ELEMENTARY
STUDENT TEACHING
HANDBOOK
PREFACE

Welcome to your student teaching semester!

Whether you are a student teacher (teacher candidate), 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 Education website at http://www.iue.edu/education/ 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, School of Education 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 School of Education conceptual framework, INTASC principles, Office of Educator Licensing and Development (OELD) developmental and content standards, and IU East learning objectives. Upon satisfactory completion of 60 days of student teaching, all degree requirements and passing all state required exams, teacher education candidates are recommended for REPA initial practitioner licensure in the following area: ELEMENTARY EDUCATION: Elementary Generalist K-6.

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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Thanks to all those who came before me and those who work with me now. This book is a compilation of the work and ideas of Emily Leming, Judy Maurer, Becky Eastman, Richard Roams, Marilyn Watkins, and those who are currently part of the I.U. East School of Education include the University Supervisors listed above.
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GLOSSARY

**Cooperating Teacher**: Classroom teacher who directly supervises a student teacher in a K-6 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.

**OELD Developmental and Content Standards**: The Division of Professional Standards (OELD) (formerly the Indiana Professional Standards Board/IPSB) has prepared sets of developmental and content standards for teachers. These standards are accessible at the OELD website http://www.doe.in.gov/licensing

**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 “Model Weekly Schedule”.)

**Indiana Department of Education**: The state department governing all aspects of P-12 education including academic and teaching standards. http://www.doe.in.gov/

**In-service Teacher**: A licensed, employed teacher.

**InTASC Principles**: Interstate New Teacher Assessment and Support Consortium - A set of ten core principles and indicators that a competent beginning teacher is expected to demonstrate.

**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. http://www.doe.in.gov/licensing/indiana-mentor-and-assessment-program-imap

**Instructional Team**: A sub-team of the triad that includes the cooperating teacher and student teacher. They work together daily in the classroom

**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. See Model Weekly Schedule, weeks 8-11 are the recommended time for Lead Teaching.

**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** *(Abbreviation: PPI)*: A document that spells out a student teacher’s specific responsibilities for instruction and other teaching duties.

**Student Teacher/Teacher Candidate:** These terms are used interchangeably. Students enrolled at Indiana University East who have met all standards of the Teacher *(Abbreviation: ST)* Education Program and have been recommended for admission to student teaching.

**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 includes the cooperating teacher and university supervisor. They focus on the professional growth of the student teacher.

**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** *(Abbreviation: US)*: Employees of Indiana University East who share responsibility with cooperating teachers for the professional growth of the student teacher.

**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.
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
The mission of the School 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.

THE PURPOSE
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 School 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).

THE GOAL
It is the goal of the School of Education to ensure that every graduate’s performance in each professional experience reflects the following:
• School of Education’s conceptual framework
• principles of the Interstate New Teacher Assessment and Support Consortium (INTASC)
• Division of Professional Standards (OELD) developmental and content standards
• Learning objectives specified for all Indiana University East graduates

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 Scholar, Instructional Leader, Global Citizen**

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.

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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 School of Education priority indicators and are items to be scored on the evaluation form.)

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

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
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
INTASC CORE TEACHING STANDARDS
Interstate New Teachers Assessment and Support Consortium

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Taken from –
For the complete InTASC document, follow the web address

Indiana University East has adopted the core INTASC standards and uses them to measures 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 capstone 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 Indiana Department of Education Division of Professional Standards website

http://www.doe.in.gov/sites/default/files/licensing/elementary-generalist.pdf

In addition, pre-service teachers are required to use Indiana academic
http://www.doe.in.gov/standards 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 LEARNING OUTCOMES**

The Indiana University East Campus Learning Outcomes are designed to provide graduates with the knowledge, skills and attitudes for a productive life. Indiana University East's faculty seeks to guide students to become lifelong learners, effective communicators, and critical thinkers. Graduates will be able to...

1. **Communicate clearly and effectively in written and oral forms**

   Effective communication includes the ability to read, write, listen, speak, and use appropriate resources in delivering and responding to a message. A competent communicator is able to compose a clear message, relate purposeful and relevant ideas
suitable to the intended audience, and select appropriate written, verbal and nonverbal strategies to effectively communicate or respond to an intended message.

2. **Access, use and critically evaluate a variety of relevant information sources**

   University educated individuals have the skills to efficiently and effectively locate, retrieve and evaluate information in order to use academically valid source material. Educated individuals have the ability to assess the accuracy, credibility, objectivity and timeliness of information and use that information ethically through appropriate documentation methods.

3. **Apply principles of inquiry to define and analyze complex problems through reasoning and discovery**

   Reasoning, inquiry, discovery, and creativity are the processes by which individuals utilize resources and methods to understand and answer complex problems, and to form and revise beliefs. University educated individuals raise important questions and formulate them in a comprehensible way, developing and defending their conclusions based upon reliable evidence. These individuals demonstrate understanding of the ethical standards of doing their work and communicating the results and findings.

4. **Demonstrate the ability to relate within a multicultural and digitally connected world**

   University educated individuals possess the knowledge and attitudes necessary to effectively relate to and collaborate with individuals from a wide variety of backgrounds, beliefs and experiences. Our graduates have the ability to perform effectively in a virtual setting and accomplish tasks individually or collaboratively in both online and traditional environments.

5. **Demonstrate a deep understanding of a field of study**

   Specialists in a field of study have sufficient knowledge to apply the basic principles of the discipline in their work environment, or for subsequent learning experiences. University educated individuals demonstrate knowledge of the ethical standards in their field of study.

These campus learning objectives correlate with our conceptual framework and INTASC standards.

**Summary**

The School of Education’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 Revised 6-2018
themes, INTASC standards and OELD developmental and content standards, which are INTASC based. Our program decision points and assessments measure candidates’ abilities in relation to these established standards and ensure 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.

**STANDARDS ALIGNMENT CHARTS**

Alignment of OELD Developmental Standards with INTASC Standards and School of Education Themes

<table>
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<th>INTASC and School of Education Themes</th>
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Alignment of **OELD Content Standards** with INTASC Standards and School of Education Themes

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</table>

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

Revised 6-2018
THE STUDENT TEACHING SEMESTER

- Registration
- General Methods/Capstone
- Student Teaching
- Co-Teaching
- Model Weekly Schedule
- Assessment & Evaluation
- Grading
The Student Teaching Semester

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

- A 12-week (60 day) supervised field experience M425/J538
- Weekly seminar meetings M420/J538
- A capstone portfolio
- A 15 hour pre-student teaching observation

Registration

STs register for one of the blocks of courses (below) for a course load of 12 semester hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Sem. Hrs.</th>
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<tbody>
<tr>
<td>M420</td>
<td>Elementary Education: Capstone Experience</td>
<td>2</td>
</tr>
<tr>
<td>M425</td>
<td>Elementary Student Teaching</td>
<td>10</td>
</tr>
</tbody>
</table>

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

M420 is an intensive course that meets weekly during early (as an introduction) during and late (as a conclusion) in the semester. The overall purposes are to:

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

Weekly Capstone Seminar During the Student Teaching Semester

The DFE and USs share responsibility for leading the seminars/sessions. A variety of structures and instructional formats are used. The purposes and expectations for these meetings are described below.
Class seminars 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
- Practice non-instructional professional skills:
  - Communication
  - Leadership
  - Problem-solving
  - Collaboration
  - Networking
  - Ethics
  - Reflection

STs participate in making these class seminars 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
- Contributing to the problem-solving process

Class seminars meet after school on a designated day every week throughout the field experience. A schedule for the semester will be included in the syllabus. **STs are required to attend all class seminars/sessions** (See absence policy and Request for & Notification of Absences). The DFE and the US assigned to each individual will evaluate the ST’s participation in class sessions and US visitation sessions. The DFE considers each ST’s participation in determining M420 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 other electronic devises), 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 class session.

Revised 6-2018
After the completion of the student teaching experience, STs meet on campus for their remaining M420 seminars. 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 Capstone portfolios.

**STUDENT TEACHING EXPERIENCE**

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 School of Education’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.

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.


**Length of Assignment**

Student teaching begins with a 15 hour observation of the cooperating teacher’s classroom the semester prior to starting student teaching. The purpose of this observation is to give the student teacher a chance to observe the CTs classroom management style, understand routines and procedures, and to become familiar with the school before the actual 60 days of student teaching starts.

The student teacher’s 60 days begins on the first teacher workday of the semester and continues until the 60 days have been completed. STs follow the calendar of the school corporation to which they are assigned. STs, therefore observe the vacation periods of the school rather than IUEast’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. E-learning days are not part of the student teaching days.

**Length of Day**

Student teachers are expected to keep the same daily schedule as a regular full-time teacher, excluding extra-curricular responsibilities. Student teachers should be excused to leave school early if necessary to arrive at the student teaching seminars or other sessions as the DFE deems necessary.

**Absences**

As with any job, you may need to take a sick day. **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. (See Files - Resources Folder in Canvas) 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. The DFE will evaluate the request, grant or deny it as an excused absence, approve the make-up day(s).

**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.

In all cases of anticipated and 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 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 M420 or M425.

You will find the Absence Form in the Appendix.

**CO-TEACHING- A MODEL OF COLLABORATION AND SUPPORT**

A cooperating teacher will need to think about their student teacher as someone who has a lot of knowledge, but needs guidance and help to put their knowledge into action. At IU East, we use the Co-Teaching model for student teaching to help our student teachers learn and gain knowledge from their classroom situations. The student teacher will be in a classroom for 12 weeks or 60 days, but it is during the first 9 weeks that the CT will slowly release the classroom responsibilities to the student teacher. This happens gradually and with lots of guidance from the CT. The goal is to look across the 9 weeks and add teaching time to the student teacher’s day until they are teaching the full day, without your assistance, by the beginning of day 46 of student teaching. During this process the CT will help “launch” a student teacher into teaching.

**What is it? How do I do it? How can I be successful?**
“Co-teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students-sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.” St Cloud State University, School of Education, St. Cloud Minnesota, 2012

“Co-teaching is an attitude of sharing the classroom and the students. Co-teachers must always be thinking….we’re both teaching.” St. Cloud State University, School of Education, St. Cloud Minnesota, 2012

Why Co-Teach?

- Reduces student/teacher ratio
- Consistent classroom management
- Provides “another set of eyes.”
- Addresses diversity and the difficulties in large classrooms
- Enhances student participation/engagement
- Increases instructional options for all students
- Strengthens collaborative skills of CT/ST
- CT/ST both participate in the assessment of students
- Allows for CT/ST to check for students’ understanding in multiple ways and clarify or “scaffold” information in a more meaningful manner either during the lesson or for future lessons.
- Provides increased opportunities for instruction to be delivered in multiple ways.
- Provides opportunities for better meeting individual differences/learning styles
- Increases ability to differentiate instruction.
- Allows ST to take risk with regard to instruction; if it isn’t working, co-teacher can step-in to assist or redirect.
- Provides a common understanding and language of the lesson objective and strategies to be used.
• Assures constant dialogue between CT/ST

• Provides increased opportunities for instruction to be delivered in multiple ways.

• Provides opportunities for better meeting individual differences/learning styles

• Increases ability to differentiate instruction.

• Allows ST to take risk with regard to instruction; if it isn’t working, co-teacher can step-in to assist or redirect.

• Provides a common understanding and language of the lesson objective and strategies to be used.

• Assures constant dialogue between CT/ST

**How do I do it?**

• The most fundamental aspect of co-teaching is **planning**.

• Co-teaching requires trust and mutual respect as you are planning.

• **Regularly scheduled** planning time is essential.

• Planning is deliberate and frequent

• Planning must incorporate the goals and objective of the lesson before identifying the co-teaching strategy.

• Student needs, interests, and learning styles should be taken into account when planning which strategy to use.

• Planning must include a clear understanding of a variety of instructional strategies, grouping strategies, and instructional materials needed to meet the lesson objective.

• Planning must include reflection after each co-teaching experience. Time to reflect on your own as well as with open communication with your CT and US is important. “What went well?” “What might we do differently next time?” “Did we use the appropriate co-teaching strategy?” “Was student learning enhanced because we co-taught?”

• Planning includes a flexible and open dialogue between CT/ST.

**FORMING-STORMING-NORMING-PERFORMING**

(Bruce Tuckman, 1967)

**Forming**-CT/ST coming together, begin organizing and becoming comfortable together

**Storming**-although comfortable together some conflict may occur. Conflicts or differences are thrashed out. Differences might be task-oriented or personality conflicts
**Norming-tasks** and procedures are decided. Objectives clearly decided. CT/ST make decisions as to “What are the needs of our students?” “How are we going to teach this?” “What co-teaching strategy will be use?”

**Performing**-highly trusting of each other. Oriented and focused on task at hand. Goals are achievable. CT/ST strive to be flexible and will go the extra mile for/with each other. Roles during co-teaching can change.

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**Conditions for Success**

- Believe in the benefits of co-teaching
- Think in terms of the metaphor of an arranged marriage—this is your first dance
- Approach with flexibility
- Create a snapshot of your areas of expertise as well as your areas of weakness
- Communicate on roles and philosophies
- Share role of instructional leader....”our classroom” “our students”
- CT/ST develop a sense of ownership of all students
- Continual planning, discussing and reflecting how to help all students
- Address curriculum accessibility tools
- Differentiated strategies
- Accommodations and Modifications
- Assessments
- Technology
Co-Teaching Strategies

One Teach, One Support (Assist – Observe)

While one teacher is teaching, the other teacher monitors the classroom by actively assisting (not merely observing) students who don’t understand or who are exhibiting behavioral problems.

The individual supporting may also be answering questions, repeating directions, checking work, or even being a “voice” if students do not seem to understand the instruction.

Parallel Teaching

During Parallel Teaching both teachers teach the same content/material and present the material using the same strategies. The class is divided in half and each teaches the same thing to half the class. This strategy reduces the teacher/student ratio significantly. Parallel teaching can allow for greater student interaction. During Parallel Teaching students can be strategically placed in groups.

Station Teaching

When using Station Teaching, the pair of teachers divides the content into parts. The students rotate from station to station, and each of the teachers leads the instruction for a part of the content at their own station. At additional stations, students may work independently.

Alternative (Differentiate) Teaching

Co-teachers use alternative approaches or strategies to teach the same information. The learning goals are the same, but the “way” to the end results may differ. For example, teachers may teach the content through different modalities, learning styles, or multiple intelligences.

Team Teaching

During team taught lessons, there is “an invisible flow of instruction with no prescribed division of authority.” (St. Cloud State University) Both teachers are actively involved and the students would not “see” one leading over the other. Both teachers share information, interject and assist in helping the students understand the content. Both teachers are delivering instruction and both speak freely and conversationally. During a team-taught lesson, the “conversation” adds to the learning. Team Teaching works well in demonstrations-one demonstrates while one writes on the board. Before using the Team Teaching strategy, the two teachers need to be very comfortable with one another.
Six Co-Teaching Strategies

One Teach, One Assist
One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.

One Teach, One Observe
One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.

Station Teaching
Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.

Parallel Teaching
Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.

Alternative (Differentiated) Teaching
One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.

Team Teaching
Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.

CSU, Chico
Adapted from the work of Marilyn Friend, Lynne Cooke, and St. Cloud State University
# Model Weekly Schedule

<table>
<thead>
<tr>
<th>Before Student Teaching starts</th>
<th>Orientation</th>
<th>There will be mandatory orientation meeting prior to student teaching. See the Reading I and Reading II syllabi or the Director of Field Placements for the exact time and location of the meetings.</th>
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<tbody>
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<td>There is a meeting prior to hosting a student teacher that cooperating teachers will be invited to attend.</td>
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<tr>
<td>Before beginning Student Teaching Placement</td>
<td>Student teacher should spend a minimum of 15 hours with their cooperating teacher in the classroom. This will be a chance for the ST to observe the CT. Looking for how the CT teaches routines and manages the classroom. CTs introduces ST to the people, policies, routines, schedules, and calendar of the school.</td>
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<tr>
<td>Professionalism</td>
<td>Student teachers are expected to attend and take an active role in all professional development and extracurricular activities expected from the classroom teacher.</td>
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<tr>
<td>Beginning weeks of student teaching</td>
<td>Parental Permission</td>
<td>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 assignments, and as part of the portfolio.</td>
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<td>PPI</td>
<td>CTs and STs jointly develop a written Proposed Plan of Implementation</td>
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<td>Conferring</td>
<td>As part of the PPI, CTs and STs establish a regular schedule for conferences at least 3 times per week.</td>
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</table>
This is also the time to decide on the data the student teacher will be collecting for the Analysis of Student Learning assignment.

**MODEL WEEKLY SCHEDULE:**

This model is flexible and may be somewhat altered according to the needs of the students and teachers. It is the intent of the schedule to have the classroom teacher present and mentoring the student teacher for the first 9 weeks.

### As you begin

**Emphasis on: procedures and classroom management**

**Phasing in Co-Teaching Strategies:**

**Plan together and begin - Team Teaching** – by the fourth day the CT and ST should be team teaching at least one lesson per day

**One Teach/One Support** (alternating the teaching and support role).

<table>
<thead>
<tr>
<th>Classroom Teacher</th>
<th>Student teacher</th>
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<tbody>
<tr>
<td>This week you will do the planning and do the main teaching. Think about the procedures your students had to learn and the way you handle your classroom management. Talk to your ST about all the procedures that have to be put into place before your classroom can run smoothly. Talk about the way you handle your classroom management. Team Teaching – By the 4th day the ST is ready to start Team Teaching. Plan your team teaching lessons together and decide how you will teach together. Planning the lesson will be critical to understand which person will do which part. Using a lesson where the ST is likely to experience success, such as read</td>
<td>The ST will need to be supporting the classroom teacher. You might spend part of day 1 sitting back at first and just taking notes about how things are done, or maybe you feel comfortable jumping in and helping right away. By mid-day, you will be assisting the CT. Notice and think about the way the students have learned procedures and know the classroom rules. Observe how the teacher handles situations when students do not follow procedures? Have a discussion with your CT about what you observe. Team Teaching - By the 4th day, your CT will begin to plan with you how and what you will be team</td>
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</table>
alouds, mini lessons, community circle, small group work, stations, etc. is a good place to begin.

As the week goes on, the ST will begin to “try on” teaching with lessons that seem manageable as the CT is the support part of the Co-Teaching. ST is still in the observing mode, for the most part, but need regular chances to work with the whole group.

Begin to share and discuss the use of formative and summative data in lesson planning during the collaboration time.

The CT or other certified faculty should always be present during this time.

teaching. Find a way to share the teaching. Have fun with it! As you begin to feel more comfortable you will begin to teach whole group lessons as the CT is the support part of the Co-teaching. You will most likely teach several lessons, but your most important job is to support the teacher and be an observer. You should take notes and have lots of questions to ask as you and the CT confer.

Week 2: Days 6-10

Emphasis continues on: procedures and classroom management —

During week 2 the student teacher is becoming more comfortable with the class and is learning a lot about handling classroom management. This is a good time to really focus on how to handle reteaching procedures, if necessary. It’s one thing to ask students to follow a direction and quite another to make sure that direction is followed. Being able to remind students of behavior expectations before a lesson is something the student teacher will need to begin doing right away. It is important to continue to confer and team teach daily.

Co-Teaching Strategies: Team Teaching – Daily

One Teach/One Support

Station Teaching

The CT or other certified faculty should always be present during this time.

Classroom Teacher | Student Teacher
By day 6 of student teaching you will begin to share the task of lesson planning with your student teacher. At this point the student teacher will develop lesson plans for their lessons with your support. Continue to add little pieces of teaching to your student teacher’s day.

It will be important for you to support your student teacher as s/he gives a lesson (One teach/One Support). For many lessons you will want to be there right beside the ST. As an experienced teacher, you will see issues with classroom behavior that student teachers often miss. Your student teacher will be teaching and you will be watching for signs that behavior is taking a turn in the wrong direction. If your student teacher doesn’t notice slightly “off behavior”, you might want to intervene and help the ST turn the group around. Hesitate before intervening, then instead of just redirecting students, stop and tell the student teacher what you see happening and why you need to intervene, go ahead and intervene. Then allow the ST to continue to teach. As you work with the student teacher you will hand this redirection skill over to them. Hesitating and waiting to see if s/he is noticing the behavior is “off” will give the student teacher a chance to try this skill of redirecting, before behavior becomes an issue.

By now you are getting to know the students and the way your room works. You will begin to plan a few lessons with the help and guidance of your CT.

As you’ve worked on management and procedures, practice “setting the stage for learning” with behavior expectations at the beginning of your lessons. Then begin to practice putting all the pieces of a lesson into action.

