

MANUAL FOR STUDENT TEACHING
ELEMENTARY EDUCATION
SCHOOL OF EDUCATION
INDIANA UNIVERSITY SOUTHEAST



“EDUCATORS ENGAGED IN GROWTH”

TABLE OF CONTENTS

| | |
|---|-----|
| Table of Contents..... | i |
| Mission Statement | iii |
| Key Elements of School of Education Programs and Courses..... | iv |
| Summative Decision Points..... | v |
| Introduction | |
| Elementary Education Program Standards..... | 1 |
| Guiding The Candidate | |
| The Role of the Candidate..... | 3 |
| The Role of the Classroom Supervising Teacher | 5 |
| Evaluation and Conferences..... | 6 |
| The Role of the University Supervisor..... | 8 |
| Legal Status of Candidate..... | 8 |
| Overview Calendar of the Semester..... | 9 |
| Candidate’s Professional Experience Record..... | 10 |
| Evaluating the Candidate | |
| The Unit Assessment System..... | 11 |
| The Elementary Education Program Standards..... | 11 |
| The School of Education Dispositions | 11 |
| Review of Program Portfolio..... | 11 |
| Summative Decision Point IV..... | 12 |
| Responsibility of Candidate | 12 |
| Responsibilities of Classroom Supervising Teacher | 12 |
| Responsibilities of University Supervisor | 14 |
| Forms and Instructions | |
| Instructions for Completing the Classroom Observation Record..... | 15 |
| Form for Completing Classroom Observation Record..... | 16 |
| Instructions for Completing the Mid-term and Final Evaluations..... | 17 |
| Instructions for Completing Evaluation of the Candidate=s Dispositions..... | 18 |
| Portfolio Evaluation During Student Teaching..... | 19 |
| Appendix A | |
| Elementary Program Sample Evaluation forms..... | 20 |
| Program Rubrics..... | 23 |
| Appendix B | |
| Elementary Dispositions Sample Evaluation Forms | 36 |

Appendix C

Summative Decision Point IV - Explanation and Signature Page.....39
Criteria for Scoring of Rubric for Summative Decision Point IV.....40

Appendix D

INTASC Principals 42
Generalist Standards for Teachers of Middle Childhood 43
Generalist Standards for Teachers of Early Childhood 44
ISPB Early and Middle Childhood Content Standards.....45
Summary of Elementary Education Program Standards 46
School of Education Dispositions 50

Appendix E

Elementary Education Program Major Summative Decision Points 52

Preamble

The mission of 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.

In recognition of the demographic shifts underway in our world, our region and our communities, the School of Education is committed to reflecting and incorporating diversity to adapt to our changing learning environment. Therefore, to prepare education professionals to meet diverse student needs we use the word “all” in our candidate outcomes. The outcomes listed below reflect the mission of the School of Education.

Candidate Outcomes

Candidates completing School of Education programs of study will demonstrate:

knowledge of content and use of best practices in delivering effective instruction to all students;

dispositions necessary to help all students learn; and

knowledge, skills, and dispositions needed to participate in school transformation.

“EDUCATORS ENGAGED IN GROWTH”

IUS SOE
Elementary Education Program
Major Summative Decision Points

| Assessment Point | Assessment Forms/Criteria | Communication to Student | Program Gatherings | | | | | | | | | | | | |
|---|---|---|---|-----------------|---------|-----|-----|---------|-----|-----|------|-----|-----|--|---|
| <p><u>Summative Decision Point 1: Admission to Program</u> * All basic criteria must be met to apply * Transfer of records to School * Application Process * Maximum of 50 students to form cohort * Those receiving highest points on established scale accepted * 1 admission round</p> | <p><u>Basic Criteria</u> 26 credit hours Overall GPA of 2.5 Passing PPST scores:</p> <table border="1" data-bbox="613 449 997 569"> <thead> <tr> <th></th> <th><u>P&P</u></th> <th><u>Computer</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>176</td> <td>323</td> </tr> <tr> <td>Writing</td> <td>172</td> <td>318</td> </tr> <tr> <td>Math</td> <td>175</td> <td>320</td> </tr> </tbody> </table> <p><u>Admission Criteria (Max. 12 Pts)</u> Admission GPA – 8.0 H340 evaluation - 4.0</p> | | <u>P&P</u> | <u>Computer</u> | Reading | 176 | 323 | Writing | 172 | 318 | Math | 175 | 320 | <p>* Letter sent of status: Admit, conditionally admit, admit on probation, deny admit, accepted but did not enroll * Authorization given to enter P250 Block if accepted conditionally</p> | <p>Average of GPAs Range and modes scores. Descriptive analysis of scale on application # student accepted</p> |
| | <u>P&P</u> | <u>Computer</u> | | | | | | | | | | | | | |
| Reading | 176 | 323 | | | | | | | | | | | | | |
| Writing | 172 | 318 | | | | | | | | | | | | | |
| Math | 175 | 320 | | | | | | | | | | | | | |
| <p><u>Summative Decision Point 2: General Methods</u> * During General Methods, H340, P250 records reviewed by assigned advisor * Gen. Meth. Instructors evaluates SOE dispositions * Continue without conditions, continue with conditions, continue under probation, discontinue</p> | <p><u>Scoring of Rubric</u> * Knowledge determined by GPA in content areas * Knowledge and skill as determined by evaluations from H340 * Knowledge and skill as determined by evaluations from P250 * Dispositions as determined by evaluation of SOE dispositions by General Methods Instructor.</p> | <p>* Interview with student with signature recognizing status: * Continue without conditions, continue with conditions, continue under probation, discontinue.</p> | <p>Descriptive analysis evaluation tools appropriate. # students removed with reservation,</p> | | | | | | | | | | | | |
| <p><u>Ongoing Formative Assessments in Specific Methods I and II</u> * Each instructor in specific methods reviews performances of various components of standards and portfolio artifacts * Each M301 Field Placement evaluated * Dispositions evaluated as needed * Students participate in self-evaluation strategies</p> | <p>Rubrics or other scoring technique developed and used by individual instructors on specific components of the Elementary Education Program Standards. Some artifacts and descriptions developed by student for inclusion in program portfolio.</p> | <p>Interview with individual students in specific methods classes as needed. Each instructor reviews relevant portfolio artifacts and scores.</p> | <p>Data on scoring of artifacts/assignments indicated on portfolio summary of artifacts</p> | | | | | | | | | | | | |
| <p><u>Summative Decision Point 3: Prior to Student Teaching</u> * Records viewed by Coordinator of Student Services & advisor as needed * M301 Evaluations reviewed * Must have GPA of 2.5 in all content areas to apply for student teaching * Overall GPA must be 2.50 or higher</p> | <p><u>Scoring of Rubric</u> * GPA in all content areas * All courses completed prior to start of the student teaching semester * Evaluations of M301s in Specific Methods I & II * SOE Dispositions if noted * Must have at least a basic rating in the Preparation and Planning Task, the Instruction Task, the Class Management Task</p> | <p>Interview with individual students and by formal letter of status: accept, accept conditionally, accept on probation, deferred, denied placement in student teaching</p> | | | | | | | | | | | | | |

| | | | |
|---|---|--|--|
| <p><u>Assessment Point 4: Exit Student Teaching</u> * Recommendation made for graduation and licensure by Elementary Team</p> | <p><u>Scoring of Rubric</u> * GPA in content areas * Evaluation of Program Standards by Supervising Teacher * Evaluation of Program Standards by University Supervisor * Evaluation of SOE dispositions by Supervising Teacher *Portfolio reviewed by two faculty members</p> | <p>Interview with individual students and by formal letter of completion status: completes program, deferred completion pending remediation, denied completion</p> | |
|---|---|--|--|

| Summative Assessment Point | Assessment Forms/Criteria | Communication to Student | Program Data Gathered | Possible Modifications |
|--|--|--|--|---|
| <p><u>Summative Decision Point III: Prior to Student Teaching</u> *Records viewed by Coordinator of Student Services & advisor as needed *Portfolio reviewed. *Must have GPs of 2.5 in all content areas</p> | <p><u>Scoring of Rubric</u> *GPA in all content *Evaluations of M301's in Specific Methods I & II *SOE Dispositions if noted *Others as needed *Progress of Portfolio</p> | <p>Interview with individual students and by formal letter of status: *Continue without conditions, continue with conditions, continue under probation, discontinue</p> | <p>Descriptive analysis of rubric as appropriate and each status</p> | <p>Modifications of curriculum based on descriptive analysis of performances of standards as determined by review of portfolios</p> |
| <p><u>Assessment Point IV: Exit Student Teaching</u> *Recommendation made for graduation and licensure by Elementary Team</p> | <p><u>Scoring of Rubric</u> *GPA in content areas *Evaluation of Program Standards by Supervising Teacher *Evaluation of Program Standards by University Supervisor *Scoring of Portfolio *Evaluation of SOE *Evaluation of school disposition by supervising teacher</p> | <p>Complete, non complete</p> | <p>Descriptive analysis of rubric as appropriate # graduating</p> | <p>Changes in curriculum based on descriptive analyses of performance standards as determined by supervising teachers and university supervisors.</p> |

INTRODUCTION



ELEMENTARY EDUCATION PROGRAM STANDARDS FOR EARLY AND MIDDLE CHILDHOOD

The Indiana Division of Professional Standards (DPS) has initiated a performance based system for certification. In keeping with this emphasis, the Elementary Education Program at Indiana University Southeast has adopted the program standards stated below for all undergraduates of the program. These standards/outcomes encompass the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and DPS standards for early and middle childhood as well as standards for the developmental level of early childhood. A grid is available which shows this relationship. These standards serve as the foundation for the selection of appropriate teaching models and field placements. Additionally, they are the basis for program portfolio criteria and assessment criteria at all levels of the program.

Standard 1 date 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

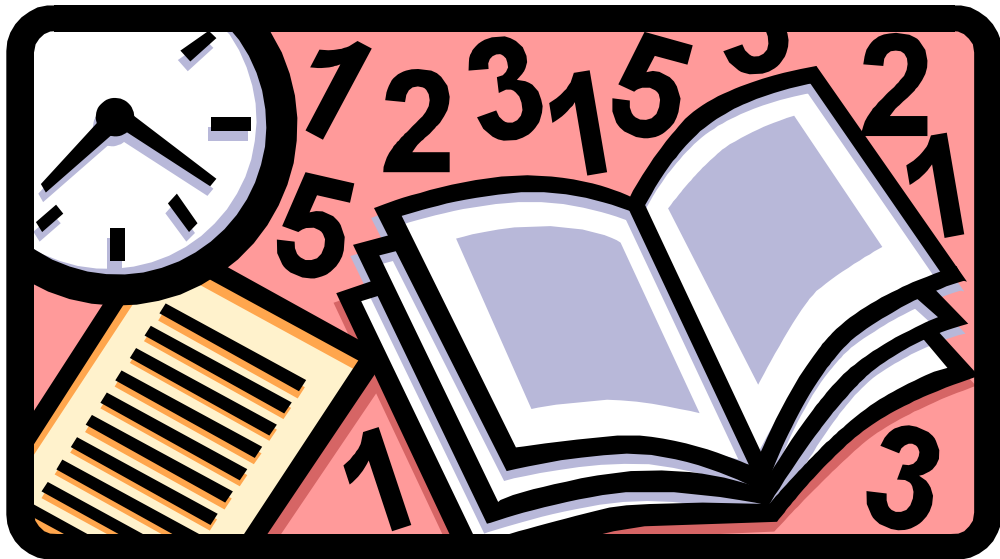
- a. Reflects on teaching
- b. Maintains accurate records
- c. Communicates with families as appropriate
- d. Contributes to the school community
- e. Grows and develops professionally
- f. Shows professionalism

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.

