



STUDENT TEACHING HANDBOOK
for
Academic Year 2018 - 2019

MARION, INDIANA

REVISED
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INTRODUCTION

This Handbook is to serve as a guide for all Indiana Wesleyan University student teachers, field-based supervising teachers, regionally and around the world, cooperating school administrators as well as IWU University Supervisors. Its contents are based on Indiana Wesleyan University program standards/principles/expectations and policies as well as university standards. We realize that this professional journey is exciting, demanding and takes an enormous amount of time as well as energy. It is expected, however, that an Indiana Wesleyan University student teacher will follow all guidelines and ultimately become an effective and efficient educator.

TABLE OF CONTENTS

DIRECTOR'S NOTE	5
Multiple Pre-Student-Teaching Field Experience.	6
Student Teaching Content	6
University Supervision	6
Reflective Analysis Process	7
Professional Development Seminars	7
INTRODUCTION - PROGRAM MODEL.	8
COURSE DESCRIPTION	9
Domain Outcomes and Expectations	10
PROGRAM PURPOSES & DESCRIPTION.	17
Student Teaching Program Purposes	17
Program Description	17
Terminology	18
PROGRAM POLICIES & PROCEDURES	19
Eligibility Requirements.	19
Placement Change.	19
Employment and Major Campus Activities	20
Cooperating School Policies	20
Behavioral Standards.	21
Substitute Teaching	21
Special Event Supervision	21
Work Stoppage	22
Supervising Teacher Honorarium.	22
Transfer Student Placements	22
Cross-Cultural Placements	22
Student Teacher Timeline	23
Appeals Process	23
Licensure	23
Criminal History Information	24
Transportation	24
Final Evaluation	24
ROLES/RESPONSIBILITIES - UNIVERSITY PERSONNEL	25
University Supervisor Guidelines	25
The Purpose of Student Teaching	25
Expectations	25
Specific Duties	26
Suggested Timeline	28
Suggested Observation Schedule	30

ROLES/RESPONSIBILITES - PUBLIC SCHOOL PERSONNEL	31
Cooperating School Administrator.	31
Supervising Teacher	31
Eligibility Requirements.	31
The Purpose of Student Teaching	32
Supervising Teachers Roles/Responsibilities	32
Involve the Student Teacher	34
Maintain a Professional Teaching Environment	34
Plan and Organize the Learning Environment	35
Manage the Learning Environment	36
Communicate Expectations	37
University Assistance	37
Suggested Timeline	38
 ROLES/RESPONSIBILITIES - STUDENT TEACHER	 40
The Purpose of Student Teaching	40
Professional Expectations	40
Professional Development Seminars	42
Legal Responsibilities	42
Ethical/Moral Responsibilities	43
Communication Standards	44
Professional Attire/Demeanor	45
Written Requirements	46
Suggested Timeline	50
 EVALUATION POLICIES & PROCEDURES –	
UNIVERSITY SUPERVISOR & SUPERVISING TEACHER	53
Assessment Policies & Procedures	53
University Supervisor as Evaluator.	53
Supervising Teacher as Evaluator	54
Informal Assessment Techniques	54
Formal Assessment Techniques	54
 APPENDICES	 55
Appendix A - Instruction (Unit Plan-Block Plan-Lesson Design)	56
Appendix B - Teacher Work Sample Design	58
Appendix C - Dispositions Assessment Rubric Documentation	60
Appendix D - Phase I: Written Portfolio (e-folio) Defense (Process/Procedure/Evaluation)	61
Appendix E - Phase II: Oral Portfolio Defense	73
Appendix F - Daily Journal Procedure	82
Appendix G - Video Analysis	84
Appendix H - Post Teaching Observation Procedure	94
Appendix I - Individual "Mock" Interview Process & Procedure.	97
Appendix J - Mid-Term and Final Evaluation Forms	101

NOTE FROM THE DIRECTOR

Student teaching is the culminating experience in the Teacher Education Program at Indiana Wesleyan University. During this transitional period, the student moves into the professional role of a classroom teacher. The student teacher, therefore, becomes an important and integral part of the cooperating school under the leadership of a selected supervising teacher as well as a University Supervisor. This capstone experience provides the teacher candidate with the opportunity to integrate pedagogical as well as content knowledge in a risk-free learning environment. As the teacher candidate assumes responsibility for classroom tasks and decisions, he or she gains knowledge and experience necessary to move toward a career in education.

Supervising teachers have a critical role in assisting teacher candidates in their quest for professional excellence. Research clearly indicates that the classroom supervising teacher is the single most important ingredient to the future professional success of the teacher candidate. Therefore, the time, energy, enthusiasm and knowledge shared with the student will make a significant difference in the professional development of the teacher candidate. Thank you for demonstrating the characteristics of an outstanding educator.

Further, the University Supervisor also plays an equally important role in the professional growth and development of the student teacher. Some student teachers are placed at great distances from campus. Student life and daily collaboration with peers change significantly. Therefore, the supervisory role becomes complex as well as diverse. Because the University Supervisor may be viewed as the only “life-line” to the University, it is extremely critical that the University Supervisor observes the student teacher regularly, converses with the supervising teacher regularly and systematically as well as consistently responds to the student teacher’s reflective journal.

Indiana Wesleyan University is indebted to all public, parochial and private schools within the campus region as well as all overseas schools which so generously accommodate our teacher candidates during this most important phase of the Teacher Education Program, student teaching. Your support, encouragement and endorsement allow our teacher candidates to flourish in the marketplace.

We look forward to working with you as together we mold dedicated teachers, committed to changing the world, one student at a time.

Indiana Wesleyan University: Distinguishing Factors

I. MULTIPLE PRE-STUDENT TEACHING FIELD EXPERIENCES:

All education majors at Indiana Wesleyan University begin the participation process as early as Stage B (typically the sophomore level) and continue (systematically) until the student teaching semester. Prior to the student teaching semester, elementary education majors log more than 500 hours in a classroom while Exceptional Needs and P-12 (Music, Art, Health/Physical Education, Spanish and TESOL) majors participate more than 300 hours in a clinical setting. During each practicum setting, a University Supervisor closely monitors the preparation and implementation of a variety of learning experiences and provides immediate and specific feedback regarding performance. This early and continuous participation assists the pre-service teacher to strengthen his or her professional skills before the capstone experience, student teaching.

II. STUDENT TEACHING CONTENT:

Student teaching at Indiana Wesleyan University is one full semester in cooperating schools. Most elementary and some secondary student teachers remain in a selected placement for the entire experience. Exceptional Needs and P-12 (Music, Art, Health/Physical Education, Spanish and TESOL) and 5-12 student teachers receive two distinctly different placements to accommodate the appropriate development levels. The primary goal of the student teaching program is therefore to provide opportunities for prospective teachers to develop and strengthen skills and competencies needed to become effective/proficient teachers.

III. UNIVERSITY SUPERVISION:

Indiana Wesleyan University student teachers are supervised by members of the University Teacher Education Program. Exceptional needs and secondary students are supervised by both education faculty members and also by University Supervisors trained in their respective disciplines. Student teachers are formally observed and provided immediate and specific feedback by a University supervisor a minimum of five (5) times for all students participating in a full semester placement. Student teachers involved in a split semester experience will be observed minimally six (6) times during the student teaching experience. The video analysis process may replace one on-site observation per semester.

IV. REFLECTIVE ANALYSIS PROCESS:

A. Daily Journal

Daily journaling provides student teachers with opportunities to reflect, self-assess and monitor professional development. Student teachers daily assess and monitor professional development by focusing on one significant event/episode (centered around the eight domains of the Indiana Wesleyan University Program Model) which occurred during the course of the day. Student teachers elaborate on the event and analyze it. The logged event states not only why it was significant, but what happened, plans for follow-up and the valuable lesson(s) learned from the experience.

B. Video Analysis Process

The Video Analysis Process, an authentic account of a lesson, provides another valuable tool for reflective analysis. Student teachers are required to video tape themselves minimally one time during the student teaching experiences. In teaching/learning settings, the taped lesson is analyzed with a peer and specific oral/written feedback, focusing on areas of strengths and weaknesses, is provided.

C. Teacher Work Sample

Research supports the Teacher Work Sample as a best-practice instructional strategy. The student teacher is given the opportunity to develop and implement a unit of study. A pre-test is given to assess student knowledge. The student teacher uses the pre-assessment outcome to develop the unit of study. Daily reflection provides the teacher candidate an opportunity for decision making regarding the instructional process. Lastly, a post-test is given and results charted to ascertain the classroom students' academic growth over time.

D. Portfolio (eFolio)

The required capstone Portfolio (eFolio), an authentic, performance-based assessment, provides the process for reflection and analyzation of the valued undergraduate program standards/domains. Education majors are apprised of and begin the accumulation of program documentation for the capstone Portfolio (eFolio) at Stage A (typically, freshman level) and complete this process during the student teaching semester. Student teachers submit and defend the capstone Portfolio (eFolio) during the last week of the student teaching experience. Although Portfolios (eFolios) are not the sole means of measuring candidates' teaching proficiency, they do provide strong indicators of attained professional skills, knowledge, and dispositions.

V. PROFESSIONAL DEVELOPMENT SEMINARS:

Realizing that professional development is essential to successful teaching, IWU provides multiple seminars throughout the student teaching semester. The seminars are offered three days during the student teaching semester. Topics such as classroom management, questioning strategies, motivation techniques, interviewing strategies and mock interviews, to list a few, are presented.

INTRODUCTION: INDIANA WESLEYAN UNIVERSITY MODEL

THE TEACHER AS DECISION MAKER

The model for the undergraduate Teacher Education Program at Indiana Wesleyan University is **The Teacher as Decision Maker**. This model, which emphasizes a strong knowledge base supported by extensive opportunities to apply and examine theory within instructional settings, is composed of eight interdependent domains: content/subject matter expertise, personal development (morals and ethics), professional development, rights and responsibilities, methodology, management of time/classroom/behaviors, communication, and global/multicultural perspectives. The entire program is encompassed by the University mission: the integration of faith and learning.

If the world of education is to be improved, it is essential that educators know how to make effective decisions within all eight domains. Indiana Wesleyan University, as a Christian liberal arts institution, is committed to providing pre-service and in-service programs that prepare teachers to be effective decision-makers. It is anticipated that Teacher Education Program graduates will become change agents in an ever-evolving academic world.

The Teacher as Decision Maker



COURSE DESCRIPTION

EDU: 490, 491, 492

EDS: 496

1. CATALOG COURSE DESCRIPTION:

Full time student teaching constitutes an entire semester in accredited schools within a 50+ mile radius of Indiana Wesleyan University under the direction of a selected supervising teacher. Students may, if selected, participate in the cross-cultural student teaching experience in an approved school. Some student teaching candidates receive one student teaching placement for the semester.. However, many student teachers, based on specific certification requirements, and/or cross-cultural selection, receive two distinctly different placement sites. Prerequisites: Successful completion of Stages A-C of the Teacher Education Program and admission to the Student Teaching Program.

Student teachers are expected to participate in a series of seminars during the professional semester. All seminars are designed to support and to provide student teachers with additional avenues for professional development.

Each student teacher is required to prepare and orally defend a professional Portfolio (eFolio) during the student teaching semester; Phase I: Written Defense, Phase II: Oral Defense. All included documentation is developed during the student teaching semester. Explicit requirements for Portfolio (eFolio) development and additional assignments are located in the Student Teaching Handbook. Student teaching credit: 15 hours; seminar credit: 1 hour.

2. COURSE LEARNING OUTCOMES:

Upon completion of student teaching, the student teacher should be able to integrate Indiana Wesleyan University standards and Interstate New Teacher Assessment and Support Consortium (INTASC Principles) in daily planning and implementation:

TEACHER EDUCATION PROGRAM Domain Outcomes and Expectations

Each domain incorporates an expectation in Diversity, Faith and Technology (d, f, and t)

1.0 Content/Subject Matter Expertise -Acquisition of a liberal arts education which provides a foundation for future professional growth.

- 1.1 Planning for Instruction. 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 (InTASC Standard 7). He or she evaluates the appropriateness and quality of the curriculum.
- 1.2 Content Knowledge. 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 (InTASC Standard 4).
- 1.3 The candidate demonstrates a thorough understanding of how content areas and disciplines interrelate and uses this knowledge to improve classroom instruction and student learning; unit and lesson plans contain appropriate interdisciplinary materials and activities.
- 1.4 Learner Development. 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 (InTASC Standard 1).
- 1.5 Assessment. 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 (InTASC Standard 6). He or she modifies curriculum and instruction based on assessment data.

- 1.d The candidate has a thorough knowledge and understanding a wide range of instructional strategies and experiences for individuals, small and large groups, and diverse student populations; he or she consistently applies this understanding to classroom curriculum and instruction in appropriate ways.
- 1.f The candidate understands his or her content area from a biblical perspective; The candidate has a breadth and depth of understanding of biblical principals and integrates them into his or her personal life and teaching practice.
- 1.t The candidate understands and integrates technology into classroom curriculum and instruction.

