

# *Student Teaching Handbook*

*2020-2021*

*Bayh College of Education*



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# Welcome and Overview

Welcome to student teaching at Indiana State University. The student teaching semester is a full-time, supervised experience, with the aim of advancing teaching candidates towards the goal of **Becoming a Complete Professional**, the conceptual framework which is the basis of ISU's educator preparation programs. The framework is detailed below.

## **BECOMING A COMPLETE PROFESSIONAL**

The overarching theme of Indiana State University's educator preparation programs is *Becoming a Complete Professional*. Originally conceived in 1991, the conceptual framework has been reaffirmed and updated through the years. Our theme encompasses three broad areas that recognize essential areas of the work of an educator:

- Educator as **Expert or Mediator of Learning**,
- Educator as **Person**, and
- Educator as **Member of Communities**.

The word *complete* in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word *becoming* is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component "**Educator as Expert or Mediator of Learning**" deals with an educator's professional skill as a mediator of students' learning and/or of the progress individuals make in achieving their potential. The component "**Educator as Person**" represents the traits and dispositions that make a successful educator justifiably respected and emulated by students while meeting the expectations of professional, state, and institutional standards. The component "**Educator as Member of Communities**" reflects the necessity of contributing to the various communities of which educators, as professionals, are members. A truly successful educator must concurrently exhibit the traits of expert or mediator of learning, person, and member of communities while incorporating the latest knowledge and technologies and demonstrating multicultural competence and sensitivity to diversity.

Our preparation programs embrace clinical practice as an underlying philosophy and methodology. Through field experiences, candidates are immersed in authentic environments that allow theory-to-practice connections, maximizing experiential learning.

# The Student Teaching Experience

All student teaching placements are made in collaboration with the student teacher's home department, Education Student Services, and the host school. Depending upon the academic major, ISU student teachers are placed in the following student teaching experiences:

- **Elementary Education** student teachers are placed in one 16 week or two 8-week placements per host school requests
- **Special Education** student teachers are placed in one 8 week elementary (K-5) placement and one 8 week middle school, junior high or high school special education placement.
- **Secondary Education** student teachers are placed in one 8 week middle school or junior high placement and one 8 week high school placement.
- **All-grade Education** student teachers (Art, Music and PE) are placed in one 8 week elementary (K-5) placement and one 8 week middle school, junior high or high school placement.
- Other placement combinations may be used.

The expectations of the student teaching experience(s) are to:

- provide the teaching candidate with the opportunity to apply theory, knowledge, and skills in the classroom;
- guide the teacher candidate in the development of instructional techniques;
- assist the teaching candidate in adjusting to the professional environment of a school;
- provide an objective evaluation of the teacher candidate's performance such that subsequent professional success may be reliably predicted.

**Students are required to complete a full-time teaching experience with a licensed teacher in the students' discipline assigned full-time with the student teacher.**

# The Student Teaching Team

During the student teaching semester, the student teacher will work with a supervising teacher and a University Supervisor. The roles of each member of the team are defined within this section.

Representatives who supervise student teachers from Indiana State University are referred to in this handbook as *University Supervisors* and the host teacher is referred to as the *Supervising Teacher*.

## Student Teacher

The student teacher **must**:

- Sign up for the appropriate courses during the student teaching semester. If unsure, check with your academic advisor.
- Commit full energy to a successful student teaching experience.
- Arrive at school on time and on each day assigned.
- Dress professionally. Remember that you are in a professional setting.
- Be aware that tattoos and/or piercings may not be appropriate in the school setting to which you are assigned. You must follow the student and professional dress code.
- Attend all before and after school functions as appropriate including, but not limited to, parent/teacher conferences, sporting events, or orientation programs.
- Not take any courses outside of those required for student teaching, except with consent of the Education Student Services Office and the appropriate major department.
- Begin the student teaching experience the first day of school in the school assigned (this may mean making housing arrangements as the first day of your assigned school is likely different from ISU's first day of school).
- Follow the calendar of the school in which the student teaching placement occurs. This means following the school corporation, not the university calendar for spring or holiday breaks.
- Meet with the supervising teacher **PRIOR** to the beginning of the student teaching semester.
- Notify the supervising teacher and the University Supervisor if you are unable to be at school because of emergency or illness.
- Make up any missed student teaching days.
- Be willing to accept ideas and suggestions from the Supervising Teacher and the University Supervisor
- Understand that the University Supervisor is the authority regarding all issues related to student teaching and the university.
- Report any suspected child abuse to an appropriate individual (usually the Supervising Teacher or the University Supervisor).
- Have a supervisor assigned to you at all times when student teaching. If your Supervising Teacher is unable to be at school, the school should assign a substitute to your classroom. If this does not occur, please notify your University Supervisor as soon as possible.
- Ask for help when needed. The student teacher must report any problems or concerns immediately to the supervising teacher or the University Supervisor. Not asking for help when needed or not recognizing when assistance is needed may adversely affect the student teaching outcome.
- **Criminal History Check (CHC):** All Indiana State University students are required to undergo a criminal history check as part of their field experiences prior to student teaching. However, because background requirements may be different for the school in which a student is placed for student teaching, students are responsible for checking with their school or corporation to

assure that they have an appropriate background check prior to their first day of student teaching.

The student teacher **must not**:

- Engage in paid coaching positions or activities.
- Participate in any job actions (strikes or picketing).
- Transport any student in a personal vehicle.
- Have any contact (in person or electronically) with students outside the classroom except at sanctioned school events and only then in a public and appropriate setting.
- Take unsupervised responsibility for any extracurricular events or activities.
- Hold employment outside student teaching.

