MANUAL FOR STUDENT TEACHING

ELEMENTARY EDUCATION

SCHOOL OF EDUCATION

INDIANA UNIVERSITY SOUTHEAST

"EDUCATORS ENGAGED IN GROWTH"

Spring 2014

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Preamble

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

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

Candidate Outcomes

Candidates completing School of Education programs of study will demonstrate:

- knowledge of content and use of best practices in delivering effective instruction to all students;
- dispositions necessary to help all students learn; and
- knowledge, skills, and dispositions needed to participate in school transformation.

INTRODUCTION

ELEMENTARY EDUCATION PROGRAM STANDARDS
FOR EARLY AND MIDDLE CHILDHOOD

SCHOOL SETTING DEVELOPMENTAL STANDARDS

Standard 1: Student Development and Diversity

Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:

1.1 major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades K–6, and factors in the home, school, community, and broader environment that influence student development

1.2 knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success

1.3 typical developmental challenges for students in grades K–6 (e.g., in relation to peer interactions, self-esteem, self-direction, decision making, and goal setting), and the ability to help students address these challenges

1.4 knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs

1.5 knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities

1.6 processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners

Standard 2: Learning Processes

Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:

2.1 knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based contexts

2.2 processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs

2.3 knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills

2.4 knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests

2.5 knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students

2.6 procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning

2.7 strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners

2.8 strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work

2.9 strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success

2.10 knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes

2.11 knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes

Standard 3: Instructional Planning and Delivery

Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including:

3.1 knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments)

3.2 knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning

3.3 procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences

3.4 knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students' active involvement in their learning

3.5 the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems

3.6 the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional

3.7 knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students

3.8 the ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning

3.9 the ability to provide developmentally appropriate learning experiences that promote students' global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges

3.10 knowledge of the foundational elements of Response to Instruction (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data

3.11 the ability to apply skills and strategies for integrating curricula, creating interdisciplinary units of study, and providing students with developmentally appropriate opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings to accomplish goals for student achievement

3.12 knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction

3.13 knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age**3.14** knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create developmentally appropriate learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning

3.15 knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals

3.16 knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation

Standard 4: Assessment

Elementary education teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making, including:

4.1 fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results

4.2 knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment

4.3 knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional

4.4 knowledge of systematic observation and documentation, and the ability to use these processes to gain insight into children's development, interactions, strengths, and needs

4.5 knowledge of the use of RtI foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning and progress; establish learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes

4.6 the ability to apply developmentally appropriate skills and strategies for engaging students in reflection, self-assessment, and goal setting

4.7 knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for children, and the ability to engage families in these processes

4.8 the ability to apply skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and constructive feedback

Standard 5: Learning Environment

Elementary education teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students, including:

5.1 the ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments, that encourage all students' engagement, collaboration, and sense of belonging

5.2 the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning

5.3 the ability to plan and adapt developmentally appropriate learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning

5.4 knowledge of the characteristics and benefits of virtual learning environments, online environments, face-to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth

5.5 knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability

5.6 the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs

Standard 6: The Professional Environment

Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession, including:

6.1 the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning

6.2 knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities

6.3 the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children's development and learning

6.4 the ability to apply skills and strategies for coordinating and collaborating with community institutions, agencies, programs, and organizations that advocate for and serve children and families

6.5 the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community

6.6 the ability to participate effectively and productively as a member of a professional learning community

6.7 the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills

6.8 the ability to make effective use of job-embedded professional development and to advocate for effective, job-embedded professional development opportunities

6.9 knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts

6.10 knowledge of legal and ethical requirements related to educational equity; students with exceptionalities, including high ability and twice exceptional; health and safety; confidentiality; digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources); mandated reporting; record keeping; accountability; discipline; and other matters; and the ability to apply this knowledge in varied educational contexts

ELEMENTARY GENERALIST CONTENT STANDARDS

Standard 1: Foundations of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR), including:

1.1 major components of reading development, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension

1.2 foundations of language acquisition and literacy development, including cognitive, linguistic, cultural, social, and motivational factors that affect language acquisition and literacy development

1.3 principles of scientifically and evidence-based reading instruction and intervention, such as applying data-based decision making, setting individual student learning goals, and using instruction grounded in scientifically based reading research (SBRR)

1.4 essential components of effective reading instruction, including explicit explanation, teacher modeling, guided practice, and independent practice, and the ability to plan and implement reading instruction that incorporates these components

1.5 the role of reading assessment in guiding standards- and evidence-based reading instruction, intervention, and extension in the classroom

1.6 the ability to select, administer, and interpret the results of reading assessments in the major components of reading for various instructional purposes, such as screening, diagnosis, instructional planning, progress monitoring, and measuring outcomes

1.7 key dimensions of effective differentiated reading instruction in the elementary setting, including modifying the pacing and/or complexity of instruction, and the ability to plan and implement differentiated instruction to match students' evidence-based strengths and needs in reading

1.8 components of effective evidence-based intervention and extension programs, including Indiana's Response to Instruction (RtI) model and the ability to implement RtI elements

1.9 knowledge of and the ability to use instructional practices, approaches, and methods for eliciting students' engagement in and motivation for reading

1.10 the ability to use evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values cultural diversity, promotes respect for all readers at all levels of reading proficiency, promotes the involvement of families and members of the community at large in students' literacy development, and engages all students as agents in their own literacy development

Standard 2: Components of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading, including:

2.1 knowledge of key concepts and scientifically based reading research (SBRR) in phonemic awareness, such as the critical role of phonemic awareness in learning to read an alphabetic language; the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in spoken words); and knowledge of the continuum of phonological- and phonemic-awareness skill development

2.2 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonemic awareness

2.3 knowledge of key concepts and scientifically based reading research in phonics, such as the role of phonics in developing accurate decoding and automaticity in word recognition; the importance of sequencing phonics instruction according to the increasing complexity of linguistic units; the reciprocity between decoding and encoding; and the continuum of phonics skills

2.4 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonics

2.5 knowledge of key concepts and scientifically based reading research in reading fluency, such as the role of automaticity in reading fluency and comprehension; key indicators of fluency (i.e., accuracy, rate, and prosody); the importance of providing explicit instruction in fluency; distinctions between oral and silent reading fluency; and the importance of using strategies that ensure accountability for comprehension when promoting silent reading fluency

