



**INDIANA UNIVERSITY  
SOUTHEAST**

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**SCHOOL OF EDUCATION**

# General Methods Practicum Handbook

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**SECONDARY EDUCATION**

**EDUC-M 301**

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## INDIANA UNIVERSITY SOUTHEAST SCHOOL OF EDUCATION

*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.*

### SECONDARY GENERAL METHODS FIELD EXPERIENCE (EDUC-M 301)

#### **General Instructions**

At this stage of professional training, Secondary Education teacher Candidates have learned many concepts and ideas in their college courses about the different roles which must be performed by today's classroom teacher. Consequently, this field experience will provide the teacher Candidates (hereafter called practicum Candidates) with some insights into these tasks and how they may be satisfactorily performed.

Additionally, it seems that before teachers can assume control and responsibility for the instructional expertise of an entire class, they must have previous experiences gained in working with individuals or small groups. This field experience should, through the use of a co-teaching model of instruction, provide opportunities for the practicum Candidates to work with one student, small groups of students, as well as an entire class. It is also essential that the practicum Candidates become aware of the heterogeneous backgrounds of students in our secondary schools. This can be accomplished only by providing on-site experiences and allowing practicum Candidates the opportunity to interact with these secondary students.

Many secondary teachers do not have an opportunity to teach and observe basic (or remedial) students in their teaching areas until the first year of actual teaching. Therefore, the M301 Secondary General Methods Field Experiences are designed to provide classroom experiences with basic (or remedial) students in the practicum Candidates' certification area(s). Sometimes it may be difficult to provide all of the teaching experiences suggested in this field experience with this type of student, but every effort should be made by the practicum Teacher Supervisors to provide learning experiences for the practicum Candidates with basic (or remedial) students.

Candidates are reminded that a passing score on the required Praxis 2 subject area assessment(s) is necessary before the Candidate can be placed for student teaching. Please see the Secondary Licensing Advisor for details.

## Candidate Responsibilities

All secondary Candidates enrolled in M301 are required to participate in a field experience constituting a **minimum of 40 hours**, or the equivalent of three to five clock hours weekly for a minimum of ten weeks in the practicum experience. This experience will be done in the practicum Candidate's teaching major. Thirty of the 40 clock hours will involve actual teaching activities. The other 10 clock hours will be devoted to non-teaching duties, of which five clock hours will be spent in the special education resource room (or other approved setting). The special education hours may be scheduled outside the block of time set aside for teaching in the practicum classroom. Orientation will not count toward the 40-clock hour total. Refer to the section on "Types of Experiences" for detailed description of teaching and non-teaching experiences.

Candidates schedule their 40-clock hour practicum experience with the Supervising Teachers, choosing times which are beneficial to both. The practicum Candidates should schedule their hours to be completed before the 12<sup>th</sup> week of the semester, and NOT condensed into a few intensive weeks. Practicum Candidates are encouraged to schedule their time blocks on two consecutive days each week. Practicum Candidates have in their IU Southeast class schedule a block of time for the M301 practicum. The deadline for completing this practicum experience is the Monday of the 12<sup>th</sup> week of the semester.

Log. At the end of each week, the practicum Candidates will write a critique of the past week's activities, using the logs in this manual—copy as needed. This log will be turned in to the M301 instructor on the Tuesday after completing the previous week's field experience and getting the Supervising Teacher's signature. One log is to be submitted for each week of the first 12 weeks of the semester. Late submission of these logs could result in a failing grade in M301.

Absence. Practicum Candidates should obtain the telephone number of the Supervising Teacher. Practicum Candidates must contact their Supervising Teacher as soon as possible when an absence is anticipated so arrangements can be made by the Supervising Teacher for the day's classes. Practicum Candidates should consult with the Supervising Teacher to make up any absences. Practicum Candidates should consider obtaining coverage of liability insurance, either through membership in SEA or a policy from a private insurance agency.

Schedule Change. If a change is necessary after the initial schedule is determined, practicum Candidates must get approval of this change in writing from their Supervising Teacher. Practicum Candidates will establish a specific day and time to work with the assigned Supervising Teacher. Supervising Teachers should monitor closely the dates and times the practicum Candidates will report in their classroom.

