessons from which to choose the best teaching episode for her/his portfolio. The video recording selected for inclusion in the graduation portfolio must demonstrate both the ST's teaching and interactions with students. A good video segment will demonstrate the ST's strengths in planning and instruction, originality, innovation, and/or creativity while showcasing the relationships between the ST and her/his students. For the portfolio, a written lesson plan, explanation and reflection will be needed to accompany the selected videotaped lesson.

Teaching performance data resulting from videotaped teaching episodes as well as CT and US observations is analyzed and assessed according to Division of Education conceptual framework standards and INTASC standards as defined in this handbook.

REFLECTIVE TOOL Video Analysis Tool #1: Global Assessment
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Prior to the first videotaping:

Select four of the nine questions below to use in analyzing your teaching segment by checking the box. Write an explanation for the choices of questions that you will use.

✓	Questions
	What were the three things that you liked most about the instructional period? Why?
	What surprised you as you watched the video? Why?
	Describe your communication skills. Cite specific examples of your behaviors and student responses that verify your descriptions. What mannerisms detract from your teaching?
	Compare and contrast your lesson as you imagined it while planning and preparing to teach it to what you saw on the videotape. How alike were your image and the actual implementation of the lesson? Where did you deviate from your lesson plan? Why? How did changes during implementation affect the lesson? What were your goals for the lesson? Did the students achieve the goals? How could you improve your planning process?
	Describe the interaction in the class. What strategies did you use to encourage interaction? What kinds of talk occurred in the lesson – teacher to student, student to teacher, or student to student? Count the number of interactions of each type. Who talked the most? How did talkers get the floor? Who did not talk? Why did these individuals not talk? What changes would you like to see in the interaction in your classroom? What strategies can you use to encourage this change?
	How did your students react to your lesson? What strategies did you use to encourage involvement? Which students were most involved? What clues to their behavior signaled their high level of involvement? Why were they involved? Which students were off-task or not engaged? What clues in their behavior signaled their low level of involvement? Why weren't they involved? Which strategies were effective? How will you encourage those who were not involved with the lesson to become involved?
	What classroom management techniques did you use? Why did you use the techniques that you used? Were the techniques successful? Why or why not?
	If you were a student in this classroom, would you have been interested? Why or why not? What would you most want changed?
	What was your greatest problem? How would you change your lesson, teaching, or management to improve or correct what didn't work?

PROCESS OF ANALYSIS:**Analysis of the first videotape:**

As you watch the first teaching segment, reflect on the questions you have selected. Write your response to the selected questions after viewing the tape.

Set Goals:

Summarize your strengths and areas needing improvement. Describe specific strategies that you will use to improve.

Prior to the second videotaping:

Review your questions and goals.

Analysis of the second videotape:

As you watch the second teaching segment, reflect on the questions you have selected. Write your response to the selected questions after viewing the tape. Describe and define areas in which you still need to grow.

REFLECTIVE TOOL
Video Analysis Tool #2: Assessment Focused on Classroom Management

Prior to the first videotaping:

Select four of the nine questions below to use in analyzing your teaching segment by checking the box. Write an explanation for the choices of questions that you will use.

✓	Questions
	Analyze the classroom environment. What specific strategies are in evidence on the video that are designed to create a positive and productive learning climate? What areas need to be improved? What strategies will you use to improve the climate of the classroom?
	Draw a classroom floor plan. How does the physical setting facilitate learning? How does the physical setting inhibit learning? How could the floor plan be changed to remove obstacles? What actions could you take to improve your use or student use of the space?
	Analyze your transition management. How do students know what they are to do during a transition time? How many times do you give transition instructions? Time the transitions on the video. Rate individual student behavior every 30 seconds on the video during transition as either on-task or off-task. How do you signal that the transition is ended? Time the time between your signal and the start of the next instructional activity? What transitional areas need to be improved? What strategies will you use to improve transitions?
	Discuss your responses to inappropriate student behaviors. Describe the inappropriate student behaviors that were exhibited on the tape. Rate each inappropriate behavior using the following scale: 0 = not important 1 = minor 2 = somewhat distracting 3 = distracting 4 = very distracting 5 = intolerable Describe your response to each inappropriate student behavior and rate it using the following scale: 0 = ignored 1 = waved a flyswatter as a threat 2 = gently used a flyswatter 3 = used the flyswatter until you "got" the culprit 4 = fired heat seeking missile and scored a direct hit 5 = detonated a nuclear bomb and obliterated the area Were your responses matched to the severity of the inappropriate behaviors? What worked well? Where could you improve your responses? What strategies could you use to improve?
	Discuss the types of consequences that you used with inappropriate student behaviors? Describe how you implement natural, logical, and arbitrary consequences in your classroom using specific examples in the video. Describe student responses to these consequences. Describe any changes that you want to make.
	Describe how students view you. What overall persona do you project (warm, encouraging, friendly, stern, demanding, timid, anxious, hardworking, lazy, etc.)? What specific mannerisms project this persona? Is this an appropriate persona? How do you respond to students when they misbehave? How does your persona change? What signals are you sending students (fear? anger? frustration? nonchalance?) How do your actions affect students? What about your mannerisms could you change to project a more effective persona? Describe your implementation of proactive management strategies. Describe the effective strategies that you implemented to prevent problems. Select two or three inappropriate student behaviors from the tape and describe how you could have engineered the situation to reduce the likelihood that those misbehaviors would have ever occurred.
	Most problems do not have a simple cause or cure. Select a situation that is an on-going management or discipline problem in your classroom. Describe the problem. As you watch the video, describe the specific actions, words, or emotions you exhibit that may be contributing to the problem. How can you change your actions to reduce your contribution to the problem?
	Assess your leadership. Describe specific examples of how you manifest leadership in your classroom. What are you doing well? What areas need improvement? What specific strategies can you implement to improve your leadership?

PROCESS OF ANALYSIS: Use same process as described with Video Analysis Tool #1.

REFLECTIVE TOOL
Video Analysis Tool #3: Assessment Focused on Instruction

Prior to the first videotaping:

Select four of the nine questions below to use in analyzing your teaching segment by checking the box. Write an explanation for the choices of questions that you will use.

