

SECONDARY EDUCATION

**STUDENT
TEACHING
HANDBOOK**

EDUC-M 480/EDUC-M 500

**STUDENT TEACHER/CANDIDATE
CLASSROOM SUPERVISING TEACHER
UNIVERSITY SUPERVISOR**

**INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION**

Indiana University Southeast
School of Education

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Indiana University Southeast School of Education

The Secondary Education Program uses the Theme, Mission Statement and Dispositions of the School of Education as well as the Indiana Office of Educator Licensing and Development (OELD) and Interstate New Teacher Assessment And Support Consortium (INTASC) standards as goals for the Program and for Secondary Student Teaching.

Theme: Educators Engaged in Growth

The Secondary Education Program (SEP) encourages Candidates to grow as educators throughout and beyond the program. Student teaching provides Candidates with an important opportunity to develop and demonstrate their knowledge and teaching skills. Because of the importance of student teaching in each Candidate's growth as an educator, the Secondary Education Program aims to choose student teaching placements that allow candidates to be successful and maximize their growth.

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

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 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:

1. Knowledge of content and the use of best practices in delivering effective instruction to all students;
2. Dispositions necessary to help all students learn; and
3. Knowledge, skills, and dispositions needed to participate in school transformation.

INTASC/Indiana Standards: Listed below are the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles that the Secondary Education Program (SEP) uses to establish goals for the program. The Indiana Office of Educator Licensing and Development (OELD) also uses the INTASC Principles to establish the Indiana Standards. Therefore, the Secondary Education Program meets both the Indiana OELD content standards and the INTASC principles by using them to guide program goals and activities.

<p>Standard 1 – Knowledge of Subject Matter The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>
<p>Standard 2 – Knowledge of Human Development and Learning The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p>
<p>Standard 3 – Adapting Instruction for Individual Needs The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>
<p>Standard 4 – Multiple Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</p>
<p>Standard 5 – Classroom Motivation and Management Skills 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.</p>
<p>Standard 6 – Communication Skills (modified by IU Southeast) The teacher uses knowledge of effective verbal and nonverbal, as well as technology and media communication to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>Standard 7 – Instructional Planning Skills The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.</p>
<p>Standard 8 - Assessment of Student Learning The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.</p>
<p>Standard 9 – Professional Commitment and Responsibility The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.</p>
<p>Standard 10 – Partnerships The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</p>

The SEP seeks student teaching placements with cooperating teachers and schools that allow candidates to achieve the goals of the SEP as stated in the Theme, Mission Statement and the INTASC/Indiana Standards. The SEP aims to provide placements that support Candidates and allow them to practice and develop their pedagogical skills.

Indiana University Southeast
School of Education

Secondary Education Program Faculty and Professional Staff

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Indiana University Southeast
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Summary of Forms

Form Title (Due dates on separate calendar)

For Candidate:

- “Criminal History Information”: to University Supervisor
- “Getting to Know Your Placement School”: to University Supervisor
- “Video-recording Critique” (with recording): to University Supervisor
- Portfolio, including pre-test/post-test data: to Subject Area Coordinator

For Classroom Supervising Teacher and University Supervisor:

(Send items to IU Southeast Field Placement Office)

- Honorarium forms
- Mid-Term Evaluation (Classroom Supervising Teacher **only**)
- NCSS Social Studies Evaluation form (Social Studies **only**)
- Final Evaluations:
 - “Early Adolescent Developmental Standards” **OR** “Adolescent/Young Adult Developmental Standards” (University Supervisors **only**)
 - “Dispositions”
 - “INTASC/Indiana Content Standards”
 - “Narrative Final Evaluation”
- “Opinionnaire”
 - Classroom Supervising Teacher
 - University Supervisor

*Completed by University Supervisor ONLY: high school placements would use the “Adolescent/Young Adult Developmental Standards”; junior high/middle school placements would use the “Early Adolescent Developmental Standards”.

(In this handbook is an optional form for Classroom Supervising Teachers and University Supervisors to use during their observations of the Candidate—this does not need to be returned to the Field Placement Office.)

CANDIDATE INFORMATION



INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

Dear Candidate,

Congratulations on reaching this step in your education. This is one of the most important experiences in your professional career, one you have worked long and hard to attain. Now you have the opportunity to show your unique skills in working with young people. The student teaching experience and this manual are to help you in making the transition from student to student teacher to certified teacher.

In keeping with the ideals and requirements of the Indiana Office of Educator Licensing and Development (OELD), the Secondary Education Program at Indiana University Southeast has adopted very specific evaluation standards for all undergraduates (see Appendix). These standards encompass the goals of the IU Southeast School of Education, the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the Indiana Content Standards, and Indiana Developmental Standards (for both Early Adolescence and Adolescence/Young Adult). The School of Education goals, the INTASC Principles, and the OELD Standards are all included in this manual. These standards serve as the foundation for the selection of appropriate teaching models and field placements. Additionally, they are the basis for our program portfolio and assessment criteria at all levels of the program.

The current rules for certification of teachers (Rules 2002) are performance-based. It is important to understand the Secondary Education Program's assessment system and the rubrics to assess the attainment of those standards. This manual describes the assessment system in detail, as well as the roles of Candidate, Classroom Supervising Teacher, and University Supervisor. It contains specific instructions and rubrics for your evaluations. All evaluation components help to determine if you will graduate and be recommended for certification.

This manual provides schedules, dates and helpful hints on various aspects of this final field experience. Please take the time to read it carefully. Please note the contact information for the Secondary Program Faculty and Professional Staff. We hope you will feel free to speak with us at any time.

Sincerely,

The Faculty and Professional Staff of the Secondary Education Program

Indiana University Southeast School Of Education

Roles of the Student Teaching Candidate

The Candidate should consider the student teaching experience as an opportunity to test one's 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:

- report to the principal's office to introduce oneself, and to request copies of the placement school's faculty and student handbooks, and appropriate textbooks before beginning observations;
- establish a specific time to meet *daily* with the Classroom Supervising Teacher;
- become familiar with the placement school's policies, rules, physical layout, etc.;
- attend all faculty meetings and parent conferences, accompany their classroom teacher for school activities that are considered part of a normal teaching assignment (e.g., bus duty, supervision, extra-curricular activities, in-services) (Candidates are encouraged to participate in parent conferences with the Classroom Supervising Teacher; however, the Candidate should NOT conduct parent conferences alone.) Attendance at professional meetings outside of the placement school's corporation must be given final approval by the University Supervisor. Please notify him/her in advance of any days the Candidate will be out of the building;
- follow all rules and regulations pertaining to the faculty at the placement school;
- follow the calendar of the placement school;
- conduct oneself in a professional, ethical manner, consistent with the School of Education Dispositions (see Appendix) and the School of Education's Code of Ethics:
 - conduct professional business through proper channels,
 - discuss confidential and official business with authorized persons only,
 - conduct oneself in a professional manner,
 - follow all practices and policies of the assigned school and the University,
 - deal justly and impartially with students regardless of their physical, emotional, political, economic, social, racial, or religious characteristics or background;
- take proper care of all equipment and facilities of the placement school;
- take the initiative in seeking help from the Classroom Supervising Teacher;
- attend all required University seminars; and
- complete the portfolio, including data to demonstrate student learning (see your subject area coordinator for guidelines).

