

**ELEMENTARY EDUCATION
TRANSITION TO TEACHING**

HANDBOOK

SCHOOL OF EDUCATION

INDIANA UNIVERSITY SOUTHEAST

“EDUCATORS ENGAGED IN GROWTH”

2011-12

MISSION STATEMENT

**The mission of the
Indiana University Southeast
School of Education is to develop
high quality, caring professionals
who are leaders in the
continuous transformation
of schools within a diverse society.**

“EDUCATORS ENGAGED IN GROWTH”

INTRODUCTION

ELEMENTARY EDUCATION PROGRAM STANDARDS FOR EARLY AND MIDDLE CHILDHOOD

The Indiana Professional Standards Board (IPSB) has initiated a performance based system for certification. In keeping with this emphasis, the Elementary Education Program at Indiana University Southeast adopted the program standards stated below for all graduates of the program. These standards/outcomes encompass the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and IPSB standards for early and middle childhood as well as standards for the developmental level of early childhood. These standards serve as the foundation for the selection of appropriate teaching models and field placements.

Standard 1 - The Candidate is knowledgeable in planning and preparation

- a. Demonstrates knowledge of planning in the content areas
- b. Demonstrates knowledge of pedagogy
- c. Demonstrates knowledge of students' growth and development
- d. Selects instructional goals that include students' interests and input
- e. Demonstrates knowledge and use of resources
- f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit
- g. Plans for authentic assessment both formative and summative
- h. Demonstrates knowledge and planning for the use of technology

Standard 2 - The Candidate is knowledgeable in creating an effective classroom environment and applies that knowledge

- a. Creates a teaching environment of respect and rapport
- b. Understands and respects cultural diversity in students and families
- c. Understands and respects differences in students' abilities
- d. Manages classroom procedures
- e. Manages student behavior
- f. Organizes physical space

Standard 3 - The Candidate is knowledgeable of a variety of strategies for effective instruction

- a. Communicates clearly and effectively
- b. Uses questions and discussion techniques during lessons
- c. Engages students in learning
- d. Uses assessment of student learning to shape oral and/or written feedback to the students
- e. Demonstrates flexibility and responsiveness while teaching
- f. Utilizes technology effectively in teaching

Standard 4 - The Candidate understands and carries out professional responsibilities

- a. Reflects on teaching
- b. Maintains accurate records
- c. Communicates with families as appropriate
- d. Contributes to the school community
- e. Grows and develops professionally
- f. Shows professionalism

Standard 5 - The Candidate is knowledgeable of and applies all professional standards and all content standards for K-6 grades

- a. Demonstrates use of professional standards and content standards in Mathematics
- b. Demonstrates use of professional standards and content standards in Science
- c. Demonstrates use of professional standards and content standards in English/Language Arts
- d. Demonstrates use of professional standards and content standards in Social Studies
- e. Demonstrates use of professional standards and content standards in Fine Arts
- f. Demonstrates use of professional standards and content standards in Physical Education
- g. Demonstrates use of professional standards and content standards in Health Education
- h. Demonstrates use of professional standards and content standards in Technology

Performance standards adapted from Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching published by Association for Supervision and Curriculum Development (ASCD) in 1996.

Role Descriptions

The Role of the Candidate

The candidate should consider the fall practicum and spring student teaching experience as an opportunity to test his or her philosophy and theories, to make meaningful use of previously learned facts and knowledge, and to develop and refine teaching skills and techniques.

The candidate will:

- assist the elementary teacher in setting up the classroom at the beginning of the school year.
- be present at all preliminary meetings attended by the classroom cooperating teacher prior to the opening of school year
- follow the elementary school calendar according to the following schedule:
 - During fall semester, candidates will be either in class or in elementary classroom from Monday to Thursday and attend faculty meetings and parent conferences as designated by the cooperating teacher
 - during spring semester, candidates will be either in class or in elementary classroom from Monday to Friday and attend faculty meetings and parent conferences as designated by the cooperating teacher
- observe in other elementary classrooms as arranged by either Coordinator of Elementary Education Transition to Teaching or the mentor
- keep a writing journal to record observations and thoughts on elementary school teaching
- follow all rules and regulations pertaining to the classroom cooperating teacher at the elementary school
- observe the instructional strategies and classroom management techniques used by the classroom cooperating teacher and reflect on learning in a writing journal
- conduct oneself in a professional manner
- refrain from any participation in gossip about students, teachers, and other staff members
- keep information concerning students in strict confidence
- be punctual in all responsibilities at the school
- take proper care of all school equipment and facilities
- take initiative in the classroom in seeking help from the classroom teacher
- during fall semester, teach strategies lessons assigned by course instructors
- during spring semester, assume the full school duties of the cooperating teacher for a minimum of four consecutive weeks

Reporting Absences:

Candidates must be punctual and present at all required times. In case of extreme emergency, such as death in the family or sudden illness, the classroom cooperating teacher and Elementary Education Transition to Teaching Coordinator must be notified. All absences must be approved by the classroom cooperating teacher and Coordinator of Elementary Education Transition to Teaching. Extended absences will be dealt with individually by the classroom cooperating teacher and the Coordinator of Elementary Education Transition to Teaching.