2.6 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in fluency

2.7 knowledge of key concepts and scientifically based reading research in the development of vocabulary and academic language (i.e., the language used in books, tests, and other formal writing), such as the correlation between vocabulary knowledge and academic achievement; the essential role of wide and varied reading in the development of vocabulary knowledge; different levels of vocabulary knowledge; different tiers of vocabulary words; and the importance of early, robust, and explicit language and content experiences to promote young children's development of vocabulary and academic language

2.8 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in vocabulary and academic language

2.9 knowledge of key concepts and scientifically based reading research in comprehension and analysis of informational, persuasive, and literary texts, such as levels of reading comprehension as applied to these texts; comprehension strategies; critical reading; text-based and nontext-based factors that affect reading comprehension; genres, text structures, characteristics, and graphic, textual, and organizational features of informational and persuasive texts; and genres, key elements, and characteristics of literary texts

2.10 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in comprehension and analysis of informational, persuasive, and literary texts, including response to literature

Standard 3: English Language Arts
Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts, including:

3.1 the ability to comprehend, interpret, and analyze literary texts, such as creative nonfiction, fiction, drama, and poetry; and nonliterary texts, such as informational, persuasive, technical, and functional texts

3.2 major genres, authors, and works of American, world, and children's literature

3.3 major developmental stages of emergent writing and factors that affect the development of writing skills

3.4 conventions of Standard American English, including conventions of spelling, capitalization, punctuation, word usage, and grammatical sentence structure

3.5 major forms and functions of writing and methods of discovering, developing, and shaping ideas for writing; drafting, revising, editing, and proofreading written texts; and publishing texts using various technologies, including the Internet

3.6 major components of the research process, including methods of finding, selecting, and refining research topics; locating and working with sources; assessing the reliability of sources; paraphrasing, summarizing, and quoting source information; and citing and acknowledging sources

3.7 characteristics and components of effective speaking and strategies for communicating effectively in large and small groups

3.8 characteristics and components of visual and media literacy, including analysis and interpretation of media and the use of media to present information and ideas

3.9 the Indiana Academic Standards and Core Standards for English/Language Arts, the Common Core State Standards for English/Language Arts, and the ability to apply and utilize state and national standards and resources in English/Language Arts

3.10 methods for planning and delivering evidence-based English language arts instruction that fosters students' understanding and mastery of concepts and skills related to English language arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

3.11 strategies and skills for effectively assessing students' understanding and mastery of essential English language arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 4: Mathematics
Elementary teachers have fundamental computation skills and a broad and comprehensive understanding of fundamental concepts and processes of mathematics and demonstrate the ability to provide content-specific instruction in mathematics, including:

4.1 number systems, number representations, number sense, and number theory

4.2 properties of mathematical operations and patterns, strategies for computing and estimating solutions, and methods for modeling mathematical operations

4.3 functions; algebraic expressions, equations, and inequalities; and quantitative relationships between dependent and independent variables

4.4 measurement systems and units, concepts related to geometric measurement, and tools and techniques used to solve measurement problems

4.5 attributes of geometric figures and the relationships between them; similarity, symmetry, and other geometric concepts; and coordinate systems

4.6 principles related to statistical variability and data distribution, methods for representing and analyzing data and making predictions, and methods for determining probabilities

4.7 ratios, proportional thinking, and other methods for representing and solving mathematical and real-world problems and for evaluating solutions

4.8 processes and skills related to reasoning and proof, representing mathematical information, using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive disposition

4.9 the Indiana Academic Standards and Core Standards for Mathematics, the Common Core State Standards for Mathematics, and the ability to apply and utilize state and national standards and resources in mathematics

4.10 methods for planning and delivering evidence-based mathematics instruction that fosters students' understanding and mastery of concepts and skills related to mathematics and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

4.11 strategies and skills for effectively assessing students' understanding and mastery of essential mathematics concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 5: Science

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of science and demonstrate the ability to provide content-specific instruction in science, including:

5.1 the nature of science, scientific inquiry, and the design process

5.2 unifying concepts of science, engineering, and technology; the social, cultural, and ethical aspects of science; and the interactions among science, technology, and society

5.3 fundamental concepts and processes of physical science, including the structures, properties, and states of matter; principles of force and motion; concepts of weight, volume, and mass; and properties of sound, light, electricity, and heat

5.4 fundamental concepts and processes of Earth and space science, including features and patterns of weather, properties of rocks and minerals, factors that shape the land over time, the use of natural resources, the sun-moon-earth system, and relationships among celestial bodies

5.5 fundamental concepts and processes of life science, including characteristics, classification, and life cycles of organisms; the relationships of organisms to each other and their environment; and major characteristics of and factors affecting ecosystems and biomes

5.6 fundamental concepts and processes of engineering and technology, including properties and uses of natural and human-made materials, the use of technology to meet human needs and solve problems, and the design of moving systems and simple mechanical devices

5.7 principles and procedures for using tools, materials, and technology in scientific investigations; considering multiple perspectives and sources of information in scientific inquiry; using critical-thinking skills to evaluate scientific information; and organizing, analyzing, and communicating results of scientific investigations

5.8 procedures and guidelines for establishing and maintaining a safe science learning environment that provides opportunities for multisensory exploration and ensures the humane and ethical treatment of living organisms

5.9 the Indiana Academic Standards for Science and the ability to apply and utilize state and national standards and resources in science

5.10 methods for planning and delivering evidence-based science instruction that fosters students' understanding and mastery of concepts and skills related to science and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

5.11 strategies and skills for effectively assessing students' understanding and mastery of essential science concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 6: Social Studies

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of social studies and demonstrate the ability to provide content-specific instruction in social studies, including:

6.1 major concepts and processes related to social studies and social studies inquiry, including skills related to chronological thinking and spatial awareness

6.2 major developments and significant events and perspectives in Indiana and U.S. history and how they are relevant to life in Indiana in the twenty-first century

6.3 major eras, events, and perspectives in the development of world civilization, including the establishment and spread of major world religions and the major events and consequences of global exploration, territorial expansion, colonization, and postcolonialism

6.4 major concepts and processes of government, including features and concepts of citizenship and civic responsibility in a democratic society; structures, functions, and purposes of government; and major features and processes of the Indiana and U.S. governments