Late or missing. If practicum Candidates do not report their absence or tardiness prior to missing the pre-determined date or time assigned, the University Supervisor should be notified immediately by the Supervising Teacher.

Punctuality. All practicum Candidates are expected to be punctual and assume their professional responsibilities in meeting their practicum assignments. If practicum Candidates do not provide a good reason for absence or tardiness, they will be withdrawn from this experience and given a failing grade.

Appearance. Since IU Southeast Candidates are guests at the placement school, their dress, appearance, and behavior must be professional. Candidates who fail to comply with this standard will be withdrawn from the experience and receive a failing grade.

## Types of Experiences

- A. General Teaching Experiences: The following is a list of suggested teaching experiences that the practicum Candidate may engage in under the supervision of the Supervising Teacher. The practicum Candidates should NEVER BE LEFT ALONE in the classroom with students.
1. Conduct whole class, small group, and individual instruction.
  2. Work with students while they are doing independent study, making sure that they are on task and following directions correctly.
  3. Help supervise and aid students in a laboratory setting (Supervising Teacher always present).
  4. Provide for some individual and/or small group instruction. Develop lessons designed to remediate specific objectives previously not mastered by the student.
  5. Conduct review sessions for the class.
  6. Conduct a simulation gaming technique.
  7. Prepare and deliver a short lecture for a class.
  8. Assist the Supervising Teacher on field trips.
  9. Return a test and review it with the class.
  10. Work with individuals who are not motivated.
  11. Work with students who pose discipline problems.
- B. Lesson Planning
1. All practicum Candidates are required to ***co-develop and co-teach at least five lessons*** with the Supervising Teacher Teaching segments should not involve the introduction of new material which has proven to be too difficult, and need not last an entire class period to count as one hour of teaching time.
  2. All lesson plans are to be approved by the Supervising Teacher prior to the plan's use in the classroom. The lesson plan must contain all components of a lesson plan identified on page 9, but the format of the plan will be determined by the Supervising Teacher and candidate. A minimum of three different co-teaching strategies (see page 10 for a list of these strategies) must be used in these five lessons That is, three different co-teaching strategies altogether not three in each individual plan. Lesson plans should be submitted to the M314 instructor at the class meeting after the lesson is taught. Electronic submissions of the lesson plans must be done using one electronic document (not a folder containing many documents). The deadline for teaching and submitting all five lesson plans is the last Monday before the 12<sup>th</sup> week of the semester. Late submission of these lesson plans could result in a failing grade in M301.
- C. Non-Teaching Experiences
1. Assist in the distribution of materials to the class.
  2. Assist with clerical work related to the classroom.
  3. Aid the Supervising Teacher in the preparation of instructional materials.
  4. Prepare and/or grade a test.
  5. Assist the Supervising Teacher in implementing A-V materials. (Films, CDs, DVDs, etc.).
  6. Attend staff development programs conducted during or after school.
- D. Practicum Candidates SHOULD NOT have these experiences:
1. Work with students in the classroom without supervision.
  2. Work with permanent records.
  3. Instruct any new concepts that have proven difficult for students in the past.
  4. Be left in charge of a classroom, laboratory, or extra-curricular activity (clubs, dance, etc.).
  5. Administer any disciplinary action, or assume responsibility for students being disciplined, outside of that expected in the context of the classroom in order to continue with a lesson.

6. Confer alone with parents in reference to a student.
7. Give semester or course grades.
8. Write and develop an entire teaching unit.

## Lesson Plan Components

**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.

**CO-TEACHING STRATEGY/STRATEGIES:** List the number and the name of the co-teaching strategies used in the lesson.

**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.

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

**INCLUSION STRATEGIES:** Explain strategies used to facilitate all students' understanding of the stated objective(s) (i.e. special education, ELL, gifted, etc.)

### **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 accomplish the stated objectives.

## 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 re-teaching 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.***



## Supervising and Evaluations

Practicum Candidates who are participating in this experience have completed approximately three-fourths of their coursework requirements for graduation and certification. Thus, the actions of these Candidates must be under the close scrutiny of the Supervising Teacher. Keep in mind that these practicum Candidates have not had a content area methods course; therefore, Candidates should not do any type of unit planning.