As you teach lessons, there will be times when the CT will be right there with you. As an experienced teacher, he/she can spot behavior issues that are about to happen, that a student teacher will miss. To have someone help you begin to notice the little things will help you see it yourself. They will be telling you what they see and what they think is going on before they intervene with the class and redirect the group. This is not to make you feel badly, but to help you begin to notice the little signs that behavior is taking a turn for the worse. As you begin to notice and redirect student’s focus, the classroom teacher will no longer need to intervene.

One thing you must keep in mind is that noticing student body language, eye contact, and movement is a critical skill to good management. Take advantage of your classroom teacher’s knowledge and learn as much as you can about spotting management issues before they become a problem. You will thank them a thousand times over when you have your own classroom!!!
**Week 3: Days 11-15**

Emphasis continues on: **procedures** and **classroom management**

Begin to **focus on utilizing data in lesson planning**

**Co-Teaching Strategies:** **Team Teaching – Daily**

**One Teach/One Support**

**Station Teaching**

**Parallel Teaching**

The CT or other certified faculty should always be present during this time.

By day 11 the student teacher will have had enough experience with handing classroom management and spotting behaviors that may lead to management issues, that it’s time to **expand the use of Co-Teaching Strategies to include Parallel Teaching**. Continue Team Teaching daily, as the ST takes on a little more of the responsibility for teaching and planning, there will be enough lessons to co-teach in a variety of ways. As Parallel Teaching is added, the ST can begin to orchestrate the classroom management strategies learned in the whole group setting, applying them to the small group setting. One Teach/One Support and Station Teaching should continue throughout the day. Planning the lesson will be critical! Looking at data before the lesson and having the CT help the ST understand how data is used to help drive instruction is a big task this week.

**Co-Teaching Strategies:** **Team Teaching - Daily**

**One Teach/One Support**

**Station Teaching**

**Parallel Teaching**

The CT or other certified faculty should always be present during this time.
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Classroom Teacher</th>
<th>Student Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days 11-15</td>
<td>Continue to use the Co-Teaching strategies. Continue as much as needed to be right beside your student teacher as s/he teaches, to help him/her begin to notice signs that there may be management issues. You will do this as needed, and not all day. Helping student teachers notice and become aware of the signs that behavior and student focus is beginning to slip is one of the most important ways you can support the student teacher.</td>
<td>After 10 days of student teaching you are now beginning to notice and redirect behavior before it becomes an issue. Your classroom teacher will still need to support you with this, as there are so many things to think about as you manage your classroom and give a good lesson. You will begin taking responsibility for utilizing data to plan lessons, and have your CT check the plans before you teach a lesson. You will continue to Team Teaching this week. Team Teaching planning is something you’ll need to plan with your classroom teacher. Utilize your data to plan. Find a way to share the teaching. Have fun with it!</td>
</tr>
</tbody>
</table>

**Week 4: Days 16-20**

Emphasis continues on: **procedures** and **classroom management**

Continue to **focus on utilizing data in lesson planning**

Begin to focus on **remembering to incorporate each part of the lesson.**

Now that classroom management is becoming more familiar, it is time to really work on the parts of a lesson. As the student teacher takes on more of the day, it is time to practice all the management strategies along with making sure lessons have a real structure to them. You can find a formal lesson plan in the appendix of this booklet, or you can find a copy on Canvas under resources for this class. The university supervisor will be listening/looking for the different parts of your lessons when you have a formal observation. As the student teacher practices teaching with this lesson format it will become more and more automatic. Soon it will feel very natural. Continue to meet regularly to plan and discuss such topic as lesson plans, data, classroom management, etc.

**Co-Teaching Strategies: Team Teaching Daily**
### Week 4
#### Days 16-20

<table>
<thead>
<tr>
<th>Classroom Teacher</th>
<th>Student Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to use all of the above co-teaching strategies. Begin to gradually release more of the responsibility to the student teacher. Intervene when needed, but allow the student teacher time to put the pieces together. You will still need to continue to collaborate before the lessons.</td>
<td>Now that you have an understanding of managing a classroom, it is time to focus on making sure your lessons follow a structure. Incorporating each part of the lesson is easier than it looks. It will take time to have that lesson plan format “in your head”. Your classroom teacher is beginning to release more and more of the day to you.</td>
</tr>
</tbody>
</table>

### Week 5: Days 21-25

Emphasis continues on procedures and classroom management and using data for lesson planning.

Your main emphasis will be on remembering to incorporate each part of the lesson.

This week you’ll use Alternative Teaching as a Co-Teaching strategy. The ST will be taking on more of the teaching, continuing to work on management, using data and making sure you teach all parts of a lesson.

**Co-Teaching Strategies: Team Teaching - Daily**

- One Teach/One Support
- Station Teaching
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Classroom Teacher</th>
<th>Student Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days 21-25</td>
<td>Continue to use all of the above co-teaching strategies. Begin to gradually release more of the responsibility to the student teacher. Intervene when needed, but allow the student teacher time to put the pieces together.</td>
<td>Continue to work on the parts of the lesson. Continue to collaborate before your lessons are taught.</td>
</tr>
<tr>
<td></td>
<td>You will still need to continue to collaborating before the lessons</td>
<td></td>
</tr>
<tr>
<td>Week 6-7: Days 26-35</td>
<td>The emphasis for these two weeks is to practice integrating your classroom management skills with teaching lessons that incorporate each part of a lesson. For the next 2 weeks the student teacher will gradually take over the full day. The classroom teacher will remain in the classroom to mentor the student teacher. Continue to use your co-teaching strategies throughout the day.</td>
<td></td>
</tr>
<tr>
<td>Co-Teaching Strategies: Team Teaching - Daily</td>
<td>One Teach/One Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Station Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parallel Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alternate Teaching</td>
<td></td>
</tr>
<tr>
<td>The CT or other certified faculty should always be present during this time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 8-9</td>
<td><strong>Weeks 8-9: Days 36-45</strong></td>
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<tr>
<td>Days 36-45</td>
<td><strong>Weeks 8 and 9 are set aside for the student teacher to do the full time teaching. The student teacher assumes full responsibility for planning, classroom management and teaching. The CT provides support, encouragement, offers suggestions and guidance as needed.</strong></td>
<td></td>
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<tr>
<td></td>
<td>Co-Teaching will be utilized but on a more limited basis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The classroom teacher should plan to spend some time out of the classroom.</td>
<td></td>
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<tr>
<td>Weeks 10-11</td>
<td><strong>Weeks 10-11: Days 46-55</strong></td>
<td></td>
</tr>
<tr>
<td>Days 46-55</td>
<td><strong>FULL TIME TEACHING!</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The student teacher assumes full responsibility for planning, classroom management and teaching.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The classroom teacher provides support, encouragement, offers suggestions and guidance as needed.</td>
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</tr>
<tr>
<td></td>
<td>Co-Teaching should stop during these two weeks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The classroom teacher should be out of the classroom full time.</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>Week 12: Days 56-60</strong></td>
<td></td>
</tr>
<tr>
<td>Days 56-60</td>
<td><strong>Phasing Out.</strong> The student teacher will be visiting classrooms, finishing data gathering, and could go back to One Teach/One Support or Station Teaching as well as doing read alouds, mini lessons, community circle, etc.</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT & EVALUATION

Assessment and evaluation procedures are designed to measure growth in reaching the proficiencies described by the School of Education's conceptual framework, INTASC standards, IUE Learning Objectives, and OELD Developmental and Content standards. 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, 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 School of Education 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 evaluation, preparing capstone assignments, and when writing and creating artifacts for the EdTPA portfolio.

M425 Elementary Student Teaching

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

M425 midterm evaluations (completed independently 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 final evaluations (also completed independently 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 is 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 their principal in the IMAP program. With successful completion of IMAP, these initial practitioners will receive their five year proficient practitioner’s license. Renewing this license requires a professional growth plan.

Student Teachers are, therefore, expected to:

- Write connections and impact statements which may be shared with their US.
- Prepare a capstone portfolio. (Portfolios are evaluated as a part of the M420 Capstone Class, 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 continually co-teach and 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 makes themselves available for conferring with the US after the US and ST have had their conference about the US observation. 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 may share 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 and complete observation form. A written record of the conference is recorded on the “University Observation Report”. Copies of this completed form are distributed to the ST and US, and may be given to the CT during the conference after the observation conference with the ST. US formally evaluates 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 capstone portfolios, CT’s letter of recommendation as well as other documents).

**M420 Elementary Education Capstone** is the course accompanying student teaching for which student teachers earn a letter grade. The instructor of this courses is responsible for determining and assigning the earned grades. One of the major projects tied to these courses is the capstone portfolio. Completed capstone portfolios are reviewed with the assistance of all School 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 Schools) or public school teachers or administrators may be selected to assist in the portfolio review process.

**Grading**

**M425 Elementary Student Teaching**

M425 is 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 the following categories:

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

**M420 Capstone**

STs receive a syllabus for M420. The instructor explains course expectations and grading. Letter grades (A, B, C, D, and F) are assigned in these classes. Because this is a method class, STs must receive at least a C+.

Revised 6-2018
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

Student Teachers, Classroom Teachers, and University Supervisors 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/teacher candidates. 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 in 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,
- co-teach with the CT and assume lead teaching duties in the assigned classroom as described in the Model Weekly Schedule.
- 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 regarding the School’s conceptual framework, INTASC standards, appropriate OELD 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,
• 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 exceptionality resources as appropriate in curriculum planning and teaching,

- create data analysis report of student learning in the classroom.

- develop detailed unit and daily lesson plans as required/requested by IUE faculty and CTs and submit plans well in advance to the CT/US for review and suggestions before implementation,

- 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 IU East email account and check it frequently,

- establish and maintain open and on-going communication with the CT, US and DFE.

**DUTIES AND RESPONSIBILITIES OF Cooperating Teachers**

Cooperating Teachers are classroom teachers who are responsible for the 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,
- accept the ST as a professional colleague and be willing to work closely with the ST in a mentoring role,
- 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)
- allow the ST release time from classroom duties for conferencing with the US and attending the student teaching seminar/US sessions as needed,
- arrange for time with the US after the session with the ST to collaborate on ways to support the ST’s growth.

**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,
• implement the co-teaching model as described in the Model Schedule to support and mentor the ST

• 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 School of Education 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 AN 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,

• 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,

• meet regularly with the DFE and other USs

**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

• confer with the CT after each observation or other times as needed

• 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,

**Shared Responsibilities of Cooperating Teachers and 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)

• co-planning and co-teaching 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,
- supporting implementation of co-teaching when requested
- 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 and 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 a vital 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 toward 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
• check with the advisor who has done the audit of the student 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.
SCHOOL OF EDUCATION

POLICIES & PROCEDURES

• Qualifications for Student Teaching
• Accommodations for Students with Exceptionalities
• 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

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SCHOOL of EDUCATION POLICIES & PROCEDURES

This information complements and adds to the information provided on the School of Education website http://www.iue.edu/education 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,
  o no grade below C+ is accepted in methods courses,
  o no grade below C+ is accepted in the area of minor,
  o 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 (CASA) with state required scores,
• received the approval of the faculty advisor, the DFE, and the appropriate personnel in the cooperating school district.
• have met all requirements listed in Elementary Education/Minor Map that the Advisor makes available.

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.

ACCOMMODATIONS FOR STUDENTS WITH LEARNING & PHYSICAL EXCEPTIONALITIES
School of Education Disabilities Statement:
Teacher candidates with disabilities, who are covered under Section 504 and ADA, should take special note of these requirements and contact their advisor to develop a plan that will provide any accommodations. Indiana University East is committed to providing equal access under the law and will make reasonable accommodations in order to help teacher candidates with disabilities succeed. Teacher candidates who are seeking accommodations in academic courses should work with Student Support Services. It should be noted that accommodations made for specific courses may not be appropriate during any clinical/fieldwork experience, especially if these accommodations would compromise the goals and outcomes of the program.

Program Basics: Minimum Technical Standards for the Teacher Education Program

Technical standards have been established to provide guidance to students about the skills and abilities required to function successfully in the program and ultimately in the public and private school classrooms. Applicants who think they may not be able to meet one or more of the technical standards should contact program faculty members to discuss individual cases. School of Education faculty will give serious consideration to all academically qualified candidates providing that the technical standards can be met with reasonable accommodations. Students in the program must have sufficient strength, stamina, and motor coordination to perform the following:

Physical/Motor Capabilities

General – Candidates should have sufficient motor function such that they are able to execute movements reasonably required to provide general care within an acceptable amount of time.

- It is required that a candidate possess the motor function to operate the technology and equipment necessary to teach and assist students in the particular area of education for which the candidate is applying.

- It is required that a candidate possess the physical functions to form one-on-one communication with students, monitor work, and facilitate general classroom activity providing for the learning and safety of the students.

Sensory/Observation Capabilities
General – Candidates must be able to acquire and use a defined level of required information through demonstrations and experiences in teacher education and disciplinary content.

General – Candidates must have the sensory ability to observe and monitor academic, behavioral, and non-verbal student activity in order to maintain a safe, responsible, and productive environment.

- It is required that a candidate possess sufficient hearing and visual acuity to ensure a safe environment and the ability to respond quickly in the event of emergency.
- It is required that a candidate possess sufficient verbal ability to express and exchange information and ideas, as well as to interpret important instructions to children, adolescents, colleagues, and parents.
- It is required that a candidate possess sufficient writing skills to accurately record students’ daily progress and milestones, as well as a variety of reports.

General – Candidates must have the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with extreme variations in workload and stress levels.

Notes:

→ Disability services at the post-secondary level are much different and communication remains very important.
→ An accommodation that is appropriate at one time may not be appropriate at another time.
→ Fundamental program and course standards are not subject to modifications; we must allow reasonable modifications to the non-essential elements of the program.
→ Students need to request services; they need to understand that they should be proactive in securing help
→ The university guarantees access to education and success, but does not guarantee licensure or success

**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,
• completion of student teaching application proofread and edited with the support of the IUE Writing Lab,

• submission of one electronic copy (Microsoft Word) of the completed, Application for Student Teaching (http://www.iue.edu/education/fieldexperiences/student-teaching.php) 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-6 schools places student teachers in K-6 classrooms in one of the following eight counties: (Fayette, Franklin, Henry, Randolph, Union, and Wayne in Indiana and Darke and Preble in Ohio. This is not a complete list as schools are added continually). 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

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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 with a 15 hour observation of the cooperating teacher’s classroom the semester prior to starting student teaching. The purpose of this observation is to give the student teacher a chance to observe the CTs classroom management style, understand routines and procedures, and to become familiar with the school before the actual 60 days of student teaching starts.

The student teacher’s 60 days begins on the first teacher workday of the semester and continues until the 60 days have been completed. STs follow the calendar of the school corporation to which they are assigned. STs, therefore observe the vacation periods of the school rather than IUEast’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. eLearning days are not part of the student teaching days.

**Length of Day**

Student teachers are expected to keep the same daily schedule as a regular full-time teacher, excluding extra-curricular responsibilities. Student teachers should be excused to leave school early if necessary to arrive at the student teaching seminars or other sessions as the DFE deems necessary.

**ABSENCES**

As with any job, you may need to take a sick day. 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. (See Resources Folder in Canvas) 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. The DFE will evaluate the request, grant or deny it as an excused absence, approve the make-up day(s).

**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.

In all cases of anticipated and 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 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 M420 or M425.

**Enrollment in Additional Courses during Student Teaching**

Student teaching M425 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.

*Absence forms can be found in the Appendix*
EMPLOYMENT DURING STUDENT TEACHING

Student teaching M425 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 not affect the ST’s arrival or departure time from school, responsibilities during the day, nor attendance at class seminars. 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 follow the Model Weekly Schedule as well as 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 and using one of the co-teaching strategies with the ST. As the ST moves into the early stages of part-time teaching the CT should be co-teaching with the ST continuing to add co-teaching strategies. 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 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 Education Dean 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 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 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 Education Dean

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 SoE dean, 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/education](http://www.iue.edu/education)).

**Appeals Process**

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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 Dean.

**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 School of Education conceptual framework and INTASC standards in the capstone 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/CASA exams (reading, writing, math), appropriate Praxis II/Pearson Content and Pedagogy 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 School of Education website: [http://www.iue.edu/education/licensure.php](http://www.iue.edu/education/licensure.php) and contact the licensing advisor for exam requirements and information.

See program advising sheets posted on the School of Education website ([http://www.iue.edu/education/programs/](http://www.iue.edu/education/programs/)).
Working With the University Supervisor

Information and Tools

Planning Instruction

• Daily Lesson Plan
• Original Unit Plan

Working With Your University Supervisor

• Expectations
• Observations
• Reflections
• Support for Cooperating Teacher

Student Teacher Resources

• Lesson Plan for formal observation
• Support for each area on the lesson plan

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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.
DAILY LESSON PLANS

STs are expected to prepare written lesson plans. *Failure to prepare lesson plans may adversely affect grades in M420/M425.*

The School of Education does not have a policy requiring use of one standard format for daily lesson plans. Student teachers are required to keep lesson plans for every lesson they teach. STs should keep their plans in a binder that will be used daily in the classroom. These plans are not nearly as detailed as the formal observation lesson plans. Each lesson taught *must* have a standard, objective, assessment, at least 2 higher order questions written out, and a description of the lesson. The ST may use the same format as their cooperating teacher being sure to add the key components of lesson planning. It is not necessary to type all daily lesson plans (unless the plan is for the US visit or portfolio, those plans will need to be typed using the approved IUE lesson plan format.)

**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 them. 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.*

**Sample Plan may be found in the Appendix**

STs’ lesson planning and instructional skills are tracked by DFE/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 **72 hours** prior to 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.

**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 lessons, revising those plans as needed.

- Identify the “Big Three +2” Standards, Objective, Assessment and two higher order questions.
• The 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 capstone portfolio.

• Sample Weekly Lesson Plan is in the Appendix and electronically on Canvas.

Original Instructional Units:
Because planning an instructional unit is an essential skill for effective teaching, STs may be 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 is not an “add-on,” but should be a natural part of the curriculum. The CT may give the ST ideas for topics for the unit. This unit of instruction should be planned in such a way that all or parts of it will be incorporated into the capstone portfolio.

As stated above, the School of Education 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. 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 capstone 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; 3 methods of presentation,
- incorporation of at least 3 natural ways of student engagement
- incorporation of a variety of appropriate assessment tools and criteria; 3 methods of expression, 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.
# UNIT PLAN OVERVIEW FORMAT

**UNIT PLAN OVERVIEW FORMAT** (Sample)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Dates of Implementation:</th>
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<table>
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<tr>
<th>Topic:</th>
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<table>
<thead>
<tr>
<th>Standards being addressed: (Include a sentence or phrase, not just the standard number.)</th>
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<table>
<thead>
<tr>
<th>Goals: The learner should... (enduring understandings or essential questions)</th>
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<tbody>
<tr>
<td>(Include as many major goals as needed.)</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
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<table>
<thead>
<tr>
<th>Assessment/Evaluation Tools: (performance tasks)</th>
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<tbody>
<tr>
<td>(Describe tools &amp; criteria to be used for each goal.)</td>
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<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<table>
<thead>
<tr>
<th>Unit Schedule: (learning plan)</th>
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<tbody>
<tr>
<td>Date</td>
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<tr>
<td>Lesson</td>
</tr>
<tr>
<td>(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)</td>
</tr>
<tr>
<td>Goal(s) (EUs and EQs) (List the number of the goals being addressed in each lesson.)</td>
</tr>
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<td></td>
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</tbody>
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- **List of Unit Resources:**

- **List of Unit Materials:**
Working With Your University Supervisor

How does the University Supervisor support you throughout student teaching?
**Expectations from your University Supervisor:**

- Keep track of your absences by date. (“Request for & Notification of Absence” form. See Handbook or Resources Folder in Canvas)
- When you email your US, be sure to compose your email in a professional manner.
- Feel free to reflect and communicate more frequently if you need to.
- In collaboration with your mentor teacher, prepare parts 1, 2, and 3 of the PPI, have a **PRINTED COPY** for your university supervisor for your first visit.
- Any school cancellation or delay must be reported to US *if* a visit for that day is scheduled.
- If problems arise, please try to resolve these with your mentor teacher. If you are unable to resolve the problem or situation, do not hesitate to contact your US.
- Student teacher’s responsibilities should mirror that of the classroom teacher or that of a full time teaching position.
- Lesson plans must be submitted on Canvas no later than 3:00 PM - - - 3 days before the lesson observation. Example – Observation scheduled for Wednesday - - - Lesson plan must be submitted on Sunday by 3:00 PM.