Absences

Candidates must be punctual and present each day of the experience. In case of emergency absences, such as death in the family or sudden illness, the Classroom Supervising Teacher should be notified as soon as possible. Emergency absences of more than two days must be cleared with the University Supervisor. Candidates may be excused from the classroom, with the approval of the Classroom Supervising Teacher, *one day only* for actual job interviews. All other non-emergency absences must be requested in writing and approved by the University Supervisor. If your request is approved, the University Supervisor will inform the Classroom Supervising Teacher and the Principal.

Absence of the Classroom Supervising Teacher

The Classroom Supervising Teacher and the Candidate constitute a teaching team with the Classroom Supervising Teacher serving as team leader. As a team member, the Candidate may be assigned to teaching and/or supervisory responsibilities in the classroom in the absence of the Classroom Supervising Teacher, *provided the Classroom Supervising Teacher feels that the Candidate is capable and ready for such responsibilities*. Indeed, it is important that the Candidate have periods alone with the class as part of one's professional growth, but only if that the practice is consistent with local school policy, and after a Candidate's readiness is determined by the Classroom Supervising Teacher.

In cases of extreme emergency, the Candidate may be asked, as a team member, to assume single responsibility for the class should the Classroom Supervising Teacher and the Principal agree that this is desirable. These periods should be of short duration. *In the case of a prolonged period of absence by the Classroom Supervising Teacher, the University Supervisor should be notified and will determine if the Candidate should be reassigned, either temporarily or permanently*. Candidates may NOT be used as substitute teachers, paid or not.

If a work stoppage (e.g., strike) should involve the Classroom Supervising Teacher, the placement school building or system, the Candidate *will immediately report to the Field Placement Office at IU Southeast for reassignment*. This reassignment may either be temporary or permanent, and will depend upon the duration of the stoppage and the prevailing climate in the teaching situation. **The Candidate is prohibited from taking any role in any dispute** as a participant in the strike action or as a strikebreaker. Candidates violating this provision are subject to immediate dismissal from student teaching and from the Teacher Education Program of Indiana University Southeast.

Assuming Responsibilities

During the first week of student teaching, the Candidate will be responsible for *one course preparation*. By the second week of student teaching, the Candidate will take responsibility for *two course preparations*. If the Classroom Supervising Teacher has three or more preparations, the Candidate will assume responsibility for all preparations during the third week. The Candidate is expected to assume all of the teaching responsibilities of the Classroom Supervising Teacher for at least 7 weeks, provided the Classroom Supervising Teacher's schedule represents a normal teaching load. The Candidate is expected to be gradually phased out of his/her teaching, with the final week of student teaching having only one course preparation required. The University Supervisor will assist in describing the activities the Candidate will participate in during the last week. Each Candidate is expected to participate in extra-curricular activities during each week of her/his student teaching experience.

Planning

Lesson plans must be written by the Candidate, approved by the Classroom Supervising Teacher, and must be available with an up-to-date journal when the University Supervisor visits. Lesson plans must be presented to the Classroom Supervising Teacher for review and approval by the Friday before the coming week's classes, at the very latest. A suggested form for lessons plans has been provided in this handbook.

Plans must evidence the use of technology, and accommodations for limited English proficiency students, students of varying socio-economic statuses, and students with special needs.

Demonstrating Student Learning

One of the major changes in teacher education has been the move to performance-based standards. Teacher education programs now focus more of their attention on each Candidate's ability to produce student learning in P-12 students. Candidates completing student teaching must provide evidence that the students they teach are learning. One method would be to teach a unit of instruction using both a pre-test and post-test. Candidates would develop and administer a pre-test to students before they teach a unit. Then, at the end of the unit, candidates would administer a post-test to determine how much students had learned. Candidates could compare the median score on the pre-test with the median on the post-test. *It is very important that all candidates provide such evidence developed during student teaching.*

Journal

In addition to lesson plans, the Candidate is expected to keep a daily journal or diary in which one records *reflections* on the experiences of the day. This is not just a chronological, descriptive account, but an *analysis* of the lessons, strategies and personal interactions. The Candidate is to self-evaluate: what went well and what needs improvement; what developmental issues (Early Adolescence, Adolescence/Young Adult) are being addressed, and how might this be improved.

Video-recording

The Candidate is required to video-record at least one class and to prepare a "Student Teaching Video-recording Classroom Critique". This form and the video-recording is due at the end of the fourth week of student teaching—see separate provided Calendar for due date. If problems arise in meeting this requirement, arrangements must be made through the University Supervisor.

Outside Activities

Candidates are strongly encouraged to become involved in placement school extra-curricular activities. Due to the importance of a successful student teaching experience and its time demands, the Candidate is strongly advised *not* to participate in the following activities during the professional semester: additional University classes, contractual extra-curricular activities (including coaching), employment, and playing intercollegiate sports. If the Candidate will be participating in any of the above activities, a letter describing the participation should be provided by the Candidate to the Field Placement Office *prior* to the first official day of student teaching.

Due Process

The School of Education ensures that each Candidate has every opportunity to appeal decisions made by the Secondary Program concerning the Candidate's status in the Program. See the Program Coordinator for details.

5. Extra-Curricular activities:

6. Types of Curricula:

7. Special Education Resource Room: (one half-day observation)

a. How is inclusion being implemented?

b. How is the curriculum in your discipline taught to students in special education?

8. What is the total number of pupils in the school? What is the racial make up of the school? What is the gender ratio?

9. Report on the level and types of technology in use.

12. List the areas the school is proud of, including any outstanding awards your school has received.

13. Other Important aspects of the School:

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VIDEO-RECORDING INSTRUCTIONS FOR CANDIDATES

Seeing ourselves as others see us is a valuable opportunity for growth. A video-recording of your teaching can reinforce positive behaviors and help you notice behaviors that need improvement. One video-recording and its evaluation are required. You are encouraged to make additional video-recordings. We encourage the use of a standard format (VHS, CD, DVD), but you may make other arrangements with the consent of your University Supervisor.

Please use the following directions:

1. Record a segment of one of your classes—focus on your behaviors.
2. Using the “Student Teaching Video-Recording Critique Form”, analyze the video.
3. Identify any unusual verbal and/or physical mannerisms.
4. Be aware of the levels of questioning you are using in your class. Are your questions all on only the knowledge level (Bloom’s Taxonomy), or do you ask questions at several levels of complexity? Are you giving sufficient “wait time”?
5. Identify what areas or behaviors you should attempt to improve upon the next time you teach this same type of lesson.
6. Return your video-recording and completed critique form to your University Supervisor, either directly or to his/her mailbox in the School of Education.
7. The *deadline* for the video-recording and completion of the Student Teaching Critique Form is the end of the fourth week of continuous student teaching (please see the separate provided Calendar).

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Student Teaching Video-recording Critique Form

Name _____ School _____

Classroom Supervising Teacher _____ Date _____

1. Behavioral objective(s) for this class:
2. Critique of Question-Asking Skills (wait-time, prompting, probing):
3. Unusual verbal mannerisms (including tone, volume):
4. Unusual non-verbal mannerisms (e.g., playing with chalk, pacing, talking to board):
5. Level of questions (Bloom's Taxonomy):
6. What area(s) or behavior(s) are you going to improve upon the next time you teach this type of lesson?

Return this form, along with your video-recording, to your University Supervisor, either in person or to her/his mailbox in the School of Education by the deadline given in the Student Teaching Calendar (provided separately).

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Sample Lesson Plan Categories

Subject: _____ Grade: _____ Date: _____

GOALS: Objectives in general non-specific terms for the lesson—understandings, appreciations, etc.