✓	Questions
	Describe how you motivated students to learn. How did students know what they were learning? How much motivation was apparent? What specific clues did students give you that they were motivated? Which students appeared to not be motivated? What specific clues did they give you that they were not interested? Are there any commonalities (i.e., gender, seating, learning ability, etc.) between the unmotivated students? How did you encourage students to own their learning? How could you improve student motivation?
	Describe the instructional objectives and the instructional strategies that you chose? Were the instructional objectives and strategies developmentally appropriate for the students? What specific clues did students give you that the instruction was developmentally appropriate? How did you accommodate typically high and low achievers? How did you accommodate students with learning disabilities or other special needs? In what areas do you need to improve this part of instruction?
	Checking for understanding is considered essential. Describe techniques that you use to informally assess and monitor student learning and understanding. How do you check for understanding with typically high and low achievers? How do you check for understanding with students with learning disabilities or other special needs? Which techniques worked well? In what areas do you need to improve this part of instruction?
	Analyze your directions for instructional activities? How many steps are involved in the directions? How many modes of communication (i.e., visual, audio, modeling, etc.) do you use in giving directions? How do you check to see that students understand your directions? Count how many questions students ask after you give the directions. How many times do you have to stop the activity and add more directions? At the end of the lesson, do students know what to do when they finish? How could you improve your directions?
	Measuring Teacher Questions. Adapt the audiotape self-assessment directions (p. 52) to use with your video.
	Measuring Teacher/Pupil Talk. Adapt the audiotape self-assessment directions (p. 52) to use with your video.
	Measuring Wait Time. Adapt the audiotape self-assessment directions (pp. 52-53) to use with your video.
	Examining Positive Teacher Statements. Adapt the audiotape self-assessment directions (p. 53) to use with your video.
	Measuring Gender Equity in the Classroom. Adapt the audiotape self-assessment directions (p. 54) to use with your video.

PROCESS OF ANALYSIS:**Analysis of the first videotape:**

As you watch the first teaching segment, reflect on the questions you have selected. Write your response to the selected questions after viewing the tape.

Set Goals:

Summarize your strengths and areas needing improvement. Describe specific strategies that you will use to improve.

Prior to the second videotaping:

Review your questions and goals.

Analysis of the second videotape:

As you watch the second teaching segment, reflect on the questions you have selected. Write your response to the selected questions after viewing the tape. Describe and define areas in which you still need to grow.

REFLECTIVE TOOL
for
ANALYZING INSTRUCTION

Name _____ Date _____ Week _____

Directions: Analyze your instruction based on implementation of a specific lesson or part of a lesson using the questions below as a guide.

Optional: Ask your cooperating teacher to observe you during the same lesson or specific part of a lesson.

Both of you should complete the form separately and afterward compare your perceptions. This is a valuable learning tool if done weekly.

The best part of this lesson was...

I think it was successful because...

As a result of this teaching experience, some things to consider for future lessons are:

REFLECTIVE TOOL For analysis of application of Division Themes & INTASC Standards Pre/Post-Assessment

Candidate _____

Date _____

Integration of Division Themes and INTASC Standards

Assess your current demonstration of skills using the following descriptors:

- 4 Exemplary progress**--all expectations met, outstanding documentation
- 3 Progress**--most expectations met, adequate documentation
- 2 Little progress**--some expectations met, some documentation
- 1 Inadequate progress**--few expectations met, little documentation

DIVISION THEME	<u>PRE</u>	<u>POST</u>
Reflective Scholar		
Instructional Leader		
Global Citizen		

INTASC STANDARD	<u>PRE</u>	<u>POST</u>
1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.		
2. The pre-service teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.		
3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.		
The pre-service teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.		
The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.		
The pre-service teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.		
The pre-service teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.		
The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.		
The pre-service teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.		
The pre-service teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.		

List two goals for improvement that you feel you can meet in the time remaining in your student teaching experience and that you believe will have a significant impact on your work as a classroom teacher.

Goal #1	Goal #2

REFLECTIVE TOOLS for AUDIOTAPE ANALYSIS of INSTRUCTION
--

Audiotapes are effective tools for analyzing student-teacher interactions. Audio recordings are inexpensive, unobtrusive, and do not require a great deal of sophistication in their use. They can be used to analyze a range of activities. Charts or graphs created from audio recording data may be used as artifacts in the portfolio.

Directions: Make an audiotape of a 20-45 minute lesson. Select the tool from the range provided or adapt your own version to assess aspects of student-teacher interactions.

Measuring Teacher Questions (Adapted from Freiberg, 1987)

The types of questions that a teacher asks can be used to indicate whether students are being challenged to think. While listening to the taped recording, code each question as either Recall/Informational (limited, specific response sought) or Reflective/Thought Provoking (open-ended response sought). Tally frequencies for each category. Calculate the percentages of each type of question by dividing the total number for each category by the total number of questions asked and multiplying by 100. With these calculations, analyze the data and plan a course to improve your use of questions. Re-use this tool in 2 weeks and compare results.

Sample:

Recall/Informational Questions	Reflective/Thought Provoking Questions
= 25 (71%)	= 10 (29%)

Analysis: This example reveals the student teacher is relying primarily on questions that call for recall or short answers more than deep reflection. Depending on the particular subject and the lesson objectives, the student teacher might set a goal to increase the use of reflective/thought provoking questions.

An alternative is to code the questions using more categories (i.e., Bloom's Taxonomy).

Measuring Teacher/Pupil Talk (Adapted from Freiberg, 1995)

Teacher and pupil talk can be compared as one indicator for determining whether a classroom is teacher- or pupil- centered. While listening to the taped recording, code who is talking every 5 or 10 seconds in one of the following categories: teacher, pupil, and silent. Tally each category and calculate percentages of teacher and pupil talk by dividing the total number for each category by the total number of tally marks and multiplying by 100. With these calculations, analyze the data and plan a course to improve the learning environment. Re-use this tool in two weeks and compare results.

Sample:

Teacher Talk	Pupil Talk	Silence
= 22 (65%)	= 8 (24%)	= 4 (12%)

Analysis: This example, taken at 10 second intervals, reveals that the teacher did most of the talking during a 5½ minute period. Depending on the activity and further samples, the teacher might decide to increase the amount of student talk and correspondingly decrease teacher talk.

Measuring Wait Time (Adapted from Freiberg, 1995)

Wait Time I: Waiting after posing a reflective or thought provoking question before taking a response encourages pupils to think about their responses. This increases the likelihood that more pupils could respond correctly. While listening to the taped recording, count the number of seconds between the time the question is originally asked and the start of the first pupil response. Repeat this procedure with a series of question/responses.

Calculate the average Wait Time I by dividing the total number of seconds by the total number of question/response (Q/R) incidents. Analyze the data to decide if you are allowing pupils enough time to think. If not, increase the amount of wait time. Re-test after two weeks.

Sample:

Q/R	Seconds
1	3
2	0
3	1
4	3
5	1
= 5 incidents	= 8 seconds
Average = 1.6 seconds per incident	

Analysis: This example reveals an average wait time of only 1.6 seconds. This is inadequate to encourage thinking. This student teacher should try to increase wait time for reflective and thought provoking questions to approximately 8-10 seconds.

Wait Time II: Waiting after the pupil responds before commenting encourages pupils to interact further. While listening to the taped recording, count the number of seconds between the time the pupil's response ends and the time the teacher's response begins. Repeat this procedure with a series of pupil response/teacher responses. Calculate the average Wait Time II by dividing the total number of seconds by the total number of pupil response/teacher response (R/R) incidents. Analyze the data to determine whether pupils are being encouraged to extend their comments and explanations.