2.0. Personal Development (Morals and Ethics) - *Internalization of an individual set of moral and ethical behaviors.*

- 2.1 The candidate consistently demonstrates respect for the dignity of students, parents, and peers; all student and peer confidences are strictly maintained.
- 2.2 Caring for students and peers is demonstrated in multiple ways: empathy, holding students accountable for the results of their actions, modification of instruction to meet individual and group needs, etc., caring is consistently appropriate and professional.
- 2.3 Leadership and Collaboration. 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 (InTASC Standard 10).
- 2.4 The candidate displays a strong service orientation toward his or her profession; principles of servant leadership are clearly evidenced in his or her personal behavior; the candidate understands his or her responsibilities to society and acts on that understanding.
- 2.5 The candidate demonstrates personal discipline in all areas of his or her life; self-discipline enables the candidate to increase personal effectiveness; appearance and grooming are characteristic of a professional demeanor.
- 2.6 The candidate demonstrates enthusiasm, creativity, and a love of learning; inspires the excitement of learning, and fosters risk-taking and collaboration among children and between children and adults.
- 2.7 Professional Learning and Ethical Practice. 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 (InTASC Standard 9).
- 2.d The candidate treats all students equally; no distinction is made between students regarding race, ethnicity, gender, socioeconomic status, or special needs.
- 2.f The candidate continues to grow and mature in his or her personal faith and walk with God.
- 2.t The candidate uses technology in a morally and ethically responsible manner;

3.0 Professional Development - *Knowledge of how and when children learn, addressing developmental and motivational stages; awareness of recent developments in educational research.*

- 3.1 The candidate demonstrates competency in decision making in all areas of teaching practice; decisions consistently lead to improved student learning.
- 3.2 The candidate has achieved certification but continues to seek opportunities to improve knowledge and skill in his or her discipline; he or she expands learning to related fields or disciplines.
- 3.3 The candidate is a member of and actively participates in appropriate professional organizations
- 3.4 Professional Learning and Ethical Practice. 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 (InTASC Standard 9).
- 3.5 Leadership and Collaboration. 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 (InTASC Standard 10).
- 3.5 The candidate uses research and other resources to construct and implement a continuing self-development plan based on short- and long-term goals; he or she documents achievement in appropriate ways.
- 3.6 The candidate uses knowledge of how young children differ in their growth, development, and approach to learning to create and modify environments and experiences to meet the individual needs of all students in an inclusive setting; he or she mentors and advises students as appropriate.
- 3.7 Learner Development. 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 (InTASC Standard 1).
- 3.d The candidate knows and understands learning differences between differently-abled students; he or she communicates with appropriate personnel in the school and community, and accesses resources and service as needed to meet the exceptional learning needs of students.
- 3.f1 The candidate makes professional decisions that are based on biblical principles; decisions are consistently positive and productive.
- 3.f2 The candidate thoroughly understands a biblical world view and its importance for the teaching profession; he or she integrates a biblical world view into the classroom.
- 3.t The candidate continually improves personal and professional technology skills.

4.0 Rights and Responsibilities - *Application of decision making skills necessary to implement appropriate decisions within the parameters of legal, contractual, and administrative directives.*

- 4.1 The candidate has a thorough understanding of laws and court cases affecting classroom instruction; he or she consistently applies these understandings in appropriate ways in classroom instruction.
 - 4.2 The candidate conducts him or herself at all times in accordance with appropriate employment law and ethical standards; he or she demonstrates concern for children, and acts as an advocate for their mental, physical, and emotional well being.
 - 4.3 The candidate has a thorough understanding of the balance between personal rights and responsibilities; this understanding is demonstrated in positive relationships with students, peers, parents, and the community.
 - 4.4 Leadership and Collaboration. 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 (InTASC Standard 10).
 - 4.5 The candidate maintains appropriate records of student progress, maintains confidentiality of records, and communicates progress responsibly to students, parents, and other appropriate personnel.
 - 4.6 Assessment. 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. (InTASC Standard 6). The candidate consistently and appropriately aligns student assessment with learning outcomes and classroom instruction
 - 4.7 He or she uses knowledge of human development to create and modify learning experiences and environments
 - 4.8 Professional Learning and Ethical Practice. 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 (InTASC Standard 9).
 - 4.d The candidate understands and implements legal mandates for students with special needs when making classroom decisions.
 - 4.f The candidate bases his or her understanding of rights and responsibilities on biblical principles;
 - 4.t The candidate uses instructional technology in appropriate ways to assist in the decision-making process.
- 5.0 **Methodology**- *Integration of instruction which permits the teacher to plan, implement and evaluate mastery learning.*
- 5.1 Instructional Strategies. 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 (InTASC Standard 8). He or she monitors and adjusts instructional strategies in response to feedback from students and other appropriate individuals.
 - 5.2 The candidate understands, demonstrates, and communicates effective unit and lesson planning processes;

- 5.3 The candidate connects classroom curriculum and instruction to state, district, and school learning outcomes; lesson plans reflect thoughtful planning regarding these connections; incorporation of learning outcomes in classroom instruction results in students' mastery of these learning objectives.
- 5.4 Planning for Instruction. 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 (InTASC Standard 7).
- 5.5 Assessment. 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 (InTASC Standard 6). He or she allows students to have input into the assessment process, and involves students in self-analysis activities.
- 5.6 The candidate applies historical, theoretical, and philosophical background knowledge, as well as contemporary research and best practices, to classroom instruction and assessment; he or she conducts classroom research to create and modify effective learning experiences for all students.
- 5.7 The candidate involves families and other community resources in appropriate ways to create effective learning experiences for all students.
- 5.8 Application of Content. 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 (InTASC Standard 5).
- 5.d The candidate plans classroom instruction based on differing learning styles and developmental levels and abilities of students.
- 5.f The candidate teaches in a manner that is reflective of Christ's character.
- 5.t The candidate is articulate in the use of instructional technology and its applications in improving student learning; he or she incorporates appropriate instructional technology into classroom curriculum and instruction.

6.0 Management of Time, Classroom, and Behavior - *Commitment to a model of classroom management based upon positive reinforcement and building self-esteem.*

- 6.1 The candidate understands and articulates principles of effective time management in the classroom; he or she makes the best use of learning opportunities while minimizing non-instructional activities.
- 6.2 The candidate understands and articulates multiple behavior management strategies; he or she writes behavior management plans based on recognized theory and research; students are consistently on task and engaged in learning.
- 6.3 The candidate knows and articulates principles of effective classroom organization; he or she consistently organizes curriculum, instruction, materials and equipment in coherent and logical ways to increase student learning.
- 6.4 Learning Environments. 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 (InTASC Standard 3).

- 6.5 Learner Development. 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 (InTASC Standard 1).
- 6.6 Application of Content. 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 (InTASC Standard 5).
- 6.7 The candidate creates positive, safe learning environments based on high expectations for all students; he or she evaluates the effect of the learning environment on both individuals and groups.
- 6.d. The candidate understands and articulates how to manage the classroom to create successful learners in diverse populations; he or she effectively manages the learning environment to promote learning for diverse student populations.
- 6.f The candidate manages the classroom in a manner that is consistent with the character of Christ.
- 6.t The candidate understands and articulates the uses of instructional technology in classroom management; he or she implements and adapts a classroom technology plan that creates opportunities for student learning and success, including assistive technologies for differently abled children.

7.0 Communication - *The ability to communicate effectively with students and peers in written and verbal forms.*

- 7.1 The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7.2 The candidate demonstrates effective communication skills with students, parents, fellow teachers and administrators in all forms—writing, speaking, listening; the candidate fosters student acquisition of these skills.
- 7.3 Leadership and Collaboration. 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 (InTASC Standard 10).
- 7.4 The candidate uses effective questioning strategies that encourage thinking and participation on the part of all students.
- 7.5 Learning Environments. 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 (InTASC Standard 3).
- 7.6 Application of Content. 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 (InTASC Standard 5).
- 7.d The candidate communicates in ways that demonstrate a sensitivity to differences in family structure, culture, and gender.

- 7.f The candidate develops a Philosophy of Education that combines appropriate educational philosophy with his or her discipline, biblical principles, and beliefs; the Philosophy of Education is expertly written and reveals the candidate as a competent, thoughtful professional.
- 7.t The candidate understands and articulates the importance of technology for educational communication; he or she implements appropriate communication technology in the classroom.

8.0 Global and Multicultural Perspectives - *Recognizing that individuals are different and that multicultural (ethnic, socio-economic, and differently abled) diversity awareness changes behavior and systems in order to remove barriers to success.*

- 8.d1 Learning Differences. 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 (InTASC Standard 2).
- 8.d2 The candidate has a thorough knowledge of mainstreaming and adapting differently abled students into the classroom; unit, lesson, and behavior management plans include provisions for mainstreamed students; planning results in improved student learning.
- 8.d3 The candidate understands and articulates strategies for adapting curriculum and instruction for differently abled students; he or she effectively adapts and assesses curriculum and instruction to enable differently abled students to become successful learners.
- 8.d4 Leadership and Collaboration. 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 (InTASC Standard 10).
- 8.d5 The candidate incorporates curricula, materials, and instructional practices that foster the understanding of diverse cultures.
- 8.d6 Leadership and Collaboration. 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 (InTASC Standard 1).
- 8.d7 Professional Learning and Ethical Practice. 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 (InTASC Standard 9).
- 8.df The candidate views all students from God's perspective.
- 8.dt The candidate understands and articulates the role of instructional technology to create successful learning for diverse student populations; he or she effectively integrates instructional technology into the classroom.

PROGRAM PURPOSES & DESCRIPTION

STUDENT TEACHING PROGRAM PURPOSES

The process of becoming a teacher is not one of merely completing a sequence of courses and experiences. It is rather a process of becoming competent in the knowledge, skills and dispositions that result in effective teaching. Indiana Wesleyan University is committed to the goal of developing each student to be an effective teacher by integrating quality academic teacher training with appropriate field experiences under the supervision of competent supervising teachers and University Supervisor(s). The University looks upon the student teaching experience as the culminating or capstone pre-service preparation for a career. The Student Teaching Program, therefore, provides opportunities for the prospective teacher to develop and strengthen skills and competencies needed to become an effective teacher. Further, the student teaching experience orients the student teacher to the responsibilities of a reflective practitioner and therefore allows ample opportunities for adequate self-analysis of strengths and areas for enhancement. Finally, the student teaching experiences provide an opportunity for University personnel to evaluate the success of the Teacher Education Program, that of producing teachers who demonstrate competency in content and pedagogical skills and an awareness of the impact of modeling positive dispositions (attitudes).

PROGRAM DESCRIPTION

The Student Teaching Program at Indiana Wesleyan University is comprised of either one placement or two separate placements for the student teaching experience. Student teachers completing two experiences will do so at different developmental levels or in a cross-cultural setting. During the experience, the student teacher observes, assists and ultimately assumes teaching responsibilities in the classroom. Further, the student teacher is closely supervised by the supervising teacher and the University Supervisor. The student teaching semester is further supported by several Professional Development Seminars on site and on-line.

Indiana Wesleyan University requires that each student complete a full semester of student teaching. **All student teachers must complete one student teaching experience or two experiences during the student teaching semester.**

TERMINOLOGY

The terms listed below are frequently used throughout this handbook and the student teaching experience.

COOPERATING SCHOOL - a public/private school which is not controlled or supported by the University, but which provides facilities for student teaching experiences in a teacher education program.

DIRECTOR OF STUDENT TEACHING - the person who has administrative responsibility for organizing and coordinating the University's Student Teaching Program.

SUPERVISING TEACHER - one who teaches students in a cooperating school and who supervises the student teacher.

STUDENT TEACHER - the University student who meets eligibility requirements and who is actively student teaching in a cooperating school.

STUDENT TEACHING SEMESTER – Fall student teachers, **selected for one placement**, begin on the day following the IWU Student Teaching Seminar #1 and conclude the Wednesday before IWU winter graduation. Fall student teachers, **selected for two distinctly different placement sites**, begin Experience One on the day following the IWU Student Teaching Seminar #1 and remain there for the duration of Experience One. Experience Two begins the Monday following the closure of Experience One and concludes the Wednesday before IWU winter graduation.

Spring student teachers, **selected for one placement**, begin on the day following the IWU Student Teaching Seminar #1 and conclude on Wednesday prior to IWU spring graduation. Spring student teachers, **selected for two distinctly different placement sites**, begin on the day following the IWU Student Teaching Seminar #1 and remain there for the duration of Experience One. Experience Two begins the Monday following Experience One and concludes the Wednesday before IWU spring graduation.

THE UNIVERSITY - generally used to refer to Indiana Wesleyan University.

UNIVERSITY SUPERVISOR - the University faculty member who is responsible for supervising and evaluating a student teacher's progress and completion of the student teaching program.

CO-TEACHING – an internship method in which the classroom teacher and the student teacher work in a coactive and coordinated fashion in order to meet the objectives set by the classroom teacher. The classroom teacher and the student teacher share the responsibility for planning, delivery, and evaluation of classroom instruction. The classroom teacher remains in control of the level of responsibility given to the student teacher throughout the semester.

