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.

Mrs. Jane Lamb
Director of Field Experiences and Licensing
Telephone: (765) 973-8265
E-mail: jaalamb@iue.edu

University Supervisors:
Thanks to all those who came before me and those who work with me now. None of the ideas in this handbook are original with me. 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 IUEast School of Education including the University Supervisors.
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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](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/](http://www.doe.in.gov/)

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

**IntTASC 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.


**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 insure 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

Revised 5-2015
assessing the performance of our candidates and their students and then use this information to adjust our programs to make learning even more effective for all.

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

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

**Instructional leaders** work to develop and implement a well-chosen curriculum that promotes active engagement in developmentally appropriate learning for all students. They constantly monitor and assess student learning and growth and make adjustments to optimize learning experiences. They are expert in the content they teach and effectively use resources and technology to meet their instructional goals. These teachers become leaders as their personal visions are shared with colleagues who embrace the same goals and move together toward a unified learning community.

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

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

(Note: **Bolded** bullets are 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.
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.

Revised 5-2015
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 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 also insure that our candidates meet the IUE learning objectives. By developing candidates who display the knowledge, dispositions and performances of pre-service teachers who are lifelong learners our program’s purpose is fulfilled. As candidates practice and prove themselves to be effective teachers and change agents during student teaching and as beginning teachers our program’s mission of promoting and facilitating best practice in education is realized.
## Standards Alignment Charts

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

<table>
<thead>
<tr>
<th>INTASC and School of Education Themes</th>
<th>Early Childhood (8)</th>
<th>Middle Childhood (8)</th>
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## Alignment of **OELD Content Standards** with INTASC Standards and School of Education Themes

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<td>7</td>
<td>8</td>
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<tr>
<td>Reflective Scholar</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td></td>
<td>x</td>
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<tr>
<td>Global Citizen</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</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.
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
- Weekly seminar meetings M420
- 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 15 semester hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<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 courses that meets 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 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.

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 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 teaching 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.
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

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 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 demonstrations while one writes on the board. Before using the Team Teaching strategy, the two teachers need to be very comfortable with one another.
### Model Weekly Schedule

<table>
<thead>
<tr>
<th>Before Student Teaching starts</th>
<th>Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>There is a meeting prior to hosting a student teacher that cooperating teachers will be invited to attend.</td>
</tr>
<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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</tbody>
</table>

| Professionalism | Student teachers are expected to attend and take an active role in all professional development and extracurricular activities expected from the classroom teacher. |

<table>
<thead>
<tr>
<th>Beginning weeks of student teaching</th>
<th>Parental Permission</th>
</tr>
</thead>
<tbody>
<tr>
<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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</table>

| PPI | CTs and STs jointly develop a written Proposed Plan of Implementation |

| Conferring | As part of the PPI, CTs and STs establish a regular schedule for conferences at least 3 times per week. |
Analysis of Student Learning

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.

<table>
<thead>
<tr>
<th>As you begin</th>
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<table>
<thead>
<tr>
<th><strong>Weeks 1</strong></th>
<th><strong>Days 1-5</strong></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Classroom Teacher</strong></th>
<th><strong>Student teacher</strong></th>
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</thead>
</table>

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.

Once you feel the ST is ready then have him/her begin teaching a lesson where they are likely to experience success, such as read alouds, mini lessons, community

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. But 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, if it's midyear, or how procedures are introduced and taught right away,

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

Phasing in Co-Teaching Strategies:

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

You might include **Station Teaching**, also.
As the week goes on, the ST will begin to “try on” teaching with lessons that seem manageable. They are still in the observing mode, for the most part.

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.**

If you are there in the fall. What happens when students do not follow procedures?

Have a discussion with your CT about what you observe. As soon as you are ready, your CT will begin to have you teach a lesson here and there that you feel you can handle. Or perhaps put you in charge of teaching a station. You will most likely teach several lessons, but your most important job is to support the teacher and be an observer and someone who will have lots of questions to ask.

---

**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.

**Co-Teaching Strategies: One Teach/One Support**

**Station Teaching**

*The CT or other certified faculty should always be present during this time.*
### Days 6-10

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.

At this point, it will be important for you to support your student teacher as they give a lesson (One teach/One Support). For **many lessons** you will want to be there right beside them. 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 them 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, then go ahead and intervene. Then allow them 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 they are 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!!!

<table>
<thead>
<tr>
<th>Week 3: Days 11-15</th>
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</table>

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

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

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 Team Teaching.** Continue One Teach/One Support and Station Teaching throughout the day, just add Team Teaching to a lesson or two. As the ST takes on a little more of the responsibility for teaching and planning, there will be enough lessons to co-teach in different ways. Now instead of having the CT only helping notice behaviors that are off track, the ST and the CT will begin to teach together as a team. Planning the lesson will be critical, to understand which person will do which part. 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: One Teach/One Support**

Station Teaching

Team Teaching

*The CT or other certified faculty should always be present during this time.*
### Week 3

**Classroom Teacher**

Continue to use One Teach/One Support along with Station Teaching. Continue as much as needed to be right beside your student teacher as they teach, to help them 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.

Add Team Teaching to your co-teaching strategies. Plan your team teaching lessons together and figure out how you will teach together. Your student teacher will begin taking responsibility for utilizing data to plan lessons.

**Student Teacher**

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 add 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!

### 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 on page 34 of this booklet, or you can find a copy on Oncourse 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 regulary to discuss such topic as lesson plans, data, classroom management, etc.

**Co-Teaching Strategies: One Teach/One Support**

- **Station Teaching**
- **Team Teaching**
- **Parallel Teaching**

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

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Days 16-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Teacher</strong></td>
<td><strong>Student Teacher</strong></td>
</tr>
<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>
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<table>
<thead>
<tr>
<th>Week 5: Days 21-25</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
### Co-Teaching Strategies: One Teach/One Support

- Station Teaching
- Team Teaching
- Parallel Teaching
- Alternate Teaching

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

<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. You will still need to continue to collaborating before the lessons</td>
<td>Continue to work on the parts of the lesson. Continue to collaborate before your lessons are taught.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 6-7</th>
<th>Week 6-7: Days 26-35</th>
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<tbody>
<tr>
<td>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>
</tr>
<tr>
<td>Weeks 8-9</td>
<td>Weeks 8-9:</td>
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</tr>
<tr>
<td>Days 36-45</td>
<td><strong>Weeks 8 and 9</strong> 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.</td>
</tr>
<tr>
<td></td>
<td>Co-Teaching will be utilized but on a more limited basis.</td>
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<tr>
<td></td>
<td>The classroom teacher should plan to spend some time out of the classroom.</td>
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</tbody>
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<tr>
<th>Weeks 10-11</th>
<th>Weeks 10-11:</th>
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<tbody>
<tr>
<td>Days 46-55</td>
<td><strong>FULL TIME TEACHING!</strong></td>
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<tr>
<td></td>
<td>The student teacher assumes full responsibility for planning, classroom management and teaching.</td>
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</table>
| Week 12 | **Week 12:**  
 Phasing Out.  
 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. |
|---|---|
| Days 56-60 | 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. |
**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 capstone 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 or M480 experiences. 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 are graded on a pass/fail basis.
STUDENT TEACHERS
STs who graduate from this program and are recommended for an initial practitioner’s teaching license are expected to be able to adequately monitor their own professional performance, set realistic goals for further growth, and devise plans with the help of others (administrators, colleagues, etc.) to attain ongoing professional growth. During their first two years of teaching, initial practitioners will work with 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 course 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 of 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+.
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 with regard to 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 an important role in welcoming a ST to the school and into the teaching profession. Specifically, cooperating principals should:

• actively take part in the process of selecting an appropriate placement and recommending only the best-qualified faculty as CTs,

• acquaint USs with school policies regarding student teaching,

• insure that STs follow the **background check** procedures appropriate for the school,

• prepare the school staff for the arrival of a ST,

• accept STs as participating members of the faculty,

• familiarize STs with applicable school policies,

• support the CT throughout the student teaching experience and observe his/her teaching if possible,

• notify the DFE of any concerns or problems as early as possible,

• conduct a mock employment interview with the student teacher 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
QUALIFICATIONS FOR STUDENT TEACHING

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

- met all standards for admission to and retention in the teacher education program,
- attained senior standing and completed at least three-fourths of the courses required for licensing in any certification area,
- successfully completed all prescribed general education and professional courses needed for student teaching,
  - no grade below C+ is accepted in methods courses,
  - no grade below C+ is accepted in the area of minor,
  - 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 classroom s teachers. 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 1 paper copy and one electronic copy (Microsoft Word) of the completed, Application for Student Teaching (http://www.iue.edu/departments/doe/clinical.shtml) by the date determined during the student teaching application meeting.