BEHAVIORAL OBJECTIVE: (Stated in behavioral terms and measurable in this lesson.) The objective describes the purpose of “what it is you are to teach” in terms of skill and knowledge related to the subject which will be evidenced in behavior or visible activity displayed by the pupils. For example:

- Science: Given laboratory exercises on cell division, students will be able to correctly match the names with the various stages ...
- English: When presented with a list of nouns and pronouns, the student will be able to label each correctly ...
- Social Studies: After hearing a debate on democracy vs. totalitarianism, the student will be able to write an essay in which he/she contrasts the arguments for having a democratic or totalitarian state.
- Mathematics: Given a class discussion and a handout on quadratic equations, the student will be able to solve quadratic equations by ...

MATERIALS: (A list of texts, reference materials, trade books, other materials and equipment needed for the lesson.)

INTRODUCTION: (A motivating and challenging experience which will develop readiness to anticipate the objectives of the lesson.)

PROCEDURE: (Concise, step-by-step description of pupil experiences and teacher procedures, including significant questions and statements, by which the objectives will be achieved.)

- 1.
- 2.
- 3.
- 4.
- 5.

EVALUATION:

1. pupils—the means by which the teacher will measure the pupils’ behavior in terms of satisfying the objective of the lesson.
2. lesson—post-lesson evaluation to determine the effectiveness of this particular lesson in accomplishing your objectives.

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Criminal History Information and Procedures for Student Teachers--INDIANA

Effective July 1, 1997, Indiana Code 20-5-2-7 requires individuals who have direct, ongoing contact with children to have a current limited criminal history on file with the applicable school corporation. Candidates from Indiana University Southeast are required to comply with this law.

Prior to the first day of student teaching, students must comply with the requirements of the placement school regarding limited criminal history background check. "Limited criminal history" means:

information with respect to any arrest, indictment, information or other formal criminal charge, which must include a disposition. However, information about any arrest, indictment, information or other formal criminal charge which occurred less than one (1) year before the date of a request for such a record shall be considered a part of a criminal history even if no disposition has been entered. (IC 20-5-2-7)

Applications for the criminal history for Indiana residents may be obtained from Student Services in the School of Education. (Student teachers in Kentucky schools must comply with the school system requirements—see the Field Placement Office.) It is important to note that the processing period for the criminal check is usually 10-15 working days, though it may take longer; IN background checks are available on-line at a higher fee. Upon receipt of the limited criminal history, it is recommended that the candidate keep the original, letting the placement school make a copy, until he/she seeks certification from the Indiana Office of Educator Licensing and Development.

In the event that a Candidate's criminal history indicates a serious violation, the Candidate will not be permitted to begin student teaching. If the Candidate chooses to appeal this decision, he/she must present a written explanation of the violation to the Secondary team. The Candidate has the right to follow the appeal process in its entirety. A copy of the appeal process may be secured from the Dean's secretary in the School of Education.

The Indiana Office of Educator Licensing and Development evaluates all certification papers, including the criminal history, and determines if a license will be issued to the applicant. Please check the following list of offenses that may jeopardize student teaching and/or licensure.

I HAVE READ THE INFORMATION CONTAINED IN THIS DOCUMENT

NAME: (please print) _____

SIGNATURE: _____ DATE: _____

(Please return to Field Placement Coordinator at ORIENTATION.)

The following offenses (Indiana Code 20-5-8) may jeopardize participation in student teaching and/or licensure:

1. murder
2. causing suicide
3. assisting suicide
4. voluntary manslaughter
5. reckless homicide
6. battery (unless 10 years have elapsed)
7. aggravated battery
8. kidnapping
9. criminal confinement
10. sex offense under IC 35-42-4
11. car jacking
12. arson (unless 10 years have elapsed)
13. incest
14. neglect of a dependent (unless 10 years have elapsed)
15. child selling
16. contributing to delinquency of a minor (unless 10 years have elapsed)
17. offense involving a weapon under IC 35-47 (unless 10 years have elapsed)
18. offense relating to controlled substances under IC 35-48 (unless 10 years have elapsed)
19. offense relating to operating a motor vehicle while intoxicated under IC 9-30-5 (unless 5 years have elapsed)
20. offense substantially equivalent to any of the above in which the conviction occurred in another jurisdiction (state).

KENTUCKY Placements: IU Southeast student teaching Candidates placed in KY schools must comply with the school's requirements. Jefferson County (KY) Public Schools placements should report to the VanHoose Education Center (3332 Newburg Road) to request a background check and fingerprinting.

Indiana University Southeast School of Education

Pupil Rating of Student Teacher

Student teachers are anxious to learn how they may improve as instructors. Please check the statements below that you believe will be helpful to this student teacher. Be perfectly honest. You need not sign your name, and you may be assured that your rating will not affect the student teacher's or your grade.

RELATIONSHIP WITH THE CLASS (Check only one statement):

- Is pleasant, good-natured; doesn't lose temper often; has a sense of humor.
- Is kind, firm, usually understanding.
- Is sometimes unreasonable, intolerant.
- Is cross, grouchy, sarcastic, mean.

PRESENTATION (Check only one statement):

- Always explains points clearly and thoroughly; easy to understand.
- Explains so well that all but a few pupils understand.
- Explanations are clear and meaningful to most of the class.
- Explanations are understood by only a few of the best pupils.
- Explanations are so confusing that no one understands.

FAIRNESS (Check only one statement):

- Treats everyone with fairness.
- Is fair to all except the worst troublemakers.
- Is fair to the majority of the pupils.
- Is rather unfair to all except to "favorites".
- Is too partial, unfair to all.

CLASSROOM MANAGEMENT (Check only one statement):

- Has excellent control over students; class is well-behaved and cooperative.
- All students are orderly and cooperative except for a few troublemakers.
- Most of the class is orderly and cooperative.
- All but a very few are disorderly.
- Has no control over pupils; class is very disorderly.

PROMOTION OF INTEREST (Check only one statement):

- Makes the subject very interesting and worthwhile to all the pupils.
- All but a few of the pupils find the subject interesting.
- Most of the pupils are interested.
- Nearly all of the pupils lack interest.
- Makes the subject extremely tiresome and boring.

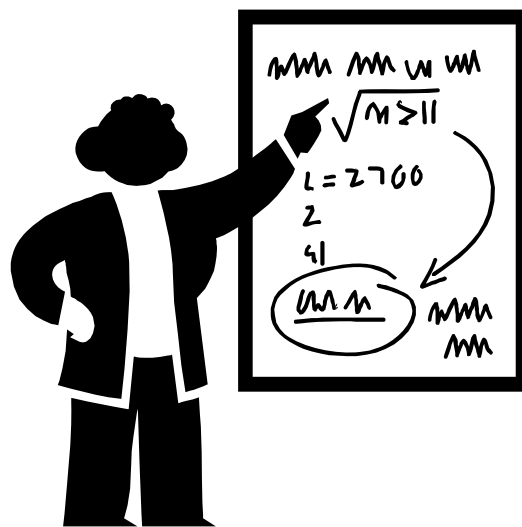
KNOWLEDGE OF THE SUBJECT (Check only one statement):

- Knows the subject thoroughly; seldom makes a mistake.
- Knows the subject rather well; mistakes do not interfere with effectiveness.
- Is generally well informed concerning the subject.
- Doesn't know the subject well enough; is easily confused.
- Doesn't know the subject; frequently makes mistakes.

If you have suggestions that you believe would help the student teacher, please write them on the back of this sheet.