PROGRAM POLICIES & PROCEDURES

I. ELIGIBILITY REQUIREMENTS

Admission into the Teacher Education Program at Indiana Wesleyan University requires the student to complete many requirements. Each student teaching candidate must meet the following criteria for admission to the Student Teaching Program.

1. Provide documentation of admission to the Teacher Education Program.
2. Possess a cumulative grade point average of 2.75 and 3.0 in the major area of concentration at the time the student teaching application process begins.
3. Complete all requirements in the selected major. (Any exception to this policy must be approved by the Teacher Education Committee.)
4. Possess and have on file a current criminal history check.
5. Demonstrate positive interaction with all members of the educational communities: Dispositions Rubric, completed and on file.
6. Present and maintain a record of good standing with the University in regard to social behaviors. Chapel attendance is included.
7. Complete and have on file all application criteria.

*Note: Student teaching applications are to be submitted on or before November 1 (approximate date: see the Teacher Education office for the exact date) of the year prior to the academic year in which the student teaching semester occurs. Student teaching applications may not be submitted unless all eligibility requirements listed above have been met. Students who wish to submit their student teaching applications without meeting all requirements must submit a letter of appeal to the Dean of the School of Teacher Education on or before the student teaching application deadline.

II. PLACEMENT CHANGE

The Director of Student Teaching must be notified immediately if:

1. The student teacher plans to withdraw from the Student Teaching Program.
2. The student teacher has an extended illness (during the student teaching semester) and the experience must be modified and/or repeated.
3. The student teacher experiences incompatibility with the supervising teacher. In the event that the supervising teacher/student teacher experiences incompatibility

the student teacher may, after formal discussion with the Dean of the School of Teacher Education, the Director of Student Teaching, University Supervisor and as appropriate, the supervising teacher and the cooperating school administrator, be withdrawn from an established placement. Indiana Wesleyan University Teacher Education Program requirements mandate the successful completion of the student teaching semester; therefore, as appropriate, the student teacher will be immediately reassigned.

In order to reenter the program, formal correspondence must occur between the student teacher and the Director of Student Teaching.

III. EMPLOYMENT AND MAJOR CAMPUS ACTIVITIES

The experience of student teaching is a rigorous one. A student entering this stage of his or her training is often unaware of the many facets of the experience and does not fully comprehend the time, energy and effort needed to ensure success.

It is the responsibility of the University to provide each student an optimal opportunity for success during the student teaching semester. Therefore, student teachers are **expected and strongly encouraged** to eliminate all employment during the professional field teaching experience. **Also, student teachers may not (unless approved) serve as University resident assistants or be members of intercollegiate teams or participate in any organized campus activity which consumes more than a token amount of time or requires off-campus travel. A student teacher will not be dismissed or excused from the student teaching experience to participate in any extracurricular activity.**

IV. COOPERATING SCHOOL POLICIES

1. When the student teacher reports to the assigned cooperating school, he or she becomes an associate member of its faculty. Therefore, the student teacher is expected to follow the same policies and procedures governing the cooperating school in regard to schedules and holidays.
2. Student teachers may also be exposed to confidential files. Casual conversation which may break this confidentiality could result in the dismissal of the student teacher from the cooperating school.
3. Communication is the key to success. In conversation, attitudes about the University, cooperating school, administration, teachers, students and the community should always be positive.
4. Student teachers should be careful with materials which belong to the cooperating school. When departing the cooperating school on the final day, all materials must be returned to their proper location.

V. BEHAVIORAL STANDARDS

Indiana Wesleyan University, throughout its history, has maintained a set of community behavioral expectations and standards which the University continues to seek to uphold among faculty and students. These standards are based on the University's stated goal to create and sustain an educational community of believers where all participants actively seek truth, recognize its foundation in Christ and apply such truth to daily living.

During the student teaching semester, each student teacher is, therefore, expected to demonstrate a lifestyle commensurate with the ideals for Indiana Wesleyan University. First, if at any time the student teacher is reprimanded or placed on any form of University probation, he or she will be immediately withdrawn from the student teaching experience. (A formal statement of Indiana Wesleyan University's expectation may be found in the "Statement of Community Life." Copies of this publication are available in the Student Support Department.) Second, if the student teacher is a detriment to the Teacher Education Program because of his or her unprofessional attitude or conduct, lack of skill in providing for suitable learning, has a major breach of integrity, or demonstrates personal immaturity in working with students and colleagues, the University will promptly remove him or her from the student teaching experience after conferring with the supervising teacher and the cooperating school administrator. Removal will constitute an unsatisfactory grade in student teaching and thereby preclude the opportunity to seek Indiana licensure.

VI. SUBSTITUTE TEACHING

Indiana Wesleyan University expects the student teacher to be, at all times, under the supervision of competent professional personnel (i.e. the supervising teacher, a licensed substitute teacher and the cooperating school administrator). Student teachers, therefore, may not serve as substitute teachers.

In an emergency situation, the supervising teacher may take another teacher's class if the cooperating principal and/or his designee assume responsibility for supervising the student teacher. Indiana Wesleyan University does not wish to preclude the hiring of a substitute teacher.

VII. SPECIAL EVENT SUPERVISION

Experiencing the responsibilities of working with students during special assignments and/or activities within the teaching schedule (such as playground and cafeteria duties, in-school suspension, gymnasium and swimming pool supervision, field trips, and extra-curricular activities) may be valuable but do require special consideration. Student teachers, therefore, should not supervise such activities without the presence of the supervising teacher and/or another licensed teacher.

VIII. WORK STOPPAGE

It is important that harmonious relations are maintained with both the administration and faculty of any school district in which our student teachers are placed. The University must not be placed in a position of taking sides in any contract dispute between the faculty and the school board in any district. Therefore, if a disruption of normal activities occurs due to a teacher strike (or similar job action) in a school where Indiana Wesleyan University student teachers are placed, those student teachers shall not be present at that school until after the conflict is resolved. During the period of disruption, Indiana Wesleyan University student teachers will observe in other area schools, study at the Indiana Wesleyan University campus or complete another suitable activity as directed by the University Supervisor and/or the Director of Student Teaching. Whenever possible, advance notice of impending job actions should be given to the Director of Student Teaching. If any strike or job action is not resolved in a reasonable length of time, the Director of Student Teaching will have the option of reassigning the student teacher to another school district.

IX. SUPERVISING TEACHER HONORARIUM

Indiana Wesleyan University goes to great lengths to ensure the success of the student in the student teaching experience. This success primarily depends on locating and using outstanding supervising teachers. When a teacher agrees to accept the responsibility of supervising a student teacher, Indiana Wesleyan University has an ethical responsibility toward that teacher. Therefore, when a school district returns a signed Agreement for Placement Form for a student teacher, the University will provide a modest honorarium. The honorarium will be paid after submission of completed Mid-Term evaluation, Disposition Assessment form and Final evaluation.

X. TRANSFER STUDENT PLACEMENTS

The Indiana Wesleyan University Teacher Education Program adheres to an integrated approach; intertwining theory to practice consistently and systematically. Because of the integration concept, Indiana Wesleyan University will not accept, place or supervise a student teacher in any content area or at any grade level unless he or she has successfully completed 15 hours of Indiana Wesleyan University course work as well as 15 hours in the education department. The student must also complete the aforementioned Program requirements, receive admission to the Teacher Education Program and be admitted to the Student Teaching Program before the placement process is initiated.

XI. CROSS-CULTURAL PLACEMENTS

Student teachers are encouraged to apply for a cross-cultural student teaching experience and are selected for this experience based on the following: completion of the application process, exemplary performance in all clinicals, faculty and Student Development recommendations, and completion of the one hour course INT 122, Short-Term Missions Orientation. Further, and most importantly, the student teacher must complete an exemplary first student teaching placement within the Indiana Wesleyan University region. Indiana Wesleyan

University is responsible for the placement of student teachers in a cross-cultural setting but does not assume responsibility for the satisfaction of any aspect of the placement process or the student teaching experience outside the United States or the Indiana Wesleyan University student teaching region.

XII. STUDENT TEACHER TIMELINE

Dates for the student teaching experience are established and clearly communicated to the student teacher the spring preceding the actual involvement time.

Fall student teachers, **selected for one placement**, begin on the day following the IWU Student Teaching Seminar #1 and conclude the Wednesday before IWU winter graduation. Fall student teachers, **selected for two distinctly different placement sites**, begin Experience One on the day following the IWU Student Teaching Seminar #1 and remain there for the duration of Experience One. Experience Two begins the Monday following the closure of Experience One and concludes the Wednesday before IWU winter graduation.

Spring student teachers, **selected for one placement**, begin on the day following the IWU Student Teaching Seminar #1 and conclude on Wednesday prior to IWU spring graduation. Spring student teachers, **selected for two distinctly different placement sites**, begin on the day following the IWU Student Teaching Seminar #1 and remain there for the duration of Experience One. Experience Two begins the Monday following Experience One and concludes the Wednesday before IWU spring graduation.

All student teachers must successfully complete an entire semester to meet Indiana Wesleyan University Teacher Education Program requirements.

XIII. APPEALS PROCESS

If a student teacher has questions regarding action taken by a University Supervisor and/or the Teacher Education Committee, he or she has the right to appeal the action through the established due process procedure as outlined in the policies of the Teacher Education Program. A copy of the appeals process may be found in the Indiana Wesleyan University Teacher Education Handbook or can be obtained through the office of Teacher Education.

XIV. LICENSURE

The Indiana Wesleyan University Teacher Education Program is both nationally NCATE (National Council for Accreditation of Teacher Education) and Indiana State accredited. The Director of Teacher Licensure will apprise students of the licensure process through an established seminar. Additionally, all teacher candidates must present documentation of current CPR certification and Suicide Prevention certification. Check the Office of Educator Licensing and Development (OELD) website. This is the main page for licensing with links to CPR/AED and Suicide Prevention Training. <http://www.doe.in.gov/licensing>.

XV. CRIMINAL HISTORY INFORMATION

All students are required to provide some form of background check and/or criminal history record. Students must inquire about the school corporation requirements and provide that information in the timeframe established. Ignoring this requirement could jeopardize your student teaching placement(s). Any student with a criminal record will not be placed for student teaching.

XVI. TRANSPORTATION

The Teacher Education Program will make every attempt to provide student teaching placements in the requested locations within a 50 mile radius of the University. Requests, however, are not always honored by school districts; therefore, student teachers are required to secure their own transportation throughout the duration of the student teaching experiences. The education department is not responsible for any transportation needed during the student teaching experiences.

XVII. FINAL EVALUATION

The supervising teacher will submit a final rating to the University Supervisor at the end of the student teaching experience. The final assessment is, however, the responsibility of the University Supervisor.

Indiana Wesleyan University Teacher Education Program requires a full semester student teaching experience. Therefore, any student teacher failing to achieve a passing grade in either student teaching experience must repeat the failed experience to attain state licensure.

ROLES/RESPONSIBILITIES – UNIVERSITY PERSONNEL

UNIVERSITY SUPERVISOR GUIDELINES

THE PURPOSE OF STUDENT TEACHING

It is the intent of the Indiana Wesleyan University Student Teaching Program that our student teachers are beginning professionals. The student teaching experience is as realistic and intensive as actual teaching. Student teachers are expected to work with the supervising teacher, the University Supervisor, professional colleagues and students in the total education activities of the school. Student teaching and all the associated responsibilities are the student teachers number one priority during student teaching. Student teachers have the opportunity to practice the skills they have acquired, to reflect on the integration of theories and skills learned, and to grow professionally throughout this experience.

A model where the student teacher assumes complete control of a classroom to the virtual exclusion of the classroom teacher may not be feasible in your student teacher's classroom setting. Because of this we have adopted a CO-TEACHING relationship between the classroom supervisor and the student teacher. Student teachers will enter into mentored internships, with the understanding that their supervising teacher will never give up complete control of the classroom. The internship will begin with the student teacher learning the classroom, the students, and the teacher's expectation without the pressure of teaching. But instead of gradually assuming full-time responsibility, student teachers will work their way into co-teaching partnerships with a distribution of responsibility always determined by the supervising teacher. Initially at least, the supervising teacher will take the lead with the student teacher supporting. We would anticipate that it will also work the other way around with increasing frequency as the student teacher learns to teach effectively. Regardless of the level of responsibility granted to the student teacher, the student teacher must always understand that the supervising teacher remains in full control of the classroom. The extent of involvement by the student teacher and the assumption of full class responsibilities will be decided by the mutual agreement of the student teacher, supervising teacher and you the University Supervisor.

EXPECTATIONS

The task of the University Supervisor is to unite positively during the student teaching experiences these unique elements: the support of the cooperating school, the services of the supervising teacher, the labors of the student teacher and the academic expectations of the Indiana Wesleyan University Teacher Education Program. The University Supervisor may be the cooperating school's only link to the University; therefore, the challenge exists to perform the supervisory task in a wholly exemplary manner. This co-teaching model of student teaching is a time of change for the student teachers and for the classroom supervisors. Please be alert to the changes and work with both the student teacher and the classroom teacher during this time.