6.5 major concepts and processes of geography, including characteristics and locations of major human and physical features of the world, characteristics of human and physical systems, and interactions between human and physical systems

6.6 basic concepts and theories of economics, including the basic principles of a market economy, and how they relate to historical and contemporary issues

6.7 principles and methods of inquiry in social studies, including the characteristics and functions of resources and tools used in social studies inquiry

6.8 strategies for identifying and analyzing central ideas, assumptions, and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry

6.9 the Indiana Academic Standards and Core Standards for Social Studies and the ability to apply and utilize state and national standards and resources in social studies

6.10 methods for planning and delivering evidence-based social studies instruction that fosters students' understanding and mastery of concepts and skills related to social studies and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

6.11 strategies and skills for effectively assessing students' understanding and mastery of essential social studies concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 7: Fine Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of the fine arts and demonstrate the ability to provide content-specific instruction in the fine arts, including:

7.1 developmental foundations of learning in the fine arts, including ways in which the development of fine arts skills is related to and influences the development of social, cognitive, and academic skills

7.2 significant elements, forms, works, and creators of dance, music, theatre, and visual art

7.3 basic skills and processes for creating, refining, and presenting works of dance, music, theatre, and visual art and for integrating these processes and works with learning experiences across other content areas

7.4 principles and skills related to viewing, analyzing, and responding to works of dance, music, theatre, and visual art

7.5 the ways in which works of dance, music, theatre, and visual art can be used as forms of communication, self-expression, and social expression

7.6 the roles and functions of the fine arts in various cultures and the ways in which works of dance, music, theatre, and visual art reflect and express diverse cultural perspectives

7.7 relationships among dance, music, theatre, and visual art and connections between the fine arts and other disciplines

7.8 the Indiana Academic Standards for Dance, Music, Theatre, and Visual Art, and the ability to apply and utilize state and national standards and resources in the fine arts

7.9 methods for planning and delivering evidence-based fine arts instruction that fosters students' understanding and mastery of concepts and skills related to the fine arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

7.10 strategies and skills for effectively assessing students' understanding and mastery of essential fine arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 8: Health, Wellness, and Physical Education

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of health, wellness, and physical education and demonstrate the ability to provide content-specific instruction in health, wellness, and physical education, including:

8.1 basic functions and structures of human body systems and processes of human growth and development, including basic principles of human nutrition and common human diseases and illnesses

8.2 basic motor skills; movement forms and patterns; fitness activities, games, and sports; and adventure and recreational lifetime activities

8.3 major components of health-related fitness and developmentally appropriate strategies and skills for promoting health and fitness

8.4 major processes and dimensions of wellness and personal behaviors; practices that have positive effects on lifelong health and wellness; and strategies for making, implementing, and evaluating independent and collaborative health-related decisions

8.5 the effects of substance abuse; factors contributing to substance abuse; and strategies for resisting pressure to use alcohol, tobacco products, and other drugs

8.6 characteristics of interpersonal relationships and strategies for maintaining healthy interpersonal relationships that enhance health and wellness

8.7 the effects of social and cultural values and belief systems on family and community perspectives related to physical activity and issues related to health and wellness

8.8 the use of decision-making, goal-setting, critical-thinking, and problem-solving skills to promote personal, family, and community health and fitness and to evaluate health- and fitness-related information, products, and services

8.9 the Indiana Academic Standards for Health & Wellness and Physical Education, and the ability to apply and utilize state and national standards and resources in health, wellness, and physical education

8.10 methods for planning and delivering evidence-based health, wellness, and physical education instruction that fosters students' understanding and mastery of concepts and skills related to health, wellness, and physical education and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

8.11 strategies and skills for effectively assessing students' understanding and mastery of essential health, wellness, and physical education concepts and skills; using ongoing assessment to monitor progress and inform instruction; and applying Response to Instruction (RtI) procedures

Source: **Indiana Department of Education. (2010, December). Indiana Content Standards for Educators—Elementary Generalist. Retrieved from http://www.doe.in.gov/sites/default/files/educator-effectiveness/elementary- generalist.pdf**

GUIDING THE CANDIDATE

The Role of the Candidate (student teacher)

The Candidate should consider the student teaching experience as an opportunity to test his or her philosophy and theories, to make meaningful use of previously learned facts and knowledge, and to develop and refine teaching skills and techniques. This experience is critical in your professional development.

The Candidate will:
- attend all scheduled student teaching seminars and complete all assignments as outlined in the M425 syllabus.
- assist the elementary teacher in setting up the classroom when appropriate.
- be present at all preliminary meetings attended by the Classroom Supervising Teacher prior to the opening of school (superintendent's, principal's meetings and in-service(s)).
- follow the elementary school calendar.
- attend all faculty meetings, parent conferences, accompany or take the place of their classroom teacher for school activities that are considered part of a normal teaching assignment (e.g. playground duty, bus duty, helping with a play, in-services, parent conferences, etc.).
- follow all rules and regulations pertaining to the Classroom Supervising Teacher at the elementary school.
- observe the instructional strategies and classroom management techniques used by the Classroom Supervising Teacher.
- conduct oneself in a professional manner.
- refrain from any participation in gossip about students, teachers, and other staff members.
- keep information concerning students in strict confidence.
- be punctual in all responsibilities at the school.
- take proper care of all school equipment and facilities.
- establish a specific time to meet with the Classroom Supervising Teacher each day.
- take initiative in classroom in seeking help from Classroom Teacher.
- Complete Candidate's Impact on Student Learning Project and submit by published due date.
- keep a reflective journal. Each Candidate is expected to maintain a reflective journal during her/his student teaching experience. This journal is a valuable means through which the Candidate reflects on his/her experience. Reflective writing of the Candidate's experiences and perceptions of student teaching provides the Candidate with an opportunity to strengthen learning and professional development through the introspection and self-analysis that reflective teaching requires. Reflections are to be added each day throughout the semester while they are fresh in the Candidate's memory. The journal also serves as a valuable resource for the University Supervisor to facilitate the Candidate's learning and growth. Only the Candidate and University Supervisor have access to the reflective journal.

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

    a. Comments on classroom activities; no student names are to be used.
    b. Reflections on discussions with the Classroom Supervising Teacher, principal or other professionals.
    c. Reflections on your own performance.
    d. Reactions to observations of other classrooms, special services and activities of the school as appropriate.
    e. Reflections on specific lessons, interactions with students, or materials/activities used in teaching; no student names are to be used.
    f. Reactions about teaching and classroom management techniques observed and used throughout the school.