**Working with your University Supervisor: Observations**

One of the ways that University supervisors (US) can support you and help you grow, is to observe you, then have a conversation afterwards.

You will have a minimum of 4 observations. Each observation will last approx. 45 min. You will need to schedule a day and time when your classroom teacher will be there during these observations - as IU East’s model for student teaching is based on the co-teaching model. Three of the four observations will be done with whole group instruction, and one with a small group (preferable guided reading) unless you and your university supervisor feel another whole group lesson would be best.

Your University Supervisor will need to observe:

- a whole group lesson for reading/language arts *(Could be a whole group read aloud with a comprehension strategy focus for your first observation).*
a whole group lesson for math.

a whole group lesson for science or social studies.

a small group lesson (preferably guided reading, but it could also be math) unless your university supervisor and you decide you want to revisit a whole group lesson area from above.

Your supervisor will also schedule two other visits, which will last approx. 40 minutes. These will be for your mid-term and final evaluations. Your cooperating teacher will need to be present for these two visits.

You will schedule your first observation during our class seminar this afternoon/evening. The rest of your observations will be scheduled on your first visit.

Although every situation is different, you can use this as a guide for scheduling your observations:

<table>
<thead>
<tr>
<th>Observation # 1</th>
<th>Days 6-15</th>
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<tbody>
<tr>
<td>Observation # 2</td>
<td>Days 16-35</td>
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<tr>
<td>Midterm~After Observation 2</td>
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<tr>
<td>Observation #3</td>
<td>Days 36—45</td>
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<tr>
<td>Observation #4</td>
<td>Days 45-55</td>
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<tr>
<td>final ~ after Observation 4</td>
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**Working with your University Supervisor: The Lesson Plan**

**The Lesson Plan**

*Before the Lesson*

- **Plan Ahead:** Allow enough time to decide what skill/standard your students need to work on.
  
  **Data must drive your lesson plan!**
• Pre-data: Create a short 5 question quiz or some other type of pre-data information (see handbook)
• Submit Lesson Plan 3 days in advance.
• Lesson Plan must be submitted no later than 3:00 PM—3 days before the lesson
  Example: Observation scheduled for Wednesday—Lesson plan must be submitted on Sunday by 3:00 PM.

• If lesson plan is not submitted 3 days in advance, the observation will be rescheduled.
• EDTPA Lesson Plan Template will be used for each of the 4 US observations.
• Before you upload your lesson plan, have your mentor teacher look at it and give you suggestions.
• Upload the Lesson Plan and Pre-data at least 3 days in advance.
• University Supervisor will give you feedback within 24 hours before the lesson is taught.
• After you receive feedback, you will need to make changes to the lesson according to the US feedback AND Re-Upload the lesson plan to Canvas.
• CPAST Evaluation: The first copy of the lesson plan that is submitted for US review will provide evidence for your CPAST evaluation. It is imperative that you spend the time to make sure the first copy is as complete as possible.
• You should complete the Student Self Check Rubric to be sure your plan is complete.

Writing the Lesson Plan

• Each part of the plan is important, so be thoughtful the first time you fill out the plan.
• Standard, Objective and Assessment must be aligned
• Anticipatory Set: Getting the students excited about the lesson—hook them.
• Set the stage for teaching—State the expectations for behavior.
• Procedures: State objective, State why students need to learn, State how you will know they have learned it
• I Do—Explicitly Teach, We Do—Engage Students by practicing what you have taught,
• Closure—Restate objective, why, and assessment
• Higher Order Questions: Levels 4, 5, or 6
  Place higher order questions where they will be used during lesson. Questions must labeled and highlighted or made bold so that they stand out in the plan.
• You Do—Effectively Assess
• Organization of plan—Organize your plan so it is easily read at a glance. Use larger font, spacing, highlighting to make the plan easily read.
• Efficient—On EACH part of the plan, write the amount of time you anticipate it taking. The entire plan should be approximately 30 minutes.
• Always think about the purpose of your lesson.
• **Explicit, Effective, Efficient**, and **Engaging** are key to purposeful teaching.

**Responsibilities on the day of your observation:**

• Your university supervisor will arrive in your classroom shortly before your lesson.
• **Before** your university supervisor arrives, make sure you have a place for her to observe—**a desk or table** for note taking and an adult sized chair.
• Have 2 copies of the lesson plan printed off.
• A quiet space for a post conference.
• During your observation, we encourage you to have your lesson plan right beside you, in case you need to glance down and make sure you are addressing each part of the lesson.
• The US will conference with the student and the CT at separate times.

**Responsibilities after your observation:**

• The student teacher and the US will do a post conference. This post conference will follow the conversation guide (pg. 86 in your student teaching handbook).
• The US will want to see your lesson plan notebook. This notebook should automatically be brought to the post conference.
• The student teacher will make a copy of the observation notes for themselves.

• **Immediately following your conference the US will meet with the CT. It is important to plan with your CT what you and the students will be doing during the US/CT conference.**

(The form below will be used as you debrief with the University Supervisor. You may use this form to support conversations around teaching with your CT.)
**Reflect on the Lesson:**

_____ What did you feel went well?

_____ Because there are no perfect lessons, what could you have done differently that might have made the lesson more powerful?

**Let’s check the basic parts of a lesson. Did you . . .**

_____ Set behavior expectations with students immediately before the lesson?

_____ Have an anticipatory set?

_____ Clearly state the objective at the beginning?

_____ Demonstrate/explain the skill (I DO)

_____ Engage the students? (WE DO) ~ guided learning

  Turn/Talk? Thumbs Up/Down? Write and show you on a White board?

_____ Ask 3 Higher Order Thinking Questions? (Levels 4, 5 and 6)

_____ Independent work (YOU DO)

_____ Restate the objective during your closing?

_____ How is it going with classroom management?

_____ How was your pacing? Were you able to “read” the group and make adjustments? What engagement strategies did you use to help you “read the group”? Did you have to scrap any part of your lesson?

*Pre-Test Data:* We’ll look at the data and talk about how it informed your teaching.

*Post Data:* We’ll look at any student data you collected after the lesson, and we’ll ask ourselves, “Did the students improve, stay the same or become more confused?”

_____ What are your big “walk away with” ideas from this observation?

**Next Steps:** Where will your teaching go next? What is the next step?
**AFTER YOU’VE TALKED WITH THE UNIVERSITY SUPERVISOR:**  
After you finished discussing your lesson with the US, you will go back to the classroom and take over the instructions so the CT is able to discuss your progress and ask questions of the US.

**WEEKLY REFLECTIONS**  
If you are in school any part of a week, the reflection is due for that week.

**Reflections:** 12 weekly reflections
- Upload to Canvas each week
- Turn in no later than 11:59 on Sunday
- At the top of the reflection, show the reflection question to which you are responding.
- CPAST was the guide for creating these reflection questions. Give examples to provide evidence and support for your reflection.

**Week #1  Instructional Delivery  I. Safe and Respectful Learning Environment**  
How will you set up a safe and orderly environment? What have you observed in your classroom? How are the students involved in this? What purpose do pre-corrects serve? What strategies are used to build self-direction and ownership of learning?

**Week #2  Instructional Delivery  I. Safe and Respectful Learning Environment**  
How does the classroom teacher manage the learning environment? How does the classroom teacher establish and promote constructive relationships to engage learners? What types of research-based strategies have you observed/used to maintain learners’ attention?

**Week #3  Instructional Delivery  F. Critical Thinking**  
How do you foster higher order questioning and problem solving during your lessons?

**Week #4  Planning for Instruction  D. Differentiation**  
What are some research-based methods you’ve used to differentiate instruction? How has using the information you have gained from learners’ prior knowledge, previous lessons, and future lessons helped you differentiate lessons?

**Week #5  Instructional Delivery  H. Digital Tools and Resources**  
How do you use technologies that are relative to your learning objectives/targets of the lesson? How are the students engaged in the use of technology?

**Week #6  Assessment  J. Data-Guided Instruction**  
How do you use your pre-data to develop objectives for future lessons?
Week #7 Assessment K. Feedback to learners
How do you provide timely, individualized and descriptive feedback to student learning? How do you help learners recognize their strengths and areas of improvement?

Week #8 Professional Commitment and Behaviors N. Participates in Professional Development (PD) (~PD may happen in a session at your building)
Describe a professional development opportunity you have attended. How has it increased your understanding of the teaching profession?

Week #9 Professional Relationships T. Advocacy to Meet the Needs of Learners or for the Teaching Profession
How have you proactively advocated for the needs of learners and the teaching profession?

Week #10 Professional Relationships S. Collaboration
How have you demonstrated collaborative relationships with the cooperative teacher and/or members of the school community? Describe ways that you have partnered with others. How and what have you learned from them?

Week #11 Professional Commitment and Behaviors O. Demonstrates Effective Communication with parents or legal guardians
How have you communicated with parents or legal guardians? What information did you provide to them to promote understanding and academic progress?

Week #12 Critical Thinking and Reflective Practice U. Responds Positively to Feedback and Constructive Critics
How have you incorporated feedback from your CT and US to improve your practice? Be specific.

CPAST: I.U. East will be using the CPAST evaluation during your 60 days. This evaluation is broken down into 7 aspects of teaching, with a total of 21 individual qualities. You will need to begin recording evidence using your CPAST handout, in order to be prepared for your midterm and final evaluation. Your classroom teacher will also need to collect data/evidence throughout the 60 days in order to give an accurate evaluation.

Your weekly reflection will be due by Sunday evening—no later than midnight.

If posted after midnight, your score will be cut 50%. No credit will be given for reflection 25 hours or more late.
Your university supervisor will read and respond to your reflection. She will also post a grade for your reflection. The rubric below serves as a grading guide. You should get a response via Canvas from your supervisor.

<table>
<thead>
<tr>
<th>Strong</th>
<th>Good</th>
<th>Fair</th>
<th>Needs Attention</th>
<th>Seriously Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Reader sees question written out.</td>
<td>☐ Reader recognizes connections to reflective question.</td>
<td>☐ Reader has to stretch to make connections to reflective questions.</td>
<td>☐ Reader had difficulty making connections to more than one reflective question.</td>
<td>☐ Reflection was primarily explanation. Reflective questions not address.</td>
</tr>
<tr>
<td>☐ Reader easily identifies answers to reflective question.</td>
<td>☐ Quality of performance statements are somewhat supported with concrete evidence.</td>
<td>☐ Mixing of explanation and reflection is problematic for the reader.</td>
<td>☐ Mixing of explanation and reflection indicates the writer does not have a clear understanding of the difference between the two.</td>
<td>☐ Writer could not separate and demonstrate an understanding of the differences between explanation and reflection.</td>
</tr>
<tr>
<td>☐ Evidence is clear and supports connection</td>
<td>☐ Some contemplation/hypothesizing and references to professional growth are included.</td>
<td>☐ Little contemplation and/hypothesizing is included; references to professional growth is sparse.</td>
<td>☐ Contemplation, hypothesizing, and references to professional growth are difficult to discern.</td>
<td>☐ Contemplation and hypothesizing statements are nonexistent or severely lacking.</td>
</tr>
<tr>
<td>☐ Impact on writer’s professional growth is clearly stated.</td>
<td>☐ The writing can be followed without much reader effort.</td>
<td>☐ At times, the writing is difficult to follow.</td>
<td>☐ The writing is unorganized making it difficult for the reader to follow.</td>
<td>☐ The writing is unorganized and confusing.</td>
</tr>
<tr>
<td>☐ The writing is organized and well developed.</td>
<td></td>
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<table>
<thead>
<tr>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
</table>

Revised 6-2018
SUPPORT FOR COOPERATING TEACHERS

How can your classroom teacher support you as you put all your knowledge to work?
“As a classroom teacher, what can I do to help the student teacher?”

Welcome

PREPARE in advance for the arrival of the student teacher by:

✓ Providing a convenient workstation for the student teacher
✓ Telling the students about the student teacher’s role as their teacher
✓ Providing a seating chart
✓ Providing a schedule of classroom events that will occur during the time the student teacher will be working with you and your students (conferences, testing schedules, special events)
✓ Providing a collection of curriculum materials.
✓ When the student teacher arrives, introduce him or her to the class and to the routine operations of the school (e.g., copy machines, secretarial services, audio-visual services, computer technology, guidance and counseling opportunities, library procedures, and the teachers’ lounge).

Communication

PLANNING:

♦ Communicate personal philosophy and school philosophy regarding such things as learning, teaching, expectations, evaluation procedures, and discipline.
♦ Sensitize the student teacher to his/her professional responsibilities.
♦ Provide an overview of the curriculum, academic standards and learning goals as they relate to the portion of the school year when the student teacher will be working with you and your students.
♦ Set a good teaching example from the beginning and communicate this example to the student teacher. For example, many experienced teachers may successfully complete a school day with a minimum amount of planning; student teachers who attempt to mimic this behavior without properly preparing may quickly run into difficulty.
♦ Accept the student teacher as an associate teacher and professional colleague and cooperate in unit and daily planning, but provide
opportunities for the student to experiment with new teaching ideas.

♦ Arrange responsibilities that would identify the student teacher as a team participant.

♦ Demonstrate a variety of teaching methods and confer with the student teacher about the intended learning outcomes of each method both prior to the demonstration and after the directed observation by the student teacher.

♦ Encourage flexibility in and use of a variety of teaching materials and techniques.

♦ Work jointly with the student teacher to plan instructional objectives that include:
  - observable pupil behavior,
  - conditions for learning, and
  - the criteria for acceptable performance.

♦ Aid in the development of appropriate lessons.

♦ Share your methods of being and staying organized.

♦ Discuss successful principles of instruction and management.

♦ Discuss differences between expectations and actual lesson implementation.

♦ Review lesson planning/timing with the student teacher.

Distinguish between conferencing (non-judgmental) and evaluating.

Conferring:

♦ Discuss through private conferences, both structured and impromptu, all aspects of the student teaching experience.

♦ State the purpose at the beginning of each conference.

♦ Information is most meaningful if given as soon as appropriate after the observation or reactions occur.

♦ Ask the student teacher questions that promote his/her thinking by using open ended questions, pausing, and paraphrasing.

♦ Focus feedback on exploration of alternatives rather than answers or solutions.

♦ Focus feedback on sharing of ideas and information rather than giving advice.
♦ Focus feedback on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.
♦ Focus feedback on behavior rather than the person.
♦ Focus feedback on observation rather than inferences. (What you actually see or hear in the person’s behavior rather than your interpretation of the behavior.)
♦ Focus feedback on description rather than judgment. (Neutral reporting without judgment or evaluation.)
♦ Be aware of non-verbal as well as verbal communication.
♦ Focus on growth rather than perfection.
♦ Ask the student teacher to reflect on how well an experience went.
♦ Give positive feedback. Tell the student teacher when he/she is doing things right.
♦ Encourage the student teacher’s self-appraisal of his/her progress as a basis for self-direction.
♦ Serve as a sounding board for a student teacher’s suggestions and ideas.
♦ Establish improvement goals as you identify and solve problems.

SUPERVISION
♦ Anticipate a student teacher’s anxiety concerning observations and critiques. Foster the attitude that observation will result in constructive suggestions for instructional improvement.
♦ Regularly observe the student teacher as he/she teaches, following with oral and written suggestions. Cooperatively reflect and identify areas in which improvement can be made.
♦ Choose a focus: classroom management, questioning techniques, voice tone/volume/expression, etc.
♦ Collect data: audio or video tape, written record, coding, etc.
♦ Analyze: look for patterns, identify strengths as well as areas for growth.
♦ Substantiate all critiques.

EVALUATION
♦ Work with the university supervisor to evaluate student teaching performance.
♦ Formative evaluation is the largest part of what cooperating teachers are asked to do. This occurs through careful implementation of conferencing
and supervision. It requires the cooperating teacher and student teacher to work together to devise strategies for improvement and to note strengths.

♦ Summative evaluation is a judgment of the field experience student’s total progress at the end of the field experience (M201, M301, M401) and an evaluation of the field experience itself. For student teachers there is a mid-point and final evaluation and conference with the university supervisor as well as an evaluation of the student teaching program.

♦ IUE summative evaluations are based on INTASC, the conceptual framework (division themes) and APP (Assessment of Professional Potential).
**Formal Lesson Plans**

Your lesson plan is a window into your thinking and how well you have learned what you need in order to be a teacher. It helps your university supervisor know if you meet the expectations of I. U. East. In a way, this formal lesson plan is your way to shine. It helps us know that you understand the many demands that teachers have to think about and plan for in building a lesson.

**Lesson Plans for Your Formal Observations**

For the most part, you will be using the direct/explicit teaching lesson plan form, when you are going to have an observation from your University Supervisor. These plans need to be completely filled out, with the lesson portion written out in detail.

This section will give you more information to help you fill out a plan in a detailed way. For some parts of the lesson plan, there is seldom any confusion. However, the areas with a red star may and do give many students difficulty. For each area, there will be a resource or explanation for you to use as you plan the lesson:
<table>
<thead>
<tr>
<th>Things to consider –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you choose language that was clear, precise and student friendly?</td>
</tr>
<tr>
<td>Did you make a direct connection to previously learned material?</td>
</tr>
<tr>
<td>Did you preteach any pertinent vocabulary?</td>
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<tr>
<td>Did you emphasize key points or main ideas in content?</td>
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<tr>
<th>Demonstrate: I Do:</th>
<th>During the lesson demonstrate using metacognitive strategies such as . . .</th>
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<tbody>
<tr>
<td></td>
<td>Think-alouds: orally model the thought process of thinking through the task</td>
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<thead>
<tr>
<th>We Do:</th>
<th>Now you will help students learn the new skill or strategy:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>During this time you will use . . .</td>
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</table>

<table>
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<tr>
<th>Higher Order questions:</th>
<th>1. ____________</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2. ____________</td>
</tr>
<tr>
<td></td>
<td>3. ____________</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Strategies to engage student learning:</th>
<th>Turn and talk</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Thumbs up/down</td>
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<tr>
<td></td>
<td>Dry erase boards</td>
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</tbody>
</table>

| If there was some confusion, did you adjust your instruction to either break down the task further or maybe activate prior knowledge? |

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<tr>
<th>Collect Data</th>
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| Closure: | At the end of the We Do, or perhaps the You do, you will need to wrap up the lesson by going back to your objective. |

<table>
<thead>
<tr>
<th>What they learned:</th>
<th>Today you learned about . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>or Today you learned more about . . .</td>
</tr>
<tr>
<td></td>
<td>or Today I want to teach you . . .</td>
</tr>
</tbody>
</table>

| Why they learned it: | This will help you as a reader (writer/mathematician/scientist, etc) when you . . . |

| What to do in the future: | So today as you . . . |

| You Do practice may either come after your closure or after independent practice |

| Classroom Management: |

<table>
<thead>
<tr>
<th>Are routines, transitions and procedures in place?</th>
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<tbody>
<tr>
<td>If a student was disruptive, did you have a way to get them back on track?</td>
</tr>
</tbody>
</table>

| If you couldn’t pull them back on track, did you follow through with a consequence for them? Were you kind, firm? |

| Pacing: |

| How was the pace of the lesson? How long was it? ____ min. |

| Did it keep students involved and engaged? |
PRE-ASSESSMENT STRATEGIES

"Assessment is today's means of modifying tomorrow's instruction."

Carole Tomlinson

Pre-assessment: a way to determine what students know about a topic before it is taught. It should be used regularly in all curricular areas

• To make instructional decisions about student strengths and needs
• To determine flexible grouping patterns
• To determine which students are ready for advance instruction

As a teacher, data matters. It will be important for you to be able to collect data and use it to help guide your teaching.

For your Artifacts to Assess Objective, think about what is practical. You are not getting a general sense of what kids need, you need some “hard data”. What did they have to do to demonstrate they understood or did not understand the objective/standard?

If it wasn't pencil and paper, then what did you use? You'll need to record what you used for the pre-data. To record this data, you could use a check-off sheet of the skill/standard you are checking. For post-data, make sure your assessment is assessing the objective/standard and not something else.

If you choose to use a checklist for your pre-data, have it ready to share after your lesson. If you used a written response or a short quiz, then have it ready to share. You will need to collect the data you have collected at the end of the lesson and take it with you. We will look at the post-data and see how well the class has done.