Each member of the education faculty of Indiana Wesleyan University is expected to be an above-average teacher in his or her own right. He or she must be a faithful student of the science and art of teacher development. The University Supervisor must be deeply committed

to exercising professional stewardship in a manner which positively reflects the University's expectations and standards.

During each visit, the University Supervisor will respect the fact that the supervising teacher and the cooperating school are extending a privilege to Indiana Wesleyan University.

SPECIFIC DUTIES - The major tasks of the University Supervisor are as follows:

1. **Observe/Evaluate Instructional Performance:**

- a. **Classroom Visitations:** Initial visits, student teacher observations, supervising teacher conferences, problem-solving sessions, special program participation, and/or emergency resolution are reasons to visit the classroom.

Student teachers in one semester placement sites will be observed a minimum of five (5) times; six (6) times in a split placement (including content). Student teachers will be observed 3 times per placement, including the content specialist's observation, unless performance indicate otherwise (as determined by the collaboration of the University Supervisor, supervising teacher and student teacher).

Student teachers needing additional assistance may receive additional observation. The video analysis process may replace one on-site observation per experience or semester.

- b. **Notification of Observations:** Supervising teachers and student teachers should have advance notice of each observation. The University Supervisor does retain the right, however, to make at least one unannounced visit per placement.
- c. **Cancellation of Visits:** The University Supervisor should notify the supervising teacher and the student teacher if a planned visit must be canceled.
- d. **Duration of Visit:** At a minimum, the student teacher should be observed through one entire period or block of activity. Elementary student teachers will normally be observed through the transition and initiation of the succeeding activity.
- e. **Documentation/Evaluation and Follow-Up Conference:** Each observation will be documented through an Indiana Wesleyan University observation form. A dialogue with the student teacher and the supervising teacher should occur after the lesson is completed. A conference (with the student teacher) immediately following the observation is not only essential but required.
- f. **Supervision (shared):** Elementary student teachers will be supervised by faculty from the education department. Exceptional needs student teachers may be observed by members of the special education and/or regular education faculty. All secondary student teachers will be observed jointly by education and content specialist faculty.
- g. **Assistance (special):** University Supervisors may request the Director of Student Teaching to observe a student teacher experiencing limited instructional/managerial success.

2. Keep well informed of the latest trends and developments in the field of education.
3. Know and follow cooperating school policies and procedures.
4. Establish and maintain a positive working relationship with all student teaching personnel at the cooperating school and the University.
5. Act as a resource person to the student teacher regarding instructional strategies, materials, managerial techniques, assessment tools and/or problem-solving strategies (including, but not limited to the Teacher Work Sample). The University Supervisor will review and react to the Lesson Plan Notebook during each observation. Journal entries will be received, reviewed and responded to daily via email.
6. Attend University professional development seminars as requested by the Director of Student Teaching.
7. Attend the annual University Supervisor Training Seminar.
8. Assess the Teacher Work Sample, capstone Portfolio (eFolio), as well as attend, and serve as chairperson during the Oral Portfolio (eFolio) Defense for selected student teachers. Recommended grades must also be submitted to the Director of Student Teaching.
9. Return all student folders to the Director of Student Teaching at the close of each semester.
10. Converse regularly and systematically with the Director of Student Teaching regarding the progress of the student teachers.

UNIVERSITY SUPERVISOR SUGGESTED TIMELINE

INDUCTION PHASE	
TWO PLACEMENTS PER SEMESTER	FULL SEMESTER PLACEMENT
WEEK # 1	WEEK #1
<ul style="list-style-type: none"> • Discuss handbook requirements and expectations with supervising teacher during initial visit • Discuss Dispositions Rubric and Teacher Work Sample • Review and reflect on quality instruction and assessment • Respond to reflective journal, daily 	<ul style="list-style-type: none"> • Discuss handbook requirements and expectations with supervising teacher during initial visit • Discuss Dispositions Rubric and Teacher Work Sample • Review and reflect on quality instruction and assessment • Respond to reflective journal, daily
INITIAL TEACHING PHASE	
8 WEEK EXPERIENCE	16 WEEK EXPERIENCE
WEEK # 2	WEEK # 2
<ul style="list-style-type: none"> • Initial visit may overlap into 2nd week • Review lesson plan notebook • Conference: Teacher Work Sample topic • Respond daily to reflective journal • Follow eFolio completion guidelines 	<ul style="list-style-type: none"> • Initial visit may overlap into 2nd week • Review lesson plan notebook • Conference: Teacher Work Sample topic • Respond daily to reflective journal • Follow eFolio completion guidelines
SUSTAINED TEACHING PHASE	
8 WEEK EXPERIENCE	16 WEEK EXPERIENCE
WEEK # 3	WEEK # 3 & 4
<ul style="list-style-type: none"> • Initial visit may overlap into week 3 • Observe student teachers • Provide concrete suggestions for enhancement • Hold conferences with supervising teacher and student teacher following observation • Evaluate lesson plan notebook • Respond to daily reflective journal • Follow eFolio completion guidelines • Discuss Teacher Work Sample format and eventual outcome 	<ul style="list-style-type: none"> • Initial visit may overlap into week 3 • Observe student teachers • Provide concrete suggestions for enhancement • Hold conferences with supervising teacher and student teacher following observation • Evaluate lesson plan notebook • Respond to daily reflective journal • Follow eFolio completion guidelines • Discuss Teacher Work Sample format and eventual outcome

FULL TEACHING PHASE	
8 WEEK EXPERIENCE	16 WEEK EXPERIENCE
WEEK # 4- 7	WEEK # 5 -15
<ul style="list-style-type: none"> • Conduct IWU classroom observations depending on schedule • Conduct follow-up conference subsequent to classroom observation • Evaluate student notebook • Evaluate Teacher Work Sample • Respond to daily reflective journal • Follow eFolio completion guidelines • Evaluate eFolio • Establish Oral Defense: schedule the participants, time and place 	<ul style="list-style-type: none"> • Conduct IWU classroom observations depending on schedule • Conduct follow-up conference subsequent to classroom observation • Evaluate student notebook • Evaluate Teacher Work Sample • Respond to daily reflective journal • Follow eFolio completion guidelines • Evaluate eFolio • Establish Oral Defense: schedule the participants, time and place
CONCLUSION PHASE	
8 WEEK EXPERIENCE	16 WEEK EXPERIENCE
WEEK # 8	WEEK # 16
<ul style="list-style-type: none"> • Follow eFolio completion guidelines • Evaluate lesson plan notebook • Respond daily to reflective journal • Observe student teacher • Final conference with student teacher and supervising teacher 	<ul style="list-style-type: none"> • Follow eFolio completion guidelines • Evaluate lesson plan notebook • Respond daily to reflective journal • Observe student teacher • Final conference with student teacher and supervising teacher

SUGGESTED OBSERVATION SCHEDULE FOR UNIVERSITY SUPERVISOR

8 WEEK EXPERIENCE I

Observation I: week 1-3

Observation II: week 4-5 (Content Visit)

Observation III: week 6-8

8 WEEK EXPERIENCE II

Observation I: week 1-3

Observation II: week 4-5 (Content Visit)

Observation III: week 6-8

16 WEEK EXPERIENCE

Observation I: week 1-3

Observation II: week 4-6

Observation III: week 7-9

Observation IV: week 10-12

Observation V: week 13-15

(CONTENT OBSERVATIONS -
two times per semester)

*** All EDUCATION University Supervisors must visit the new placement within the first ten days of the experience.**

*** CONTENT Supervisors must notify Education University Supervisors and Student Teachers of their Observation Schedule.**

ROLES/RESPONSIBILITIES – PUBLIC SCHOOL PERSONNEL

COOPERATING SCHOOL ADMINISTRATOR

The role of the cooperating school administrator is that of an advisor. He or she assists in the selection of competent supervising teachers who meet the established University criteria. He/she welcomes the student teacher and offers assistance in the adjustment to the total school program.

The cooperating school administrator is most specifically concerned with:

1. Orientating himself or herself to the University's student teaching program as outlined in the handbook.
2. Working closely with the University Supervisor in orientating the school staff with University policies.
3. Interviewing the student teacher and completing the provided form.
4. Orienting the student teacher to the cooperating school's policies/procedures.
5. Providing counsel to the student teacher when needed regarding professional behavior.
6. Communicating with the University Supervisor concerning problems/questions which may arise during the student teaching experience.

SUPERVISING TEACHER

Competent supervision by supervising teachers is the key to success in developing teachers for future generations. Unfortunately, excellence in teaching does not necessarily mean excellent supervision. The ideal which Indiana Wesleyan University seeks is an excellent teacher who is also an excellent supervisor (mentor). Attributes of an effective supervising teacher include, but are not limited to: effective planning, innovativeness, creativity, organization, ability to communicate, flexibility, interest in promoting the profession, cooperativeness, ability to accept another personality in the classroom, and a demonstrated desire to learn and improve (life-long learner).

SUPERVISING TEACHER ELIGIBILITY REQUIREMENTS

In order to become eligible in the Indiana Wesleyan University program to supervise student teachers in P-12 settings the teacher must:

1. Be an accomplished professional with training and licensure appropriate for their teaching assignments, and
2. Have a minimum of three years of teaching experience in their respective teaching disciplines.
3. Exceptions to this policy may only be made with the approval of the building administrator, based on additional expertise or experience that qualifies an individual for this role.

PURPOSE OF STUDENT TEACHING

It is the intent of the Indiana Wesleyan University Student Teaching Program that our student teachers are beginning professionals. The student teaching experience is as realistic and intensive as actual teaching. Student teachers are expected to work with the supervising teacher, the University Supervisor, professional colleagues and students in the total education activities of the school. Student teaching and all the associated responsibilities are the student teachers number one priority during student teaching. Student teachers have the opportunity to practice the skills they have acquired, to reflect on the integration of theories and skills learned, and to grow professionally throughout this experience.

The Indiana Wesleyan University Student Teaching Program has adopted the CO-TEACHING MODEL for our student teachers. Student teachers will enter into mentored internships, with the understanding that you the supervising teacher will never give up complete control of your class. The internship will begin with the student teacher learning the classroom, the students, and the teacher's expectation without the pressure of teaching. But instead of gradually assuming full-time responsibility, student teachers will work their way into co-teaching partnerships with a distribution of responsibility always determined by the supervising teacher. Initially at least, the supervising teacher will take the lead with the student teacher supporting. We would anticipate that it will also work the other way around with increasing frequency as the student teacher learns to teach effectively. Regardless of the level of responsibility granted to the student teacher, they must always understand that the supervising teacher remains in full control of the classroom. The extent of involvement by the student teacher and the assumption of full class responsibilities will be decided by the mutual agreement of the student teacher, supervising teacher and the University Supervisor.

SUPERVISING TEACHER ROLES/RESPONSIBILITIES

The supervising teacher's main role is to guide and assist the student teacher throughout the following four phases of the student teaching experience:

I. GUIDE/ASSIST

A. OBSERVING:

In the initial level of the experience, the student teacher will primarily observe and carefully analyze the teaching situation, focusing on the supervising teacher's instructional and managerial processes. Specifically, he or she should become aware of the knowledge base in such areas as curriculum, planning, preparation, in-class performance management and numerous other duties connected with teaching.

B. PARTICIPATING (ASSISTING)

During this phase the student teacher will assist the supervising teacher in various activities. Co-teaching may begin during this phase when the student teacher is participating and assisting in the classroom.

C. INSTRUCTING

The student teacher will assume responsibility for co-teaching along with you the supervising teacher, usually beginning with one class or series of lessons and add additional classes until full-time co-teaching is reached. If the co-teaching model is used the supervising teacher will be working with the student teacher and allow the student teacher to assist in the preparation and teaching. It is during this time that the supervising teacher assists the student teacher in appropriately reflecting and evaluating the total teaching performance. Further, the student teacher self-evaluates the teaching performance. As lessons are reflected on and assessed in light of student achievement, appropriate instructional adjustments should be made and plans for co-teaching are designed.

D. CULMINATING

During the last week of the experience, (as deemed suitable by the supervising teacher), the student teacher will begin the “step back” process and allow the supervising teacher to assume full teaching responsibilities. The student teacher is, however, required to instruct a minimum of two classes through the end of each experience.

II. INVOLVE THE STUDENT TEACHER

There are a number of ways in which the supervising teacher can assist the student teacher, including the following:

1. Provide information on school policies, classroom management, pupils and available materials.
2. Discuss strengths and areas of concern during the routine conference periods. (Written evaluations should be routinely provided to the student teacher.)
3. Check unit and lesson plans in advance. Initial all plans.
If there is a unit that the student teacher is **not co-teaching** then the **UNIT OVERVIEWS ARE DUE TWO WEEKS IN ADVANCE. LESSON PLANS ARE DUE TWO DAYS IN ADVANCE** when the student teacher is totally responsible for the teaching.

In the co-teaching model the student teacher works with you the supervising teacher in diagnosing, planning, evaluating and deciding the curriculum to be covered in the unit and lessons plans.)