## The Supervising Teacher

The supervising teacher agrees to:

- Help the student teacher become familiar with the school's policies and procedures.
- Introduce the student to other teachers, administrators, and staff.
- Be available to the student teacher for review of lesson plans.
- Observe the student teacher on a regular basis both in teaching situations and in interaction with students.
- Provide written and verbal feedback on a regular basis.
- Communicate freely with the University Supervisor and immediately report any concerns.
- Participate in a triad meeting at the midpoint and end of student teaching.
- See page 8 for further information
- Complete assessments as required. See the assessment section for further information

## The University Supervisor

The University Supervisor will:

- Provide orientation to the supervising teacher as to the requirements of Indiana State University and the teacher education program.
- Visit and observe the student teacher approximately every two weeks.
- Provide verbal and written feedback at each visit.
- Be available to both the student teacher and the Supervising Teacher.
- Complete assessments as required. See the assessment section for further information
- Report any problems immediately to the Assistant Director of the Education Student Services Office.
- Submit any required paperwork in a timely manner to the Education Student Services Office.
- Participate in a triad meeting at the midpoint and end of student teaching.

# Getting Started

## Preliminary Visit to the School Site

Students are required to make a preliminary visit to the school to which they have been assigned for the student teaching experience. The primary purposes of this visit are to:

- meet the principal and the host supervising teacher;
- confirm assignment dates;
- plan and discuss subjects that will be taught;
- become acquainted with the school and community; and
- arrange for lodging, if necessary.

Guidelines for making the preliminary visit to the school can be found in **Appendix A**.

## Employment While Student Teaching

As listed earlier in this document, students are asked to refrain from employment during the period of student teaching. We are fully aware that there may be certain situations where the student teacher might be engaged in part-time employment during the tenure of the practicum experience. If this employment is necessary, then the student teacher is responsible for receiving permission from the University Supervisor, in cooperation with the Supervising Teacher, for this privilege. It is the belief of the university that the student teacher is expected to participate as a full-time teacher while assigned to the school site. Many activities and responsibilities occur outside the regular school-day schedule for which active participation is required. The student teacher must be prepared to meet such challenges on a day-to-day basis. The demands of teaching require an alert, rested, and well-prepared individual who is not dividing his or her energies between teaching and other external responsibilities. Students who feel they need special consideration with respect to this aspect of the student teaching experience should contact the Assistant Director of Education Student Services.

## Student Teaching Schedule

Each student teacher is required to complete and return the Schedule of Supervised Teaching Activities form to the University Supervisor. The form should be returned to the University Supervisor no later than the end of the second week of the student teaching experience. An example of the form is found in **Appendix B**.

## Attendance

The student teacher is expected to be in school every day for the full term of the student teaching assignment except when prevented by illness or emergency. All illnesses and emergencies should be reported in a timely fashion to the Supervising Teacher and the host school administration. Any extended illness or emergency of **two (2) or more days** should also be reported to the University Supervisor. If the number of absences is **more than two (2)**, the student teaching experience may be lengthened at the discretion of the University Supervisor.

The student teacher should plan to maintain regular faculty hours at his/her host school. Student teachers should attend faculty meetings, staff development, in-service meetings, and extracurricular activities as appropriate and recommended by the supervising teacher or the University Supervisor.

# Guidelines for Supervising Teachers and Student Teachers

## *Getting Started*

The student teacher's first few days of the student teaching experience represent a period of radical adjustment to a new and exciting environment. It involves learning about pupils, teachers, administrators, schedules, procedures, materials, and most importantly, classroom management. The list that follows is representative of the types of materials and procedures with which the student teacher should become acquainted. The acquisition of these materials will provide contacts with a diversity of school personnel, thus helping the student teacher become knowledgeable of the school environment. Suggested materials are:

- Faculty handbook;
- Student handbook;
- Curriculum guides;
- School calendar;
- Schedule of classes;
- Parking regulations;
- City map;
- Seating charts;
- Textbooks;
- Activities;
- Emergency procedures;
- Classroom rules; and
- Forms, e.g., hall passes, absences, tardiness, etc.

The student teacher should review these materials carefully and become familiar with the rules and regulations, procedural matters, physical facilities, all stakeholders, and the community.

Student teachers should assume classroom responsibilities gradually, but early in the school assignment. Early involvement reduces anxiety and enhances the overall development of the student teacher as an effective educator. Early activities may include the following:

- Distributing and collecting papers and materials;
- Checking attendance;
- Carrying out brief teaching activities;
- Supervising/assisting with study periods;
- Administering tests and/or quizzes;
- Working with individuals and small groups;
- Assisting with demonstrations;
- Operating equipment;
- Assisting with laboratory and/or project activities; and
- Answering questions/assisting with seat work.

The student teacher is expected to assume increased responsibility as comfort, familiarity, and leadership increase. Classroom planning and teaching should take place as soon as the Supervising Teacher deems advisable. Plans should be made for the student teacher to have a longer period of time alone with the class as confidence and competence grow.

### ***Teaching load***

Neither Indiana State University nor the State of Indiana requires a specific number of teaching hours during student teaching. Licensure is based upon the successful completion of the ISU teacher education program requirements, which have been approved by the Indiana Department of Education. Competency of the student rather than completion of a prescribed number of student teaching hours determines success within the parameters of the teacher education program at Indiana State University.

