IUPUC Division of Education Student Teaching Handbook

A Guide For:
Student Teachers
Supervising Teachers
University Supervisors

IUPUC
DIVISION OF EDUCATION

TABLE OF CONTENTS

Introduction

The IUPUC Division of Education is committed to providing our students with a positive, supportive, practical, and rewarding student teaching experience. Most educators will agree that the clinical experience of student teaching is of prime importance in developing teachers who will enter the profession as enthusiastic and effective teachers. At IUPUC, the student teaching experience affords the candidate an opportunity to continue to develop and reflect on the skills, knowledge, and dispositions critical to student learning.

This handbook is meant to be a resource guide with practical information for those who are a part of our candidates' student teaching experiences. It includes policies and procedures that we ask that all involved in the IUPUC Division of Education student experience adhere to.

We extend our gratitude to the schools and staff that welcome our IUPUC students into their learning communities.

If you have questions about the IUPUC Division of Education student teaching experience, please contact:

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Applying for Student Teaching

The Student Teaching Application can be found at this url: **https://tinyurl.com/y6bvkgdo**. It is due at the beginning of a candidate's second semester/cluster in the program.

- If your second semester/cluster in the program is in the FALL cluster, your application is due by 4 p.m. on the first Friday of September.
- If your second semester/cluster in the program is in the SPRING cluster, your application is due by 4 p.m. on the fourth Friday of January.

In order to be placed in a student teaching placement, the following must be true of you **by the due date of your application**:

- Your submitted application must be complete and accurate.
- Within this application you will find a Transcript Release and Student Teaching Contract (attached as a pdf file). This contract must be completed, signed, and uploaded to the application. (You may take a CLEAR photo of the entire completed form and upload that photo, or scan the completed form and upload a pdf file.)

Partial and incomplete Student Teaching Applications will NOT be accepted and could result in either a delay in finding your placement or the need to push your student teaching experience back a semester.

Securing Student Teaching Placements

Number of Placements

Each IUPUC candidate must complete two eight-week student teaching placements during their program:

1. FIRST PLACEMENT: A general education K-6 placement
2. SECOND PLACEMENT: A placement that aligns with the candidate's licensing or endorsement area:
   - Candidates completing the coursework for a license addition in ENL or special education will be placed with a teacher licensed in that area.
   - Candidates completing the coursework in a content area endorsement area will be placed in a classroom in which that endorsement area is taught. (Please note that, in most cases, this is a second general education placement.)

Location of Placements

Every effort is made to place all candidates in Bartholomew Consolidated School Corporation (BCSC) for their **first placement**. If a placement cannot be made in BCSC for a candidate (often because simply cannot accommodate the number of candidates needing placements), the candidate will be placed as close to BCSC as possible.

Every effort is made to place the candidate as close to their home as possible for their **second placement**. However, because IUPUC is competing with many other teacher education programs for placements and because licensing area placements (ENL and special education) are more difficult to find, candidates may be asked to drive up to 30 minutes to their placement school.

In most cases, candidates are prohibited from student teaching in the following schools:

- A school that you attended within the last ten years
- A school where a close relative (e.g., children, brothers, sisters, nieces, nephews, cousins, etc.) attends
- A school where you currently work or have worked (beyond *occasional* substitute teaching)
- A school where a close relative (parent, grandparent, spouse, sibling, aunt, uncle, cousin, etc.) currently works.
- Any school where you have a close relationship with a student and/or employee, and/or where you have a history that would clearly make it a conflict of interest for you to student teach there.

Working with Your First Placement Supervising Teaching During Your Pre-Student Teaching Cluster Field Placement

Candidates who began the teacher education program in the fall of 2018 or later will be <u>placed in a field placement during their pre-student teaching cluster with the same teacher who will supervise their first student teaching placement the following semester</u>. This will allow the candidate and the supervising teacher to get to know one another throughout the semester prior to student teaching. Depending on the candidate's student teaching semester (fall or spring), the candidate may also get to know the students with with whom they will be working during their first student teaching placement in their pre-student teaching cluster field.

The Student Teaching Interview

Most (but not all) of the IUPUC Division of Education placement schools require a potential student teaching candidate to interview at the school (with the principal and, at times, the potential supervising teacher) prior to making a decision about whether to place the candidate in the school for student teaching. The following suggestions for candidates will help ensure that the interview progess goes well:

- Take time and care in completing the student teaching application. This is shared with principals of potential placement schools. If an application is poorly written (e.g., has typos, grammatical/spelling errors, is not thoughtfully written, suggests beliefs about teaching and/or children that are problematic, etc.), the candidate may be turned down for an interview.
- Dress professionally. Borrow clothes if you have to. Do not wear jeans, sneakers, low cut shirts, torn or dirty clothes, tight or ill-fitting clothes, or t-shirts.
- Be open to working at all grade levels and with all students. While the interviewer may ask you at which grade level you would *like* to student teaching, it is generally best to express an interest in learning from and experiencing any grade level.
- Be ready to talk about the following:
  - Classroom management strategies
  - UDL
  - Student-centered learning
  - Backwards planning
  - The school at which you are interviewing. Do some research before you go!
- Smile. It is a nerve-wracking experience to engage in an interview. Smiling will not only help you relax a little, but it will also have a positive impact on the interviewer(s).

- When you leave, thank the interviewer(s) for taking the time to interview you.
- Send a follow-up note to express your gratitude for their time and interest.

Tasks to Complete Upon Receiving Placement Information

For candidates who began the teacher education program in the fall of 2018 or later only.

What to Do Following the Confirmation of Placement Information for the Pre-Student Teaching Cluster Field/<u>First</u> Student Teaching Placement

Call or email the supervising teacher and school principal at school and express your enthusiasm and gratitude for the placement. Let the teacher know for when (day and time) your first pre-student teaching field visit is scheduled so that he/she will know when to expect you.

During the course of your pre-student teaching clustuer field, introduce yourself to the principal clarify whether the school/district requires that you Criminal History Check report be on file during your student teaching placement and, if so, to whom you should deliver it.