4. All aspects of the Teacher Work Sample must be approved before implementation.
5. Give the student teacher an opportunity to try a variety of teaching strategies, materials, approaches to instruction and management, as appropriate.
6. Provide partial responsibility immediately, such as checking attendance, preparing teaching materials and assisting individual or small groups of students.
7. Give the student teacher responsibility for co-teaching a class as soon as he or she grows more confident. Gradually add instructional responsibilities until the student teacher is fully co-teaching. (**A minimum of four weeks of co-teaching is required per each experience or 8 weeks full time co-teaching in a full semester experience.**)
8. Encourage the student teacher to attend extra-curricular activities in which the school is involved. However, because of insurance regulations, at no time is a student teacher permitted to drive a car in which a public/private school student is a passenger.

III. MAINTAIN A PROFESSIONAL TEACHING ENVIRONMENT

Supervising teachers can assist the University in maintaining a professional student teaching environment by:

1. Providing a desk or work area in the classroom for the student teacher.

2. Introducing him or her to the class as a teacher.
3. Introducing the student teacher to other professional and non-professional staff.
4. Providing and explaining the cooperating school's rules and regulations.
5. Taking frequent trips to other parts of the building during the early stages of the student's teaching and arrange to be away for longer periods of time (hopefully not to exceed more than 30 minutes at any given time) as the student teacher gains confidence. The supervising teacher should, however, stay aware of and immediately discuss with the student teacher **any signs of deterioration** in the classroom environment during these absences.
6. Accepting no excuse from your student teacher regarding his or her professional (attendance, punctuality) responsibilities for any reason except illness. This applies to leaving before school is dismissed for vacations and/or extra-curricular activities.
7. Assisting the student teacher in developing and maintaining assessment procedures. (The Teacher Work Sample should be reviewed for appropriate use of assessment techniques.)
8. Completing the student teaching Mid-Term Evaluation Form (forms are dated) about halfway through each placement. **This evaluation must be discussed with the student teacher.** pointing out any areas of concern and giving him or her an opportunity to improve before the final evaluation.
9. Completing the Disposition Rubric mid-way through the experience.
10. Discussing potential problems, stemming from the Dispositions Rubric, with the University Supervisor is appropriate.
11. Completing the Final Evaluation Form. This form is due one week before the last day in the school (form is dated). The form may be given to the University Supervisor at the conclusion of the last visit or may be mailed (stamped envelope provided) to the University or completed on-line. The Final Evaluation Form will become a part of the student teacher's confidential file and should be discussed with the student teacher. A copy of the evaluation form must be given to the student.
12. Informing the University Supervisor and/or Director of Student Teaching of problems before they become serious (765-677-2221).

IV. PLAN AND ORGANIZE THE LEARNING ENVIRONMENT

The supervising teacher and the student teacher will want to make general plans for the gradual assumption of teaching responsibilities during the experience. While the importance of

such long-range planning should not be overlooked, the intention here is to give some suggestions for unit and lesson planning.

1. Initially, unit and lesson plans should be a joint endeavor. However, as the student teacher gains confidence in his or her abilities, the student teacher should plan **alone**. The supervising teacher should always be well informed (and in advance) of all unit and lesson plans. **(The overview for Unit plans is generally to be submitted two weeks in advance and lesson plans two days in advance of the actual teaching, except during the creation and implementation of the Teacher Work Sample.)**

The Teacher Work Sample, process and procedure, should be thoroughly discussed with the supervising teacher prior to implementation. Because the Teacher Work Sample intensely delves into student achievement, the student teacher will create a unit overview as well as a pre-test. Following the implementation of the pre-test, the results will be analyzed. The block plan as well as all lesson plans will be written based on the results of the pre-test. Therefore, lesson plans should not be written more than one day in advance during implementation of the TWS. A post test will be given following the unit of study. The pre- and post-test results will be compared and contrasted to determine student achievement over time.

2. Student teachers should use the standard IWU Content Unit Block Plan and Lesson Design Format or IEP monitoring system consistently during the student teaching semester. Modifications of unit and lesson plan design should be made, as necessary, and with University Supervisor and supervising teacher approval. (Completing boxes in a plan book is unacceptable lesson design.)
3. Student teachers must have a copy of the appropriately structured lesson plan close at hand for easy referral.
4. Student teachers must provide a copy of the observed lesson plan, to the University Supervisor. As well, all other unit, block and lesson plans must be maintained, chronologically and by content, in the Student Teaching Notebook.

VI. MANAGE THE LEARNING ENVIRONMENT

The use of effective management strategies is essential to a well-run classroom. Early and on-going collaborative sessions between the student teacher and supervising teacher should focus on the methods of classroom management used by the supervising teacher. The student teacher should continue to incorporate the key elements of the supervising teacher's classroom management plan; however, if necessary and **only with teacher approval**, the student teacher should develop and consistently implement his or her personal plan.

VII. COMMUNICATE EXPECTATIONS

To increase the probability of a successful student teaching experience, communication between the supervising teacher and student teacher must be regular and systematic. For this to occur, Indiana Wesleyan University suggests the following:

1. Personal sessions. If possible, discuss aspects of the teaching experience with the student teacher daily.
2. Routine Notes. If possible, daily write a strength and/or area of weakness on which the student teacher should focus. (Possibly in a small notebook.)
3. Group sessions. When possible, include the student teacher in student study teams and other areas of interest in the total school program.
4. Paperwork. Review all unit and lesson designs before the lessons are taught. Never hesitate to make written and/or verbal comments. Initial all submitted work.
5. Evaluations. Complete and return to the University as dated.

VIII. UNIVERSITY ASSISTANCE

The supervising teacher may expect that each University Supervisor will provide a/an:

- professional and approachable demeanor.
- regular and systematic visitation schedule.
- conference with the student teacher and the supervising teacher, if possible, immediately before or after each observation.
- support system for the supervising teacher and cooperating school.
- understanding of problems encountered and the provision of possible solutions.
- keen desire to help promote quality education in our schools.

SUPERVISING TEACHER SUGGESTED TIMELINE

INDUCTION PHASE	
8 WEEK EXPERIENCE	16 WEEK EXPERIENCE
WEEK # 1	WEEK # 1
<ul style="list-style-type: none"> • Discuss plans and activities with student teacher • Provide ample opportunities for observation • Provide opportunity for review of school policies and procedures • Conference with University Supervisor • Become familiar with the student teacher's philosophical and biographical information 	<ul style="list-style-type: none"> • Discuss plans and activities with student teacher • Provide ample opportunities for observation • Provide opportunity for review of school policies and procedures • Conference with University Supervisor • Become familiar with the student teacher's philosophical and biographical information
INITIAL TEACHING PHASE	
8 WEEK EXPERIENCE	16 WEEK EXPERIENCE
WEEK #2	WEEK #2
<ul style="list-style-type: none"> • Student teacher begins to assume some teaching responsibilities as the classroom circumstances allow • Continue to oversee all lesson plans (IWU format maintained) • Continue conferences with student teachers • Dialog: Teacher Work Sample topic 	<ul style="list-style-type: none"> • Student teacher begins to assume some teaching responsibilities as the classroom circumstances allow • Continue to oversee all lesson plans (IWU format maintained) • Continue conferences with student teachers • Dialog: Teacher Work Sample topic
SUSTAINED TEACHING PHASE	
8 WEEK PLACEMENT	16 WEEK PLACEMENT
WEEK #3	WEEK 3 & 4
<ul style="list-style-type: none"> • Allow student to assume greater teaching responsibility in the classroom • Complete Dispositions Assessment form • Conference with student teacher regarding mid-term report • Support Teacher Work Sample development 	<ul style="list-style-type: none"> • Allow student to assume greater teaching responsibility in the classroom • Complete Dispositions Assessment form • Conference with student teacher regarding mid-term report • Support Teacher Work Sample development

FULL TEACHING PHASE	
8 WEEK EXPERIENCE	16 WEEK EXPERIENCE
WEEK # 4 – 7	WEEK # 5 - 15
<ul style="list-style-type: none"> • Complete mid-term evaluation form – end of week 4 (8 week experience) • Complete Dispositions Assessment form • Conference with student teacher regarding mid-term report • Support assessment techniques utilized in the Teacher Work Sample 	<ul style="list-style-type: none"> • Complete mid-term evaluation form – end of week 8 (16 week experience) • Complete Dispositions Assessment form • Conference with student teacher regarding mid-term report • Support assessment techniques utilized in the Teacher Work Sample
CONCLUSION PHASE	
8 WEEK EXPERIENCE	16 WEEK EXPERIENCE
WEEK # 8	WEEK # 16
<ul style="list-style-type: none"> • Gradually allow a decrease in teaching responsibilities • Conference with University Supervisor • Complete final evaluation form, review with student and mail to University 	<ul style="list-style-type: none"> • Gradually allow a decrease in teaching responsibilities • Conference with University Supervisor • Complete final evaluation form, review with student and mail to University

ROLES/RESPONSIBILITIES – STUDENT TEACHER

THE PURPOSE OF STUDENT TEACHING

It is the intent of the Indiana Wesleyan University Student Teaching Program that our student teachers are beginning professionals. The student teaching experience is as realistic and intensive as actual teaching. Student teachers are expected to work with the supervising teacher, the University Supervisor, professional colleagues and students in the total education activities of the school. Student teaching and all the associated responsibilities are the student teachers number one priority during student teaching. Student teachers have the opportunity to practice the skills they have acquired, to reflect on the integration of theories and skills learned, and to grow professionally throughout this experience.

The model where you as the student teacher assume complete control of a classroom to the virtual exclusion of the classroom teacher may not be feasible in the classroom setting where you have been placed. Because of this we have adopted a CO-TEACHING relationship between you and your supervising teacher. You will enter into a mentored internship, with the understanding that your supervising teacher will never give up complete control of the classroom. The internship will begin with you learning the classroom, the students, and the teacher's expectation without the pressure of teaching. But instead of gradually assuming full-time responsibility, you will work your way into co-teaching partnerships with a distribution of responsibility always determined by the supervising teacher. Initially at least, your supervising teacher will take the lead with you in the supporting role. We would anticipate that it will also work the other way around with increasing frequency as you learn to teach effectively. Regardless of the level of responsibility granted to you as a student teacher, you must always understand that the supervising teacher remains in full control of the classroom. The extent of involvement that you will have in the classroom and the assumption of full class responsibilities will be decided by the mutual agreement by your supervising teacher, your University Supervisor and you the student teacher.

PROFESSIONAL EXPECTATIONS

I. ATTENDANCE, ABSENCES, PUNCTUALITY

Professionalism is a major goal of the Student Teaching Program at Indiana Wesleyan University. Attendance and punctuality are critical issues in the pursuit of professionalism. Student teachers must, therefore, be in attendance daily as well as be punctual with all assignments.

The student teacher will observe the same time schedule and schedule of attendance in the schools as the cooperating faculty. The workday begins when the supervising teacher is required to report and ends when he or she is allowed to leave. Student teachers are not allowed to come in late or leave early when they have a planning period at the beginning or end of the day.

Student teachers are required to be present every day, including all faculty development (bank) days and parent/teacher conferences. If absences occur for any reason, (illness,

bereavement) the student teacher may be required to extend the experience or return in a subsequent semester.

In case of illness the student teacher must:

- 1. Contact the supervising teacher before 6:00 a.m. All lesson plans and materials must be delivered to the supervising teacher before 7:00 a.m.**
- 2. Contact the University Supervisor before 6:00 a.m.**
- 3. Present a medical form validating the absence to the Director of Student Teaching.**
- 4. Create and submit in advance to the supervising teacher, all lesson plans to be used during the absence period.**

Student teachers will follow the cooperating school calendar in regard to holidays and breaks rather than the University calendar. The student teacher is not permitted to leave early or return late after a holiday.

Student teachers will not be excused from the student teaching experience to participate in any extra-curricular or work-related activities.

Student teachers are expected to be **punctual** in reporting for all duties. This includes but is not limited to: daily arrival, professional meetings, submission of unit and lesson plans.

II. PROFESSIONAL DEVELOPMENT SEMINARS

The student teaching seminar runs concurrently with student teaching. During the initial student teaching seminar, the student teacher will receive a list of topics to be discussed, the timeline for subsequent seminars, as well as the requirement to post weekly, in the Learning Studio. The seminar topics are designed to:

1. Provide opportunities for discussion related to educational issues (Learning Studio).
2. Encourage refinement of teaching skills through sharing instructional and managerial skills and video analysis.
3. Provide assistance in organizing the capstone Portfolio (eFolio), phases I and II: written and oral presentations.
4. Provide clarification and direction of policy and procedure issues, job search, interviewing strategies and mock interviews.

III. LEGAL RESPONSIBILITIES

The student teacher is a neophyte in the profession and may or may not have the legal status of a classroom teacher. The student teacher should:

- never administer corporal punishment, regardless of school policy.
- use other forms of punishment only as outlined by the supervising teacher and in accordance with the policies and standards which are accepted by the building principal.
- report all special problems (drug, alcohol, and other abuse related incidences etc.) to the supervising teacher, who will then take action according to school policies/procedures.
- not drive a car in which a public/private school student is a passenger.
- not administer medicines.
- follow all policies/procedures of the cooperating school as outlined in the individual school handbook.

