

SECONDARY EDUCATION

**STUDENT TEACHING HANDBOOK  
EDUC-M 480**

STUDENT TEACHER/CANDIDATE  
CLASSROOM SUPERVISING TEACHER  
UNIVERSITY SUPERVISOR

INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION



Indiana University Southeast  
School of Education

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## Indiana University Southeast School of Education

### IU Southeast School of Education: Goals, Theme, and Mission

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

#### **Theme: Educators Engaged in Growth**

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

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

**Conceptual Framework and SOE Themes:** The SOE programs share a vision for its efforts in preparing educators to work in P-12 schools. The conceptual framework establishes the direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Our conceptual framework consists of four themes. The themes are: (1) High Quality, (2) Caring Professional, (3) Transformation of Schools, and (4) Diverse Society.

**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:

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

**SOE Diversity Proficiencies:**

1. Learn about and respect diverse learners and their families
2. Understand social disparities that affect students and apply social justice within the classroom and the school
3. Create an inclusive learning community where differences are respected
4. Adjust lessons, educational materials, resources, guidance, and other materials to accommodate needs of all students
5. Examine and reflect on personal practice to reduce bias and stereotypes within their work.

**SOE Dispositions:**

Faculty and candidates will:

1. Respect the accepted legal and ethical norms and values of education.
2. Effectively interact and collaborate with others and foster similar behaviors among students.
3. Commit to diversity through equitable treatment and respect for all individuals.
4. Exhibit personal management behaviors valued by the professional education community.
5. Commit to inquiry application of the knowledge base of education.
6. Exhibit enthusiasm and respect for education as a practice and a profession.
7. Commit to data-based decision making and fair practices.
8. Commit to continuous self-evaluation and personal improvement.

Indiana University Southeast  
School of Education

Secondary Education Program Faculty and Professional Staff

Dean, IU Southeast School of Education	Dr. Gloria Murray 941-2448, glomurra@ius.edu
Social Studies Coordinator/Advisor	Dr. C. Bradford Griggs 941- 2951, cbgriggs@ius.edu
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Undergraduate: Field Placement Coordinator, Program & Licensing Advisor	

# Indiana University Southeast School of Education

## Summary of Forms

(Due dates are on the student teaching calendar, provided separately from this handbook.)

### For Candidate:

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

### For Classroom Supervising Teacher and University Supervisor:

(Send items to IU Southeast Field Placement Office)

- Honorarium forms (W9, Payee Voucher, Faculty Data Sheet)
- Mid-Term Evaluation (Classroom Supervising Teacher **only**)
- Final Evaluations:
  - “Early Adolescent Developmental Standards” **OR**  
“Adolescent/Young Adult Developmental Standards”  
(University Supervisor **only**)\*
  - “Dispositions”
  - “InTASC/Indiana Content Standards”
  - “Narrative Final Evaluation”
- “Opinionnaire”
  - Classroom Supervising Teacher
  - University Supervisor

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

(In this handbook are optional forms, pages 47-49, for Classroom Supervising Teachers and University Supervisors to use during their observations of the Candidate—this does not need to be returned to the Field Placement Office.)



# CANDIDATE INFORMATION



INDIANA UNIVERSITY SOUTHEAST  
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# Letter to Candidate

Dear Candidate,

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

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

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

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

Sincerely,

*The Faculty and Professional Staff of the Secondary Education Program*

# Indiana University Southeast School Of Education

## Roles of the Student Teaching Candidate

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

The Candidate will:

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

### Absences

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

### Absence of the Supervising Teacher

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

In cases of extreme emergency, the Candidate may be asked, as a team member, to assume single responsibility for the class should the Supervising Teacher and the Principal agree that this is desirable. These periods should be of short duration. *In the case of a prolonged period of absence by the Supervising Teacher, the University Supervisor should be notified and will determine if the Candidate should be reassigned, either temporarily or permanently.*

Candidates may NOT be used as substitute teachers, paid or not.

If a work stoppage (e.g., strike) should involve the Supervising Teacher, the placement school building or system, the Candidate *will immediately report to the Field Placement Office at IU Southeast for reassignment*. This reassignment may either be temporary or permanent, and will depend upon the duration of the stoppage and the prevailing climate in the teaching situation.

**The Candidate is prohibited from taking any role in any dispute** as a participant in the strike action or as a strikebreaker. Candidates violating this provision are subject to immediate dismissal from student teaching and from the Teacher Education Program of Indiana University Southeast.

### Assuming Responsibilities

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

### Planning

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

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

### Demonstrating Student Learning

One of the major changes in teacher education has been the move to performance-based standards. Teacher education programs now focus more of their attention on each Candidate's ability to produce student learning in P-12 students. Candidates completing student teaching must provide evidence that the students they teach are learning. One method would be to teach a unit of instruction using both a pre-test and post-test. Candidates would develop and administer a pre-assessment to students before they teach a unit. Then, at the end of the unit, candidates would administer a post-assessment to determine how much students have learned. Candidates will have directions for this action research study and a rubric that clarifies evaluation of this project from their content area coordinator when they begin student teaching. *It is very important that all candidates provide such evidence developed during student teaching.*

### Reflection Journal

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

### Video-recording

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

### Outside Activities

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

### Due Process

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









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Video-Recording Instructions for Candidates

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

Please use the following directions:

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

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Student Teaching Video-recording Critique Form

Name \_\_\_\_\_ School \_\_\_\_\_

Classroom Supervising Teacher \_\_\_\_\_ Date \_\_\_\_\_

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

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

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**Secondary Lesson Plan Format**

Subject \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**GOALS:** State the overarching goal of the unit in broad terms. (Example: Students will read a Shakespearean play with comprehension and demonstrate understanding of the structure of tragedy and the impact of the Elizabethan Period on the writings of Shakespeare.)

**OBJECTIVES:** Stated objective in behavioral terms using Bloom's Taxonomy. The objective describes what students should know and be able to do as a result of this lesson. For example:

- |                         |   |
|-------------------------|---|
| <u>Science</u> -        | Given a model of a leaf, the student will point out the vein, guard cells, and stem.  |
| <u>English</u> -        | Given a list of nouns and pronouns, the student will circle all of the nouns.   |
| <u>Social Studies</u> - | Given a lecture and a reading assignment in government, the student will write a two page essay on a democracy or totalitarian state. |
| <u>Math</u> -           | Given six quadratic equations, the student will correctly solve five of them.   |

**STANDARDS:** Align the objectives to the CCSS standards, if available, or the Indiana standards. Include the number and the text of the standard.

**MATERIALS:** List texts, reference materials, trade books, and other materials and equipment needed for the lesson).

**INTRODUCTION:** Begin the lesson with a motivating or challenging experience which will develop or access prior knowledge, build background, or segue into the lesson.

**PROCEDURE:** State step-by-step descriptions of pupil experiences and teacher procedures, including significant questions and statements by which the objectives will be achieved. **Bold or highlight** strategies that represent adaptations to scaffold student learning).