Legal Status of Candidate:

The law has established the legal responsibilities of the candidate. While the candidate is under the direction of the classroom cooperating teacher, he/she may exercise the same duties as a certified teacher with respect to teaching, supervision and/or discipline of students. Similarly, the candidate may also be liable for any acts of negligence.

Because of the above and because of the potential legal conflicts of interest, **the candidate is NOT**

permitted to serve as a substitute teacher in the absence of the regular classroom teacher with whom he/she is assigned, nor is he/she permitted to serve as a substitute teacher for any other teacher in that school during the required time for the Transition to Teaching experience as described earlier.

Avoiding Work Stoppage: If a work stoppage (strike) should involve teachers, the school building or the school system to which the candidate has been assigned, the candidate will immediately report to the Coordinator of Elementary Education Transition to Teaching for reassignment. This reassignment may either be temporary or permanent and will depend upon the duration of the stoppage and the climate prevailing in the teaching situation.

The candidate is prohibited from taking any role in the dispute as either a participant in the strike action or as a strike breaker. Candidates violating this provision are subject to immediate dismissal from the Elementary Education Transition to Teaching Program at Indiana University Southeast.

The Role of the Classroom Cooperating Teacher

The classroom cooperating teacher is a role model for the candidate.

Below is a brief description of the role of the classroom cooperating teacher.

The classroom cooperating teacher:

- prepares classroom and students for the candidate's arrival. If possible, the classroom cooperating teacher will provide a desk or table for candidate
- Provides instructional materials
- Creates an atmosphere in which candidate feels a sense of belonging
- Includes the candidate in planning and/or classroom decisions: "Mr./Miss Doe and I would like you to....." or "We" or "Please ask Mrs. Doe."
- acquaints candidate with school, faculty, and emergency procedures
- demonstrates/models effective teaching and classroom management
- permits candidate the opportunity to:
 - practice teaching/learning strategies and classroom management techniques in the fall and
 - assume full time teaching using a variety of creative strategies in the spring
- provides candidate with reflection of teaching, encouragement and recognition of professional success
- gives informal feedback and guidance on candidate's performance at regular intervals
- communicates regularly with candidate and Coordinator of Elementary Education Transition to Teaching
- contacts the Coordinator of Elementary Education Transition to Teaching when any problems or concerns arise at any point in the field experience
- during student teaching:
 - completes the Midterm Evaluation and Dispositions of the Elementary Education Program Standards using the forms, rubrics, and instructions provided. Reviews the Midterm Evaluation and Dispositions with candidate and signs them. Sends the forms to the Coordinator of Elementary Education Transition to Teaching
 - completes the Final Evaluation and Dispositions of the Elementary Education Program Standards using the forms, rubrics, and instructions provided. Reviews the Final Evaluation and Dispositions with candidate and signs them. Sends the forms to the Coordinator of Elementary Education Transition to Teaching

Planning with the candidate

The classroom cooperating teacher:

- increases the status of the candidate to that of a junior partner in the teaching process, thus giving added assurance and confidence necessary for teaching success
- forces the candidate to accept a major share of the responsibility for personal growth
- clarifies the candidate's objectives in light of the realities of the situation (The candidate needs to know what he/she is trying to do and why it is being done)

Giving the candidate opportunities to learn by doing

In all matters pertaining to curriculum, classroom management and materials, the authority of the classroom cooperating teacher is supreme; however, it is highly recommended that the classroom teacher allow enough flexibility in content and procedures so the candidate may find the approach which best fits his/her individual personality. University personnel understand the classroom teacher is legally responsible and will make the decision of when to relinquish control.

- a. The candidate must have many opportunities to teach
- b. Rigid teaching patterns should be avoided
- c. The candidate needs help in perceiving situations accurately
- d. The candidate needs to develop sensitivity
- e. Spontaneity must be encouraged
- f. The candidate may need help in achieving balance between teacher demonstrations and pupil activity; between thought questions and factual information; etc.

Evaluation and Conferences

Evaluation of the candidate is an integral part of the Transition to Teaching candidate's experience. The candidate will benefit from different types of feedback. For example:

- a. notes on lesson plans
- b. constructive suggestions on classroom management
- c. practical ideas to promote productive teacher-student interactions
- d. useful suggestions on creating productive teaching-learning experiences
- e. help in designing appropriate assessment methods
- f. guidance in teacher professionalism

Gradual growth in teaching proficiency and confidence should result from evaluation comments given consistently and constructively. Since most candidates enter the practicum with fear and trepidation, the necessity of accentuating the positive and setting small achievable goals cannot be overemphasized. Involving the candidate in self-analysis is also a means of extending the ability to grow after the completion of the elementary transition to teaching program.