IV. ETHICAL/MORAL RESPONSIBILITIES

The student teacher must always work harmoniously with the supervising teacher, University Supervisors, and administration of the cooperating school, colleagues, classroom students, parents and other student teachers.

For this harmonious atmosphere to exist, the student teacher should:

- observe the chain of command.
- be prompt, dependable and display responsible behavior in all situations.
- be friendly (demonstrating care and concern for all students) but not too friendly with any student or the parent/guardian/caregiver of any student. Dating a student in the school system is strictly forbidden.
- observe all confidences.
- never gossip about the University, supervising teacher, cooperating schools or students. In-class conferences with the supervising teacher must always be treated with appropriate confidentiality.
- not introduce controversial issues which might embarrass the supervising teacher and reflect negatively on the cooperating school or University.
- never appear in front of the class poorly prepared. Effective student teachers spend adequate time in the pre-planning process. All lesson plans are written and submitted for approval to the supervising teacher two days in advance. They do not rely on last-minute preparations of their lessons or inspiration of the moment.
- carry on no crusades. The student teacher is in the school to develop credentials as a teacher. The attitude of the student teacher must always be one of cooperation, not agitation.
- document precisely negative encounters with any member of the educational community.

V. COMMUNICATION STANDARDS

Communicating effectively with all members of the collegial team is imperative if the student teacher is to experience success as a classroom teacher. The student teacher should:

- immediately establish a positive working rapport with the supervising teacher and all members of the educational constituency.
- demonstrate professional interest through participation in school, community activities and involving parents in the learning environment.
- become informed on matters of school policy as they relate to school organization, management and administration in general, and to student teaching in particular. The student teacher should obtain and carefully read the faculty and student handbooks.
- communicate effectively. Good communication is a primary factor in teaching; therefore, it is important for the student teacher to adequately project the voice, and be proficient in oral and written expression. All communiqués must be error-free, i.e., notes home, PowerPoint presentations, administrative documents to mention a few.
- eliminate the use of stock expressions and slang, i.e., you guys, gonna, okay, etc.
- know the needs of the students and adjust the delivery of all lessons to meet specific needs, i.e., varied learning styles as well as special needs students.
- invite constructive criticism from the supervising teacher. Communication, between the two parties, should be clear, systematic and regular. The student teacher must be a willing listener and implement provided suggestions.
- demonstrate enthusiasm/vitality in the preparation and presentation of each lesson.
- create and maintain a warm, inviting, and well-organized classroom environment.

VI. PROFESSIONAL ATTIRE/DEMEANOR

The student teacher must adapt his or her behavior practices to gain and maintain the respect of the educational community at large. The student teacher must:

- **dress** like a professional teacher and look professional at all times. (A physical education teacher must dress appropriately for his or her department.) The student teacher must at all times be an example of cleanliness and good grooming. **Jeans are never acceptable in-school attire, nor are excessive *jewelry, hairstyles (questionable colors) or any visible tattoos which may detract from the learning environment. Men are expected to wear ties daily or sweater/sweater vests over shirt. Women are expected to sustain modest neck, blouse/sweater length and hemlines. Men may not wear earrings and other jewelry which might detract from the classroom environment.**

*Piercings - nose, lip, eyebrow, tongue and multiple earrings are not permitted

- be courteous to all students. Student rights and privileges must be respected.
- act like a professional. Poise and dignity appropriate to the profession must be maintained.
- manage time wisely (personal and professional). **The student teacher must be ahead of time with preparation of lessons and materials as well as for school and professional meetings.**
- maintain student achievement records and communicate, as requested, student progress to all members of the educational community (i.e. parents).
- welcome (enthusiastically) the mentoring process.
- demonstrate initiative and enthusiasm for the teaching process.
- articulate a genuine interest in the total education program becoming familiar not only with students but parental concerns. The student teacher must demonstrate community involvement.
- attend all faculty and local professional meetings and be a willing participant.
- demonstrate the desire to be a life-long learner.

VII. WRITTEN REQUIREMENTS

Each student teacher will produce, maintain, and submit (at the appropriately deemed time) to the University Teacher Education Program the following items:

1. **Student Teaching Notebook.**

Consistently utilizing the Indiana Wesleyan University prescribed formats, all unit, block and lesson plans must be maintained in a notebook, arranged by content (with appropriate dividers) in chronological order. Exceptional needs student teachers must maintain a notebook of lesson plans, IEP monitoring systems or documentation of individual activities in class. The daily journal (entitled by domains) must be emailed to the University Supervisor daily but not kept in this notebook. **The University Supervisor will review the Lesson Plan Notebook during each observation visit. Further, he or she will respond to the emailed journals daily.**

- a. **Unit Overview Plan** - submitted to the supervising teacher 2 weeks in advance for approval (Teacher Work Sample Unit – per entire student teaching semester).

For each unit taught, a unit overview must be presented to the supervising teacher at least two weeks in advance of the teaching. If using the co-teaching model the supervising teacher and the student teacher will plan together for the units of instruction. The unit must include all activities, including formative and summative assessment tools.

Unit Requirements:

If circumstances allow or the co-teaching model is used, Elementary student teachers will aim for a minimum of one integrated unit per each experience.

Grades 5-12 and P-12 student teachers will submit unit lesson plans as prescribed in the content methods classes.

Exceptional needs student teachers will follow the specific University and cooperating school policies regarding unit/lesson/activity (IEP) plans.

NOTE: Standards to be achieved, adaptations for special needs students, and assessment techniques must be included in the unit plan.

- b. **Block Plans** – every unit taught must also be supported with a Block Plan.
- c. **Lesson Plans** – submitted to the supervising teacher 2 days in advance for approval (with the exception of the Teacher Work Sample).

For **all** lessons taught, a lesson plan (as prescribed by exceptional needs/regular education or content faculty), utilizing the appropriate Indiana Wesleyan University lesson design format, will be utilized. **(No lesson should be taught without an appropriate lesson plan.)** The detailed written approach will be maintained until directed by the University Supervisor. Each lesson plan must be dated. The student

teacher must also complete the lesson analysis (questions) per each lesson taught until directed otherwise by the University Supervisor. If the supervising teacher and the student teacher are co-teaching the University Supervisor will be notified and lessons can be adjusted according to the supervising teacher.

Lesson plans must include a variety of methodologies/strategies. Lesson plans must include the state standard(s), IEP goal(s), as well as the coordinating objective(s). In an inclusionary classroom, adaptations for special needs students must be recorded. Tangible informal/formal forms of assessment, which demonstrate student achievement, must be included in all plans (exceptional needs/regular education/content). All plans must have a written purpose (ultimately stated). Every activity, including the assessment, must completely align to the stated objective.

2. **Teacher Work Sample**

The Teacher Work Sample is documentation of teaching a unit to a group of students. It is intended to demonstrate the impact of the student teacher on the learning of students taught by indicating the level of student knowledge or skills prior (pre-test) to the instruction as well as the level of knowledge and skills after (post-test) the unit has been taught. It is further anticipated the student teacher will know his or her students, reflect on the teaching, make instructional changes and redirect the instruction as dictated by all assessment outcomes.

A successful pre-service teacher supports learning by designing a Teacher Work Sample that contains multiple assessment and instructional strategies. The project is built and therefore focuses on each student's prior knowledge, strengths, as well as areas of concern. The details for this assignment, as well as rubrics which support the project are located in the Appendix B of this handbook.

3. **Daily Journal**

The student teacher will daily reflect on his or her professional development. The student teacher must email a journal entry daily to the University Supervisor. Each entry must be entitled according to a domain as found in the Indiana Wesleyan University Knowledge Base Model. The appropriate format for journaling is located in Appendix F of this handbook.

4. **Portfolio (eFolio) - Capstone Project**

The Portfolio (eFolio) process is introduced in the early stages of the undergraduate education program and is culminated during the student teaching experience. The presentation of the capstone Portfolio (eFolio) should, therefore, reflect understanding, internalization and competencies attained throughout the undergraduate program. However, **all artifacts** in the capstone portfolio (eFolio) must reflect accomplishments during the student teaching semester. Detailed information in Appendix D assists in completing Phase I: Written Portfolio (Process/Procedure/Evaluation). Phase II: Oral Portfolio Defense of the capstone Portfolio (eFolio) is located in Appendix E. (An eFolio Oral Defense will transpire the last week of the semester.)

5. Video Analysis Process

A video tape provides an authentic account of the teaching process. Deeply viewing the instructional process allows the student teacher an opportunity to systematically analyze all phases of the instructional process and make effective decisions regarding identified strengths and areas of concern.

All student teachers (excluding exceptional needs teachers, as necessary) are required to video tape one personal lesson during the student teaching experiences. The tape and accompanying plan will be submitted to a selected peer.

The video analysis opportunity, to be completed with a pre-selected peer/mentor, will occur late in Experience One. A departmental prescribed criteria/rubric for evaluating the teaching performance will be utilized by the mentor/peer. (A copy of the prescribed video analysis criteria/rubric is located in the appendices of this handbook.) Immediate and specific oral/written feedback will be provided to the student teacher by the mentor/peer. The completed form and follow-up activity (subsequent changes in performance) could be used as an artifact in the capstone Portfolio (eFolio).

Additionally, in the event of observation scheduling difficulties, the University Supervisor may require the student teacher to submit a taped lesson. The student teacher must review the tape and complete the analysis questions (see Appendix G). The outcome and instructional changes made following the second video analysis approach may be used as an artifact in the Portfolio (eFolio). The tape, lesson plan and completed analysis questions must be given to the University Supervisor in a timely manner. The University Supervisor will review all documentation. A conference will be held with the student teacher to discuss strengths and areas of concern.

6. Principal Interview

The student teacher is required to establish an interview with a cooperating school administrator during the last week of the student teaching semester. The prescribed materials, to be completed by the interviewer, are located in the Appendix I of this handbook. The administrator may use his or her private materials; however, it is the student teacher's responsibility to provide the evaluator with the appropriate forms as requested by the administrator. This completed form should **not** be placed in the capstone Portfolio (eFolio).

7. Teaching Observation Log

The student teacher is required (**if endorsed by the supervising teacher**) to formally observe 3 – 5 teachers in the **assigned** cooperating school. A form (see Appendix H), per each observation, must be completed. Further, the student teacher may, if possible, demonstrate utilization of the newly gained knowledge by creating an artifact for the Portfolio (eFolio).

8. **Management Plan**

A management plan, which has been used successfully, **must be included** in the capstone Portfolio (eFolio). Early and on-going collaborative sessions between the student teacher and supervising teacher should focus on the methods of classroom management used by the supervising teacher. The student teacher should continue to incorporate the key elements of the supervising teacher's classroom management plan; however, if necessary and only with teacher approval, the student teacher should develop and consistently implement his or her personal plan. If the student teacher incorporates the supervising teacher's management plan, a timeline for communicating strategies with administrators, colleagues, parents, and students must also accompany the plan.

9. **Community (Parental) Involvement**

Contact with parents must be regular and systematic. An artifact that demonstrates competency in this area must be included in the capstone Portfolio (eFolio). Anecdotal records are a strong communication tool. It is therefore recommended that anecdotal records be maintained throughout the student teaching semester.

10. **Assessment**

Evidence of student achievement is critical to the student's success. All assessments must be on-going, tangible in nature and completely aligned to the lesson objective. Competence in this area may be demonstrated by including student achievement outcomes in the capstone Portfolio (eFolio) Teacher Work Sample.