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

• in middle/high schools attended by the ST or from which the ST graduated within the previous 15 years,

• in school buildings where the ST has substitute taught for more than 20 days during the previous year prior to placement,

• in school buildings where the ST has been employed within 5 yrs. prior to placement,

• with CTs who were former teachers of the ST or are close relatives,

• in school buildings where relatives work and/or school corporations where relatives hold a position of authority (i.e., administrator, board of directors, etc.),

• in school buildings where close relatives (i.e., children, siblings, nieces/nephews, grandchildren, etc.) are currently attending, or

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

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

The Office of Field Experiences with the cooperation of area K-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 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.

Revised 5-2015
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 CT’s 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.

Revised 5-2015
**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:
  o specific areas of needed improvements,
  o strategies for implementation,
  o specific outcomes desired,
  o assessment tools that will be used to monitor performance,
  o specified persons responsible for assessing outcomes,
  o a timeline with specific deadlines,
  o consequences for not completing the plan adequately, and
  o 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:
  o added contact between the US and the ST through increased journaling and/or other appropriate assignments and additional observations/conferences,
  o added contact between the US and the CT to monitor progress and provide for additional interventions,
  o observation and/or evaluation by qualified individuals such as the cooperating principal or university faculty,
  o referral to Student Services for testing and/or counseling,
  o requirement of additional coursework or tutoring,
  o 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 good cause is determined.

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

- the student teacher
- the university supervisor
- the cooperating teacher
- the Education Dean
- the cooperating principal

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).

APPEALS PROCESS

STs who wish to appeal a dismissal and/or termination from student teaching must follow the current appeals process as stated in the Indiana University Code of Student Rights, Responsibilities and Conduct. The initial contact person in this process is the Education 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
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 lessons 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 ultimate goal is for lesson plans to have adequate structure and detail to be useful guides to teaching and learning. Plans should have enough detail so that a CT has a basis for providing input and so that a substitute teacher could implement them.

Plans should be considered flexible documents that guide teachers in making decisions while teaching in response to students’ reactions and needs.

STs should collect all lesson plans in an organized file or binder. This collection provides a record of student teaching activities and can be used to monitor growth. Lesson plans may be valuable in preparing the 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

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

<table>
<thead>
<tr>
<th>List of Unit Materials:</th>
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Revised 5-2015
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 Resources Folder in Canvas))
- When you email your US, be sure to compose your email in a professional manner.
- Weekly reflection should be emailed to the US by Sunday evening. Feel free to reflect and communicate more frequently if you need to.
- In collaboration with your mentor teacher, prepare your class schedule and e-mail to the US
- If school is cancelled or delayed on the date of an observation, student teacher must contact the US by phone as soon as possible
- 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 e-mailed to the US 72 hours before the scheduled US visitation

**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.

Revised 5-2015
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>
<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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<td>final ~ after Observation 4</td>
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**WORKING WITH YOUR UNIVERSITY SUPERVISOR: BEFORE YOUR OBSERVATIONS:**

Turning in your formal lesson plan.

Your US gets to know and understand your strengths and weaknesses in several ways. One way, of course, is to just observe you as you work with children. Another way is by looking over your formal lesson plans. Your lesson plan is a window into your thinking and how well you have learned what you need, to be a teacher. It helps them 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.

As your US looks over your plans, they will be thinking . . .

→ Does this student teacher do a careful, thorough job at planning?
→ Did the student teacher break down the teaching into a step by step plan (very detailed)
→ Does this student teacher understand the basic components of a lesson?
→ How to engage students?
→ How to use data? Etc., Etc.
→ Is this student teacher acting professional and turning their plans in on time?
→ Are they responding in a timely manner?

So, please take extra time to check each part before you send your plan in the first time. Towards the end of this booklet, there are resources to help you with all of your planning.

**Evaluating a Lesson Plan –**

May be used by the University supervisor when evaluating a lesson plan.

<table>
<thead>
<tr>
<th>WRITTEN LESSON PLAN</th>
<th>←BRIDGE→</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>Meets above criteria</td>
<td>Objectives Standards Assessments</td>
</tr>
<tr>
<td>6</td>
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<td>good connections</td>
</tr>
<tr>
<td>5</td>
<td>good</td>
<td>mostly connected</td>
</tr>
<tr>
<td>4</td>
<td>satisfactory</td>
<td>some connections</td>
</tr>
<tr>
<td>3</td>
<td>needs attention</td>
<td>few connections</td>
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<tr>
<td>2</td>
<td>incomplete</td>
<td>unclear connections</td>
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<tr>
<td>1</td>
<td>seriously lacking</td>
<td>mis-connections or no connections</td>
</tr>
<tr>
<td>0</td>
<td>a reschedule no lesson plan</td>
<td></td>
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</tbody>
</table>

Score

Directions for scoring: Check the appropriate box in each column. Total the scores from all 6 columns. Divide by 6 to determine the average score.

**Average score**

______
**Before your university supervisor’s observation:**
You will need to collect your **PreData**. This data will really drive your instruction. Talk and plan with your cooperating teacher on where the students are at in their learning and what type of data you might collect to help you set up your lesson. The data does not always need to be reflective of all your students, if there is a specific group that you want to track. Collect your data and have it ready to share for our conversation after your lesson.

Your **formal lesson plan** needs to be completely filled out and in detail—it’s better if it’s a little too detailed, than not detailed enough. After you have made the plan, then go back through it, using the lesson plan guide you will find in this booklet. You should have your **lesson plan e-mailed to your US 72 hours in advance.**

Before your university supervisor comes to visit, make sure your **weekly lesson plans** are ready. Your university supervisor will want to look through them after your observation. Use the resource in this booklet to help you understand what these plans need to show.

Also, **have a place picked out for your teaching conversation right after your teaching.** It is best to have an unused conference room to meet in or a room that isn’t being used that will give you some privacy, but sometimes that is not possible and you have to find a quiet space in a hallway, or teacher’s lounge. Regardless of where you meet, you will need to make sure that your meeting place after your teaching has 2 chairs and a table. You will need a space to lay out/look at data, lesson plans, and the observational notes.

**After your conversation, please trade places with your CT and have them meet with the US for a few minutes.** This allows the CT and the US to talk about any questions that have come up.

**During your observation:**
When your US comes to observe, she will try to find a quiet place near the back of the group and take notes. It might help to have an adult sized chair near the back of the group, especially if you teach KDG. As you teach, they will take notes about what they are observing. These notes are really just a way to remember as best as they can what is being said, and observations/questions about what is going on, etc. She will use the notes during your talk after the lesson. So, relax (as much as you can) and just do your best. Remember, your US is there to help you and offer encouragement and suggestions along with giving you a person to reflect with.

**As you begin to teach, please keep in mind:**
Always know what the “purpose” of your lesson is and stick with that purpose throughout the lesson.

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Revised 5-2015
Try to teach each part of your lesson the best you can.
Teach in an explicit way—Don’t leave everything to discovery.
Pace your lessons appropriately. You must always “read” your students so you know how to adjust the lesson as you go. You may even need to “scrap” part of the lesson.