What to Do Following the Confirmation of Placement Information for the <u>Second</u> Student Teaching Placement

Call or email the supervising teacher and school principal at school and express your enthusiasm and gratitude for the placement. If possible and convenient for both you and the supervising teacher, arrange a convenient time to meet. Be sure to do the following:
- Exchange phone numbers, emails, and addresses.
- Request classroom rules and guidelines for discipline.
- Arrange to pick up from the school/teacher:
  - Any available instructional materials to be used during your student teaching experience (e.g., teacher editions of textbooks, workbooks, planning overviews, resource materials)
  - The student handbook, faculty handbook and/or department policies.

Contact the principal to clarify whether the school/district requires that your Criminal History Check report be on file during your student teaching placement and, if so, to whom you should deliver it.

Overview of the Phases of a Student Teaching Placement

The timing of the progression from orientation/observation to full instructional responsibility should be decided upon by the student teacher, the supervising teacher, and the university supervisor. Student teachers should move through these phases during student teaching:

Phase One: Transitioning into Instruction
Phase Two: Full Instructional Responsibility
Phase Three: Transitioning Out of the Classroom

The following should serve as a guide to help with decision-making about the timing of transitions. More detailed suggestions for each phase follow the table.

PHASES	Weeks		
	1	2 through 7	8
PHASE ONE (Orientation & Observation)	**Transitioning into Instruction.** The student teacher should have instructional responsibility of at least a portion of the curriculum.		
PHASE TWO (Transitioning into Instruction & Full Instructional Responsibility)		**Full Instructional Responsibility.** Ideally by week 2, the student teacher should have full instructional responsibility in the classroom.	
PHASE THREE (Transitioning Out of the Classroom & Observation in Other Classrooms)			**Transitioning Out of the Classroom.** The supervising teacher should have transition to back to having full instructional responsibility.

Phase One: Transitioning into Instruction

During this phase of the placement, the student teacher will be learning about the school/classroom in which he/she has been placed. Orientation to the school community is critical to the student teacher's comfort, confidence, and ultimate success in student teaching. The student teacher and supervising teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and observation will set the foundation for success in the student teaching experience.

During phase one, the student teacher should observe the supervising teacher. This observation period allows the student teacher to become familiar with the teacher and students – and to learn students' names. It also allows the student teacher time to reflect with the supervising teacher on observed practices. Once familiar with the classroom, the student teacher will begin working collaboratively with the supervising teacher.

Toward the end of the first week the student teacher should take full instructional responsibility of some portion of the curriculum such as a unit or content area. The student teacher might also work one-on-one with individual students, work with small groups, and/or co-teach portions of full-class instruction. The student teacher may begin to engage in such tasks as providing feedback on student work and preparing instructional resources.

During phase one, the student teacher should do the following:

1. **Engage in out-of-classroom responsibilities--**

- Attend parent nights, open houses, faculty meetings, department meetings, and committee meetings
  Complete supervising duties (e.g., bus, hallway supervision, and lunch supervision)

2. **Obtain passes and accounts:**
   - Parking passes
   - Computer accounts
   - Lunch accounts

3. **Learn school policies and procedures for students** (see the student handbook)*:*
   - Discipline policies
   - Attendance policies
   - Writing passes
   - Dress codes

4. **Learn school policies and procedures for teachers** (see the school's teacher handbook)*:*
   - Grading
   - Confidentiality
   - Emergency procedures (e.g., fire drills and tornado drills)
   - Illnesses and/or accidents
   - Universal precautions
   - Dress codes

5. **Learn classroom policies and procedures:**
   - Classroom rules and classroom management plan
   - Recording absent and tardy students
   - Writing hall passes

6. **Become familiar with instructional resources:**
   - State standards for the course or grade level
   - Media center, computer labs, and technology coordinators
   - Computer use expectations
   - District and school websites
   - Appropriate instructional materials
   - Community resources to enhance instruction

7. **Become familiar with the community, families, and students:**
   - General socioeconomic and cultural background of the student population
   - After school student activities and opportunities for student teacher involvement
   - Parental involvement in the school; expectations for communicating with parents
   - Allergies or specific health/participation restrictions of any students
   - Responsibilities to students with special needs (Including familiarity with students' IEPs/504's.)
   - Student reading levels and available support

Phase Two: Full Instructional Responsibility

This phase of student teaching is vital toward growth and development as a teacher. It provides necessary immersion into the classroom teaching experience. The two stages of phase two—transitioning and full instruction—will vary in duration and intensity depending on the situation.

Stage 1: Transitioning into Instruction

The student teacher should continue to assume more responsibility for curriculum and instruction and, in most cases, assume full responsibility for instruction during the second week.

Stage 2: Full Instructional Responsibility

The student teacher should expect to commit the necessary time and resources for student learning with the help of the supervising teacher. The supervising teacher should allow some flexibility in planning for the student teacher making sure that student learning remains the top priority. *The supervising teacher remains the final authority in terms of students' academic progress. Discussion, observations, reflections, and constant feedback from the supervising teacher are a vital part of the instruction component.*

A minimum of five weeks of full instructional responsibility is required for each placement. It is recommended that full instructional responsibility represent 70-75% of the total student teaching experience. REMEMBER, however, that the supervising teacher is still the only person in the classroom both legally and contractually responsible for the instruction and learning in the classroom.

Around the midpoint in the Full Instructional Responsibility phase, the student teacher and supervising teacher will conduct a conference regarding the student teacher's mid-placement assessment. This is an important formative assessment, and provides a critical opportunity for each member to reflect on the student teacher's performance to date, areas of strength, and areas for improvement. This mid-placement conference should focus on areas of strength and improvement. The assessment will be completed online via a link that the coordinator of student teaching will provide the supervising teachers and university supervisors.

Phase Three: Transitioning out of the Classroom

The final phase of student teaching in week 8 should conclude the student teaching experience with the following activities:

- Transition instructional and non-instructional responsibilities from the student teacher back to the supervising teacher.
- Prepare the students for the departure of the student teacher.
- Return instructional materials, keys, parking pass, grade book, student work, and any other items assigned by the supervising teacher/school.
- Complete observations of teachers in and out of the grade level or content area and of other professionals and activities in the school in order to gain insight into the whole school environment (e.g., counseling office, special education classes, club activities, athletics, etc).

- Discuss the student teaching end-of-placement assessment with the supervising teacher and university supervisor. Review mid-placement assessment and discuss efforts and success in areas for improvement.
- Reflect on observations done by the supervising teacher and university supervisor.
- Refine personal philosophy of teaching and learning.
- Request letters of recommendation.