The Role of the Mentor

The mentor teacher is a source of help and guidance for the candidate.

Below is a brief description of the role of the mentor teacher.

The mentor teacher:

- encourages the candidate in setting and attaining short- and long-term goals
- guides the candidate technically and professionally. The mentor teaches the candidate skills necessary to survive daily experiences of teaching in elementary classrooms
- protects the candidate from major mistakes by limiting exposure to responsibility
- provides opportunities for the candidate to observe and participate in elementary classrooms different from the cooperating teacher classroom
- encourages the candidate to attend professional meetings
- provides the opportunity for a weekly meeting with the candidate

Schedules

**INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION
TRANSITION TO TEACHING SCHEDULE
2012-2013**

Spring 2012 (total credit hours 4) (approximate cost \$1850) (EVENING)

M500	Professional Seminar	1
	Session 1 – Foundations of American Education	
	Session 2 – Educational Psychology	
	Session 3 – Children’s Literature	
	Session 4 - Educational Psychology	
	Session 5 – Children’s Literature	
	Session 6 – Educational Psychology	
	Session 7- Children’s Literature	

M310	General Methods	3
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Summer I 2012 (total credit hours 6)(approximate cost \$1350)(EVENING)

K505	Introduction to Special Education for Graduate Students	3
E516	Elementary Science Methods	3

Summer II 2012 (total credit hours 3) (approximate cost \$700) (EVENING)

N523	Elementary Mathematics Methods	3
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Fall 2012 (total credit hours 9) (approximate cost \$3030) (DAY)

E339	Methods of Teaching Language Arts	3
E518	Workshop in General Elementary Education - Survey K 12 Literacy Framework	3
E513	Social Studies in the Elementary School	2
M500	Professional Seminar	1

Spring 2013 (total credit hours 2) (approximate cost \$1400) (DAY)

M500	Professional Seminar	1
E515	Workshop in Elementary Reading: Diagnostic and Prescriptive Reading	1

Instructors:

Spring 2011

M500 – Ms. Sheryl Burns/ Ms. Mary Ann Tucker/ Ms. Cathy Ryan

M310- Ms. Sheryl Burns

Summer I 2011

K505– Ms. Kathy Criswell

E516 - Ms. Sheryl Burns

Summer II 2011

N523 – Dr Walter Ryan

Fall 2011

E339/E518 – Ms. Sheryl Burns

M500 - Ms. Sheryl Burns/Ms. Terri Beard

E547 - TBA

Spring 2012

E515 – Ms. Sheryl Burns

M500 - Ms. Sheryl Burns/ Ms. Terri Beard

Notes:

1. T to T candidates are to report to assigned classroom on teacher administrative days before elementary students' first day of school
2. T to T candidates must be in their assigned elementary classrooms for the first five elementary school student days
3. Schedule for Candidates for week beginning August 22rd and for September:
 - a. Monday am – Other observation assignments
 - b. Monday pm – Reading I at IUS – Ms. Sheryl Burns
 - c. Tuesday – All day in their assigned class
 - d. Wednesday am – Social Studies methods at IUS
 - e. Wednesday pm – Language Arts Methods at IUS with Ms. Sheryl Burns
 - f. Thursday – all day – Other observation assignments
 - g. Friday – No scheduled activities – Please use for professional improvement
4. Schedule for Candidates for October
 - a. Monday am – All day in their assigned class
 - b. Monday pm – Reading I at IUS with Ms. Sheryl Burns
 - c. Tuesday – All day in their assigned class
 - d. Wednesday am – Social Studies methods at IUS
 - e. Wednesday pm – Language Arts Methods at IUS with Ms. Sheryl Burns
 - f. Thursday – all day – Other observation assignments
 - g. Friday – No scheduled activities – Please use for professional improvement
5. Schedule for Candidates for week for November – up to Thanksgiving Break
 - a. See calendar for November
6. Schedule from Thanksgiving Break to Christmas Break
 - a. Reading II – Exact schedule to be decided.
 - b. Reading I and Language Arts Methods finished prior to Thanksgiving Break
7. T to T candidates' participation in teacher parent conferences during the fall semester is at the discretion of the cooperating teacher. The Elementary Transition to Teaching Coordinator strongly encourages the cooperating teachers to invite the candidates to participate
8. T to T candidates will be required to design and teach a unit of work during November and December (at least five lessons of at least 40 minutes each) - Subject content area to be negotiated between supervising teacher and T to T candidate. The preferred dates for this unit are between Tuesday, October 25, 2011 and Tuesday, November 22, 2011. See calendar for possible days.
9. Professional inservice for M500 in the fall will be scheduled on Tuesdays from 4:00 to 6:00. Keep 4:00 and 6:00 open all Tuesdays between September 6, 2011 and November 22, 2011.
10. Last day for E515, Reading II, will be Friday, January 20, 2012.
11. Elementary Transition to Teaching Candidates may not miss methods course classes to participate in elementary class activities. Despite the fact that these school opportunities will be great learning experiences, the candidate must learn the necessary content knowledge. Student teaching will permit the candidate to fully participate in all elementary class activities
12. Student teaching will be 12 weeks in length