Data Collection

At the end of the lesson, you will collect your new data. Usually this data is pencil/paper. However, sometimes there will be a need to collect data by observing/recording student partners during a turn and talk share time, etc. Talk with your cooperating teacher to find the best way to assess your group at the end of your teaching.

Remember: There are no perfect lessons~ even as an experienced teacher, this is true. A reflective teacher will always think, “Oh, this might have been better if I. . .” or, “What if I had ______?“ Teaching is about the continuous art of becoming more skilled at helping students learn.

After you’ve taught: Your Conversation about the Lesson
After you finish teaching, you and your US will go to a quiet room/area, where you can talk. Your conversations will always have the same structure. Below is the basic structure of the conversation:
**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?
**Weekly Reflections**

Another way that your university supervisor will get to know you, support you and help you grow, is to read and respond to your weekly reflections. Each week you will think about, then respond to questions that you will find on Canvas.

To find your assignments, open up Canvas and choose this class. Find the assignment tab and open. If you scroll down, you will come to Week 1 Reflection. Open it and you will find instructions and the questions you are to think about and then respond to.

Here is how to set up your reflection response:

Put the week of the journal response, followed by your name and date. Then, set up your reflection paper so that you have your first question in bold, then answer the question. Then write the second question in bold print followed by your answer, etc.

Remember – your university supervisor is NOT looking for a run-down of your day. She will want to see your thinking, questions, and things that were significant to you in relationship to your weekly questions. She will want examples (evidence) of things you are talking about. This understanding of your classroom experience helps the university supervisor evaluate your experience.

**Your weekly reflection will be sent to the University Supervisor via e-mail by Sunday evening—no later than midnight.** (You do not need to post this to Canvas.)

If posted after midnight, your score will be cut 50%
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 e-mail and a grade posted on Canvas from your supervisor no later than Friday of that week.

<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 explanation and reflection.</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 non-existent or severely lacking.</td>
</tr>
<tr>
<td>☐ Impact on writer's professional growth is clearly stated.</td>
<td>☐ The writing is organized and well developed.</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>
</tbody>
</table>

<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>
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:
  o observable pupil behavior,
  o conditions for learning, and
  o 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 date: 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).
STUDENT
TEACHER
RESOURCES
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:

![Embedded Image]
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?

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

**We Do:** Now you will help students learn the new skill or strategy:
During this time you will use . . .

Higher Order questions: 1. ______________
                      2. ______________
                      3. ______________

Strategies to engage student learning: Turn and talk
        Thumbs up/down
        Dry erase boards
If there was some confusion, did you adjust your instruction to either break down the task further or maybe activate prior knowledge?

Collect Data
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.

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 . . .
**You Do** practice may either come after your closure or after independent practice

Classroom Management:
Are routines, transitions and procedures in place?

If a student was disruptive, did you have a way to get them back on track?

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.

Examples Of Pre-assessment Strategies:

1. Anticipation journals     8. Informational surveys/Questionnaires/Inventories
2. Concept Maps                      9. Initiating activities
3. DRA/Running Records         10. Interest survey
4. Drawing related to topic or content   11. KWL charts and other graphic organizers
5. Entrance or Exit cards         12. Open-ended Questioning
6. Game activities               13. Picture Interpretation
7. Guess Box
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 a oral questions 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. Short quiz questions

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.)
MULTICULTURAL GOALS

From Comprehensive Multicultural Education, Theory and Practice, by Christine I. Bennett
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 inhuman 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 different 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?
DIFFERENTIATION

What Is Differentiated Instruction?
By: Carol Ann Tomlinson  From: [http://www.readingrockets.org/article/263](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; and

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 different 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 (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

**ACCOMMODATIONS**

**Instructional Accommodation Checklist**

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Setting**   | Distraction-free space  
                | One-to-one assistance  
                | 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 |
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

**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  
- 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.  
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- 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 | - 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.  
- Arrange cartoons and other pictures in a logical sequence.  
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- 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. |
| Solving puzzles. | • Write a headline for a story you've just completed.  
• 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? |
| --- | --- |
| **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. | • 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." |
| **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 | • 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. |
| athletics or the performing arts, particularly dancing or acting. | • Write on a mirror with lipstick or soap.  
• 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**: | • Write your memoirs  
• Set aside time to reflect on new ideas and information. |
having an understanding of 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.

- Encourage journal writing.
- Work on the computer.
- Practice breathing for relaxation.
- Use brainstorming methods before reading.
- Listen to and read "how to" tapes and books.
- Read "inspirational" thought-for-the-day books.
- Read cookbooks.
- Go on "guided imagery" tours.

### 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.

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

### 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.

- Community service
- Plan a charity event
- Maintain a current events notebooks with human interest stories
**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 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.
Level I Knowledge

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.

Level II Comprehension

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

**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>Reorganize or Design New</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>
</tr>
<tr>
<td>Evaluation/Evaluating</td>
<td>ACTIONS: Debate, justify, rate, select, judge, score, evaluate, conclude, prove, estimate, recommend, criticize</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Judge &amp; Justify</td>
<td>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 ___?</td>
</tr>
<tr>
<td>Analysis/Analyzing</td>
<td>ACTIONS: Group, separate, compare/contrast, interpret, question, discover, classify, categorize, organize,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Divide or Classify</td>
<td>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? Who 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 have learned? Can you make use of the facts to ___? What approach would you use to ___? What facts would you select to show ___? How would you categorize ___? What is the function of ___?</td>
</tr>
<tr>
<td>Application/Applying</td>
<td>ACTIONS: Solve, build, choose, plan, show, practise, use, make, teach, operate, simulate, construct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make or Do</td>
<td>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 have 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 ___?</td>
</tr>
<tr>
<td>Comprehension/Understanding</td>
<td>ACTIONS: Describe, express, restate, retell, locate, discuss, rephrase, summarize, organize</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand, Describe</td>
<td>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 ___.</td>
</tr>
<tr>
<td>Knowledge/Remembering</td>
<td>ACTIONS: Know, collect, label, cite, tell, record, define, repeat, name, match, identify, specify</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell or Spell</td>
<td>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.)</td>
</tr>
</tbody>
</table>
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.

**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**
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 hands-on lessons by taking time to discuss the importance of each part of the activity at 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.
Classroom Management: Ways to gain student’s attention
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.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Home Telephone</th>
<th>E-mail</th>
<th>School</th>
<th>School Corporation</th>
<th>Semester</th>
<th>Year</th>
<th>Dates of Experience</th>
</tr>
</thead>
</table>

<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</td>
<td>☐ school</td>
<td>☐ Full day</td>
<td>☐ school</td>
</tr>
<tr>
<td>or from _______ to _______</td>
<td>☐ seminar</td>
<td>or from _______ to _______</td>
<td>☐ seminar</td>
</tr>
</tbody>
</table>

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

**Section B: Signatures indicate agreement.**

<table>
<thead>
<tr>
<th>Request for Absence from School</th>
<th>Request for Absence from Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinating Teacher’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

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

Request for an excused absence is ☐ Granted ☐ Denied

Make-up assignment or revised dates

Copies to: CT, US, DFE as appropriate

Director of Field Experiences Date
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. Include teaching strategies and goals and/or standards for the subject.

- **Whole class:** 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.

- **Sub groups (disaggregating data):** Select a small group, what characteristic made it a small group (e.g. gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this group. Create a graphic representation that compares pre- and post-assessment results for the sub groups on this learning goal. *Summarize* what the graph and table tell you about your students’ learning over time.

- **Individuals:** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use 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. Create a graphic representation that compares pre- and post-assessment results for the sub groups on this learning goal. *Summarize* what the graph and table tell you about your students’ learning over time. *Examples of your two students’ work should be scanned and included in your documentation.*

- **Analysis:** 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? You can do the analysis for each section separately, analyze all data as a whole, or do both.
CONNECTIONS AND IMPACT

Subject: 
SoE Themes: 

School / Grade: 
Artifacts: 

Brief Lesson Description / Summary**: 3-5 concise sentences including:

- Setting: whole group, small group; subject
- Objective(s)
- Teaching strategy/strategies used; activity/activities
- Assessment(s)

**This should NOT be a list of the procedures.

Connections: No more than 3 INTASC + 1 School of Education Theme

- INTASC #: Describe the preparation/planning/instruction that reflects your knowledge/attitude/performance of each principle that you list.