Thank you for your comments—they will help your student teacher become a more effective teacher.

CLASSROOM SUPERVISING TEACHER INFORMATION



INDIANA UNIVERSITY SOUTHEAST
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Dear Classroom Supervising Teacher:

Your role is very important and greatly appreciated. Research demonstrates over and over again that the most important person to a teacher-candidate is the supervising teacher during the capstone experience of student teaching. You have the opportunity to guide and direct the Candidate during the crucial transition from student teacher to certified teacher. This manual is to assist you in making that transition and to inform you of extremely important components of that process.

In keeping with the ideals and requirements of the Indiana Office of Educator Licensing and Development (OELD), the Secondary Education Program at Indiana University Southeast has adopted very specific evaluation standards for all undergraduates (see Appendix). These standards encompass the goals of the School of Education, the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the OELD Content Standards, and OELD Developmental Standards for both Early Adolescence and Adolescence/Young Adult. The School of Education (SOE) goals, the INTASC Principles, and the OELD Standards are all included in this manual. These standards serve as the foundation for the selection of appropriate teaching models and field placements. Additionally, they are the basis for our program portfolio as well as assessment criteria at all levels of the program.

Current rules for certification of teachers (Rules 2002) are performance-based. It is important to understand the Secondary Education Program's assessment system and the rubrics to assess the attainment of those standards. This manual describes the assessment system in detail, as well as the roles of the Candidate, the Classroom Supervising Teacher, and the University Supervisor. It contains specific instructions and rubrics for your evaluations of the Candidate. All evaluation components help to determine if your student teacher Candidate will graduate and be recommended for teacher certification.

This manual provides schedules, dates and helpful hints on various aspects of this final field experience. Please take the time to read it carefully. Please note the contact information for the Secondary Program Faculty and Professional Staff. We hope you will feel free to speak with us at any time.

Thank you for your important professional role.

Sincerely,

The Faculty and Professional Staff of the Secondary Education Program

Indiana University Southeast School of Education

Roles of the Classroom Supervising Teacher

The Classroom Supervising Teacher is a role model and mentor for the Candidate. The importance of this role is difficult to overstate. You provide the day-to-day example of excellence in the classroom and are the “eyes and ears” of the University in evaluating the Candidate’s performance. Below is a description of your role as Classroom Supervising Teacher.

The Classroom Supervising Teacher will:

- complete the forms required for payment of the honorarium (Faculty Data Sheet, W9, and Disbursement Voucher Payee Certification—given out at Orientation), and send to the IU Southeast Field Placement Office by the due date (see separate provided Calendar);
- prepare the classroom and students for the Candidate’s arrival. If possible, please provide the Candidate with a desk or table, and appropriate instructional materials; create an atmosphere in which the Candidate feels a sense of belonging; include the Candidate in planning and/or classroom decisions;
- acquaint the Candidate with the school, policies, faculty, and emergency procedures;
- establish a specific time to meet daily with the Candidate;
- model effective teaching and classroom management;
- work with the Candidate and University Supervisor to plan how the Candidate will assume full-time responsibility, using a variety of creative strategies;
- provide the Candidate with reflection on his/her teaching, encouragement and recognition of professional success—recommended at least weekly;
- communicate regularly with the Candidate and her/his University Supervisor;
- contact the University Supervisor promptly should any problems or concerns arise at any point in the field experience; and
- review the mid-term and final evaluations with the candidate and have him/her sign them; complete the mid-term evaluation and final evaluations (INTASC/Indiana Content Standards, Dispositions, and a Narrative final evaluation), using the included forms, rubrics and instructions; send the forms and Opinionnaire to the IUS Field Placement Office by the stated due dates (see the student teaching calendar, provided separately).

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 paramount; however, it is highly recommended that the Classroom Supervising Teacher allow enough flexibility in content and procedures so that the Candidate may find the approach which best fits his/her personality. The University understands that the Classroom Supervising Teacher is legally responsible and will make the decision of when to relinquish control.

Please:

- give the Candidate many opportunities to teach;
- model and encourage various teaching styles;
- help the Candidate perceive situations accurately;
- encourage spontaneity; and
- help the Candidate achieve balance—between teacher demonstration and pupil activity, between questions requiring thought and factual information.

Induction into Full-time Teaching

During the first week of full-time student teaching, the Candidate will be responsible for one course preparation. By the second week, the Candidate will take responsibility for two course preparations. If the Classroom Supervising Teacher has three or more preparations, the Candidate will assume responsibility for those preparations during the third week. The Candidate is expected to assume all of the teaching responsibilities of the Classroom Supervising Teacher for at least 7 weeks, provided the Classroom Supervising Teacher's schedule represents a normal teaching load. The Candidate is expected to be gradually phased out of her/his teaching, with the final week of student teaching having only one course preparation required. The University Supervisor will assist in describing the activities the Candidate will participate in during the last week. Each Candidate is encouraged to participate in extra-curricular activities during each week of his/her student teaching experience.

Evaluation and Conferences

Evaluation of the Candidate is an integral part of the student teaching experience. Keep in mind the fact that these student teachers are just that—students. The Candidate will benefit from different types of feedback:

- frequent notes on the Candidate's lesson plans, after each day, by the Classroom Supervising Teacher;
- conferences at the end of lessons, the day, and weekly planning sessions—an optional "Observation Evaluation" form is provided in this handbook for your use;
- conferences based on Evaluation forms (Mid-term, Final, Dispositions, Developmental Standards, Narrative); and
- a final conference that focuses on ways the Candidate can continue to grow.

Other means of feedback may be useful, especially for a videotaped lesson. The videotape, in particular, is an attempt to help the Candidate see him/herself in the role of teacher, as perceived by others.

Gradual growth in teaching proficiency and confidence should result from evaluative comments given consistently and constructively. Since most Candidates enter the practicum with anxiety, the necessity of accentuating the positive and setting small, achievable goals cannot be overemphasized. Involving the Candidate in self-analysis is also a means of extending the ability to grow.

Indiana University Southeast
School of Education
Opinionnaire:
Classroom Supervising Teacher-- Secondary

Please give your opinions of the IU Southeast Secondary Teacher Education Program's strengths and weaknesses in the following areas, with reference to the Candidate you worked with this semester. Please respond to these items openly and honestly. We encourage you to point out any program concerns you have observed, but request that you also offer suggestions as to how they can be remedied. Your suggestions are vital to the success of our program.

NAME (Optional): _____

NOTE: Your responses will remain anonymous, if you prefer. They will be compiled, with responses from other Classroom Supervising Teacher's, for analysis and action by the Secondary Team.

SUBJECT AREA: _____ SCHOOL: _____

For each area, please check one rating; describe strengths and areas to improve, and make suggestions:

(E = Excellent, G = Good, I = Needs Improvement, U = Undecided.)