GUIDING THE
CANDIDATE



The Role of the Candidate (student teacher)

The candidate should consider the 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. This experience is critical in your professional development.

The candidate will

- attend all scheduled student teaching seminars and complete all assignments as outlined in the M425 syllabus.
- assist the elementary teacher in setting up the classroom when appropriate.
- be present at all preliminary meetings attended by the classroom supervising teacher prior to the opening of school (superintendents, principals meetings and inservice(s).
- follow the elementary school calendar.
- attend all faculty meetings, parent conferences, accompany or take the place of their classroom teacher for school activities that are considered part of a normal teaching assignment (e.g. playground duty, bus duty, helping with a play, inservices, parent conferences, etc.).
- follow all rules and regulations pertaining to the classroom supervising teacher at the elementary school.
- observe the instructional strategies and classroom management techniques used by the classroom supervising teacher.
- 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 .
- establish a specific time to meet with the classroom supervising teacher each day.
- complete detailed lesson plans as required by the classroom supervising teacher for the first THREE LESSONS OF EACH SUBJECT AREA TAUGHT. Thereafter, the plans may be condensed to the teacher plan book format with the guidance of the classroom supervising teacher.
- take initiative in classroom in seeking help from Classroom Teacher.
- complete your portfolio and submit by due date.
- keep a reflective journal. The candidates are expected to maintain a reflective journal during their student teaching experience. This journal is a valuable means through which the candidate reflects on his/her experience. Reflective writing of the candidate's experiences and perceptions of student teaching provides the candidate with an opportunity to strengthen learning and professional development through the introspection and self-analysis that reflective teaching requires. Reflections are to be added each day throughout the semester while they are fresh in the candidate's memory. The journal also serves as a valuable resource for the University Supervisor to facilitate the candidate's learning and growth. The journals are to be kept at school.

The format of the journal is flexible, yet it is important that it be a REFLECTIVE activity and NOT a simple listing or recap of lessons. This journal may include all or some of the following:

1. Comments on classroom activities;
2. Reflections on discussions with the classroom supervising teacher, principal or other professionals;
3. Perceptions about individual incidents or students;
4. Reflections on your own performance;
5. Reactions to observations of other classrooms, special services and activities of the school as appropriate.
6. Reflections on specific lessons, interactions with students or materials/activities used in teaching;
7. Reactions about teaching and classroom management techniques observed and used throughout the school.

Candidates are required to share their journals with the university supervisor.

Reporting Absences. Candidates must be punctual and present at all times. In case of extreme emergency, such as death in the family or sudden illness, the Classroom Supervising Teacher should be notified. All absences must be approved by the Classroom Supervising Teacher. Extended absences will be dealt with individually by the Classroom Supervising Teacher, University Supervisor and the Coordinator of Elementary/Special Education Student Teaching.

Assuming Responsibilities. Although the classroom supervising teacher assumes the major responsibility for directing the candidate in the work, the candidate must realize that he or she, too, must assume a major share of the responsibility if the student teaching experience is to be a success. His or her position in the classroom should be that of an interested, cooperative, co-worker who is eager to assume responsibility and displays initiative in all activities and routine procedures.

Planning. The candidate should prepare tentative plans that are to be evaluated and modified by the classroom supervising teacher and then put into final form before the class is to be taught. Plans must be made in cooperation with the classroom supervising teacher and, where and when feasible, with the children. Detailed plans may be written for the first three lessons taught in each curricular area. The classroom supervising teacher may ask the candidate to complete detailed plans for one or more additional lessons if it would benefit the candidate, and then help the candidate make the transition to the normal teacher plan book format. The plans for the week must be completed and approved by Friday for the next week. Plan books are to be left at school, open on candidate's desk.

The principal areas in which plans should be made include:

1. Long-range plans for the candidate's participation in teaching the class.
2. Plans for the candidate's activities in all school, community and professional functions.
3. Plans for actual classroom teaching. These plans must be approved by the classroom supervising teacher prior to the lesson and must be evaluated at the end of the lesson.
4. The University Supervisor will expect to see up-to-date lesson plans and journal log for consideration when he/she visits. The materials to accompany the specific lessons to be observed by the University Supervisor should be available, where this is possible.

The Role of the Classroom Supervising Teacher

The Classroom Supervising Teacher is a role model and mentor for the candidate.

Below is a brief description of your role as Supervising Teacher.

The Classroom Supervising Teacher:

- prepares classroom and students for the candidate's arrival. If possible, please provide a desk or table for candidate. Provide instructional materials. Create an atmosphere in which candidate feels a sense of belonging. Include 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 assume full time teaching using a variety of creative strategies.
- provides candidate with reflection of teaching, encouragement and recognition of professional success.
- gives informal feedback and guidance on candidate's performance a minimum of 2 times a week.
- communicates regularly with candidate and University Supervisor.
- calls the candidate's University Supervisor when any problems or concerns arise at any point in the field experience.
- completes the Midterm Evaluation and Dispositions of the Elementary Education Program Standards using the forms, rubrics, and instructions provided. Review the Midterm Evaluation and Dispositions with your candidate and have him or her sign them. Send the forms to IUS Field Placement Office by the published due date. (See schedule)
- completes the Final Evaluation and Dispositions of the Elementary Education Program Standards using the forms, rubrics, and instructions provided. Review the Final Evaluation and Dispositions with your candidate and have him or her sign them. Send the forms to IUS Field Placement Office by the published due date. (See schedule) Examples are provided in this manual. The actual forms will be given to you by the student teaching office.

Planning with the candidate

This area is considered imperative in student teaching. Planning with the candidate:

- increases his/her status 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 supervising teacher is supreme; however, it is highly recommended that the classroom teacher allow enough flexibility in content and procedures so that the candidate may find the approach which best fits his/her individual personality. The university understands you are legally responsible and will make the decision of when to relinquish control.

1. The candidate must have many opportunities to teach.
2. Rigid teaching patterns should be avoided.
3. The candidate needs help in perceiving situations accurately.
4. The candidate needs to develop sensitivity.
5. Spontaneity must be encouraged.
6. The candidate may need help in achieving balance between teacher demonstrations and pupil activity; between thought questions and factual information, etc .

Induction into full-time teaching

While observation and participation are integral parts of a complete student teaching experience, the fact remains that candidates only become aware of teaching problems after they have had an opportunity to teach a small group or groups for a few days.

The Classroom Supervising Teacher will need to exercise judgment in the length of time a candidate needs to observe and participate and when he/she can be inducted into full-time teaching. Much also depends on the initiative of the candidate. Most authorities agree that the induction should be gradual, reaching a peak of FULL TEACHING RESPONSIBILITIES of 6 to 9 weeks for 16 week assignments, 4 to 6 weeks for 10 week assignments and 3 to 4 weeks for 6 week assignments. Please see the "Overview Calendar of the Semester" at the end of this section. Draw lines across the weeks for each subject area as to when the candidate will begin and stop each subject area.

Evaluation and Conferences

Evaluation of the candidate is an integral part of the student teaching experience. The candidate will benefit from different types of feedback. **(Keep in mind the fact that these student teachers are just that—student teachers!)**

1. notes on the lesson plans at the end of each lesson by the candidate and frequently by the classroom teacher;
2. conferences at the end of lessons, the day, and weekly planning sessions;
3. bi-weekly meetings on entire performance;
4. conferences based on Evaluation forms;
5. a final conference that focuses on ways the candidate can continue to grow.

Other means of feedback may be scheduled through audio-and video-tape equipment. The latter, combined with a form of interaction analysis, is still another attempt to help the candidate see and hear her/himself in the teacher role as perceived by others. Conferences between the candidate and the University Supervisor at the close of observations also add another dimension to the evaluation process.

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-analyzing is also a means of extending the ability to grow after the period of student teaching.

To facilitate the evaluation process, the following forms are provided by the School of Education:

1. Daily lesson plan format which includes space for post-lesson comments by both the candidate and the classroom supervising teacher (Detailed plans may be required for the first three lessons taught in each curricular area. The following plans may be written in abbreviated form in the classroom teacher's plan book or similar format.);
2. Classroom Observation Record to be completed by the Classroom Supervising Teacher and the University Supervisor as candidate begins teaching each subject. These should be used as part of the assessment for the Mid-Term Evaluation and the Final Evaluation of candidate. Please share with candidate;
3. Mid-term Evaluation and Dispositions to be completed by the Classroom Supervising Teacher (See due date on schedule). An unsatisfactory on any evaluation will result in a review by Field Placement Office;
4. Final Evaluation completed by both the Classroom Supervising Teacher and the University Supervisor indicating the candidate's "promise as a teacher." The Classroom Supervising Teacher completes the evaluation and forwards to the Field Placement Office at IUS. The Classroom Supervising Teacher is advised to retain a copy for later reference and to provide the candidate with a copy following a conference on the final evaluation. **It is expected that by the end of student teaching, candidates will receive 80% proficient ratings in each of the five teaching standards. If this is not the case, it is expected that the supervising teacher will have been in contact with the university supervisor prior to submitting this final evaluation.**
5. Final Disposition Evaluation to be completed by Classroom Supervising Teacher and forwarded to the Field Placement Office.

The Role of the University Supervisor

The University Supervisor, a member of the School of Education faculty, assumes responsibility for the supervision of the candidate and assisting and supporting the Classroom Supervising Teacher. His/her function is not to find fault but to identify and analyze problems and to help provide resources and suggestions for dealing with them.

Below is a brief description of the role of the University Supervisor.

The University Supervisor:

- serves as a contact between the Classroom Supervising Teacher and IU Southeast;
- observes the candidate a minimum of 5 times for a 16 weeks assignment, 3 times for a 10 week assignment and 2 times for a 6 weeks endorsement;
- completes group and individual conferences with candidate and Classroom Supervising Teacher;
- provides candidate and Classroom Supervising Teacher with immediate feedback following observations;
- reviews candidate's journal;
- schedules a review of mid-term evaluation with candidate and Classroom Supervising Teacher;
- completes the Final Evaluation of the Elementary Education Program Standards using the form, rubrics, and instructions provided. Reviews the Final Evaluation with the candidate and has him or her sign it. The University Supervisor then sends the form to the IUS Field Placement Office by the published due date. (See schedule)

Legal Status of Candidate

The law has established the legal responsibilities of the candidate/student teacher. While the candidate is under the direction of the Classroom Supervising 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 student teaching, nor is he/she permitted to serve as a substitute teacher for any other teacher in that school during the student teaching program.**

Avoiding Work Stoppage. If a work stoppage (strike) should involve the teacher, the school building or the school system to which the candidate has been assigned, the candidate will immediately report to the Coordinator of Field Experience at IUS 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 student teaching and from the teacher education program of Indiana University Southeast.