- 1.
- 2.
- 3.
- 4.
5. Closure activity:

**EVALUATION:**

1. State the means by which the teacher will measure the pupils' behavior in terms of satisfying the objective of the lesson.
  2. Reflect on the effectiveness of this particular lesson in accomplishing the stated objectives.

-----  
SUPERVISING TEACHER'S EVALUATION COMMENTS

Supervising Teacher's Signature \_\_\_\_\_

## Co-Teaching Strategies

Strategy	Definition/Example
One Teach- One Observe	One teacher has primary responsibility while the other gathers specific observation information on students or the instructing teacher. The key to this strategy is to focus the observation-where the teacher doing the observation is observing specific behaviors. <u>Example:</u> One observes students for their understanding of directions while the other leads.
One Teach- One Assist	One teacher has primary instructional responsibility while the other assists students with their work, monitors behavior, or corrects assignments <u>Example:</u> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups rotate or spend a designated amount of time at each station, often an independent station will be used along with the teacher lead stations. <u>Example:</u> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. <u>Example:</u> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	One teacher works with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated. <u>Example:</u> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Two different approaches to teaching the same information. The Learning outcome is the same for all students, however the avenue for getting there is different. <u>Example:</u> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective there is no clearly defined leader-as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <u>Example:</u> Both instructors share the reading of a story or text so that the students are hearing two voices.

***These strategies are not hierarchical- they can be used in any order and/or combined to best meet the needs of the students in the classroom.***

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Complying with School System Requirements for  
Criminal Background Checks

It is the responsibility of each school system to ensure that persons in their schools who have contact with students do not have a serious criminal background. The student teaching candidate's responsibility is to contact the placement school to determine what type of background check is required, allowing plenty of time to acquire the necessary check before the student teaching experience is to begin—you may not be allowed into the school without the proper background check.

If you need an Indiana Limited Criminal History background check, you may print a report from the Indiana State Police's website (<http://www.in.gov/isp/>; click on link at left for "Limited Criminal History"), requiring credit card payment of their fee. In the section that asks for the Reason for Request, mark item #11, "Has volunteered services at a public school (as defined in IC20-10.1-1-2) or a non-public school (as defined in IC 20-10.1-1-3) that involve contact with, care of, or supervision over a student enrolled in the school".

You should print the report and take it to the main office of your placement school.

**KENTUCKY Placements:** IU Southeast student teaching candidates placed in KY schools must comply with the school's requirements. Jefferson County (KY) Public Schools placements should report to the VanHoose Education Center (3332 Newburg Road) to request a background check and fingerprinting; bring your driver's license so they may make a school ID card for you. You must also provide a copy of a medical exam with TB test to the Field Placement Coordinator prior to starting student teaching. Other KY districts may have other requirements: allow time to determine and meet the district's requirements prior to beginning student teaching.

**IU Counsel advises that personnel in IU schools of education should not view nor keep on file criminal history reports—the reports are between the candidate and the organization requiring the report.**



INDIANA UNIVERSITY SOUTHEAST  
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CODE OF ETHICS  
For Pre-Service Field Experiences

\_\_\_\_\_  
Date

\_\_\_\_\_  
Complete Legal Name of Candidate (Please Print)

\_\_\_\_\_  
Course number

\_\_\_\_\_  
IU Southeast Student ID Number

\_\_\_\_\_  
Instructor's Name

1. Have you ever been convicted of a felony? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Have you ever been convicted of a misdemeanor other than minor traffic violations since January 15, 1994? Yes \_\_\_\_\_ No \_\_\_\_\_

**If the answer is Yes to either question 1 or 2, attach a written explanation and provide the court records *within 20 calendar days* to the IU Southeast Field Experience Office.**

Signature \_\_\_\_\_  
Complete Legal Name of Candidate

As a pre-professional, I recognize my commitments to the students, to supervisory personnel, to the school system, to the University, and to the profession. I affirm and accept my responsibility to practice my profession according to the highest ethical standards as follows:

1. Conduct professional business through the proper channels.
2. Discuss confidential and official business with authorized persons only.
3. Conduct oneself in a professional manner.
4. Follow all practices and policies of the assigned school and the University.
5. Deal justly and impartially with students regardless of their physical, emotional, political, economic, social, racial, or religious characteristics or background.

I recognize that my conduct may be regarded as representative of my role in the profession as stated above. I further confirm this commitment by my signature.

Signature \_\_\_\_\_  
Complete Legal Name of Candidate





Please review the following list of offenses that may jeopardize your continuation in the IU Southeast School of Education, as well as your application for employment as a teacher.

Indiana Code 20-5-8

1. Murder
2. Causing suicide
3. Assisting suicide
4. Voluntary manslaughter
5. Reckless homicide
6. Battery (unless 10 years have elapsed)
7. Aggravated battery
8. Kidnapping
9. Criminal confinement
10. Sex offense under IC 35-42-4
11. Car jacking
12. Arson (unless 10 years have elapsed)
13. Incest
14. Neglect of a dependent (unless 10 years have elapsed)
15. Child selling
16. Contributing to the delinquency of a minor (unless 10 years have elapsed)
17. Offense involving a weapon under IC 35-47 (unless 10 years have elapsed)
18. Offense relating to controlled substances under IC 35-48 (unless 10 years have elapsed)
19. Offense relating to material or performance that is harmful to minors or obscene under IC 35-49-3 (unless 10 years have elapsed)
20. Offense relating to operating a motor vehicle while intoxicated under IC 9-30-5 (unless five years have elapsed)
21. Offense substantially equivalent to any of the above in which the conviction occurred in another jurisdiction (state or country)

I HAVE READ THE INFORMATION CONTAINED IN THIS DOCUMENT.

Candidate's Printed Complete Legal Name:

\_\_\_\_\_

Candidate's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign this document, make a copy for yourself, and give the original to the IU Southeast Undergraduate Field Placement Coordinator.



# Indiana University Southeast School of Education

## Pupil Rating of Student Teacher

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

### RELATIONSHIP WITH THE CLASS (Check only one statement):

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

### PRESENTATION (Check only one statement):

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

### FAIRNESS (Check only one statement):

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

### CLASSROOM MANAGEMENT (Check only one statement):

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

### PROMOTION OF INTEREST (Check only one statement):

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

### KNOWLEDGE OF THE SUBJECT (Check only one statement):

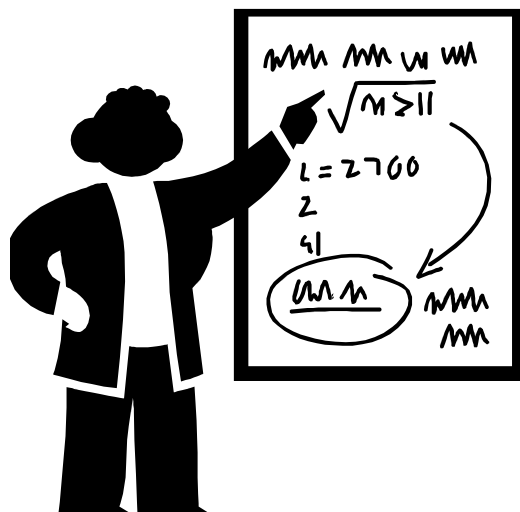
- Knows the subject thoroughly; seldom makes a mistake
- Knows the subject rather well; mistakes do not interfere with effectiveness
- Is generally well informed concerning the subject
- Doesn't know the subject well enough; is easily confused
- Doesn't know the subject; frequently makes mistakes

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

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



# CLASSROOM SUPERVISING TEACHER INFORMATION



INDIANA UNIVERSITY SOUTHEAST  
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# Letter to Classroom Supervisor

Dear Classroom Supervising Teacher:

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

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

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

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

Thank you for your important professional role.