Student Teaching Roles and Responsibilities

All forms referenced in this section can be found in the appendices.

Student teaching requires a full-time commitment on the part of the student teacher. Students may take no more than one other course during this period of time. Student teachers are discouraged from holding part-time, evening and weekend jobs, as these added demands will cut into time that should be spent planning and preparing lessons and materials, and will diminish opportunities for involvement in after-school meetings and extra-curricular activities. Coaching for schools other than the one in which you are completing your student teaching placement is also discouraged. Participation in the total education activities of the school is regarded as an integral part of the student teaching experience.

Fundamentally, the student teacher must consider oneself to be a beginning professional and must behave as one. Student teachers are expected to act professionally, working with the supervising teacher, the university supervisor, professional colleagues, and students to strengthen their skills, knowledge, and understandings as a teacher.

Student teachers may NOT…
- Participate in any job actions (strikes or picketing)
- Administer or witness corporal punishment.
- Transport any student in his or her own vehicle.
- Share inappropriate materials with any students.
- Visit students in their homes or in private.
- "Friend" students on Facebook, follow them on Instagram, etc. (Only communicate with students using school-sanctioned and supported communication tools.)
- Post pictures of students or comments about students on social media.

Student Teacher Responsibilities

To the university supervisor:
- Submit the following at the beginning of each placement:
  - Schedule of student teaching (Appendix A)
  - Weekly schedule (Appendix B)
- Submit a reflection at the end of each week (or according to the timeline upon which you and your university supervisor agree). You will reflect in writing on what happened during

the week in a specific assigned area. At the end of the week, email the reflection you wrote that week to your university supervisor.
- Maintain a reflective student teacher experience journal.
- Communicate changes in your schedule.
- Communicate concerns or problems that arise during placements.

To the student teaching program: (For candidates who began the teacher education program in the fall of 2018 or later only.)
- You will be enrolled in a two-credit hour seminar course during your student teaching semester. Attending the face-to-face seminars and successfully completing the seminar course (which is pass/fail) is a program requirement for graduation.

To the supervising teacher and students:
- **Be prepared.** Allow sufficient time to arrive at school promptly. When the school day has ended, *do not leave before the supervising teacher is scheduled to leave the school.* If the supervising teacher requests different times to meet or an evening work session, it is the professional responsibility of the student teacher to meet these expectations.
- **Dress and act professionally.** The student teacher is a role model for students, not only in appearance, but also in language use and mannerisms. Students should address the student teacher as *Mr., Ms.,* or *Mrs.* Professional behavior will allow the student teacher to establish credibility with students, colleagues, administrators, and parents.
- **Follow school policies.** As a guest in the school and a beginning professional, student teachers must respect and follow all school and corporation policies associated with professional conduct, student interaction, and academic responsibilities (e.g., lesson plans and assessments).
- **Show initiative**. Student teachers should "get involved." Listen, and ask questions about the school and the students. Observe how the supervising teacher handles the class and volunteer for activities. Assist in housekeeping duties and routine procedures. Participate in teacher meetings, open house, and school events.
- **Communicate.** Reflect with the supervising teacher about their own teaching experiences, as well as their ideas and strategies for your continued growth and improvement. Actively participate in the mid-placement and end-of-placement assessment conferences.
- **Be open-minded.** The IUPUC Division of Education has prepared each candidate to approach teaching in a way that reflects well-respected, progressive, and researched theories and pedagogical approaches. However, *much can be learned from the perspectives and approaches of individual teachers, and the student teacher should respect the policies and procedures of the school and the supervising teacher.* Flexibility is the "key" to success in student teaching.
- **Ask for help.** Student teachers are learning and growing as professionals. Professionals understand when to ask for help. The supervising teacher is available to support the needs of the student teacher.
- **Be committed to providing instruction which results in positive impact on student growth**
- **Establish reciprocal communication with parents.** Provide information to parents about their child's progress and establish opportunities for their involvement.

- **Gain an understanding.** Learn the rationale behind and the purposes for classroom lessons, units, and school programs. Develop (write out) daily lesson plans and unit plans with the help and approval of your supervising teacher.
- **Observe confidentiality of student Information.** Information about students shared by school staff or acquired from school records must be handled professionally and kept in confidence.
- **Exhibit confidentiality regarding staff interactions.** Information shared by staff members and decisions made by a staff are to be kept totally confidential and not shared with anyone.
- **Take care of yourself.** Organize time, get enough rest, eat well, and avoid undue stress while student teaching. The student teacher will perform best if he or she is fresh and mentally alert.

Supervising Teacher Responsibilities

To the students:
- Prepare students for the student teacher's arrival. Create an atmosphere where the student teacher feels part of the classroom community.
- *The final authority for the classroom students' academic progress rests with the supervising teacher. If the student teaching experience is detrimental to students based on observations, documentation, and discussions with the university supervisor, the student teaching experience should be terminated.*

To the student teacher:
- Acquaint the student teacher with school policies and procedures. Introduce the student teacher to faculty, staff, school, and local communities.
- Define the extent of the student teacher's authority and responsibilities.
- Demonstrate and provide a variety of effective classroom management and discipline techniques.
- Communicate regularly, review lesson plans, observe teaching and teacher/student interaction, and provide ongoing feedback with the student teacher.
- Observe the student teacher on a regular basis.
- Provide verbal and/or written feedback of each observation.
- Arrange to see all subjects/periods for which student teacher is responsible.
- Complete the student teaching assessment rubric. Discuss the completed rubric with your student teacher. This should be completed at mid-placement and at the end of student teaching. The assessment will be completed online via a link that will be provided to the supervising teachers and university supervisors.

To the university supervisor:
- Communicate frequently with the university supervisor to support and evaluate the student teacher.
- Report any concerns about the student teacher to the university supervisor.

To the student teaching program:
- Complete appropriate administrative paperwork.

- Become familiar with the university expectations of student teachers and the assessment forms.
- Discuss your mid-placement and end-of-placement assessment *with* the university supervisor and submit an electronic copy according to a schedule distributed by the Director of School and Community Relations.