**PLEASE HAVE COMPLETED FOR THE UNIVERSITY SUPERVISOR PRIOR
TO THE FIRST VISIT (DURING THE FIRST OR SECOND WEEK)**

STEP I: OVERVIEW CALENDAR OF THE SEMESTER

**Guideline
for Planning**

- (1) The 16 week student teacher should have a minimum of 6 to 9 weeks of solo teaching which begins prior to the 4th week. Use the last week and a half to phase out.
- (2) The 10-week assignments have a minimum of 4 to 6 weeks of solo teaching that begins prior to the 3rd week. Use last week and a half to phase out.
- (3) The 6-week assignments have a minimum of 3 to 4 weeks of solo teaching that should begin during the 2nd week. Use last week to phase out.

| Week No | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Week of | | | | | | | | | | | | | | | | |
| <u>Major Duties and Curricular Area</u> | | | | | | | | | | | | | | | | |
| Room Routines | | | | | | | | | | | | | | | | |
| Spelling | | | | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | | | | |
| Language | | | | | | | | | | | | | | | | |
| Math | | | | | | | | | | | | | | | | |
| Social Studies | | | | | | | | | | | | | | | | |
| Science | | | | | | | | | | | | | | | | |
| Health | | | | | | | | | | | | | | | | |
| Etc. | | | | | | | | | | | | | | | | |

Approved by _____
Supervising Teacher

Date _____

Candidate's Professional Experience Record

| Week | Teaching | Observing | Preparing | Conferencing | All Other | Total |
|--------------|----------|-----------|-----------|--------------|-----------|-------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| Total | | | | | | |

Teaching
Instruction

Observing
Supervising Teacher
Other Teachers

Preparing
Planning
Correcting Papers
Evaluating

Conferencing
Supervising Teachers
Administrators
University Supervisors
Parents/Students

All Others
Faculty Meetings
School Socials
School Plays
Music Programs
Athletic Events

Candidate

Classroom Supervising Teacher

University Supervisor

Date _____

Directions: Complete this log every week, to the nearest hour, in each area - teaching, observing, preparing, conferencing and other. At the end, have your Classroom Supervising Teacher and University Supervisor sign it and turn in to the Field Experience Office (HH0029) at IU Southeast.

EVALUATING THE CANDIDATE



THE ASSESSMENT PLAN FOR THE ELEMENTARY EDUCATION PROGRAM AND STUDENT TEACHING

The Unit Assessment System (Assessment Plan)

Since 1999, the IU Southeast School of Education has been developing a performance-based unit assessment system. The Elementary Education Program standards (adapted from Danielson and based on INTASC and DPS Standards) form the basis for the evaluation of candidates seeking certification in early and middle childhood under the requirements to be fully in place by the DPS in Spring 2006. There are four major summative decision points (see *Appendix*) and various formative assessments throughout the program. A candidate must pass all three prior summative decision points in order to progress through the program and be eligible for student teaching. The fourth, Summative Decision Point 4, is during student teaching and relies heavily on input from the classroom supervising teacher and university supervisor. Scoring on the evaluation or assessment forms by these individuals is used in a final decision as to whether or not the candidate graduates and is recommended for certification. Thus, the appropriate use of the forms and the rubrics associated with them are extremely critical.

The Elementary Education Program Standards

As stated in the *Introduction*, the Elementary Education Program Standards incorporate the INTASC Principles and DPS Standards for Early and Middle Childhood. There are five standards each with approximately six components or indicators that the standard is met. Each of the components/indicators is evaluated using a rubric with specific descriptions of four scores or achievement levels: unacceptable, basic, or proficient. A sample of the evaluation form, instructions, and the rubric are included in appendix A. A training session for all classroom supervising teachers assists in a thorough understanding of the forms and rubrics. The actual copies of the forms to be completed will be available and due according to a published schedule. For student teaching (Summative Decision Point 4), both the university supervisor and classroom supervising teacher complete the evaluation form of the Elementary Education Program Standards.

The School of Education Dispositions

In 2000, the School of Education developed and adopted eight professional dispositions that all candidates in all of its programs must demonstrate. In the Elementary Education Program, these dispositions are continuously evaluated by Faculty throughout all courses and field placements. They are formally assessed at Summative Decision Point 2 and 4. During Summative Decision Point 4, they are formally evaluated by the classroom supervising teacher. An example of the form and instructions for completion are in appendix B. The actual copies of the forms to be completed will be available and due according to a published schedule.

Review of Program Portfolio

For the Fall 2003 student teachers (candidates), the program portfolio is due according to the printed schedule. Two faculty members review the portfolio according to the attached rubric. The scores of the portfolio then become a part of the final evaluation or scoring for Summative Decision Point 4. Signatures of the candidate and the two assigned faculty reviewers acknowledge the final review of the program portfolio as part of all components and materials of Summative Decision Point 4.

Summative Decision Point 4 (at the end of student teaching)

Summative Decision Point 4 includes the following components, some of which have been described above:

1. A review of the candidate's current IU Care to assess knowledge of content by the Professional Staff at IU Southeast.
2. A review (by the Faculty) of the classroom supervising teacher's and university supervisor's final evaluation of the Elementary Education Program Standards (described above) to assess knowledge and skills of the candidate.
3. A review (by the Faculty) of the classroom supervising teacher's completion of a summative evaluation of the dispositions (described above) of the candidate.
4. A review of the final portfolio (by the Faculty and described above) to assess knowledge and skill of the candidate. **THE FINAL PORTFOLIO IS DUE AT THE END OF THE 6TH WEEK OF STUDENT TEACHING.**
5. The completion of a Final Evaluation Rubric for Summative Decision Point 4 by the Faculty to determine if the candidate meets the criteria for graduation and certification.
6. Exit Interview with the candidate by faculty members who have reviewed all of the final evaluation material as stated above.
7. Recognition of review of final evaluation materials and exit interview by signature of the candidate and the two assigned faculty.

The Responsibilities of the Candidate in Summative Decision Point 4

The major responsibilities of the candidate (student teacher) in the assessment process is to become familiar with all of the major components of Summative Decision Point 4. The candidate is also responsible for assuring he or she is receiving adequate feedback from both the classroom supervising teacher and the university supervisor. The candidate **must** attend all seminars and other meetings about student teaching to receive relevant information about the assessment process.

Failure of the Candidate to attend all seminars and other meetings may result in a non-satisfactory grade in student teaching.

The Responsibilities of the Classroom Supervising Teacher in Summative Decision Point 4

Below is a brief description of the responsibilities of classroom supervising teacher in Summative Decision Point 4.

- Calls the candidate's university supervisor when any problems or concerns arise at any point during student teaching.
- Completes a *Classroom Observation Record* (described later in this section) after observing the candidate teach a new subject area or whenever the supervising teacher feels it is appropriate. These observations records will later assist the supervising teacher in completing the midterm and final evaluations of the program standards. Each observation should be reviewed with the candidate. It provides extremely formative feedback
- 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 the candidate and has him or her sign them. Send the forms to Jane Riehl, Coordinator for Field Placement and Certification, IU Southeast School of Education, 4201 Grantline Road, New Albany IN 47150 by the published due date.

- 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 the candidate and has him or her sign them. Send the forms to Jane Riehl, Coordinator for Field Placement and Certification, IU Southeast School of Education, 4201 Grantline Road, New Albany IN 47150 by the published due date.

The Responsibilities of the University Supervisor in Summative Decision Point 4

Below is a brief description of the responsibilities of the university supervisor.

- Serves as a contact between the classroom supervising teacher and IU Southeast
- Observes the candidate teach and completes a *Classroom Observation Record* at each visit. These observations records will later assist the university supervisor in completing the final evaluations of the program standards. Each observation should be reviewed with the candidate. It provides extremely formative feedback
- Completes the Final Evaluation of the Elementary Education Program Standards using the form, rubrics, and instructions provided. Reviews the Final Evaluation with the candidate and has him or her sign it. The University Supervisor then sends the form to Jane Riehl, Coordinator for Field Placement and Certification, IU Southeast School of Education, 4201 Grantline Road, New Albany IN 47150 by the published due date.

**FORMS AND
INSTRUCTIONS FOR
ASSESSMENT OF THE
CANDIDATE**



INSTRUCTIONS FOR COMPLETING THE CLASSROOM OBSERVATION RECORD THE STUDENT TEACHING FIELD PLACEMENT

The *Classroom Observation Record* is the form to be used in all formative evaluations of lessons taught by the candidate. It is used by the supervising teacher and the university supervisor. There are five major areas: Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities, and Content Areas. The five areas correspond with the five Elementary Education Program Standards. Each component or indicator listed under each of the areas is scored according to:

- (√) = Observed and satisfactory
- + = Observed as a strength
- = Observed as a weakness

Classroom Supervising Teacher

The classroom supervising teacher completes a *Classroom Observation Record* after observing the candidate teach a new subject area or whenever the classroom supervising teacher feels it is appropriate to observe a particular lesson. These observations records will later assist the classroom supervising teacher in completing the midterm and final evaluations of the program standards. Each observation should be reviewed with the candidate. It provides extremely formative feedback. All forms should be maintained by the classroom supervising teacher for his or her records. A copy may be made for the candidate. For a 16 week placement, the classroom supervising teacher will complete 10 to 15 forms, for a 10 week placement, 7 to 9 forms and for a 6 weeks placement, 4 to 6 forms.

University Supervisor

The university supervisor observes the candidate teach a lesson and completes a *Classroom Observation Record* at each visit. These observations records will later assist the university supervisor in completing the final evaluations of the program standards. Each observation should be reviewed with the candidate. It provides extremely formative feedback. All the forms should be maintained by the university supervisor for his or her records. A copy may be made for the candidate.

The form for the *Classroom Observation Record* follows.