1. CANDIDATE'S CONTENT PREPARATION (Subject matter background):

E	G	I	U

Strengths:

Concerns:

Suggestions:

2. CANDIDATE'S PREPARATION FOR STUDENT TEACHING (Teaching strategies, professionalism, instructional objectives, lesson planning, classroom management, student evaluation):

E	G	I	U

Strengths:

Concerns:

Suggestions:

3. UNIVERSITY SUPERVISOR (University Supervisor support of the Candidate; University Supervisor contacts with school personnel):

E	G	I	U

Strengths:

Concerns:

Suggestions:

4. THE TOTAL STUDENT TEACHING EXPERIENCE (Observations, full-time teaching, participation in extra-curricular activities of placement school, assumption of complete responsibility, etc.):

E	G	I	U

Strengths:

Concerns:

Suggestions:

5. THE QUALITY OF THE FORMS YOU COMPLETED: ("Observation Evaluation", Mid-Term and Final evaluations of Dispositions, INTASC Standards, Developmental Standards (if appropriate) and Narrative):

E	G	I	U

Strengths:

Concerns:

Suggestions:

6. THE PREPARATION/TRAINING YOU RECEIVED TO SUPERVISE:

E	G	I	U

Strengths:

Concerns:

Suggestions:

7. Please add any additional information that would help us evaluate and improve our program.

Thank you for your time and cooperation. Please return this form along with your Candidate's Final Evaluations to the School of Education, Office of Field Placement by the date specified in the separate provided Calendar so that we may process your honorarium voucher.

UNIVERSITY SUPERVISOR INFORMATION



INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

Dear University Supervisor:

Your role is very important and greatly appreciated. You have the opportunity to guide and direct the Candidate during the crucial transition from student to student teacher to certified teacher. This manual is to assist your role in that transition and to inform you of extremely important components of that process.

In keeping with the ideals and requirements of the Indiana Office of Educator Licensing and Development (OELD), the Secondary Education Program at Indiana University Southeast has adopted very specific evaluation standards for all undergraduates (see Appendix). These standards encompass the goals of the School of Education, the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the OELD Content Standards and OELD Developmental Standards for both Early Adolescence and Adolescence/Young Adult. The School of Education (SOE) goals, the INTASC Principles, and the OELD Standards are all included in this manual. These standards serve as the foundation for the selection of appropriate teaching models and field placements. Additionally, they are the basis for our program portfolio as well as assessment criteria at all levels of the program.

Current rules for certification of teachers (Rules 2002) are performance-based. It is important to understand the Secondary Education Program's assessment system and the rubrics to assess the attainment of those standards. This manual describes the assessment system in detail as well as the roles of the Candidate, the Classroom Supervising Teacher, and the University Supervisor. It contains specific instructions and rubrics for your evaluations of the student teacher. All evaluation components help to determine if your student teacher Candidate will graduate and be recommended for teacher certification.

This manual provides schedules, dates and helpful hints on various aspects of this final field experience. Please take the time to read it carefully. Please note the contact information for the Secondary Program Faculty and Professional Staff. We hope you will feel free to speak with us at any time.

Thank you for your important professional role.

Sincerely,

The Faculty and Professional Staff of the Secondary Education Program

Indiana University Southeast School of Education

Roles of the University Supervisor

The University Supervisor assumes responsibility for the supervision of the Candidate and assisting and supporting the Classroom Supervising Teacher. Her/his function is not to find fault, but to support; to identify and analyze talents and problems; and to help provide resources and suggestions for dealing with concerns.

The University Supervisor:

- serves as a contact between the Classroom Supervising Teacher and the IU Southeast School of Education;
- visits the Candidate a minimum of 5 times during the student teaching assignment, including at least 3 observations of a full class period or block;
- completes group and individual conferences with the Candidate and the Classroom Supervising Teacher after each observation and as needed;
- provides the Candidate and the Classroom Supervising Teacher with immediate feedback following observations—an optional “Observation Evaluation” form is provided in this handbook for this purpose;
- reviews the Candidate’s journal entries;
- schedules a review of the Mid-term evaluation with the Candidate and the Classroom Supervising Teacher; and
- completes the Final evaluations of Developmental Standards, Dispositions, INTASC/Indiana Content Standards, and Final Narrative, using the included forms, rubrics and instructions; reviews the Final evaluations with the Candidate and has him/her sign them; sends the Final evaluations and Opinionnaire to the IU Southeast Field Placement Office by the specified date (see student teaching calendar, provided separately).

Indiana University Southeast School of Education

Opinionnaire: University Supervisor--Secondary

Please give your opinions of the IU Southeast Secondary Teacher Education Program's strengths and weaknesses in the following areas, with reference to the Candidate(s) you worked with this semester. Please respond to these items openly and honestly. We encourage you to point out any program concerns you have observed, but request that you also offer suggestions as to how they can be remedied. Your suggestions are vital to the success of our program.

NAME (Optional): _____

NOTE: Your responses will remain anonymous, if you prefer. They will be compiled, with responses from other University Supervisors, for analysis and action by the Secondary Team.

**For each area, please check one rating, indicating strengths, areas to improve, and suggestions:
(E = Excellent, G = Good, I = Needs Improvement, U = Undecided.)**

1. CONTENT PREPARATION FOR STUDENT TEACHING (Subject matter background):

E	G	I	U

Strengths:

Concerns:

Suggestions:

2. CANDIDATE'S PREPARATION FOR STUDENT TEACHING (Teaching strategies, professionalism, instructional objectives, lesson planning, classroom management, student evaluation):

E	G	I	U

Strengths:

Concerns:

Suggestions:

3. UNIVERSITY SUPERVISOR (University Supervisor support of the Candidate; University Supervisor contacts with school personnel):

E	G	I	U

Strengths:

Concerns:

Suggestions:

4. THE TOTAL STUDENT TEACHING EXPERIENCE (Observations, full-time teaching, participation in extra-curricular activities of placement school, assumption of complete responsibility, etc.):

E	G	I	U

Strengths:

Concerns:

Suggestions:

5. THE QUALITY OF THE FORMS YOU COMPLETED: ("Observation Evaluation", Final evaluations of Dispositions, Development Standards, INTASC/Indiana Standards, and Narrative):

E	G	I	U

Strengths:

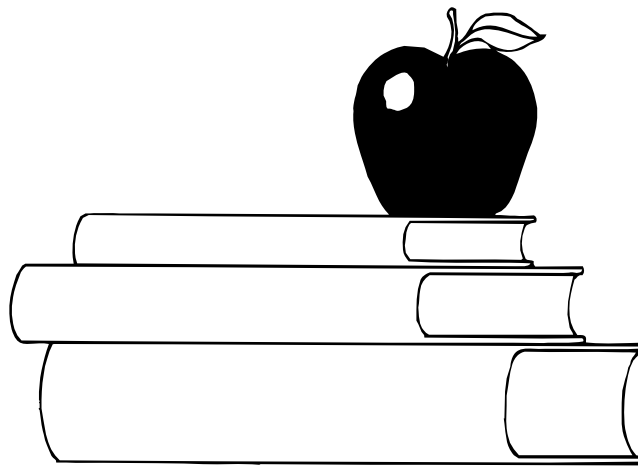
Concerns:

Suggestions:

6. Please add any additional information that would help us evaluate and improve our program.

Thank you for your time and cooperation. Please return this form along with your Candidates' Final Evaluations to the School of Education, Office of Field Placement by the date specified in the separate provided Calendar.

EVALUATION INFORMATION



INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

Indiana University Southeast
School of Education

Optional Observation Evaluation

Supervising Professional: this is an optional form—please feel free to make as many copies as you need and use this to provide feedback to the Candidate after a classroom observation.

Candidate: _____ Date: _____ Period: _____
Observer: _____ Topic/Subject: _____

Please use the following categories.