  **Evidence to support your connections is ESSENTIAL! What did you do/say during instruction that demonstrates you understand AND can perform the expectations indicated in this InTASC principle?

- SoE Theme: Describe the preparation/planning/instruction that reflects your knowledge/attitude/performance of each theme that you list.

  **Evidence to support your connections is ESSENTIAL! What did you do/say during instruction that demonstrates you understand AND can perform the expectations indicated in this SoE theme?

Instructional Impact (impact on students): SPECIFICALLY describe how the preparation, planning, instructional process, &/or assessment impacted students’ learning, motivation, attitude, &/or skills (this section is focused on STUDENTS). Some suggestions may include your reflection on the following:

- What evidence do you have that students did/did not meet the lesson objective(s)?
  *Data/concrete evidence is required.
- EXAMPLE: Do NOT state: “Students were engaged and enjoyed this lesson” without giving concrete evidence. What did “being engaged” look like/sound like? How do you know they enjoyed the lesson?
- What would you change for future instruction? Why? BE SPECIFIC!!

Professional Impact (impact on self): SPECIFICALLY describe how the preparation, planning, instructional process, &/or assessment impacted your growth as a teacher (this
section is focused on YOU!). Some suggestions may include your reflection on the following:

- How could I increase student achievement?
- What did I do to create a learning, motivating environment? What attitudes did I foster?
- What resources could I utilize?
- How has this (event, lesson, experience) influenced my feelings about teaching and learning?
- How has this (event, lesson, experience) changed or deepened my beliefs about teaching?
- What did I learn about myself as a teacher?
- What did I learn about my planning (time management, strategies/activities, assessment, etc.) that worked well or that could be improved?
- What do I understand better about (assessment, curriculum development, challenging students, (you fill in the blank))?

**Avoid using the following words/phrases: fun, went well, students enjoyed... These are subjective statements. Descriptions/reflections should include concrete evidence – what did you see/hear?**

**Connections / Instructional & Professional Impacts** accompany each instructional piece (lesson plan, unit, behavior management plan, tutoring, short &/or long-range plan) that you choose to include in your portfolio.
<table>
<thead>
<tr>
<th>Analysis of Student Learning Rubric for Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity &amp; accuracy of data presented</strong></td>
</tr>
<tr>
<td>Little or no evidence provided</td>
</tr>
<tr>
<td>.5 point</td>
</tr>
<tr>
<td>Presentation is not clear &amp;/or accurate</td>
</tr>
<tr>
<td>.75 points</td>
</tr>
<tr>
<td>Presentation is understandable and contains few errors</td>
</tr>
<tr>
<td>1 points</td>
</tr>
<tr>
<td>Presentation is easy to understand and contains no errors of representation</td>
</tr>
</tbody>
</table>

| **Alignment with learning goals**            |
| No credible evidence provided                |
| .5 point                                    |
| Analysis of student learning is not aligned with learning goals |
| .75 points                                  |
| Analysis of student learning is partially aligned with learning goals &/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, sub groups, and 2 individual students. |
| 1 points                                    |
| 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. |

| **Interpretation of data**                   |
| No credible evidence                         |
| .5 point                                    |
| Interpretation is inaccurate, and conclusions are missing or unsupported by data |
| .75 points                                  |
| Interpretation is technically accurate, but conclusions are missing or not fully supported by data |
| 1 points                                    |
| Interpretation is meaningful and appropriate, conclusions are drawn from the data |

| **Evidence of impact on student learning**   |
| No credible evidence provided                |
| .5 point                                    |
| 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. |
| .75 points                                  |
| 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 learning goals. |
| 1 points                                    |
| 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. |

| **Writing**                                  |
| Three of the writing elements are lacking    |
| .5 point                                    |
| Two of the writing elements are lacking      |
| .75 points                                  |
| One of the writing elements is lacking       |
| 1 points                                    |
| 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) |
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, extracurricular 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* provide STs with a complete schedule of classes and school special events, in-services, holidays, parent-teacher conferences, etc. USs need this information so they can plan observation visits at times when they know STs will be in the classroom teaching. Be sure you have a copy of parts 3 and 4 to give to your University Supervisor on his/her first visit.

Part 4 requires the ST to fully describe the school/classroom setting in writing. This is essential information for the ST to have as she/he determines student teaching goals. Also, CTs will find this section of the PPI helpful as they write letters of recommendation for their STs at the end of the student teaching semester. This page will also be helpful as you write the introduction to your portfolio.

Part 5 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 copy of Parts 1, 2 and 2, when s/he makes the first visit.

**INDIANA UNIVERSITY EAST**

**School of Education**

**Proposed Plan of Implementation (PPI)**

<table>
<thead>
<tr>
<th>PART 1.</th>
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<tbody>
<tr>
<td>Student</td>
<td>Cooperating Teacher</td>
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<tr>
<td>School</td>
<td>School Corporation</td>
</tr>
<tr>
<td>Semester 🗓️</td>
<td>Fall ☐</td>
</tr>
<tr>
<td>Year</td>
<td>Dates of Experience</td>
</tr>
<tr>
<td>Grade Level(s)</td>
<td>Subject(s)</td>
</tr>
</tbody>
</table>

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

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

**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**
Examples of sections below

PART 2: a calendar (12 wks./60 days)
**PART 4:** a daily/weekly schedule,

**Daily Schedule**

| Monday, Wednesday, Thursday, and Friday | Tuesday |

<table>
<thead>
<tr>
<th><strong>Times:</strong></th>
<th><strong>Times:</strong></th>
</tr>
</thead>
<tbody>
<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 12-16-2013
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 4: Description of Student Teaching Setting

**Proposed Plan of Implementation (PPI)**

**Partial example are provided below -**

Central Elementary School, Richmond Indiana is the site of my student teaching placement for the Fall of 20???. Central is one of 6 elementaries within the Richmond Community School System. The school system boasts of 4600 students, 33% would consider themselves as White-nonhispanic, 7% Hispanic, 26% African American, 31% Multi-racial and 3% Other. 16% of students have IEPs. Central Elementary has as a populations of 364 students with 37% White-nonhispanic, 10% Hispanic, 29% African American and 24% Multi-racial. 12% of students have IEPs 3% of those are for Speech, the others range from mild interventions to intensive intervention.

In the third grade classroom where I will be student teaching, there are twenty-one unique and talented students. Within these twenty – one students 13 have classified themselves as White/non-Hispanic, four Hispanic, two African American and two multi-racial. Three students have IEPs. Two of these have IEPs are for mild intervention. The students are pulled out during the reading block for the full 90 minutes. There is a teaching assistant from Special Education that comes to the classroom during the math block for 45 minutes, and one student goes to the Speech Therapist.