University Supervisor Responsibilities

To the student teacher:
- Observe each student teacher three to four times per placement through visits, viewing a recorded tape, or utilizing Skype, Zoom, or a similar format to conduct a thorough lesson review accompanied by reflections. Each observation will include a minimum of one full instructional session or period.
- Provide written feedback following each observation using a student teaching observation form.
- Arrange to see math, language arts, and other content areas for which the student teacher is responsible.
- Provide support and guidance with professional ethics, employment services and opportunities, and interviews with prospective employers.
- Complete a mid-placement/end-of-placement student teaching assessment rubric for each student teacher.
- Recommend to the IUPUC Division of Education division head the student teacher's final grade (S/F) based on the collaborative work with the supervising teacher.
- Provide feedback on written reflections.

To the supervising teacher:
- Review the policies, expectations, and administrative tasks of the student teaching experience.
- Communicate and collaborate frequently with the supervising teacher to support and evaluate the student teaching experience.

To the student teaching program:
- Communicate with student teachers, supervising teachers, and building administrators important information and responsibilities. Develop a collaborative approach to support the student teaching experience.
- Report any problems with the student teaching experience to the Director of School and Community Relations immediately.
- Submit copies of observation notes and experience records for each student teacher to the Director of School and Community Relations.
- Make sure all necessary and final paperwork and assessments from all members of the student teaching triad are submitted to the Director of School and Community Relations within two weeks of completion of the placement.

Policies and Expectations

Length of Placement

Each placement is *approximately* eight weeks (40 days) long. (The total number may vary slightly dependent on district calendars. All student teachers start and end on the same date.*) Each placement ends on a Friday. Student teachers should follow their placement school's calendar, not IUPUC's. Three absences or more **will** result in an extended placement.

Absences and Tardies

Student teachers are expected to be at their schools during each day of their placements and are expected to arrive on time. However, **if unforeseen circumstances arise and a student teacher is going to be late or miss a day, the student must notify the school office, the supervising teacher and the university supervisor.** Three or more absences for ANY reason during the student teaching placement will result in an extension of the student teaching experience. **Six tardies and/or absences will result in the student teaching placement being discontinued** (resulting in an incomplete or failing grade dependent upon the circumstances of the absences as determined by the supervising teacher, university supervisor, and the Director of School and Community Relations). Any planned absences must be approved by the student's university supervisor. An absence without VERBAL notice to your supervising teacher and EMAIL or VERBAL notice to your university supervisor is considered UNEXCUSED and may result in a cancellation of your student teaching placement.

Activity Parameters

Student teachers may not act as a paid substitute if the supervising teacher is absent. Student teachers may maintain leadership of the class if the supervising teacher is absent for a brief time during the full time teaching period and if the principal designates a teacher-in-charge who is an employee. Student teachers are not an employee of the school or under contract. They may not receive any payment from the school during the student teaching experience. (This includes coaching or other extracurricular activities). Student teachers are also not to perform unsupervised responsibility for any extracurricular activities or events. An employee of the school district must be responsible and attending the activity or event.

Calendar and Vacations

It is the policy of IUPUC that student teachers WILL follow the calendar of the respective school corporation. *While a student teacher may report to their school prior to these dates (if invited to do so by their supervising teacher), they cannot apply towards their number of total field and student teaching days any days attended/worked that occurred before the officially designated field or student teaching dates.*

Confidentiality

Student teachers are expected to maintain the confidentiality rights of students and their supervising teachers and should be discrete with any information, confidential or otherwise. This means that student teachers should refrain from discussing students, supervising teachers, and associated school affairs at home, out in the community, or on social media.

IUPUC Sexual Harassment Policy

IUPUC is committed to the principles of equal educational and employment opportunities for all persons and to positive action toward the elimination of discrimination in all aspects of university life including student teaching. Any concerns about possible sexual harassment during the student teaching experience should be directed immediately to the IUPUC Division of Education division head.

Snow Days

If the student teacher's school is dismissed for snow and the faculty is not expected to report then the student teacher will not be expected to report to school on that day. However, if the district determines these days to be *eLearning Days*, the student teacher is expected to contribute to the planning and monitoring for these days. Days missed due to weather during the student teaching placement may result in an extension of the student teaching experience. Two-hour delays are considered FULL teaching days and are not made up.

Suspected Child Abuse

It is the responsibility of the student teacher to report suspicions of child abuse. Follow these steps:
1. Take time to write complete notes regarding observations, conversations, etc. that have led to suspicions of child abuse.
2. Report concerns to the supervising teacher and the principal.
3. Together with the individuals above, determine the appropriate way to manage the issue.
4. Advise the university supervisor of the situation.

The Formal Evaluation of the Student Teacher's Performance

Overview

The student teaching assessment rubric (see Appendix C for the general education placement rubric), is to be completed by the supervising teacher and the university supervisor.

> *All rubrics are completed online. A link to the rubric will be emailed to the supervising teachers and university supervisors during week 4 (for the mid-placement rubric) and week 7 (for the end-of-placement rubric).*

If the student teacher is in a general education placement, they are evaluated using a student teaching rubric that is aligned with the InTASC Standards and the CAEP K-6 Standards. The student teacher is evaluated on a four-point scale on each of the dimensions of the rubric:
- Accomplished Candidate (4)
- Competent Candidate (3)
- Developing Candidate (2)
- Beginning Candidate (1)

A student teacher's goal is to achieve "Competent Candidate" on each dimension. The evaluation tool has been designed under the assumption that "Accomplished Candidate" is

typically only achieved by experienced educators. However, at times a student teacher *is* at the level of "Competent Candidate" in an area and should be rated as such on their rubric.

The supervising teacher and university supervisor should incorporate specific examples in the Notes/Evidence sections to support their ratings. These comments should represent an honest, clear assessment of the student teacher's performance to date.

The supervising teacher and university supervisor should communicate with one another about any rubric area they intend to mark as "Underdeveloped" prior to completing the rubric.

Mid-Placement vs. End-of-Placement Feedback

When completing the mid-placement assessment, the supervising teacher and the university supervisor should focus on ways in which their ratings and feedback can be used to help the student teacher set goals for the second half of the placement. When completing the end-of-placement rubric, the supervising teacher and the university supervisor should indicate ways in which the student teacher has shown growth from the time of the mid-placement assessment.