CLASSROOM OBSERVATION RECORD

Candidate _____ Date _____ Visit # _____

Conference with Cooperating Teacher () University Supervisor ()

School _____ Grade _____

Check (✓)=observed; Plus (+)=Strength; Minus (-)=Weakness

| | | | | | | | | | |
|--|---|------------------------------------|----------------------------------|---|--|---|---|-------------------------------------|-------------------------|
| <p>Planning and Preparation</p> <p><input type="checkbox"/> Demonstrates knowledge of planning for each of the content areas</p> <p><input type="checkbox"/> Demonstrates knowledge of pedagogy</p> <p><input type="checkbox"/> Demonstrates knowledge of students' growth and development</p> <p><input type="checkbox"/> Selects instructional goals that include students' interests and input</p> <p><input type="checkbox"/> Demonstrates knowledge and use of resources</p> <p><input type="checkbox"/> Designs coherent instruction, both within individual lessons and across a series of lessons in a unit</p> <p><input type="checkbox"/> Plans for authentic assessment, both formative and summative</p> <p><input type="checkbox"/> Demonstrates knowledge of and planning for use of technology</p> | <p>Comments</p> | | | | | | | | |
| <p>The Classroom Environment</p> <p><input type="checkbox"/> Creates an environment of respect and rapport</p> <p><input type="checkbox"/> Understands and respects cultural diversity in students and families</p> <p><input type="checkbox"/> Understands and respects differences in students' abilities</p> <p><input type="checkbox"/> Manages classroom procedures</p> <p><input type="checkbox"/> Manages student behavior</p> <p><input type="checkbox"/> Organizes physical space</p> | <p>Comments</p> | | | | | | | | |
| <p>Instruction</p> <p><input type="checkbox"/> Communicates clearly and effectively with students</p> <p><input type="checkbox"/> Uses questions and discussion techniques during lessons</p> <p><input type="checkbox"/> Engages students in learning</p> <p><input type="checkbox"/> Uses assessment of student learning to shape oral and/or written feedback to the students</p> <p><input type="checkbox"/> Demonstrates flexibility and responsiveness while teaching</p> <p><input type="checkbox"/> Utilizes available technology effectively in teaching</p> | <p>Comments</p> | | | | | | | | |
| <p>Professional Responsibilities</p> <p><input type="checkbox"/> Reflects on teaching</p> <p><input type="checkbox"/> Maintains accurate records</p> <p><input type="checkbox"/> Communicates with families as appropriate</p> <p><input type="checkbox"/> Contributes to the school community</p> <p><input type="checkbox"/> Grows and develops professionally</p> <p><input type="checkbox"/> Shows professionalism</p> | <p>Comments</p> | | | | | | | | |
| <p>Professional and content standards</p> <p>Demonstrates use of professional standards and content standards in:</p> <table border="0"> <tr> <td><input type="checkbox"/> Mathematics</td> <td><input type="checkbox"/> Fine Arts</td> </tr> <tr> <td><input type="checkbox"/> Science</td> <td><input type="checkbox"/> Physical Education</td> </tr> <tr> <td><input type="checkbox"/> English/Language Arts</td> <td><input type="checkbox"/> Health Education</td> </tr> <tr> <td><input type="checkbox"/> Social Studies</td> <td><input type="checkbox"/> Technology</td> </tr> </table> | <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 | <p>Comments:</p> |
| <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 | | | | | | | | |
| | | | | | | | | | |

Classroom Supervising Teacher/ University Supervisor

Candidate

FOLLOW-UP ACTIONS :

INSTRUCTIONS FOR COMPLETING THE MIDTERM AND FINAL EVALUATION OF THE ELEMENTARY EDUCATION PROGRAM STANDARDS FOR CANDIDATES DURING THE STUDENT TEACHING FIELD PLACEMENT

General Instructions

It is critically important to ensure reliability of the assessment process for candidates. Therefore, each evaluator must be familiar with the assessment instrument and its general use. Both the classroom supervising teacher and university supervisor evaluate the candidate using the forms provided and described below. The entire assessment process revolves around the Elementary Education Program Standards. Please read the specific instruction below and use them for all evaluations.

Specific Instructions

Elementary Education Program Standards incorporate the INTASC Principles and DPS Standards for Early and Middle Childhood. There are five standards each with six to eight components or indicators that the standard has been met. Each of the components/indicators is evaluated using a rubric with three specific descriptions that are either unacceptable, basic, or proficient. “Proficient” is the target that the candidates should achieve. When marking the squares in the computer scantron form, make sure to use a number 2 lead pencil.

Example

Standard 1, “The candidate is knowledgeable in planning and preparation” has eight indicators. Indicator 1a of that standard is “demonstrates knowledge of planning for each of the content areas”. Using the rubric with the descriptions under “unacceptable”, “basic”, or “proficient”, the evaluator determines which best describes how the candidate is performing for Indicator 1a of Standard 1. For example, if the candidate’s “plans are complete and the plans display solid content knowledge and make connections within the discipline”, the evaluator would mark that indicator on the computer scantron form as “proficient “. This is the description on the rubric for “proficient” for Indicator 1a. In comment column, give specific examples for ratings.

Standard I. The Candidate is knowledgeable in planning and preparation. The candidate...

| <i>Performance Indicator</i> | <i>U</i> | <i>B</i> | <i>P</i> | <i>COMMENTS</i> |
|--|----------|----------|----------|-----------------|
| <i>a. Demonstrates Knowledge of planning for each of the content areas</i> | | | ■ | |

The evaluator continues through all five standards and marks the indicators on the computer scantron form for each standard using the descriptions on the rubrics for each indicator.

After completing the form (either the midterm or final evaluation), the evaluator reviews it with the candidate. Both sign the form that acknowledges the review. Send the form to IU Southeast as directed.

INSTRUCTIONS FOR COMPLETING THE EVALUATION OF THE CANDIDATE'S DISPOSITIONS BY SUPERVISING TEACHER

The School of Education Dispositions

In 2000, the School of Education developed and adopted eight professional dispositions that all candidates in all of its 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

Evaluation of the Dispositions by the Elementary Education Program

In the Elementary Education Program, the dispositions are continuously evaluated by Faculty throughout all courses and field placements. They are formally assessed at Summative Decision Point 2 and 4. If any behavioral indicator of any standard is scored with an "unacceptable", the standard is scored "unacceptable".

Directions for Evaluation of the Dispositions in Summative Decision Point 4

During Summative Decision Point 4, the dispositions should be continuously evaluated by the classroom supervising teacher. The actual copies of the forms to be completed will be available and due according to a published schedule. However, if at any time during the student teaching field experience, the classroom supervising teacher feels that any behavioral indicators of a standard are unacceptable or if there are any concerns, the classroom supervising teacher should meet and discuss the issue with the candidate. The university supervisor should also be informed and an evaluation form completed by the classroom supervising teacher which indicates the scoring. Specific ways of remediation for the standard should be noted in the comment section of the form. Other forms may be completed during the course of the student teaching experience as needed and to keep the candidate fully informed of his or her progress or scoring of a disposition.

The midterm form for the evaluation of the School of Education Dispositions must be completed, reviewed with the candidate at the same time as the midterm program standards evaluation. When marking the squares in the computer scantron form, make sure to use a number 2 lead pencil. This form must be forwarded to Jane Riehl, Coordinator for Field Placement and Certification, IU Southeast School of Education, 4201 Grantline Road, New Albany IN 47150 by the published due date. If any behavioral indicators are scored with "unacceptable", the university supervisor must be informed. Specific ways of remediation for the standard should be noted in the comment section of the form. Other forms may be completed during the rest of the student teaching experience as needed and to keep the candidate fully informed of his or her progress or scoring of all dispositions.

The final form for the School of Education dispositions must be completed, reviewed with the candidate, and sent to Jane Riehl, Coordinator for Field Placement and Certification, IU Southeast School of Education, 4201 Grantline Road, New Albany IN 47150 by the published due date. When marking the squares in the computer scantron form, make sure to use a number 2 lead pencil. If there have been other forms completed as indicated above, but remediation was successful in the attainment of an "acceptable" for all standards by the end of student teaching, the other forms may simply be kept by the supervising teacher for his or her records.

It is extremely important that all dispositions be objectively evaluated and that the candidate be informed on any "unacceptable" regarding his or her behavior. Appropriate dispositions are critical to the profession of teaching.

PORTFOLIO EVALUATION DURING STUDENT TEACHING

Background

The portfolio manual that was introduced to the candidate in Educational Psychology (P250 block) is the guide to be used during student teaching in final preparation of the program portfolio.

Review of Portfolio

The portfolio is due at the end of the 6th week of student teaching. After turning in the portfolio at the end of the tenth week, the student will not have access to the portfolio until the exit interview. Therefore, any entries required for interviews must be copied prior to submitting the portfolio at the end of the 6th week. Two faculty members review the portfolio. The scores of the portfolio then become a part of the final evaluation or scoring for Summative Assessment Point 4. Signatures of the candidate and two assigned faculty acknowledges the final review of the program portfolio as part of all components and materials of Summative Decision Point 4.

APPENDIX A
Elementary Program
Standards Sample
Evaluation Forms and
Program Rubrics

Examples of forms you have been given as scantron sheets

**Evaluation Form
Elementary Program Standards**

Student ID Number

Date _____ **Mid Term** ____ **Final** ____

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

The Elementary Education Program at Indiana University Southeast has adopted the program standards stated below for all undergraduates. These standards/outcomes encompass the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and DPS standards for early and middle childhood as well as standards for the developmental level of early childhood. A grid is available which shows this relationship. These standards serve as the foundation for the selection of appropriate teaching models and field placements. Additionally, they are the basis for program portfolio development and criteria as well as assessment criteria at all levels of the program.

Directions: Please complete the evaluation based on the Elementary Education Program Standards, using the rubrics included in this appendix. It is very important to be objective and to use this midterm evaluation to summarize and point out any deficiencies the candidate may have. Use the key below as well as the available rubric to assist in your evaluation and make comments as necessary. Proficient is the target criterion. If any indicator was not observed then mark the N/O (not observed) slot. Please make sure to use a number 2 pencil.

THE CANDIDATE MUST SIGN THIS EVALUATION FORM INDICATING HE OR SHE HAS REVIEWED THE FORM WITH THE EVALUATOR.

PLEASE USE THE RUBRICS ASSOCIATED WITH THIS EVALUATION TOOL FOR A COMPLETE DESCRIPTION OF EACH PERFORMANCE INDICATOR. THE RATINGS USED FOR EACH ARE:

U = Unacceptable B = Basic P = Proficient N/O = Not Observed

Standard 1. The candidate is knowledgeable in planning and preparation. The candidate...

| Performance Indicator | U | B | P | N/O | Comments |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| a) Demonstrates Knowledge of planning for each of the content areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) Demonstrates knowledge of pedagogy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) Demonstrates knowledge of students' growth and development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d) Selects instructional goals that include student's interests and input | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| e) Demonstrates knowledge and use of resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| f) Designs coherent instruction both within individual lessons and across series of lessons in a unit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a |
| g) Plans for authentic assessment both formative and summative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| h) Demonstrates knowledge and planning for the use of technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Standard 2. The candidate is knowledgeable in creating an effective classroom environment and applies that knowledge. The candidate...

| Performance Indicator | U | B | P | N/O | Comments |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| a) Creates a teaching environment of respect and rapport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) Understands and respects cultural diversity in students and families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) Understands and respects differences in students' abilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d) Manages classroom procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| e) Manages student behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| f) Organizes physical space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Standard 3. The candidate is knowledgeable of a variety of strategies for effective instruction. The candidate...

| Performance Indicator | U | B | P | N/O | Comments |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| a) Communicates clearly and effectively with students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) Uses questions and discussions techniques during lessons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) Engages students in learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d) Uses assessment of student learning to shape oral and/or written feedback to the students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| e) Demonstrates flexibility and responsiveness while teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| f) Utilizes technology effectively in teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Standard 4. The candidate understands and carries out professional responsibilities. The candidate...

| Performance Indicator | U | B | P | N/O | Comments |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| a) Reflects on teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) Maintains accurate records | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) Communicates with families as appropriate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d) Contributes to the school community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| e) Grows and develops professionally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| f) Shows professionalism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Standard 5. The candidate is knowledgeable of and applies all professional standards and all content standards for k - 6th grades. The candidate demonstrates use of professional and content standards in:

| Performance Indicator | U | B | P | N/O | Comments |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| a) Math | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) Science | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) English/Language Arts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d) Social Studies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| e) Fine Arts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| f) Physical Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| g) Health Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| h) Technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

NARRATIVE OF EVALUATION OF STUDENT TEACHING

This is an important part of the evaluation. This narrative should describe the candidate's progress and should be reasonably detailed and accurate about the student's strengths and deficiencies. The statements should include your recommendation of the candidate's potential as a member of the profession.