- a. Begins January 23, 2012
 - b. Ends April 20, 2012
 - c. T to T candidates can teach individual lessons during January but are not to start the formal process of assuming teacher duties for student teaching until January 23rd.
 - d. The earliest date for T to T candidate to have assumed full teaching responsibilities will be Wednesday, February 8, 2012.
 - e. T to T candidates must have assumed full teaching responsibilities by Wednesday, February 15.
 - f. Candidate's phase-out of student teaching experience should begin Wednesday April 4, 2012.
13. Student teaching experience for candidates is 12 weeks in length. Under no circumstances will candidates be permitted to have less than 12 weeks of student teaching experience
- a. Candidates who start their student teaching experience at a later date than January 23, 2012, will have the end date for the experience extended to an appropriate date to fulfill the 12 week requirement
 - b. Candidates are permitted to miss a maximum of three days during their student teaching experience for legitimate reasons (Approved professional conferences will not count as a part of the three absences)
 - c. If a candidate misses more than three days during the student teaching experience, the end date of the student teaching experience will be extended

Mentor Record Form

**Transition to Teaching
Mentor Record
Fall 2011
Candidate Experiences**

Activity Characteristics	Description	Grade Level		
		1-2	3-4	5
Teaching Style				
Management Style				
Diverse Setting				

Notes:

1. Other class experiences refers to transition to teaching candidate's visitation to classrooms that are not the cooperating teacher's classroom.
2. Collaborate with cooperating teacher of the transition to teaching candidate before scheduling any other class experiences.
3. Make the other class experiences as varied as possible.
4. T to T candidates should have some of the other class experiences in elementary schools different than the one that they have been assigned.
5. Candidates are to keep a journal to record their observations in other class experiences. The candidate will record observations on content taught, perceived teaching style, perceived classroom management style, etc.
6. See attached calendars for days to use for other classroom experiences
 - a. There are 9 full days (could be used as 18 half days) and 3 half days for other class experiences for a total of 21 half days
7. **The following experiences will be arranged by Coordinator of Elementary Education Transition to Teaching Program**
 - a. One full day in Newcomer Academy
 - b. One full day in Montessori school
 - c. One full day with special needs teachers
 - d. One half day in New Albany African American school
 - e. Two full days in literacy schools
8. **The mentor will arrange the following:**
 - a. One half day with teacher who uses the classroom community approach to management
 - b. One half day in technology rich classroom
 - c. Each T to T candidate must spend two full days in kindergarten classrooms – two different schools. (If the T2T is placed in kindergarten, one of these days may be used as two half days to visit other grade levels.)

- d. Each T to T candidate must spend one half day in Title I school.
- 9. This leaves three half days for the mentor to work with to schedule other experiences
 - a. Use the table at the beginning to schedule experiences.
 - b. Try to make sure the candidate has experiences at varying grade levels.
 - c. Try to make sure candidate observes a variety of teaching styles.

**Candidate
Assignments**

**Transition to Teaching
2011-12 Cohort Group
M500
Elementary School Experiences
Spring 2011**

You must meet with your assigned mentor before completing any of the following elementary school experiences. Your mentor must approve your choices for each experience. Try to complete all experiences before Tuesday, May 3rd.

1. Public School Board Meeting

Introduction

You are to attend a regularly scheduled meeting of a public school board. You may choose any public school system in Indiana or Kentucky (remember mentor must approve). **It is your responsibility to inquire in advance, by calling the superintendent's office, not only of the appointed time and place, but also the availability of a printed agenda.** Also review newspaper accounts of previous meetings of the school board to get a perspective on issues.

Written Report (2-3 pages)

Prepare a written report describing the discussion of and action on the main agenda items. Include a description of the types of persons in attendance including the names of school board members and administrators. End your report with a conclusion (What was the most important thing that you learned from the meeting). Attach a copy of the agenda.

Presentation and Discussion

Be ready to share your report on May 3rd.

2. Teacher Interviews

Introduction

You are to interview your mentor and your assigned cooperating teacher. The interviews should be approximately 30 minutes in length. You may voice record the interview if the teacher gives permission. Use the following questions to guide your interview.

- a. Why did you become a teacher?
- b. How long have you been teaching?
- c. What are the grades and subjects that you teach?
- d. What are other duties that you perform as a teacher?
- e. What are some things that you like best about teaching?
- f. What are some things that you like least about teaching?
- g. What is your most interesting career experience?
- h. How do you spend your summers?
- i. If you had to do it all over again would you still become a teacher? Why?
- j. What advice would you give a person who is considering a teaching career?