Reviewing the Completed Assessment with the Student Teacher

Once an assessment has been completed, the supervising teacher and the university supervisor should set up a time to meet with the student teacher in order to review assessment feedback with them. (The mid-placement meeting should take place no later than the beginning of week 5, and the end-of-placement meeting should take place no later than the beginning of week 8.)

Student Teaching Grade

Student teaching is graded on an S/F basis. A "Satisfactory" grade is based on the assessments completed by and recommendations of the supervising teacher and the university supervisor. If student teaching is interrupted and the student teacher is doing satisfactory work at the time, a grade of "I" (Incomplete) may be recorded. Arrangements with the Director of School and Community Relations and the Academic Advisor in the Division of Education should be made to remove an "Incomplete" grade.

In the event that a student should receive an "F" (Failure) for the student teaching experience, it will be up to the discretion of the division head of the Division of Education (with input from the Director of School and Community Relations) to determine, based on circumstances surrounding the failed placement, whether the student will be allowed the opportunity to repeat the student teaching experience in its entirety.

Failing Student Teaching

At the discretion of the IUPUC Director of School and Community Relations with input from the supervising teacher, university supervisor, and division head of the IUPUC Division of Education, a student teaching placement may be considered a failed placement in either of the following circumstances:

- The student teacher has six tardies
- The student teacher has six absences

The following **will** constitute a failed student teaching placement:

- A request by the school principal, the supervising teacher, or the university supervisor *at any point during the placement* to have the student teacher removed from the placement/school due to substantiated concerns (as determined by the Director of School and Community Relations). These concerns may be related to these or other issues:
  - Dispositional issues
  - Inability to interact with students and/or adults
  - Poor understandings of content and/or pedagogy
  - Inability to function appropriately in a school
  - Lack of professionalism
- Inadequate performance as evidenced by the student teacher's completed mid-placement or end-of-placement student teaching assessment rubric as completed by the university supervisor and the supervising teacher.
- ANY ratings of "Unacceptable" on the same goal statement by both the classroom supervising teacher and the university supervisor:
  - First student teaching placement: This applies to the end-of-placement student teaching assessment rubric only
  - Second student teaching placement: This applies both to the mid-placement and the end-of-placement student teaching assessment rubric

APPENDICES

Appendix A: Schedule of student teaching

Indicate Current Placement ☐ 1ˢᵗ Placement ☐ 2ⁿᵈ Placement

Name: _____

_____

Year: _____   Semester: _____   School: _____

_____

       Street Address: _____

_____

       City: _____   School Phone: _____   Name of principal: _____

Supervising Teacher: _____

_____

       Email Address: _____   Phone: _____

       Time of Teacher's Arrival: _____   Dismissal: _____

       Time of students' Arrival: _____   Dismissal: _____

Special Plans & Dates: Professional meetings, community-school events, extra-curricular, social and/or athletic activities, days school will not be in session, etc.

DATE	REASON

- If your schedule differs from day to day, make a copy of this schedule for each variation.

Appendix B: Weekly schedule

Indicate Current Placement ☐ 1st Placement ☐ 2nd Placement

Name: _____

_____

Home Phone: _____   Cell Phone: _____   Email: ___

_____

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject					
Time & Room					
Subject					
Time & Room					
Subject					
Time & Room					
Subject					
Time & Room					
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Subject					
Time & Room					

*If known, please give approximate dates you will begin teaching each subject

IUPUC Division of Education

Student Teaching Evaluation Rubric: General Education Placement

Placement Information

Student Teacher's Name: _____

Placement District: _____

Placement School: _____

Primary Placement Grade(s): _____

Supervising Teacher's Name: _____

University Supervisor's Name: _____

Evaluation Information

Please indicate whether this is a mid-placement or final placement evaluation:
☐ Mid-Placement
☐ Final Placement

Evaluator Role:
☐ Supervising Teacher
☐ University Supervisor
☐ Other: _____

Today's Date: _____

Evaluation Rubric

1. Candidate uses their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. CAEP-K6 1(b); InTASC 1(b), 2(d)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate does not understand nor recognize the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. Candidate does not gather nor use information about individual children's unique characteristics to inform planning and implementation of learning experiences and environments.	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. Candidate gathers information about individual children's unique characteristics but does not use it or uses it ineffectively to inform planning and implementation of learning experiences and environments.	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning. Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning; candidate recognizes that individual learner characteristics and family, cultural, and community backgrounds are interrelated creating a unique learning profile for each student. didate gathers and uses

		strengths and address their individual needs; they monitor effects of those experiences and environments on individual children's development and learning.	information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; candidate systematically monitors effects of those experiences and environments on individual children's development and learning; candidate considers how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families
Comments/Evidence:			

2. Candidate uses their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children's strengths and needs. CAEP-K6 1(a); InTASC 2(a), 4(a)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate demonstrates little or no understanding of how children grow, develop, and learn.	Candidate understands how children grow and develop and how developmental domains (e.g., cognitive, linguistic, social, emotional) impact learning, but does not use this knowledge to plan developmentally appropriate and challenging learning experiences or environments.	Candidate uses their understanding of how children grow and develop and how developmental domains (e.g., cognitive, linguistic, social, emotional) impact learning. Candidate uses this information to plan and implement developmentally appropriate and challenging learning experiences and environments that consider individual children's strengths and needs.	Candidate uses their understanding of how children grow and develop and how developmental domains (e.g., cognitive, linguistic, social, emotional) impact learning. Candidate uses this information to plan and implement developmentally appropriate and challenging learning experiences and environments that consider individual children's strengths and needs. Candidate is able to articulate the theoretical foundations for their plans and actions.
Comments/Evidence:			

2

3. Candidate effectively organizes and manages individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning. CAEP-K6 4(g); InTASC 8(d), (l)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
When designing instruction for an individual student, the candidate does not use knowledge of the student or current assessment information to identify appropriate content and instructional goals for the individual learner or does not adequately plan for individual instruction. Candidate does not use appropriate instructional strategies to support desired learning when delivering individual instruction.	When designing instruction for an individual student, the candidate develops a plan for individual instruction using appropriate knowledge of the student and current assessment information but does not appropriately identify either content and instructional goals or does not develop an appropriate plan for individual instruction. Candidate uses appropriate instructional strategies to support desired learning when delivering individual instruction; however, one or more critical components of instruction, such as modeling, appropriate feedback, or guided practice, is missing when delivering the instruction.	When designing instruction for an individual student, the candidate appropriately uses knowledge of the student and current assessment information to identify appropriate content and instructional goals and develops an appropriate plan for individual instruction. Candidate delivers individual instruction to a student using appropriate instructional strategies and employs critical components of the instruction.	When designing instruction for an individual student, the candidate uses knowledge of the student and current assessment information (including formative and summative measures) to identify content and instructional goals and develop a plan for individual instruction that is culturally responsive. Candidate delivers individual instruction to the student using appropriate instructional strategies, employs critical components of instruction and uses culturally responsive practices.
Comments/Evidence:			