For this to be a worthwhile experience, the practicum Candidate should be provided opportunities to teach under the supervision of the practicum Teacher. We expect that, out of the 40 clock-hour experience, the practicum Candidate would be in a teaching situation for at least 30 clock hours; however, if the practicum Candidate develops a lesson plan for any part of a period, that entire period can be counted as teaching time.

At the end of each week, the practicum Candidate will complete a log of weekly activities. After reviewing the completed log, the Supervising Teacher should sign the log in the space provided if it adequately describes the activities experienced by the practicum Candidate.

The University Supervisor will e-mail Supervising Teachers and visit their school every 1-2 weeks to check on the progress of the practicum Candidates participating in the M301 practicum. Supervising Teachers who need to discuss the progress of their practicum student should meet the University Supervisor at the school in the designated room at the time identified by the University Supervisor. If the Supervising Teacher cannot attend this meeting, then s/he should contact the University Supervisor at IU Southeast as soon as possible to request a meeting. The telephone number for contacting the IU Southeast School of Education Field Placement Office is (812) 941-2386.

### EVALUATION

The SOE asks the Supervising Teacher to complete a set of final evaluations on each practicum student s/he is supervising. To be most beneficial and meaningful to the practicum Candidates, the Supervising Teacher should review with them their strengths and weaknesses reflected in the evaluations.

The Final Evaluation/InTASC form covers the Interstate New Teacher Assessment and Support Consortium (InTASC) standards in detail and we encourage Supervising Teachers to include detailed comments. Please use the scanable final evaluation form that your candidate's University Supervisor will supply. We also ask Supervising Teachers to complete bubble sheet evaluations of the practicum student's Dispositions. (Samples of the bubble sheets are included in this manual—the actual forms will be given to Supervising Teachers by your University Supervisor, since they are computer-scanable forms and cannot be reproduced in the handbook.) The University Supervisor will complete the Developmental Standards evaluation. All the final evaluation forms should be sent to the University Supervisor or the Field Experience Office when completed—return envelopes will be provided. It is imperative that the final evaluation form be returned to the University in a timely manner so that the practicum Candidates can be given credit for this experience.

The deadline for the final evaluation is the Monday of the 13<sup>th</sup> week of the semester.

**INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION  
M301 FIELD EXPERIENCE**

Reflection Teaching Log  
*(Duplicate this form as needed)*

Name \_\_\_\_\_ Week of Mon \_\_\_\_\_ -Fri \_\_\_\_\_

Supervising Teacher's Name \_\_\_\_\_

Supervising Teacher's E-mail \_\_\_\_\_

School \_\_\_\_\_

Hours in the Field:

Monday:	Period(s) _____	Time: _____
Tuesday:	Period(s) _____	Time: _____
Wednesday:	Period(s) _____	Time: _____
Thursday:	Period(s) _____	Time: _____
Friday:	Period(s) _____	Time: _____

Teaching Hours this Week \_\_\_\_\_ (round to the nearest half hour)

Non-Teaching Hours this Week \_\_\_\_\_ (round to the nearest half-hour)

Total Hours Remaining \_\_\_\_\_ (round to the nearest half-hour)

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

Co-teaching Strategy/Strategies: List the name and number of the co-teaching strategy/strategies you used in the field this week. Explain briefly in terms of the number of students and the type(s) of activities in which you were involved how you utilized these strategies.

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SCHOOL OF EDUCATION  
M301 FIELD EXPERIENCE**

Reflection Teaching Log  
*(continued)*

Positive Influences: Describe the observations, activities, etc. you experienced this week that contributed towards your development into a professional teacher. Relate these experiences to those learned in M464/314 and/or other education courses or field placements.

Areas of Improvement: From your experiences this week, what areas do you need to improve, and how are you going to remediate these areas? (Must list at least two. Be specific).

**INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION  
M301 FIELD EXPERIENCE**

Reflection Teaching Log--Special Education  
*(Duplicate this form as needed)*

*The "Special Education Log", describing the five clock hours you have spent in the resource room/inclusion classroom (or other approved setting), should be submitted on the date stipulated in the syllabus in M314. Make sure the teacher with whom you are working in this experience signs this form.*

Name \_\_\_\_\_ Week of Mon \_\_\_\_\_ -Fri \_\_\_\_\_

School \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Room Number \_\_\_\_\_

Hours in the Field:

Monday:	Period(s) _____	Time: _____
Tuesday:	Period(s) _____	Time: _____
Wednesday:	Period(s) _____	Time: _____
Thursday:	Period(s) _____	Time: _____
Friday:	Period(s) _____	Time: _____

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

Co-teaching Strategy/Strategies: List the name and number of the co-teaching strategy/strategies you used in the field this week. Explain briefly in terms of the number of students and the type(s) of activities in which you were involved how you utilized these strategies.

**INDIANA UNIVERSITY SOUTHEAST**  
**SCHOOL OF EDUCATION**  
**M301 FIELD EXPERIENCE**

Reflection Teaching Log--Special Education  
*(continued)*

Positive Influences: Describe the observations, activities, etc. you experienced this week that contributed towards your development into a professional classroom teacher who will work with special education students. Relate these experiences to those learned in M464/314 and/or other education courses or field placements.

Areas of Improvement: From your experiences this week, what areas concerning special education do you need to know more about, and how are you going to locate this information? (Must list at least two. Be specific).

**INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION**

Special Education--Field Experience Guide Sheet  
M314

During your practicum experience this semester, you will spend five (5) clock hours in the special education resource room/inclusion classroom (or other approved setting). You should schedule this field experience outside the block of time set aside for teaching in the practicum classroom. You will also attend a workshop on special education in M314. These experiences should prepare you to address the following questions:

1. What is an IEP?
2. What do you need to look for in an IEP?
3. How do you prepare for an IEP/Case Conference?
4. What are the teacher's responsibilities for the implementation of the IEP?
5. How do you use Behavior Plans in the classroom?
6. What is the link between co-teaching and special education?
7. How do you work with a paraeducator?
8. What are the 13 areas of disability that special education encompasses?
9. What is the connection of Response to Intervention to special education?
10. What are some (5) accommodations that can be used for special education?
11. How do you assess special education students?
12. How do you grade special education students?

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

Revised  
11/10/2012

**DO NOT STAPLE**

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

*(Last Name)*

*(First 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

**Semester:**

- Fall  
 Spring

**Evaluator:**

IU Southeast Faculty

- 1    2    3

P-12 Educator

- 1    2    3

**Pencil Only**



**Year:**

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

**Course:**

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

**Class Number:**

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

**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**

**RATING:**

<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.	P B U N
<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.	P B U N
<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.	P B U N
<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.	P B U N
<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.	P B U N
<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.	P B U N
<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.	P B U N
<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.	P B U N
<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.	P B U N
<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.	P B U N

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

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

**INDIANA UNIVERSITY SOUTHEAST  
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Assessment Rubric: InTASC Standards/Final Evaluation  
Secondary General Methods (M301)

Please use the following Rubric to complete the Final Evaluation/INTASC bubble sheet provided by the University Supervisor.

<b>INTASC Standard 1:</b> 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>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Has difficulty engaging students in learning activities and creates little interest or enthusiasm for the subject among students over time.</p>	<p>Engages students in most learning activities successfully, with variable success in creating interest and enthusiasm for learning the subject among students over time.</p>	<p>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.</p>
<p>Collaboration with students and colleagues use only face-to-face environments. Learner engagement is not supported or is strictly teacher directed.</p>	<p>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.</p>	<p>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.</p>

**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)



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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: \_\_\_\_\_

University ID (include leading 0's)

(Last name)

(First name)

Semester:

Year:

Course:

Class Number:

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

Semester selection: Fall, Spring, Summer I, Summer II.

Year selection grid with numbers 0-9.

Course selection grid with letters A-Z and numbers 0-9.

Class Number selection grid with numbers 0-9.

Evaluator:

Evaluator selection: IUS Faculty, P-12 Educator, with ratings 1, 2, 3.