Written Report (2 – 3 pages)

Summarize and paraphrase teachers' responses to the questions. Conclude with your reflections on the teachers' views.

Presentation and Discussion

Be ready to share your report on May 3rd.

3. Observation of Teaching

Introduction

You are to complete 2-hour observations in three different elementary classes. One must be a kindergarten class, one must be either 1st or 2nd or 3rd grade class, and the third must be in a 4th or 5th grade class. Your mentor must approve the classes before you start the observations. Take notes during your observation. Use the following suggestions as a guide for your observations:

- a. What qualities does the teacher have that you would like to emulate?
- b. If you were a child, what would you like about being in this class?
- c. List several teaching strategies used by the teacher.
- d. Give an example of motivation used by the teacher at the beginning of the lesson. (How did he/she get the children interested?)
- e. List several effective transition activities employed by the teacher.
- f. List several examples of “enrichment” or “extension” activities used by the teacher for children who finish their work earlier than the rest of the class.
- g. Note any children that exhibit the following (no names)
 - i. leader
 - ii. ignored or isolated
 - iii. attention seeker” or “class clown”
 - iv. anger or hostility
 - v. child breaking a rule

Written Report (3 – 5 pages)

Summarize your observations from the three observations. Conclude with your reflections on similarities and differences among the three different grade levels

Presentation and Discussion

Be ready to share your report on May 3rd.

4. Interview Elementary Principal

Introduction

You are to interview an elementary school principal. The interview should be approximately 30 minutes in length. You may voice record the interview if the principal gives permission. Your mentor must approve your choice prior to the interview. Use the following questions to guide your interview.

- a. Why did you decide to become a principal?
- b. How many years teaching did you have before becoming a principal?
- c. What are some duties that you perform as the principal?
- d. Which of the principal’s duties do you find most challenging?
- e. Does your school have a mission statement? If so, does the mission statement guide what you do as a principal?
- f. What are some things that you like best about being a principal?
- g. What are some things that you like least about principal?
- h. What is your most interesting career experience as a principal?
- i. How are principal’s summer duties different than a teacher’s?
- j. What advice would you give a person who is considering a teaching career?

Written Report (2 – 3 pages)

Summarize and paraphrase the principal's responses to the questions. Conclude with your reflections on the principal's views.

Presentation and Discussion

Be ready to share your report on May 3rd.

Fall Schedule

Professional Seminar All Assignments Due November 2, 2011

First Two Weeks September	Interview two students on some relevant concept in a content area
Second and Third Weeks of September	Create an interest profile of students in class
Third and Fourth Weeks of September	Observe management in assigned classroom and in at least two different classrooms
October	Work with small groups of students in a content area Tutor students who are having difficulty in some content area
October	Develop class management plan
November	Teach whole class a minimum of five lessons in a content area Implement class management plan Complete video assignment

Class Management Assignment

M500

Transition to Teaching

Fall 2011

Complete a Class Environment Artifact. The Artifact must include

- Class Management Plan
- A Class Profile
- A 4 - 8 page word-processed reflection on your experiences with the class (12-point font double spaced)

Effective class management strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct (paraphrased from ERIC Document ED350727)

Class Management Plan must address:

- Philosophical Statement that addresses your fundamental beliefs concerning managing classes (half page).
- Rules (Guidelines) for managing inappropriate student behaviors.
- Processes (Approaches) for recognizing and rewarding appropriate student behaviors.
- Plan for fair and consistent enforcement of student behavior rules.
- Procedures for managing classroom routines (like collecting student work, journals, getting missed assignments, etc.).
- Plan for teaching the rules and procedures of your class management plan (Behavior Prompting).
- Rules (Guidelines) for student movement from whole group to small group and from small group to whole group (transitions).
- Rules (Guidelines) for distribution of materials (both paper and physical materials for activities).
- Rules (Guidelines) for small group work.
- Plans for physical layout of class to accommodate whole group instruction, small group work, and transitions.

Class Profile:

For the class profile, secure information on the following:

- Cultural backgrounds of students in the class
- Socioeconomic breakdown of class
- Student exceptionalities (This is not Special Ed info – But rather the number of students who are above average or below average in a specific content area)
- Primary language of students
- Gender of students
- Learning styles
- Special characteristics of any individual student (interests, hobbies, etc.)

Reflection on your experiences with the class management plan must address:

- An intro that discusses your class management plan and adaptations that occurred over the fall semester. This section should be approximately a page. Be specific about any changes that you make over the fall.
- A personal statement about effectiveness of your class management plan. Plans for changes or adaptations to class management plan in your future teaching career. This section should be about a page.