3

4. Candidate uses accurate and comprehensive understandings of general and specialized content knowledge to individualize content for the needs of all learners. CAEP-K6 2(a), (b), (c), (d); InTASC 4(d), (e), (j), (k), (m)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate may have significant gaps in content knowledge. The candidate makes no effort to revise/modify content in a way that allows learners to work within their unique Zones of Proximal Development. The candidate consistently engages some learners in content that is too challenging or too easy for them.	Candidate may have some noticeable gaps in content knowledge. The candidate makes minimal and/or ineffective efforts to revise/modify content in a way that allows learners to work within their unique Zones of Proximal Development. Candidate engages often engages individuals in work that is too challenging or too easy for them.	Candidate demonstrates strong content knowledge across the curriculum. Candidate revises/modifies content in a way that allows learners are working within their unique Zones of Proximal Development.	Candidate demonstrates extensive and thorough content knowledge across the curriculum. Individual learners are consistently working within their unique Zones of Proximal Development. Candidate understands common student misconceptions in learning the various disciplines and knows how to integrate culturally relevant content to build on learners' background knowledge.

Comments/Evidence:

5. Candidate administers formative and summative assessments regularly to determine students' competencies and learning needs. CAEP-K6 3(a); InTASC 6(a)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate administers required summative assessments. Candidate does not interpret assessments that have been administered.	Candidate selects and administers formative and summative assessments without making modifications to meet individual student needs. Candidate interprets formative and summative assessments to provide required data reports for accountability.	Candidate selects and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.	Candidate designs, selects, adapts, and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. Candidate provide opportunities for students' choice about how they will demonstrate understanding by designing formative and summative assessment tasks that consider individual student needs.

Comments/Evidence:

4

6. Candidate uses multiple methods of assessment in order to monitor learner progress and guide their own and the learner's decision making. CAEP 3(b); InTASC 6(g)(l)

☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate	☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**	
Candidate does not use assessment information to effectively plan instruction. Candidate provides minimal feedback to students, such as grades/scores with no explanation.	Candidate uses assessment information to plan initial instruction but does not make adjustments during instruction based on the formative assessment data they are collecting. Candidate uses a single assessment source to provide general feedback to groups or individuals about their achievement.	Candidate uses assessment information to plan, monitor, and adapt instruction; Candidate adjusts instruction to meet the needs of groups of students. Candidate uses multiple assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement.	Candidate uses assessment information to plan, monitor, and adapt instruction to meet the needs of individuals and groups of students, providing both remediation and enrichment. Candidate uses a variety of assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement in tandem with implementing assessment strategies that facilitate student reflection and self-assessment to identify their successes and struggles, efforts needed to reach their goals, and their preferred learning strategies.	

Comments/Evidence:

7. Candidate plans instruction including learning outcomes, materials, learning activities, assessments, and allocations of time. CAEP-K6 3(c); InTASC 4(f)

☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate	☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**	
Candidate does not develop instruction and/or assessment with concrete and appropriate learning outcomes in mind. Candidate does not plan for effective use of time in instruction.	Candidate develops instructional plans that include/address some but not all of these components: learning outcomes, materials, learning activities that are designed to support learning outcomes, educational technologies, assessments aligned with the learning outcomes, and modifications or adaptations for students with special needs and/or ELLs. Candidate's plans for use of instructional time do	Candidate develops instructional plans that are based on evidence of individual student's strengths and needs, and include/address these components: learning outcomes, materials, learning activities that are designed to support learning outcomes, educational technologies, assessments aligned with the learning outcomes, and modifications or adaptations for students with special needs and/or ELLs. Candidate allocates a balance of time for instruction,	Candidate develops instructional plans that are based on evidence of individual student's strengths and needs, and include/address these components: learning outcomes, materials, learning activities that are designed to support learning outcomes, educational technologies, assessments aligned with the learning outcomes, and modifications or adaptations for students with special needs and/or ELLs. Plans include opportunities for student self-assessment and reflection.	

	not address a balance of time for instruction, engaged student learning, and assessment.	academic engagement support, learning activities and assessments.	Candidate allocates a balance of time for instruction, academic engagement support, learning activities and assessments.
Comments/Evidence:			

8. Candidate effectively organizes and manages small group instruction to provide more focused, intensive instruction and meet the learning needs of each child. CAEP-K6 4(f); InTASC 2(a), 8(d), (l)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate does not develop an appropriate plan or use an effective instructional approach when teaching small heterogeneous or homogeneous group of students. Candidate does not appropriately monitor the progress of students who are placed in small heterogeneous or homogeneous groups for instruction.	Candidate either does not develop an appropriate plan or does not use an effective instructional approach when teaching a small heterogeneous or homogeneous group of students. Candidate monitors progress of students who are placed in small heterogeneous or homogeneous groups for instruction but does not use this information to appropriately adjust instruction.	Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective learning needs of students.	Candidate develops and delivers a lesson for small heterogeneous or homogeneous groups of students using an effective approach to instruction that is responsive to the students' individual learning needs and cultural backgrounds. Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective and individual learning needs of students.
Comments/Evidence:			

9. Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. CAEP-K6 4, 3(b); InTASC 3(m), 6(b), (i), 8(g)

☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate	☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**	
Candidate expects learners to use technology to gather information with little to no instruction designed to support them with the skills needed to adequately search for, evaluate, and makes decisions about how to use the information.	Candidate has a limited awareness of the skills that learners need in order to use technology to search for, evaluate, and make decisions about how to use information. Candidate makes some effort to teach some skills.	Candidate creates lessons that demonstrate an understanding of many of the skills required to use technology to search for, evaluate, and make decisions about how to use information. Candidate creates lessons that are generally engaging and effective in supported learners with the target skills.	Candidate creates lessons that demonstrate a strong understanding of the unique and varied skills required to use technology to search for, evaluate, and make decisions about how to use information. Candidate creates lessons are engaging and effective in supporting learners with the target skills.	