STUDENT TEACHER SUGGESTED TIMELINE

INDUCTION PHASE	
8 WEEK PLACEMENT	16 WEEK PLACEMENT
WEEK #1	WEEK #1
<ul style="list-style-type: none"> • Observe in classroom/assist teacher • Orient self to school, policies, and students • Participate with individual students • Teach at least 1 lesson after 3 to 5 days • Initially, lesson taught may be prepared in conjunction with the supervising teacher • Complete lesson analysis (see Lesson Design Appendix) • Evaluate daily activities • Conference daily with supervising teacher about each day’s activities and lessons • Confer with supervising teacher: Teacher Work Sample topic • Begin daily reflective journals via email to University supervisor • Check on-line assignments: Learning Studio • Attend initial Student Teaching Seminar 	<ul style="list-style-type: none"> • Observe in classroom/assist teacher • Orient self to school, policies, and students • Participate with individual students • Teach at least 1 lesson after 3 to 5 days • Initially, lesson taught may be prepared in conjunction with the supervising teacher • Complete lesson analysis (see Lesson Design Appendix) • Evaluate daily activities • Conference daily with supervising teacher about each day’s activities and lessons • Confer with supervising teacher: Teacher Work Sample topic • Begin daily reflective journals via email to University supervisor • Check on-line assignments: Learning Studio • Attend initial Student Teaching Seminar
INITIAL TEACHING PHASE	
8 WEEK PLACEMENT	16 WEEK PLACEMENT
WEEK #2	WEEK #2
<ul style="list-style-type: none"> • Assume some teaching responsibility, utilize IWU lesson plan format • Complete IWU lesson analysis form • Begin work on IWU eFolio – check metacognitive papers • Continue daily discussions with supervising teacher • Confer with supervising teacher: Teacher Work Sample topic • Evaluate daily activities • Continue daily reflective journal entries (email University Supervisor) • Attend scheduled professional development seminars • Check on-line assignments: Learning Studio 	<ul style="list-style-type: none"> • Assume some teaching responsibility, utilize IWU lesson plan format • Complete IWU lesson analysis form • Begin work on IWU eFolio – check metacognitive papers • Continue daily discussions with supervising teacher • Confer with supervising teacher: Teacher Work Sample topic • Evaluate daily activities • Continue daily reflective journal entries (email University Supervisor) • Attend scheduled professional development seminars • Check on-line assignments: Learning Studio

SUSTAINED TEACHING PHASE	
8 WEEK PLACEMENT	16 WEEK PLACEMENT
WEEK #3	WEEKS 3 & 4
<ul style="list-style-type: none"> • Assume more teaching responsibility: prepare lesson plans, teach additional periods • Begin Teacher Work Sample process • Complete lesson analysis for per each lesson • Be observed and evaluated by supervising teacher and the University Supervisor (possibly twice) • Continue to work on eFolio • Evaluate daily activities • Continue daily reflective journal entries – send via email to University Supervisor • Attend professional development seminars • Check on-line assignments: Learning Studio 	<ul style="list-style-type: none"> • Assume more teaching responsibility: prepare lesson plans, teach additional periods • Begin Teacher Work Sample process • Complete lesson analysis for per each lesson • Be observed and evaluated by supervising teacher and the University Supervisor (possibly twice) • Continue to work on eFolio • Evaluate daily activities • Continue daily reflective journal entries – send via email to University Supervisor • Attend professional development seminars • Check on-line assignments: Learning Studio
FULL-TIME TEACHING PHASE	
8 WEEK EXPERIENCE	16 WEEK EXPERIENCE
WEEKS # 4 – 7	WEEKS # 5 - 15
<ul style="list-style-type: none"> • Assume total teaching responsibility in classroom (plan for aides and exceptional needs staff) • Complete Teacher Work Sample • Complete lesson analysis per each lesson • Evaluate daily activities • Prepare for IWU classroom observations and unit(s) • Check on-line assignments: Learning Studio • Continue reflective journal process, send via email 	<ul style="list-style-type: none"> • Assume total teaching responsibility in classroom (plan for aides and exceptional needs staff) • Complete Teacher Work Sample • Complete lesson analysis per each lesson • Evaluate daily activities • Prepare for IWU classroom observations and unit(s) • Check on-line assignments: Learning Studio • Continue reflective journal process, send via email

CONCLUSION PHASE

8 WEEK PLACEMENT	16 WEEK PLACEMENT
WEEK # 8	WEEK #16
<ul style="list-style-type: none">• Continue some teaching responsibilities• Decrease teaching responsibilities• Continue daily reflective journal entries• Submit eFolio• Attend professional development seminar• Revise eFolio (as necessary)• Follow guidelines, complete lesson analysis form• Observe in 3 – 5 other classrooms, if possible• Return all material borrowed from supervising teacher and cooperating school• Check on-line assignments: Learning Studio• Defend eFolio	<ul style="list-style-type: none">• Continue some teaching responsibilities• Decrease teaching responsibilities• Continue daily reflective journal entries• Submit eFolio• Attend professional development seminar• Revise eFolio (as necessary)• Follow guidelines, complete lesson analysis form• Observe in 3 – 5 other classrooms, if possible• Return all material borrowed from supervising teacher and cooperating school• Check on-line assignments: Learning Studio• Defend eFolio

EVALUATION: POLICIES & PROCEDURES for UNIVERSITY SUPERVISOR and SUPERVISNG TEACHER

ASSESSMENT POLICIES/PROCEDURES

Continuous evaluation of the student teacher's progress is essential. Therefore, the purpose of the evaluation is to assist the student teacher in becoming an **effective** and **efficient** classroom teacher. Further, the evaluation process provides a basis for **self-reflection**. The student teacher should therefore seek constructive criticism from the supervising teacher and University Supervisor. Suggestions provided should be reflected on and implemented to increase the probability of teaching proficiency.

I. UNIVERSITY SUPERVISOR AS EVALUATOR

The University Supervisor bears the ultimate responsibility for the final evaluation of the student teacher. To that end, his or her must regularly and systematically observe the student teacher and provide explicit and specific oral/written feedback regarding observed strengths and areas for enhancement. During each subsequent observation, the University Supervisor must reflect on the implementation of previously provided suggestions. The University Supervisor must consistently encourage and facilitate positive professional growth of the student teacher.

The University Supervisor should dialogue with the supervising teacher **before or after each** observation. A copy of comments provided to the student teacher must also be given to the supervising teacher. Further, the University Supervisor must seek input from the supervising teacher regarding the student teacher's performance proficiency.

The University Supervisor is encouraged to view/analyze a taped lesson (beyond the required tape) made during the student teaching experience and provide specific oral/written feedback to the student teacher. The University Supervisor should, with the student teacher, discuss the analysis and refine instructional/managerial goals. The video analysis format can replace one on-site observation, per experience. Additionally, the University Supervisor must completely assess the Teacher Work Sample utilizing the provided rubrics. The Teacher Work Sample should provide evidence of the student teacher's ability to pre-assess student learning and therefore make appropriate instructional decisions based on newly acquired assessment data. The post-test should indicate the level of academic growth over time.

Further, the University Supervisor is responsible for evaluating the capstone Portfolio (eFolio), utilizing the prescribed assessment rubric, as well as serving as chairperson of the Oral Defense committee for his or her student teachers.

Lastly, the University Supervisor must complete the Summative Performance Evaluation Rubric. A copy must be given to the student teacher following the Oral Defense. The original form must be placed in the student teacher's cumulative folder.

II. SUPERVISING TEACHER AS EVALUATOR

The supervising teacher should regularly and systematically evaluate the student teacher's performance. The provision of specific feedback, concerning the student teacher's strengths and areas for enhancement in the instructional process, is not only desired but of utmost importance. If at any time, the student teacher falls below the expected level of professional competence, the supervising teacher must immediately notify the University Supervisor and/or the Director of Student Teaching.

Further, the supervising teacher must complete the **Dispositions (Attitude) Rubric**. If the supervising teacher, at any time, observes a faulty attitude, the University Supervisor should be contacted immediately.

Consistent and systematic feedback is desired for every student teacher. Indiana Wesleyan University Teacher Education Program, therefore, requests the supervising teacher utilize the following informal/formal assessment techniques:

A. INFORMAL ASSESSMENT TECHNIQUES

1. Discuss (daily) specific instructional/managerial scenarios.
2. Review (and initial) every unit and lesson plan.
3. Write notes expressing observed strengths and/or areas of concerns.

B. FORMAL ASSESSMENT TECHNIQUES

1. Complete the Mid-Term Evaluation Form. This document should be formally discussed with the student teacher and if possible with the University Supervisor. The completed form should be mailed to the University. (Stamped envelope provided)
2. Complete the Final Evaluation Form one week prior to the end of the student teaching experience. The Final Evaluation document will become a part of the student teacher's confidential file. (Stamped envelope provided)
3. Complete the Dispositions (attitude) Rubric mid-way through the experience. (Stamped envelope provided)
4. Complete an exit conference with the student teacher. The level of attained professional proficiency and competency should be discussed.
5. Participate in the Oral Defense if requested by the University.

APPENDICES

Appendix A - Instruction (Unit Plan-Block Plan-Lesson Design)	56
https://www.indwes.edu/undergraduate/school-of-teacher-education/student-teaching-resources	
Appendix B - Teacher Work Sample Design	55
https://www.indwes.edu/undergraduate/school-of-teacher-education/student-teaching-resources	
Appendix C - Dispositions Assessment Rubric Documentation	57
https://www.indwes.edu/undergraduate/school-of-teacher-education/student-teaching-resources	
Appendix D - Phase I: Written Portfolio (Process/Procedure/Evaluation)	58
Appendix E - Phase II: Oral Portfolio Defense	70
Appendix F - Daily Journal Procedure	80
Appendix G - Video Analysis	82
Appendix H - Post Teaching Observation Procedure	92
Appendix I - Individual "Mock" Interview Process & Procedure	95
Appendix J - Mid-Term/Final Evaluation Form	99
https://www.indwes.edu/undergraduate/school-of-teacher-education/student-teaching-resources	

APPENDIX A

INSTRUCTION

Unit Plan

Block Plan

Lesson Plans

**The materials needed to support the Unit Plan, Block Plan, Lesson Plans
and Supporting Rubrics for each Content area are available at**

<https://www.indwes.edu/undergraduate/school-of-teacher-education/student-teaching-resources>

- a. **Unit Plan** - submitted to the supervising teacher 2 weeks in advance for approval (Teacher Work Sample Unit – per entire student teaching semester).

For each unit taught, a unit overview must be presented to the supervising teacher at least two weeks in advance of the teaching (see Unit Plan Format, Appendix A, I-VI). The unit must include all activities, including formative and summative assessment tools.

Unit Requirements:

Elementary student teachers will plan a minimum of one integrated unit per each experience.

Grades 5-12 and P-12 student teachers will submit unit lesson plans as prescribed in the content methods classes.

Exceptional needs students will follow the specific University and cooperating school policies regarding unit/lesson/activity (IEP) plans.

NOTE: Standards to be achieved, adaptations for special needs students, and assessment techniques must be included in the unit plan.

- b. **Block Plan** – every unit taught must also be supported with a Block Plan.
- c. **Lesson Plans** – submitted to the supervising teacher 2 days in advance for approval (with the exception of the Teacher Work Sample).

For all lessons taught, a lesson plan (as prescribed by exceptional needs/regular education or content faculty), utilizing the appropriate Indiana Wesleyan University lesson design format, will be utilized. **(No lesson should be taught without an appropriate lesson plan.)** The detailed written approach will be maintained until directed by the University Supervisor. Each lesson plan must be dated. The student teacher must also complete the lesson analysis (questions) per each lesson taught until directed otherwise by the University Supervisor.

Lesson plans must include a variety of methodologies/strategies.

Lesson plans must include the state standard(s), IEP goal(s), as well as the coordinating objective(s). In an inclusionary classroom, adaptations for special needs students must be recorded. Tangible informal/formal forms of assessment, which demonstrate student achievement, must be included in all plans (exceptional needs/regular education/content). All plans must have a written purpose (ultimately stated). Every activity, including the assessment, must completely align to the stated objective.

APPENDIX B

1. Teacher Work Sample Design

2. Teacher Work Sample Design and Assessment Rubric

The materials needed to support the Teacher Work Sample Design and Assessment Rubric for each Content area are available at
<https://www.indwes.edu/undergraduate/school-of-teacher-education/student-teaching-resources>

Teacher Work Sample

The Teacher Work Sample is documentation of teaching a unit to a group of students. It is intended to demonstrate the impact of the student teacher on the learning of students taught by indicating the level of student knowledge or skills prior (pre-test) to the instruction as well as the level of knowledge and skills after (post-test) the unit has been taught. It is further anticipated the student teacher will know his or her students, reflect on the teaching, make instructional changes and redirect the instruction as dictated by all assessment outcomes.

A successful pre-service teacher supports learning by designing a Teacher Work Sample that contains multiple assessment and instructional strategies. The project is built and therefore focuses on each student's prior knowledge, strengths, as well as areas of concern.

APPENDIX C

DISPOSITIONS ASSESSMENT RUBRIC DOCUMENTATION

The materials needed to support the Dispositions Assessment Rubric for each Content area are available at

<https://www.indwes.edu/undergraduate/school-of-teacher-education/student-teaching-resources>

APPENDIX D

PHASE I: WRITTEN PORTFOLIO (eFOLIO)

PROCESS/PROCEDURE/EVALUATION

- eFolio Artifact Suggestions**
- INTASC and IWU
- Standards' Based

PHASE I: WRITTEN PORTFOLIO (eFOLIO)

RATIONALE

Self-analysis is a vital part of the professional development of all teachers. The goal of the undergraduate Teacher Education Program is, therefore, to provide prospective teachers with a process for self-analysis. To this end, the required capstone Portfolio (eFolio), an authentic, performance-based assessment, provides the process for reflection of the valued undergraduate program standards/domains. This assessment tool has a two-fold purpose. First, prospective teachers are given the opportunity to demonstrate, through tangible evidence, competency and internalization of the teaching/learning process as designed in the Indiana Wesleyan University undergraduate teacher education model, Teacher as Decision Maker. Second, a review of the capstone Portfolio (eFolio) provides education faculty members with an opportunity to assess their own teaching proficiency.

WHAT IS A PORTFOLIO (eFOLIO)?

A Portfolio (eFolio) is an on-going organized, goal-driven documentation of professional growth and achieved competence. Although it is a collection of documents, a Portfolio (eFolio) is tangible evidence of the wide range of knowledge, skills, dispositions and attitudes achieved throughout the undergraduate program. Documents in the Portfolio (eFolio) are self-selected, reflecting individuality.