Class Video Assignment

M500

Transition to Teaching

Fall 2011

In this assignment you will video tape a lesson and assess the effectiveness of the lesson. The specifics are:

- Video tape at least one lesson that you teach in your cooperating teacher's classroom
 - Lesson should be 40 to 60 minutes in length
 - Lesson must have some whole group instruction and small group work
 - There must be some student physical transitions in the lesson
 - There must be a formal write-up of the lesson plan
- Watch the video
 - Take notes while watching the video
 - Watch sections that are especially interesting a second or third time
- Write a 4 – 5 page reflection paper discussing the effectiveness of the lesson from the perspectives of planning, teaching and classroom management. In your discussion, use specific examples from video to illustrate your points
- When completed, forward the lesson plan and reflection to Ms. Burns
- Destroy the video

**Assessment
Forms**

Assessment of Candidate's Classroom Performance

The classroom cooperating teacher should complete a formal written assessment of the candidate whenever he/she feels it is appropriate. During the fall practicum, the cooperating teacher should complete five to ten formal written assessments. During the spring student teaching experience, the cooperating teacher should complete a minimum of one formal written assessment per week of student teaching. Each formal written observation assessment must be reviewed with the candidate. The cooperating teacher must keep copies of each formal written assessment and forward them to the Coordinator of Elementary Education Transition to Teaching if requested.

In assessing the candidate's teaching, be as positive as possible. Highlight candidate's strengths and areas of improvement. Write detailed descriptions in areas where you believe the candidate needs improvement. Describe any recommended suggestions to help candidate improve.

On the following pages, three different assessment forms are presented. For most written assessments, the cooperating teacher should use the general observation form with written commentary.

Assessment of Candidate's Dispositions

In 2000, the School of Education developed and adopted eight professional dispositions that all candidates in all programs must demonstrate. Each standard is accompanied by a short list of behavioral indicators associated with that standard. It is also possible that other behavioral indicators will be listed to further define and evaluate a particular standard. The behavioral indicators and ultimately each of the eight standards are scored using:

0 = No chance to assess; not counted in subsequent data processes

1 = Unacceptable

2 = Acceptable

The dispositions should be continuously evaluated by the classroom cooperating teacher. The cooperating teacher is to complete the School of Education Disposition form at the end of the fall semester, in week 6 of the student teaching experience and also at the end of student teaching experience. However, if at any time during the fall practicum or the spring student teaching, the classroom cooperating teacher feels that any behavioral indicators of a standard are unacceptable or if there are any concerns, the classroom cooperating teacher should meet and discuss the issue with the candidate. If the situation warrants it, the cooperating teacher should complete a School of Education Disposition form and forward it to the Coordinator of Elementary Education Transition to Teaching Program.

**Classroom Management
Transition to Teaching
Classroom Management Observation Form
Fall 2011**

Candidate Name: _____

Date: _____

Classroom Management

- | | | |
|--|-----|----|
| • Overview of Rules | Yes | No |
| • Prompting Student Behavior | Yes | No |
| • Physical Transitions | Yes | No |
| • Distribution of Materials | Yes | No |
| • Student Attention Cue | Yes | No |
| • Verbal Positive Behavior Reinforcement | Yes | No |
| • Managing Inappropriate Behavior | Yes | No |
| • Layout of Classroom | | |

Other Observations:

Candidate's Signature _____

Date: _____

Teacher's Signature _____

Date: _____

General Classroom Observation Form

Candidate _____ Date _____ Visit # _____
 Conference with Cooperating Teacher () University Supervisor () School _____ Grade _____
 Check (✓) =observed; Plus (+) =Strength; Minus (-) =Weakness

Planning and Preparation <input type="checkbox"/> Demonstrates knowledge of planning for each of the content areas <input type="checkbox"/> Demonstrates knowledge of pedagogy <input type="checkbox"/> Demonstrates knowledge of students' growth and development <input type="checkbox"/> Selects instructional goals that include students' interests and input <input type="checkbox"/> Demonstrates knowledge and use of resources <input type="checkbox"/> Designs coherent instruction, both within individual lessons and across a series of lessons in a unit <input type="checkbox"/> Plans for authentic assessment, both formative and summative <input type="checkbox"/> Demonstrates knowledge of and planning for use of technology	Comments
The Classroom Environment <input type="checkbox"/> Creates an environment of respect and rapport <input type="checkbox"/> Understands and respects cultural diversity in students and families <input type="checkbox"/> Understands and respects differences in students' abilities <input type="checkbox"/> Manages classroom procedures <input type="checkbox"/> Manages student behavior <input type="checkbox"/> Organizes physical space	Comments
Instruction <input type="checkbox"/> Communicates clearly and effectively with students <input type="checkbox"/> Uses questions and discussion techniques during lessons <input type="checkbox"/> Engages students in learning <input type="checkbox"/> Uses assessment of student learning to shape oral and/or written feedback to the students <input type="checkbox"/> Demonstrates flexibility and responsiveness while teaching <input type="checkbox"/> Utilizes available technology effectively in teaching	Comments
Professional Responsibilities <input type="checkbox"/> Reflects on teaching <input type="checkbox"/> Maintains accurate records <input type="checkbox"/> Communicates with families as appropriate <input type="checkbox"/> Contributes to the school community <input type="checkbox"/> Grows and develops professionally <input type="checkbox"/> Shows professionalism	Comments
Professional and content standards Demonstrates use of professional standards and content standards in: <input type="checkbox"/> Mathematics <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Physical Education <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Health Education <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology	Comments:

 Classroom Supervising Teacher/ University Supervisor

 Candidate

FOLLOW-UP ACTIONS:

Disposition Assessment Form

These dispositions are the framework expected within the unit. Each disposition is accompanied by a short list of behavioral indicators associated with the disposition. These lists are not exhaustive. They are included only to enlarge upon the scope of each disposition. The evaluator may add additional indicators relevant to the student's performance.