Sincerely,

*The Faculty and Professional Staff of the Secondary Education Program*

## Indiana University Southeast School of Education

### Roles of the Classroom Supervising Teacher

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

The Classroom Supervising Teacher will:

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

#### Giving the Candidate Opportunities to Learn by Doing

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

Please:

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

### Induction into Full-time Teaching

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

### Evaluation and Conferences

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

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

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

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



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

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

NAME (Optional): \_\_\_\_\_

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

SUBJECT AREA: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

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

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

E	G	I	U

Strengths:

Concerns:

Suggestions:

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

E	G	I	U

Strengths:

Concerns:

Suggestions:

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

E	G	I	U

Strengths:

Concerns:

Suggestions:

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

E	G	I	U

Strengths:

Concerns:

Suggestions:

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

E	G	I	U

Strengths:

Concerns:

Suggestions:

6. THE PREPARATION/TRAINING YOU RECEIVED TO SUPERVISE:

E	G	I	U

Strengths:

Concerns:

Suggestions:

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

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



# UNIVERSITY SUPERVISOR INFORMATION



INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION

# Letter to University Supervisor

Dear University Supervisor:

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

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

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

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

Thank you for your important professional role.

Sincerely,

*The Faculty and Professional Staff of the Secondary Education Program*

## Indiana University Southeast School of Education

### Roles of the University Supervisor

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

The University Supervisor:

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





Indiana University Southeast  
School of Education  
Opinionnaire: University Supervisor--Secondary

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

NAME (Optional): \_\_\_\_\_

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

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

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

E	G	I	U

Strengths:

Concerns:

Suggestions:

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

E	G	I	U

Strengths:

Concerns:

Suggestions:

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

E	G	I	U

Strengths:

Concerns:

Suggestions:

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

E	G	I	U

Strengths:

Concerns:

Suggestions:

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

E	G	I	U

Strengths:

Concerns:

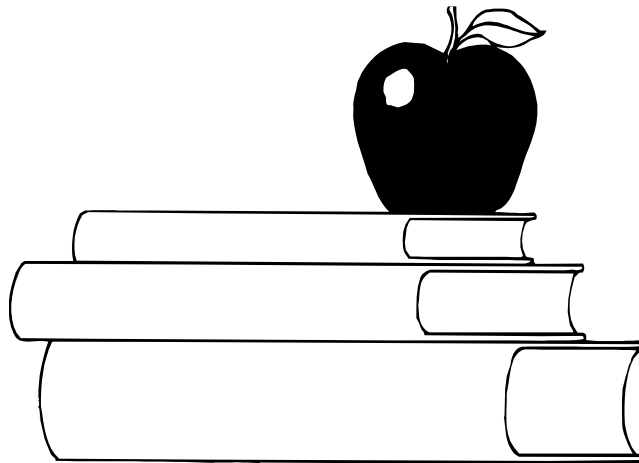
Suggestions:

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

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



# EVALUATION INFORMATION



INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION



Indiana University Southeast  
School of Education

Optional Observation Evaluation Forms

Supervising Professional: the following two forms are optional forms—please feel free to make as many copies as you need and use this to provide feedback to the Candidate after a classroom observation.

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_  
Observer: \_\_\_\_\_ Topic/Subject: \_\_\_\_\_

**Professional Appearance:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
--------------------------	----------------	-------------	------------------	------------------

Comments:

**Professional Attitude:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
--------------------------	----------------	-------------	------------------	------------------

Comments:

**Voice and Diction:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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Comments:

**Communication Skills:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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Comments:

**Knowledge of Subject:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
--------------------------	----------------	-------------	------------------	------------------

Comments:

**Presentation of Materials:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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Comments:

**Instructional Variety:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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Comments:

**Student Relationships:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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Comments:

**Classroom Management:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
--------------------------	----------------	-------------	------------------	------------------

Comments:

**Written Plans:**

<b>Needs Improvement</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
--------------------------	----------------	-------------	------------------	------------------

Comments:

**Evaluation Summary:**



**CLASSROOM OBSERVATION RECORD**

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

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

Classroom Supervising Teacher/ University Supervisor \_\_\_\_\_

Teacher Candidate \_\_\_\_\_



Indiana University Southeast  
School of Education

Instructions: Mid-Term Student Teaching Evaluation  
Secondary Education Program

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

The rubric (pages 61-70) details the ten Interstate New Teachers Assessment and Support Consortium (InTASC) Standards and associated performances that the IU Southeast Secondary Program uses for Candidate assessment. Performances are rated as "Unacceptable", "Basic", or "Proficient". "Unacceptable" indicates the evaluator believes the Candidate has not met the indicated Standard(s) and will cause the Secondary Team to meet to determine the success/failure of the Candidate. "Basic" is an acceptable rating—normal for most student teachers. "Proficient" is for performance above what is normally expected of a Candidate at this level. If, at mid-term, the evaluator has not had the opportunity to assess a standard, please indicate "N"—"No chance to assess".

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

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

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

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

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

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

Indiana University Southeast  
School of Education

Mid-Term Evaluation  
**Student Teaching Assessment Instrument, Secondary**

Candidate: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Location: \_\_\_\_\_

Subject(s)/Grade Level(s): \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

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

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

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

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
<u>InTASC Standard 1:</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individual within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.					

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
<u>InTASC Standard 2:</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards					

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
<u>InTASC Standard 3:</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.					

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
<u>InTASC Standard 4:</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.					

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
<p><u>InTASC Standard 5:</u> The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>					

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
<p><u>InTASC Standard 6:</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>					



Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
InTASC Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.					

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
InTASC Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.					

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
InTASC Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.					

Standard	Rating (one per standard)				Comments and Evidence
	P	B	U	N	
InTASC Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.					

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

## InTASC Content Standards Evaluation

Please complete the InTASC final assessment (a copy of this form is on page 60). This form, as well as all other final assessment forms will be provided to you at the end of the semester by the university supervisor. Please send the completed form to the Field Placement Office, School of Education, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150-6405.