Sample:

R/R	Seconds
1	0
2	0
3	1
4	0
5	1
= 5 incidents	= 2 seconds
Average = 0.4 seconds per incident	

Analysis: This example reveals an average wait time of only .4 seconds. This is inadequate to encourage further pupil response or elaboration. This teacher might try to increase Wait Time II.

Examining Positive Teacher Statements (Adapted from Freiberg, 1995)

Pupils tend to become more motivated when they perceive the teacher as having a positive attitude toward them. Teachers can convey this attitude by making positive statements that provide general (i.e., "Good job!") or specific acknowledgement (i.e., "I see that you finished all of the assignment this time!") or extended praise (i.e., "You topped yourself this time! There are no mechanical errors; the organization of this paper is clear and logical...") of a pupil's efforts. While listening to the tape, categorize the teacher's statements according to such categories as question, direction, instruction, positive feedback, and negative feedback. Calculate the percentage of each type of teacher talk by dividing the total number in a specific category by the total number of teacher statements and multiplying by 100. Further investigate this aspect of your teaching by categorizing positive teacher statements as: general acknowledgement, specific acknowledgement, and extended praise. Calculate the percentage of each type of positive statement by dividing the total number in a specific category by the total number of positive teacher statements and multiplying by 100. Analyze the data to find areas for improving the use of positive statements.

Measuring Gender Equity in the Classroom

Any of the previously cited tools can be adapted to measure gender equity in the classroom by further classifying whether the pupil is a male or female. The method is demonstrated below using the first example for measuring questions above.

Sample:

Recall/Informational Questions	Reflective/Thought Provoking Questions
MFFFM FFMMF FMFFF FMFMF FFMFF = 25 (71%)	MMFMF MMMMM = 10 (29%)

Total = 35 questions

Total # of female responses = 17 + 2 = 19

Total # of male responses = 8 + 8 = 16

% of females responding to recall/information questions = $(17 \div 35) \times 100 = 49\%$

% of males responding to recall/information questions = $(8 \div 35) \times 100 = 23\%$

% of females responding to reflective questions = $(2 \div 35) \times 100 = 6\%$

% of males responding to reflective questions = $(8 \div 35) \times 100 = 23\%$

Analysis: The quantity of male and female responses is relatively equal (19 vs. 16), but the percentages of responses to each type of question reveals that female pupils responded to lower level questions at a higher percentage than males and seldom responded to reflective questions. It also shows that males respond equally to both types of questions. This raises questions of gender equity that should be further explored and re-tested.

References

Bloom, B. (1956). Taxonomy of educational objectives: The classification of educational goals: Handbook I: Cognitive domain. White Plains, NY: Longman.

Freiberg, H. J. (1995). Promoting reflective practice. In Emerging trends in teacher preparation: The future of field experiences, Gloria Appel Slick, Ed., 25-45.

REFLECTIVE TOOL for ANALYZING THE PLANNING PROCESS
--

Name _____ Date _____ Week _____

Directions: Rate your planning on each of the following criteria using the following code:

N = Not Covered 1 = Needs Improvement 2 = Satisfactory 3 = Excellent

OBJECTIVES	
1. Outlined specific objective(s) for students to achieve	
2. Outlined level of achievement expected (novice, 90%)	
3. Each objective furthers accomplishment of larger goals for unit	
4. Each objective ties in with school and or district goals	
5. Each objective adds to the competency of each student	
6. Each objective is interesting to the students	
7. Each objective is achievable by the majority of the students	
8. Modifications are planned for individuals who are likely to experience difficulties in accomplishing objectives	
INSTRUCTIONAL STRATEGIES	
1. Considered alternative instructional strategies to help students accomplish stated objectives	
2. Considered how alternative strategies would benefit: a. typically high achievers b. typically low achievers c. pupils with learning disabilities or special needs	
3. Considered the time and resources needed to implement alternative strategies	
4. Considered the time and resources needed to prepare for alternative strategies	
5. Considered the developmental appropriateness of alternative strategies for: a. typically high achievers b. typically low achievers c. pupils with learning disabilities or special needs	
6. Considered what pre-knowledge students will need for alternative strategies	
PREPARATION	
1. Read/studied all of the materials and resources that students will use	
2. Read/studied additional material	
3. Contacted resource persons for further information	
4. Prepared to assess and/or provide pre-knowledge of students	
5. Prepared materials such as: a. worksheets, charts, hand-outs, etc. b. questions for the anticipatory set, review, discussions c. advance organizers d. overhead transparencies e. directions f. assignment sheets/rubrics/grading sheets g. bulletin boards, posters, etc.	
6. Gathered all materials, including modified materials	
7. Gathered all equipment needed	

REFLECTIVE TOOLS for ANALYZING STUDENT LEARNING

I. Pre- and post-test Analysis

Analyzing pre-instructional and post-instructional tests or quizzes is one way to provide evidence of student learning. Fill in the blanks on the following chart and then describe what the changes show about student learning.

	Pre-Test	Post-Test	Change
Range - Highest score - Lowest score			
Average - Mean score - Median score			
Grades - A (#, %) - B (#, %) - C (#, %) - D (#, %) - F (#, %)			
Test Items List test item numbers that 85% of the students missed.			
Analysis: 			

II. K-W-L Analysis

You can provide evidence of student learning by comparing pre-instructional and post-instructional knowledge using the K-W-L technique. In the beginning of the unit, chart what students know (K), want to know (W), and believe they already have learned (L) about the topic to be studied. This technique is typically used as a record of whole class or cooperative group learning. Photograph the original chart. As the unit progresses, return to the K-W-L chart frequently, adding new knowledge. At the end of the unit, finish the chart. Again photograph the final charts. Compare the pre-instructional and post-instructional charts. Describe what the changes show about student learning.

Alternative:

You can use this technique to show evidence of learning for individuals with diverse learning styles. Instead of creating a class chart, have individuals keep their own K-W-L sheet. Photocopy the sheets of selected individuals (i.e., typically high, average, and low achievers, students with learning disabilities or other special needs, matched male and female student pairs, etc.) at the beginning and end of instruction. Compare the pre-instructional and post-instructional charts. Describe what the changes show about student learning.

REFLECTIVE TOOL The Graduation Portfolio

“The...teaching portfolio has become increasingly valued in the field of education” (Costantino & De Lorenzo, 2002, p. 1). Indiana University East is among the many teacher education institutions incorporating portfolios as performance based assessment. The many definitions of teaching portfolios “consistently affirm the idea that portfolio documentation provides authentic evidence of a teacher’s work and is a vehicle for fostering reflection on the art and practice of teaching” (Costantino & De Lorenzo, 2002, p. 2). Creating the portfolio is as much a learning process as it is the creation of a product that provides a snapshot of one’s professional development.