Candidates are required to share their journals with the University Supervisor. The supervising classroom teacher does NOT have access to the journal.

<u>Reporting Absences</u>. Candidates must be punctual and present at all times. Under no circumstances should the candidate leave the school building during the school day without proper authorization. In case of extreme emergency, such as death in the family or sudden illness, the Classroom Supervising Teacher should be notified. All absences must be approved by the Classroom Supervising Teacher. Extended absences will be dealt with individually by the Classroom Supervising Teacher, University Supervisor and the Elementary Education Undergraduate Coordinator. If the candidate develops a medical condition that is contagious (i.e. strep throat, chicken pox, etc.) the candidate must notify the Elementary Education Coordinator immediately and seek guidance in terms of when the candidate can safely return to the student teaching experience.

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

<u>Planning</u>. Co-Teaching is an integral part of The Elementary Education Undergraduate student teaching experience. All classroom lesson plans are to be developed co-jointly with the classroom supervising teacher. Each plan must stipulate the role of the teacher candidate and the supervising teacher.

The principal areas in which plans should be made include:

- Long-range plans for the Candidate's participation in teaching the class.
- Plans for the Candidate's activities in all school, community and professional functions.
- Plans for actual classroom teaching.
- The University Supervisor will expect to see up-to-date lesson plans and journal log for review when he/she visits. The materials to accompany the specific lessons to be observed by the University Supervisor should be available, where this is possible.

The Role of the Classroom Supervising Teacher

The Classroom Supervising Teacher is a role model and mentor for the Candidate. Below is a brief description of your role as Supervising Teacher.

The Classroom Supervising Teacher:
- attends the information and training session that outlines the processes and procedures for the student teaching experience.
- prepares classroom and students for the Candidate's arrival. If possible, please provide a desk or table for Candidate. Provide instructional materials. Create an atmosphere in which Candidate feels a sense of belonging. Include the Candidate in planning and/or classroom decisions: "Mr./Miss Doe and I would like you to......." or "We …" or "Please ask Mrs. Doe."
- acquaints Candidate with school, faculty, and emergency procedures.
- demonstrates/models effective teaching and classroom management.
- Works cooperatively with the teacher in the implementation of teaching strategies in the elementary classroom.
- provides Candidate with reflection of teaching, encouragement and recognition of professional success.
- gives informal feedback and guidance on Candidate's performance a minimum of 2 times a week.
- communicates regularly with Candidate and University Supervisor.
- contacts the Candidate's University Supervisor when any problems or concerns arise at any point in the field experience.
- completes the Mid-term Evaluation and Dispositions of the Elementary Education Program Standards using the forms, rubrics, and instructions provided. Reviews the Mid-term Evaluation and Dispositions with the Candidate and has him/her sign them. Sends the forms to IU School of Education General Office by the published due date. (See calendar, supplied separately.)
- completes the Final Evaluation and Dispositions of the Elementary Education Program Standards using the forms, rubrics, and instructions provided. Reviews the Final Evaluation and Dispositions with the Candidate and has him/her sign them. Sends the forms to IU SOUTHEAST School of Education General Office by the published due date. Examples are provided in this manual. The actual forms will be given to you by the university supervisor.

Planning with the Candidate

This area is considered imperative in student teaching. The IU Southeast Elementary Education Program uses co-teaching as the teaching model during student teaching. Planning with the Candidate:
- increases his/her status to that of a junior partner in the teaching process, thus giving added assurance and confidence necessary for teaching success;
- assists the Candidate to accept a major share of the responsibility for personal growth;
- clarifies the Candidate's objectives in light of the realities of the situation. The Candidate needs to know what he/she is trying to do and why it is being done.

Induction into full-time teaching

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

The Classroom Supervising Teacher will need to exercise judgment in the length of time a Candidate needs to observe and participate and when he/she can be inducted into full-time teaching using the co-teaching model. Much also depends on the initiative of the Candidate.

Evaluation and Conferences

Evaluation of the Candidate is an integral part of the student teaching experience. The Candidate will benefit from different types of feedback. **(Keep in mind the fact that these student teachers are just that—student teachers!)**
- notes on the lesson plans at the end of each lesson by the Candidate and frequently by the classroom teacher;
- conferences at the end of lessons, the day, and weekly planning sessions;
- bi-weekly meetings on entire performance;
- conferences based on Evaluation forms;
- final conference that focuses on ways the Candidate can continue to grow.

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

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

To facilitate the evaluation process, the following forms are provided by the School of Education:
- Daily lesson plan format which includes space for post-lesson comments by both the Candidate and the Classroom Supervising Teacher (Detailed plans may be required for the first three lessons taught in each curricular area. The following plans may be written in abbreviated form in the classroom teacher's plan book or similar format.);
- Classroom Observation Record to be completed by the Classroom Supervising Teacher and the University Supervisor as Candidate begins teaching each subject. These should be used as part of the assessment for the Mid-Term Evaluation and the Final Evaluation of Candidate. Please share with Candidate;
- Mid-term Evaluation and Dispositions to be completed by the Classroom Supervising Teacher on due date (See calendar, supplied separately.) An unsatisfactory on any evaluation will result in a review by Field Placement Office;
- Final Evaluation completed by both the Classroom Supervising Teacher and the University Supervisor indicating the Candidate's "promise as a teacher." The Classroom Supervising Teacher completes the evaluation and forwards to the School of Education General Office at IU SOUTHEAST. The

Classroom Supervising Teacher is advised to retain a copy for later reference and <u>to provide the Candidate with a copy following a conference on the final evaluation</u>. **It is expected that by the end of student teaching, Candidates will receive 80% proficient ratings in each of the five teaching standards. If this is not the case, it is expected that the supervising teacher will have been in contact with the University Supervisor prior to submitting this final evaluation.**

- Final Disposition Evaluation to be completed by Classroom Supervising Teacher and forwarded to the School of Education General Office.