PLEASE TYPE NARRATIVE ON A SEPARATE SHEET AND ATTACH

Signed _____ Date _____
 Circle One: Supervising Teacher/ University Supervisor/other

Signed _____ Date _____
 Candidate

Grade/Subject/Area _____ Number of weeks of student teaching experience _____

School _____ School Corporation _____

General size and organization of total group _____

Community setting: rural suburban urban

Please indicate the approximate percentages of diversity in your classroom:

| Total # of students | #/% White | #/% Non-White | #/% with IEP | #/% ESL |
|---------------------|-----------|---------------|--------------|---------|
| | | | | |

| Total # of students | % High | % Middle | % Low |
|---------------------|--------|----------|-------|
| | | | |

Standard 1

The Candidate is knowledgeable in planning and preparation.

| Indicator 1a: Demonstrates knowledge of planning for each of the content areas | | |
|---|--|---|
| Unacceptable | Basic | Proficient |
| Plans are incomplete. Plans contain content errors. | Plans are complete. Plans display basic content knowledge, but do not display connections within the discipline or with other disciplines. | Plans are complete. Plans display solid content knowledge and make connections within the discipline. |
| Indicator 1b: Demonstrates knowledge of pedagogy | | |
| Plans display a lack of variety in teaching styles. Plans include ineffective teaching strategies, indicating little understanding of pedagogical issues involved in student learning. | Plans display an emphasis on a few teaching styles. Plans include teaching strategies indicating basic pedagogical knowledge. | Plans display a variety of teaching styles. Plans display effective teaching strategies that reflect current research on best pedagogical practice within g the discipline. |
| Indicator 1c: Demonstrates knowledge of student's growth and development | | |
| Plans include lessons or activities that are inappropriate for students' age and development. Plans do not address the individuality of student growth. | Plans include lessons or activities that are appropriate for the students' age and development. Plans do not address the individuality of student growth. | Plans include lessons or activities that are appropriate for the students' age and development. Plans adequately address the individuality of student growth including general exceptions to developmental patterns. |

| Indicator 1d: Selects instructional goals that include students' interests and input | | | |
|---|---|--|--|
| Unacceptable | Basic | Proficient | |
| Plans display selection of instructional goals that represent low expectations for the students. | Plans display selection of instructional goals that represent moderate expectations for the students. | Plans display selection of instructional goals that represent high expectations for most students. | |
| Plans display selection of instructional goals that do not reflect meaningful learning. | Plans display selection of instructional goals that reflect some meaningful learning. | Plans display selection of instructional goals that reflect meaningful learning. | |
| Plans display selection of instructional goals that are not relevant to state, national, or professional standards. | Plans are not relevant to state, national, or professional standards. | Plans are relevant to state, national or professional standards. | |
| Indicator 1e: Demonstrates knowledge and use of resources | | | |
| Plans include resources of low quality. | Plans include resources of good quality. | Plans include resources of high quality. | |
| Plans display an emphasis on resources that are easily available rather than full use of all available school, community, and professional resources. | Plans display an emphasis on resources that are easily available rather than full use of all available school, community, and professional resources. | Plans display use of many available school, community, and professional resources. | |

Indicator 1f: Designs coherent instruction, both within individual lessons and across a series of lessons in a unit

| Unacceptable | Basic | Proficient |
|---|--|--|
| Plans display a lack of recognizable structure or organization. | Plans display a recognizable structure or organization, but progression of activities is uneven. | Plans display a clearly defined structure around which activities are organized, and progression of activities is fairly even. |
| Materials and resources do not support instructional goals. | Some materials and resources support instructional goals. | All materials and resources support instructional goals. |
| Time allocations are unrealistic. | Most time allocations are reasonable. | All time allocations are reasonable. |
| Few students would be engaged in learning. | Most students would be engaged in learning. | Most students would be engaged in learning. |

Indicator 1g: Plans for authentic assessment both formative and summative

| | | |
|--|--|--|
| Plans display a lack of clearly defined criteria for assessment. | Plans display some clearly defined criteria for assessment. | Plans display clearly defined criteria for assessment. |
| Assessment is not authentic. | Assessment is authentic. | Assessment is authentic. |
| Assessment will not indicate the fulfillment of instructional goals. | Assessment will not indicate the fulfillment of instructional goals. | Assessment will indicate the fulfillment of instructional goals. |

Indicator 1h: Demonstrates knowledge and planning for the use of technology

| | | |
|---|--|---|
| Plans do not display the use of available technology or displays technology used in an inappropriate manner | Plans display limited use of available technology in an appropriate manner | Plans display frequent use of all available technology in an appropriate manner |
|---|--|---|

Standard 2

The candidate is knowledgeable in creating an effective classroom environment and applies that knowledge.

| Indicator 2a: Creating a teaching environment of respect and rapport | | | |
|--|--|--|--|
| Unacceptable | Basic | Proficient | |
| <p>Teacher interaction with some students is negative, demeaning, sarcastic, or inappropriate.</p> <p>Students exhibit disrespect for teacher.</p> <p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p> | <p>Teacher-student interactions are generally appropriate, but some inconsistencies, favoritism exist.</p> <p>Students exhibit minimal respect for teacher.</p> <p>Students do not demonstrate negative behavior toward one another.</p> | <p>Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect.</p> <p>Students exhibit respect for teacher.</p> <p>Student interactions are generally polite and respectful.</p> | |
| Indicator 2b: Understands and respects cultural diversity in students, and families | | | |
| <p>Student uses oral and written language and examples that indicate a monocultural stance toward his/her environment</p> <p>Student is unaware of the various cultures to which s/he is a member.</p> <p>Student is unaware of resources to support multicultural learning in classrooms.</p> | <p>Student uses oral and written language and examples that indicate a multicultural stance toward his/her environment.</p> <p>Student is aware of the various cultures to which s/he is a member.</p> <p>Student demonstrates a limited knowledge of resources to support multicultural learning in classrooms.</p> | <p>Student uses oral and written language and examples that indicate a multicultural stance toward his/her environment. He/she is sensitive to these issues in the language of others.</p> <p>Student is aware of the various cultures to which s/he is a member. He/she actively engages others in an exploration of the implications of such membership.</p> <p>Student demonstrates a broad knowledge of resources to support multicultural learning in classrooms.</p> | |

| Indicator 2c: Understand and respects differences in students' abilities | | | |
|---|---|--|--|
| Unacceptable | Basic | Proficient | |
| <p>Candidate is unaware of individual student differences or candidate's attitude toward differences is negative.</p> <p>There is no indication of differentiation of learning within classroom activities.</p> <p>Candidate's behavior does not reflect the legal standards of the federal and state government.</p> | <p>Candidate treats all students as having equal abilities.</p> <p>There is little or no indication of differentiation of learning within classroom activities. When students are grouped there is little indication of movement between groups.</p> <p>Candidate's behavior does not always reflect the legal standards of the federal and state government.</p> | <p>Candidate is aware of the varying abilities of all students in the classroom.</p> <p>Grouping and activities reflect current research regarding tracking and mainstreaming.</p> <p>Candidate's behavior reflects the legal standards of the federal and state government.</p> | |
| Indicator 2d: Manages classroom procedures | | | |
| <p>Students not working with the teacher are not productively engaged in learning.</p> <p>Instructional time is lost due to inefficiently handling of materials and/or in transitions and/or in performing noninstructional duties.</p> <p>Given the opportunity to work with classroom assistants, classroom assistants have no clearly defined duties or do nothing most of the time.</p> | <p>Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.</p> <p>Some instructional time is lost, but routines for handling materials function moderately well, transitions are sporadically efficient, and there is a system for performing noninstructional duties.</p> <p>Given the opportunity to work with classroom assistants, classroom assistants are productively engaged but require frequent supervision.</p> | <p>Tasks for group work are organized and groups are managed so most students are engaged at all times.</p> <p>Little loss of instructional time with transitions and routines for handling materials run smoothly and efficient systems in place for performing noninstructional duties.</p> <p>Given the opportunity to work with classroom assistants, classroom assistants are productively and independently engaged during the entire class.</p> | |

| Indicator 2e: Manages student behavior | | | |
|---|--|---|--|
| Unacceptable | Basic | Proficient | |
| <p>No standards of conduct appear to have been established, or students are confused as to what the standards are.</p> <p>More reprimands than compliments are heard. Is unaware of what students are doing, and/or student behavior is not monitored.</p> <p>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</p> | <p>Standards of conduct appear to have been established for situations and most students seem to understand them.</p> <p>Students are complimented for appropriate behavior and study habits. Teacher is generally aware of student behavior, but may miss the activities of some students.</p> <p>Teacher responds to misbehavior, however with uneven results.</p> | <p>Standards of conduct are clear to all students. Teacher reviews and prompts behaviors when appropriate.</p> <p>Teacher is consistently alert to student misbehavior, uses positive reinforcement, and behavior prompts.</p> <p>Teacher's response to misbehavior is appropriate, successful, and respects the student's dignity.</p> | |
| Indicator 2f: Organizes physical space | | | |
| <p>Classroom is unsafe and/or the class physical arrangement is not suited to the lesson activities.</p> <p>Teacher uses physical resources poorly, or learning is not accessible to some students.</p> | <p>Classroom is safe, and the class physical arrangement is adjusted to the lesson or the lesson is adjusted to the class physical arrangement, but with limited effectiveness.</p> <p>Teacher uses physical resources adequately, and at least essential learning is accessible to all students.</p> | <p>Classroom is safe and the class physical arrangement is a resource for learning activities.</p> <p>Teacher uses physical resources skillfully, and all learning is equally accessible to all students.</p> | |

Standard 3

Teaching Candidate is knowledgeable of a variety of strategies for effective instruction.