In their beginning education courses, teacher education candidates are encouraged to start collecting documents and other artifacts for possible inclusion in their Admission to Student Teaching and Graduation portfolios. Candidates begin the process of bringing these materials together prior to the start of student teaching. They submit their initial portfolio at the end of their M401 field experience as a condition for admission to student teaching. During student teaching, candidates develop their graduation portfolio as one of the requirements of their capstone course (M311 or F203). Both portfolios provide candidates with a means for describing their current understanding of their own skills in a way that is not evident in other formats. Teaching portfolios “invite teachers to tell the story of their work and in doing so become more reflective of their own practices” (Anson, 1994, p. 186).

As stated above, the development of the graduation portfolio is incorporated into the requirements for M311 and F203 (capstone courses). During the beginning weeks of the student teaching semester, the instructors in these courses will provide information regarding the format, requirements, presentation, and assessment/evaluation of the portfolio. STs should be working on the portfolio throughout the semester. Additional information regarding portfolio organization, components, etc. can be found in the portfolio guidelines posted on the division website, <http://www.iue.edu/departments/doe/assessment.shtml>.

In their graduation portfolios, STs should strive to demonstrate the level of success they have achieved with regard to the Division’s conceptual framework (pp. 7-8, 16), the INTASC standards (pp. 8-14, 16), and the appropriate DPS developmental and content standards (p. 14, 16). This is accomplished through the thoughtful selection of artifacts and accompanying written explanations and reflections, which document both the ST’s professional growth and the learning achievements of her/his students during the student teaching semester. The graduation portfolio is one means by which STs demonstrate they have developed the competencies for independent practice and initial licensure.

The experience of developing teaching portfolios prepares candidates for professional practice. Documentation of professional growth and K-12 student learning are requirements of NCLB and PL221. DPS’s Rules 2002 Initial Practitioner (2 year) license requires the submission of a teaching portfolio in the second semester of the second year of teaching, which leads to the issuance of the Rules 2002 Proficient Practitioner (5 year) license. A portfolio is one component of national teacher certification through the National Board for Professional Teaching Standards. The teaching portfolio is a long-term, on-going professional project that continues throughout one’s career.

Reference

- Anson, C. 1994. New directions in portfolio assessment: Reflective practice, critical theory, and large-scale scoring. Boynton/Cook Publishers.
- Costantino, P. M. & De Lorenzo, M. N. 2002 Developing a professional teaching portfolio: A guide for success. Boston: Allyn and Bacon

Forms & Models

- **Checklist for Forms**
 - **Beginning Student Teaching Checklist**
 - **Proposed Plan of Implementation (PPI)**
 - Sample Elementary Instructional Plan
 - Sample Secondary Instructional Plan
 - **Request for & Notification of Absence**
 - **Criteria for Evaluating a Lesson Plan & Lesson Implementation** (see p. 41)
 - **University Observation Report**
 - **Ending Student Teaching Checklist**
- Distributed at Student Teaching Orientation Meeting:
- **Student Teaching Evaluation** (Mid-term & Final)
 - **Cooperating Teacher Program Evaluation**
 - **Student Teacher Program Evaluation**

FORMS & MODELS

This section of the handbook presents information that will be needed throughout the student teaching experience. The models and explanations will assist you with the completion of all required forms. The actual forms may be copied directly from the handbook as needed. When completing the forms, please use legible handwriting and make sure to provide *all* requested information.

Student files at IUE are open to candidates under the Buckley Amendment (FERPA) regulations. CTs and USs should make sure that STs not only see evaluations, but also have opportunities to discuss them. This is necessary for continued growth and to provide due process. STs should retain a copy of *all* evaluations and letters of recommendation for possible inclusion in their graduation portfolios, personal credential files, etc.

STs have the ultimate responsibility for submitting documents to the Office of Field Experiences and meeting all deadlines.

Check-List for Forms

Form	Week or day due	Responsibility of:	Copies to:
Proposed Plan of Implementation (p. 62-65)	2 nd week (or as arranged at the beginning of the semester)	CT & ST jointly	CT/ST/US*
Beginning Student Teaching Checklist (p.61)	1 st ST seminar	ST & CT jointly	Director
Request for & Notification of Absence (p. 66)	as needed	ST, CT &/or US	Director
University Observation Report (p. 67)	with each observation visit	US	CT/ST/US*
Student Teacher Evaluation – Midterm	5 th or 6 th week	CT, ST, US separately	CT/ST/US*
Student Teacher Evaluation – Final	within the last 5 days of student teaching	CT, ST, US separately	CT/ST/US*
Cooperating Teacher’s Program Evaluation	final week	CT	Director
Student Teacher’s Program Evaluation	final week	ST	Director

* These items will be reviewed by the DFE and retained in the ST’s permanent clinical file.

BEGINNING STUDENT TEACHING CHECKLISTDate due or
completed**CT's voucher and information update**

CTs complete this paperwork and return it to Carla Bowen, secretary, IUE
Division of Education _____

**Arrangements for inclement weather/school delays/cancellations/
unexpected absence:**

CT explains process to ST

CT and ST exchange contact information (phone numbers, etc.) _____

Limited criminal history checks:

CT checks with principal about building procedures and informs ST. _____

ST takes responsibility for following through in a timely manner. _____

Parent letter for video/picture permission

Prepare this letter and send to parents during weeks 1 or 2
asking parents to respond by end of week 3. _____

Proposed Plan of Implementation (PPI):

Complete the cover sheet (p. 63) _____

Prepare a description of the student teaching setting
(see explanation on cover sheet, p. 63) _____

Prepare a calendar (12 weeks/60 days). _____

Teacher in-service days count as workdays for STs.

Holidays do not count in the 60-day total. _____

Prepare a weekly schedule including special classes,
prep periods, etc. _____

During **week 1**, prepare a 12 week curriculum plan.

A partial example of this type of plan is provided in chart form on
pages 64 & 65. Use these examples as guides. The purpose of this
long range planning opportunity is to give STs and USs an overview
or scope and sequence of instructional expectations beginning with
what the K-12 students already know and are able to do and ending with
what they should know and be able to do at the conclusion of student teaching.
USs understand that this plan may change over time. However, this
is a valuable long range planning experience for STs and serves STs
well as a useful curriculum guide.

**Include videotaping (at least 3 times), the teaching
of at least 5 lessons from an original unit, analytic tools,
arrangements for regular CT/ST conferencing in this schedule,
and date of mock interview with cooperating principal.** _____

Mock interview: Schedule a mock employment interview with the
building principal or assistant principal following the final ST
seminar and prior to the capstone classes at the end of the term.
The DFE will establish the specific dates each semester. _____

(Return this completed form to the seminar instructor along with the completed PPI.)