Make only *one* rating for each standard. Note any strengths or weaknesses in the “Comments and Evidence” column. Provide only notes and factual evidence, including examples of practice that are particularly noteworthy, good or bad. *Do not provide personal opinions.* Please consult the included rubric (pages 61-70) and use the scale for ratings, where **P = Proficient**, **B = Basic**, **U = Unacceptable**, **N = No Chance to Assess**.

*Candidates receiving an “Unacceptable” rating on any standard will have their status reviewed by the Secondary Team.*

***Please make one rating per Standard.***

**IU SOUTHEAST SCHOOL OF EDUCATION  
UNDERGRADUATE SECONDARY EDUCATION PROGRAM  
InTASC CONTENT STANDARDS**

Revised   
11/10/2012

**DO NOT STAPLE**

Candidate's Name: \_\_\_\_\_

**10-DIGIT UNIVERSITY ID #**

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

*(Last Name)* \_\_\_\_\_ *(First Name)* \_\_\_\_\_

**Semester:**  
 Fall  
 Spring

**Year:**


**Course:**


**Class Number:**


**Evaluator:**  
 IU Southeast Faculty  
 1    2    3  
 P-12 Educator  
 1    2    3

**Pencil Only**

**IU Southeast Faculty only:**

**Portfolio:**  
 Proficient  
 Basic  
 Unacceptable  
 Not applicable

Please fill in the circle of the rating that best represents your evaluation of the candidate on each of the standards below. In the event that you are unable to evaluate the candidate on a standard, choose "N" -- "No Chance to Assess." Please provide comments on candidate's performance in the space indicated on the BACK of this form, especially regarding any standards ratings of "Unacceptable."

**Key: P = Proficient; B = Basic; U = Unacceptable; N = No Chance to Assess**

**InTASC STANDARD:**

**PERFORMANCE**

	<b>RATING:</b>
<b>1. Learner Development:</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>2. Learning Differences:</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>3. Learning Environments:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>4. Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>5. Application of Content:</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>6. Assessment:</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>7. Planning for Instruction:</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>8. Instructional Strategies:</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>9. Professional Learning and Ethical Practice:</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>10. Leadership and Collaboration:</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SOE-0087 Rev005

**INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION**

Assessment Rubric: For Use with InTASC Standards/Mid-term and Final Evaluation

INTASC Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individual within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
Displays little or no understanding of how students learn and develop.	Understands generally how students learn and develop but may be inconsistent in attempts to act on this knowledge.	Understands how students in general learn in each area of development (cognitive, linguistic, social, emotional and physical) and can act on this knowledge to provide effective instruction that scaffolds the next level of development.
Rarely provides learning activities that foster significant student development in any dimension.	Plans learning activities primarily to foster development in one dimension, often intellectual, with less attention to social and personal development.	Plans learning activities primarily to foster development in one dimension, often intellectual, with moderate attention to social and personal development.
Rarely modifies instruction to foster language development. Instruction is not relevant, assessable, and/or challenging.	Sometimes modifies instruction to foster language development, but this instruction is not always relevant, assessable, and/or challenging.	Understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
Does not work in partnership with families, community, colleagues, and other professionals to promote learner growth and development.	Ineffectively works in partnership with families, community, colleagues, and other professionals to promote learner growth and development.	Takes responsibility for promoting learner growth and development by collaborating with families, communities, colleagues, and other professionals.

**INTASC Standard 2:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
Disregards or discounts developmental and learning style differences among students in planning and instruction, or does not know how to address such differences.	Considers differences among students in planning and instruction by varying instruction to address different learning styles and student interests.	Considers differences among students by varying instruction and by targeting students with distinctly different needs for particular attention.
Demonstrates little acceptance or understanding of cultural, racial, gender, ethnic differences among students, or their special needs, and makes little effort to address such differences in instruction; may not treat students from different backgrounds equitably or inclusively.	Understands some cultural, racial, gender, and ethnic differences or special needs among students and makes sincere, if uneven, efforts to address such differences in instruction and to be equitable and inclusive of all students.	Understands most cultural, racial, gender, and ethnic differences and special needs among students, and uses such knowledge to plan instruction to ensure that learning is consistently inclusive and equitable.
Does not use strategies in their planning and instruction that focus on language development for the purpose of supporting content and English proficiency among ELL students.	Ineffectively uses strategies that focus on language development. The strategies used do not always support content and English proficiency among ELL students.	Incorporates tools in language development into planning and instruction, including strategies for supporting ELL content and English proficiency attainment.
Fails to design instruction utilizing learners' prior knowledge and experiences to enrich student understanding and learning.	Infrequently or ineffectively designs instruction to build on learners' prior knowledge and experiences to enrich understanding and learning.	Designs instruction to build on learners' prior knowledge and experiences to enrich understanding and learning.
Discourse involves little or no attention to incorporating student viewpoints concerning family, community experiences and cultural norms.	Incorporates some perspectives concerning family, community experiences and cultural norms in discourse but does not always address all students' experiences.	Incorporates multiple perspectives concerning family, community experiences and cultural norms in discourse.
Does not seek resources, supports, and specialized assistance/services to meet individual learning needs.	Inadequately uses or uses inappropriate resources, supports, and specialized assistance/services to meet individual learning needs	Uses resources, supports, and specialized assistance/services to meet individual learning needs.

**INTASC Standard 3:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.

<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
Verbal or non-verbal communication does not show respect for the differences students' culture and perspectives in the learning environment. Furthermore the learning experiences are teacher directed only.	Attempts to use communication (verbal and non-verbal) that shows respect for the differences students' culture and perspectives in the learning environment, but at times falls short. Learning experiences are mostly teacher directed.	Designs learning experiences that foster student self-direction and ownership of learning. Communicates verbally and non-verbally in ways that show respect for the differences students' culture and perspectives in the learning environment.
Generally fails to maintain a safe and orderly environment for learning consistent with the goals and nature of the subject of the school. The classroom learning environment does not promote openness, mutual respect, support, and inquiry.	Maintains a safe and orderly learning environment, but does not have established and consistent routines and may not exhibit firm control in all situations. The classroom learning environment does not always promote openness, mutual respect, support, or inquiry.	Maintains a safe and orderly learning environment consistently through established routines and respect for the teacher's authority and leadership. The classroom has a positive learning climate that promotes openness, mutual respect, support, and inquiry.
Has difficulty engaging students in learning activities and creates little interest or enthusiasm for the subject among students over time.	Engages students in most learning activities successfully, with variable success in creating interest and enthusiasm for learning the subject among students over time.	Engages students in most learning activities successfully and develops a moderate to high level of participation and enthusiasm for learning the subject among students over time.
Collaboration with students and colleagues use only face-to-face environments. Learner engagement is not supported or is strictly teacher directed.	Collaboration with students and colleagues is mostly face-to-face, but some attempt is made to use virtual environments. Learner engagement expectations are mostly teacher directed.	Collaboration with students and colleagues uses face-to-face and virtual environments that promote effective interpersonal communication skills. These environments also support expectations for learner engagement with the curriculum and foster self-directed and cooperative academic learning/interaction.