Key
 0 = No chance to assess: not counted in subsequent data processes
 1 = Unacceptable: Candidate frequently did not display one or more of the described behaviors or displayed behaviors considered opposite of described behaviors
 2 = Acceptable: Candidate consistently displayed described behaviors

1. Student respects the legal and ethical norms and values of education

Disposition Indicator	0	1	2	Comments
a) Maintains confidentiality of student records, parent communications and private professional conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Uses language free of profanity and derogatory statements toward any individual or group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Knows and complies with the legal requirements of the education profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Adheres to high standards of truthfulness and honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Shows respect for the ethical and moral values and concerns of the school, students, and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Student effectively interacts and collaborates with others and fosters similar behaviors among students.

Disposition Indicator	0	1	2	Comments
a) Willingly and actively participates in group assignments, projects, or activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Contributes positively and equitably to projects involving others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Seeks membership on collaborative projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Leads projects or activities in a fair and equitable manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Facilitates the functioning of all group members in a shared project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Designs and uses collaborative activities and assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Student is committed to diversity through equitable treatment and respect for all individuals.

Disposition Indicator	0	1	2	Comments
a) Displays sensitivity to the varying needs and dispositions of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Accepts and adapts to differences in learning styles and individual capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Facilitates learning by those with disabilities or with exceptional capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Examines diverse values, languages, and traditions in a respectful manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Gives thoughtful consideration to alternative and contradictory opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. Student exhibits personal management behaviors valued by the professional education community.

Disposition Indicator	0	1	2	Comments
a) Is present and punctual for professional activities and assigned duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Is prepared for professional engagements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Completes assigned work on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Shows leadership. Self-respect, and a willingness to take responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Fosters a sense of self-respect and self-control in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Respects the intellectual property of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Maintains the confidentiality of private records and meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. Student is committed to inquiry and application of the knowledge base of education.

Disposition Indicator	0	1	2	Comments
a) Adopts contemporary modes of practice based on research and demonstrated best practices of the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Maintains an analytical openness to new ideas expressed in the professional literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Reads and Learns continuously from the professional literature and professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Participates regularly and enthusiastically in professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. Student exhibits enthusiasm and respect for education as a practice and a profession.

Disposition Indicator	0	1	2	Comments
a) Expresses positive attitudes and a commitment to quality education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Seeks opportunities to build positive relationships with others in the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Participates in the meetings and activities of local, state, and national professional associations and organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Pursues personal goals for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Exhibits care for quality in the preparation and implementation of educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Is energetic and proactive in professional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Listens and responds to others with enthusiasm and care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h) Exhibits positive leadership in professional activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7. Student is committed to databased decision-making and fair practices.

Disposition Indicator	0	1	2	Comments
a) Uses data-based assessments to improve practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Engages in action research to test and evaluate new ideas and recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Shares the results of research with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Collects data to understand a situation before taking or recommending action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Ensures that all problems are addressed with due process for all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Listens to children and families to ensure that their ideas and opinions are considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

8. Student is committed to continuous self-evaluation and personal improvement.

Disposition Indicator	0	1	2	Comments
a) Engages in meaningful, continuous, reflective self-assessment and shows such assessment leads to plans for change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Demonstrates positive changes in educational practices or personal behaviors over time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Responds analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Actively seeks ways to solicit feedback for purposes of making quality improvements in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Candidate's Name _____

Candidate's Signature _____ Date _____

Evaluator's Signature _____

APPENDIX A
Program
Information

Transition to Teaching Summative Decision Points

Summative Decision Point 1

Admission to Program

- Application form with appropriate application fee payable to Indiana University Southeast
- Original transcripts of all undergraduate coursework
- Undergraduate GPA
- Cover letter
- Documentation of experiences with school age children (if GPA is less than 3.00)
- Two letters of recommendation
- Praxis I Scores: Reading (176) _____ Writing (172) _____ Mathematics (175) _____
Or any of the following Praxis 1 Alternatives: (1) ACT with a score of at least 24 based on Math, Reading, Grammar, and Science (2) SAT with a score of at least 1100 based on Critical Reading and Math (3) GRE with a score of at least 1100 based on Verbal and Quantitative (4) A Master's Degree from a regionally accredited institution (5) Praxis 1 composite score of 527 based on Reading, Writing and Math