Proposed Plan of Implementation (PPI)

The PPI consists of five parts as listed on the Beginning Student Teaching Checklist (p. 61). The instructional team (CT and ST) jointly develops the PPI by the end of the first or second week of student teaching.

Part 1, the PPI cover sheet (p. 63), includes identification, contact information, and non-instructional teaching duties/activities for which the ST will be responsible or participate in during the student teaching experience. STs can benefit from additional responsibilities outside of instruction (i.e., team and faculty meetings, parent-teacher conferences, extra-curricular events, field trips, conferences and in-service training, IEP or child study meetings, supervisory duties such as playground or cafeteria duty, etc.). STs should be expected to participate in a reasonable number of such activities in order to have the full experience of a teacher, but should not be required to attend all such activities nor any for which they will incur additional expense.

Part 2 requires the ST to fully describe the school/classroom setting in writing. This is essential information for the ST to have as she/he determines student teaching goals. In addition, it informs USs of the context in which the ST is teaching prior to the first observation visit. Also, CTs will find this section of the PPI helpful as they write letters of recommendation for their STs at the end of the student teaching semester.

Parts 3 & 4 provide STs with a complete schedule of classes and school special events, in-services, holidays, parent-teacher conferences, etc. USs need this information so they can plan observation visits at times when they know STs will be in the classroom teaching.

Part 5 of the PPI spells out the ST's specific responsibilities for instruction during the course of the student teaching experience. The purpose of this plan is to give STs and USs an overview or scope and sequence of instructional expectations beginning with what the students already know and are able to do and ending with what they should know and be able to do at the conclusion of student teaching. This is a valuable long range planning experience for STs and serves STs well as a useful curriculum guide. USs understand that this plan may change over time, but are able to use it as a curricular reference enabling them to place the lessons they observe in the context of overall instruction. A partial example of this type of plan is provided in chart form on pages 64 & 65.

The ST makes four copies of all parts of the PPI, staples the parts together and distributes copies to the CT, US and DFE. The ST should retain a copy as well. The instructional team will refer to this plan throughout the student teaching semester noting necessary adjustments as well as tracking progression through the experience. The US and DFE refer to the PPI when scheduling visits, to monitor the ST's progress through the field experience, and to document completion of the field experience requirements.

The PPI is a flexible document rather than a legally binding contract. Modifications are often necessary due to changing circumstances in the classroom. The instructional team should feel free to make changes as needed. However, if a *major* change is made (i.e., scheduled class times are changed, the ST is not meeting the lead teaching requirement of 40-45 consecutive days, extended illness, etc.) the US should be notified immediately. The US will relay this information to the DFE for advice, recommendation, or resolution.

INDIANA UNIVERSITY EAST Division of Education Proposed Plan of Implementation (PPI)
--

PART 1.

Student _____ Cooperating Teacher _____

School _____ School Corporation _____

Semester Fall Spring Year _____ Dates of Experience _____

Grade Level(s) _____ Subject(s) _____

As apprentice teachers, STs should meet the same requirements of a teacher employed within the school corporation. Therefore, STs are expected to work a standard teacher workday and complete 60 days according to the policies and calendar of the school in which they are placed. Anticipated absences require the prior approval of the DFE and prior agreement of the cooperating teacher to be excused. "Request for & Notification of Absence" (p. 66) should be submitted to the DFE and approved prior to absence. For an unexpected absence, this same form is completed by the ST, signed by the CT and submitted to the US and DFE for final confirmation.

The Standard Teacher Workday begins at _____ a.m. and ends at _____ p.m.

Report unexpected absences or tardiness to:

	Telephone Number (s)	E-mail Addresses
Cooperating Teacher		
University Supervisor		
ST's contact information		

NOTE: The student teacher assumes responsibility for providing the cooperating teacher with all plans and materials for any instructional responsibilities during any absences.

Non-instructional activities the student teacher will assume include: (i.e., recess, cafeteria duty, hall supervision, etc.)

Date	Activity	Date	Activity

PART 2. Description of student teaching setting:

of students in classroom (elementary) # of class periods/blocks & subject areas taught (secondary)
 Teacher's aide present? How many hrs. per day? # of students per class (secondary)
 # of special needs students and explanation of needs/accommodations
 # of students in the school and socio-economic description
 Cooperating school/corporation goals, mission, academic focus, etc.

PART 3: a calendar (12 wks./60days) **PART 4:** a daily/weekly schedule, **PART 5:** a 12 week plan.
 (See page 62, Parts 3-5 for details.)

Please, sign below:

Cooperating Teacher / Date_____
Student Teacher / Date_____
University Supervisor / Date

Copies to: ST , CT , US, and DFE.

PROPOSED PLAN OF IMPLEMENTATION

EXAMPLE

PPI PART 5 – Partial 12 WEEK PLAN FOR STUDENT TEACHING
Primary grades Sample

Week	Dates	Analysis	Guided Reading	Writing & Shurley	Handwriting	Social Studies	Science	Math
1	8/16 to 8/20	Set up regular conference time with CT* Phase-in stage	Story title _____ skills: _____	Topic _____ skills: _____	Identify letters: _____ Introduce lined paper practice: L & l lined paper	Unit 1, lesson 1: Families	Unit 1, lesson 1: Animal babies	Review Addition facts 0-5
2	8/23 to 8/26	1 st video tape part time teaching	Story title _____ skills: _____	Topic _____ skills: _____	Identify letters: _____ practice: O & o	Unit 1, lesson 2 Neighborhoods	<i>Farm animals 1st of 5 lessons**</i>	Review subtraction facts 0-5
3	8/29 to 9/2	Analytic tool: Questions Begin full time teaching from CT & ST lesson plans	Story title _____ skills: _____	Topic _____ skills: _____	Identify letters: _____ practice: b & d	Unit 1, lesson 3 Community Workers	<i>Forest animals 2nd of 5 lessons</i>	Introduce addition facts to 10 and coins (penny, nickel, dime)
4	9/5 to 9/9	2 nd video tape: focus on classroom management Full time planning and teaching.	Story title _____ skills: _____	Topic _____ skills: _____	Identify letters: _____ practice: B & D	Field trip to Fire Station Policeman as guest speaker	<i>Jungle animals 3rd of 5 lessons</i>	Introduce subtraction facts to 10 and review coins (penny, nickel, dime)

An additional 8 rows would be added for weeks 5 through 12.

* conferences with CT scheduled on M, W, Th, 3:00 – 3:30 p.m.