The Role of the University Supervisor

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

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

The University Supervisor:
- attends the information and training session that outlines the processes and procedures for the student teaching experience.
- meets with the Classroom Supervising Teacher and the student teacher in the first two weeks of the student teaching experience. At this initial meeting, the University Supervisor details his/her expectations and makes initial plans for the student teacher observations.
- serves as a contact between the Classroom Supervising Teacher and IU Southeast.
- observes the Candidate a minimum of 5 times. The initial visit is not included as one of these observations.
- completes group and individual conferences with Candidate and Classroom Supervising Teacher.
- provides Candidate and Classroom Supervising Teacher with immediate feedback following observations.
- reviews Candidate's journal and gives appropriate feedback.
- schedules a review of mid-term evaluation with Candidate and Classroom Supervising Teacher;
- completes the Final Evaluation of the Elementary Education Program Standards using the form, rubrics, and instructions provided. Reviews the Final Evaluation with the Candidate and has him or her sign it. The University Supervisor then sends the form to the IU SOUTHEAST Field Placement Office by the published due date. (See calendar, supplied separately.)

Legal Status of Candidate

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

Because of the above and because of the potential legal conflicts of interest, **the Candidate is NOT permitted to serve as a substitute teacher in the absence of the regular classroom teacher with whom he/she is student teaching, nor is he/she permitted to serve as a substitute teacher for any other teacher in that school during the student teaching program.**

Avoiding Work Stoppage. If a work stoppage (strike) should involve the teacher, the school building or the school system to which the Candidate has been assigned, the Candidate will immediately report to the Coordinator of Field Experience at IU Southeast for reassignment. This reassignment may either be temporary or permanent and will depend upon the duration of the stoppage and the climate prevailing in the teaching situation.

The Candidate is prohibited from taking any role in the dispute as either a participant in the strike action or as a strike breaker. Candidates violating this provision are subject to immediate dismissal from student teaching and from the teacher education program of Indiana University Southeast.

STEP I: **OVERVIEW CALENDAR OF THE SEMESTER**
                                 Guideline for Planning

Week No	1	2	3	4	5	6	7	8	9	10
Week of										
Major Duties and Curricular Area										
Room Routines										
Spelling										
Reading										
Language										
Math										
Social Studies										
Science										
Health										
Etc.										

Approved by_____
          Supervising Teacher

Date_____

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Candidate's
Professional Experience Record

Week	Teaching	Observing	Preparing	Conferencing	All Other	Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total						

_____ _____ _____

Candidate   **Classroom Supervising Teacher**   **University Supervisor**

Date_____

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

INDIANA UNIVERSITY SOUTHEAST

SCHOOL OF EDUCATION

ELEMENTARY FACULTY AND PROFESSIONAL STAFF

Faculty	Position	Email	Phone Number
Dr. Gloria Murray	Dean	glomurra@ius.edu	812-941-2448
Dr. Walter Ryan	Co-Coordinator	wryan@ius.edu	812-941-2539
Ms. Terri Beard	Block 4 Leader	tbeard@ius.edu	812-941-2347
Mr. Neil Brewer	Social Studies Instructor	nhbrewer@ius.edu	812-941-2135
Dr. Sau Hou Chang	Educational Psychology	sauchang@ius.edu	812-941-2606
Dr. Barbara Thompson-Book	Literacy	bacthomp@ius.edu	812-941-2563
Ms. Marcia Davis	Block 1 Leader	mamdavi@ius.edu	812-941-2603
Dr. James Hollenbeck	Science Instructor	jehollen@ius.edu	812-941-2360
Ms. Cindy Collins	Literacy	cyrcolli@ius.edu	812-941-2428
Ms. Christy Bowles	Literacy	abowles@ius.edu	

EVALUATING THE CANDIDATE

THE ASSESSMENT PLAN FOR THE ELEMENTARY EDUCATION PROGRAM AND STUDENT TEACHING

The Unit Assessment System (Assessment Plan)

Since 1999, the IU Southeast School of Education has been developing a performance-based unit assessment system. The Elementary Education Program standards as defined by the Indiana Department of Education form the basis for the evaluation of Candidates seeking certification in K-5. There are four major summative decision points (see *Appendix*) and various formative assessments throughout the program. A Candidate must pass all three prior summative decision points in order to progress through the program and be eligible for student teaching. The fourth, Summative Decision Point 4, is during student teaching and relies heavily on input from the Classroom Supervising Teacher and University Supervisor. Scoring on the evaluation or assessment forms by these individuals is used in a final decision as to whether or not the Candidate graduates and is recommended for certification. Thus, the appropriate use of the forms and the rubrics associated with them are extremely critical.

The School of Education Dispositions

In 2013, the School of Education developed and adopted ninet professional dispositions that all Candidates in all of its programs must demonstrate. In the Elementary Education Program, these dispositions are continuously evaluated by Faculty throughout all courses and field placements. They are formally assessed at Summative Decision Point 2 and 4. During Summative Decision Point 4, they are formally evaluated by the Classroom Supervising Teacher. An example of the form and instructions for completion are in appendix B . The actual copies of the forms to be completed will be made available and be due according to a published schedule.

Impact on Student Learning Project

The student teacher's Impact on Student Learning Project is due according to the printed schedule. Two faculty members review the Impact on Student Learning Project. The same two faculty members also review the Impact on Student Learning Presentation. Information on the Impact on Student Learning Project is included in the appendices.

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

Summative Decision Point 4 includes the following components, some of which have been described above:
    a. A review of the Candidate's current University transcript to assess knowledge of content by the Professional Staff at IU Southeast.
    b. A review (by the Faculty) of the Classroom Supervising Teacher's and University Supervisor's final evaluation of the Elementary Education Program Standards (described above) to assess knowledge and skills of the Candidate.
    c. A review (by the Faculty) of the Classroom Supervising Teacher's completion of a summative evaluation of the dispositions (described above) of the Candidate.
    d. A review of the Impact on Student Learning Project
    e. The completion of a Final Evaluation Rubric for Summative Decision Point 4 by the Faculty to determine if the Candidate meets the criteria for graduation and certification.

f. Exit Interview with the Candidate by faculty members who have reviewed all of the final evaluation material as stated above.

g. Recognition of review of final evaluation materials and exit interview by signature of the Candidate and the two assigned faculty.

The Responsibilities of the Candidate in Summative Decision Point 4

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

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

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

Below is a brief description of the responsibilities of Classroom Supervising Teacher in Summative Decision Point 4.

- Calls the Candidate's University Supervisor when any problems or concerns arise at any point during student teaching.