Student teachers normally begin teaching one class early in the professional experience; they are expected to assume more responsibility as competence is demonstrated. The student teacher should increase the number of classes for which he/she assumes responsibility until he/she is teaching what is considered a “full load” of classes. This may be three to six classes, depending on the assignment of the host supervising teacher(s) and the design of the school day at the assigned school. Two individual preparations are usually desirable, although flexibility is permissible, depending on the needs and circumstances of the experience.

### ***Conferences***

Next to the actual experience of working with students in a school setting, conferences with experienced teachers are the most important activities in the student teacher's professional semester. Time should be set aside by the host supervising teacher and the student teacher several times each week for planned conferences to review the short-range and long-range planning which are needed for success during the professional semester. Informal communications are also anticipated to occur before school, during preparation periods and lunch, after school, and any time the opportunity presents itself.

The Supervising Teacher should assume responsibility for making the conference a profitable experience. He or she should ask: “How can I help the student teacher become the best possible teacher?” Techniques may vary. Suggestions, along with advice and constructive criticism, are appropriate. The student teacher should be allowed to ask questions, solve problems, and reflect on his or her growth and development during the student teaching experience.

The University Supervisor will also meet with the student teacher and the host supervising teacher. The purposes of these conferences are to exchange information, provide support services, confirm progress while reflecting on the student teaching experience, and formalize program and individual evaluation.

The student, Supervising Teacher, and University Supervisor will participate in a triad meeting at the midpoint and end of the student teaching placement. The goal of the midpoint meeting is to review the students' progress to that point and identify strengths and areas for improvement. The University Supervisor and Supervising Teacher will review the professional disposition assessment and evaluation of student teaching with student. At the end of student teaching, the University Supervisor and Supervising Teacher will review the students overall progress and review the final evaluation of student teaching and professional disposition with the student.

# Assessment and Evaluation

## Quality Assurance System

The Bayh College of Education utilizes a quality assurance system (QAS) as a systematic approach to monitor candidate growth as well as guide program changes/improvements. The QAS is overseen by the Director of Assessment and Accreditation. The QAS governs the following key aspects of assessment and data reporting:

- Development and validation of key assessment measures
- Assurance of regular data reporting for key assessment measures
- Maintains assessment data for key assessments for teacher candidates including Professional Dispositions, Teacher Work Samples, and Evaluations of Student Teaching.
- Coordination of regular data collection and documentation of ongoing activities not covered by key assessments
- Facilitation of continuous data review, analysis, and program improvement efforts
- Coordination of outcome data reporting to internal and external stakeholders
- Coordination of required program review reporting to institutional and external entities

## Grading for Student Teaching

Student teachers earn either an S (satisfactory) or a U (unsatisfactory) for the student teaching experience. Failure to be at the “Meets Expectations” level on all standards on the final Evaluation of Student Teaching or Professional Disposition will lead to a grade of U. The elimination of standard letter grades places primary emphasis upon learning and growth during the student teaching experience.

## Methods of Evaluation

### Observations of Student Teaching

University Supervisors will complete observations of student teaching approximately every two weeks during the student teaching placement. During each observation, the University Supervisor will complete the Student Teaching Observation Form (**Appendix C**). Observation forms should be shared with the students but do not need to be submitted to Education Student Services.

### Professional Disposition

The Professional Disposition can be found in **Appendix D** and on the Education Student Services website at <https://www.indstate.edu/education/ess/student-teaching>

The Professional Disposition assessment is used to assess candidate’s disposition for the teaching profession. Candidates are introduced to the professional disposition assessment at the beginning of the teacher preparation program and are assessed at multiple points throughout their program. During the student teaching experience, candidates will be assessed at the midpoint and at the end of student teaching. One Professional Disposition will be completed collaboratively by the University Supervisor and Supervising Teacher. The University Supervisor will complete and submit the Professional Disposition assessment electronically through the TK20 link.

Candidates are expected to be at the “Meets Expectations” level on all components at the end of the student teaching placement. Candidates may be rated as the “Exceeds Expectations” level on a component if he or she demonstrates exceptional skill, knowledge or disposition on the given component.

### **Evaluations of Student Teaching**

The Evaluation of Student Teaching rubric can be found in **Appendix E** and on the Education Student Services website at <https://www.indstate.edu/education/ess/student-teaching>

#### Midterm Evaluation

The midterm Evaluation of Student Teaching will be completed collaboratively by the Supervising Teacher and University Supervisor. One midterm evaluation will be completed and submitted electronically for the student. The Supervising Teacher and University Supervisor will review the Evaluation of Student Teaching assessment with the student during the triad meeting. The University Supervisor will receive a link from TK20 to complete and submit the Evaluation of Student Teaching assessment.

\*\* NOTE: At the midpoint evaluation, students may still be rated at the “Developing” level on some components.

#### Final Evaluation

The final Evaluation of Student Teaching will be completed collaboratively by the Supervising Teacher and University Supervisor. One final Evaluation of Student Teaching assessment will be completed for the student. The Supervising Teacher and University Supervisor will review the evaluation of student teaching with the student during the final triad meeting.

Students are expected to be at the “Meets Expectations” level on all components at the end of the student teaching placement. Candidates may be rated as the “Exceeds Expectations” level on a component if he or she demonstrates exceptional skill, knowledge or disposition on the given component.

#### Content Specific Evaluations

The Supervising Teacher will complete a content specific Evaluation of Student Teaching assessment. Supervising Teachers will receive an email link from TK20 to complete the content specific evaluation.