There is an air of expectation as students enter the classroom each morning. Mrs. Smith etc. etc. etc.
**PART 5:**  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 –

- videotaping (check syllabus for due dates),
- analysis of student learning – what analytic tools will you be using
- how will you know what your students need for the next lesson
- what data will you collect for your long range analysis of student learning?
- what data might be collect to analyze student learning when the university supervisors observes
- what data will you use to differentiate your lessons
- what accommodations might be needed to support 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>Dates</th>
<th>Analysis</th>
<th>Writing/Grammar</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Guided Reading Group</th>
</tr>
</thead>
</table>
| 1    |       | **Daily conferences will occur at 2:45.**  
Weekly curriculum planning will take place on Fridays. | Set up Writer’s Notebook | **Place Value:**  
*Representing numbers  
*Place value relationships  
*Comparing Numbers | Set up Reading Notebooks | Set up Science Notebooks | Waiting for STAR testing. Students who have been identified from ISTEP/Acquity will receive intervention. |
| 2    |       | Phase in by taking a math LEAP group and teaching a lesson on retelling.  
*Lead Writing/Grammar  
*Retelling  
*Antonyms  
*Compound words | **Place Value:**  
*Ordering #'s  
*Rounding Whole Numbers  
*Problem Solving (making organized lists) | **Story for the week: The Horned Toad Prince**  
*Context clues | Earth’s Changing Surface:  
*Erosion | Waiting for STAR testing. Students who have been identified from ISTEP/Acquity will receive intervention. |
<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| 3 | *Math Leap, Group 3 - Mrs. Student Teacher*<br>*Lead Math - M/W*<br>*Lead Writing/Grammar (W)*<br>*Lead Science Friday* | *Narrative Writing*<br>*Multiple meaning words*<br>*Long i and long a*<br>*Synonyms* | *Addition and Subtraction of Whole Numbers:*
*Using Mental Math to add and subtract*
*Estimating sums and differences of whole #'s*
*Adding whole numbers* | *Story for the week: On the Banks of Plum Creek*
*Focus on character, setting, plot*
*Context clues* | Earth’s Changing Surface:
*Riverbeds*
*Landforms*
**Benchmarking students**
Waiting for STAR testing. Students who have been identified from ISTEP/Acquity will receive intervention.**Benchmarking students** |
| 4 | *Math Leap, Group 3*<br>*Lead Math M/W*<br>*Lead Science M/W* | *Narrative Writing*<br>*Suffix (or/er)* | *Addition and Subtraction of Whole Numbers:*
*Subtracting whole numbers*
*Subtracting across zeros*
*Problem Solving (Write an equation)* | *Story for the week: Lewis & Clark and Me*
*Focus on compare/contrast*
*Point of View* | Earth’s Changing Surface:
*Abrasion Wears Down Rock*
*Groups 1 & 2 with Mrs. Classroom Teacher* | *Guided* |
| 5               | *Math Leap, Group 3 | *Narrative Writing | Generate and Analyze Patterns: *Repeating patterns *Number sequences *Extending tables |
|                |                      | *Suffixes (-ist, -ive, -ness) |                                                     |
|                | *Reading Leap - RTI students who don’t get pulled out (T/Th) | |                                                     |
|                | *Lead Math M/W      | |                                                     |
|                | *Lead Science      | |                                                     |

**Benchmarking students**

*Word study: or/er

**Reading Books will compliment the story of the week, science concept, or social studies concept of the week.**

*Groups 3 & 4 with Mrs. Classroom Teacher*

*Word study: ist, ive, ness*
<table>
<thead>
<tr>
<th>M/W</th>
<th>T/Th</th>
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<tbody>
<tr>
<td><em>Lead Reading</em></td>
<td></td>
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<tr>
<td>T/Th</td>
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</table>

<table>
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<tr>
<th>6</th>
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<tbody>
<tr>
<td><em>Lead Math</em> M/W</td>
</tr>
<tr>
<td><em>Lead Science</em> M/W</td>
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<tr>
<td><em>Lead Reading</em> T/Th</td>
</tr>
<tr>
<td><em>Math Leap, Group 3</em></td>
</tr>
<tr>
<td><em>Reading Leap - RTI students who don’t get pulled out (T/Th)</em></td>
</tr>
<tr>
<td><em>Greek and Latin Roots</em></td>
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<tr>
<td><em>Narrative Writing</em></td>
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<tr>
<td><em>Generate and Analyze Patterns:</em></td>
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<tr>
<td><em>Writing rules for situations</em></td>
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<td><em>Geometric patterns</em></td>
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<tr>
<td><em>Problem Solving (Use reasoning)</em></td>
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<tr>
<td><em>Science Textbook</em></td>
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<tr>
<td><em>Introduce 2 text structures, description, sequential</em></td>
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<tr>
<td><em>Refer to details and examples to answer all questions</em></td>
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<tr>
<td>Earth’s Changing Surface:</td>
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<tr>
<td><em>Wind Erodes Hoodoos</em></td>
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<td><em>Deposits Dunes</em></td>
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<th>7</th>
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<tbody>
<tr>
<td><em>Math Leap, Group 3</em></td>
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<tr>
<td><em>Persuasive Writing</em></td>
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<tr>
<td><em>Multiplication and Division:</em></td>
</tr>
<tr>
<td><em>Meanings of</em></td>
</tr>
<tr>
<td><em>What Jo Did</em></td>
</tr>
<tr>
<td>Earth’s Changing Surface:</td>
</tr>
<tr>
<td><em>Group 1 and 2 with Mrs. Classroom Teacher.</em></td>
</tr>
<tr>
<td><em>Group 3 with Mrs. Student Teacher.</em></td>
</tr>
<tr>
<td><em>Word study: Greek and Latin Roots</em></td>
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<tr>
<td>Subject</td>
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<tr>
<td>Reading Leap</td>
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<td>Lead Science</td>
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<td>Lead Math</td>
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<td>Greek and Latin Roots</td>
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<td>Math Leap,  Group 3</td>
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<td>Lead Math</td>
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<td>Reading Leap</td>
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<td>Multiplication and Division:</td>
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<tr>
<td>Scene Two</td>
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<tr>
<td>Earth’s Changing Surface:</td>
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</table>

**Revised 12-16-2013**
<table>
<thead>
<tr>
<th></th>
<th>out (M/W/F)</th>
<th>Lead Reading M/W/F</th>
<th>Lead Science - M/W</th>
<th>Multiplication facts and division facts</th>
<th>Word study: dis/re</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>*Math Leap, Group 3</td>
<td>Persuasive Writing</td>
<td>Greek and Latin Roots</td>
<td>Number Sense: *Arrays and multiplication by 10 and 100</td>
<td>Horse Heroes</td>
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<td></td>
<td></td>
<td>*Multiplying by multiples of 10 and 100</td>
<td>Text Features</td>
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<td></td>
<td></td>
<td>*Breaking apart to multiply</td>
<td>Plate Movements</td>
</tr>
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<td>Earth's Changing Surface:</td>
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<td></td>
<td></td>
<td></td>
<td>*Group 3 and 2 with Mrs. Classroom Teacher</td>
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<td></td>
<td>Group 3 with Mrs. Student Teacher</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Word study: Greek and Latin Roots</td>
</tr>
<tr>
<td>10</td>
<td>*Math Leap, Group 3</td>
<td>Persuasive Writing</td>
<td>Adages</td>
<td>Number Sense: *Using mental math to multiply</td>
<td>So You Want to Be President?</td>
</tr>
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<td>Earth's Changing Surface:</td>
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<td></td>
<td></td>
<td>*Groups 4 and 1 with Mrs. Classroom Teacher</td>
</tr>
<tr>
<td>Week</td>
<td>Math Leap, Group 3</td>
<td>Persuasive Writing</td>
<td>Developing Fluency, Multiplying by 1 Digit Numbers: Arrays and using an expanded algorithm</td>
<td>Drawing Inferences</td>
<td>Character Analysis</td>
</tr>
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<tr>
<td>11</td>
<td>*Math Leap, Group 3</td>
<td>*Persuasive Writing</td>
<td>Developing Fluency, Multiplying by 1 Digit Numbers: Arrays and using an expanded algorithm</td>
<td>*Drawing Inferences</td>
<td><em>Character Analysis</em></td>
</tr>
<tr>
<td></td>
<td>Full Time Teaching</td>
<td><em>Context Clues</em></td>
<td><em>Main Idea</em></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td><em>Math Leap, Group 3 - Mrs. Student Teacher</em></td>
<td>*Persuasive Writing</td>
<td>Developing Fluency, Multiplying by 1 Digit Numbers: Arrays and using an expanded algorithm</td>
<td><em>Drawing Inferences</em></td>
<td><em>Review Unit</em></td>
</tr>
<tr>
<td></td>
<td><em>Observing other</em></td>
<td><em>Context Clues</em></td>
<td><em>Main Idea</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 12-16-2013
I. Videotaping

- Videotaping will occur with every lesson taught in front of the University Supervisor. Additionally, an Ipad will be used to video and capture unique moments in the classroom and to correlate with video lessons that are due prior to September 29th, October 20th, and November 3rd.