Comments/Evidence:

10. Candidate demonstrates facility in employing technology in the design, implementation, and assessment of learning experiences to engage learners. CAEP-EPP 1.5

☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate	☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**	
Candidate tends to struggle to access and/or employ databases, digital and social media, and other technology tools. He/she tends to avoid using technology in the classroom due to a personal dislike or inability to engage with technology.	Candidate struggles at times to access and/or employ databases, digital and social media, and other technology tools and struggles to support learners with these tools. Candidate makes an effort to improve technology skills and does not allow challenges to prevent from using technology in a variety of ways.	In most situations the candidate accesses and employs (and supports learners with accessing and employing) databases, digital and social media, and other technology tools with little difficulty.	Candidate accesses and employs (and supports learners with accessing and employing) databases, digital and social media, and other technology tools with considerable ease and skill.	

Comments/Evidence:

7

11. Candidate supports students with making positive transitions and manages the classroom by establishing and maintaining social norms and behavioral expectations. CAEP-K6 3(e); InTASC 3(d)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate does very little to support students with making positive transitions between learning activities, class periods, or daily activities. As a result, there may be a lot of instructional time lost and/or a lot of behavioral problems. The candidate may blame the students for these interruptions.

Candidate does not establish classroom rules or procedures; or, established rules and procedures do not lead to productive interactions or engagement in learning.

Candidate is ineffective in maintaining norms established by those rules or procedures. Candidate uses sarcasm or punitive consequences to attempt to manage student behavior. | Candidate attempts to use strategies to help students make positive transitions between learning activities, class periods, or daily activities. However, candidate may be inconsistent and using those strategies, may give up if a strategy does not work right away, and/or may struggle to implement strategies effectively.

Candidate creates rules for behavior and social interaction or establishes procedures for academic work; but does not involve students in establishing these norms.

Candidate is inconsistent in maintaining expectations for rules and procedures. | Candidate works to identify and become proficiency in using strategies to support students with positive transitions between learning activities, class periods, and daily activities.

Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms. Candidates maintain the expectations for rules and procedures by periodically reviewing the expectations, recognizing students' successful participation, and requesting student input into revision of norms.

Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms. Candidates maintain the expectations for rules and procedures through explicit instruction to help students acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills. | Candidate consistently and expertly supports student with creative, productive transitions between learning activities, class periods and daily activities.

Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.

Candidates maintain the expectations for rules and procedures through explicit instruction to help students acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills. |
| Comments/Evidence: | | | |

12. Candidate's behavior management is effective and respectful. CAEP-K6 3(e), 3(f); InTASC 3(d)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate's behavior management is consistently poor. The candidate has established no clear expectations, no mentoring of student behavior is evident and responses to student misbehavior are inappropriate.	Candidate's behavior management is inconsistent. The candidate makes an effort to establish standards of conduct for students, monitor student behavior, and respond appropriately and respectfully to student misbehavior.	Candidate's behavior management focuses on developing students' intrinsic self-monitoring as opposed to external rewards and punishments for the purposes of achieving student compliance. Candidate's monitoring of student behavior is respectful and sensitive to individual student needs and situations. Candidate is working on developing a repertoire of effective (and respectful) strategies for getting students' attention. Candidate may occasionally attempt to provide directions or instruction before getting all students' attention.	Candidate intentionally, effectively, and consistently provides highly motivating instructional strategies and environmental supports to meet the unique needs of individuals with exceptionalities who have difficulty changing between tasks and/or locations.
Comments/Evidence:			

9

13. Candidate plans, leads, and manages whole class discussion and ensures the equitable participation of every child. CAEP 4(e); InTASC 8(d), (l)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate does not construct and use questions that foster whole group discussion. Candidate does not monitor and ensure equitable participation of every student in whole class discussions.	Candidate constructs and uses questions that foster whole group discussion, although a variety of questioning techniques is not employed. Candidate monitors and tries to ensure equitable participation of every student in whole class discussions.	Candidate constructs and uses questions that foster whole group discussion using a variety of questioning and prompting strategies that frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals. Candidate monitors and ensures equitable participation of students in whole class discussions and incorporates strategies that encourage all students to contribute orally, listen actively, and respond to and learn from others.	Candidate constructs and uses questions that frame and reframe whole class discussions, and restate and guide student ideas, and frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals. Candidate monitors and ensures equitable participation of students in whole class discussions, incorporating multiple strategies that foster constructive listening, speaking, and learning from others while also creating an environment where students ask appropriate questions of each other, share strategies, and critique the reasoning of others without prompting from the teacher.
Comments/Evidence:			

14. Candidate provides feedback to guide children's learning, increase motivation, and improve engagement. CAEP 4(d); InTASC 6(d)

☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate	☐ Not Observed

BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE
Candidate does not provide feedback to guide students' learning or the feedback provided is negative or not timely, specific, meaningful, genuine, or age appropriate. Candidate does not provide feedback that increases student engagement and motivation to learn intended goals.	Candidate provides feedback to guide students' learning although the feedback is not consistently goal-oriented, timely, specific, meaningful, genuine and age-appropriate. Candidate does not provide feedback and assistance to students in developing error identification skills, self-evaluation, and independence in learning.	Candidate consistently provides feedback that is goal-oriented, timely, specific, meaningful, genuine, and age appropriate. Candidate provides feedback and assistance in developing misconception identification skills, self-evaluation, and independence in learning.	Candidate consistently provides students with effective and age-appropriate feedback and provides opportunities for students to set and monitor both long range and shortrange goals for their own learning. Candidate provides feedback and assistance and engages students in activities that foster the development of misconception identification skills, self-evaluation, and independence in learning.