For Artifacts to Assess Objective and Criteria for Assessment of Objective you will decide which artifact you will use to assess the objective and what your criteria for the assessment will need to be. (i.e. In order to show mastery of the objective you might decide that 80% of your students will need to score 4 out of five in order to be considered at mastery etc.)
Examples of Pre-assessment Strategies:

1. Anticipation journals
2. Concept Maps
3. DRA/Running Records
4. Drawing related to topic or content
5. Entrance or Exit cards
6. Game activities
7. Guess Box
8. Informational surveys/Questionnaires/Inventories
9. Initiating activities
10. Interest survey
11. KWL charts and other graphic organizers
12. Open-ended Questioning
13. Picture Interpretation
14. Portfolio analysis
15. Prediction
16. Self-evaluations
17. Standardized test information
18. Student demonstrations and discussions
19. Student interviews
20. Student products and work samples
21. Table Top discussions
22. Teacher observation/checklists (in response to an oral question given to students, or maybe group work, where students used dry erase boards, etc.)
23. Teacher prepared pretests
24. Traditional tests
25. Writing prompts/samples or any Pre-writing activity
26. 5 Short quiz questions

Original document www.pps.k12.or.us/files/tag/Pre_Assessments.doc

https://docs.google.com/presentation/d/1nzhdnyMQmio5INT75ITB45rHyLISHEEZHTWJRqLmQ/pub?start=false&loop=false&delayms=3000&slide=id.g583166bc_1_64

Revised 8-2017
MULTICULTURAL GOALS

From Comprehensive Multicultural Education, Theory and Practice, by Christine I. Bennett

Revised 8-2017
BRIEF DESCRIPTION OF MULTICULTURAL GOALS

1-To Develop Multiple Historical Perspectives
Multiple historical perspectives are the knowledge and understanding of the heritage and contributions of diverse nations and ethnic groups, including one’s own. The goal is to develop awareness of historical and contemporary experiences among the world’s diverse nations and ethnic groups. The awareness includes both minority group viewpoints and those held by many members of the macroculture or nation, especially the differing interpretations of human events.

2-To Strengthen Cultural Consciousness
Cultural consciousness is the recognition or awareness on the part of an individual that he or she has a view of the world that is not universally shared and differs profoundly from that held by many members of different nations and ethnic groups. It includes an awareness of the diversity of ideas and practices found in human societies around the world and some recognition of how one’s own thoughts and behaviors might be perceived by members of differing nations and ethnic groups.

3-To Strengthen Intercultural Competence
Intercultural competence is the ability to interpret intentional communications (language, signs, gestures), some unconscious cues (such as body language), and customs in cultures different from one’s own. Emphasis is on empathy and communication. The goal is to develop self-awareness of the culturally conditioned assumptions that people of different cultural backgrounds make about each other’s behaviors and cognitions.

4-To Combat Racism, Sexism and All Forms of Prejudice and Discrimination
Reduction of racism, sexism, and all forms of prejudice and discrimination is lessening negative attitudes and behaviors based on gender bias and misconceptions about the inferiority of races or cultures different from one’s own. Emphasis is on cleaning up myths and stereotypes associated with gender, different races, and ethnic groups. Basic human similarities are stressed. The goal is to develop anti-racist, antisexist behavior based on awareness of historical and contemporary evidence of individual, institutional, and cultural racism and sexism in U.S. society and elsewhere in the world.

5-To Increase Awareness of the State of the Planet and Global Dynamics
Awareness of the state of the planet and global dynamics is knowledge about prevailing world conditions, trends, and developments. It is also knowledge of the world as a highly interrelated ecosystem subject to surprise effects and dramatic ramifications of simple events.

6-To Build Social Action Skills
Social action skills include the knowledge, attitudes, and behavior needed to help resolve major problems that threaten the future of the planet and well-being of humanity. One emphasis is on thinking globally and acting locally; the goal is to develop a sense of personal and political efficacy and global responsibility resulting in a participatory
orientation among adult members of society. Another emphasis is enabling minorities and non-minorities to become change agents through democratic processes.

**Ideas for integrating Multicultural Goals across the curriculum**

So how would these goals dovetail into a lesson, without trying to create something else to teach? Here are some examples of ways students have integrated these goals into a lesson:

**Language Arts Lesson:** Fact/Opinion

Multicultural Goal: To Increase Awareness of the State of the Planet and Global Dynamics

Students will read an article about Global Warming and will determine facts from opinion.

**Science Lesson:** Penguins

Multicultural Goal: We will discuss global warming and the effects it is having on glaciers; which directly affect people and animals.

**Math Lesson:** Rounding

Multicultural Goals: To develop multiple historical perspectives

Students will be shown Egyptian Hieroglyphs and will use the Hieroglyphs to round a number.

**Math Lesson:** Multiplication

Multicultural Goal: To develop multiple historical perspectives.

The goal is to teach students that multiplication began a very long time ago and that countries developed different methods to teach and learn multiplication. I will teach them a specific way that the Chinese learn/practice multiplication and we will compare it to the way that we learn it here in America.

**Science Lesson**

Multicultural Goal: To increase awareness of the state of the planet and global dynamics. Discuss the effects and dramatic ramifications of simple events like littering, pollution, greenhouse gases, etc. and their effect on the global temperatures.

**Writing Lesson**

Multicultural Goal(s) and how incorporated: *(Bennett Goals)* To combat racism, sexism, and other forms of prejudice and discrimination.
Discuss with the students the purpose of Martin Luther King’s “I have a Dream” speech. Use his speech to compare the discrimination people might be faced with today to the discrimination MLK was faced with years ago.

**Reading Lesson**

Multicultural Goal(s) and how incorporated: To increase awareness of the state of the planet and global dynamics. Students have been taught about penguins all week.

Today the students will be challenged to look at the facts they’ve been taught about penguins and decide whether or not a penguin could live in Indiana.

**Social Studies Lesson**

Multicultural Goal(s) and how incorporated: To strengthen cultural consciousness.

Nonfiction read aloud (14 Cows for America) informs how the Maasai people reacted to September 11 and the gift given to Americans that was unsought, unexpected, and extraordinary.

To the Maasai, the cow is life. Bring awareness to students that other cultures view the world differently and that our beliefs may be different than those of the Maasai. The way diverse cultures react to a tragedy can bring unlike groups of people together. The central focus of the book is the idea of giving something that is dear to you away to heal a sorrowing heart. To the Maasai people that object is a cow...what would you give away?
What Is Differentiated Instruction?

By: Carol Ann Tomlinson  From: http://www.readingrockets.org/article/263

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

**RELATED**

- Webcast: Differentiated Reading Instruction
- Best Practice for RTI: Differentiated Reading Instruction for All Students
- (Tier 1) Differentiation Tips for Parents

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- **Learning environment** – the way the classroom works and feels.
Content - Examples of differentiating content at the elementary level include the following:

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies
6. Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Process - Examples of differentiating process or activities at the elementary level include the following:

1. Using tiered activities through which all learners work with the same important understandings and skills, but proceed with various levels of support, challenge, or complexity;
2. Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
4. Offering manipulatives or other hands-on supports for students who need them; and
5. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Products - Examples of differentiating products at the elementary level include the following:

1. Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels);
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products; and
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

Learning environment - Examples of differentiating learning environment at the elementary level include:
1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly

# Accommodations

## Instructional Accommodation Shortened Version

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Setting**   | Distraction-free space  
Verbal prompts  
Small group/Partner instruction  
Adaptive furniture |
| **Timing**    | Periodic breaks  
Shorten sessions  
More frequent sessions |
| **Scheduling**| Extended time  
Length of assignments  
A daily assignment sheet  
Assignment calendar |
| **Presentation** | Visual cues or printed material  
Directions repeated, clarified, simplified or individualized  
Technology enhancements used as needed  
Written directions enhanced as needed  
Pencil grip  
Access to a prerecorded reading  
Papers secured to desk (e.g., magnets, tape)  
Manipulatives |
| **Response**  | Speech synthesizer, scribe, assistant  
Pencil grip  
Abacus  
Spell checker  
Other accommodations based on the purpose of the assignment |
ACCOMMODATIONS CHECKLIST FOR THE

General Education CLASSROOM

PHYSICAL ARRANGEMENT OF ROOM:

- seating student near the teacher
- seating student near a positive role model
- standing near the student when giving directions or presenting lessons
- avoiding distracting stimuli (air conditioner, high traffic area, etc.)
- increasing distance between desks
- additional accommodations:

LESSON PRESENTATION:

- pairing students to check work
- writing key points on board
- providing peer tutoring
- providing visual aids, large print, films
- providing peer note taker
- making sure directions are understood
- including a variety of activities during each lesson
- repeating directions to the student after they have been given to the class: then have him/her repeat an explain direction to teacher
- providing written outline
allowing student to tape record lessons

having child review key points orally

teaching through multi-sensory modes, visual, auditory, kinesthetic, olfactory

using computer-assisted instruction

accompany oral directions with written directions for child to refer to blackboard or paper

provide a model to help students post the model and refer to it often

provide cross age peer tutoring

to assist the students in finding the main idea underlying, highlighting, cue cards, etc.

breaking longer presentations into shorter segments

additional accommodations:

 ASSIGNMENTS/ WORKSHEETS:

giving extra time to complete tasks

simplifying complex directions

handing worksheets out one at a time

reducing the reading level of the assignments

requiring fewer correct responses to achieve grade (quality vs. quantity)

allowing student to tape record assignments/homework

providing a structured routine in written form
o providing study skills training/learning strategies
o giving frequent short quizzes and avoiding long tests
o shortening assignments; breaking work into smaller segments
o allowing typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed
o using self-monitoring devices
o reducing homework assignments
o not grading handwriting
o student should not be allowed to use cursive or manuscript writing
o reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for correction
o do not require lengthy outside reading assignments
o teacher monitor students self-paced assignments (daily, weekly, bi-weekly)

o arrangements for homework assignments to reach home with clear, concise directions
o recognize and give credit for student's oral participation in class

o additional recommendations:

---

**TEST TAKING:**

o allowing open book exams
o giving exam orally

Revised 8-2017
o giving take home tests

o using more objective items (fewer essay responses)

o allowing student to give test answers on tape recorder

o giving frequent short quizzes, not long exams

o allowing extra time for exam

o reading test item to student

o avoid placing student under pressure of time or competition

o additional accommodations:

---

**ORGANIZATION:**

o providing peer assistance with organizational skills

o assigning volunteer homework buddy

o allowing student to have an extra set of books at home

o sending daily/weekly progress reports home

o developing a reward system for in-schoolwork and homework completion

o providing student with a homework assignment notebook

o additional accommodations:

---

**BEHAVIORS:**

Revised 8-2017
- use of timers to facilitate task completion
- structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
- praising specific behaviors
- using self-monitoring strategies
- giving extra privileges and rewards
- keeping classroom rules simple and clear
- making "prudent use" of negative consequences
- allowing for short breaks between assignments
- cueing student to stay on task (nonverbal signal)
- marking student's correct answers, not his mistakes
- implementing a classroom behavior management system
- allowing students time out of seat, to run errands, etc.
- ignoring inappropriate behaviors not drastically outside classroom limits
- allowing legitimate movement
- contracting with the student
- increasing the immediacy of rewards
- implementing time-out procedures
- additional accommodations:
MULTIPLE INTELLIGENCES

Multiple Intelligences

Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means."

Howard Gardner's original seven intelligences have been expanded to nine. The information in the chart below was integrated from the webpages listed below. They represent a small sample of information available on the web.

http://www.tecweb.org/styles/gardner.html
http://www.literacynet.org/mi/assessment/findyourstrengths.html
http://www.edutopia.org/multiple-intelligences-howard-gardner-video
http://kids.lovetoknow.com/wiki/Classroom_Activities_for_Multiple_Intelligences

Revised 8-2017
**HOWARD GARDNER'S NINE MULTIPLE INTELLIGENCES:**

<table>
<thead>
<tr>
<th>Multiple Intelligence Type</th>
<th>Way of supporting student learning</th>
</tr>
</thead>
</table>
| **1. Verbal/Linguistic Intelligence:** the capacity to use language to express what's on your mind and to understand other people. Any kind of writer, orator, speaker, lawyer, or other person for whom language is an important stock in trade has great linguistic intelligence. Often well-spoken and write well. | • Look at different kinds of dictionaries.  
• Read plays and poetry out loud.  
• Write a story for a book or newsletter.  
• Keep a journal.  
• Read from books written by or for new readers.  
• Use a tape recorder to tape stories and write them down.  
• Read together, i.e., choral reading.  
• Read out loud to each other.  
• Read a section, then explain what you've read.  
• Read a piece with different emotional tones or viewpoints — one angry, one happy, etc.  
• Trade tall tales, attend story-telling events and workshops.  
• Explore and develop the love of words, i.e., meanings of words, origin of words and idioms, names.  
• Research your name |
| **2. Logical/Mathematical Intelligence:** the capacity to understand the underlying principles of some kind of causal system, the way a scientist or a logician does; or to manipulate numbers, quantities, and operations, the way a mathematician does. Often enjoy solving puzzles. | • Arrange cartoons and other pictures in a logical sequence.  
• Sort, categorize, and characterize word lists.  
• While reading a story, stop before you've finished and predict what will happen next.  
• Explore the origins of words.  
• Play games that require critical thinking. For example, pick the one word that doesn't fit: chair, table, paper clip, sofa. Explain why it doesn't fit.  
• Work with scrambled sentences. Talk about what happens when the order is changed.  
• After finishing a story, mind map some of the main ideas and details.  
• Write the directions for completing a simple job like starting a car or tying a shoe.  
• Make outlines of what you are going to write or of the material you've already read.  
• Write a headline for a story you've just completed. |
<table>
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<tr>
<th>3. Musical Rhythmic Intelligence: the capacity to think in music; to be able to hear patterns, recognize them, and perhaps manipulate them. People who have strong musical intelligence don't just remember music easily, they can't get it out of their minds, it's so omnipresent.</th>
</tr>
</thead>
</table>
| • Look for patterns in words. What's the relationship between heal, health, and healthier?  
• Look at advertisements critically. What are they using to get you to buy their product? |

<table>
<thead>
<tr>
<th>4. Bodily/Kinesthetic Intelligence: the capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve a problem, make something, or put on some kind of production. The most evident examples are people in</th>
</tr>
</thead>
</table>
| • Use a familiar tune, song, or rap beat to teach spelling rules, or to remember words in a series for a test.  
• Create a poem with an emphasis on certain sounds for pronunciation.  
• Clap out or walk out the sounds of syllables.  
• Read together (choral reading) to work on fluency and intonation.  
• Read a story with great emotion — sad, then happy, then angry. Talk about what changes — is it only tone?  
• Work with words that sound like what they mean (onomatopoeia). For example: sizzle, cuckoo, smash.  
• Read lyrics to music.  
• Use music as background while reviewing and for helping to remember new material.  
• Use rhymes to remember spelling rules, i.e., "I before E except after C." |

<table>
<thead>
<tr>
<th>4. Bodily/Kinesthetic Intelligence: the capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve a problem, make something, or put on some kind of production. The most evident examples are people in</th>
</tr>
</thead>
</table>
| • Go through your wallet and pull out three things to talk about.  
• Trace letters and words on each other's back.  
• Use magnetic letters, letter blocks, or letters on index cards to spell words.  
• Take a walk while discussing a story or gathering ideas for a story.  
• Make pipe cleaner letters. Form letters out of bread dough. After you shape your letters, bake them and eat them!  
• Use your whole arm (extend without bending your elbow) to write letters and words in the air.  
• Change the place where you write and use different kinds of tools to write, i.e., typewriter, computer, blackboard, or large pieces of paper.  
• Write on a mirror with lipstick or soap. |
| Athletics or the performing arts, particularly dancing or acting. | - Take a walk and read all the words you find during the walk.  
- Handle a Koosh ball or a worry stone during a study session.  
- Take a break and do a cross-lateral walk. |
|---|---|
| **5. Spatial Intelligence**: the ability to represent the spatial world internally in your mind -- the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world. Spatial intelligence can be used in the arts or in the sciences. | - Write and illustrate a language experience story.  
- Study and create maps, diagrams and graphs.  
- Color code words so each syllable is a different color.  
- Write a word on the blackboard with a wet finger. Visualize the word as it disappears. See if you can spell it afterwards.  
- Take a survey. Put the information in a chart.  
- Write words vertically.  
- Cut out words from a magazine and use them in a letter.  
- Use pictures to stimulate reading or writing.  
- Visualize spelling words.  
- Use the say-copy-look method of spelling.  
- Use colorful newspapers like USA Today.  
- Use crossword puzzles. |
| **6. Naturalist Intelligence**: the ability to discriminate among living things (plants, animals) and sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. | - Take time to collect, classify nature items  
- Care for animals  
- Spend time outside noticing patterns in nature.  
- Read books and articles about nature and the environment.  
- Take hikes or visit tide pools, and record significant features about what you find.  
- Compare seeds, seedlings, and adult plants. Mix them up and ask your learners to match each seed to its corresponding seedling and adult. |
| **7. Intrapersonal Intelligence**: having an understanding of | - Write your memoirs  
- Set aside time to reflect on new ideas and information. |
yourself; knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We are drawn to people who have a good understanding of themselves. They tend to know what they can and can't do, and to know where to go if they need help.

<table>
<thead>
<tr>
<th>Encourage journal writing.</th>
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</thead>
<tbody>
<tr>
<td>Work on the computer.</td>
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<tr>
<td>Practice breathing for relaxation.</td>
</tr>
<tr>
<td>Use brainstorming methods before reading.</td>
</tr>
<tr>
<td>Listen to and read &quot;how to&quot; tapes and books.</td>
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<tr>
<td>Read &quot;inspirational&quot; thought-for-the-day books.</td>
</tr>
<tr>
<td>Read cookbooks.</td>
</tr>
<tr>
<td>Go on &quot;guided imagery&quot; tours.</td>
</tr>
</tbody>
</table>

8. **Interpersonal Intelligence**: the ability to understand other people. It's an ability we all need, but is especially important for teachers, clinicians, salespersons, or politicians -- anybody who deals with other people.

<table>
<thead>
<tr>
<th>Take part in group discussions or discuss a topic one-to-one.</th>
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</thead>
<tbody>
<tr>
<td>Read a dialogue or a play together.</td>
</tr>
<tr>
<td>Do team learning/investigating projects.</td>
</tr>
<tr>
<td>Set up interview questions, and interview your family. Write the results.</td>
</tr>
<tr>
<td>Write notes to one another instead of talking.</td>
</tr>
</tbody>
</table>

9. **Existential Intelligence**: need to see “the big picture” in order to understand the details, the ability and proclivity to pose (and ponder) questions about life, death, and ultimate realities.

<table>
<thead>
<tr>
<th>Community service</th>
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<tbody>
<tr>
<td>Plan a charity event</td>
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<tr>
<td>Maintain a current events notebooks with human interest stories</td>
</tr>
</tbody>
</table>
# Howard Gardener’s Multiple Intelligences

<table>
<thead>
<tr>
<th>Multiple Intelligence Type</th>
<th>Incorporated into subject matter</th>
<th>Way of demonstrating understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal-Linguistic</td>
<td>Books, stories, poetry, speeches, author visits</td>
<td>Writing stories, scripts, poems, story telling</td>
</tr>
<tr>
<td>Mathematical-Logical</td>
<td>Exercises, drills, problem solving</td>
<td>Counting, calculating, theorizing, demonstrating, programming computers</td>
</tr>
<tr>
<td>Musical</td>
<td>Tapes, CD’s, concert going</td>
<td>Performing, singing, playing, composing</td>
</tr>
<tr>
<td>Visual-Spatial</td>
<td>Posters, art work, slides, charts, graphs, video tapes, laser disks, CD-ROMs and DVDs, museum visits</td>
<td>Drawing, painting, illustrating, graphic design, collage making, poster making, photography</td>
</tr>
<tr>
<td>Bodily-Kinesthetic</td>
<td>Movies, animations, exercises, physicalizing concepts, rhythm exercises</td>
<td>Dance recital, athletic performance or competition</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Teams, group work, specialist roles</td>
<td>Plays, debates, panels, group work</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Reflection time, meditation exercises</td>
<td>Journals, memoirs, diaries, changing behaviors, habits, personal growth</td>
</tr>
<tr>
<td>Naturalist</td>
<td>Terrariums, aquariums, class pets, farm, botanical garden and zoo visits, nature walks, museum visits</td>
<td>Collecting, classifying, caring for animals at nature centers</td>
</tr>
<tr>
<td>Existential</td>
<td>Working on causes, charity work, “big picture” activities</td>
<td>Community service</td>
</tr>
</tbody>
</table>
**Setting the Stage for Teaching:** Behavior Expectations.

Depending on your grade level and school setting, your expectation language will change. However, having students focus on you and remind them of group behavior during direct instruction will help you make sure all students know the expectations. The following pages give examples of different types of management posters/expectations that teachers use to prepare a class for learning, or to gain students’ attention.
**ANTICIPATORY SET** 3-5 minutes

- includes the motivation and introduction of your lesson; it is the *attention getter* for the lesson. This gets the attention of the students and generates interest by creating a need to know. Obviously if the students are ready to learn, you will not need to spend a great deal of time getting them interested.