II. Analytical Tools

- Every lesson taught will have some type of assessment (formative, informal, summative). Based on the assessment, instruction will be guided to meet the students’ deficiencies as well as differentiation for students who may need a challenge or additional support.
- The data that will be used for the long range analysis of student learning will be STAR scores, Benchmark levels, fluency, and reading comprehension checks.
- Data that will be used when the university supervisor observes may be STAR scores, unit tests, writing samples, five minute grammar samples, and diagnostic pre-assessments.

III. What data will you use to differentiate your lessons?

- Test scores
- Informal assessments (questions, comprehension checks, etc.)
- Station work
- Writing

IV. What accommodations might be needed to support student learning?

- Tests read
- Separate settings for tests
- Earphones for testing
V. Arrangements for Regular CT/ST conferencing

- Daily conferencing will occur at 2:45
- Planning for the week will occur on Fridays afterschool.

VI. Mock Interview

- Principal: Mrs. Kathy Jones, October 28th, 8:00 a.m.
Rubric

**Part 1:** Complete Part 1 (1 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 (1 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 4:** Prepare a description of the student teaching setting (2 pt) __________

**Part 5:** During weeks 2-4, prepare a **12 week curriculum plan**. (4 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 –

videotaping (check syllabus for due dates),

analysis of student learning – what analytic tools will you be using

how will you know what your students need for the next lesson

what data will you collect for your long range analysis of student learning?

what data might be collect to analyze student learning when the university supervisors observes

what data will you use to differentiate your lessons

what accommodations might be needed to support student learning

arrangements for regular CT/ST conferencing in this schedule,

date of mock interview with cooperating principal

**PPI will be unloaded to OnCourse by the due date on the syllabus**

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**CONNECTIONS AND IMPACT**

Each artifact must be accompanied by a Connections and Impacts statement which consists of the following:

<table>
<thead>
<tr>
<th>Subject:</th>
<th>SoE Themes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School / Grade:</td>
<td>Artifacts:</td>
</tr>
</tbody>
</table>

**Brief Lesson Description / Summary**: 3-5 concise sentences including:
- Setting: whole group, small group; subject
- Objective(s)
- Teaching strategy/strategies used; activity/activities
- Assessment(s)

**This should NOT be a list of the procedures.**

**Connections**: No more than 3 INTASC + 1 School of Education Theme
- INTASC #: Describe the preparation/planning/instruction that reflects your knowledge/attitude/performance of each principle that you list.
  - **Evidence** to support your connections is ESSENTIAL! What did you do/say during instruction that demonstrates you understand AND can perform the expectations indicated in this INTASC principle?
- SoE Theme: Describe the preparation/planning/instruction that reflects your knowledge/attitude/performance of each theme that you list.
  - **Evidence** to support your connections is ESSENTIAL! What did you do/say during instruction that demonstrates you understand AND can perform the expectations indicated in this SoE theme?

**Instructional Impact (impact on students)**: SPECIFICALLY describe how the preparation, planning, instructional process, &/or assessment impacted students’ learning, motivation, attitude, &/or skills (this section is focused on STUDENTS). Some suggestions may include your reflection on the following:

- What evidence do you have that students did/did not meet the lesson objective(s)?
  - *Data/concrete evidence is required.
- **EXAMPLE: Do NOT state:** “Students were engaged and enjoyed this lesson” without giving concrete evidence. What did “being engaged” look like/sound like? How do you know they enjoyed the lesson?
- What would you change for future instruction? Why? BE SPECIFIC!!

**Professional Impact (impact on self)**: SPECIFICALLY describe how the preparation, planning, instructional process, &/or assessment impacted your growth as a teacher (this section is focused on YOU!). Some suggestions may include your reflection on the following:

- How could I increase student achievement?
- What did I do to create a learning, motivating environment? What attitudes did I foster?
- What resources could I utilize?

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- How has this (event, lesson, experience) influenced my feelings about teaching and learning?
- How has this (event, lesson, experience) changed or deepened my beliefs about teaching?
- What did I learn about myself as a teacher?
- What did I learn about my planning (time management, strategies/activities, assessment, etc.) that worked well or that could be improved?
- What do I understand better about (assessment, curriculum development, challenging students, (you fill in the blank))?

**Avoid using the following words/phrases: fun, went well, students enjoyed... These are subjective statements. Descriptions/reflections should include concrete evidence – what did you see/hear?**

**Connections / Instructional & Professional Impacts** accompany each instructional piece (lesson plan, unit, behavior management plan, tutoring, short &/or long-range plan) that you choose to include in your portfolio.
**ELEMENTARY EDUCATION CAPSTONE PORTFOLIO**

The purpose of the Capstone Portfolio is to determine whether candidates satisfactorily demonstrate teacher appropriate knowledge, performances, and dispositions in the classroom, as well as provide evidence of the implementation of InTASC Principles and School of Education Conceptual Framework and Themes.

Requirements include the following:

- **Left side of the binder**
  - Resume

- **InTASC/School of Education Themes Grid**
  - Grid indicates the InTASC Principles and IU East School of Education Themes met by each artifact
  - Each InTASC Principle and SoE Theme **must** be demonstrated a minimum of **3 times** and marked as such on the grid. Failure to do so WILL result in resubmission of your portfolio.
  - Be sure grid shows the order of the portfolio similar to a table of contents

- **Introduction**
  - Describe the demographics of your student teaching school and of the surrounding community
  - Explain the alignment of family, school, and community spheres of influence which enhance student learning
  - Include clear student teaching goals - edited from M401

- **Instructional Pieces (a maximum of 6 lesson plans)**
  - Include a lesson plan for each of the five content areas: language arts (writing and word study), math, reading, science, and social studies
  - Include a minimum of at least one direct/explicit instruction lesson plan and one inquiry lesson plan, Coordinating Teacher/University Supervisor evaluation forms **may** accompany instructional pieces as long as they are highlighted as evidence for the CI.
  - Complete CI required for each instructional piece
  - Include assessment data, completed assessment tools, and graded student work with viable feedback.
  - Instructional pieces can include individual lesson plans, units, short and long term planning, etc.
  - Integrate the following areas into your instructional pieces: oral language, writing, the arts, health education, and physical education
  - Highlight in the objective section the two subjects being integrated. Be sure there is a standard from each area.
  - The order to place an instructional piece – CI, lesson plan, assessment of the lesson, student work, (CT or US evaluation if it is being used.)