Comments/Evidence:

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15. Candidate engages students in high-level thinking. CAEP-K6 3(d), 4(a), 4(g); InTASC 5

☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate	☐ Not Observed

BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE
Candidate consistently uses low level questions and may not always listen carefully to student responses.	Candidate may struggle to ask high-level questions, and/or to listen carefully and respond thoughtfully to students' ideas. Candidate may only attempt to challenge certain students.	Candidate recognizes the importance of and is developing the skills needed to ask high-level questions, and to listen carefully and respond thoughtfully to students' ideas. Candidate works to challenge students to explain their responses, compare & contrast, provide evidence to support ideas, provide examples, and make connections.	Candidate routinely asks high-level questions, listening carefully and responding thoughtfully to students' ideas. Candidate challenges all students to explain their responses, compare & contrast, provide evidence to support ideas, provide examples and make connections.

Comments/Evidence:

11

16. Candidate explicitly supports motivation and engagement in learning through diverse evidence-based practices. CAEP-K6 3(f); InTASC 3(i)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate does not facilitate adequate motivation support such as scaffolding for cognitive tasks and does not provide sufficient feedback for student learning.

Candidate does not implement actions intended to increase student engagement in academic learning and activities and displays teacher-student interactions that are likely to decrease motivation and engagement such as overcontrol, disregard for students' needs, sarcasm or negativity. | Candidate provides motivation support explicitly, through well-known practices such as arranging for choice or collaboration, but the motivation support is not integrated with teaching central concept and skills. Candidate supports student engagement in learning through problem solving and inquiry. | Candidate explicitly supports student motivation through practices such as: designing classroom goals that emphasize conceptual knowledge; assisting students in setting goals for their academic work; linking academic content to students experience and interests; arranging social learning structures such as partnerships and small group collaborations; and affording students' choices of texts and tasks in learning.

Candidate supports student engagement in learning by implementing practices such as: affording students an abundance of materials for academic learning to assure a high volume of time spent on challenging and realistic learning tasks; scheduling sufficient time for students' deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively. | Candidate supports student motivation through practices such as assuring success, sharing control with learners, making school learning relevant, sustaining collaborative activities, and enabling students to become self-regulating learners in all subject areas. Candidates support engagement by setting academic goals that encourage students to generate products, displays or accomplishments that show extended disciplinary involvement and communication.

Candidate differentiates engagement support for students with special needs, English language learners, and students with varying achievement levels. And, candidate uses formative assessment to improve engagement support. |
| Comments/Evidence: | | | |

12

17. Candidate is able to accurately self-reflect. InTASC 9

☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate	☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**	
Even with support, candidate struggles to accurately reflect on instruction, student behavior, and student work. Candidate is generally unable or unwilling to recognize when their own choices negatively impact student work and/or behavior, even with guidance and support.	Candidate needs significant support in their attempts to thoughtfully and accurately reflect on instruction, student behavior, and student work. Candidate is generally only able to recognize when one's own choices negatively impact student work and/or behavior with guidance and support.	Candidate's reflection on instruction, student behavior, and student work is generally accurate. Candidate often recognizes when one's own choices negatively impact student work and/or behavior.	Candidate's reflection on instruction, student behavior, and student work is highly accurate and perceptive. Candidate consistently recognizes when one's own choices negatively impact student work and/or behavior.	

Comments/Evidence:

18. Candidate seeks opportunities to participate in professional development. CAEP 5(a), (b), (c); InTASC 9(a)

☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate	☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**	
Candidate does not participate in professional development activities, even when activities are required and/or are clearly needed for the candidate's development.	Candidate participates in professional development activities when participation is convenient and/or required.	Candidate actively participates in professional development and uses the gained knowledge and skills to promote candidate's ability to possibly impact student learning.	Candidate actively and frequently pursues and participates in professional development and effectively uses the gained knowledge and skills to promote candidate's ability to consistently impact student learning.	

Comments/Evidence:

19. Candidate differentiates instructional plans to meet the needs of diverse students in the classroom. CAEP-K6 3(d); InTASC 7(b), 8(l)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.	Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes. Candidate plans specific strategies to scaffold learning for subsets of students but not for individuals.	Candidate plans are differentiated based on strengths and needs of individual students and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Candidate plans specific strategies to scaffold learning for individual students by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs.	Candidate plans are differentiated according to learner readiness, strengths, weaknesses, interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials. Candidate plans specific strategies to scaffold learning by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs. And, plans differentiate how students will demonstrate their learning.
Comments/Evidence:			

14

20. Candidate works respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. CAEP K-6 1(c); InTASC 10(d)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate may respond to communication from families but does not initiate communication with families. Candidate's communication and actions demonstrate little or no knowledge of home culture and language, various structures of families, and different beliefs about parenting; or the candidate's interactions with families are insensitive to these factors. ☐ Candidate's actions or comments denigrate families who are facing adversity and who may need support to actively participate in their child's education.	Candidate initiates communication with families but communication is one-way from school to home and focuses primarily on reporting progress or reporting problem behavior. Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting.	Candidate engages in respectful and reciprocal communication with families to exchange a variety of information to help motivate the child's learning and development, particularly families of children with special needs and English Language Learners. Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting, and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education.	Candidate engages in respectful and reciprocal communication with all families to exchange a variety of information to help the child in school, particularly families of children with special needs and English Language Learners. Candidate partners with families to motivate their child/children and to set shared challenging yet reachable goals for each child's learning and development.
Comments/Evidence:			

21. Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence the development and growth of all students. CAEP-K6 5(a); InTASC 9(c), (e), 10(f)			
☐ Beginning Candidate	☐ Developing Candidate	☐ Competent Candidate	☐ Accomplished Candidate ☐ Not Observed
BEGINNING CANDIDATE	**DEVELOPING CANDIDATE**	**COMPETENT CANDIDATE**	**ACCOMPLISHED CANDIDATE**
Candidate does not demonstrate ability to collaborate with others in planning or implementing class activities. Candidate does not demonstrate ability to collaborate with others in planning or implementing classroom accommodations or modifications to meet individual student's learning and developmental needs.	Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan classroom accommodations or modifications to meet individual student's learning and developmental needs.	Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning and implementing class activities. Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan and implement classroom accommodations or modifications to meet individual student's learning and developmental needs.	Candidate collaborates with classroom host teacher, and specialist teachers, or other grade level teachers in planning, implementing, and evaluating class activities. Candidate collaborates with classroom host teacher, and specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan, implement, and evaluate classroom accommodations or modifications to meet individual student's learning and developmental needs.
Comments/Evidence:			

16