**INTASC Standard 4:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
Provides little evidence of ability to foster effective inquiry, collaboration, and supportive interaction in the classroom. Often does not use correct academic language or detect student misconceptions, or does not utilize the correct content standard or learner progression that is appropriate for the particular discipline s/he teaches.	Fosters inquiry, collaboration, and supportive interaction in the classroom through communication, though success is variable. Sometimes does not use correct academic language or detect student misconceptions. At times, does not utilize the correct content standard or learner progression that is appropriate for the particular discipline s/he teaches.	Consistently cultivates inquiry, collaboration, and supportive interaction in the classroom. Uses correct academic language, detect common student misconceptions, and shows knowledge of content standards and learner progression concerning the particular discipline s/he teaches.
Seldom or never uses supplemental resources or technology to support learning by students when it is available and appropriate.	Occasionally uses available and appropriate supplemental resources or technology and media communications to support learning by students.	Regularly and effectively uses available and appropriate supplemental resources and technology to support learning by students.
Key ideas are presented using one representation. Opportunities for student reflection on content are not present and learners therefore have difficulties making links and connections of new and prior concepts.	Uses multiple representations to capture key ideas however, these representations are incorrect or ineffective. Opportunities for student reflection are included in instruction, but links and connections of new and prior concepts do not occur.	Affectively uses multiple representations to capture key ideas, stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
Academic language skills are not addressed. Materials and resources are not evaluated for accuracy and appropriateness. Culturally relevant resources are not provided.	Some attention to academic language skills are present but inadequate for mastery of content. Materials are sometimes inaccurate, inappropriate, or not culturally relevant.	Gives students opportunities to learn, practice, and master academic language, evaluates materials for accuracy and appropriateness, and integrates culturally relevant resources to promote content mastery.



**INTASC Standard 5:** The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
Rarely engages, or attempts to engage, students in use of critical thinking, problem solving or related performance skills.	Engages students occasionally in activities requiring critical thinking, problem solving or related performance skills, with inconsistent success.	Engages students successfully in occasional activities requiring critical thinking, problem solving or related performance skills.
Rarely engages, or attempts to engage, students in use of critical thinking related to authentic local and global issues.	Engages students occasionally in activities requiring critical thinking with inconsistent success related to authentic local and global issues.	Engages students successfully in occasional activities requiring critical thinking related to authentic local and global issues.
Rarely engages, or attempts to engage, students in use of problem solving related to authentic local and global issues.	Engages students occasionally in activities requiring problem solving with inconsistent success related to authentic local and global issues.	Engages students successfully in occasional activities requiring problem solving related to authentic local and global issues.
Rarely engages, or attempts to engage, students in use of creativity in related to authentic local and global issues.	Engages students occasionally in activities requiring creativity related to local and global authentic local and global issues.	Engages students successfully in occasional activities requiring creativity relating to authentic local and global issues.

**INTASC Standard 6:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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

INTASC Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
Demonstrates consistently poor planning and implementation skills	Has lesson and unit plans but activities may not always be cohesive or aligned with curriculum goals or needs and abilities of students.	Has good lesson and unit plans with activities that are cohesive, aligned with appropriate curriculum goals, and consistent with needs and abilities of most students.
Wastes significant instructional time under routine conditions due to poor planning and management.	Uses instructional time inconsistently, though generally effectively; may lose time in transitions and at the beginning and end of classes.	Generally uses instructional time effectively; transitions are usually handled routinely and smoothly, sequencing indicates appropriate planning and time management.
Does not plan collaboratively with other professionals, service providers to provide appropriate learning experiences to meet unique student needs.	Occasionally plans collaboratively but does not provide appropriate learning experience for all students needs in the majority of settings.	Demonstrates collaborative planning and provides creative and appropriate learning experiences for most students.
Demonstrates the lack of evaluation based on data and the absence of adjustment to planning from the data.	Plans in the majority of lessons based on the evaluation of assessment data to increase student learning.	Shows evidence of the use of assessment data for lesson planning to systematically to adjust lessons/units for enhance learning.

**INTASC Standard 8:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
Demonstrates poor knowledge of the concepts and relationships of the subject.	Demonstrates essential knowledge of concepts, but relationships among concepts may not be clear.	Demonstrates a good grasp of concepts and relationships and makes few errors in content.
Makes mistakes in instruction frequently and may overlook mistakes; teaches largely by rote and recitation and rarely connects knowledge to real-world applications.	Makes some mistakes, but tries to correct them when noted; may have some difficulty elaborating or clarifying some ideas or making relationships clear among concepts; makes some, but not many, real-world connections that are meaningful to students.	Makes few or no mistakes and displays facility in conveying the subject to students; has alternative explanations and can usually address student questions well; connects new knowledge to that previously learned; makes some real-world connections that are meaningful to students.
Does not use multiple forms of learning skills and technology tools to evaluate and apply knowledge.	Occasionally uses various forms of learning skills and technology tools to evaluate and apply knowledge.	Exhibits the use of multiple learning skills and technology to inform, evaluate and apply knowledge.
Does not use a variety of questioning strategies that stimulate discussion and help students in their thinking processes.	Uses multiple questioning strategies in most instances that induce creative discussions, and higher order questioning skills.	Generally demonstrates creative questioning skills that engage learners in higher order thinking and metacognitive processes that enhance communication.

**INTASC Standard 9:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

INTASC Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

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

(Last revised-fall 2013)

## Dispositions Evaluation

Please complete the Dispositions final assessment (sample assessment is on page 72). This form, as well as all other final assessment forms will be provided to you at the end of the semester by the university supervisor. Please send the completed form to the Field Placement Office, School of Education, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150-6405.

The rubric Make only *one* rating for each standard. Note any strengths or weaknesses in the “Comments and Evidence” column. Provide only notes and factual evidence, including examples of practice that are particularly noteworthy, good or bad. *Do not provide personal opinions.* Please consult the included rubric (pages 73-75) and use the scale for ratings, where **A = Acceptable**, **C = Concerns**, **U = Unacceptable**, **N = No Chance to Assess**.

*Candidates receiving an “Unacceptable” rating on any disposition will have their status reviewed by the Secondary Team.*

***Please make one rating per Standard.***

**IU SOUTHEAST SCHOOL OF EDUCATION  
EVALUATION OF DISPOSITIONS**

**Directions:** Fill out form completely using pencil or pen. Please contain all circular marks inside target bubbles.

**Candidate's Name:** \_\_\_\_\_  
*(Last name, First name, M.I. or Maiden name)*

**Evaluator's Signature:** \_\_\_\_\_  
*(Candidate's signature IF self-evaluation)*

**Course No.:** \_\_\_\_\_ **Class No.:** \_\_\_\_\_  
*(Leave fields blank if not applicable)*

**Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**10-digit University ID:**

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

**Decision Point:**

- 1
- 2
- 3
- 4
- N (N/A)

**Type of Evaluation:**

- Formative
- Summative

**EVALUATOR:**

- Candidate (Self-evaluation)       IU Southeast Faculty
- Classroom/ Cooperating Teacher       Site Supervisor/ University Supervisor

**DEGREE PROGRAM**

**OR**

- BSED Elementary Ed.
- BSED Secondary Ed.
- BSED Special Ed.
- MSED School Counseling (Non-teaching)
- MSED Elementary Ed.
- MSED Secondary Ed.