- Completes a *Classroom Observation Record* (described later in this section) after observing the Candidate teach a new subject area or whenever the supervising teacher feels it is appropriate. These observations records will later assist the supervising teacher in completing the mid-term and final evaluations of the program standards. Each observation should be reviewed with the Candidate. It provides extremely formative feedback. The supervising classroom teacher should complete a minimum of 10 classroom observation record forms. Copies of the classroom observation record must be kept until the end of the semester.

- Completes the Mid-term Evaluation and Dispositions of the Elementary Education Program Standards using the forms, rubrics, and instructions provided. Reviews the Mid-term Evaluation and Dispositions with the Candidate and has him or her sign them. Send the forms to Ms. Terri Beard, Block 4 Leader, IU Southeast School of Education, 4201 Grant Line Road, New Albany IN 47150 by the published due date. (See calendar, supplied separately.)

- Completes the Final Evaluation and Dispositions of the Elementary Education Program Standards using the forms, rubrics, and instructions provided. Reviews the Final Evaluation and Dispositions with the Candidate and has him or her sign them. Send the forms to Ms. Terri Beard, Block 4 Leader, IU Southeast School of Education, 4201 Grant Line Road, New Albany IN 47150 by the published due date. (See calendar, supplied separately.)

The Responsibilities of the University Supervisor in Summative Decision Point 4

Below is a brief description of the responsibilities of the University Supervisor.
- Serves as a contact between the Classroom Supervising Teacher and IU Southeast
- Observes the Candidate teach and completes a *Classroom Observation Record* at each visit. These observations records will later assist the University Supervisor in completing the final evaluations of the program standards. Each observation should be reviewed with the Candidate. It provides extremely formative feedback. Copies of the classroom observation record must be kept until the end of the semester.
- Completes the Final Evaluation of the Elementary Education Program Standards using the form, rubrics, and instructions provided. Reviews the Final Evaluation with the Candidate and has him or her sign it. The University Supervisor then sends the form to Ms. Terri Beard, Block 4 Leader, IU Southeast School of Education, 4201 Grant Line Road, New Albany IN 47150 by the published due date. (See calendar, supplied separately.)

FORMS AND INSTRUCTIONS FOR ASSESSMENT OF THE CANDIDATE

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

The *Classroom Observation Record* is the form to be used in all formative evaluations of lessons taught by the Candidate. It is used by the supervising teacher and the University Supervisor. There are five major areas: Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities, and Assessment. The five areas correspond with the five Elementary Education Program Standards.

Classroom Supervising Teacher
The Classroom Supervising Teacher completes a *Classroom Observation Record* after observing the Candidate teach a new subject area or whenever the Classroom Supervising Teacher feels it is appropriate to observe a particular lesson. These observations records will later assist the Classroom Supervising Teacher in completing the mid-term and final evaluations of the program standards. Each observation should be reviewed with the Candidate. It provides extremely formative feedback   All forms should be maintained by the Classroom Supervising Teacher for his or her records. A copy may be made for the Candidate. The Classroom Supervising Teacher should complete 8 to 12 forms over the 10 weeks of student teaching.

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

The form for the *Classroom Observation Record* follows.

Elementary Education Undergraduate Teaching Observation Form

Candidate Name: _____   Date: _____

Supervisor: _____

Domain 1: Planning and Preparation	OBS	Domain 3: Instruction	OBS
a. Demonstrating knowledge of content, curriculum mapping, content standards, and pedagogy.		a. Communicating with students delivering clear directions and instructions to better accommodate learning	
b. Demonstrating knowledge of students including developmental levels, types of student diversity, exceptionalities, language acquisition, and other community factors.		b. Using questioning and discussion techniques to help students analyze the complexity of an issue and use creative thinking and innovative approaches to solve problems.	
c. Setting instructional outcomes.		c. Promoting students' independence to help students grow as learners through higher order thinking, time management, and organizational skills.	
d. Demonstrating knowledge of resources including digital tools.		d. Engaging students in learning through developmentally appropriate learning experiences and integration of subjects	
e. Designing research-based coherent, rigorous, relevant and engaging instruction appropriate for students' differing developmental levels.		e. Demonstrating flexibility and responsiveness to maximize learning opportunities for all students	
f. Designing differentiated instruction for all learners.		f. Demonstrating knowledge of information literacy and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age	

Domain 2: Classroom Environment	OBS	Domain 4: Professional Responsibilities	OBS
a. Creating an environment of respect and rapport.		a. Reflecting on teaching.	
b. Establishing a culture for learning in all educational venues.		b. Communicating and collaborating with all parents/guardians, peers, and others in the educational communities to support and enhance student learning	
c. Managing classroom procedures.		c. Participating effectively and productively in a professional learning community.	
d. Managing student behavior.		d. Growing and developing professionally as a life-long learner.	
e. Organizing physical space.		e. Showing Professionalism in varied educational contexts.	

Domain 5: Assessment	OBS
a. Using fundamental assessment concepts to design, select, and administer appropriate assessments and interpret data.	
b. Possessing knowledge of and the ability to use different types of formative and summative assessments to obtain desired information and monitor progress of all students.	
c. Possessing knowledge of systematic observation and documentation, and the ability to use these processes to gain insight into students' development, interactions, strengths and needs.	
d. Using formal assessment results to plan, differentiate, and continuously adjust instruction (RTI) for individuals, groups, and classes.	
e. Engaging students in reflection, self-assessment and goal setting.	

Observation Comments (Use back of form or extra pages when needed):

_____   _____   _____

Supervisor   **Candidate Teacher**   **Date**

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**INSTRUCTIONS FOR COMPLETING THE MID-TERM AND FINAL EVALUATION
OF THE ELEMENTARY EDUCATION PROGRAM STANDARDS FOR CANDIDATES
DURING THE STUDENT TEACHING FIELD PLACEMENT**

General Instructions

It is critically important to ensure reliability of the assessment process for Candidates. Therefore, each evaluator must be familiar with the assessment instrument and its general use. Both the Classroom Supervising Teacher and University Supervisor evaluate the Candidate using the forms provided and described below. The entire assessment process revolves around the Elementary Education Program Standards. Please read the specific instruction below and use them for all evaluations.

Specific Instructions

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

Example

Standard 1: "The Candidate is knowledgeable in planning and preparation" has six indicators". Indicator 1a of that standard is "Demonstrating knowledge of content, curriculum mapping, content standards, and pedagogy.". Using the rubric with the descriptions under "unacceptable", "basic", or "proficient", the evaluator determines which best describes how the Candidate is performing for Indicator 1a of Standard 1. For example, if the Candidate's "plans are complete and the plans display solid content knowledge and make connections within the discipline", the evaluator would mark that indicator on the computer Scantron form as "proficient ". This is the description on the rubric for "proficient" for Indicator 1a. In comment column, give specific examples for ratings.