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 Level.

Table with 3 columns: Standards, Performance, Rating. Lists 7 standards with corresponding performance descriptions and rating circles (P, B, U, N).

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.

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

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

**INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION**

**DEVELOPMENTAL STANDARDS FOR ADOLESCENCE AND YOUNG ADULTHOOD**

**Assessment Rubric: Developmental Standards/Final Evaluation**

*(Completed by the University Supervisor)*

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**KEY**

<b>U = UNACCEPTABLE:</b>	Candidate demonstrates knowledge, skills and/or dispositions that are not acceptable for someone who is preparing to become a teacher.
<b>B = BASIC:</b>	Candidate demonstrates knowledge, skills and/or dispositions typical of someone who is preparing to become a teacher.
<b>P = PROFICIENT:</b>	Candidate demonstrates knowledge, skills and/or dispositions beyond that of the typical person preparing to become a teacher.
<b>N = NO CHANCE TO ASSESS:</b>	Candidate has not done enough related to this standard to make a judgment.

**STANDARDS**

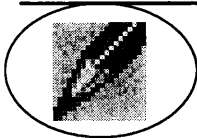
1. **Development of Adolescents and Young Adults:** the Candidate understands the range of developmental characteristics of adolescence including interpersonal, cultural and social contexts and uses this knowledge to facilitate student learning.
2. **Decision Making:** the Candidate understands the challenges 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.

IU SOUTHEAST SCHOOL OF EDUCATION  
 SUMMATIVE EVALUATION OF DISPOSITIONS

Revised  
 11/11/2010

Pencil Only

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

(Last name) (First name)

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

(Candidate's Signature if Self-Evaluation)

Program Pursued: (Choose One)

- BS - Elementary Education
- Transition to Teach - Elementary
- BS - Secondary Education
- Transition to Teach - Secondary
- BS - Special Education
- MS - Counseling
- MS - Elementary Education
- MS - Secondary Education
- Grad - Special Education
- Grad - Educational Leadership
- Other--WRITE IN \_\_\_\_\_

Decision Point:

- I
- II
- III
- IV
- V
- VI

10-DIGIT UNIVERSITY ID#

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Date of Evaluation:

M	M	D	D	2	0	Y	Y
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Evaluator:

IUS Faculty:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
P-12 Educator:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Self evaluation:	<input type="radio"/>		

**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.

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

Overall Evaluation:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Conceptual Framework Themes addressed: High Quality, Caring Professional, Transformation of Schools, Divers Society.

## 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**

Please review your assessments with the Practicum Candidate before returning all the final evaluation forms to the University Supervisor or Field Experience Office.

IU Southeast School of Education  
Hillside Hall 108D  
4201 Grant Line Road  
New Albany, IN 47150-6405



**INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION**

**CODE OF ETHICS  
Pre-Service Field Experiences**

Date \_\_\_\_\_ Complete Legal Name of Student \_\_\_\_\_  
Course # \_\_\_\_\_ (Please Print)  
Class # \_\_\_\_\_ IUS Student ID # \_\_\_\_\_

\_\_\_\_\_  
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 above, attach a written explanation and provide the court records within 20 calendar days.**

Signature \_\_\_\_\_  
Complete Legal Name of Student

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. 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. Are committed to diversity through equitable treatment and respect for all individuals.
4. Exhibit personal management behaviors valued by the professional education community.
5. Are committed to inquiry and application of the knowledge base of education.
6. Exhibit enthusiasm and respect for education as a practice and a profession.
7. Are committed to data-based decision-making and fair practices.
8. Are committed to continuous self-evaluation and personal improvement.

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 Student

**INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION**

Practicum Contract for M301

I, \_\_\_\_\_  
(Print Practicum Candidate's Name)

agree to work with

\_\_\_\_\_  
(Print Supervising Teacher's Name)

at \_\_\_\_\_  
(Print Name of School)

on \_\_\_\_\_ at \_\_\_\_\_  
(Day) (Time)

on \_\_\_\_\_ at \_\_\_\_\_  
(Day) (Time)

on \_\_\_\_\_ at \_\_\_\_\_  
(Day) (Time)

to fulfill the **40 clock hour practicum requirement** for my M301 field experience requirement. If there is a conflict in meeting on these dates and times, I will notify my Supervising Teacher in advance.