**INITIAL/ADDITIONAL LICENSE PROGRAM:**

- Transition to Teaching – Elementary Ed.
- Educational Leadership
- ENL/ELL
- Gifted & Talented
- Reading
- Technology

**Mark if pursuing MS Elementary/Secondary Degree with additional concentration:**

- ENL/ELL     Gifted & Talented     Reading     Technology

**Key:** **A = Acceptable:** Candidate consistently displayed described behaviors; **C = Concerns:** Candidate inconsistently displayed described behaviors or sometimes displayed behaviors considered opposite of described behaviors; **U = Unacceptable:** Candidate frequently did not display one or more of the described behaviors or displayed behaviors considered opposite of described behaviors; **N = No chance to assess:** not counted in subsequent data processes.

**A   C   U   N**

- |   |   |   |   |   |
|---|---|---|---|---|
| A | C | U | N | 1. Candidate respects the legal and ethical norms and values of education.                                    |
| A | C | U | N | 2. Candidate effectively interacts and collaborates with others and fosters similar behaviors among students. |
| A | C | U | N | 3. Candidate is committed to diversity through equitable treatment and respect for all individuals.           |
| A | C | U | N | 4. Candidate exhibits personal management behaviors valued by the professional education community.           |
| A | C | U | N | 5. Candidate is committed to inquiry and application of the knowledge base of education.                      |
| A | C | U | N | 6. Candidate exhibits enthusiasm and respect for education as a practice and a profession.                    |
| A | C | U | N | 7. Candidate is committed to data-based decision-making and fair practices.                                   |
| A | C | U | N | 8. Candidate is committed to continuous self-evaluation and personal improvement.                             |
| A | C | U | N | 9. Candidate is committed to the belief that all children can learn.  |



# **INDIANA UNIVERSITY SOUTHEAST**

## **SCHOOL OF EDUCATION**

### **Assessment Rubric: Dispositions/Final Evaluation**

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

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

#### **Candidates and faculty in an IU Southeast Program in the School of Education.....**

1. **...respect the accepted legal and ethical norms and values of education.** *Examples of associated behaviors include, but are not limited to:*
  1. Maintaining confidentiality of student records, parent communications, and private professional communications
  2. Using language free of profanity and derogatory statements toward any individual or groups
  3. Knowing and complying with legal requirements of the education profession
  4. Adhering to high standards of truthfulness and honesty
  5. Showing respect for the ethical and moral values and concerns of the school, students and community
  
2. **...effectively interact and collaborate with others and foster similar behaviors among candidates.** *Examples of associated behaviors include, but are not limited to:*
  1. Willingly and actively participating in group assignments, projects or activities
  2. Contributing positively and equitably to projects involving others
  3. Seeking membership on collaborative projects
  4. Leading projects or activities in a fair and equitable manner
  5. Facilitating the functioning of all group members in a shared project
  6. 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:*
  1. Being sensitive to the varying needs and dispositions of others
  2. Accepting and adapting to differences in learning styles and individual capabilities

3. Facilitating learning by those with disabilities or with exceptional capabilities
  4. Examining diverse values, languages, and traditions in a respectful manner
  5. 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:*
    1. Being present and punctual for professional activities and assigned duties
    2. Being prepared for professional engagements
    3. Completing assigned work on time
    4. Showing leadership, self-respect and a willingness to take responsibility
    5. Fostering a sense of self-respect and self-control in others
    6. Respecting the intellectual property of others
    7. 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:*
    1. Adopting contemporary modes of practice based on research and demonstrated best practices of the profession
    2. Maintaining an analytical openness to new ideas expressed in the professional literature
    3. Reading and learning continuously from the professional literature and professional development activities
    4. 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:*
    1. Expressing positive attitudes and a commitment to quality education
    2. Seeking opportunities to build positive relationships with others in the profession
    3. Participating in the meetings and activities of local, state and national professional associations and organizations
    4. Pursuing personal goals for professional development
    5. Exhibiting care for quality in the preparation and implementation of educational activities
    6. Being energetic and proactive in professional activities
    7. Listening and responding to others with enthusiasm and care
    8. 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:*
    1. Using data-based assessments to improve practice
    2. Engaging in action research to test and evaluate new ideas and recommendations
    3. Sharing the results of research with others
    4. Collecting data to understand a situation before taking or recommending action
    5. Ensuring that all problems are addressed with due process for all

6. 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:*
  1. Engaging in meaningful continuous reflective self-assessment and showing such assessment leads to plans for change
  2. Demonstrating positive changes in educational practices or personal behaviors over time
  3. Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
  4. 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:*
  1. Differentiating instruction to meet the needs of all students
  2. Providing equitable and meaningful learning opportunities for all students
  3. Collecting and analyzing data on student learning and making adjustments to increase learning of all students
  4. Selecting and developing instructional strategies and technologies that help all students learn
  5. Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential

**Adopted by SOE faculty 3/15/2013**

Indiana University Southeast  
School of Education

Narrative Final Evaluation

Supervising Professional: this narrative evaluation should be reasonably detailed, complete and accurate. It should clearly delineate strengths and deficiencies, either inherent or remediable. *The statement should include your recommendation of the Candidate's potential as a member of the profession.* Please use the space below and/or attach additional pages if needed, signing each. This form will become part of the Candidate's permanent record. Please share this evaluation with the Candidate by the last day of the student teaching experience. Please send this form to: Field Placement Coordinator, HH108, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN47150-6405, by the date specified in the student teaching calendar, provided separately. Or e-mail to [jlclemen@ius.edu](mailto:jlclemen@ius.edu).

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

**Candidate's Name:** \_\_\_\_\_

**Supervising Professional's Name:** \_\_\_\_\_

**Subject(s):** \_\_\_\_\_ **Grade(s):** \_\_\_\_\_

**School:** \_\_\_\_\_ **School Corporation:** \_\_\_\_\_

**Community (Urban, Suburban, Rural):** \_\_\_\_\_ **Enrollment:** \_\_\_\_\_

**General Ability Level of Group(s):** \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Supervising Professional

Indiana University Southeast

## School of Education

### Final Assessment Developmental Standards

The *University Supervisor* will complete the Developmental Standards for Early Adolescence Assessment (sample assessment on page 78) at the conclusion of candidates' clinical placements in middle school settings.