| Indicator 3a: Communicates clearly and effectively with students | | | |
|---|---|--|--|
| Unacceptable | Basic | Proficient | |
| Directions and procedures are confusing. | Directions and procedures are clear after initial student confusion or are too detailed. | Directions and procedures are clear to students and contain an appropriate level of detail. | |
| Oral language is inaudible, written language is illegible, oral and written language contains many errors of grammar and syntax that are beyond cultural and dialectical norms. | Oral language is audible and written language is legible. Oral and written language is used within cultural and dialectical norms. | Oral and written language is clear and correct within multiple cultural norms. | |
| Vocabulary is inappropriate and confusing. | Vocabulary is limited or is not appropriate to students' age and/or cultural experiences. | Vocabulary is appropriate to students' age and cultural background. | |
| Indicator 3b: Uses questions and discussion techniques during lessons | | | |
| Given a situation where a variety of questions are appropriate, questions are virtually all "right/wrong" type questions. | Given a situation where a variety of questions are appropriate, questions are a mixture of "right/wrong" type and "open-ended." Only a few require elaborated response. | Given a situation where a variety of questions are appropriate, most questions are open-ended, requiring elaborated discussion. Teacher allows students adequate time to formulate response. | |
| Teacher controls discussion by mediating all questions and answers. Few students participate in discussion. | Teacher engages some students in true discussion with uneven results. | Teacher facilitates true discussion by stepping aside when possible. | |
| No attention is paid to traditionally under-represented groups in discussion. | Little attention is paid to traditionally under-represented groups in discussion. | Teacher ensures that all student voices are represented in discussion. | |

| Indicator 3c: Engages students in learning | | | |
|---|--|---|--|
| Unacceptable | Basic | Proficient | |
| <p>Content is wrong and unclear. Teacher uses poor examples.</p> <p>Activities and/or assignments are developmentally and/or culturally inappropriate. Students are not engaged.</p> <p>Groups are not composed according to educationally accepted practice. Groups do not accomplish the instructional goal.</p> <p>Materials are developmentally and/or culturally inappropriate, insensitive or unsuited to the instructional goals of the lesson.</p> <p>Pacing of the lesson is too slow, rushed or both.</p> | <p>Content is inconsistent in accuracy and clarity.</p> <p>Some teaching examples are done skillfully, others are poor. Some activities and/or assignments are developmentally and/or culturally appropriate; some are not. Most students are engaged.</p> <p>Groups are partially composed according to educationally accepted practice or are only moderately successful at accomplishing the instructional goal.</p> <p>Materials are partially suitable to the instructional goals; however some maybe developmentally and/or culturally inappropriate, insensitive or unsuited.</p> <p>The lesson has a recognizable structure, but it is not maintained throughout and the pacing is inconsistent.</p> | <p>Content is appropriate and links to student schema.</p> <p>Most activities and/or assignments are appropriate for students. Almost all students are cognitively engaged in them.</p> <p>Groups are productive and constructed to enhance cultural cognitive backgrounds.</p> <p>Materials are developmentally and/or culturally appropriate, sensitive or suited to the instructional goals of the lesson and engage students.</p> <p>Lesson structure is clearly defined. Pacing of the lesson is consistent.</p> | |

| Indicator 3d: Uses assessment of student learning to shape oral and/or written feedback to the students | | | |
|--|---|--|--|
| Unacceptable | Basic | Proficient | |
| <p>Feedback is not provided.</p> <p>Feedback is not formative or constructive.</p> <p>Feedback is not provided in a timely manner.</p> | <p>Feedback is provided some times.</p> <p>Feedback is inconsistent: some times it focuses on formative elements, sometimes it does not.</p> <p>Timeliness of feedback is inconsistent.</p> | <p>Feedback is always provided.</p> <p>Feedback is always formative and constructive. It takes into account the individuality of the student.</p> <p>Feedback is consistently provided in a timely manner.</p> | |

Indicator 3e: Demonstrates flexibility and responsiveness while teaching

| | | | |
|---|--|--|--|
| Teacher adheres rigidly to an instructional plan or activities, disregarding opportunities to meet more effectively the students' learning needs. | Teacher attempts some time to adjust lessons and activities, with uneven results. | Teacher makes some adjustment to lessons and activities taking into account the needs of diverse learners. The adjustments are effective and occur smoothly. | |
| Teacher ignores questions, interests, and individual learning needs. | Teacher makes inconsistent attempts to respond to students' questions and individual learning needs. | Teacher successfully accommodates students' questions, interests, and learning needs, using a moderate repertoire of strategies. | |

Indicator 3f: Utilizes technology effectively in teaching

| | | | |
|--|---|--|---|
| Teacher is not aware of and/or does not use available technology in the teaching-learning process. | Teacher is aware of available technology but uses it sparingly and/or inappropriately for the lessons and activities. | Teacher is aware of available technology and integrates the technology resources into lessons and activities in a manner that enhances the student learning. | . |
|--|---|--|---|

Standard 4

The candidate understands and carries out professional responsibilities:

| Indicator 4a: Reflects on teaching | | | |
|---|--|---|--|
| Unacceptable | Basic | Proficient | |
| <p>Unable to critically analyze lesson as to effectiveness. Misjudges success of lesson.</p> <p>Has no suggestion as to how to improve lesson in the future.</p> | <p>Basically has an accurate impression of the lesson's effectiveness and whether or not the lesson's goals were met but is unable to give examples as what contributed to its success or failure.</p> <p>Makes general suggestions about future improvements to the lesson.</p> | <p>Makes an accurate assessment of the lesson's effectiveness using general references to support judgment.</p> <p>Makes few specific suggestions of what might be tried in the future to improve the lesson.</p> | |
| Indicator 4b: Maintains accurate records | | | |
| <p>Teacher's system for maintaining information on student completion of assignments is in disarray.</p> <p>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p> | <p>Teacher's system for maintaining information on student completion of assignments is rudimentary and partially effective.</p> <p>Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.</p> <p>Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.</p> | <p>Teacher's system for maintaining information on student completion of assignments is fully effective.</p> <p>Teacher's system for maintaining information on student progress in learning is effective.</p> <p>Teacher's system for maintaining information on noninstructional activities is fully effective.</p> | |

| Indicator 4c: Communicates with families as appropriate | | | |
|--|---|--|--|
| Unacceptable | Basic | Proficient | |
| <p>Teacher provides little information about the instructional program to families.</p> <p>Teacher provides minimal information to parents about their child's progress and does not respond or responds insensitively to parent concerns about students.</p> <p>Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.</p> | <p>Teacher participates in the school's activities for parent communication but offers little additional information.</p> <p>Teacher adheres to the school's required procedures for communicating to parents about their child's progress. Responses to parent concerns are minimal.</p> <p>Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.</p> | <p>Teacher provides frequent information to parents, as appropriate, about the instructional program.</p> <p>Teacher communicates with parents about their child's progress on a regular basis and is available as needed to respond to parent concerns.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p> | |
| Indicator 4d: Contributes to the school community | | | |
| <p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids becoming involved in school events.</p> <p>Teacher avoids becoming involved in school and district projects.</p> | <p>Teacher maintains cordial relationships with colleagues to fulfill the duties that the school requires.</p> <p>Teacher participates in school events when specifically asked.</p> <p>Teacher participates in school and district projects when specifically asked.</p> | <p>Support and cooperation characterize relationships with colleagues.</p> <p>Teacher volunteers to participate in school events, making a substantial contribution.</p> <p>Teacher volunteers to participate in school and district projects, making a substantial contribution.</p> | |

| Indicator 4e: Grows and develops professionally | | | |
|---|---|--|--|
| Unacceptable | Basic | Proficient | |
| <p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher makes no attempt to share knowledge with others or to assume professional responsibilities.</p> | <p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher finds limited ways to contribute to the profession.</p> | <p>Teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher participates actively in assisting other educators.</p> | |
| Indicator 4f: Shows professionalism | | | |
| <p>Teacher is not alert to students' needs.</p> <p>Teacher contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions based on self-serving interests.</p> | <p>Teacher's attempts to serve students are inconsistent.</p> <p>Teacher does not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions are based on limited though genuinely professional considerations.</p> | <p>Teacher is moderately active in serving students.</p> <p>Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind and participates in team and departmental decisions</p> | |

Standard 5

The candidate is knowledgeable of and applies all professional standards in all content standards for K-6 grades

| Indicators 5a, b, c, d, e, f, g and h: Mathematics, Science, English/ Language Arts, Social Studies, Fine Arts, Physical Education, Health Education, Technology | | |
|--|---|---|
| Unacceptable | Basic | Proficient |
| Where state content standards are available, teacher is not aware of and/or does not use state content standards in preparing lessons and classroom activities. Where professional teaching standards are available, teacher is not aware and/or does use content professional teaching standards in the teaching-learning process. | Where state content standards are available, teacher is aware of state content standards. Some lessons and/or activities and/or assignments are based on state content standards, others are not. Where professional teaching standards are available, teacher is aware of the content professional teaching standards. Teacher makes minimal use of the content professional teaching standards in the teaching-learning process. | Where state content standards are available, teacher is aware of state content standards. All lessons and/or activities and/or assignments are based on state content standards. Where professional teaching standards are available, teacher is aware of the content professional teaching standards. Teacher consistently uses the content professional teaching standards in the teaching-learning process. |

APPENDIX B
Elementary Dispositions
Sample Evaluation Forms

Examples of forms you have been given as scantron sheets

IU Southeast School of Education Evaluation of Dispositions

_____ Mid Term _____ Final

Candidate ID Number: _____

Date: _____ Assessment Point: _____

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

Evaluator: _____

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 | | | | |
| 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 | | | | |
| 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 C
Summative Decision Point 4
Sample Evaluation Forms
And
Criteria

SUMMATIVE DECISION POINT 4 - FINAL EVALUATION
ELEMENTARY EDUCATION PROGRAM
EXPLANATION AND SIGNATURE PAGE

Semester _____

Student: _____ *SS#* _____

Reviewer (print) : _____ *Date:* _____

Reviewer (print) : _____ *Date:* _____

Summative Decision Point 4 includes a review of the following:

- The student's current IU Care to assess Grade Point Averages (GPAs) as indicators of content knowledge and mastery.
- The supervising teacher's and the university supervisor's final evaluations of the candidate's performance according to the Elementary Education Program Standards to assess knowledge and skills.
- The supervising teacher's summative evaluation of the candidate's disposition.
- The final program portfolio to assess knowledge and skill.
- The completion of Final Evaluation rubric.
- Exit Interview with the candidate conducted by faculty members who have reviewed all of the final evaluation material as listed above.
- The signatures of the candidate and two assigned faculty that acknowledges the final review of all components and materials of Summative Decision Point 4.

The above components of Summative Decision Point 4 have been review with me by faculty of the School of Education at Indiana University Southeast. The attached rubric and scoring has been discussed with me.