** *Lessons from original unit*

****date of mock interview with building principal*

PROPOSED PLAN OF IMPLEMENTATION

EXAMPLE

PPI PART 5 – Partial 12 WEEK PLAN FOR STUDENT TEACHING
Secondary Education Sample

Week	Dates	Analysis	English 10	Speech	English 7	English 12
1	8/16 to 8/20	Set up regular conference time with CT* Phase-in stage	Vocabulary Unit 7 Novel title: _____ Discussion for review Essay test	Listening: Chapter 3	Shurley grammar skills: _____ Reading Groups: _____ Vocabulary lesson: _____	Getting acquainted activity. Pre-testing on writing skills
2	8/23 to 8/26	1 st video tape part time teaching from CT's plans	Introduce _____ (title of novel) Vocabulary Unit 7/8	Nonverbal Communication: Chapter 4 Movie speeches	Getting acquainted activity Shurley grammar: _____ Essay writing: _____ Reading Groups: _____	Begin persuasive speech unit: _____ _____ _____
3	8/29 to 9/2	Analytic tool: the planning process Begin full time teaching from CT & ST lesson plans	Novel title: _____ pgs. 1-50 Webquest Vocabulary Unit 8	Interviewing: Chapter 5 Group discussion: Chapter 6 Demonstration speeches: Group C deliver	Shurley grammar: _____ Reading Groups: _____ <i>Original unit, lesson 1:</i> _____	Finish persuasive speech unit: _____ _____ _____
4	9/5 to 9/9	2 nd video tape: focus on instruction. Full time planning and teaching.	Novel title: _____ Pgs. 51-76 Assign short dramas Vocabulary Unit 9	Researching: Chapter 7 Finish demonstration speeches: Group B deliver	Shurley grammar: _____ Introduce journal writing <i>Original unit lesson 2:</i> _____	Begin Victorian Literature: women in Victorian lit _____ Start journals: _____

An additional 8 rows would be added for weeks 5 through 12.

* conferences with CT scheduled during prep times on T, Th, F

** *Lessons from original unit*

****date of mock interview with building principal*

Indiana University East Division of Education Request for & Notification of Absences

Directions: This form should be used to request an excused absence for any **anticipated absences** from either the student teaching experience or seminar. This form is also used for **unexpected absences** or tardiness due to such things as sudden illness, accidents, or weather-related problems.

- When the student teacher will **miss part or all of a school day for an anticipated absence**, the form must have the agreement and signature of the cooperating teacher before being submitted to the Director for review. Please note that it is the student teacher's responsibility to provide the cooperating teacher with all plans and materials during any absence.
- When the student teacher will **miss seminar**, the form must have the agreement and signature of the university supervisor and/or Director of Field Experiences.
- The form must be submitted **before** the **anticipated absence**. Acquire signatures as indicated below. The DFE will evaluate the request, grant or deny it as an excused absence, and adjust make-up day(s) or assign make-up work if appropriate.
- For **unexpected absences**, submit this form ASAP **after** the absence. Record the date, time and reason for the absence from school or seminar. Indicate the dates when the absence will be made up and acquire the CT's signature of approval for absences from school and the US's or DFE's signature for absences from seminar. Provide a copy of the completed form to the US and DFE for confirmation.

Section A: To be completed by the Student Teacher.

Name _____ Date _____

Home Telephone _____ E-mail _____

School _____ School Corporation _____

Semester Fall Spring Year _____ Dates of Experience _____

Date(s)	Time (Select One)	Reason for Absence	Absence from: (Select One)
	<input type="checkbox"/> Full day or from _____ to _____		<input type="checkbox"/> school <input type="checkbox"/> seminar
	<input type="checkbox"/> Full day or from _____ to _____		<input type="checkbox"/> school <input type="checkbox"/> seminar
	<input type="checkbox"/> Full day or from _____ to _____		<input type="checkbox"/> school <input type="checkbox"/> seminar

REQUIRED: Date(s) for make-up (with CT recommendation/input) _____

Section B: Signatures indicate agreement.

Request for Absence from School	Request for Absence from Seminar
_____ Cooperating Teacher's Signature Date	_____ University Supervisor's or DFE's Signature Date

Section C: To be completed by Director of Field Experiences.

Request for an excused absence is Granted Denied

Make-up assignment or revised dates _____

Copies to: CT, US, DFE as appropriate

Director of Field Experiences

Date

University Observation Report

Person _____

Observed _____

Date _____ Time _____ # _____

School _____

Grade/Subject _____

Lesson Title _____

CT _____ US _____

CLASSROOM MANAGEMENT:

1. Organizes instructional learning time (5)
2. Utilizes space/materials/equipment (5)
3. Manages student behavior to enhance learning (5)
4. Moves comfortably around classroom. (5)

STUDENT/TEACHER INTERACTION:

5. Displays a rapport with students. (2, 3, 5, 6)
6. Expresses positive expectations of students & self. (2, 9)
7. Generates enthusiasm, drive & vitality. (5)
8. Incorporates a sense of humor appropriately. (5, 6)

LESSON PLANS (see separate evaluation form)**INSTRUCTIONAL DELIVERY:**

- 9 Uses proper English/voice is expressive. (1, 6)
 10. Gives good, clear directions. (6)
 11. Demonstrates mastery of subject matter. (1)
 12. Fosters higher level thinking skills. (4, 6)
 13. Varies teaching strategies & materials to address learner needs.
(2, 3, 4)
 14. Motivates & involves students. (5)
 15. Evaluates learner progress & provides feedback. (8)
- (# = INTASC)

- *Boxed items (above) may be checked by the US if doing so aids in recording/explaining what was observed during a visit.*
- *The US may focus her/his observation on a limited number of particular items during any one visit.*
- *The number of items checked has no correlation to student teaching grades. Unmarked items would be similar to the "N" code on the student teaching evaluation; which simply means "not observed".*
- *Marked and/or unmarked items will be discussed during the US/ST conference at the end of the visit.*
- *Another version of the University Supervisor's Report does not include the boxed items and may be used by the US instead of or in addition to this version.*

Copies: **ST** = Student Teacher (white) **CT** = Cooperating Teacher (yellow) **US** = University Supervisor (gold) **DFE** = Director of Field Experiences (pink)
(This form is printed on 4-part, carbonless paper)

ENDING STUDENT TEACHING CHECKLIST

Fill in date completed

CT's voucher and information update:
complete this paperwork and return to Carla Bowen, secretary, IUE
Division of Education. **(This is necessary only if not completed and
turned in at the beginning of the semester.)**

Date: _____

**Completed student teaching evaluation forms from
ST, CT, and US**

Following last
US visit

Date: _____

Student teaching program evaluation forms

Following last
US visit

Date: _____

Letter of recommendation from CT

Following last
US visit

Date: _____

Graduation portfolio.....

Date due:_____

Turn in this completed checklist along with your portfolio. Any comments or explanations regarding the items listed above should be written in the space below.

Sample Rubrics for Potential Capstone Assignments

- **M401 video analysis**
- **Introduction assignment (goal setting)**
- **Journal assignments**
- **Unit plan & lesson plan rubrics**
- **Overall reflection/conclusion assignment**
- **Resume assignment**
- **Mock employment interview rubric**

M401 Video Analysis Journal Scoring

Name _____

Score _____

I. Overall Organization and Development

- ____ My paper follows a **logical flow** making it easy for the reader to connect my written description with what s/he sees on the video
- ____ The **sequence** of ideas in my paper aids the reader in following my train of thought.
- ____ My **paragraphing** is an asset to the organization of my paper.