Needs Improvement	Average	Good	Very Good	Excellent
-------------------	---------	------	-----------	-----------

Professional Appearance:

--	--	--	--	--	--	--	--	--	--

Comments:

Professional Attitude:

--	--	--	--	--	--	--	--	--	--

Comments:

Voice and Diction:

--	--	--	--	--	--	--	--	--	--

Comments:

Communication Skills:

--	--	--	--	--	--	--	--	--	--

Comments:

Knowledge of Subject:

--	--	--	--	--	--	--	--	--	--

Comments:

Needs Improvement	Average	Good	Very Good	Excellent
--------------------------	----------------	-------------	------------------	------------------

Presentation of Materials:

--	--	--	--	--	--	--	--	--

Comments:

Instructional Variety:

--	--	--	--	--	--	--	--	--

Comments:

Student Relationships:

--	--	--	--	--	--	--	--	--

Comments:

Classroom Management:

--	--	--	--	--	--	--	--	--

Comments:

Written Plans:

--	--	--	--	--	--	--	--	--

Comments:

Evaluation Summary:

Indiana University Southeast School of Education

Instructions: Mid-Term Student Teaching Assessment Secondary Education Program

The mid-term evaluation of the Candidate's preparation for teaching is based on a comprehensive assessment of his or her performance by qualified supervisors in an appropriate classroom setting.

The rubric (see Appendix) details the ten Interstate New Teachers Assessment and Support Consortium (INTASC) Standards and associated performances that the IU Southeast Secondary Program uses for Candidate assessment. Performances are rated as "Unacceptable", "Basic", or "Proficient". "Unacceptable" indicates the evaluator believes the Candidate has not met the indicated Standard(s) and will cause the Secondary Team to meet to determine the success/failure of the Candidate. "Basic" is an acceptable rating—normal for most student teachers. "Proficient" is for performance above what is normally expected of a Candidate at this level. If, at mid-term, the evaluator has not had the opportunity to assess a standard, please indicate "N"—"No chance to assess".

This instrument has been created by the Secondary Program faculty of the School of Education at Indiana University Southeast and field tested with the 2001 through 2006 cohorts. The INTASC standards are the basis for the state standards in each secondary discipline, created and adopted by the Indiana Office of Educator Licensing and Development (OELD). The rubric is intended to provide clear expectations for Candidate performances in relation to each of the INTASC standards. It is a framework for the ongoing assessment and evaluation of the student teaching experience, and is the basis for the evaluative documents that each Classroom Supervising Teacher and University Supervisor is asked to complete.

Before student teaching commences, both Classroom Supervising Teachers and University Supervisors should review the rubric carefully with the Candidate and become familiar with the expectations it outlines. Over the course of student teaching, Classroom Supervising Teachers and University Supervisors should develop the factual knowledge needed to provide a fair and equitable rating for each standard.

Each standard is defined by a set of one or more performances. The *individual* performances should be *formatively* rated in order for the supervisor to arrive at one *summative* rating for each standard. The final rating for the standard is determined holistically from the individual formative ratings of the related performances. In general, the expectation of the faculty is that a successful Candidate should achieve at least a Basic rating on all performances and standards.

As student teaching progresses, Supervisors should document evidence of competency related to each standard by keeping a written record of observations and examples of work. At its best, this should be a collaborative effort involving the Supervisors and the Candidate. The Candidate should also be compiling a portfolio using a matrix aligned with the related Indiana OELD Standards that are specific to the Candidate's teaching field.

Classroom Supervising Teachers should formally meet with Candidates at least once a week, and preferably more often, for an intensive performance review, using the rubric as a guide to what has been, and what needs to be demonstrated. If it becomes apparent that there are weaknesses in relation to these standards, the Classroom Supervising Teacher needs to consult with the Candidate and the University Supervisor, and together devise a plan for remediation. Remediation efforts are in order if any of the performances aligned with these standards are not addressed.

A decision as to whether or not an unacceptable performance on a given standard is reason for failing student teaching, or for extending the period of student teaching, should be made by the Classroom Supervising Teacher, University Supervisor, and Secondary Team collaboratively, depending upon the seriousness of the problem.

Indiana University Southeast
School of Education

Mid-Term Evaluation
Student Teaching Assessment Instrument, Secondary

Candidate: _____ Supervisor: _____ Location: _____

Subject(s)/Grade Level(s): _____ Semester: _____ Year: _____

Please complete this form: give one copy to the Candidate and send the other to the Field Placement Office, School of Education, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150-6405.

Make only *one* rating for each standard. Note any strengths or weaknesses in the “Comments and Evidence” column. Provide only notes and factual evidence, including examples of practice that are particularly noteworthy, good or bad. *Do not provide personal opinions.* Please consult the included rubric (Appendix) and use the scale for ratings, where **P = Proficient, B = Basic, U = Unacceptable, N = No Chance to Assess.**

Candidates receiving an “Unacceptable” rating on any standard will have their status reviewed by the Secondary Team. Please make one rating per Standard.

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
<p><u>INTASC Standard 1:</u> The teacher understands the central concepts, tools of inquiry, and structure of the disciplines taught and creates learning experiences to make them meaningful for students.</p> <ul style="list-style-type: none"> • Having basic subject knowledge • Showing knowledge in practice and with applications 					

Standard	Rating				Comments and Evidence
	P	B	U	N	
<p><u>INTASC Standard 2:</u> The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.</p> <ul style="list-style-type: none"> • Understanding students • Fostering student development 					
<p><u>INTASC Standard 3:</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <ul style="list-style-type: none"> • Addressing learning differences • Addressing differences of culture, race, gender, ethnicity and special needs 					
<p><u>INTASC Standard 4:</u> The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.</p> <ul style="list-style-type: none"> • Using a variety of learning resources • Assuming different roles (e.g. coach, instructor, audience, facilitator) • Using higher order questions 					

Standard	Rating				Comments and Evidence
	P	B	U	N	
<p><u>INTASC Standard 5:</u> 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.</p> <ul style="list-style-type: none"> • Maintaining a safe and orderly environment • Engaging students 					
<p><u>INTASC Standard 6:</u> The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <ul style="list-style-type: none"> • Using effective communication skills • Fostering inquiry, collaboration and supportive interaction • Using technology and media communications 					
<p><u>INTASC Standard 7:</u> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <ul style="list-style-type: none"> • Planning and implementation • Managing time 					

Standard	Rating				Comments and Evidence
	P	B	U	N	
<p><u>INTASC Standard 8:</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <ul style="list-style-type: none"> • Aligning strategies and tools • Responding to student preconceptions and understanding • Showing student achievement • Changing plans and instruction 					
<p><u>INTASC Standard 9:</u> 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.</p> <ul style="list-style-type: none"> • Reflecting of practice • Problem-solving • Learning and developing • Showing confidence and enthusiasm 					

Standard	Rating				Comments and Evidence
	P	B	U	N	
<p><u>INTASC Standard 10:</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <ul style="list-style-type: none"> • Relating well to others • Communicating student progress 					

Please make two (2) copies. Give one to the Candidate and send the other to: Field Placement Coordinator, HH0027, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150-6405, by the date specified in the separate provided Calendar. (Return envelope provided.)

placeholder for
SAMPLE
Developmental Standards for
Early Adolescence

placeholder for
SAMPLE
Developmental Standards for
Adolescence & Young Adult

placeholder for
SAMPLE
Dispositions Evaluation

placeholder for
SAMPLE
INTASC
Content Standards Evaluation

Indiana University Southeast
School of Education

Narrative Final Evaluation

Supervising Professional: this narrative evaluation should be reasonably detailed, complete and accurate. It should clearly delineate strengths and deficiencies, either inherent or remediable. The statement should include *your recommendation* of the Candidate's potential as a member of the profession. Please use the space below and/or attach additional pages if needed. This form will become part of the Candidate's permanent record. Please share this evaluation with the Candidate by the last day of the student teaching experience. Please send this form to: Field Placement Coordinator, HH0027, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150-6405, by the date specified in the student teaching calendar, provided separately.