Make only *one* rating for each standard. Note any strengths or weaknesses in the "Comments and Evidence" column. Provide only notes and factual evidence, including examples of practice that are particularly noteworthy, good or bad. *Do not provide personal opinions.* Please consult the included rubric (pages 79-80) and use the scale for ratings, where **P = Proficient**, **B = Basic**, **U = Unacceptable**, **N = No Chance to Assess**.

*Candidates receiving an "Unacceptable" rating on any standard will have their status reviewed by the Secondary Team.*

***Please make one rating per Standard.***

DO NOT STAPLE  
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IU SOUTHEAST SCHOOL OF EDUCATION  
UNDERGRADUATE SECONDARY EDUCATION PROGRAM  
DEVELOPMENTAL STANDARDS FOR EARLY ADOLESCENCE

Revised on 08/10/05

Preservice Teacher's (Candidate's) Name: \_\_\_\_\_  
(Last name) (First name)

University ID (include leading 0's)

Grid for University ID with numbers 0-9 in circles for marking.

Semester:

Radio buttons for Fall, Spring, Summer I, Summer II.

Year:

Grid for Year with numbers 0-9 in circles.

Course:

Grid for Course with numbers 0-9 in circles.

Class Number:

Grid for Class Number with numbers 0-9 in circles.

Evaluator: IUS Faculty (1, 2, 3) and P-12 Educator (1, 2, 3) radio buttons.

Please fill in the circle of the rating that best represents your evaluation of the candidate on each standard below. When making your judgments, please refer to the detailed key and standards descriptions accompanying this form. It is likely that you will not be able to evaluate the candidate on all of the standards listed. Choose N if you are unable to evaluate the candidate on the standard.  
Key: P = Proficient; B = Basic; U = Unacceptable; N = No Chance to Assess

The IPSB early adolescent developmental standards relate to IPSB/INTASC standard 2.

IPSB Devel.

Table with columns: Standards, Performance, Rating. Lists standards 1-9 with corresponding performance descriptions and rating circles.

Please provide comments below on the candidate's overall performance, especially on any standards that you rated as unacceptable.

Large empty box for providing comments.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
SOE-0086 Rev004

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Indiana University Southeast  
School of Education

Rubric for IPSB Developmental Standards for  
Early Adolescence Final Assessment

**IPSB Developmental Standards:** Please find listed below the IPSB developmental standards for Early Adolescence. While the SEP has decided not to have a separate early adolescent generalist program, it does think that it is important that secondary candidates have a thorough understanding of early adolescent development. The SEP has incorporated these developmental standards into the program and in this M201 Field Experience.

**Early Adolescence** (Junior High/Middle School)

Standard 1: Young Adolescent Development

The early adolescence generalist understands the range of developmental characteristics of early adolescence within social, cultural, and societal contexts and uses this knowledge to facilitate student learning.

Standard 2: Healthy Development

The early adolescence generalist demonstrates an understanding of the risk behaviors of young adolescents and the changes in family setting and society that affect their development by establishing a learning environment that promotes positive, productive, healthy development.

Standards 3: Middle School Philosophy and School Organization

The early adolescence generalist understands the philosophical foundations of developmentally responsive middle schools and the unique school organization these schools employ and can work successfully within these organizational features.

Standard 4: Middle School Curriculum

The early adolescence generalist understands and can implement the established middle school curriculum.

Standard 5: Middle School Instruction

The early adolescence generalist understands the breath of instructional options available to the middle school teacher and the research base that underlies these options and employs a variety of instructional strategies which are developmentally appropriate for the varying learning abilities and styles of young adolescents.

#### Standard 6: Family Involvement

The early adolescence generalist has a thorough understanding of the role of the family in a student's educational development and is able to use this knowledge to assist and support both young adolescents and their families in the young adolescent's education.

#### Standard 7: Community Involvement

The early adolescence generalist understands the importance of the community in the education of the young adolescent and can work cooperatively with resource persons and community groups to promote student learning.

#### Standard 8: Teacher Roles

The early adolescence generalist understands and performs the complex role of the teacher of young adolescents within the context of young adolescent development, middle school curriculum, instruction, and school organization.

#### Standard 9: Collaborative Behavior

The early adolescence generalist understands the importance of collaboration with colleagues, families, resource persons, and community groups, and collaborates to improve schools for young adolescents.



## Indiana University Southeast School of Education

### Final Assessment Developmental Standards

The *University Supervisor* will complete the Developmental Standards for Adolescence & Young Adults Assessment (sample assessment on page 82) at the conclusion of candidates' clinical placements in high school settings.

Make only *one* rating for each standard. Note any strengths or weaknesses in the "Comments and Evidence" column. Provide only notes and factual evidence, including examples of practice that are particularly noteworthy, good or bad. *Do not provide personal opinions.* Please consult the included rubric (pages 83-84) and use the scale for ratings, where **P = Proficient**, **B = Basic**, **U = Unacceptable**, **N = No Chance to Assess**.

*Candidates receiving an "Unacceptable" rating on any standard will have their status reviewed by the Secondary Team.*

***Please make one rating per Standard.***

DO NOT STAPLE  
on this side



IU SOUTHEAST SCHOOL OF EDUCATION  
UNDERGRADUATE SECONDARY EDUCATION PROGRAM  
DEVELOPMENTAL STANDARDS FOR ADOLESCENCE AND YOUNG ADULTHOOD

Revised on 08/10/05

Preservice Teacher's (Candidate's) Name: \_\_\_\_\_  
(Last name) (First name)

University ID (include leading 0's)

Grid for University ID with numbers 0-9 and a # symbol.

Semester:  Fall  Spring  Summer I  Summer II

Year: Grid for entering year digits.

Course: Grid for entering course number.

Class Number: Grid for entering class number.

Evaluator:  IUS Faculty  1  2  3  P-12 Educator  1  2  3

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Please fill in the circle of the rating that best represents your evaluation of the candidate on each standard below. When making your judgments, please refer to the detailed key and standards descriptions accompanying this form. It is likely that you will not be able to evaluate the candidate on all of the standards listed. Choose N if you are unable to evaluate the candidate on the standard.  
Key: P = Proficient; B = Basic; U = Unacceptable; N = No Chance to Assess

The IPSB adolescence and young adulthood developmental standards relate to IPSB/INTASC Standard 2.

IPSB Devel.

Table with columns: Standards, Performance, Rating. Lists 7 standards with corresponding performance descriptions and rating circles.

Please provide comments below on the candidate's performance, especially on any standards that you rated as unacceptable.

Large empty box for providing comments on candidate performance.

6 X 5 FRONT

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 SOE-0085 Rev004

INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION

Rubric for Developmental Standards for  
Adolescence and Young Adulthood  
Key and Standards Descriptions

(Completed by the University Supervisor)

KEY

**U = UNACCEPTABLE:** the Candidate demonstrates knowledge, skills and/or dispositions that are not acceptable for someone who is preparing to become a teacher.