II. Writing Mechanics

- ____ I have no spelling errors.
- ____ I have no grammar errors.
- ____ I have no punctuation errors.
- ____ I have no capitalization errors.

III. Analytic Tool

- ____ I have clearly named the analytic tool I have chosen to use to evaluate my video.
- ____ I have chosen an appropriate analytic tool based on the portion of the lesson recorded.

IV. Reason for Using a Particular Tool

- ____ I have stated **why** I am using a particular analytic tool or set of questions.

V. Explanation

- ____ I have clearly explained the experiences for the reader (what happened?).
- ____ I have clearly described the results of these experiences.
- ____ I have answered the analytic questions posed.

IV. Reflection

- ____ There is clear evidence of how my reflection will impact my student teaching &/or the goals I may set for student teaching.

<i>Rating</i>	<i>Description</i>
6 - Excellent 5 - Very Good 4 - Good 3 - Fair 2 - Needs Attention 1 - Seriously Weak	Writing is organized and well-developed No mechanical errors Good choice of analytic tool with reason for choice Clear distinction between explanation & reflection Very good picture of experiences Reflection including impact on self, student teaching, and/or goals

Introduction Rubric (Goal Setting)

Name: _____

_____ (1 pt.) **Overall Organization**

My paper follows a **logical flow** making it easy for the reader.
The **sequence** of ideas in my paper aids the reader in following my train of thought.
My **paragraphing** is an asset to the organization of my paper.

_____ (1 pt.) **Writing Mechanics**

I have no spelling errors.
I have no grammar errors.
I have no punctuation errors.
I have no capitalization errors.

_____ (1 pt.) **Description of Setting**

I have clearly described my student teaching placement setting:
the students' families, cultures, and the community, including, but not limited to:
the locale of my school (urban, rural, etc.)
the socioeconomic levels of students in my class(es)
the ethnicity ratios of my classes
the special needs of my students including ESL, IEPs, impairments, etc.
the gender ratio of my class(es)
the learning style(s) of students in my class(es)
characteristics of the school &/or students which affect how I'll teach

_____ (2 pts.) **Goals Relative to Students/School Setting**

I have clearly stated 3-5 goals which I hope to achieve during student teaching.

I have specified reasons for why I have set these goals.

- _____ At least one goal is related to students' families, cultures, or the community (GC)
- _____ At least one goal is directly related to my impact on student achievement (IL)
- _____ At least one goal reflects self-improvement (RS)

_____ (1 pt.) **Conclusion**

The conclusion to this introduction is a good lead-in to my portfolio.
Reading this introduction will entice the reader to read my portfolio.

_____ **My total points for this assignment**

Rating:

- 6 – Excellent
- 5 Very Good
- 4 - Good
- 3 - Fair
- 2 – Needs Attention
- 1 – Seriously Weak

General Explanation-Reflection Scoring

Name _____ E-R # _____ Score _____

I. Overall Organization and Development (1 point)

- _____ It's obvious to the reader that my journal entry is based upon a **broad portion** of my student teaching and not just one lesson.
- _____ My paper follows a **logical flow** making it easy for the reader to picture the experiences I'm describing.
- _____ The **sequence** of ideas in my paper aids the reader in following my train of thought.
- _____ My **paragraphing** is an asset to the organization of my paper.

II. Writing Mechanics (1 point)

- _____ I have no spelling errors.
- _____ I have no grammar errors.
- _____ I have no punctuation errors.
- _____ I have no capitalization errors.

III. Explanation (1 point)

- _____ I have clearly explained the experiences for the reader (what happened?).
- _____ I have clearly described the results of these experiences.

IV. Reflection (1point)

- _____ There is clear evidence of how my reflection impacts me as a teacher &/or impacts the learning of my students.

V. Connections to INTASC Standards & Division Themes (2 points)

- _____ I have listed the supporting arguments by *number & letter* (if applicable) to document INTASC connections (pgs.8-14 in ST Handbook).
- _____ Division Themes are clearly connected (pgs. 7-8 in ST Handbook).
- _____ Documentation choices are well-supported by *implementation/reasoning*, not just mentioning. How do my actions or how do my thought processes support my INTASC/theme connections?
- _____ I have referenced some form of analysis I have done or will be doing for the purpose of collecting data to help me prove my professional growth and/or student learning and as documentation of my implementation of INTASC standards and Division themes.

<i>Rating</i>	<i>Description</i>
6 - Excellent	Writing is organized and well-developed No mechanical errors Clear distinction between explanation & reflection Very good picture of experiences Deep reflection including impact on self and/or students Connections to INTASC & Themes are clear and well-supported
5 - Very Good	
4 - Good	
3 - Fair	
2 - Needs Attention	
1 - Seriously Weak	

Student Teaching Unit Evaluation Scoring

Name _____

___ (1 pt.) The lessons form a cohesive unit.

___ (3 pt.) The objectives are clearly stated and are closely aligned with academic standards.
Why am I teaching this lesson? What do I want students to know or be able to do?

___ (3 pt.) The assessments match objectives.
How will I know students have learned or are able to do those things identified in my objectives?

___ (2 pt.) There is evidence of planning for a variety of learning styles, needs &/or multiple intelligences. *What do my students need?*

___ (1 pt.) A standard format has been followed in writing the unit. *What resources are needed?*

___ (2 pt.) The activities/procedures are relevant to meeting the objectives. *What am I going to do to give my students the experience or practice they need to help them succeed at meeting my lesson objectives?*

___ **Total Points**

Lesson Plan Evaluation Form

◆ ___ Name

◆ ___ Grade

◆ ___ Subject

◆ ___ Title

◆ ___ Materials needed

*You are expected to put all identifying information on your lesson plan
(though no points will be given for this).*

Objective: 2 points

___ Must include all 4 parts: (A) audience (B) behavior (C) conditions (D) degree

___ Please label each part of your objective (A, B, C, D). If the condition and/or degree are listed in the assessment, please label it in the assessment.

___ You may have more than one objective. It is better to separate them than to try to combine them. For example: "The student will write a paper comparing and contrasting schools of the 1960's with schools of 2005, using correct capitalization and end-of-sentence punctuation.

Better: "The student will write a paper with the aid of his/her class notes comparing schools of the 1960's with schools of 2005 in which s/he identifies at least two similarities and two differences."

* "The student will use correct capitalization in writing the paper."

* "The student will use correct end-of-sentence punctuation in writing the paper."

* Unless otherwise stated, it is assumed that mastery is 100% for these objectives.