Assessments are completed electronically through TK20, the Assessment Management System used by the College of Education. If you do not receive a link or have technical issues you may contact Dave Higus: [david.higus@indstate.edu](mailto:david.higus@indstate.edu)  
Malea Crosby: [malea.crosby@indstate.edu](mailto:malea.crosby@indstate.edu) 812-237-7742

Should a problem exist that may suggest removal of the student from the student teaching experience, immediate discussion of the problem must occur with the University Supervisor. The University Supervisor should immediately notify the Assistant Director of Education Student Services.

# Due Process Policy

## A. Introduction

A student of Indiana State University is expected to demonstrate the highest standards of teaching when placed in a student teaching assignment. Schools accept a student under a mutual agreement with Indiana State University.

If a student believes that removal from the school (assignment) was in whole or in part due to unlawful discrimination relating to race, color, religion, sex, national origin, age, or physical or mental disability, a student should inform the Assistant Director of Education Student Services

## B. Implementation Procedures for Removal

1. The host school, at its discretion, can request the immediate removal of a student teacher during the period of placement if the individual fails to fulfill the obligations and responsibilities associated with the student teaching experience, or violates policies, procedures, rules, regulations, codes or ethics.
2. In situations not as drastic as those specified in (1), where the host supervising teacher or principal of the host school believes the student teacher is not performing appropriately, the host supervising teacher or principal (or both) should provide relevant documentation of concerns and recommendations to be addressed by the student teacher. These concerns and recommendations should be communicated to the University Supervisor. A formal improvement plan may be developed if necessary to address all concerns.

If no improvement is seen after **one week** of prescribed remedial activities, a decision for terminating the student teaching experience will be made by the Supervising Teacher or principal in concert with the University supervisor and the Assistant Director of Education Student Services. The Supervising Teacher or principal, in concert with the University Supervisor, shall notify the student teacher of the dismissal. Reasons for dismissal may include, but are not limited to, the following:

- Poor attendance
- Tardiness
- Lack of responsibility and/or initiative
- Behaviors indicating an attitude of indifference or hostility
- Incorrect or inappropriate oral or written language
- Unsatisfactory classroom preparation
- Poor classroom management, discipline, etc.
- Inappropriate interpersonal skills
- Violation of school policies, procedures, rules, regulations, codes, or ethics
- Violation of university policies, procedures, rules, regulations, codes, or ethics
- Unresponsiveness to suggested changes
- Unresponsiveness to best practices for the benefit of the K-12 students

C. Action by the Director or Associate Director of Education Student Services

If performance of a student teacher during an assignment is unsatisfactory, it is within the discretion of the Assistant Director of Education Student Services, after meeting with the University Supervisor and the student, to make the following recommendation(s):

1. Prescribe remediation during the current (if time permits) or subsequent semester for the student in a structured teaching experience. If this is successful, then a new student teaching assignment may be pursued by petitioning the Assistant Director of Education Student Services.
2. Prescribe additional course work to enhance the knowledge base of the student. If this is successful, then a new student teaching placement may be pursued by petitioning the Assistant Director of Education Student Services.

Should the first student teaching assignment be unsuccessful, the student shall not continue to the next assignment before remediating the first. In some cases, this may mean the second assignment must be moved to the following semester if the eight-week assignment cannot be completed within the host school's calendar year.

D. Appeal Procedure

1. Action by Student

A student desiring to be readmitted to the student teaching experience shall submit a written letter to the Assistant Director of Education Student Services requesting a meeting within **fifteen (15) calendar days** of the dismissal. In the letter, the student will explain the rationale for being permitted to reenroll in the student teaching semester. Also provided in the letter should be any additional information addressing the remediation of problems incurred during the first student teaching assignment.

If the student disagrees with the decision of the Assistant Director of Education Student Services, he or she may choose to petition the Associate Dean of the School of Education for reconsideration within two (2) calendar weeks of notification of rejection or dismissal from the program.

# Additional Information

## **Guidelines for the Student Teacher**

Supervised teaching is professional teaching in the sense that teacher education candidates are expected to behave as professionals. They are considered junior members of the staff. They are expected to make a sincere effort to have a positive impact on students, faculty, and staff, to be prompt and dependable, and to demonstrate the qualities of an effective teacher.

The following suggestions are for the perusal of the student teacher and interested school personnel. They are aimed at guiding the behavior of the student teacher during the supervised teaching experience.

1. Be proactive; demonstrate a willingness to assume responsibility from the onset of the experience. Volunteer to:
  - Grade papers,
  - Check attendance,
  - Assist in the preparation of paperwork,
  - Prepare bulletin boards or other displays, and
  - Tutor students individually or in small groups.
2. Demonstrate proper attitude through dress, behavior, and professional ethics.
3. Seek information about the school, stakeholders, and the community. Inquire about:
  - Extracurricular activities,
  - School records, and
  - School newspaper and yearbook (read them)
4. Read the information that has been provided for you (handbooks, schedules, etc.). Make notes and ask questions about items that you do not understand.
5. Always be prepared. Exhibit a high degree of thorough, organized, consistent planning regarding:
  - Lesson plans (daily and unit alike),
  - Quiz and test preparation,
  - Preparation of other written reports, and
  - Follow-through with ideas and tasks assumed or assigned.
6. Be alert to new ideas, and be appreciative of valuable suggestions and service on your behalf.
7. Show a sense of loyalty to your host school and the University.
8. Maintain good health practices.
9. Demonstrate a cheerful and enthusiastic personality.

## Appendix A

### *Guide Sheet Governing First Contact With Your School*

Contact the school during the semester prior to your student teaching assignment and arrange for a preliminary visit.