- **Video-Taped Lesson (3-5 minute clip)**
  - This is **an additional** lesson to the lesson plans in the Instructional Pieces
  - Must include the accompanying lesson plan with a CI that addresses the video-taped content
  - Submit flash drive or CD that contains ONLY the 3-5 minute clip you have selected
  - Clip should demonstrate both your instruction and your interaction with students

- **Other Professional Pieces**
  - Artifacts other than instructional pieces to aid in proving InTASC Principles and School of Education Themes (especially Reflective Scholar and InTASC #9 and #10)
  - Provide a variety of pieces that may include, but are not limited to, the following:
    - Professional development (workshops, conferences, etc.)
    - *artifacts could include photos, certificates, letters, etc.
    - Other work involving children
  - CI required for each artifact (will **NOT** include instructional impact)

- **Impact on Student Learning/Long Term Planning**
  - This is the Analysis of Student Learning Assignment that was worked on all semester.
  - This can be proven in the lesson plans and/or separate instructional pieces

- **Conclusion**
  - Explain how you met your student teaching goals
  - Discuss your growth as related to the School of Education Themes
  - Include your Professional Growth Plan – Could be a timeline

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- 1 year – choose something you still need to work on and reflect about how you will improve yourself.
- 3 years – what do you hope to be doing in three years – be a mentor teacher, continue to work on improve a specific area or add to your knowledge someway.
- 5 years – what else will you be working on? Do you want to get an advanced degree, learn in depth about something
**Name:**  
**Lesson Title:**  
**Grade:**  
**Date of lesson:**  
**Lesson #**

<table>
<thead>
<tr>
<th>Type of Lesson: (highlight/circle)</th>
<th>Introductory</th>
<th>Practice/Review</th>
<th>Mastery</th>
<th>Multicultural Goal(s) and how incorporated: <em>(Bennett Goals)</em></th>
</tr>
</thead>
</table>

| Learning Objective: | 1. | 2. | Artifact(s) to Assess Objective: 1. | 2. | Criteria for Assessment of Objective: *(How will you know what your students know and need next?)* 1. | 2. |

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

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

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

**Multiple Intelligence(s):** *(Refer to Multiple Intelligence to support student learning from Appendix of the Student Teaching Handbook)*

**Content Knowledge needed BEFORE this lesson:**  
**Skills needed BEFORE this lesson:**

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Technologies Implemented</th>
</tr>
</thead>
</table>

**PreData:**  
My predata show that _____% of my students were at _______% or above  
My Post Data shows that _____% of my students are at _______% or above *(to be completed with US)*

**Set the stage for teaching --- state behavior expectations (precorrects)**

1.  
2.  

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

**Procedures:** *(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?

Demonstrate: I Do: During the lesson demonstrate using metacognitive strategies such as . . .
Think-alouds: orally model the thought process of thinking through the task.

We Do: Now you will help students learn the new skill or strategy: During this time you will use . . .

Higher Order questions: 1.__________________
2. __________________
3. __________________

Strategies to engage student learning: Turn and talk
Thumbs up/down
Dry erase boards

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

Collect data You Do Students will practice what was taught in the lesson.

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)
**Week 1**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Standards:</th>
<th>Standards:</th>
<th>Standards:</th>
<th>Standards:</th>
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<tbody>
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**Tuesday**

<table>
<thead>
<tr>
<th>Standards:</th>
<th>Objective:</th>
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<tr>
<td>Assessment:</td>
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<td>Description:</td>
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</table>

**Wednesday**

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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 – What IN Standard are you teaching? Why are you teaching this standard? Objective with Bloom’s verb How – you will assess it? +2 – Two higher order questions written out to discuss with your students. Lesson plans should be kept in a binder and shown to the University Supervisors when they visit.
|---------|------------|------------|-------------|--------------------------|---------------|------------|------------|-------------|--------------------------|---------------|------------|------------|-------------|--------------------------|---------------|------------|------------|-------------|--------------------------|---------------|------------|------------|-------------|--------------------------|---------------|------------|------------|-------------|--------------------------|---------------|
# 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.

<table>
<thead>
<tr>
<th>POINTS</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Impressions</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<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>
</tr>
<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>
</tr>
<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 then ½ 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> (use for convenience of totaling points)</td>
<td></td>
<td></td>
<td></td>
<td></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.

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ELEMENTARY STUDENT TEACHING EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Student Teacher (ST)</th>
<th>Cooperating Teacher (CT)</th>
<th>University Supervisor (US)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester (circle one): Fall</td>
<td>Spring</td>
<td>Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Circle all that apply: Richmond</td>
<td>Lawrenceburg</td>
<td>Transition-to-Teaching</td>
</tr>
</tbody>
</table>

**Conferencing tool**

This evaluation form is designed to be used throughout the student teaching semester as a reference to student teaching standards. STs must have this form and a personal notebook with them at all regularly scheduled CT/ST conferences. The notebook is used to write notations of conferencing topics/issues/discussions and how they relate or connect to standards. This information will be valuable for the following purposes: Completing the rating portion of this form at mid-term point and at the end of the student teaching experience, identifying areas of focus for the ST, CT & US during the mid-term evaluation conference, and informing the ST of artifacts to consider for inclusion in her/his portfolio.

**Evaluation rating process**

1st - CT & ST complete evaluation ratings separately following the rating directions.
2nd - CT & ST share and discuss their ratings during one of their regularly scheduled conferences.
3rd - US meets with the CT & ST to facilitate the evaluation conference. US prepares a written summary of the mid-term conference.

**Rating directions:** Read the rating descriptors carefully and keep them in mind as you make your rating decisions. For each item, place a V in the rating box that best describes the ST’s level of performance.

- 4 = Excellent - always functions well above standard expectations and is viewed as a leader among colleagues
- 3 = Good - on target and demonstrating consistent, ongoing achievement
- 2 = Basic - some evidence of standard expectations – improvement/growth expected with additional practice
- 1 = Unsatisfactory - below basic expectations with limited signs of improvement
- N = Not observed (neutral rating, but area should be addressed in the mid-term improvement plan, not an option for final evaluation)

*Mid-term ratings - The mid-term evaluation rating should be a conservative estimate of the ST’s progress; hence, “excellent” is not an option at this time. The mid-term evaluation is used as a basis for noting strengths, areas needing improvement, and establishing a plan of action for the remaining weeks of student teaching. It is a formative assessment and is, therefore, not part of the ST’s final grade.

**SCHOOL of EDUCATION THEMES**

Global Citizen: Celebrates the diversity of his/her students and develops curriculum that is responsive to and incorporates that diversity. Challenges students to examine and think critically about diversity and global issues.

<table>
<thead>
<tr>
<th>Mid term</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>

Global citizens...

- Comprehend their own cultural perspectives and deliberately broaden them.

**Instructional Leader:** Works to develop and implement a well-chosen curriculum that promotes active engagement in developmentally appropriate learning for all students. Constantly monitors and assesses student learning and growth.

<table>
<thead>
<tr>
<th>Mid term</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>

Instructional Leaders...

- Have a positive impact on student learning.

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11-2013 (ST = white, CT = yellow, US = pink)
- Work to develop and implement a well-chosen curriculum that promotes active engagement in developmentally appropriate, meaningful learning for all students.

<table>
<thead>
<tr>
<th>Comments &amp;/or examples:</th>
<th>Mid term</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

- Monitor and assess student learning and growth and make adjustments to optimize learning experiences.

<table>
<thead>
<tr>
<th>Comments &amp;/or examples:</th>
<th>Mid term</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td></td>
<td>Final</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

- Apply content and pedagogical knowledge.

<table>
<thead>
<tr>
<th>Comments &amp;/or examples:</th>
<th>Mid term</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td></td>
<td>Final</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

- Match assessments to learning objectives and design lesson procedures to facilitate students' abilities to meet those objectives.

<table>
<thead>
<tr>
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- Create a classroom climate in which the teacher has strong presence and high expectations for self and all students.

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**Reflective Scholar:** Demonstrates understanding that self-reflection is an on-going part of being an effective teacher.

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- Deliberately use a clearly identified on-going process for reflection to critically analyze professional experiences.

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- Thoughtfully solicit, consider and respond appropriately to assessment and mentoring.

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- Apply professional literature and research as it relates to issues of diversity, technology, pedagogy and content.

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- Modify professional practices based on self knowledge and experience.

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**InTASC STANDARDS**

1. **Learner Development:** The teacher understands how children learn 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.