The anticipatory set refers to an activity to focus the students' attention, provide a *brief practice* and/or develop a readiness for the instruction that will follow. It should relate to some previous learning. If successful, the anticipatory set should help the student get mentally or physically ready for the lesson.

To Write a Hook

To write your Hook, consider the following questions:

- How can I involve as many as students as possible, pique their interests for the subject matter to come?
- What do the students need to know before they can delve into the lesson plan itself and direct instruction?
- How should I inform my student of the lesson’s context and objective in kid-friendly language?

**Specific examples**
Remind the children of animals and plans they have studied earlier in the year. Ask the class to raise their hands to contribute to a discussion of what they already know about plants. Write a list on the board of the characteristics they name, while prompting them and offering ideas and comments as needed. Repeat the process for a discussion of the properties of animals. Point out major similarities and differences.

Tell the students that it is important to learn about plants and animals because we share the earth with them and depend upon each other for survival.

Great ideas for utilizing the “Hook”:

- Provocative Questions
- Review of previous lesson(s)
- Picture – Cartoon
- Story
- Startling or unexpected statement
- Refer students to specific visuals/ graphic organizers/ thinking maps
Examples of activities that produce an anticipatory set are having students-

- Give synonyms for overused words, when the current objective is improvement in descriptive writing skill.
- Create word problems to go with a numeral problem on the chalkboard, when the current objective is meaningful computation practice.
- Review the main ideas of yesterday's lesson, which will be extended today.
- State ways a skill might be useful in daily life, when the objective is to develop fluency with that skill.
- State ways a skill might be useful in daily life, when the objective is to develop fluency with that skill.

**Bloom’s Taxonomy of Learning**

Higher Order/Critical Thinking Questions:

When we think about higher order thinking questions, we think of Bloom’s Taxonomy. The types of questions that are higher order are Synthesis/Creating (level 6), Evaluation/Evaluation (level 5), and Analysis/Analyzing (level 4). When your university supervisor looks at your lesson plans, she will be looking for questions from these 3 levels. You will most likely ask several questions that are level 1, 2 and 3, but you do not need to include these in your lesson plan.

Your classroom teacher most likely has a flip chart of Bloom’s taxonomy that you might be able to borrow. Just remember, you only need to include 3 questions from Synthesis/Creating, Evaluation/Evaluation, and/or Analysis/Analyzing in your formal plans.

**Bloom’s Taxonomy**

Bloom’s Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work. This resource is divided into different levels each with Keywords that exemplify the level and questions that focus on that same critical thinking level.
**Blooms Level I: Knowledge**

Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

**Keywords:** who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

**Questions:**
- What is...? • Can you select? • Where is...? • When did _____ happen?
- Who were the main...? • Which one...? • Why did...? • How would you describe...?
- When did...? • Can you recall...? • Who was...? • How would you explain...?
- How did ___happen...? • Can you list the three..? • How is...?
- How would you show...?

**Assessment:**

Match character names with pictures of the characters.
Match statements with the character who said them.
List the main characteristics of one of the main characters in a WANTED poster.
Arrange scrambled story pictures and/or scrambled story sentences in sequential order.
Recall details about the setting by creating a picture of where a part of the story took place.

**Blooms Level II: Comprehension**

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.
**Keywords:** compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

**Questions:**

• How would you classify the type of...? • How would you compare...? contrast...?

• Will you state or interpret in your own words...?

• How would you rephrase the meaning?

• What facts or ideas show...? • What is the main idea of ......?

• Which statements support...? • Which is the best answer...?

• What can you say about ...? • How would you summarize... ?

• Can you explain what is happening...? • What is meant by...?

**Assessment:**

Interpret pictures of scenes from the story or art print.

Explain selected ideas or parts from the story in his or her own words.

Draw a picture and/or write a sentence showing what happened before and after a passage or illustration found in the book. (visualizing)

Predict what could happen next in the story before the reading of the entire book is completed.

Construct a pictorial time-line that summarizes what happens in the story.

Explain how the main character felt at the beginning, middle, and/or end of the story.

**Blooms Level III: Application**

Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

**Keywords:**

apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify
Questions:

• How would you use...? • How would you solve ____ using what you’ve learned...?

• What examples can you find to...? • How would you show your understanding of...?

• How would you organize ________ to show...?

• How would you apply what you learned to develop...?

• What approach would you use to...? • What other way would you plan to...?

• What would result if...? • Can you make use of the facts to...?

• What elements would you use to change...? • What facts would you select to show...?

• What questions would you ask during an interview?

Assessment:

Classify the characters as human, animal, or thing.

Transfer a main character to a new setting.

Make finger puppets and act out a part of the story.

Select a meal that one of the main characters would enjoy eating: plan a menu, and a method of serving it.

Think of a situation that occurred to a character in the story and write about how he or she would have handled the situation differently.

Give examples of people the student knows who have the same problems as the characters in the story.

Blooms Level IV: Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Keywords:
analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

Questions:
- What are the parts or features of . . . ? • How is ________ related to . . . ?
- Why do you think . . . ? • What is the theme . . . ? • What motive is there . . . ?
- Can you list the parts . . . ? • What inference can you make . . . ?
- What conclusions can you draw . . . ? • How would you classify . . . ?
- How would you categorize . . . ? • Can you identify the different parts . . . ?
- What evidence can you find . . . ? • What is the relationship between . . . ?
- Can you make a distinction between . . . ? • What is the function of . . . ?
- What ideas justify . . . ?

Assessment:
Identify general characteristics (stated and/or implied) of the main characters.
Distinguish what could happen from what couldn't happen in the story in real life.
Select parts of the story that were the funniest, saddest, happiest, and most unbelievable.
Differentiate fact from opinion.
Compare and/or contrast two of the main characters.
Select an action of a main character that was exactly the same as something the student would have done.

Blooms Level V: Synthesis
Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

**Keywords**

build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete

**Questions:**

• What changes would you make to solve...? • How would you improve...?

• What would happen if...? • Can you elaborate on the reason...?

• Can you propose an alternative...? • Can you invent...?

• How would you adapt ______________ to create a different...?

• How could you change (modify) the plot (plan)...? • What facts can you compile...?

• What way would you design...? • What could be combined to improve (change)...?

• Suppose you could ______what would you do...? • How would you test...?

• Can you formulate a theory for...? • Can you predict the outcome if...?

• How would you estimate the results for...? • What could be done to minimize (maximize)...?

• Can you construct a model that would change...? • How is ______ related to...?

• Can you think for an original way for the...? • What are the parts or features of...?

• Why do you think...? • What is the theme...? • What motive is there...?

• Can you list the parts...? • What inference can you make...? ...? • What ideas justify...?

• What conclusions can you draw...? • How would you classify...?

• How would you categorize...? • Can you identify the different parts...?
• What evidence can you find...? • What is the relationship between...?
• Can you make the distinction between...? • What is the function of

Assessment:

Create a story from just the title before the story is read (pre-story exercise).

Write three new titles for the story that would give a good idea what it was about.

Create a poster to advertise the story so people will want to read it.

Use your imagination to draw a picture about the story.

Create a new product related to the story.

Restructure the roles of the main characters to create new outcomes in the story.

Compose and perform a dialogue or monologue that will communicate the thoughts of the main character(s) at a given point in the story.

Imagine that you are the main character.

Write a diary account of daily thoughts and activities.

Create an original character and tell how the character would fit into the story.

Write the lyrics and music to a song that one of the main characters would sing if he/she/it became a rock star and perform it.

Blooms Level VI: Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Keywords:

award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

Revised 8-2017
Questions:

• Do you agree with the actions/outcome...? • What is your opinion of...?
• How would you prove/ disprove...? • Can you assess the value or importance of...?
• Would it be better if...? • Why did they (the character) choose...?
• What would you recommend...? • How would you rate the...?
• How would you evaluate...? • How would you compare the ideas...? the people...?
• How could you determine...? • What choice would you have made...?
• What would you select...? • How would you prioritize...? • How would you justify...?
• What judgment would you make about...? • Why was it better that...?
• How would you prioritize the facts...? • What would you cite to defend the actions...?
• What data was used to make the conclusion...?
• What information would you use to support the view...?
• Based on what you know, how would you explain...?

Assessment:

Decide which character in the selection he or she would most like to spend a day with and why.

Judge whether or not a character should have acted in a particular way and why.

Decide if the story really could have happened and justify reasons for the decision.
<table>
<thead>
<tr>
<th>Higher-order thinking</th>
<th>Synthesis/Creating</th>
<th>ACTIONS: Build, pretend, create, plan, invent, combine, develop, design, arrange, hypothesize, predict, compose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SENTENCE STARTERS: What would happen if ___? Can you predict ___? What would the ___ be like if ___? Suppose ___? What do you think about ___? How many new ways can you ___? What would happen if ___? What alternatives are there? What if someone ___? Imagine that ___? Can you invent ___? Can you predict the outcome of ___? Can you construct a model that would change ___? What changes would you make in order to solve ___? Can you think of an original way for ___? How would you test ___? What inference or conclusion can you draw based on evidence?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reorganize or Design New</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation/Evaluating</td>
<td>ACTIONS: Debate, justify, rate, select, judge, score, evaluate, conclude, prove, estimate, recommend, criticize</td>
</tr>
</tbody>
</table>
|                      | SENTENCE STARTERS: What would you choose? Why was it better than ___? In your opinion will it work? How? Select some items and tell why you did or did not like them. How would you prioritize ___? Why do you agree or disagree? If ___ then ___? What is your opinion of ___? What choice would you have made? How would you justify ___? What would you select? Justify your selection. What information would you use to support the view? How could you determine? What could be done to minimize (maximize) ___? How would you improve? Rate the following ___.
|                      | Judge & Justify |
|                      | Analysis/Analyzing | ACTIONS: Group, separate, compare/contrast, interpret, question, discover, classify, categorize, organize, divide or classify |
|                      | SENTENCE STARTERS: Why do you think ___? What are the parts of ___? What are the consequences of ___? How? Why? Compare ___ with ___. List all of the problems that occur when ___.. The best part ___ Can these be arranged this way? Where evidence can you find ___? Can you make a distinction between ___ and ___? How would you classify ___? How would you categorize ___? What is the function of ___? |
|                      | Divide or Classify |
| Lower-order thinking | Application/Applying | ACTIONS: Solve, build, choose, plan, show, practise, use, make, teach, operate, simulate, construct |
|                      | SENTENCE STARTERS: Show me how to do ___. How would you use ___? Demonstrate ___ Make a ___ If you were there ___ Why is ___ significant? How is ___ an example of ___? A way to ___ is ___. A connecting idea is ___. Is what you are saying ___? Could you clarify that comment? What examples can you find? How would you solve ___ using what you’ve learned? Can you make use of the facts to ___? What approach would you use to ___? What facts would you select to show ___? What questions would you ask in an interview with ___? |
|                      | Make or Do |
|                      | Comprehension/Understanding | ACTIONS: Describe, express, restate, retell, locate, discuss, rephrase, summarize, organize |
|                      | SENTENCE STARTERS: Can you explain what is happening? What can you say about ___? Locate the following... Describe the way ___ How would you restate the rest of the paragraph/sentence/page in your own words? What can you say about? State the main ideas ___. Sequence the events ___.
|                      | Describe |
|                      | Knowledge/Remembering | ACTIONS: Know, collect, label, cite, tell, record, define, repeat, name, match, identify, specify |
|                      | SENTENCE STARTERS: What ___? When ___? Where ___? List the three ___. Define ___. Select ___. Which one ___? Can you recall ___? (Memory of material previously learned. Recall. Prior knowledge of facts, basic concepts, and information.) |
|                      | Tell or Spell |
Bloom’s Taxonomy of 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”

Other help with Blooms -

http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/

ACTIVE ENGAGEMENT

The following strategies help you monitor student understanding and keep students actively engaged!

Strategy Guide - Using the Think-Pair-Share Technique

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than
using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

~ Author Cathy Allen Simon, Urbana, IL

Actively Engage Students Using Hands-on & Minds-on Instruction
by Laura Candler, TeachHUB Blogger

Random Student Selection

Choosing students randomly is one of the easiest ways to engage students in learning. A simple cup with craft sticks will do the trick when you need to select someone to participate in a discussion or read aloud to the class. Write each student’s name on a craft stick and place it in a large cup. Instead of calling on someone whose hand is raised, select a stick from the cup. When students know they might be called on at any moment, they are more likely to pay attention. If you have an interactive whiteboard, you can use a fun application called The Hat to randomly select individuals and pairs of students.

Individual Dry Erase Boards

Revised 8-2017
Providing each student with an individual dry erase board requires some initial time and expense, but it’s well worth the effort. Buy a sheet of white tile board at your local home improvement store and have it cut into 12” by 12” squares. Ask students to supply their own markers or use school-provided markers. In math, present problems, one at a time, and ask students to solve them on their dry erase boards before displaying the results to you or the class. In other subjects, ask students to respond to questions and problems on their dry erase boards before participating in a class discussion. This immediate feedback will help you adjust your instruction to meet the needs of all students. Involving students in this way keeps instruction fast-paced, focused, and interactive.

**Hands-on Instruction**

Even though “hands-on” doesn’t guarantee “minds-on,” students do need to manipulate objects, investigate ideas, and conduct experiments in order to learn. You can improve your lessons by taking time to discuss the importance of each part key points during the lesson. Relate...
the activity to real world examples and reflect on what the activity is supposed to demonstrate. Have students discuss the essential concepts with a partner or summarize the importance of the lesson in writing.

**Interactive Whiteboard**

In recent years, interactive whiteboards have revolutionized the modern classroom. By their very nature, they are engaging and exciting. However, whiteboards need to be more than glorified projection screens. If only used to display Power Points and websites, the true power of the whiteboard is overlooked. Interactive software allows teachers to design lessons that allow students to manipulate numbers, words, and objects to make connections and deepen understanding. Involving students in everything from sorting geometric shapes to highlighting key words ensures that your class is focused and actively engaged.

Other Active Engagement Resources -


[https://www.edutopia.org/project-learning-teaching-strategies](https://www.edutopia.org/project-learning-teaching-strategies)

[https://www.marzanoresearch.com/resources/tips/hec_tips_archive](https://www.marzanoresearch.com/resources/tips/hec_tips_archive)

[https://www.edutopia.org/student-engagement-resources](https://www.edutopia.org/student-engagement-resources)


[http://eclassroom.kdsi.org/eClassroom/epub/cp/100106/HEC_text_8-16-12.pdf](http://eclassroom.kdsi.org/eClassroom/epub/cp/100106/HEC_text_8-16-12.pdf)
Classroom Management: Ways to gain student’s attention

[Images of colorful cards with various phrases like:]
- Ready to Rock?
- Heart to Heart
- Holy Moly!
- Alligator, Alligator
- Macaroni & Cheese
- Zip Your Lips
- Ho! Ho! Ho!
- Easy Peasy!
- Criss-Cross
- Hands on Top

Revised 8-2017
APPENDIX

• Request for & Notification of Absences
• Analysis of Student Learning
• Proposed Plan of Implementation
• Portfolio Instruction
• Direct Instruction Lesson Plan
• Weekly Instruction Lesson Plan
• Mock Interview
• Student Teaching Evaluation Rubric
REQUEST FOR & NOTIFICATION OF ABSENCES

Indiana University East
School 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______________

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Time (Select One)</th>
<th>Reason for Absence</th>
<th>Absence from: (Select One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Full day or from ______ to ______</td>
<td>□ school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Full day or from ______ to ______</td>
<td>□ seminar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Section B: Signatures indicate agreement.

Request for Absence from School

Cooperating Teacher’s Signature Date

Request for Absence from Seminar

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 __________________________

Revised 8-2017
ANALYSIS OF STUDENT LEARNING ASSIGNMENT

Analysis of Student Learning

(To be completed using summative data from the beginning and end of your student teaching with formative assessments in between. The data must be collected over time.)

Task: Analyze your assessment data, including pre/post assessments and formative assessments to determined students’ progress related to the learning goals set after the pre-assessment. Use visual representations and narrative to communicate the performance of the whole class, sub groups, and two individual students.

• **Introduction:** Begin with a paragraph or two about the subject (reading) you are analyzing. How is it taught, what resources do you have, and how is the growth of each student measured. Include teaching strategies and goals and/or standards for the subject.

• **Whole class:** Using the assessment that your particular school uses to determine the reading level of the entire class, determine the beginning reading levels of each student in your classroom. Using this information set 1 to 2 goals for the class, include the standards and strategic actions you will be using to accomplish your goals. As you teach toward these goals, each week gather evidence to show you are working toward these goals. This evidence might be in the form of lesson plans, student work, graph with formative assessment data, or other artifacts that would show evidence of learning. To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student’s progress toward your learning goals. Then, create a graphic summary that shows the extent to which your students made progress (from pre-to post-) toward the learning criterion that you identified for each learning goal(s). **Summarize** what the graph and table tell you about your students’ learning over time and specifically what you did to support the learning. Include goals and standards for reading along with teaching strategies used throughout the analysis period.

• **Sub group:** Select a small guided reading group using the whole group assessment, what characteristic made it a small group (e.g. performance level, specific need, language proficiency)? Using the Benchmark Assessment or DRA administer a further assessment to determine the instructional level of each student in the small group. Using this information set 1 to 2 goals for the group, include the standards and strategic actions you will be using to accomplish your goals. As you teach toward these goals, each week gather evidence to show you are working toward these goals. This evidence might be in the form of lesson plans, student work, graph with formative assessment data, or other artifacts that...
would show evidence of learning. Create a graphic representation that compares pre- and post- assessment results for the sub groups on these learning goal. Summarize what the graph and table tell you about your students’ learning over time and specifically what you did to support the learning. Include goals and standards for reading along with teaching strategies used throughout the analysis period.

- **Individuals:** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. This is a way for you to show evidence that you have been able to differentiate your instruction enough to support all levels of learning in your classroom. Use the same pre-, and post- summative assessment as well as formative data with examples of the students’ work to draw conclusions about the extent to which these students attained learning goals set for the whole group. Create a graphic representation that compares pre- and post- assessment results for the two individuals on the learning goals. Summarize what the graph and table tell you about each of your students’ learning over time and specifically what you did to support the learning. Include goals and standards for reading along with teaching strategies used throughout the analysis period. Examples of your two students’ work should be scanned and included in your documentation.

- **Analysis Summary:** Now that you have presented your evidence, analyze what it means. Did all students learn? Which groups learned more? Do you have any hypotheses as to why?