- I. Letter to the Principal and Supervising Teacher of your School
  - A. Express appreciation for being accepted;
  - B. Provide assurances you do not need special attention;
  - C. Give dates of assignment, subject(s), and name of Supervising Teacher;
  - D. Contact the school and arrange for a preliminary visit
  - E. Explain desirability of attending orientation meetings with faculty; ask for date, time, and place of first meeting. *Note: Attendance on campus for registration and orientation seminar is required.*
  
- II. Preliminary Visit to Your School
  - A. Read and study this *Student Teaching Handbook*
  - B. Spend two or more days in school, including orientation session;
  - C. Dress appropriately (as you would for a job interview);
  - D. Report to principal first (be prompt);
  - E. Meet your supervising teacher(s);
  - F. Discuss teaching assignment with supervising teacher(s);
  - G. Discuss lodging (if necessary);
  - H. Get acquainted with school facilities;
  - I. Obtain information about community and area facilities; and
  - J. Obtain copies of
    - a. Parking regulations,
    - b. Faculty handbook,
    - c. Student handbook,
    - d. School calendar, and
    - e. School schedule.

**Appendix B**  
**Schedule of Supervised Teaching Activities**

(Dates) From: \_\_\_\_\_ To: \_\_\_\_\_

Name _____	School (where teaching) _____
Phone _____	School's phone _____
Cell phone _____	School's mailing Address _____
Email _____	City _____ State _____ Zip _____
Address (While Teaching) _____	Principal _____
City _____ State _____ Zip _____	Principal's email _____

Name of Supervising Teacher \_\_\_\_\_ Email \_\_\_\_\_

Phone \_\_\_\_\_

Name of Supervising Teacher \_\_\_\_\_ Email \_\_\_\_\_

Phone \_\_\_\_\_

**DAILY SCHEDULE**

Period	Time Start-Stop	Room	Subject and grade level	Teacher

**Before and After School Activities** \_\_\_\_\_

**List Days/times/reasons school will not be in session** (*Vacations, professional meetings*)



## Appendix C - Student Teaching Observation Form

### Student Teaching Observation Form

Candidate Name \_\_\_\_\_ Date of Observation \_\_\_\_\_  
 Observation took place  Before Midterm  After Midterm  
 Subject/Grade Level \_\_\_\_\_ Length of Observation \_\_\_\_\_  
 Central focus of Lesson \_\_\_\_\_

Ratings: N/E=No Evidence    4=Exceeds    3=Meets    2=Developing    1= Does not Meet						
PLANNING	RATING					EVIDENCE/EXAMPLES OBSERVED
Lesson Plans	4	3	2	1	N/E	
Assessment	4	3	2	1	N/E	
INSTRUCTION	RATING					EVIDENCE/EXAMPLES OBSERVED
Presentation	4	3	2	1	N/E	
Content Knowledge	4	3	2	1	N/E	
Collaborative Activities	4	3	2	1	N/E	
Technology	4	3	2	1	N/E	
CORE PROFESSIONALISM	RATING					EVIDENCE/EXAMPLES OBSERVED
Overall Professionalism	4	3	2	1	N/E	
Teacher-Student Relationship	4	3	2	1	N/E	
ADDITIONAL AREAS	RATING					EVIDENCE/EXAMPLES OBSERVED
Classroom Management	4	3	2	1	N/E	

## Appendix D – Professional Disposition Rubric

<b>Professional Department: The Educator as a Person</b>					
	<b>Exceeds Expectations (4 Points)</b>	<b>Meets Expectations (3 Points)</b>	<b>Developing (2 Points)</b>	<b>Does not Meet Expectations (1 Point)</b>	<b>Not Observed</b>
<b>Professional Appearance</b>		Dress and appearance follows established classroom expectations/school policy/teacher handbooks		Dress and appearance does not follow established classroom expectations/school policy/teacher handbooks	
<b>Attendance &amp; Punctuality</b>		Consistently attends class/school and is on time. Notifies others in advance or arranges to meet following a missed class. Will have valid reason for absence.		Exhibits a pattern of tardiness or absence. Fails to contact others to make arrangements for missed work.	
<b>Professional Appearance- Behavior</b>	Follows school rules and policies and encourages others to respect them. Shows exemplary patterns of behavior as role model to others.	Follows school rules and policies consistently. Understands the purpose of regulations and respects their intent.	Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches and does not attempt to circumvent them	Ignores school rules and policies or restrictions. Wants exceptions to be made for him/her, or tries to get around established rules.	
<b>Courtesy, Respect, &amp; Demeanor</b>	A leader in modeling courtesy and respect for others and positively encourages the free expression of ideas of colleagues.	In expressed thoughts and actions, demonstrates courtesy and respect for all persons and does not impede the free expression of ideas of colleagues.	In expressed thoughts and actions, demonstrates basic courtesy and respect for those around him or her.	In expressed thoughts and actions, demonstrates a lack of courtesy or respect for all persons and/or impedes the free expression of ideas of colleagues.	
<b>Commitment &amp; Perseverance</b>	Consistently demonstrates interest during class or class events.	Demonstrates interest during each class or class event.	Usually demonstrates interest during class or class events.	Does not demonstrate interest during class or class events.	
<b>Preparedness</b>	Consistently demonstrates readiness to engage in assignments without instructor prompts and encourages others. Prepared in class with materials and equipment. Occasionally provides materials for others.	Demonstrates readiness to engage in assignments without prompt by the instructor. Prepared in class with materials and equipment.	Demonstrates readiness to engage in assignments with instructor prompt. Is prepared with materials and equipment.	Rarely demonstrates preparation for class. Engagement in class is limited to personal experiences.	
<b>Educational Philosophy: The Educator as a Mediator of Learning</b>					
<b>Reflective Practitioner</b>	Creates opportunities for others to share reflections so that all can benefit from others' experiences.	Participates in reflection and encourages others to do the same relevant to self-improvement.	Often participates in thoughtful reflection relevant to self-improvement.	Does not participate in thoughtful reflection relevant to self-improvement.	