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(1b) The teacher creates developmentally appropriate instruction that takes into account individual students’ strengths, interests and needs and that allow each student to advance and accelerate his/her learning. ACE: 1.0, RSE: 1.4 (L)

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11-2013 (ST = white, CT = yellow, US = pink) 2
2. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

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2(a) F- The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs. **ACEI 3.2 (IL)**

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2(b) F- The teacher brings multiple perspectives to the discussion of content, including attention to students' personal, family, and community experiences and cultural norms. **GC, RS, IL**

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2(c) F- The teacher accesses appropriate services and resources to meet specific learning differences or needs. **RISE 1.4/2.3 (IL, GC)**

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2(d) F- The teacher understands students' exceptional learning needs (both disabilities and giftedness) and knows how to use strategies and resources to serve these needs. **ACEI 3.2, RISE 1.4/2.3 (IL)**

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2(e) F- The teacher knows how to access information about the values and norms of diverse cultures and communities and how to incorporate students' experiences, cultures, and community resources into instruction. **GC**

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

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3(b) F- The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend their interaction with ideas and people locally and globally. **RISE 3.2 (GC)**

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3(c) F- The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility for quality work. **RISE 2.8 (IL)**

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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 these aspects of the discipline accessible and meaningful for learners.

Mid term 4
Final 3

(4a) The teacher effectively uses multiple representations and explanations of concepts that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. ACEI: 3.1 RISE: 2.3 (RS, IL)

Comments &/or examples: Mid term 4
Final 3

(4d) The teacher stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences. RISE: 2.1 (RS)

Comments &/or examples: Mid term 4
Final 3

(4j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches. RISE: 2.2 (IL)

Comments &/or examples: Mid term 4
Final 3

11-2013  (ST = white, CT = yellow, US = pink) 4
(ACEI: 2.1) **Reading, Writing, and Oral Language:** Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

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(ACEI: 2.2) **Science:** Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

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(ACEI: 2.3) **Mathematics:** Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representations.

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(ACEI: 2.4) **Social Studies:** Candidates know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

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(ACEI: 2.5) **The Arts:** Candidates know, understand, and use – as appropriate – to their own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

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(ACEI: 2.6) **Health Education:** Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

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(ACEI: 2.7) **Physical Education:** Candidates know, understand, and use – as appropriate – to their own understanding and skills – human movement and physical activity as central elements to foster active lifestyles and enhanced quality of life for elementary students.

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### 5. Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

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(5a) **F-** The teacher develops and implements projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). ACEI: 3.1 RISE: 2.2 RS

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(5d) **F-** The teacher engages students in questioning and challenging assumptions and approaches that is critical to fostering innovation and problem solving in local and global contexts. ACEI: 3.3 RISE: 2.2, 2.4, 2.6 (IL)

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6. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's and learner's decision making.

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(6g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

ACEI: 4.0, RISE: 1.1, 2.4 (RS, IL)

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(6m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. ACEI: 4.0

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(6d) The teacher takes responsibility for aligning instruction and assessment with learning goals. ACEI: 4.0, RISE: 1.3 (IL)

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7. Instructional Planning: 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.

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(7a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

ACEI: 5.2, RISE: 1.3, 1.4 (IL)

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(7b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. ACEI: 3.2, RISE: 1.4 (IL)

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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.

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- **(8a)** F - The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. ACEI 3.2 RISE 2.5 (IL)
- **(8b)** F - The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. ACEI 4.0 RISE 2.5 (IL)
- **(8c)** F - The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. ACEI 3.3 (IL)
- **(8d)** F - The teacher engages all learners in developing higher order questioning skills and metacognitive processes. ACEI 3.3 (IL)
- **(8e)** F - The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). ACEI 3.3, 3.4 RISE 2.4 (IL)
- **(8f)** K - The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. ACEI 3.3, 3.4 RISE 2.4 (IL)
- **(8g)** K - The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships. ACEI 3.5 (IL)
9. **Reflection & Continuous Growth**: 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.

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(9a) P - The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. ACEI 5.1 RISE 3.3 (RS)

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(9b) P - The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. ACEI 5.1 RISE 3.3 (RS)

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<tr>
<td>Mid term</td>
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<td>2</td>
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<tr>
<td>Final</td>
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</table>

(9c) P - The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. ACEI 5.1 RISE 3.3 (RS)

Comments &/or examples:

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<tr>
<th></th>
<th>Mid term</th>
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</tbody>
</table>

(9d) K - The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

ACEI 4.0, 5.1 RISE 1.52.5 (ILRS)

Comments &/or examples:

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(9e) D - The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Comments &/or examples:

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10. **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.

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</table>

(10a) P - The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning. RISE 3.2 (IL)

Comments &/or examples:

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(10b) K - The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. RISE 3.2 (GC)

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(10c) K - The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts. RISE 3.1 (IL)

Comments &/or examples:

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</table>
# Mid-Term Summary

<table>
<thead>
<tr>
<th>InTASC Strengths</th>
<th>InTASC areas for improvement</th>
<th>InTASC plan for action</th>
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<tbody>
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<thead>
<tr>
<th>Theme Strengths</th>
<th>Theme areas for improvement</th>
<th>Theme plan for action</th>
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</table>

<table>
<thead>
<tr>
<th>APP Strengths</th>
<th>APP areas for improvement</th>
<th>APP plan for action</th>
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Date of mid-term conference________________________

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**My overall judgment regarding this student teacher at the end of student teaching is:**

- **(4)** I highly recommend this person as a candidate for teaching.
- **(3)** I recommend this person as a candidate for teaching.
- **(2)** I have reservations about this person as a future teacher.
- **(1)** I do not believe this person is a good candidate as a future teacher at this time.

**RECOMMENDED GRADE for ST FINAL EVALUATION**

- [ ] Satisfactory
- [ ] Fail

**Signature**

(signature of person completing the evaluation)

**Date:**

□ CT □ ST □ US

---

11-2013  (ST = white, CT = yellow, US = pink)  
9
# ASSESSMENT OF PROFESSIONAL POTENTIAL (APP)

Please rate the pre-service teacher at both mid-term and at the end of the semester:  
4 = Excellent  
3 = Good  
2 = Basic  
1 = Unsatisfactory

<table>
<thead>
<tr>
<th>Personal and Professional Responsibility</th>
<th>Mid-term</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>A Meets obligations and deadlines.</td>
<td></td>
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<tr>
<td>B Accepts procedures and rules.</td>
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<tr>
<td>C Seeks exceptions under appropriate circumstances.</td>
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<tr>
<td>D Submits work that reflects high personal standards.</td>
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<tr>
<td>E Demonstrates effective use of problem-solving techniques.</td>
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<tr>
<td>F Demonstrates tenacity and self-reliance in pursuit of solutions.</td>
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<tr>
<td>G Reflects upon and takes responsibility for own behavior</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social, emotional and physical well-being</th>
<th>Mid-term</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>H Solves problems in constructive ways.</td>
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<td></td>
</tr>
<tr>
<td>I Displays appropriate affect and emotions.</td>
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<tr>
<td>J Demonstrates awareness of social and professional behaviors and expectations.</td>
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<tr>
<td>K Accepts suggestions positively and modifies behavior appropriately.</td>
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<tr>
<td>L Demonstrates awareness of self and sets reasonable goals and expectations.</td>
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<tr>
<td>M Demonstrates ability to make the best of all experiences.</td>
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<tr>
<td>N Demonstrates a high-energy level and generally positive attitude.</td>
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<tr>
<td>O Understands the role of both positive and negative experiences in personal development.</td>
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<table>
<thead>
<tr>
<th>Interpersonal relationships</th>
<th>Mid-term</th>
<th>Final</th>
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<tbody>
<tr>
<td>P Demonstrates respect for the feelings, perspectives, opinions, knowledge and abilities of others.</td>
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<tr>
<td>Q Is genuine and authentic in relationships.</td>
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<tr>
<td>R Is empathetic and resonates with the feelings of others.</td>
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<tr>
<td>S Demonstrates effective interpersonal skills.</td>
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<tr>
<td>T Functions effectively in a variety of group roles.</td>
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<tr>
<td>U Solicits and considers alternative viewpoints.</td>
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</tr>
<tr>
<td>V Speaks with clarity, fluency, and appropriate grammar.</td>
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<tr>
<td>W Communicates effectively with diverse audiences.</td>
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<tr>
<td>X Believes all students can learn.</td>
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<td></td>
</tr>
<tr>
<td>Y Attempts to challenge and engage all students.</td>
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</tbody>
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