Standards: 1 point

___ Standard(s) addressed is (are) clearly named and closely aligned with the objectives.

Procedure: 1 point

___ The procedure is written in such a manner that a substitute teacher could easily follow it. The procedures must be relevant to meeting the objective(s).

___ Please identify (underline, highlight) *differentiated instruction* (evidence of planning for a variety of learning styles, needs, &/or multiple intelligences).

___ Your procedures must contain an initiation activity as well as a culminating activity.

Assessment: 2 points

___ The assessments must contain criteria for evaluation. How will the student be scored, graded, evaluated? Please include a sample.

___ The assessment(s) must measure mastery of the objective(s).

___ If the condition (C) and/or degree (D) of mastery is (are) in the assessment, please label it (them) as such.

___ **TOTAL** (6 points possible)

Conclusion/Overall Reflection Scoring

Name _____

Score _____

I. Overall Organization and Development / Writing Mechanics (1 point)

- My paper follows a *logical flow* making it easy for the reader to picture the experiences I'm describing.
- The *sequence* of ideas in my paper aids the reader in following my train of thought.
- My *paragraphing* is an asset to the organization of my paper.
- I have no *spelling, grammar, punctuation, or capitalization* errors.
- Word choices and phrases enhance my paper.

II. Goals (1 point)

- There is reference to my student teaching goals either in the introductory paragraph or within the body of my paper.

III. Division Themes (3 points)

- I have clearly explained where I am now as an Instructional Leader.
- I have clearly explained where I am now as a Global Citizen.
- I have clearly explained where I am now as a Reflective Scholar.
- Support for themes is by implementation / reasoning.
- There is clear evidence of how my reflection impacts the learning of my students.

IV. Concluding Paragraph (1 point)

- My conclusion completes the picture of "who I am as a teacher."
- There is clear evidence of how my reflection impacts me as a teacher now and in thinking about the future.
- My conclusion leads the reader into my Professional Growth Plan.

<u>Rating</u>	<u>Description</u>
6- Excellent	Writing is organized and well-developed No mechanical errors, awkward wording Deep reflection including impact on self and students Connections to themes are clear and well-supported
5 - Very Good	
4 - Good	
3 - Fair	
2 - Needs attention	
1 - Seriously weak	

FINAL RESUME SCORING – 10 possible points

Student Teacher: _____

Required resume components – (5 points possible)

Information items

(each of the following four items is worth 1 point)

- ____ Personal data (email hyperlink in black)
- ____ Objective
- ____ Education/Licensure
- ____ References included on separate page

Relevant additional information (paid/unpaid employment, leadership, professional development, etc.)

(Student will not be penalized if s/he chooses not to include any additional information for this assignment.)

Point scale for information items

- 0 = something important is obviously missing
- ½ = changes are necessary
- 1 = component is complete

Format

(each of the following two items is worth ½ point)

- ____ Professional appearance (alignment, consistency)
- ____ Error free (mechanical errors)

Point scale for format items

- 0 = unattractive and errors
- ½ = attractive
- ½ = error free

Required Teaching Experiences/Competencies component - (5 points possible)

Competencies format

(each of the following three items is worth 1 point)

- ____ Position titles, locations, and dates are included.....
- ____ Each competency begins with a verb.....
Verbs are all past tense for this assignment
- ____ Competencies overview (refers to representation of
all areas of teacher effectiveness & must include
student learning) 3 to 5 items required

Point scale for competency format items

- 0 = most information is missing
- ½ = some information is included but leaves reader with questions
- 1 = all information in clear
- 0 = lack of coherent consistency in use of verb and verb tense
- 1/2 = some begin with verbs (or) all verbs are not the same tense
- 1 = consistent use of verbs and verb tense
- 0 = inadequate representation or number of items
- ½ = adequate number of items, some areas represented
- 1 = good number of items and good representation

Competencies content

(this item is worth 2 points)

- ____ Competencies are well-written
(evidence is included in the form of reasons &/or results)

Point scale for teaching competency content items

- 0 = weak or no reasoning/results
- 1 = all competencies include some reasoning or results
- 2 = solid reasoning and some results

____ **TOTAL RESUME SCORE**

Student Teacher: _____

Mock Employment Interview Rubric

DIRECTIONS: Please circle the description which best describes your mock interview experience with the student teacher and/or write the point value in the section circled. You may use ½ points. For example, if a student teacher is highly exceptional in an area you may rate him/her at 3.5 points. If his/her performance is somewhat a 3 and somewhat a 2 you may rate him/her at 2.5 points, etc. Please tally the points and enter the total in the box in the lower right hand corner of the chart.

POINTS → → →	3	2	1	0
First impressions				
<i>Appearance, poise & eye-contact</i>	Professional, confident and comfortable. Eye contact was appropriate.	Somewhat professional, confident and comfortable. Eye contact was usually appropriate.	Appropriate but obviously too nervous. Eye contact was too frequent or too infrequent.	Negatively impacted the interview team. Constant eye contact or no eye contact at all.
<i>Spoken language</i> (uses proper English and expressive voice)	Consistently	Most of the time	Noticeable errors or lack of expression	Riddled with errors and no expression.
Responses				
<i>Supporting evidence</i> (in verbal and/or visual form)	Consistently gave valid and convincing examples to support claims made about experiences.	Usually gave valid and convincing examples which usually supported claims made about experiences.	Some indication of effort made to provide supporting evidence but lacked conviction or validity.	Supporting evidence was seriously lacking or non-existent.
<i>Student learning</i>	Valid and convincing evidence that students learned and/or achieved as a result of his/her teaching.	Some valid or convincing evidence that students learned and/or achieved as a result of his/her teaching.	Evidence of student learning was weak or lacking validity.	Evidence of student learning was non-existent.
<i>Professional growth</i>	Valid and convincing evidence of his/her growth as a professional educator.	Some valid or convincing evidence of his/her growth as a professional educator.	Evidence of professional growth was weak or lacking validity.	Evidence of professional growth was non-existent.
<i>Organized and relevant</i>	Responses were focused on the topic or question and stated in an organized, easy to understand manner.	Responses were usually focused on the topic or question and were usually stated in an organized, easy to understand manner.	At least half of the responses were confusing and/or off the topic.	Interviewers had great difficulty following the interviewee's train of thought during more than 1/2 of the interview.
Summary				
<i>Preparation level</i>	Well prepared.	Somewhat prepared.	Seemed unprepared to respond to more than ½ the questions.	Total lack of preparation was obvious.
<i>Recommendation</i>	I would be highly interested in hiring this candidate.	I would call this candidate back for a second interview.	This candidate has potential and would benefit from placement with a strong mentor teacher.	This candidate would not be a good match for a teaching position at this point in time.
Sub-totals (use for convenience of totaling points)				GRAND TOTAL: (sum of all columns) _____

Please, use the back of this form for additional comments, compliments, and/or suggestions for improving interview skills and performance prior to actual employment interviews.