**B = BASIC:** the Candidate demonstrates knowledge, skills and/or dispositions typical of someone who is preparing to become a teacher.

**P = PROFICIENT:** the Candidate demonstrates knowledge, skills and/or dispositions beyond that of the typical person preparing to become a teacher.

**N = NO CHANCE TO ASSESS:** the Candidate has not done enough related to this standard to make a judgment.

STANDARDS

- 1. Development of Adolescents and Young Adults:** the Candidate understands the range of developmental characteristics of adolescence including interpersonal, cultural and social contexts and uses this knowledge to facilitate student learning.
- 2. Decision Making:** the Candidate understands the challenges young adults face and provides them with the skills and opportunities to be reflective in making responsible decisions.
- 3. High School Learning Community:** the Candidate has an understanding of the characteristics of high schools and incorporates this knowledge into the design of educational programs which reflect sound principles of teaching and learning.
- 4. Curriculum:** the Candidate understands the interdisciplinary nature of the high school curriculum and relates his/her subject matter to foster well-rounded student learning.
- 5. Instructional Strategies:** the Candidate understands the teaching/learning research base and employs a variety of instructional strategies, resources, and technologies which advance the learner into higher level thinking skills.

6. **Home-School Connection:** the Candidate understands the impact of family structure and home life on educational development and uses this knowledge to facilitate and support the education of the young adult.

7. **Community and Transition to the Future:** the Candidate understands the importance of the community in the education of the young adult and works with resource persons and community groups to promote student learning and citizenship.

# APPENDICES



INDIANA UNIVERSITY SOUTHEAST



## Secondary Education Program

**To be admitted to the Secondary Education Program (SEP)** candidates must meet all the requirements for Summative Decision Point I as listed below:

1. have taken F200 and earned a grade of at least 2.0 (C) and have a grade-point-average in professional education courses of at least 2.75;
2. have taken the communications courses (i.e., W131, S121, G207, and W270, W290 or W350) with no grade less than 2.0 (C) and a grade point-average of at least 2.75;
3. have taken a mathematics course M114 or M118 or higher with a grade of at least 2.0 (C);
4. have an overall grade-point-average of at least 2.75;
5. have at least a grade of 2.0 (C) in each course in the licensing area(s) and an overall average in each licensing area of at least 2.75;
6. have passing scores on Praxis I (PPST) based on the Indiana standards; and
7. have acceptable recommendations from the instructors and field experience teachers in F200.
8. have submitted a completed application to the SEP with a copy of the Praxis I scores.

**To be eligible to enroll in the Specific Methods/Student Teaching Block 3 (M467/M480)** candidates must meet the following Summative Decision Point III requirements listed below:

1. have passed the Praxis II Content Knowledge Test (based on the Indiana standards);
2. have completed all of their general education requirements with appropriate grades;
3. have completed at least 75% of the coursework in the major;
4. be able to complete all requirements for their degree by the summer following student teaching;
5. have acceptable recommendations from their M301/M314/M464 instructors and field experience teachers; and
6. have an acceptable portfolio.

<p><b>To be eligible to take the Education Psychology Block 1 (P312/P313/M303)</b> candidates must meet the following requirements:</p> <ol style="list-style-type: none"> <li>1. be admitted to the SEP at IUS;</li> <li>2. have a grade of at least 2.0 (C) and a grade-point-average of at least 2.75 in the professional education coursework and in the coursework in all of their licensing areas;</li> <li>3. have taken or be concurrently enrolled in EDUC W200;</li> <li>4. have an overall grade-point-average of at least 2.75; and,</li> <li>5. be eligible for student teaching in the spring of the next academic year (i.e., have completed at least 60 credit hours that count toward the 130 credit hour requirement to take the block in the fall semester and at least 72 credit hours to take the block in the spring semester).</li> </ol>	<p><b>To be eligible to graduate</b> candidates must meet all of the requirements for Summative Decision Point IV listed below:</p> <ol style="list-style-type: none"> <li>1. have completed and satisfactorily passed all coursework in professional education including specific methods and student teaching with no grade less than a 2.0 (C) and a grade-point-average of at least 2.75;</li> <li>2. have completed all coursework in general education with appropriate grades;</li> <li>3. have completed all coursework in the major with no grade less than a 2.0 (C) and with a grade-point-average of at least 2.75;</li> <li>4. have an overall grade-point-average of at least 2.75;</li> <li>5. have an acceptable portfolio; and</li> <li>6. have earned at least 130 semester hours (not counting developmental courses such as ENG W100, MATH M006, M007, etc. and repeated courses).</li> </ol>
<p><b>To be eligible to enroll in the General Methods/Reading Methods Block 2 (M301/M314/M464)</b> candidates must meet the Summative Decision Point II requirements. These requirements include:</p> <ol style="list-style-type: none"> <li>1. be admitted to the SEP at IUS;</li> <li>2. have completed EDUC M300 with a "C" or better;</li> <li>3. have a grade of at least 2.0 (C) and a grade-point-average of at least 2.75 in the professional education coursework and in the coursework in all of their licensing areas;</li> <li>4. have an overall grade-point-average of at least 2.75;</li> <li>5. be eligible to student teach in the spring semester following M301/M314/M464;</li> <li>6. have an acceptable portfolio; and</li> <li>7. have acceptable recommendations from the instructors and field experience teachers in the P312/P313/M303 block.</li> </ol>	<p><b>Additional Licensing Requirement: Praxis II Principles of Learning and Teaching: Grades 7-12 (0524)</b></p>



APPEAL PROCESS  
ELEMENTARY/SPECIAL EDUCATION/SECONDARY  
UNDERGRADUATES IN EDUCATION

Field Experience Appeal Process

Step 1	Student and University Supervisor	University Supervisor and Student will confer and decision is recorded. Student may appeal in writing to the Team Coordinator within 5 working days of decision in Step 1.
Step 2	Elementary/Special Education or Secondary Team chaired by the Team Coordinator.	Within 10 working days of receiving written appeal to the Coordinator of Elementary/ Special Education/ Secondary team. Team members will convene and make a decision. Student may or may not be present.
Step 3	School of Education Field Experience Committee chaired by the Coordinator of Field Experiences.	Student may appeal in writing to the Coordinator of Field Experiences within 5 working days after receiving decision in Step 2. The Coordinator of Field Experiences will convene the committee within 10 working days of the appeal and make a decision. Student may or may not be present.
Step 4	Dean, School of Education	Student may appeal in writing to the Dean of the School of Education within 5 working days after receiving decision in Step 3. The Dean will make decision within 10 working days after receiving written decision.
Step 5	Vice Chancellor for Academic Affairs	Student may appeal in writing to Vice Chancellor for Academic Affairs within 5 working days after receiving decision in Step 4.
Step 6	Chancellor	Student may appeal in writing to the Chancellor within 5 working days after receiving decision in Step 5.