<b>Collegiality/ Collaboration</b>	<p>Develops opportunities to collaborate with teachers and other professionals in the building to improve practice. He or she offers positive suggestions and uses advice from other professionals.</p> <p>Actively participates and has a leadership role in professional organizations, school committees, community events, and/or extracurricular activities.</p>	<p>Seeks out opportunities to collaborate with teachers and other professionals in the building to improve practice. He or she takes/uses advice from other professionals to improve practice.</p> <p>Participates in professional organizations, school committees, community events, and/or extracurricular activities.</p>	<p>Is open to suggestions from other individuals and team members within the school but does not seek out collaborative relationships.</p> <p>Belongs to but does not actively participate in professional organizations, school committees, community events, and/or extracurricular activities.</p>	<p>Does not seek out nor establish relationships with other individuals or team members within the school.</p> <p>Does not belong to or participate in any professional organizations, school committees, community events, and/or extracurricular activities.</p>	
<b>Learner Focused</b>	<p>Consistently-implements and communicates modifications in teaching and management grounded in student performance data and helps others understand the process.</p>	<p>Implements and communicates modifications in teaching or management which are grounded in concern for student success and reflective of evaluation of student performance data.</p>	<p>Implements and communicates modifications in teaching and management which are grounded in concern for student success.</p>	<p>Implements and communicates modifications in teaching and management which are grounded in concern for student success.</p>	
<b>Commitment to Ethical Practice: The Educator as a Member of Community</b>					
<b>Integrity</b>	<p>Communicates expectations to students and parents and other stakeholders that represent accurate measurable learning targets and other expectations. Models ethical standards and appropriately represents school and community in all external environments or events.</p>	<p>Communicates expectations to students and parents and other stakeholders that represent accurate measurable learning targets and other expectations. Models ethical standards of behavior for students within the school.</p>	<p>Communicates expectations to students and parents and other stakeholders. Models ethical standards of behavior for students within the school.</p>	<p>Rarely communicates expectations to students and parents. Some information may be incomplete or inaccurate. Does not consistently model ethical standards of behavior for students within the school.</p>	
<b>Empathetic/ Responsive</b>	<p>Develops appropriate relationships with students and peers grounded in trust and empathy. They demonstrate and communicate both knowledge of student backgrounds, as well as a concern for their educational success. Shares important information with appropriate school personnel with follow up.</p>	<p>Develops appropriate relationships with students and peers. They demonstrate knowledge of student backgrounds, as well as a concern for their educational success. Shares critical information about students with appropriate school personnel</p>	<p>Develops appropriate relationships with most students and peers. Demonstrates knowledge of student backgrounds, as well as a concern for their success. Share some information with appropriate school personnel.</p>	<p>Does not develop appropriate relationships with students or peers. Their knowledge of student backgrounds is limited and lacks concern for success of students.</p>	

## Appendix E – Evaluation of Student Teaching Rubric (InTASC Standards)

**Purpose of the Assessment:** To determine the teacher candidate's progression toward becoming a teacher according to knowledge and application of the InTASC Standards as assessed by the University Supervisors and/or Supervising/Host Teacher.

### Points of Administration:

- Elementary Education candidates will be assessed at the midterm and end of the TOTAL experience by the TOTAL Coach
- Secondary Candidates will be assessed at the end of the Early Field Experience by the Host Teacher
- Candidates will be assessed at the midterm and end of student teaching by the University Supervisor and Supervising Teacher.

**Instructions to Assessors:** For each criterion please indicate the performance level that represents the **consistent, observable performance** of the teacher candidate. **Please be as honest and accurate as possible and base your response on how the candidate performed on most days with most people.** The rubric is used at multiple points throughout the candidates' clinical experiences and is intended to show progression of knowledge, skills and dispositions.

During the early field experience, candidates are expected to be at the "Developing" level. Candidates may be at the "Meets Expectations" level on some criterion if he or she demonstrates exceptional competency for the given criterion.

During the student teaching experience, candidates are expected to be at the "Meets Expectations" level on all criterion. Candidates may be at the "Exceeds Expectations" level if he or she demonstrates exceptional knowledge, skills or disposition on a given criterion.

This assessment is intended to demonstrate the candidates' progression throughout their clinical experiences.