Student's Name Printed

Student's Signature

Date

Faculty Member's Signature

Date

Faculty Member's Signature

Date

**CRITERIA FOR SCORING OF RUBRIC
SUMMATIVE DECISION POINT 4 - FINAL EVALUATION**

| | Unacceptable | Basic | Proficient |
|--|--|--|---|
| Knowledge as determined by GPAs in content areas on IUCare | Not possible - candidate could not enter student teaching without appropriate GPAs | Candidate has achieved GPAs in content areas of 2.5 to 2.9 and has an overall GPA of a 2.5 to 2.9. | Candidate has achieved GPAs in 3 content areas at or above 3.0 to 4.0 and has an overall GPA of at least a 3.0. |
| Knowledge and skill as determined by evaluation of Performance Standards by Supervising Teacher | Candidate received one or more unacceptable scores on any of the five program standards or three or more basic on the five program standards | Candidate received two basic and three proficient or above on the five program standards | Candidate received proficient on all program standards. |
| Knowledge and skill as determined by evaluation of Performance Standards by University Supervisor | Candidate received one or more unacceptable scores on any of the five program standards or three or more basic on the five program standards | Candidate received two basic and three proficient or above on the five program standards | Candidate received proficient on all program standards. |
| Dispositions as determined by an evaluation of the Dispositions of the School of Education by Supervising Teacher | Candidate received one or more 'unacceptables' | | Candidate received all 'acceptables' on the evaluation form |
| Knowledge and Skills as determined by evaluation of Program Portfolio | Received a score less than 80 on the Program Portfolio Evaluation | Received a score at least 80 on the Program Portfolio Evaluation | Received a score at least 90 on the Program Portfolio Evaluation |

SCORING OF RUBRIC for SUMMATIVE DECISION POINT 4

Student: _____ SS#

Faculty Reviewer: _____ Date:

| Component | Unacceptable | Basic | Proficient | Comments |
|--|--------------------------|--------------------------|--------------------------|----------|
| Knowledge as determined by GPAs in content areas on IUCare | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Knowledge and skills as determined by evaluations from Supervising Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Knowledge and skills as determined by evaluation of Performance Standards by University Supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Dispositions as determined by evaluation of School's dispositions by Supervising Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Dispositions as determined by evaluation of School's dispositions by Supervising Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Knowledge and skill as determined by evaluation of Program Portfolio by two members of the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

RESULTS OF RUBRIC

Possible Scores and Combinations

- § One or more "unacceptable" scores = **Denied** completion of the program with consideration for deferred with remediation
- § Three or more "basic" scores = Completion of program **Deferred** with Program Improvement Plan.
- All proficient or 1 or 2 basic scores with remainder being proficient = Completes Program

APPENDIX D
Standards and
Correlations

**INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
PRINCIPLES
(INTASC)**

The basic principles upon which Indiana standards for licensing new teachers will be based were generated by the Interstate New Teacher Assessment and Support Consortium.

- Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle #2:** The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
- Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adopted to diverse learners.
- Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**INDIANA PROFESSIONAL STANDARDS BOARD'S
STANDARDS FOR MIDDLE CHILDHOOD GENERALIST TEACHERS: FOR SCHOOL SETTING OF
ELEMENTARY: INTERMEDIATE
(DEVELOPMENTAL STANDARDS)**

Each of the standards listed below is accompanied by performances, knowledge, and dispositions. The complete document is available through the instructor, the School of Education, or the library.

Standard 1. Development

The middle childhood teacher understands that the developmental changes that occur in children in middle childhood are more radical than those for any other age group. These teachers understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 2. Curriculum

The middle childhood teacher creates, modifies, and implements integrated, meaningful curricula appropriate for children at this developmental level. These teachers know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.

Standard 3. Instruction

The middle childhood teacher plans and implements instruction based upon knowledge of students, learning theory, pedagogy, information technology, subject matter, curricular goals, and community. These teachers plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

Standard 4. Assessment

The middle childhood teacher understands the importance of multiple assessments (informal and formal, formative and summative) and uses a variety of developmentally appropriate assessments, some of which are performance-based, evaluate and ensure the continuous intellectual, social, and physical development of each elementary student and to improve student learning.

Standard 5. Professionalism

The middle childhood teacher demonstrates professionalism through collegiality, peer support, and professional self-assessment. These teachers understand practices and behaviors that identify the competence of a professional career teacher.

Standard 6: Student Learning

The middle childhood teacher understands the complexity of how children learn and creates a learning environment that supports all children and their development. These teachers use their knowledge and understanding of individual and group motivation and behavior among elementary students and effective verbal, nonverbal, and media communication techniques to foster positive social interaction and to create a supportive learning environment.

Standard 7: Family/Community

The middle childhood teacher develops and maintains positive working relationships with families, school colleagues, support services, and community members at large to support children in their learning.

Standard 8: Professional Development

The middle childhood teacher actively engages in professional growth and development in order to revitalize both the professional role of teachers and student learning. These teachers understand practices and behaviors that develop the competence of a professional career teacher.

**INDIANA PROFESSIONAL STANDARDS BOARD'S
STANDARDS FOR EARLY CHILDHOOD GENERALIST TEACHERS: FOR SCHOOL SETTING OF
ELEMENTARY: PRIMARY
(DEVELOPMENTAL STANDARDS)**

Each of the standards listed below is accompanied by performances, knowledge, and dispositions. The complete document is available through the instructor, the School of Education, or the library.

Standard 1. Core Knowledge

The early childhood professional possesses core knowledge that is extensive and comprehensive and goes well beyond common knowledge.

Standard 2. Child Growth and Development

The early childhood education professional understands typical and atypical growth and development within each developmental domain and possesses the knowledge to facilitate healthy growth and development in all young children.

Standard 3. Foundation of Education and Learning

The early childhood education professional understands the roles of history, philosophy, and educational learning theories as being fundamental to planning curricula that are developmentally appropriate for each of the individual children in a group.

Standard 4. Curriculum and Instruction

The early childhood professional understands developmentally appropriate practices and can develop curriculum and implement instruction for all young children.

Standard 5. Family, Culture, and Community

The early childhood education professional understands the influence of the family, community and culture on the learning and development of the young child.

Standard 6. Observation and Assessment

The early childhood education professional is knowledgeable about methods of assessment and evaluation and uses assessment information to plan appropriate curriculum and to provide feedback for families.

Standard 7. Professionalism

The early childhood education professional embraces and actively models professionalism, ethical behavior, and commitment to life-long learning.

Standard 8. Learning Environments

The early childhood education professional promotes an environment that nurtures and encourages the physical, emotional, social, moral, aesthetic, language, and cognitive growth and development of all young children.

**INDIANA PROFESSIONAL STANDARDS BOARD'S
EARLY AND MIDDLE CHILDHOOD DEVELOPMENTALLY APPROPRIATE CONTENT STANDARDS**

The content standards for early childhood and middle childhood are almost identical but are actually presented as two separate documents by the DPS. However, for purposes of this summary, the content standards for early and middle childhood are combined and briefly described below. The complete content standards for early and middle childhood are available in the School of Education.

a. English Language Arts. Teachers of Early and Middle Childhood demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. They teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), the context (semantic and syntactic), and meaningful text.

b. Science. Teachers of Early and Middle Childhood know, understand, and use the fundamental concepts in the subject matter of science including physical, life, and earth and space science as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.

c. Mathematics. Teachers of Early and Middle Childhood know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.

d. Social Studies. Teachers of Early and Middle Childhood know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

e. Fine Arts. Teachers of Early and Middle childhood know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievement of dance, music, theater, and the several visual arts of primary media for communication, inquiry, and insight among elementary students.

f. Health Education. Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health.

g. Physical Education. Teachers of Early and Middle Childhood know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

h. Connections between Technology and the Disciplines. Teachers of Early and Middle Childhood know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

SUMMARY OF ELEMENTARY EDUCATION PROGRAM STANDARDS AND RELATIONSHIPS TO OTHER COMPONENTS OF THE ASSESSMENT SYSTEM

The grids below show the relationships among the various principles and standards relevant to the Elementary Education Program Standards/Outcomes. The components listed are 1) School of Education (SOE) Goals, 2) Indiana Division of Professional Standards (DPS) Developmental Standards for Early Childhood, 3) Indiana Division of Professional Standards (DPS) Developmental Standards for Middle childhood, 4) Indiana Division of Professional Standards (DPS) Early and Middle Childhood Content Standards, 5) Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, and 6) examples of course assignments and/or evaluations during the program. Although there is integration and overlap among all of the various components, only one or two are actually listed or cross referenced on the grid.

Standard 1 The Candidate is knowledgeable in planning and preparation.

| <i>Performance Indicator</i> | <i>SOE Goal</i> | <i>DPS Early Childhood Developmental Standards</i> | <i>DPS Middle Childhood Developmental Standards</i> | <i>DPS Early and Middle Childhood Content Standards</i> | <i>INTASC Principles</i> | <i>Formative Course Assignment/Evaluation</i> |
|--|-----------------|--|---|---|--------------------------|--|
| a. Demonstrates Knowledge of planning in the content areas | 4 | 1 | 2 | a to g | 1 | Units from General Methods and specific methods courses |
| b. Demonstrates knowledge of pedagogy | 2 | 2, 4 | 3 | | 1, 4 | Assignment from P250; Lesson plans from specific methods &/or student teaching |
| c. Demonstrates knowledge of students' growth and development | 1 | 1, 2, 4 | 1 | | 2 | P250 test scores |
| d. Selects instructional goals that include students' interests and input | 2 | 2, 4 | 3 | | 7 | Lesson plans and/or units from methods courses |
| e. Demonstrates knowledge and use of resources | 3 | 2, 4, 5 | 2 | | 4, 10 | Lesson plans and/or unit from methods courses specifically indicating resources used |
| f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit | 1 | 3, 4 | 3 | | 4, 7 | Observation records by instructor or supervising teacher |
| g. Plans for authentic assessment both formative and summative | 2 | 4, 6 | 4 | | 8 | Case report E341; practicum interview or observation checklist from math methods |
| h. Demonstrates knowledge and planning for the use of technology | 2 | 2, 4 | 3, 6 | h | 6 | Assignment from W200 or methods class |

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

| <i>Performance Indicator</i> | <i>SOE Goal</i> | <i>DPS Early Childhood Developmental Standards</i> | <i>DPS Middle Childhood Developmental Standards</i> | <i>DPS Early and Middle Childhood Content Standards</i> | <i>INTASC Principles</i> | <i>Formative Course Assignment/Evaluation</i> |
|---|-----------------|--|---|---|--------------------------|--|
| a. Creates a teaching environment of respect and rapport | 1 | 8 | 6 | | 5 | Videotape from specific methods and student teaching |
| b. Understands and respects cultural diversity in students and families | 3 | 5 | 6, 7 | | 2, 3 | Diversity assignments from M310, E325, M300 |
| c. Understands and respects differences in students' abilities | 1 | 2, 4 | 6, 7 | | 3 | Assignments from K205 |
| d. Manages classroom procedures | 3 | 8 | 6 | | 5 | Videotapes, M301 Observations |
| e. Manages student behavior | 3 | 2, 4 | 6 | | 5 | Same as above |
| f. Organizes physical space | 3 | 8 | 2, 3, 6 | | 5, 7 | Same as above |