**Analysis of Student Learning Presentation:**

The *Analysis of Student Learning* presentation is a presentation session that affords you the opportunity to be creative as you present a visual representation of your analysis of student learning. The content of your analysis will be the focus of the presentation which uses posters, pictures, graphics, cartoons, quotes, power point, prezi, or/and anything else that clearly communicates the research you have done. You will share your presentation in a 10 – 15 minute presentation with area school coaches. You may use either a tri-fold 36" x 48" project board, a single sheet of poster board and/or a computer.
## Analysis of Student Learning Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Developing</th>
<th>Proficient</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity &amp; accuracy of data presented</strong> (table &amp; graphic)</td>
<td>Little or no evidence provided</td>
<td>Presentation is not clear &amp;/or accurate</td>
<td>Presentation is understandable and contains few errors</td>
<td>Presentation is easy to understand and contains no errors of representation</td>
</tr>
<tr>
<td><strong>Alignment with learning goals</strong> (Assessments are aligned with objectives, which are aligned with learning goals.)</td>
<td>No credible evidence provided</td>
<td>Analysis of student learning is not aligned with learning goals</td>
<td>Analysis of student learning is partially aligned with learning goals &amp;/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, sub groups, and 2 individual students.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, sub-groups, and 2 individual students.</td>
</tr>
<tr>
<td><strong>Interpretation of data</strong> (Summary)</td>
<td>No credible evidence</td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data</td>
<td>Interpretation is meaningful and appropriate, conclusions are drawn from the data</td>
</tr>
<tr>
<td><strong>Evidence of impact on student learning</strong> (Summary)</td>
<td>No credible evidence provided</td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward each learning goal.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
</tr>
</tbody>
</table>
| **Writing** (Summary) | Three of the writing elements are lacking | Two of the writing elements are lacking | One of the writing elements is lacking | **Flow:** Writing follows a logical flow and sequence making it easy for the reader to picture the experiences  
**Organization:** Paragraphing is an asset to the organization of the paper  
**Mechanics:** There are no spelling, grammar, or punctuation/capitalization errors  
**Wording:** Writing reflects clarity of thought. (precise, compact, not awkward) |

Name ____________________

Total Score ___________
### Analysis of Student Learning Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Developing</th>
<th>Proficient</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>1-0 points</td>
<td>3-2 points</td>
<td>6-4 points</td>
<td>10-7 points</td>
</tr>
<tr>
<td>No clear data or analysis</td>
<td>The student data and analysis are present with some ideas not presented in proper order; Awkward transitions. Parts of the presentation were wordy or unclear.</td>
<td>The student data and analysis are presented in logical order with adequate transitions between each data set. The presentation is generally clear and understandable.</td>
<td>The student data and analysis are presented in a logical order with effective transitions between each data set. The presentation is clear, concise and easy to understand.</td>
<td></td>
</tr>
</tbody>
</table>

| **Content** |  |  |  |
| No clear understanding of content | The student data and analysis was accurately represented, with discussion of some of the results and use of the assessments. Presenter had trouble discussing the alignment of the assessment and instruction with standards and student goals. | The student data and analysis was accurately represented, with discussion of most of the results and use of the assessments represented. Presenter adequately aligns the assessment and instruction with standards and student goals. | The student data and analysis was accurately represented, with discussion of specific results and use of the assessments. Presenter clearly is able to aligned the assessment and instruction with standards and student goals |

| **Presentation** |  |  |  |
| No clear evidence of ability to do a presentation | The presenter showed little energy, slow pace; adequate appearance, visual aids need to be improved. Eye contact was limited, ability to listen; difficulty in answering questions. Grammar needs work. | The presenter showed adequate energy, generally good pace and diction; professional appearance, visual aids used adequately. Fairly good eye contact with audience, displays ability to listen; able to answers most questions with authority and accuracy. Few grammatical errors. | The presenter showed energy, proper pace and diction; professional appearance, visual aids used effectively. Good eye contact with audience, excellent listening skill; able to answers questions with authority and accuracy. Excellent use of grammar |

Name ____________________

Total Score ______________
**PROPOSED PLAN OF IMPLEMENTATION**

**Proposed Plan of Implementation (PPI) Packet:**

The PPI consists of several parts as listed on the Beginning Student Teaching Checklist. The instructional team (Classroom Teacher (CT) and Student Teacher (ST)) jointly develops the PPI.

**Part 1**, the PPI cover sheet, 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.

**Parts 2 & 3** provides ST’s 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. Be sure you have a copy of parts 1, 2, and 3 to give to your University Supervisor on his/her first visit.

**Part 4** should be developed collaboratively by the instructional team (Classroom Teacher (CT) and Student Teacher (ST)), using the Suggested Integration Schedule for Student Teaching as a guide. It is a proposed long range plan for implementing student teaching. It 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 co-teaching/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.

Be sure you give the University Supervisor a paper copy of Parts 1, 2 and 3, when s/he makes the first visit. You will upload to Canvas Parts 1, 2, 3, and 4.

Revised 6-2018
As a Student Teacher (ST), you 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 Director of Field Experience and prior agreement of the Cooperating Teacher to be excused. “Request for & Notification of Absence” (Canvas– Resources-School Assignment-Absences) 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 University Supervisor and DFE for final confirmation.

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

Report unexpected absences or tardiness to:

<table>
<thead>
<tr>
<th>Coordinating Teacher</th>
<th>Telephone Number (s)</th>
<th>E-mail Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisor</td>
<td></td>
<td></td>
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<tr>
<td>ST’s contact information</td>
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</tbody>
</table>

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 teacher candidate will assume include: (i.e., recess, cafeteria duty, hall supervision, etc.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Date</th>
<th>Activity</th>
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PART 2: a calendar (12 wks./60 days) PART 3: a daily/weekly schedule,
PART 4: Description of student teaching setting:
# if students in classroom, Teacher’s aide present? How many hours per day?
# of special needs students and explanation of needs/accommodations # of students in the school and socio-economic description Cooperating school corporation’s goals, mission, academic focus etc. PART 5 a 12 week plan

1 Cover Sheet

Revised 5-17
Examples of sections below

**PART 2:** a calendar (12 wks./60 days)

### 2014 – 2015

**RICHMOND COMMUNITY SCHOOLS**

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<thead>
<tr>
<th>July 2014</th>
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<tbody>
<tr>
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<td>8 9 10 11 12 13 14</td>
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<td>15 16 17 18 19 20 21</td>
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<td>22 23 24 25 26 27 28</td>
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<td>29 30 31</td>
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#### August

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<th>August 2014</th>
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<td>15 16 17 18 19 20 21</td>
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<td>22 23 24 25 26 27 28</td>
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<td>29 30 31</td>
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#### September

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<th>September 2014</th>
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<td>1 2 3 4 5 6 7</td>
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<td>8 9 10 11 12 13 14</td>
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Revised 5-17

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**PART 3:** a daily/weekly schedule,

## Daily Schedule

<table>
<thead>
<tr>
<th>Monday, Wednesday, Thursday, and Friday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td><strong>Times:</strong></td>
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</tr>
<tr>
<td>7:45 - 8:00 Morning Work</td>
<td>7:45 - 8:00 Morning Work</td>
</tr>
<tr>
<td>8:00 - 9:00 Math</td>
<td>8:00 - 9:00 Math</td>
</tr>
<tr>
<td>9:00 - 9:30 Writing/Grammar</td>
<td>9:00 - 9:30 Writing/Grammar</td>
</tr>
<tr>
<td>9:30 - 10:00 Math LEAP</td>
<td>9:30 - 10:00 Math LEAP</td>
</tr>
<tr>
<td>10:00 - 10:30 Reading LEAP</td>
<td>10:00 - 10:30 Reading LEAP</td>
</tr>
<tr>
<td>10:30 - 12:00 Reading Block</td>
<td>10:30 - 12:00 Reading Block</td>
</tr>
</tbody>
</table>

Revised 5-17
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 - 12:30</td>
<td>Lunch</td>
<td>12:00 - 12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 - 12:40</td>
<td>Restroom Break</td>
<td>12:30 - 12:40</td>
<td>Restroom Break</td>
</tr>
<tr>
<td>12:40 - 1:20</td>
<td>Science</td>
<td>12:40 - 1:20</td>
<td>Specials</td>
</tr>
<tr>
<td>1:20 - 2:00</td>
<td>Specials</td>
<td>1:20 - 1:40</td>
<td>Afternoon Meeting/Dismissal</td>
</tr>
<tr>
<td>2:00 - 2:15</td>
<td>Recess</td>
<td>2:00 - 3:00</td>
<td>Staff Meeting/Professional Development</td>
</tr>
<tr>
<td>2:15 - 2:40</td>
<td>Afternoon Meeting/Dismissal</td>
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</table>
**PART 4:** a 12 week plan.

Use the 12 week *Model Weekly Schedule* as a guide. The purpose of this long range planning opportunity is to give the ST and CT a chance to plan out what the 12 week experience will look like and to collaborate on the expectations of each person. This plan will also give STs and USs an overview or scope and sequence of instructional expectations beginning in this classroom. All involved should 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 –

- When phasing in and taking the lead
- How Co-Teaching will be implemented
- Analysis of Student Learning – what analytic tools will you be using
- What data will be collect for the long range analysis of student learning?
- Arrangements for regular CT/ST conferencing in this schedule,
- Date of mock interview with cooperating principal
**SAMPLE INTEGRATION SCHEDULE FOR STUDENT TEACHING**

**Proposed Plan of Implementation**

12 Week Plan for Student Teaching

<table>
<thead>
<tr>
<th>Week</th>
<th>Writing/Grammar</th>
<th>Math</th>
<th>Reading/ Language Arts</th>
<th>Guided Reading Group</th>
<th>Science/ Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>1</td>
<td><strong>Team Teaching</strong></td>
<td><strong>Place Value:</strong></td>
<td><strong>Daily Read Aloud</strong></td>
<td><strong>Working on setting up procedures and routines for stations.</strong></td>
<td><strong>Set up Science Notebooks</strong></td>
</tr>
<tr>
<td></td>
<td><strong>One Teach One Support</strong></td>
<td>Representing numbers</td>
<td>Set up Reading Notebooks</td>
<td>ST demonstrates as CT discusses – trade responsibilities</td>
<td>Drawings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Place value relationships</td>
<td></td>
<td>Observations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Comparing Numbers</td>
<td></td>
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</tbody>
</table>

Daily conferences will occur at 2:45.
Weekly curriculum planning will take place on Fridays.

- ✓Lead – Phasing In
- Mock Interview – April 24

Guided Reading Group
Whole group STAR testing. Students who have been identified from ISTEP/Acuity will receive intervention.
<table>
<thead>
<tr>
<th>2</th>
<th>Team Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Teach One Support</strong></td>
<td><strong>Station Teaching</strong></td>
</tr>
<tr>
<td><strong>Retelling</strong></td>
<td><strong>Antonyms</strong></td>
</tr>
<tr>
<td><strong>Compound words</strong></td>
<td><strong>Place Value:</strong></td>
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<tr>
<td></td>
<td>Ordering #’s</td>
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<tr>
<td></td>
<td>Rounding Whole Numbers</td>
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<tr>
<td></td>
<td>Problem Solving (making organized lists)</td>
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<td></td>
<td><strong>Daily Read Aloud</strong></td>
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<td></td>
<td>Story for the week: <em>The Horned Toad Prince</em></td>
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<tr>
<td></td>
<td>Context clues</td>
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<tr>
<td></td>
<td><strong>Implementing station procedures and routines</strong></td>
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<tr>
<td></td>
<td><strong>Benchmarking students</strong></td>
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<tr>
<td></td>
<td><strong>Earth’s Changing Surface:</strong></td>
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<td></td>
<td>Erosion</td>
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<tr>
<td>3</td>
<td>Team Teaching</td>
</tr>
<tr>
<td><strong>One Teach One Support</strong> – As I lead teach the CT will observe and support my classroom management strategies.</td>
<td><strong>Parallel Teaching</strong></td>
</tr>
<tr>
<td><strong>Narrative Writing</strong> – Multiple meaning words</td>
<td><strong>Addition and Subtraction of Whole Numbers:</strong></td>
</tr>
<tr>
<td>✓Long i and long a Synonyms</td>
<td>Lead Math M/W</td>
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<tr>
<td>Try parallel teaching on W/F as we see what the group needs.</td>
<td>✓Using Mental Math to add and subtract</td>
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<tr>
<td></td>
<td>✓Estimating sums and differences of whole #’s</td>
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<tr>
<td></td>
<td>Adding whole numbers</td>
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<td></td>
<td><strong>Daily Read Aloud</strong></td>
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<tr>
<td></td>
<td>Story for the week: <em>On the Banks of Plum Creek</em></td>
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<tr>
<td></td>
<td>Focus on character, setting, plot</td>
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<tr>
<td></td>
<td>Context clues</td>
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<td><strong>Starting to move through stations.</strong></td>
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<td></td>
<td><strong>Benchmarking students- should complete so small group can be chosen</strong></td>
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<td><strong>Earth’s Changing Surface:</strong></td>
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<tr>
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<td>✓Riverbeds</td>
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<td>✓Landforms</td>
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<tr>
<td><strong>Team Teaching</strong></td>
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<tr>
<td><strong>One Teach One Support</strong> – As I lead, teach the CT will observe and support my classroom management strategies.</td>
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<td><strong>Station Teaching</strong></td>
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<td><strong>Parallel Teaching</strong></td>
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</table>

- **Narrative Writing**
- **Suffix (or/er)**
- Try parallel teaching on W/F as we see what the group needs.

- **Addition and Subtraction of Whole Numbers:**
  - Lead Math M/W
  - Subtracting whole numbers
  - Subtracting across zeros
  - Problem Solving (Write an equation)
  - Math Leap Group

- **Daily Read Aloud**
  - *Story for the week: Lewis & Clark and Me*
  - Focus on compare/contrast Point of View
  - Reading Leap - RTI students who don’t get pulled out (T/Th)

- **Start stations - Organize the station work and plan for timing.**
  - Groups 1 & 2 with Mrs. Classroom Teacher
  - Group 3
  - Guided Reading Books will complement the story of the week, science concept, or social studies concept of the week.

- **Earth’s Changing Surface:**
  - Abrasion Wears Down Rock

- **Word study: or/er**
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<td><strong>One Teach One</strong></td>
<td><strong>One Teach One</strong></td>
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<td>7</td>
<td><strong>Team Teaching</strong></td>
<td><strong>Persuasive Writing</strong></td>
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<tr>
<td></td>
<td>One Teach One</td>
<td>Greek and Latin Roots</td>
</tr>
<tr>
<td></td>
<td>Support - this week</td>
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<tr>
<td></td>
<td>CT will be watching and supporting as needed.</td>
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<td><strong>Station Teaching</strong></td>
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<td></td>
<td><strong>Parallel Teaching:</strong> gives ST a chance to implement strategies learned from CT</td>
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<td></td>
<td><strong>Alternate Teaching</strong></td>
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</table>

Revised 5-17
<table>
<thead>
<tr>
<th>8</th>
<th><strong>Full time teaching – CT in and out of the room.</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Team Teaching</strong></td>
<td><strong>Persuasive Writing</strong></td>
</tr>
<tr>
<td><strong>One Teach One Support – this week CT will be watching and supporting as needed.</strong></td>
<td>Prefix (dis/re)</td>
</tr>
<tr>
<td><strong>Station Teaching</strong></td>
<td><strong>Meanings of Division</strong></td>
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<tr>
<td><strong>Parallel Teaching- Phasing this out</strong></td>
<td><strong>Special quotients</strong></td>
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<tr>
<td><strong>Alternate Teaching- CT will pull small groups of students who need extra support</strong></td>
<td><strong>Multiplication facts and division facts</strong></td>
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<tr>
<td><strong>Scene Two</strong></td>
<td><strong>Reading Leap - RTI students who don’t get pulled out (T/Th)</strong></td>
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<tr>
<td><strong>All Groups</strong></td>
<td><strong>Differences between poems, plays, and prose</strong></td>
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<tr>
<td><strong>Word study: dis/re</strong></td>
<td><strong>Inferring character traits</strong></td>
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<tr>
<td><strong>Earth’s Changing Surface:</strong></td>
<td><strong>Plate Movements</strong></td>
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<td>Persuasive Writing</td>
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<td>Team Teaching One Teach One Support – this week CT will be watching and supporting as needed.</td>
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<td>Station Teaching Parallel Teaching Phasing this out Alternate Teaching-CT will pull small groups of students who need extra support</td>
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<td>FULL TIME TEACHING</td>
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Rubric

Part 1: Complete Part 1 (2 pt) __________

Part 2: 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 (2 pt) __________

Part 3: Prepare a weekly schedule including special classes, prep periods, etc
A copy of Parts 2&3 should be given to the University Supervisor on her first visit (2 pt) __________

Part 5: During weeks 2-4, prepare a 12 week curriculum plan. (14 pts) __________

Use the attached 12 week Suggested Integration Schedule for Student Teaching as a guide. The purpose of this long range planning opportunity is to give the ST and CT a chance to plan out what the 12 week experience will look like and to collaborate on the expectations of each person. This plan will also give STs and USs an overview or scope and sequence of instructional expectations beginning in this classroom. 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 –

• When phasing in and taking the lead
• How Co-Teaching will be implemented
• Analysis of Student Learning – what analytic tools will you be using
• What data will be collected for the long range analysis of student learning?
• Arrangements for regular CT/ST conferencing in this schedule,
• Date of mock interview with cooperating principal

Complete PPI will be unloaded to Canvas by the due date on the syllabus
# Lesson Plan Format for Observation & EdTPA

**Explicit/Direct Instruction**

When writing your plan, take out the blue instructions

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of lesson:</th>
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<tbody>
<tr>
<td>Grade:</td>
<td>Content Area &amp; Topic:</td>
</tr>
<tr>
<td>Lesson #:</td>
<td>Lesson Title:</td>
</tr>
</tbody>
</table>

**Type of Lesson** — (Circle one) Introduction, Practice, Review, Mastery

**Learning Objective:**

**Assessment:**
- Formal (Summative)
- Informal (Formative)

Type of Assessment — *(Artifact(s) to Assess Objective)*

What is being assessed - Criteria for Assessment of Objective: *(How will you know what your students know and need next?)*

**Academic Standard(s):** *(Write out the standard - bold or highlight the part you will be teaching)*

**Academic Language**

<table>
<thead>
<tr>
<th>Content Knowledge needed BEFORE this lesson:</th>
<th>Skills needed BEFORE this lesson:</th>
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</thead>
</table>

**Differentiation:** *(Refer to Content, Process, Product, Learning Environment from Appendix of the Student Teaching Handbook and Multiple Intelligences Referenced in the Handbook)*

**Accommodations:** *(Refer to Accommodations Checklist from Appendix of the Student Teaching Handbook)*

**Materials used to Engage Students in Learning:**

**Technologies Implemented:**

**Cited Resources:**

**Time Contingencies**
Instruction: **During this time you will embed** into your plan a minimum of **three higher order questions**, as they occur in the lesson plan. Be sure to label each question with the level and type of question. Refer to the Student Teaching Handbook – Bloom’s Taxonomy

Set the stage for teaching --- Behavior Management and Active Engagement (Script what you will actually say to the students)

Anticipatory Set: **(3 – 5 minute introduction to start students thinking)**

The Lesson **(20 –25 minute total for this section)**

**Be explicit –**
State your objective: Today you are going to learn . . .
or Today our objective is . . .
or Today I want to teach you . . .

Now explain why: We’re learning this because . . .
Readers/Writers/mathematicians/scientists need to know this because . . .

Share how you’ll assess it: I’ll know that you understand by . . .

Things to consider –
Did you choose language that was clear, precise and student friendly?
Did you make a direct connection to previously learned material?
Did you preteach any pertinent vocabulary?
Did you emphasize key points or main ideas in content?

**I Do:** **Explicit instruction** - During the lesson **demonstrate** using metacognitive strategies
Think-alouds: orally model the thought process of thinking through the task.

**We Do:** **Engage** students by **practicing** what you have taught

Strategies to engage student learning:  
- Turn and talk
- Thumbs up/down
- Dry erase boards
- See handbook for additional engagement strategies

**Closure:** **(2-3 minutes)** At the end of the We Do, or perhaps the You do, you will need to wrap up the lesson by going back to your objective.

What they learned: Today you learned about . . .
or Today you learned more about . . .
or Today I want to teach you . . .

Why they learned it: This will help you as a reader (writer/mathematician/scientist, etc) when you . . .