Summative Decision Point 2

Admission to Student Teaching (after 22 hours of Transition to Teaching coursework)

- Transition to Teaching coursework GPA 2.50 or higher
- Grade of C or better in all Transition to Teaching courses
- Fall evaluation of dispositions by cooperating teacher
- Evaluation from fall M500

Summative Decision Point 3

Application for Teaching License

- Summative program evaluation from classroom cooperating teacher
- Summative program evaluation from university supervisor
- Spring evaluation of dispositions by cooperating teacher
- Completion of all courses from candidates deficiency list
- Passing scores on the appropriate state PRAXIS II tests

**Check List/Review Criteria
Elementary Education Transition to Teaching
Admission (Summative Decision Point #1)**

Completing Application Requirements

Applicant's Name: _____

Application Form with application fee payable to Indiana University Southeast - Yes No

Original Transcripts of all Undergraduate Coursework - Yes No

Undergraduate GPA: _____

Cover Letter - Yes No

Documentation of experiences with school age children (if GPA is less than 3.00) - Yes No

Two Letters of Recommendation - Yes No

Praxis I Scores Reading (176) _____ Writing (172) _____ Mathematics (175) _____
 ACT (24) _____ SAT (1100) _____ Master's Degree _____ GRE (1100) Combined PRAXIS I (527) _____

Review of Undergraduate Transcripts

Required Undergraduate Courses

Starting in 2012 there will be an elementary content knowledge test included in PRAXIS II. All candidates will be required to pass this before obtaining an elementary license. This test will cover math, English/language arts, science, and social studies. If you don't have a background in the areas listed below, we strongly advise you to take the following courses.

- Writing (2 college level courses) _____
- World Literature (1 college level course) _____
- American History (1 college level course) _____
- World Geography (1 college level course) _____
- Life Science (Introductory Biology) (1 college level course) _____
- Mathematics (1 college level course) _____

Notes on the Application Process

Timeline for Application Process

Date	Action
March, May, August, September or October 2011	Attend a group advising session or meet with coordinator and pick up application forms for Elementary Education Transition to Teaching Program
November 1, 2011	All parts of the application requirement must be completed and submitted to the Coordinator for Elementary Education Transition to Teaching Program
Mid November, 2011	Interviews with the Elementary Education Transition to Teaching Admissions Committee for qualifying candidates will be held
First Week of December, 2011	Candidates will receive letters of admission
Third Week of December, 2011	Initial meeting of Candidates
January, 2012	Register for Spring Semester
January – March 2012	Candidates will meet their assigned mentors and cooperating teachers and complete M500 assignment
Monday of the week after Spring Break	Classes begin

Praxis I Exams

Visit www.ets.org/praxis for information on Praxis Exams. Scores should accompany your application. See checklist for passing scores. All applicants are required to have completed the PRAXIS I exam prior to application. All accepted candidates are required to have passing scores on all parts of the PRAXIS I exam prior to January 1, 2009.

Course Fees

In accordance with an IU Board of Trustees policy change effective Fall 2004, tuition is based on whether a student is classified as graduate or undergraduate regardless of the level of coursework taken. Any student admitted by the Indiana University Southeast School of Education who already has a bachelor's degree will be classified as a graduate student.

M500 Courses

M500 courses are one (1) credit hour courses that include both school teaching experiences and professional seminars. These courses provide additional instruction and information in specialized areas such as early childhood, classroom management, diagnostic reading, and special areas. Elementary Education Transition to Teaching candidates will be assessed an additional fee over and above the regular tuition for each of the three M500 courses (in 2007-8 academic year this fee is \$890.00). The additional fee supports paying for teacher mentors, cooperating teachers and program administration. This fee is set by the IU Board of Trustees and is subject to change. Candidates are advised to consult with the Elementary Transition to Teaching coordinator for the updated fee.

PRAXIS II Tests

INDIANA:

#	Title	Passing Score
0011	Elementary Education: Curriculum Instruction and Assessment	165
0300	Reading Specialist	370

KENTUCKY:

#	Title	Passing Score
0014	Elementary Education: Content Knowledge	148
0522	Principles of Learning and Teaching	161

Test Dates:

	Test Date	Registration Deadline
January 2012		
March 2012		

Program Faculty

Ms. Sheryl Burns - Coordinator of Transition to Teaching Program - Language Arts/Reading Instructor

Office: HH0007
Phone: 812-941-2012
Email: sburns@ius.edu

Ms. Kathy Jackson-Criswell – Exceptional Children/Classroom Management Instructor

Office: HH0016
Phone: 812-941-2583
Email: kcarterj@ius.edu

Ms. Terri Beard - Field Supervisor and Assistant to Transition to Teaching Program

Office: HH108
Phone: 812- 941- 2347
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