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

| <i>Performance Indicator</i> | <i>SOE Goal</i> | <i>DPS Early Childhood Developmental Standards</i> | <i>DPS Middle Childhood Developmental Standards</i> | <i>DPS Early and Middle Childhood Content Standards</i> | <i>INTASC Principles</i> | <i>Formative Course Assignment/Evaluation</i> |
|--|-----------------|--|---|---|--------------------------|---|
| a. Communicates clearly and effectively with students | 6 | 2, 4 | 6, 7 | | 6 | H340 Research paper |
| b. Uses questions and discussion techniques during lessons | 4 | 2, 4 | 3, 6 | | 1, 6 | Videotape, M301 Observations |
| c. Engages students in learning | 4 | 2, 4 | 3, 6 | | 2, 4, 5 | Videotapes; recorded observations from instructor or supervising teachers |
| d. Uses assessment of student learning to shape oral and/or written feedback to the students | 4 | 2, 4, 6 | 4, 6 | | 4, 8 | Samples of students' works, student journals; copies of email with students |
| e. Demonstrates flexibility and responsiveness while teaching | 4 | 2, 4 | 6 | | 4 | Videotapes; recorded observations |
| f. Utilizes available technology effectively in teaching | 2 | 4 | 3 | | 6 | Assignments from specific methods |

Standard 4. The Candidate understands and carries out professional responsibilities.

| <i>Performance Indicator</i> | <i>SOE Goal</i> | <i>DPS Early Childhood Developmental Standards</i> | <i>DPS Middle Childhood Developmental Standards</i> | <i>DPS Early and Middle Childhood Content Standards</i> | <i>INTASC Principles</i> | <i>Formative Course Assignment/Evaluation</i> |
|--|-----------------|--|---|---|--------------------------|---|
| a. Reflects on teaching | 5 | 7 | 5 | | 9 | H340 reflection; journals; others as appropriate |
| b. Maintains accurate records | 2 | 6 | 4 | | 8 | Records in methods classes |
| c. Communicates with families as appropriate | 6 | 5 | 5, 7 | | 6, 10 | Newsletters from M310, other communications during E341, |
| d. Contributes to the school community | 5 | 5 | 5 | | 10 | Volunteer projects in methods classes |
| e. Grows and develops professionally | 5 | 7 | 8 | | 9, 10 | Records of attendance at professional conferences and other professional endeavors in methods classes |
| f. Shows professionalism | 5 | 7 | 8 | | 9, 10 | Evaluations of dispositions in M310 and student teaching |

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

| <i>Performance Indicator</i> | <i>SOE Goal</i> | <i>DPS Early Childhood Developmental Standards</i> | <i>DPS Middle Childhood Developmental Standards</i> | <i>DPS Early and Middle Childhood Content Standards</i> | <i>INTASC Principles</i> | <i>Formative Course Assignment/Evaluation</i> |
|--|-----------------|--|---|---|--------------------------|---|
| a. Demonstrates use of professional standards and content standards in Mathematics | 2, 4 | 1 | 2, 3, 4 | c | 1 | Lesson Plans in all field placements |
| b. Demonstrates use of professional standards and content standards in Science | 2, 4 | 1 | 2, 3, 4 | b | 1 | Lesson Plans in all field placements |
| c. Demonstrates use of professional standards and content standards in English/Language Arts | 2, 4 | 1 | 2, 3, 4 | a | 1 | Lesson Plans in all field placements |
| d. Demonstrates use of professional standards and content standards in Social Studies | 2, 4 | 1 | 2, 3, 4 | d | 1 | Lesson Plans in all field placements |
| e. Demonstrates use of professional standards and content standards in Fine Arts | 2, 4 | 1 | 2, 3, 4 | e | 1 | Lesson Plans in all field placements |
| f. Demonstrates use of professional standards and content standards in Physical Education | 2, 4 | 1 | 2, 3, 4 | e | 1 | Lesson Plans in all field placements |
| g. Demonstrates use of professional standards and content standards in Health Arts | 2, 4 | 1 | 2, 3, 4 | e | 1 | Lesson Plans in all field placements |
| h. Demonstrates use of professional standards and content standards in Technology | 2, 4 | 1 | 2, 3, 4 | e | 1 | Lesson Plans in all field placements |

SCHOOL OF EDUCATION DISPOSITIONS

The Elementary Education Program strongly adheres to the disposition developed by the School of Education. The behaviors associated with the dispositions are formally evaluated at two major assessment points. Additionally, the behaviors are continuously evaluated through formative assessments in all professional education courses.

Students and faculty in an IU Southeast Program in the School of Education...

1. **...respect the accepted legal and ethical norms and values of education.** *Examples of associated behaviors include, but are not limited to:*
 - a. Maintaining confidentiality of student records, parent communications, and private professional communications
 - b. Using language free of profanity and derogatory statements toward any individual or groups
 - c. Knowing and complying with legal requirements of the education profession
 - d. Adhering to high standards of truthfulness and honesty
 - e. Showing respect for the ethical and moral values and concerns of the school, students and community

2. **...effectively interact and collaborate with others and foster similar behaviors among students.** *Examples of associated behaviors include, but are not limited to:*
 - a. Willingly and actively participating in group assignments, projects or activities
 - b. Contributing positively and equitably to projects involving others
 - c. Seeking membership on collaborative projects
 - d. Leading projects or activities in a fair and equitable manner
 - e. Facilitating the functioning of all group members in a shared project
 - f. Designing and using collaborative activities and assessments.

3. **...are committed to diversity through equitable treatment and respect for all individuals.** *Examples of associated behaviors include, but are not limited to:*
 - a. Being sensitive to the varying needs and dispositions of others
 - b. Accepting and adapting to differences in learning styles and individual capabilities
 - c. Facilitating learning by those with disabilities or with exceptional capabilities
 - d. Examining diverse values, languages, and traditions in a respectful manner
 - e. Giving thoughtful consideration to alternative and contradictory opinions

4. **...exhibit personal management behaviors valued by the professional education community.** *Examples of associated behaviors include, but are not limited to:*
 - a. Being present and punctual for professional activities and assigned duties
 - b. Being prepared for professional engagements
 - c. Completing assigned work on time
 - d. Showing leadership, self-respect and a willingness to take responsibility
 - e. Fostering a sense of self-respect and self-control in others
 - f. Respecting the intellectual property of others
 - g. Maintaining the confidentiality of private records and meetings

5. **...are committed to inquiry and application of the knowledge base of education.** *Examples of associated behaviors include, but are not limited to:*
 - a. Adopting contemporary modes of practice based on research and demonstrated best practices of the profession
 - b. Maintaining an analytical openness to new ideas expressed in the professional literature
 - c. Reading and learning continuously from the professional literature and professional development activities
 - d. Participating regularly and enthusiastically in professional development activities

6. **...exhibit enthusiasm and respect for education as a practice and a profession.** *Examples of associated behaviors include, but are not limited to:*
 - a. Expressing positive attitudes and a commitment to quality education
 - b. Seeking opportunities to build positive relationships with others in the profession
 - c. Participating in the meetings and activities of local, state and national professional associations and

organizations

- d. Pursuing personal goals for professional development
- e. Exhibiting care for quality in the preparation and implementation of educational activities
- f. Being energetic and proactive in professional activities
- g. Listening and responding to others with enthusiasm and care
- h. Exhibiting positive leadership in professional activity

7. ...are committed to data-based decision-making and fair practices. *Examples of associated behaviors include, but are not limited to:*

- a. Using data-based assessments to improve practice
- b. Engaging in action research to test and evaluate new ideas and recommendations
- c. Sharing the results of research with others
- d. Collecting data to understand a situation before taking or recommending action
- e. Ensuring that all problems are addressed with due process for all
- f. Listening to children and families to ensure that their ideas and opinions are considered

8. ...are committed to continuous self-evaluation and personal improvement. *Examples of associated behaviors include, but are not limited to:*

- a. Engaging in meaningful continuous reflective self-assessment and showing such assessment leads to plans for change
- b. Demonstrating positive changes in educational practices or personal behaviors over time
- c. Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
- d. Actively seeking ways to solicit feedback for purposes of making quality improvements in practice

APPENDIX E
Program Information

**ELEMENTARY EDUCATION PROGRAM
MAJOR SUMMATIVE DECISION POINTS**

The table below highlights components of all major summative decision points. The summative decision points are in the pilot process and thus are changing.

| Assessment Point | Assessment Forms/Criteria | Communication to Student |
|--|---|---|
| <p><u>Summative Decision Point 1:</u> <u>Admission to Program</u> * All basic criteria must be met to apply * Transfer of records to School * Application Process * Those receiving highest points on established scale accepted * 75 students accepted</p> | <p><u>Basic Criteria</u> *26 Credit hours *Overall GPA of 2.5 *Passing PPST scores: Reading 176 Writing 172 Math 175 <u>Admission Criteria (Max. 12 Pts)</u> * GPA 8 Points * H340 Evaluations 4 Points</p> | <p>* Letter sent of status: accept, denied *Authorization given to enter P250 Block if accepted</p> |
| <p><u>Summative Decision Point 2:</u> <u>General Methods</u> * During General Methods H340, P250 records reviewed by assigned advisor * Gen. Meth. Instructors evaluates SOE Dispositions * Progress in portfolio reviewed *Recommendation for future status in program</p> | <p><u>Scoring of Rubric</u> * Knowledge determined by GPA in content areas * Knowledge and skill as determined by evaluations from P250 *Dispositions as determined by evaluation of SOE dispositions by General Methods Instructor.</p> | <p>* Interview with student with signature recognizing status: accept for continuation, accept continuation conditionally, accept continuation on probation, deferred continuation, denied continuation</p> |
| <p><u>Ongoing Formative Assessments in Specific Methods 1 and 2</u> * Each instructor in specific methods reviews performances of various components of standards and portfolio artifacts * Each M301 Field Placement evaluated * Dispositions evaluated as needed * Students participate in self-evaluation strategies</p> | <p>*Rubrics for components of standards or other scoring technique developed and used by individual instructors on specific components of the Elementary Education Program Standards. Some artifacts and descriptions developed by student for inclusion in program portfolio.</p> | <p>*Interview with individual students in specific methods classes as needed. Each instructor reviews relevant portfolio artifacts and scores.</p> |
| <p><u>Summative Decision Point 3:</u> <u>Prior to Student Teaching</u> * Records viewed by Coordinator of Student Services & advisor as needed * M301 Evaluations reviewed * Must have GPA of 2.5 in all content areas to apply for student teaching * Progress in portfolio reviewed *Recommendation for future status in Student Teaching</p> | <p><u>Scoring of Rubric</u> * GPA in all content areas * Evaluations of M301s in blocks 3 and 4. * SOE Dispositions if noted</p> | <p>*Interview with individual students and by formal letter of status: accept, accept conditionally, accept on probation, deferred, denied placement in student teaching</p> |

| | | |
|---|--|---|
| <p><u>Assessment Point 4: Exit Student Teaching</u> * Recommendation made for graduation and licensure by Elementary Team</p> | <p><u>Scoring of Rubric</u> * GPA in content areas * Evaluation of Program Standards by Supervising Teacher * Evaluation of Program Standards by University Supervisor * Evaluation of SOE dispositions by Supervising Teacher *Evaluation of Portfolio by two faculty members</p> | <p>*Interview with individual students and by formal letter of completion status: completes program, deferred completion pending remediation, denied completion</p> |
| <p><u>Assessment Point 5</u> *Certification *Graduation</p> | <p>*Completion of program</p> | <p>*State notifies</p> |