What to do in the future: So today as you . . . (during after independent practice)

**Collect data You Do**  Students will **independently** practice what was taught in the lesson. (You will collect this as data for your conference with the U.S)

Data to analyze:
My predata show that _____% of my students were at _______% or above
My Post Data show that _____% of my students are at _______% or above
# Student Self-Check Rubric

Self-Check Rubric should be completed BEFORE uploading the above lesson plan to Canvas

<table>
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<th>Comments</th>
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<tr>
<td>Copy of my blank post test is attached</td>
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<tr>
<td>Standard, Objective, and Assessment align</td>
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<tr>
<td>Anticipatory Set: Student teacher created interest for learning</td>
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<tr>
<td>Clearly Scripted: Behavior expectations</td>
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<tr>
<td>Clearly Scripted: Objective</td>
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<tr>
<td>Clearly Scripted: Why students need to learn objective</td>
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<tr>
<td>Clearly Scripted: How teacher will measure students’ understanding of objective</td>
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<tr>
<td><strong>I Do:</strong> Student Teacher explicitly “taught” objective/standard</td>
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<tr>
<td><strong>We Do:</strong> Student Teacher planned and executed “practice” activities of objective</td>
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<tr>
<td>Higher Order Questions were included in the context of the teaching, numbered and labeled</td>
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<tr>
<td><strong>Closure:</strong> Student Teacher “closed” the lesson by restating objective, why students needed to learn objective and how it was assessed</td>
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<tr>
<td><strong>You Do:</strong> Student Teacher planned, executed and completed assessment of objective</td>
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<tr>
<td>Lesson: Estimated Time will be within 30 minute range</td>
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<tr>
<td>Student Engagement: Strategies to engage student learning were included</td>
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## SUMMARY OF STUDENT TEACHING TIME TABLE

### MODEL WEEKLY SCHEDULE:

This model is flexible and may be somewhat altered according to the needs of the students and teachers. It is the intent of the schedule to have the classroom teacher present and mentoring the student teacher for the first 9 weeks.

| Weeks | Days 1-5 | Emphasis on: **procedures** and **classroom management**—
| Phasing in Co-Teaching Strategies: *Team Teaching should start by day 4*
| One Teach/One Support (alternating the teaching and support role).
| *The CT or other certified faculty should always be present during this time.* |
| **Week 1** | **Week 2:**
| Days 6-10 | Days 11-15 |
| Emphasis continues on: **procedures** and **classroom management** —
| Co-Teaching Strategies: *Team Teaching continues daily*
| One Teach/One Support  Station Teaching
| *The CT or other certified faculty should always be present during this time.* |
| **Week 3** | **Week 4**
| Days 16-20 | Days 21-25 |
| Emphasis continues on: **procedures** and **classroom management**
| Continue to focus on utilizing data in lesson planning
| Co-Teaching Strategies: *Team Teaching continues daily*
| One Teach/One Support  Station Teaching  Parallel Teaching
| *The CT or other certified faculty should always be present during this time.* |
| **Week 5** | **Week 6-7**
| Days 26-35 | The emphasis for these two weeks is to practice integrating your classroom management skills with teaching lessons that incorporate each part of a lesson.
| Co-Teaching Strategies: *Team Teaching continues daily*
| One Teach/One Support  Station Teaching  Parallel Teaching  Alternate Teaching
| *The CT or other certified faculty should always be present during this time.* |
| **Weeks 8-9** | **Weeks 10-11**
| Days 36-45 | Days 46-55 |
| **Weeks 8 and 9 student teacher to do the full time teaching.**
| The student teacher assumes full responsibility for planning, classroom management and teaching. The CT provides support, encouragement, offers suggestions and guidance.
| Co-Teaching will be utilized but on a more limited basis.
| The classroom teacher should plan to spend some time out of the classroom.
| **FULL TIME TEACHING!**
| The student teacher assumes full responsibility for planning, classroom management and teaching.
| The classroom teacher provides support, encouragement, offers suggestions and guidance as needed.
| Co-Teaching should stop during these two weeks.
| The classroom teacher should increase the time out of the classroom. |
| **Week 12** | **Phasing Out.**
| Days 56-60 | The student teacher will be visiting classrooms, finishing data gathering, and could go back to One Teach/One Support or Station Teaching as well as doing read alouds, mini lessons, community circle, etc. |

Revised 5-17
This format does not have to be used but *every* week for *every* subject you teach, you must have the Big 3+2 in your plans.

**Big 3 – Standard**
- Objective
- Assessment

**+2** – Two higher order questions written out to discuss with your students.

Lesson plans should be *printed and kept in a binder* these are to be shown to the University Supervisors when they visit.

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td><strong>Day and Date</strong></td>
<td>Standards:</td>
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<td>Description:</td>
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</tbody>
</table>
# MOCK EMPLOYMENT INTERVIEW RUBRIC

**Student Teacher:** _______________________________________

**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.

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

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.
Elementary Student Teaching Evaluation Rubric

“Look Fors”

For the VARI-EPP Candidate Preservice Assessment of Student Teaching Form (CPAST): Pedagogy and Dispositions

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Introduction: This document is a resource guide for supervisors, cooperating teachers, and student teachers to use in conjunction with the CPAST Form. It includes a suggested, non-exhaustive list of examples of qualities that may be useful in defining a student teacher’s level of performance. It describes where a supervisor may find evidence for a particular row of the rubrics (“Sources of Evidence”), as well as how a student teacher may achieve a particular rating (i.e., the qualities of their actions, found in “Possible Evidence”).

- Supervisors and cooperating/mentor teachers should use their professional judgment and consider the context-specific factors of the learning environment when using this document and determining a consensus score for the student teacher.
- It is not expected that student teachers will demonstrate evidence/behaviors for all the suggested “Look Fors” in a row.
- The “Look Fors” may be useful to consult when developing goals at the midterm and final.
- The “Look Fors” are cumulative (i.e., sample behaviors listed under “Meets” should also be present for “Exceeds”).

Resources:
- Boston Public Schools Teacher Rubric with Suggested Teacher and Student Look Fors
- Education Development Center
- edTPA “Understanding the Rubric Progressions”
- InTASC Model Core Teaching Standards and Learning Progressions for Teachers
- ISTE Essential Conditions Rubric
- Marzano Teacher Evaluation Model by Washington State Criteria
- Rubric for Teacher Candidate During Clinical Experience
- NASSP Recognizing Rigorous and Engaging Teaching and Learning

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<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Focus for Learning: Standards and Objectives/Targets</td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area</td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners</td>
<td>Plans align to appropriate P-12 state learning standards AND/OR Some goals are measurable AND/OR Standards, objectives/targets, and learning tasks are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners</td>
<td>Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners</td>
</tr>
</tbody>
</table>

Sources of Evidence:
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Cumulative lesson plans
  - Student learning objectives
  - Evidence of differentiation
  - Use of Ohio Learning Standards
- Posted learning objectives/targets

Possible Evidence:
- Student teachers’ plans: appropriately “connect content to standard” (Marzano, p. 27).
- “Goals are: specific, measurable and timebound; based on multiple sources of available data that reveal prior student learning; aligned to content standards; appropriate for the context, instructional interval and content standard(s), demonstrating a significant impact on student learning of content (transferable skills)” (Marzano, p. 36).

Exceeds/Meets Expectations

Emerging/Does Not Meet Expectations
- “Goals may be missing one or more of the following qualities: specific, measurable and timebound. Goals are not based on prior available student learning. Goals are partially aligned to content standards. Goals may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s). Goal is not connected to a significant impact on student learning of content” (Marzano, p. 36).
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>B. Materials and Resources</td>
<td>Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. Encourage individualization of learning</td>
<td>Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners</td>
<td>Uses materials and resources that align with some of the objectives/targets</td>
<td>Materials and resources do not align with objectives/targets</td>
</tr>
<tr>
<td>Sources of Evidence:</td>
<td>• Observation of teaching  • Pre/post observation conferences  • Conversations with and/or documentation from the mentor teacher  • Cumulative lesson plans  o Evidence of differentiation in lesson plan  • Instructional materials  o Appropriate citations for resources</td>
<td>• “The [student] teacher identifies the available materials that can enhance student understanding and the manner in which they will be used” (Marzano, p. 28).</td>
<td>• “The [student] teacher identifies the available materials that can enhance learner understanding but does not clearly identify or describe the manner in which they will be used” (Marzano, p. 28).  • Student teacher relies on lecture with no supporting materials  • Does not allow for learner use of materials (all teacher demonstration)</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Exceeds Expectations (3 points)</td>
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<tr>
<td>C. Assessment of P-12 Learning</td>
<td>Plans a variety of assessments that 1. Provide opportunities for learners of varying abilities to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners’ funds of knowledge 4. Promote learner growth</td>
<td>Plans a variety of assessments that 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners’ funds of knowledge</td>
<td>Planned assessments 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards</td>
<td>Planned assessments 1. Are not included OR 2. Do not align with the appropriate P-12 state learning standards</td>
</tr>
</tbody>
</table>

Sources of Evidence:
- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Cumulative lesson plans
- Variety of formative and summative assessments
- Posted learning objectives/targets

Possible Evidence:
- **Exceeds/Meets Expectations**
  - Student teacher is able to inform learners, and discuss learner progress, using formative data
  - Plans submitted include assessment/evaluation components
  - Assessments are clearly aligned to congruent standards
  - Assessment is included in the daily procedures
  - Student teacher uses a variety and balance of assessment techniques
  - Evidence of funds of knowledge include incorporation of students’ home language, family values and traditions, family occupations, attitudes toward caregiving, friends and family, etc. (EDC, p. 2)

- **Emerging/Does Not Meet Expectations**
  - Relies on learner self-grading/self-correcting
  - Plans include vague data collection techniques
  - Assessments are misaligned
  - Planned assessments are not aligned to procedures
  - Assessments are not developmentally appropriate or grade-level appropriate
  - Relies heavily on publisher generated tests
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>D. Differentiated Methods</td>
<td>Lessons make <em>meaningful and relevant</em> connections to 1. Learners’ prior knowledge 2. Previous lessons 3. Future learning 4. <em>Other disciplines and real-world experiences</em> AND <em>Differentiation of</em> instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and <em>challenging for learners</em></td>
<td>Lessons make <em>clear and coherent</em> connections to 1. Learners’ prior knowledge 2. Previous lessons 3. <em>Future learning</em> AND <em>Differentiation of</em> instruction supports learner development AND Organizes instruction to ensure content is comprehensible and <em>relevant for learners</em></td>
<td>Lessons make <em>an attempt to build on, but are not completely successful at connecting to</em> 1. Learners’ prior knowledge, 2. Previous lessons, OR future learning AND <em>Differentiation of</em> instruction is <em>minimal</em> AND Organizes instruction to ensure content is comprehensible for learners</td>
<td>Lessons <em>do not build on or connect to</em> learners’ prior knowledge AND/OR Explanations given are <em>illogical or inaccurate</em> as to how the content connects to previous and future learning AND/OR <em>Differentiation of</em> instruction is <em>absent</em></td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Cumulative lesson plans
  - Evidence of differentiation in planning and/or instruction (activities, responsiveness to prior knowledge – including proactively preparing for possible misconceptions)
  - Description of connections between lessons

**Possible Evidence:**
- “[Student] teacher plans and delivers lessons that are logically structured, well-scaffolded, and reasonably paced, with differentiated content and timing as necessary” (BPS, p. 5).
- “[Student] teacher frequently uses learners’ learning styles, interests, and needs to plan lesson and homework tasks, design assessments, group students, and differentiate the timing and content of assigned tasks” (BPS, p. 13).
- “[Student] teacher divides students into groups that support student learning and build on learners’ strengths” (BPS, p.5).
- “The [student] teacher identifies and effectively employs interventions that meet the needs of specific subpopulations (e.g., ELL, special education, [gifted] and students who come from environments that offer little support for learning)” (Marzano, p. 24).

**Exceeds/Meets Expectations**
- “[Student] teacher plans or delivers lessons that are logically structured, well-scaffolded, and reasonably paced, with differentiated content and timing as necessary” (BPS, p. 5).

**Emerging/ Does Not Meet Expectations**
- “[Student] teacher plans or delivers lessons with either too much or insufficient time allocated to activities, or timing and content that is not suitably differentiated” (BPS, p. 5).
- “[Student] teacher inconsistently plans or delivers lessons or assessments designed to reach learners with diverse, learning styles, and needs” (BPS, p. 13).
- “The [student] teacher identifies interventions that meet the needs of specific subpopulations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions” (Marzano,
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>E. Learning Target and Directions</td>
<td>Articulates accurate and <em>coherent learning targets</em> AND Articulates accurate <em>directions/explanations throughout the lesson</em> AND Sequences learning experiences appropriately</td>
<td>Articulates an <em>accurate learning target</em> AND Articulates <em>accurate directions/explanations</em> AND Sequences learning experiences appropriately</td>
<td>Articulates an <em>inaccurate learning target</em> AND/OR Articulates <em>inaccurate directions/explanations</em></td>
<td><em>Does not articulate the learning target</em> OR <em>Does not articulate directions/explanations</em></td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Posted learning objectives/targets

**Possible Evidence:**

<table>
<thead>
<tr>
<th>Exceeds/Meets Expectations</th>
<th>Emerging/ Does Not Meet Expectations</th>
</tr>
</thead>
</table>
| **Exceeds Expectations:** | • Targets/goals are NOT prominently and visibly posted
• Begins lesson without discussing targets or goals
• Sequence of lesson is not logical
• Directions to learners are confusing and include too much/too little information |
| **Meets Expectations:** | • Begins lesson by stating target and/or goals |

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<table>
<thead>
<tr>
<th>• Targets are prominently and visibly posted in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>o “Learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment” (Marzano, p.1).</td>
</tr>
<tr>
<td>• Directions are concise, systematic, and logical</td>
</tr>
<tr>
<td>o Learners know what they should be doing in the classroom</td>
</tr>
<tr>
<td>• Learning tasks align with targets</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>o Learners seem confused or ask many questions to know what to do</td>
</tr>
<tr>
<td>Item</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>F. Critical Thinking</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observation of teaching
  - Classroom discourse: students questioning each other and discussing the content
  - Higher-order questioning
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher

**Possible Evidence:**
- The student teacher:  
  - Asks questions which probe learner thinking  
  - Scaffolds and supports learners’ problem-solving  
  - Encourages learners to support assertions with evidence  
  - Encourages connections with learners’ previous knowledge and/or interdisciplinary connections  
  - Allows learners to question/challenge peers’ ideas (edTPA, NASSP)  
  - “Models thinking activities and encourages students to share their own thinking” (Rubric for Teacher Candidate, p.11)  
- The student teacher:  
  - Understands “how to generate goals that stretch student thinking” (Rubric for Teacher Candidate, p.11)  
  - “Knowledgeable of different types of questioning to generate...critical thinking and analysis” (Rubric for Teacher Candidate, p.11)
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Delivery</strong></td>
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</tr>
<tr>
<td>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</td>
<td>Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)</td>
<td>Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)</td>
<td>Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion</td>
<td>Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners’ responses</td>
</tr>
<tr>
<td>Sources of Evidence:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observation of teaching ○ Frequent opportunities for student responses ○ Modification of instruction based on student needs ○ Implementation of interventions, remediation, reinforcement, and/or enrichment to provide differentiation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pre/post observation conferences</td>
<td></td>
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<tr>
<td></td>
<td>• Conversations with and/or documentation from the mentor teacher</td>
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<tr>
<td>Possible Evidence:</td>
<td></td>
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<tr>
<td></td>
<td><strong>Exceeds/Meets Expectations</strong></td>
<td><strong>Emerging/ Does Not Meet Expectations</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Student teacher: ○ asks questions of learners ○ requires active learner responses through discussion, group work, asking questions, closely monitoring seat work ○ attends to individuals, changes explanation, provides prompting or enrichment when appropriate ○ “organizes content into small chunks, has learners interact about each chunk of content, provides guidance as to which information is most important, asks inferential and elaborative questions, has students summarize content” (Marzano, p.4)</td>
<td>• Student teacher: ○ Follows a written lesson plan without deviation, although student responses/interest may suggest a need to do so</td>
<td></td>
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</tr>
<tr>
<td>Item</td>
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</tr>
<tr>
<td><strong>H. Digital Tools and Resources</strong></td>
<td>Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners’ understanding of concepts</td>
<td>Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills</td>
<td>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/targets of the lesson AND Technology is not available</td>
<td>One of the following: A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting OR B. Use of technologies is not relevant to the learning objectives/targets of the lesson OR C. Does not discuss technologies AND Technology is not available in the setting</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observation of teaching (Refer to VARI-EPP Student Teaching Form Glossary for definition of “Digital Tools”)
- Pre/post observation conferences
  - Student teacher uses and discusses some of the following digital tools: computers, websites, blogs, mobile devices, interactive whiteboards, online media, online study tools
- Cumulative lesson plans
- Conversations with and/or documentation from the mentor teacher

**Note:** This row not only evaluates the candidate, but also addresses possible limitations within schools that would need to be communicated to the EPP to meet CAEP requirements (i.e., CAEP expects candidates to be able to “model and apply” technology in their teaching settings and it is problematic if a placement does not have it available. A score of ‘1’ makes that fact known.)

**Possible Evidence:**

<table>
<thead>
<tr>
<th>Exceeds/Meets Expectations</th>
<th>Emerging/ Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations:</strong></td>
<td></td>
</tr>
<tr>
<td>Student teacher uses digital tools in the following ways:</td>
<td></td>
</tr>
<tr>
<td>• Extending: Learners are given independent assignments to use digital tools to continue exploring a topic (e.g., engage in a project using Education Minecraft)</td>
<td></td>
</tr>
<tr>
<td><strong>Meets Expectations:</strong></td>
<td></td>
</tr>
<tr>
<td>Student teacher uses digital tools in the following ways:</td>
<td></td>
</tr>
<tr>
<td>• Relevant: Directly support access to the objectives for the lesson(s)</td>
<td></td>
</tr>
<tr>
<td>• Engaging: Learners are actively using the digital tools instead of the teacher just using the tools and learners are passive</td>
<td></td>
</tr>
</tbody>
</table>

**Student teacher:**
- Uses technology “on stage” with little student interaction (ISTE Essential Conditions Rubric)
  - “Uses technology for own productivity in relationship to teaching and learning” (ISTE Essential Conditions Rubric)
<table>
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<tr>
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<td></td>
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</tr>
<tr>
<td><strong>I. Safe and Respectful Learning Environment</strong></td>
<td>Actively involves learners to create and manage a <strong>safe and respectful learning environment</strong> through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)</td>
<td>Manages a <strong>safe and respectful learning environment</strong> through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)</td>
<td>Attempts to manage a <strong>safe learning environment</strong> through the use of routines and transitions AND/OR Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners’ attention (individual and whole group)</td>
<td>Does not manage a <strong>safe learning environment</strong> OR Does not establish constructive relationships to engage learners OR Does not use constructive strategies to maintain learners’ attention (individual and whole group)</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Classroom ground rules implemented by teacher

**Possible Evidence:**

<table>
<thead>
<tr>
<th>Exceeds/Meets Expectations</th>
<th>Emerging/ Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations:</strong></td>
<td><strong>Emerging:</strong></td>
</tr>
<tr>
<td>“The [student] teacher actively involves learners in managing the learning environment and making full use of instructional time. S/he employs strategies to build learner self-direction and ownership of learning” (INTASC).</td>
<td>Attempts to address the criteria in the “meets” level of performance (e.g., “is knowledgeable about the importance of managing transitions to protect essential learning time” and “understands the importance of appropriate pacing to effective teaching and learning” (Rubric for the Teacher Candidate, p. 16).</td>
</tr>
<tr>
<td>Can maintain the environment independent of the cooperating teacher’s involvement</td>
<td><strong>Does Not Meet:</strong></td>
</tr>
<tr>
<td><strong>Meets Expectations:</strong></td>
<td></td>
</tr>
<tr>
<td>“The [student] teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time” (INTASC).</td>
<td></td>
</tr>
<tr>
<td>The [student] teacher:</td>
<td></td>
</tr>
<tr>
<td>o uses technology to expand learner options in order to maintain and increase student engagement.</td>
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</tr>
<tr>
<td>o Learning environment considers learner developmental level</td>
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</tr>
<tr>
<td>o provides evidence for how they have used findings from research to maintain learners’ attention</td>
<td></td>
</tr>
</tbody>
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<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>J. Data-Guided Instruction</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Uses data-informed decisions <em>(trends and patterns)</em> to set short and long term goals for future instruction and assessment</td>
<td>Uses data-informed decisions to design instruction and assessment</td>
<td>Uses minimal data to design instruction and assessment</td>
<td>Does not use data to design instruction and assessment</td>
</tr>
<tr>
<td></td>
<td>AND</td>
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<td></td>
<td>Uses contemporary tools for learner data record-keeping <em>and analysis</em></td>
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<td><strong>Sources of Evidence:</strong></td>
<td>• Observation of teaching</td>
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<td></td>
<td>• Pre/post observation conferences</td>
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<td></td>
<td>• Conversations with and/or documentation from the mentor teacher</td>
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<td></td>
<td>• Cumulative planning documents</td>
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<td>• Formative and summative assessments</td>
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<td></td>
<td>• P-12 learner work samples</td>
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<td></td>
<td>• Student growth measures</td>
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<td></td>
<td>• Data from graphs, online gradebook, reflection</td>
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<td>• Conversations with and/or documentation from the mentor teacher</td>
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<td><strong>Possible Evidence:</strong></td>
<td><strong>Exceeds/Meets Expectations</strong></td>
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<td></td>
<td><strong>Exceeds Expectations:</strong></td>
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<td></td>
<td>• Data are communicated to students, other teachers, parents and/or administrators</td>
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<td></td>
<td>• Student growth measures discussed</td>
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<td></td>
<td>• Reminder: See glossary definition for contemporary tools</td>
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<td><strong>Meets Expectations:</strong></td>
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<td></td>
<td>• Evidence of consistent reflection on data</td>
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<td></td>
<td>• Discussions in data teams (Teacher Based Teams – TBTs)</td>
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<td><strong>Emerging/ Does Not Meet Expectations</strong></td>
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<td></td>
<td>• Limited or no evidence of data collection and/or data usage/analysis</td>
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<td>• Limited or no discussion/communication of data to stakeholders (student – to monitor own growth)</td>
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<td></td>
<td>• Limited or no participating in TBTs</td>
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<td></td>
<td>• Student growth measures are not discussed</td>
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<tr>
<td>Item</td>
<td>Exceeds Expectations (3 points)</td>
<td>Meets Expectations (2 points)</td>
<td>Emerging (1 point)</td>
<td>Does Not Meet Expectations (0 points)</td>
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<tr>
<td><strong>Assessment</strong></td>
<td><strong>K. Feedback to Learners</strong></td>
<td>Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress</td>
<td>Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive AND Provides timely feedback</td>
<td>Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion</td>
</tr>
<tr>
<td><strong>Sources of Evidence:</strong></td>
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<td></td>
<td>• Observation of teaching  ○ How student teacher gives feedback to learners (e.g., immediate, mini-conferences)  • Pre/post observation conferences  • Conversations with and/or documentation from the mentor teacher  • Formative and summative assessments  • P-12 learner work samples  • Student growth measures  • Conversations with and/or documentation from the mentor teacher</td>
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<tr>
<td><strong>Possible Evidence:</strong></td>
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<td><strong>Emerging/ Does Not Meet Expectations</strong></td>
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<td></td>
<td>• “[Student] teacher provides frequent assessment feedback that is specific and extends learner thinking” (BPS, p. 6).  • “[Student] teacher answers learners’ questions accurately and provides feedback that extends their thinking.” (BPS, p. 4).  • Written feedback to learners is accurate and clearly understood  • “Evidence exists that feedback provided to students results in a positive change in learning” (Rubric for the Teacher Candidate, p. 8)</td>
<td>Emerging:  • “[Student] teacher may offer assessment feedback, but feedback is general and does not further learner learning (BPS, p. 6).” (e.g., checkmarks, X’s, yes/no)  • “[Student] teacher answers learners’ questions accurately, but does not provide feedback that furthers their learning” (BPS, p. 4). (e.g., “Good!” “Thank you.”)</td>
<td><strong>Does Not Meet:</strong>  • Assessments/learner work marked incorrectly, or with score only (does not provide explanation/feedback)  • Student teacher does not respond to learners’ questions</td>
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<tr>
<td>Item</td>
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<tr>
<td>L. Assessment Techniques</td>
<td>Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied</td>
<td>Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative</td>
<td>Assessment techniques are 1. Developmentally appropriate OR Not used</td>
<td>Assessment techniques are 1. Developmentally inappropriate OR Not used</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Cumulative planning documents
- Formative and summative assessments
- P-12 learner work samples