(Please print, type, or attach a word processed document—please sign any attachment.)

Candidate's Name: _____

Supervising Professional's Name: _____

Subject(s): _____ **Grade(s):** _____

School: _____ **School Corporation:** _____

Community (Urban, Suburban, Rural): _____ **Enrollment:** _____

General Ability Level of Group(s): _____

Signed _____ Date _____
Supervising Professional

Directions for the Secondary Social Studies Student Teaching Evaluation Form

The Secondary Social Studies Student Teaching Evaluation Form is to be used during student teaching--not at the end of the experience. The student teacher and the classroom supervising teacher should review the form before beginning to teach lessons. When the social studies student teacher teaches a lesson that deals with one or more of the 10 NCSS themes, the classroom teacher would use the form provided to evaluate the quality of the lesson planning and the teaching of the lesson. The classroom supervising teacher could include comments and/or suggestions about the lesson. While one lesson could cover more than one theme, it will probably require observing many lessons to evaluate all 10 themes. Each theme needs to be evaluated only one time for purposes on this evaluation instrument.

For example, if the social studies student teacher teaches a lesson on some aspect of history that includes teaching students about how to read historical maps, the classroom teacher could evaluate the lesson for both history (NCSS Theme II) and geography (NCSS Theme III).

Please try to observe and evaluate the student teacher's lessons that include something on all 10 themes. If it is not possible to cover all 10 themes, please try to cover as many as possible.

If you have questions, please contact our Social Studies coordinator, Dr Lee Morganett (812/941.2217, lmorgane@ius.edu). Dr Morganett will determine how these evaluations will be submitted.

Thank you.

Secondary Social Studies Student Teaching Evaluation Form

for

Indiana University Southeast

This form is to be used to demonstrate that the social studies student teacher has the ability to plan and teach all of the National Council for the Social Studies (NCSS) themes for social studies. One lesson may cover more than one of the themes.

Student Teacher's Name: _____

Date Submitted to Social Studies Coordinator: _____

Classroom Supervisor: _____

School: _____

Subject(s): _____ Grade(s): _____

For each theme, underline the specific questions addressed in the lesson plan and during the observation. For each theme, circle on this form the appropriate quantitative evaluation to indicate evidence in planning and evidence in teaching for each new theme. The numbers on the evaluation scales mean the following:

1. Inadequate
2. Minimally acceptable
3. Average
4. Very Good
5. Excellent
- NA Not applicable

This form was modified from one available on the NCSS website to meet the needs of the Secondary Social Studies Education Program at Indiana University Southeast.

NCSS Theme I: Culture and Cultural Diversity

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **culture** and **cultural diversity**.*

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? (In schools, this theme typically appears in units and courses dealing with world geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.)

Lesson content/objective:

Date lesson was observed:

Evidence in planning 1 2 3 4 5 NA

Evidence in teaching 1 2 3 4 5 NA

Comments/Suggestions:

NCSS Theme II: Time, Continuity and Change

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **time**, **continuity** and **change**.*

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? (This theme typically appears in courses in history and others that draw upon historical knowledge and habits.)

Lesson content/objective:

Date lesson was observed:

Evidence in planning 1 2 3 4 5 NA

Evidence in teaching 1 2 3 4 5 NA

Comments/Suggestions:

NCSS Theme III: People, Places and Environments

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **people, places and environments**.*

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? (In schools, this theme typically appears in units and courses dealing with area studies and geography.)

Lesson content/objective:

Date lesson was observed:

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IV: Individual Human Development and Identity

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with **individual human development and identity**.*

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? (In schools, this theme typically appears in units and courses dealing with psychology.)

Lesson content/objective:

Date lesson was observed:

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme V: Individuals, Groups and Institutions

*Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of **interactions among individuals, groups, and institutions.***

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? (In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.)

Lesson content/objective:

Date lesson was observed:

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VI: Power, Authority and Governance

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **power, authority and governance.***

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? (In schools, this theme typically appears in units or courses dealing with government, politics, political science and history.)

Lesson content/objective:

Date lesson was observed:

Evidence of planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VII: Production, Distribution, Consumption

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how **people organize for the production, distribution and consumption of goods and services.***

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? (In schools, this theme typically appears in units in courses dealing with economic concepts and issues.)

Lesson content/objective:

Date lesson was observed:

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VIII: Science, Technology and Society

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **science and technology.***

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? (This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.)

Lesson content/objective:

Date lesson was observed:

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IX: Global Connections and Interdependence

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **global connections** and **interdependence**.*

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. (This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.)

Lesson content/objective:

Date lesson was observed:

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme X: Civic Ideals and Practices

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **civic ideals** and **practices**.*

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? (In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.)

Lesson content/objective:

Date lesson was observed:

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

APPENDICES



INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) PRINCIPLES

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

- 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 adapted 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 and nonverbal, as well as technology and media communication to foster active inquiry, collaboration, and supportive interaction in the classroom. (Modified by IU Southeast.)
- 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 University Southeast School of Education

Dispositions

The items below are the standards for **dispositions** expected of candidates and faculty in the School of Education. Each standard is accompanied by a short list of behavioral indicators that the committee feels are associated with the standard. These lists are not exhaustive. They are included only to enlarge upon the intent and scope of each standard.

These standards are the framework of dispositions expected within the unit. Each program is to develop a system tailored to its curriculum and needs that will (a) ensure that the standards are disseminated and explained to all candidates in the program; (b) ensure that standards are infused throughout the program; (c) hold candidates accountable for expected dispositions through ongoing assessment and scheduled reviews by faculty; (d) provide for action should a candidate's behavior be inconsistent with these dispositions, including provisions for remediation, suspension, or termination from the program; (e) ensure that due process is accorded in any such actions; and (f) provide the program and unit with meaningful data regarding candidate compliance with these standards. The nature of these data will be determined by the individual programs in consultation with the Unit Assessment Quality Team.

Candidates 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

Adopted by the School of Education on April 19, 2000

Indiana University Southeast
School of Education

Rubric
Secondary Mid-Term Student Teaching Assessment

INTASC Standard 1: The teacher understands the central concepts, tools of inquiry, and structure of the disciplines taught and creates learning experiences to make them meaningful for students.

Unacceptable	Basic	Proficient
Demonstrates poor knowledge of the concepts and relationships of the subject.	Demonstrates essential knowledge of concepts, but relationships among concepts may not be clear.	Demonstrates a good grasp of concepts and relationships and makes few errors in content.
Makes mistakes in instruction frequently and may overlook mistakes; teaches largely by rote and recitation and rarely connects knowledge to real-world applications.	Makes some mistakes, but tries to correct them when noted; may have some difficulty elaborating or clarifying some ideas or making relationships clear among concepts; makes some, but not many, real-world connections that are meaningful to students.	Makes few or no mistakes and displays facility in conveying the subject to students; has alternative explanations and can usually address student questions well; connects new knowledge to that previously learned; makes some real-world connections that are meaningful to students.

INTASC Standard 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Unacceptable	Basic	Proficient
Displays little or no understanding of how students learn and develop.	Understands generally how students learn and develop but may be inconsistent in attempts to act on this knowledge.	Understands how students in general learn and develop and can act on this knowledge to provide effective instruction.
Rarely provides learning activities that foster significant student development in any dimension.	Plans learning activities primarily to foster development in one dimension, often intellectual, with less attention to social and personal development.	Plans learning activities primarily to foster development in one dimension, often intellectual, with moderate attention to social and personal development.