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

Performance Indicator	*U*	*B*	*P*	*COMMENTS*
a. Demonstrates Knowledge of planning for each of the content areas			■	

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

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

<u>**The School of Education Dispositions**</u>

In 2013, the School of Education developed and adopted nine professional dispositions that all Candidates in all of its programs must demonstrate. Each standard is accompanied by a short list of behavioral indicators associated with that standard. It is also possible that other behavioral indicators will be listed to further define and evaluate a particular standard. The behavioral indicators and ultimately each of the eight standards are scored using:

> 0 = No chance to assess; not counted in subsequent data processes
> 1 = Unacceptable
> 2 = Acceptable

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

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

The mid-term form for the evaluation of the School of Education Dispositions must be completed, reviewed with the Candidate at the same time as the mid-term program standards evaluation. When marking the squares in the computer Scantron form, make sure to use a number 2 lead pencil. This form must be forwarded to Ms. Terri Beard, Block 4 Leader, IU Southeast School of Education, 4201 Grant Line Road, New Albany IN 47150 by the published due date. If any behavioral indicators are scored with "unacceptable" , the University Supervisor must be informed. Specific ways of remediation for the standard should be noted in the comment section of the form. Other forms may be completed during the rest of the student teaching experience as needed and to keep the Candidate fully informed of his or her progress or scoring of all dispositions.

The final form for the School of Education dispositions must be completed, reviewed with the Candidate, and sent Ms. Terri Beard, Block 4 Leader, IU Southeast School of Education, 4201 Grant Line Road, New Albany IN 47150 by the published due date. When marking the squares in the computer Scantron form, make sure to use a number 2 lead pencil. If there have been other forms completed as indicated above, but remediation was successful in the attainment of an "acceptable" for all standards by the end of student teaching, the other forms may simply be kept by the supervising teacher for his or her records.

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

APPENDIX A
Elementary Program Standards Sample Evaluation Forms and Program Rubrics

Evaluation Form
Elementary Program Standards

Candidate ID Number

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

Date _____   Mid-Term ___   Final ___

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

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

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

PLEASE USE THE RUBRICS ASSOCIATED WITH THIS EVALUATION TOOL FOR A COMPLETE DESCRIPTION OF EACH PERFORMANCE INDICATOR. THE RATINGS USED FOR EACH ARE:
U = Unacceptable   B = Basic   P = Proficient   N/O = Not Observed

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

	Performance Indicator	U	B	P	N/O	Comments
a)	Demonstrating knowledge of content, curriculum mapping, content standards, and pedagogy.	☐	☐	☐	☐	
b)	Demonstrating knowledge of students including developmental levels, types of student diversity , exceptionalities, language acquisition, and other community factors.	☐	☐	☐	☐	
c)	Setting instructional outcomes.	☐	☐	☐	☐	
d)	Demonstrating knowledge of resources including digital tools.	☐	☐	☐	☐	
e)	Designing research-based coherent, rigorous, relevant and engaging instruction appropriate for students' differing developmental levels.	☐	☐	☐	☐	
f)	Designing differentiated instruction for all learners.	☐	☐	☐	☐	

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

Performance Indicator	U	B	P	N/O	Comments
a) Creating an environment of respect and rapport.	☐	☐	☐	☐	
b) Establishing a culture for learning in all educational venues.	☐	☐	☐	☐	
c) Managing classroom procedures.	☐	☐	☐	☐	
d) Managing student behavior.	☐	☐	☐	☐	
e) Organizing physical space.	☐	☐	☐	☐	

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

Performance Indicator	U	B	P	N/O	Comments
a) Communicating with students delivering clear directions and instructions to better accommodate learning	☐	☐	☐	☐	
b) Using questioning and discussion techniques to help students analyze the complexity of an issue and use creative thinking and innovative approaches to solve problems.	☐	☐	☐	☐	
c) Promoting students' independence to help students grow as learners through higher order thinking, time management, and organizational skills.	☐	☐	☐	☐	
d) Engaging students in learning through developmentally appropriate learning experiences and integration of subjects	☐	☐	☐	☐	
e) Demonstrating flexibility and responsiveness to maximize learning opportunities for all students	☐	☐	☐	☐	
f) Demonstrating knowledge of information literacy and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age	☐	☐	☐	☐	

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

Performance Indicator	U	B	P	N/O	Comments
a) Reflecting on teaching.	☐	☐	☐	☐	
b) Communicating and collaborating with all parents/guardians, peers, and others in the educational communities to support and enhance student learning.	☐	☐	☐	☐	
c) Participating effectively and productively in a professional learning community.	☐	☐	☐	☐	
d) Growing and developing professionally as a life-long learner.	☐	☐	☐	☐	
e) Showing Professionalism in varied educational contexts.	☐	☐	☐	☐	

Standard 5. The Candidate is knowledgeable of and applies assessment in educational settings.

Performance Indicator	U	B	P	N/O	Comments
a) Using fundamental assessment concepts to design, select, and administer appropriate assessments and interpret data.	☐	☐	☐	☐	
b) Possessing knowledge of and the ability to use different types of formative and summative assessments to obtain desired information and monitor progress of all students.	☐	☐	☐	☐	
c) Using formal assessment results to plan, differentiate, and continuously adjust instruction (RTI) for individuals, groups, and classes.	☐	☐	☐	☐	
d) Engaging students in reflection, self-assessment and goal setting.	☐	☐	☐	☐	

NARRATIVE OF EVALUATION OF STUDENT TEACHING

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

> *PLEASE TYPE NARRATIVE ON A SEPARATE SHEET AND ATTACH*

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

Signed _____ Date _____
              Candidate

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

School_____ School Corporation_____

General size and organization of total group_____

Community setting: rural □   suburban □   urban □

Please indicate the approximate percentages of diversity in your classroom:

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

Total # of students	% High	% Middle	% Low

APPENDIX B
Elementary Dispositions
Sample Evaluation Forms

IU Southeast School of Education
Evaluation of Dispositions

_____Mid Term   _____Final

Candidate ID Number: Date: _____   Assessment Point: _____

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

Evaluator: _____

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

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

---

1. **Candidate respects the legal and ethical norms and values of education**

     Disposition Indicator   **0** **1** **2**   **Comments**

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

     Disposition Indicator   **0** **1** **2**   **Comments**

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

     Disposition Indicator   **0** **1** **2**   **Comments**

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

        Disposition Indicator   **0**   **1**   **2**   **Comments**

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

        Disposition Indicator   **0**   **1**   **2**   **Comments**

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

        Disposition Indicator   **0**   **1**   **2**   **Comments**

7. Candidate is committed to data-based decision-making and fair practices.

        Disposition Indicator   **0**   **1**   **2**   **Comments**

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

        Disposition Indicator   **0**   **1**   **2**   **Comments**

9. Candidate is committed to the belief that all children can learn.
        Disposition Indicator   **0**   **1**   **2**   **Comments**

Candidate's Name _____

Candidate's Signature_____ Date _____

Evaluator's Signature _____

**APPENDIX C
Summative Decision Point 4
Sample Evaluation Forms
And
Criteria**

SUMMATIVE DECISION POINT 4 - FINAL EVALUATION
ELEMENTARY EDUCATION PROGRAM

EXPLANATION AND SIGNATURE PAGE

Semester_____

*Candidate:*_____ *IU ID#*_____

*Reviewer (print) :*_____ *Date:*_____

*Reviewer (print) :*_____ *Date:*_____

Summative Decision Point 4 includes a review of the following:

- The Candidate's current University transcript to assess Grade Point Averages (GPAs) as indicators of content knowledge and mastery.
- The supervising teacher's and the University Supervisor's final evaluations of the Candidate's performance according to the Elementary Education Program Standards to assess knowledge and skills.
- The supervising teacher's summative evaluation of the Candidate's disposition.
- The Impact on Student Learning Project.
- The completion of Final Evaluation rubric.
- Exit Interview with the Candidate conducted by faculty members who have reviewed all of the final evaluation material as listed above.
- The signatures of the Candidate and two assigned faculty that acknowledges the final review of all components and materials of Summative Decision Point 4.

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

_____
Candidate's Name Printed

_____   _____
Candidate's Signature   Date

_____   _____
Faculty Member's Signature   Date

_____   _____
Faculty Member's Signature   Date

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

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

SCORING OF RUBRIC for SUMMATIVE DECISION POINT 4

Candidate:_____   **IU ID#:**_____

Faculty Reviewer: _____   **Date:**_____

Component	Unacceptable	Basic	Proficient	Comments
Knowledge as determined by GPAs in content areas on AAR Report	☐	☐	☐	
Knowledge and skills as determined by evaluations from Supervising Teacher	☐	☐	☐	
Knowledge and skills as determined by evaluation of Performance Standards by University Supervisor	☐	☐	☐	
Dispositions as determined by evaluation of School's dispositions by Supervising Teacher	☐	☐	☐	
Knowledge and skill as determined by evaluation of Impact on Student Learning Project by two members of the Faculty	☐	☐	☐	

RESULTS OF RUBRIC
Possible Scores and Combinations

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

APPENDIX D
Standards

SCHOOL OF EDUCATION DISPOSITIONS

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

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, families/caregivers, and communities

2. ...**effectively interact and collaborate with others and foster similar behaviors among candidates.** *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 of students, families/caregivers, and communities 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. Participating energetically and proactively in school, family/caregiver, and community-based 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

9. …**are committed to the belief that all children can learn**. *Examples of associated behaviors include, but are not limited to:*

a. Differentiating instruction to meet the needs of all students
b. Considering school, family/caregiver, and community contexts in designing instructional experiences
c. Providing equitable and meaningful learning opportunities for all students
d. Collecting and analyzing data on student learning and making adjustments to increase learning of all students
e. Selecting and developing instructional strategies and technologies that help all students learn
f. Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential

APPENDIX E
Program Information

ELEMENTARY EDUCATION PROGRAM
MAJOR SUMMATIVE DECISION POINTS

The table below highlights components of all major summative decision points.

Assessment Point	Assessment Forms/Criteria	Communication to Candidate

Summative Decision Point 1: Admission to Program
 	
• All basic criteria must be met to apply
• Application Process
	Basic Criteria
	• 55 Credit hours
	• Overall GPA of 2.5
	• meets one of criteria for Reading/Math
	  o Passing PPST scores:
	    <u>P & P</u>
	    Reading 176
	    Writing 172
	    Math 175
	  o Combined PPST Score of 527
	  o SAT Score in Math and Reading of 1100
	  o ACT score of 24
	• C or better in all core language arts and math courses completed
	• Completed or enrolled in all required language arts courses
	• Completed EDUC F200, ENG W131, SPCH S121, and MATH T101 with a "C" or better; and at least one science content course and one social studies content course
		• Letter sent of status: Admit or Deny Admit
		
		• Authorization given to register for Block 1 courses

Summative Decision Point 2: Entrance to Block 2 • Seminar (EDUC F401 instructor responsible) • Recommendation for future status in program is based on score of SDP II Rubric	Scoring of Rubric • Knowledge determined by GPA in content areas • Dispositions as determined by evaluation of SOE dispositions by Block 1 instructors.	Interview with candidate with signature recognizing status: • Continue without Condition, • Continue with Conditions
Summative Decision Point 3: Application to Student Teaching • Records viewed by Undergraduate Field Placement Coordinator and Coordinator of Elementary Education Undergraduate Program • Must have all courses completed prior to starting student teaching • Recommendation for future status in Student Teaching	Scoring of Rubric • Overall GPA of 2.5 • GPA in each content area of 2.5 • Evaluations from F401 instructors in Blocks 1 and 2 • SOE Dispositions if noted • Professional Development List	Interview with individual candidates and by formal letter of status • Approved to student teach • Not approved to student teach

Assessment Point 4: Exit Student Teaching	Scoring of Rubric	Interview with individual candidates and by formal letter of completion status:
• Recommendation made for graduation and licensure by Elementary Team	• GPA in content areas • Evaluation of Program Standards by Supervising Teacher • Evaluation of Program Standards by University Supervisor • Evaluation of SOE dispositions by Supervising Teacher • Evaluation of Impact on Student Learning by two faculty members	• completes program, • deferred completion pending completion of Professional Improvement Plan • denied completion

APPENDIX F
CO-TEACHING
INFORMATION