### Note

**Identifies** includes discusses, records, and shares

**Demonstrates** includes plans and shares, practices with or models for students, leads an activity

**Consistently** means always or almost always

**As evidenced by** means that performance at this level is observed through overt impact on student behaviors

## Evaluation of Student Teaching Rubric (InTASC Standards)

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Developing 2</b>	<b>Does Not Meet Expectations 1</b>	<b>No Basis for Judgment</b>
<b>Domain 1: The Learner and Learning</b>					
<b>InTASC 1 Learner Development:</b> 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.					
<b>1. Implements instruction based on theories of learning and development that furthers students' abilities and interests.</b>	Consistently personalizes instruction using developmentally appropriate and interesting approaches as evidenced by students' ability to engage in learning tasks and their choice to do so.	Consistently implements instruction based on theories of learning and development that furthers students' abilities and interests.	Demonstrates instruction based on theories of learning and development that furthers students' abilities and interests.	Identifies ways instruction is based on theories of learning and development.	
<b>InTASC 2 Learner Differences:</b> 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					
<b>2. Adjusts instruction and assessment through accommodations and modification that address the diverse needs of students</b>	Consistently uses instruction as evidence by students of all levels and differences who are engages in learning and productive work.	Consistently adjusts instruction and assessments through accommodations and modifications that address the diverse needs of students.	Demonstrates the ability to use accommodations and modifications in instruction and assessment that address the diverse needs of students.	Identifies accommodations and modifications to instruction and assessment that address the diverse needs of students.	
<b>3. Implements a variety of instruction strategies to engage all students in learning activities</b>	Consistently uses a variety of instructional strategies as evidenced by all students engaging in multiple activities aimed at the same instructional objectives.	Consistently implements a variety of instructional strategies that engages all students in learning activities.	Demonstrates a variety of instructional strategies used to engage all students in the learnings activities.	Identifies a variety of instructional strategies used to engage all students in the learnings activities.	
<b>InTASC 3 Learning Environments:</b> 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.					
<b>4. Implements classroom guidance/management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment</b>	Consistently implements equitable classroom guidance /management practices (rules, procedures) and professional dispositions as evidenced by students who typically self-monitor, engage productively and interact appropriately.	Consistently implements classroom guidance/ management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment.	Demonstrates classroom guidance/ management (rules, procedures, practices and dispositions) for a safe and culturally-appropriate learning environment.	Identifies classroom guidance/ management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment.	

<b>5. Manages how time, space, and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period.</b>	Consistently uses time, space and physical resources in a manner that maximizes students' potential for learning as evidenced by their on-task behavior, productivity and self-regulation.	Consistently manages how time, space and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period.	Demonstrates how time, space and physical resources are organized, allocated, and used to engage all students in learning.	Identifies how time, space and physical resources are organized, allocated and used to engage all students in learning.	
<b>6. Uses instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another.</b>	Consistently reinforces and redirects students seamlessly during instructional activities in a manner promoting honest, positive interactions between students as evidence by their accurate, respectful, and relevant statements and behaviors.	Consistently uses instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respects for one another.	Demonstrates the ability to guide instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another.	Identifies instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promotes learning and respect for one another.	
<b>7. Uses statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.</b>	Consistently uses statement and actions that demonstrate respect for and responsiveness to all students as evidenced by students' willingness to share their backgrounds and needs and to work hard to advance their current abilities.	Consistently uses statement and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.	Demonstrates statements and actions indicative of respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.	Identifies statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.	
<b>Domain 2: Content</b>					
<b>InTASC 4 Content Knowledge:</b> The teacher understands the central concepts, tools of inquire, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.					
<b>8. Uses learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards</b>	Consistently uses learning experiences that facilitate content mastery as evidenced by students expressing accurate ideas, concepts and applications of the material in relation to course expectations and their own lives.	Consistently uses learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards.	Demonstrates the ability to guide learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards.	Identifies learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards.	

<b>9. Involves all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards</b>	Consistently provides rich learning experiences as evidenced by all students demonstrating inquiry, critical thinking, problem solving, reflection and/ or metacognition.	Consistently involves all students in inquiry, critical thinking, problem solving, reflections and/ or metacognitive activities based on content standards.	Demonstrates the ability to guide learning experience involving all students in inquiry, critical thinking, problem solving, reflection and/ or metacognitive activities based on content standards.	Identifies approaches that involve all students in inquiry critical thinking, problem solving, reflection and/ or metacognitive activities based on content standards.	
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**InTASC 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.

<b>10. Communicates and sequences instructional objectives/activities based on approved content standards and related tasks, including methods of assessment</b>	Consistently communicates and sequences instructional objectives/ activities, related tasks, and methods of assessment as evidenced by students knowing what academic knowledge or skill to use, when to use it, how to use it and why they are using it.	Consistently communicates and sequences instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment.	Demonstrates the ability to communicate and sequence instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment.	Identifies instructional objectives/ activities, relevant tasks, sequencing of the objective/ tasks, and the methods of assessing the objectives.	
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**Domain 3: Instructional Practice**

**InTASC 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

<b>11. Uses valid formative and summative assessments to provide students with timely performance feedback and cognitive, effective and behavioral strategies to advance learning</b>	Consistently uses valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies as evidenced by students using feedback to improve.	Consistently uses valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning.	Demonstrates the use of valid formative and summative assessment to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning.	Identifies how assessments are used to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning.	
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<b>12. Adapts instruction by Reflecting on formative and summative assessment data including students’ prior knowledge, misconceptions, mastery and interest</b>	Consistently adapts instruction by reflecting on multiple forms of formative and summative assessment data, including prior knowledge, misconceptions, mastery and interest as evidenced by students’ opportunities to resolved gaps in these areas and improve performance.	Consistently adapts instruction by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest.	Demonstrates how to adapt instruction by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest.	Identifies how instruction may be adapted by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest.	
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**InTASC 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.