INTASC Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Unacceptable	Basic	Proficient
Disregards or discounts developmental and learning style differences among students in planning and instruction, or does not know how to address such differences.	Considers differences among students in planning and instruction by varying instruction to address different learning styles and student interests.	Considers differences among students by varying instruction and by targeting students with distinctly different needs for particular attention.
Demonstrates little acceptance or understanding of cultural, racial, gender, ethnic differences among students, or their special needs, and makes little effort to address such differences in instruction; may not treat students from different backgrounds equitably or inclusively.	Understands some cultural, racial, gender, and ethnic differences or special needs among students and makes sincere, if uneven, efforts to address such differences in instruction and to be equitable and inclusive of all students.	Understands most cultural, racial, gender, and ethnic differences and special needs among students, and uses such knowledge to plan instruction to ensure that learning is consistently inclusive and equitable.

INTASC Standard 4: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Unacceptable	Basic	Proficient
Rarely engages, or attempts to engage, students in use of critical thinking, problem solving or related performance skills.	Engages students occasionally in activities requiring critical thinking, problem solving or related performance skills, with inconsistent success.	Engages students successfully in occasional activities requiring critical thinking, problem solving or related performance skills.

INTASC Standard 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.

Unacceptable	Basic	Proficient
Generally fails to maintain a safe and orderly environment for learning consistent with the goals and nature of the subject and expectations of the school.	Maintains a safe and orderly learning environment, but does not have established and consistent routines and may not exhibit firm control in all situations.	Maintains a safe and orderly learning environment consistently through established routines and respect for the teacher's authority and leadership.
Has difficulty engaging students in learning activities and creates little interest or enthusiasm for the subject among students over time.	Engages students in most learning activities successfully, with variable success in creating interest and enthusiasm for learning the subject among students over time.	Engages students in most learning activities successfully and develops a moderate to high level of participation and enthusiasm for learning the subject among students over time.

INTASC Standard 6: (modified by IU Southeast) The teacher uses knowledge of effective verbal and nonverbal, as well as technology and media communication to foster active inquiry, collaboration, and supportive interaction in the classroom.

Unacceptable	Basic	Proficient
Communicates poorly in writing, speech or behavior so as to inhibit student involvement or result in ineffective understanding or errors in learning.	Communicates acceptably in most writing, speech and behavior, but with some weaknesses that need attention.	Communicates well in writing, speech and behavior, with no significant weaknesses.
Provides little evidence of ability to foster effective inquiry, collaboration, and supportive interaction in the classroom through communication.	Fosters inquiry, collaboration, and supportive interaction in the classroom through communication, though success is variable; may tend to dominate classroom communication and thus not make effective use of student contributions.	Uses good communication skills regularly and consistently to foster inquiry, collaboration, and supportive interaction in the classroom; generally encourages reciprocal communication from students and others and makes use of student contributions.
Seldom or never uses technology and media communications to support learning by students when it is available and appropriate.	Occasionally uses available and appropriate technology and media communications to support learning by students.	Regularly and effectively uses available and appropriate technology and media communications to support learning by students.

INTASC Standard 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Unacceptable	Basic	Proficient
Demonstrates consistently poor planning and implementation skills.	Has lesson and unit plans but activities may not always be cohesive or aligned with curriculum goals or needs and abilities of students.	Has good lesson and unit plans with activities that are cohesive, aligned with appropriate curriculum goals, and consistent with needs and abilities of most students.
Wastes significant instructional time under routine conditions due to poor planning and management.	Uses instructional time inconsistently, though generally effectively; may lose time in transitions and at the beginning and end of classes.	Generally uses instructional time effectively; transitions are usually handled routinely and smoothly.

INTASC Standard 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.

Unacceptable	Basic	Proficient
Assessment strategies and tools are often not aligned with instruction, are poorly designed, or are not valid tools for measuring student achievement and growth.	Uses a limited variety of valid assessment tools that are aligned with instruction; tendency for assessment to focus on knowledge acquisition and convergent responses.	Uses a variety of assessment tools aligned with instruction leading to desired knowledge and skills, with increasing emphasis on understanding, reasoning and divergent responses; may include some student self-assessment.
Makes few attempts to determine and respond to student preconceptions and understanding of ideas during instruction; generally ignores or is unaware of student misconceptions.	Makes attempts to determine and respond to student preconceptions and understanding of ideas before and during instruction, with variable success; may ignore or be unaware of student misconceptions.	Determines and responds to student preconceptions and understanding of ideas regularly before and during instruction; occasionally is unaware of student misconceptions.
Presents little or no evidence of significant student achievement in relation to intended outcomes.	Presents evidence of acceptable student achievement in relation to intended outcomes for some or most activities.	Presents evidence of consistently positive student achievement in relation to almost all intended outcomes.
Makes few or no changes in planning or instruction based on data from student assessments and reflection.	Reflects on data from informal and formal student assessments and shows the ability to make changes based on these assessments.	Uses informal and formal assessments regularly to determine student needs and to plan alternative instruction needed to achieve defined outcomes.

INTASC Standard 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.

Unacceptable	Basic	Proficient
Provides little evidence of reflective practice in making decisions; avoids or does not engage in reflective discussions with colleagues or supervisors.	Engages in reflective practice inconsistently; seldom engages in reflective discussions with colleagues or supervisors.	Appreciates the value of reflective practice and discussion with colleagues; uses consequent understanding to change practices.
Seldom addresses problems promptly or appropriately; frequently does not recognize significant problems.	Addresses problems when they are perceived but sometimes needs assistance in recognizing problems and in determining effective ways to address them.	Recognizes most problems when they arise and takes steps to alleviate or eliminate them; often recognizes symptoms of incipient problems and heads them off.
Avoids or engages unenthusiastically in continued learning and professional development and in improving performance and effectiveness.	Engages in continued learning and professional development as required.	Seeks opportunities for professional development and continued learning beyond those required.
Displays lack of confidence or limited enthusiasm for teaching or for working with students; shows lack of sincerity or concern for students or their families.	Displays some lack of confidence but is optimistic about learning to work with students and families and to teach well; shows a willingness to grow and learn.	Displays confidence and enthusiasm for teaching and working with students and families; makes constant efforts to learn and improve in practice.

INTASC Standard 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Unacceptable	Basic	Proficient
Does not interact well with school colleagues, parents, and agencies in the larger community and/or makes judgments about people based solely on their cultural, racial, gender or ethnic backgrounds or special needs.	Generally interacts well with school colleagues, parents, and agencies in the larger community and does not make judgments about people based solely on their cultural, racial, gender or ethnic backgrounds or special needs.	Exhibits a proactive and equitable professional relationship with school colleagues, parents, and agencies in the larger community that facilitates positive interactions and strong communications of benefit to students and the school.
Seldom or never communicates student progress to the students themselves or to their parents or guardians; communicates ineffectively.	Makes an effort to communicate student progress to students themselves and to parents or guardians, but not always in a timely way.	Regularly communicates student progress to students themselves and parents or guardians and discusses progress with students to encourage continual growth.
Makes little effort to communicate with families or to involve members of the community in the teaching/learning process.	Makes an effort to communicate with families; uses guest speakers, field trips or community-based assignments to supplement instruction.	Communicates with families when appropriate and regularly uses guest speakers, field trips or community-based assignments.