Should I have a problem arranging a specific day/time for my 40 clock hour practicum, I will meet on the day/time block which my M301 practicum is presently scheduled (Fridays 12:30-3pm).

\_\_\_\_\_  
Practicum Candidate's Signature

\_\_\_\_\_  
Date

**Assignment:**

School \_\_\_\_\_

Teacher \_\_\_\_\_

Semester/Year \_\_\_\_\_

**INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION**

**General Methods Field Experience  
M301 Application Form**

Date \_\_\_\_\_

IU Student ID # \_\_\_\_\_

Name \_\_\_\_\_ IU Student E-mail \_\_\_\_\_  
Last First M.I.

Home Address \_\_\_\_\_

\_\_\_\_\_ City State Zip Code

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

High School Attended \_\_\_\_\_

Teaching **Major** \_\_\_\_\_

Grade Point Average in major (4.00 = A) \_\_\_\_\_

**IF** Social Studies, please list areas: Hist. Persps. , \_\_\_\_\_ , \_\_\_\_\_

**IF** Science, please list area(s): \_\_\_\_\_ , \_\_\_\_\_

Teaching **Minors** (if any) \_\_\_\_\_

Grade Point Average in minor \_\_\_\_\_

**Overall** Grade Point Average? \_\_\_\_\_

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List by title all the college courses and their grades you will have completed prior to this intermediate laboratory experience. You may use an additional sheet of paper if needed.

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### GENERAL EDUCATION COURSES

Course Title	Grade

### PROFESSIONAL EDUCATION COURSES

Course Title	Grade

### LIST PREVIOUS FIELD EXPERIENCES: (H340/F200, P250 SERIES, OTHERS)

School	Teacher	Grade Level



## Complying with School System Requirements for Background Checks

It is the responsibility of school systems to ensure that persons in their schools who have contact with students do not have a serious criminal background. The practicum candidate's responsibility is to contact the placement school to determine what type of background check is required. Do not delay—you may not be allowed into the placement school without the proper background check!

- Practicum candidates placed in JCPS schools must complete a Volunteer Records Check. Instructions and on-line form at: <https://apps.jefferson.k12.ky.us/Volunteer/>.

**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.**

**Background checks for student teachers may be more involved. As soon as you know your placement for student teaching, find out what will be required and take the necessary steps to comply as soon as possible. Some background checks can take several weeks and a candidate CANNOT begin student teaching without the completed background check on file with the school system.**

Please review the following list of offenses that might 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 your instructor.*

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# Appendices

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## InTASC Principles

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

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

## Secondary Education Program-Decision Points

<p><b>To be admitted to the Secondary Education Program (SEP)</b> candidates must meet all the requirements for Summative Decision Point I as listed below:</p> <ol style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>3. have taken a mathematics course M114 or M118 or higher with a grade of at least 2.0 (C);</li> <li>4. have an overall grade-point-average of at least 2.75;</li> <li>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;</li> <li>6. have passing scores on Praxis I (PPST) based on the Indiana standards; and</li> <li>7. have acceptable recommendations from the instructors and field experience teachers in F200.</li> <li>8. have submitted a completed application to the SEP with a copy of the Praxis I scores.</li> </ol>	<p><b>To be eligible to enroll in the Specific Methods/Student Teaching Block 3 (M467/M480)</b> candidates must meet the following Summative Decision Point III requirements listed below:</p> <ol style="list-style-type: none"> <li>1. have passed the Praxis II Content Knowledge Test (based on the Indiana standards);</li> <li>2. have completed all of their general education requirements with appropriate grades;</li> <li>3. have completed at least 75% of the coursework in the major;</li> <li>4. be able to complete all requirements for their degree by the summer following student teaching;</li> <li>5. have acceptable recommendations from their M301/M314/M464 instructors and field experience teachers; and</li> <li>6. have an acceptable portfolio.</li> </ol>
<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 reordered. 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.