**Possible Evidence:**

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Emerging/Does Not Meet Expectations</th>
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<tbody>
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<tr>
<td><strong>Exceeds Expectations:</strong></td>
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<tr>
<td>• Consistently uses multiple assessment formats</td>
<td>• Incorporates a balance of publisher and teacher-made assessments</td>
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<tr>
<td>• Performs pre-assessments to determine previous knowledge (NOTE: may be conducted in collaboration with mentor teacher)</td>
<td>• Pre-submitted assessments were aligned to lesson content</td>
<td></td>
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<tr>
<td><strong>Meets Expectations:</strong></td>
<td>• Assessments are referenced in daily procedures</td>
<td>• Assessments are not aligned to what was taught</td>
</tr>
<tr>
<td>• Student teacher can inform learners the “hows and whys” of formative assessment, and where the class is in the learning process</td>
<td>• Assessments are not appropriate for age and/or grade level</td>
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<td></td>
<td>• Inadequate data collected to discern student growth</td>
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**Possible Evidence:**

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<thead>
<tr>
<th>Exceeds Expectations</th>
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<tr>
<td><strong>Exceeds Expectations:</strong></td>
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<tr>
<td>• Relies heavily on publisher generated test banks and assessments</td>
<td>• Reaches heavily on publisher generated test banks and assessments</td>
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<tr>
<td>• Assessments are not aligned to what was taught</td>
<td>• Assessments are not aligned to what was taught</td>
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<tr>
<td>• Assessments are not appropriate for age and/or grade level</td>
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</tbody>
</table>
| M. Connections to Research and Theory | Discusses, provides evidence of, and justifies connections to educational **research and/or theory**  
AND  
Uses research and/or theory to explain their P-12 learners’ progress | Discusses and provides evidence of connections to educational **research and/or theory** | Mentions connections to educational **research and/or theory** | No connections OR inaccurate connections to educational research and/or theory |
| Sources of Evidence: | • Pre/post observation conferences  
• Reflections (written or oral) on lessons  
• Teaching journals  
• Cumulative planning documents  
• Appropriate citations for research and theory  
• Student learning objectives (in written lesson plans)  
• Connections between methodology and research/theory  
• Note: The candidate is not expected to mention/discuss/justify connections to research and theory while teaching (i.e., they are not expected to make those concepts explicit to K-12 learners). | | | |
| Possible Evidence: | | | | |
| **Exceeds/Meets Expectations** | | **Emerging/ Does Not Meet Expectations** | |
| Exceeds Expectations: | The student teacher:  
• makes multiple and specific references to theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction, etc.  
• is able to go “in-depth” about the relationship between research/theory and their teaching (i.e., they are able to discuss applications and rationales in depth) | Emerging:  
• Connections are grade/developmental level appropriate  
The student teacher:  
• consistently refers to only one general connection, or s/he relays the same connection within multiple lessons  
• is a “name dropper” of theorists and researchers, but cannot articulate how his/her teaching integrates concepts from research and theory | |
| Meets Expectations: | The student teacher can:  
• use theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction  
• elaborate on their teaching/assessment practices referring to specific research-based strategies/methods (e.g., “When I was doing X in the classroom, it was based on Y’s research-based method.”) | Does not Meet:  
• Student teacher makes no attempt to draw connections to research and theory | |
<table>
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<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
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<th>Emerging (1 point)</th>
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<tbody>
<tr>
<td><strong>Professional Commitment and Behaviors</strong></td>
<td>Participates in at least one <strong>professional development</strong> opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</td>
<td>Participates in at least one <strong>professional development</strong> opportunity (e.g. workshop, seminar, attending a professional conference) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD</td>
<td>Does not participate in any <strong>professional development</strong> opportunity (e.g. workshop, seminar, attending a professional conference)</td>
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<tr>
<td><strong>Sources of Evidence:</strong></td>
<td>• Certificates of attendance • Materials from conference/meeting • Feedback on learner work samples • Post-conference written reflection/logs</td>
<td><strong>Examples of professional development activities may include:</strong> school/district workshops to address individual teacher growth and/or classroom practices and student development; self-assessment and analysis of student learning evidence; webinars; modules (e.g., Battelle for Kids, OLAC, Iris), programs offered by college/university career services office, etc.</td>
<td><strong>Possible Evidence:</strong></td>
<td><strong>Exceeds/Meets Expectations</strong></td>
</tr>
<tr>
<td><strong>Possible Evidence:</strong></td>
<td><strong>Exceeds Expectations:</strong> Student teacher articulates ideas/relevance of professional development and demonstrates how themes from professional development were implemented in practice</td>
<td><strong>Meet Expectations:</strong> Articulates main idea/relevance from professional development. Describes how the knowledge acquired applies to his/her own practice</td>
<td></td>
<td><strong>Emerging/ Does Not Meet Expectations</strong></td>
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<td></td>
<td><strong>Emerging:</strong> Student teacher is unable to articulate learning relevance of PD</td>
<td><strong>Does not Meet:</strong> Does not participate in PD</td>
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<td><strong>Emerging:</strong> Student teacher is unable to articulate learning relevance of PD</td>
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<td></td>
<td><strong>Does not Meet:</strong> Professional development opportunity is not connected to field or grade band</td>
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<td><strong>Emerging:</strong> Student teacher is unable to articulate learning relevance of PD</td>
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Revised 5-17
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<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
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<tbody>
<tr>
<td><strong>Professional Commitment and Behaviors</strong></td>
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<tr>
<td><strong>O. Demonstrates Effective Communication with Parents or Legal Guardians</strong></td>
<td>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</td>
<td>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</td>
<td>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</td>
<td>Does not provide evidence of communication with parents or legal guardians</td>
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</table>

**Sources of Evidence:**
- Introductory letters to parents and families at the beginning of the year
- Communication through school website or portal
- Communication notebook
- School Events and functions (e.g. Math Night, Science Fair, Pi Day, Band Performance)
- Conversations with and/or documentation from the mentor teacher
- Note: Not all school districts allow student teachers to communicate directly with parents. Acceptable evidence includes communications the student teacher drafts, but are sent by the cooperating teacher/mentor.

**Possible Evidence:**

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<thead>
<tr>
<th>Exceeds/Meets Expectations</th>
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<tbody>
<tr>
<td><strong>Exceeds Expectations:</strong></td>
<td>• One-way (singular) informative communications</td>
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<tr>
<td>• Uses face to face and written communication</td>
<td>• Communications are principally negative in focus (i.e., only when problems arise)</td>
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<td>• Ongoing in nature</td>
<td>• Allows cooperating teacher to take all initiative to communicate</td>
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<tr>
<td>• Connects communication to the learning of content and promotes connection to the curriculum</td>
<td>• Relies more on written communication</td>
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<td><strong>Meets Expectations:</strong></td>
<td>• Completes only required communications (e.g., monthly newsletters, permission slips)</td>
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<td>• Invites two-way communication</td>
<td>• Does not respond in a timely manner to parent/guardian inquiries</td>
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<td>• Balanced communication (positives and negatives presented)</td>
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<td>Item</td>
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<tr>
<td>• Suggests content/opportunities for communication to cooperating teacher</td>
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<tr>
<td>Professional Commitment and Behaviors</td>
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<tr>
<td><strong>P. Demonstrates Punctuality</strong></td>
<td>Reports on time or early for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Inconsistently reports on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Does not report on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
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</table>

**Sources of Evidence:**
- School placement sign-in sheet (in office)
- Student teacher time log
- Email/correspondence to stakeholders
- School video
- Timeliness of submission of documents (lesson plans, grades, reports, IEP documentation, etc.)
- Conversations with and/or documentation from the mentor teacher
- Note: “Reports on time” includes daily attendance. If a candidate has excessive absences, it is at the discretion of the supervisor or the program policy if the candidate has met expectations for this row.

**Possible Evidence:**
<table>
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<tr>
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<th><strong>Emerging/ Does Not Meet Expectations</strong></th>
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<tbody>
<tr>
<td>• Consistent school and student teacher time logs</td>
<td>• Gaps in sign-in data, or lacking confirmation</td>
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<td>• Timely communication with stakeholders</td>
<td>• Fails to communicate with stakeholders</td>
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<tr>
<td>• Timely and orderly submission of documents</td>
<td>• Fails to complete or submit documents</td>
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<td>Item</td>
<td>Exceeds Expectations (3 points)</td>
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<tr>
<td>Q. Meets Deadlines and Obligations</td>
<td>Meets deadlines and obligations established by the cooperating teacher and/or supervisor  AND  Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  AND  Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders</td>
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</tbody>
</table>

Sources of Evidence:
- Lesson plans
- Substitute file
- Assignments/materials provided to cooperating teacher when requested
- Calls, emails, text messages to inform of absence
- Conversations with and/or documentation from the mentor teacher

Possible Evidence:

**Exceeds/Meets Expectations**:
- Exceeds Expectations: Evidence of preparation in place for unpredicted absence days (e.g., a sub folder ready for unexpected absences)
- Meets Expectations: Teacher call log  
  Signs in at school front desk daily  
  Teacher candidate submits weekly plans to cooperating teacher by deadline  
  Follows university and district policy about absence notice (at minimum the district policy)  
  Sub plans include detailed explanations about dates/assignments

**Emerging/Does Not Meet Expectations**:
- No or inadequate plans provided (e.g., plans tell sub to have students read)  
- Deadlines not met (grades turned in late, no notification of absences)  
- Notification of absence occurs at last minute, after school day starts, or at an untimely time
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<tbody>
<tr>
<td>R. Preparation</td>
<td>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND Prepared for the unexpected and flexible</td>
<td>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized</td>
<td>Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized</td>
<td>Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are not organized AND/OR easily accessible</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Lesson plans
- Manipulatives
- Handouts
- Resources
- Observations of teaching
- Substitute file
- Conversations with and/or documentation from the mentor teacher

**Possible Evidence:**

**Exceeds/Meets Expectations**
- Has a “Plan B” – additional activities are prepared and ready if lesson ends early
- Materials are easily accessible
- Agenda/advanced organizer on the board
- Classroom is organized and orderly
- Materials are prepared and easily located
- All materials distributed/shown to students are free from spelling and/or grammatical errors

**Emerging/ Does Not Meet Expectations**
- Student teacher searches for materials
- Limited directions posted for teacher/learners (advanced organizers)
- Classroom is disorganized and chaotic
- Excess time during class where learners are not engaged in productive, academic tasks
- If resources/materials are not available or not functioning, teacher is unable to describe or proceed
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<tr>
<td><strong>Professional Relationships</strong></td>
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<tr>
<td>5. Collaboration</td>
<td>Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners</td>
<td>Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction</td>
<td>Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</td>
<td>Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observed behavior
  - Interactions observed between teacher candidate and cooperating teacher
- Reports of behavior from other teachers and/or principals
- Conversations during post-observation and three-way conferences
- Conversations with and/or documentation from the mentor teacher

**Possible Evidence:**

**Exceeds/Meets Expectations**
- **Exceeds Expectations:**
  - The student teacher:
    - plans for collaborations
    - can describe ways they have partnered with others
    - can articulate how and what they have learned from others

- **Meets Expectations:**
  - The student teacher:
    - is able to name specific individuals with whom s/he has collaborated
    - exemplifies behaviors of a “strong school citizen”
    - can appropriately describe the roles of other professionals

**Emerging/ Does Not Meet Expectations**
- **Emerging:**
  - The student teacher responds to requests for collaborations (i.e., collaborations initiated by others)

- **Does not meet:**
  - The student teacher:
    - makes no effort to connect with other professionals
    - exhibits passive behaviors, e.g. does not follow through with establishing relationships
    - displays evidence of disrespect, e.g.:
      - Rolling of eyes
      - Disregarding cooperating teacher feedback
      - Complaining
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Relationships</td>
<td>Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) AND Takes action(s) based upon identified needs, while following district protocols</td>
<td>Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</td>
<td>Recognizes areas in need of advocacy, but cannot articulate the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</td>
<td>Does not recognize areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</td>
</tr>
<tr>
<td>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</td>
<td>Advocating for and advancing students’ best interests regarding: - Academic needs - Emotional needs (e.g. mental health) - Cultural needs - Physical needs (e.g. glasses, coats, lunch) - Social needs (e.g. skill deficits, bullying) - Adequate Resources (e.g. technology)</td>
<td>Advocating for and advancing students’ best interests regarding: - Academic needs - Emotional needs (e.g. mental health) - Cultural needs - Physical needs (e.g. glasses, coats, lunch) - Social needs (e.g. skill deficits, bullying) - Adequate Resources (e.g. technology)</td>
<td>- Equitable opportunities</td>
<td>- Equitable opportunities</td>
</tr>
<tr>
<td>Sources of Evidence:</td>
<td>Advocating for the profession by: - Attending professional development (e.g. support for teacher’s use of technology) - Documentation of sources - Respectful use of social media - Communicating with mentor teacher, intervention specialist, or other community or school personnel (e.g. social worker, probation officer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible Evidence:</td>
<td>Exceeds Expectations: • Evidence of proactive (instead of reactive) thinking and actions • Works with/through mentor to advocate for needs of students/the teaching profession</td>
<td>Exceeds/Meets Expectations</td>
<td>Emerging/ Does Not Meet Expectations</td>
<td>• There is an obvious need for a learner and candidate does not recognize or discuss it with others • Does not engage in fact-finding, readings related to areas of need, or does not know appropriate resources to consult</td>
</tr>
<tr>
<td></td>
<td>Meets Expectations: • Reactive thinking and actions • Engages in discussions with other professionals in the building about the needs of the learners (i.e., speaking with the School Nurse about vision screening, School Counselor related to mental health needs, etc.) • Collects information related to perceived areas of need (i.e., reading news articles/research studies to support actions for the area of need, referencing the applicable laws)</td>
<td></td>
<td></td>
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</tr>
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</tr>
<tr>
<td>U. Responds Positively to Feedback and Constructive Criticism</td>
<td>Is receptive to feedback, constructive criticism, supervision, and responds professionally</td>
<td>Is receptive to feedback, constructive criticism, supervision, and responds professionally</td>
<td>Is receptive to feedback, constructive criticism, supervision andtimeliness inconsistenty</td>
<td>Is not receptive to feedback, constructive criticism, supervision</td>
</tr>
<tr>
<td>AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice</td>
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<td>AND/OR Incorporates feedback inconsistently</td>
<td>AND/OR Does not incorporate feedback</td>
</tr>
<tr>
<td>AND Proactively seeks opportunities for feedback from other professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher

**Possible Evidence:**

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations:</strong></td>
<td><strong>Meets Expectations:</strong></td>
</tr>
<tr>
<td>Seeks opportunities for feedback from others</td>
<td>Welcoming of, and grateful for, feedback offered by others</td>
</tr>
<tr>
<td>Incorporates feedback in a timely manner (next opportunity) without reminders.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emerging/ Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging:</td>
</tr>
<tr>
<td>May immediately incorporate feedback, but reverts to prior behavior/practice</td>
</tr>
<tr>
<td>Lacks timeliness (incorporates feedback inconsistently)</td>
</tr>
</tbody>
</table>

**Look Fors developed by:**

- The Ohio State University: Bendixen-Noe, M., Brownstein, E., Day, K., Kaplan, C., and Warner, C.
- Bowling Green State University: Gallagher, D.
- University of Toledo: Stewart, V.
- University of Akron: Jewell, W.
- Ohio University: C. Patterson
- Cleveland State University: Price, A., Crell, A.
- Wilmington College: Hendricks, M
- Wright State University: Kahrig, T.
- Kent State University: Arhar, J., Turner, S.
- Wittenberg University: Brannan, S., Whitlock, T.
- University of Dayton: Bowman, C.

We thank the supervisors at Cedarville University, Malone University, University of Dayton, and University of Mount Union, for their feedback to improve the “Look Fors.”

Revised 5-17
## CPAST FORM Student Teacher’s Summary Sheet

### Pedagogy

<table>
<thead>
<tr>
<th>Domain:</th>
<th>Evidence Collected</th>
<th>Score:</th>
</tr>
</thead>
</table>

#### Planning for Instruction and Assessment

- **A.** Focus for Learning: Standards and Objectives/Targets
- **B.** Materials and Resources
- **C.** Assessment of P-12 learning
- **D.** Differentiated Methods

#### Instructional Delivery

- **E.** Learning Target and Directions
- **F.** Critical Thinking
- **G.** Checking for Understanding and Adjusting Instruction Through Formative Assessment
- **H.** Digital Tools and Resources
- **I.** Safe and Respectful Learning Environment

#### Assessment

- **J.** Data-Guided Instruction
- **K.** Feedback to Learners
- **L.** Assessment Techniques

#### Analysis of Teaching

- **M.** Connections to Research & Theory

### Professional Dispositions Form

#### Professional Commitment & Behaviors

- **N.** Participates in Professional Development (PD)
- **O.** Demonstrates Effective Communication with Parents or Legal Guardians
- **P.** Demonstrates Punctuality
- **Q.** Meets Deadlines and Obligations
- **R.** Preparation

#### Professional Relationships

- **S.** Collaboration
- **T.** Advocacy to Meet the Needs of Learners or for the Teaching Profession

#### Critical Thinking and Reflective Practice

- **U.** Responds Positively to Feedback and Constructive Criticism
UNIVERSITY SUPERVISOR OBSERVATION FORM

Student Teaching

University Observation Report

Student Teacher ___________________________ Date ___________ Time ________ Observation # ______
School ___________________________ Grade/Subject ___________ CT ___________ US ___________
Lesson Title ___________________________ Date of Mid-term ___________ Date of Final ___________

Standard, Objective, and Assessment align

Anticipatory Set: Student teacher created interest for learning

Clearly Stated: Behavior expectations

Clearly Stated: Objective

Clearly Stated: Why students need to learn objective

Clearly Stated: How teacher will measure students’ understanding of objective

I Do: Student Teacher explicitly “taught” objective/standard

You Do: Student Teacher planned and executed “practice” activities of objective

Higher Order Questions were included within the context of the teaching— I Do/We Do

Closure: Student Teacher “closed” the lesson by restating objective, why students needed to learn objective and how it was assessed

Daily Lesson Plans Checked

Lesson: Total Time was within 30 minute range

Student Engagement: Students were engaged during the lesson in the following ways:

Classroom management: Classroom management strategies utilized during the lesson:

Copies: US = University Supervisor (keeps original) ST = Student Teacher (makes a copy) Date of next visit ________________________

Revised 5-17