<p><b>13. Develops and uses lesson plans that include specific references to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities</b></p>	<p>Consistently develops and uses lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional assessment activities as evidenced by students' focus on academic work and efficient transition from one activity to another.</p>	<p>Consistently develops and uses lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities.</p>	<p>Demonstrates the ability to develop a lesson plan that is aligned to approved content standards and demonstrates a logical sequence of instructional and assessment activities.</p>	<p>Identifies elements of professional lesson plans including specific references to approved content standards and a logical sequence of instructional and assessment activities.</p>	
<p><b>14. Provides the relevance of instructional objectives/activities and how the content transfers to other subject areas, including real-world applications</b></p>	<p>Consistently provides the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications as evidenced by students expressing connections across content areas and life experiences.</p>	<p>Consistently provides the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications.</p>	<p>Demonstrates the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications</p>	<p>Identifies the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications.</p>	

**InTASC 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.

<p><b>15. Integrates a variety of questioning techniques to involves all students, to maximize student interest, and to assess the need to adjust or personalize instruction</b></p>	<p>Consistently integrates a variety of questioning techniques to involve all students as evidenced by students' engagement, interest and their ability to respond.</p>	<p>Consistently integrates a variety of questioning techniques to involve all students, to maximize student interest, and to assess the need to adjust instruction.</p>	<p>Demonstrates the ability to use a variety of questioning techniques to involve all students, to maximize student interest and to assess the need to adjust instruction.</p>	<p>Identifies how a variety of questioning techniques can be used to involve all students, to maximize student interest, and to assess the need to adjust instruction.</p>	
<p><b>16. Uses whole class and small group activities that engage students in learning</b></p>	<p>Consistently uses whole class and small group activities to engage all students in learning as evidenced by all students participating in class activities, group roles and productive interactions.</p>	<p>Consistently uses whole class and small group activities that engage all students in learning.</p>	<p>Demonstrates the ability to conduct whole class and small group activities that engage all students in learning.</p>	<p>Identifies whole class and small group activities that engage students in learning.</p>	

### Domain 4: Professional Responsibility

**InTASC 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

<b>17. Responds appropriately to supervision and accepts responsibility for actions</b>	Seeks feedback from the principal, select colleagues, and students to improve practice as evidenced by their active participation in feedback processes.	Consistently demonstrates professional behaviors, invites feedback and accepts responsibility for actions.	Demonstrates professional behaviors and accepts feedback and responsibility for actions.	Identifies professional expectations and practices professional behaviors.	
<b>18. Establishes goals for professional growth and participates in activities to develop relevant professional knowledge and skill sets</b>	Establishes goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets as evidence by students' functionality, interest, enjoyment and/ or success in the class.	Establishes goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets.	Establishes goals for professional growth as expected of teachers.	Identifies professional growth opportunities expected of teachers.	
<b>19. Follows ethical and legal practices of a professional educator</b>	Consistently follows ethical and legal practices as evidence by students' perceptions of teacher fairness, confidentiality and professionalism.	Consistently follows ethical and legal practices of a professional educator.	Demonstrates ethical and legal practices of a professional educator.	Identifies ethical and legal practices of a professional educator and follows these practices.	
<b>20. Maintains organized, accurate, current, confidential and secure educational records</b>	Consistently maintains organized accurate, current, confidential, and secure educational records as evidenced by students' and parents' access to reliable information regarding progress through protocols protecting privacy.	Consistently maintains organized, accurate, current, confidential and secure educational records.	Participates in collecting and/ or maintaining organized, accurate, current, confidential and secure educational records.	Identifies effective and confidential practices for collecting and maintaining organized, accurate, current and secure education records.	

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

<b>21. Performs professional and instructional responsibilities appropriate to the level of professional practice</b>	Performs all professional and instructional responsibilities and collaborates as a member of the department and school's professional learning community.	Shares all professional and instructional responsibilities with the mentor teacher based on the student teaching handbook and the co-teaching strategies.	Demonstrates participate with the mentor in classroom and instructional responsibilities based on the appropriate co-teaching strategies.	Observes and assists the mentor in the classroom based on the first two co-teaching strategies.	
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<b>22. Communicates clearly, grammatically, timely, and professionally with all stakeholders</b>	Consistently communicates clearly, grammatically, timely, and professionally as evidenced by stakeholders' ability and empowerment to respond and become engaged, as appropriate.	Consistently communicates clearly, grammatically, timely, and professionally with all stakeholders.	Demonstrates the ability to communicate clearly, grammatically, timely, and professionally with appropriate stakeholders.	Identifies ways to communicate clearly, grammatically, timely, and professionally with appropriate stakeholders.	
<b>11. Use of Technology</b>					
<b>23. Uses resources, including digital technologies as appropriate that facilitate mastery of the academic content and engage the student in the learning process.</b>	Candidate consistently and appropriately uses available technology to facilitate mastery of the academic content and engage students in the learning process.  In settings where technology is not readily available, candidate is aware of technology options and considers ways to incorporate those options if available.	Candidate appropriately uses available technology engage students in the learning process.  In settings where technology is not readily available, candidate is aware of technology options and considers ways to incorporate those options if available.	Candidate uses technology as available. Candidate is aware there are other technology options but does not consider implementation.	Candidate does not use any technology that was available or uses technology that distracts from student learning.	
<b>24. Uses technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning.</b>	Consistently uses technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching as evidenced by candidates using data to make improvements	Consistently uses technology in ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning	Demonstrated the use of technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve student teaching and learning	Identifies ethical use of technology to collect, manage and analyze student performance data in order to improve teaching and learning.	

\*\*\* Professionalism, professional appearance/dress, attendance etc. are assessed on the Professional Dispositions rubric.