HOW IS THE TEACHER EDUCATION PORTFOLIO (E-FOLIO) ORGANIZED?

The capstone Portfolio (eFolio) is organized around the domains/standards found in the undergraduate teacher education model, Teacher as Decision Maker. These standards or domains were selected because of their general applicability for teachers of all disciplines and at all levels.

WHAT SHOULD BE INCLUDED IN THE CAPSTONE PORTFOLIO (E-FOLIO)?

The capstone Portfolio (eFolio) will include:

- I. Professional Portrait (incorporate in the beginning of the eFolio prior to the 8 domains)
- II. Domain Explanation (one per domain). Each must include all domain indicators, Interstate New Teacher Assessment and Support Consortium (INTASC) principles and Learned Society Principles (supporting examples that enhance internalization of the standards is encouraged)
- III. Artifact List (per domain) - include domain indicators & INTASC principles
- IV. Teaching Scenarios (two per domain representing the entire student teaching semester or each student teaching experience)
- V. Rationale Statements (include domain indicators and principles addressed)

- VI. Artifacts (supporting evidence of the teaching scenarios may be derived from the Teacher Work Sample)
- VII. Self Analysis Document (one per each domain)

HOW IS THE PORTFOLIO (eFOLIO) TO BE ASSEMBLED?

The Portfolio (eFolio) will be stored on-line (web-site provided by Indiana Wesleyan University). It must include a section per each domain/standard of the undergraduate teacher education model, Teacher as Decision Maker (a template will be provided). A minimum of two artifacts per program domain (representing each student teaching experience), which are clearly drawn from the teaching scenarios and support the explanation of the domain, must be included.

- I. Professional Portrait (incorporate in the eFolio **prior** to the 8 domains).
 - A. Resume – As a result of having your eFolio on-line, please delete your address, phone number, email and website addresses. (The Resume is assessed for feedback to the student teacher.)
 - B. Autobiography
 - C. Educational Philosophy (revised)
 - D. Professional & Personal Goals (what are your goals, professionally and personally, in 5+ years)
- II. Domain Explanation - the explanation should reflect the candidate's understanding and internalization of each of the eight (8) domain indicators and INTASC principles (not a paraphrase of standards). Diversity, faith-based and technology issues must also be addressed; included examples enhance your beliefs. All principles/standards must be identified (numbered).
- III. Artifact List - Domain indicators and INTASC principles must be evident.
- III. Teaching Scenarios - must support the domain indicators and INTASC principles and, further, include Christian principles, as appropriate.
- IV. Rationale Statements, per each artifact:
 - Name of Artifact:
 - Rationale Statement: Why/How does this artifact prove your competency?
 - How does this rationale connect to the teaching scenario?
 - Each standard/principle must be identified (numbered).
- V. Artifacts - Artifacts must be self-developed during the student teaching semester. They should be tangible evidence of competency of the domain indicators/INTASC principles. The artifacts are *highly correlated* to multiple domain indicators. The artifacts must clearly support the teaching scenarios. Artifacts *must be sophisticated* and contain multiple elements that connect candidate growth to improved classroom performance. (An artifact that meets these criteria

might consist of material from a professional development session + a journal reflecting the candidate's learning that resulted from that session + a lesson plan that incorporated that learning into classroom instruction.) Artifacts representing the Teacher Work Sample are encouraged.

- VI. Self-Analysis - A response to all domain indicators, INTASC principles and learned society principles. All domain indicators and INTASC principles must be identified (numbered). Strengths and areas for continued development must be included. Reflection of past, present and future behaviors is not only critical but essential in this document. Examples of specific learning throughout the student teaching semester adds strength to the self-analysis component.

Because the Portfolio (eFolio) is a professional portrait of the prospective teacher's professional competence, it must be effectively and efficiently organized, be creatively designed and error-free.

DUE DATE

The Portfolio (eFolio) is due during the second student teaching experience. The exact date and time will be announced during the first seminar each semester. A flawless Portfolio (eFolio) submitted past the due date/time will receive an evaluation of Emerging Competency. A tardy, flawed Portfolio (eFolio) will be taken under advisement. The University Supervisor, Director of Student Teaching and Director of Teacher Education will determine the appropriateness of a revision/resubmission timeline. In the event the written document is ultimately unacceptable, the candidate forfeits the right to graduate with a teacher education degree.

PHASE I: WRITTEN PORTFOLIO (eFOLIO) ASSESSMENT

The culminating or capstone Portfolio (eFolio) is assessed in two phases: Phase I, Written Portfolio (eFolio) Defense and Phase II, Oral Portfolio (eFolio) Defense/External Program Review. This authentic assessment is designed, through both phases, to determine the student teacher's fitness to satisfactorily exit the Indiana Wesleyan University Teacher Education Program and enter the teaching profession. The Phase I, Written Portfolio (eFolio) Defense evaluative process will focus on the student teacher's ability to demonstrate instructional competence by integrating program domains, INTASC principles, and Learned Society Standards. Artifacts supporting the Teacher Work Sample process are strongly encouraged. Further, during the Phase I evaluative process, the University supervisor and possibly a committee of education faculty will review the Phase I, Written Portfolio (eFolio), using an established rubric. A candidate who receives an evaluative score below Emerging Competency in Phase I, Written Portfolio (eFolio) Defense will be notified immediately. The University Supervisor will inform the candidate if he or she has been approved to resubmit the Portfolio (eFolio) one additional time. An evaluative committee (selected by the University Supervisor) will review resubmitted document and formally notify the candidate of the revised score, not to exceed Emerging Competency or below level (see Tardy Policy under University Scoring Guide section). In the event the Phase I, Written Portfolio (eFolio) Defense, after revision, does not meet University standards, the candidate will not graduate with a teacher education degree.

Entrance into Phase II, Oral Defense/External Program Review, is restricted to candidates scoring on or above the Emerging Competency level in Phase I, Written Portfolio (eFolio) Defense. The Oral Portfolio (eFolio) Defense/External Program Review (Phase II) will, therefore, be scheduled after the student teacher receives formal notification of an acceptable score, Emerging Competency or higher in Phase I, Written Portfolio (eFolio) Defense. During Phase II, Oral Portfolio (eFolio) Defense/External Program Review, a committee of educators will, using a rubric, assess the candidate's ability to articulate and provide artifacts which clearly support the candidate's internalization of program domains, INTASC principles and learned society standards. A score of Emerging Competency or higher, must be achieved in Phase II, Oral Portfolio (eFolio) Defense/External Program Review before the student teacher can be recommended for state licensure. A candidate who fails to achieve the University standard may, if recommended by the review committee, orally defend the Portfolio (eFolio) one additional time. A candidate who ultimately fails to achieve Emerging Competency or higher during Phase II, Oral Portfolio (eFolio) Defense/External Program Review, will not be recommended for state licensure and therefore will not graduate with a teacher education degree.

Teacher Education Program

Scoring Guide

Phase I: Written Portfolio (eFolio) Defense

- I. Domain Explanation. To receive full marks in the section, the student teacher must:
 - a. Refer to **all** domain indicators and INTASC principles in their narrative. Statements and examples should reflect the candidate's understanding and internalization of every domain indicator and INTASC principle. Examples that provide enhancement to the internalization of the indicators are encouraged. Diversity, faith-based and technology issues must be addressed. Depth and breadth of the knowledge base is greatly encouraged.
 - b. Include content-area standards or standards from an appropriate professional organization.
 - c. Write the number of the stated standards. (e.g., I-4, 2.3, etc.)

- II. Artifact List.
 - a. Name and describe each artifact (per domain).
 - b. List supporting domain indicators and INTASC principles.

- III. Teaching Scenarios. To receive full marks in this section, the student teacher must:
 - a. **Write** a brief but thorough description of a learning episode that occurred during the student teaching experiences.
 - b. Include **connection** and enhancement of domain expectations as described in the Domain Explanation.
 - c. **Address** thoroughly each segment of the domain, i.e. Management: behavior, time, organization. Diversity, faith-based and technology links should also be evident.
 - d. **Include** two teaching scenarios (each student teaching experience must be represented per domain).

- IV. Artifact Rationale. To receive full marks in this section, the student teacher must include these elements in artifact rationales:
 - a. **Artifact Description**. A brief but thorough description of each artifact should be provided. The student teacher should not make the assumption that the reader will automatically know what it is.
 - b. **Artifact Explanation**. An explanation of **why** the artifact was chosen must be present. The student teacher should make it clear that some thought was given to the process, and the artifact was chosen deliberately and purposefully.
 - c. **Artifact Statement**. A statement of **how** the artifact relates to domain indicators and INTASC principles must be apparent. It is not enough to tell why an artifact was chosen. The student teacher must make a clear connection between teaching scenarios, artifacts, and domain expectations. Artifacts submitted must provide evidence that the candidate is competent in domain expectations.

Standards/Principles must be identified (numbered). Artifacts representing the Teacher Work Sample are encouraged.

- V. **Artifacts.** To receive full marks in this section, the student teacher must:
- a. Provide strong, self developed, highly correlated to multiple domain indicators.
 - b. Borrowed materials are unacceptable, **unless** the candidate demonstrates how the knowledge gained is utilized in a teaching situation, i.e. In-service attendance.
 - c. Artifacts may contain one, two or even three steps in an attempt to clarify the learning.
 - d. Captions must accompany all pictures.
- VI. **Self-Analysis.** To receive full marks in this section, the student teacher must:
- a. Refer to **all** domain indicators and INTASC principles in the analysis.
 - b. Provide an assessment of his or her **current level** of **competence** relative to each expectation (**strengths** and **areas of concern**).
 - c. Include some thought and **reflection** about **what must happen** before a higher level of competence can be achieved in each area of concern.
 - d. Include a discussion of the learning and experiences that need to occur in order for the candidate to achieve enhanced competence; specificity is expected.
 - e. Include the number of each domain indicator or INTASC principle addressed (e.g., I-9, 4.f, etc.).

UNIVERSITY SCORING GUIDE

UNIVERSITY SUPERVISOR - ROLE/RESPONSIBILITY

Phase I: Written Portfolio (eFolio)

Using the checklist (per each domain) comment section and prescribed Phase I written portfolio (eFolio) rubric, the University Supervisor will assess the student teacher's competence level in each domain. (Scoring area provided.) Individual scores are tallied and the summative scoring form marked appropriately: Outstanding, Competent, Emerging Competency or Needs Improvement. Second, a copy of the summative scoring form is given to the student teacher following the Portfolio (eFolio) Oral Defense. Lastly, the **original** summative form is filed in the student teacher's (provided) cumulative folder.

In the event the student teacher fails to achieve an acceptable score (Emerging Competency or higher), the University Supervisor must immediately notify the candidate. A meeting must be arranged to discuss the following:

- 1.) Areas of concern (eFolio)
- 2.) Resubmission date (as appropriate)

NOTE: A candidate who does not demonstrate Emerging Competency or higher in Phase I: Written Portfolio (eFolio) Defense will not proceed to Phase II: Oral Portfolio (eFolio) Defense. Therefore, the candidate may not be recommended for state licensure and may not graduate with a teacher education degree.

TARDY POLICY

Phase I: Written Portfolio (eFolio) Defense: A flawless Portfolio (eFolio) submitted beyond the due date will receive an evaluation of Emerging Competency. A flawed Portfolio (eFolio) submitted after the due date will be taken under advisement. The teacher candidate may/may not be provided the opportunity to revise and resubmit the document. An unacceptable Portfolio (eFolio) will result in an unsatisfactory evaluation. Therefore, the teacher education candidate may not be recommended for state licensure and may not graduate with a teacher education degree.

Phase II: Oral Portfolio (eFolio) Defense: The Oral Defense is scheduled by the University supervisor after Phase I, Written Portfolio (eFolio) Defense has received an acceptable evaluative score. In the event a teacher education candidate scores below Emerging Competency in the Oral Defense process, he or she may/may not be permitted a second defense appointment. The teacher education candidate who ultimately receives an unsatisfactory (below Emerging Competency) oral defense evaluation may not be recommended for state licensure and may not graduate with a teacher education degree.

Phase I
WRITTEN PORTFOLIO (E-FOLIO) DEFENSE
SUMMATIVE EVALUATION FORM

**THE SCORES AND WRITTEN COMMENTS FOR THE WRITTEN PORTFOLIO
WILL BE IN CHALK & WIRE.**

PROFESSIONAL PORTRAIT

_____ Resume (see Resume rubric)

RESUME SCORE: _____

Resume is assessed to provide feedback to the student teacher.

COMMENTS:

Yes	No	
___	___	Autobiography
___	___	Educational Philosophy
___	___	Professional and Personal Development Plan

Rating Scale:

Outstanding = 4 Competent = 3 Emerging Competency = 2 Needs Improvement = 1

Scoring Instructions:

Please utilize the provided rubric to determine a score per each domain.

Consider **both** teaching scenarios, rationales, and accompanying artifacts when determining the score for each domain. The following 6 elements must be included in the score:

- Domain Explanation
- Teaching Scenarios (A & B)
- Rationales (A & B)
- Artifact (A)
- Artifact (B)
- Self-Analysis

Average the 6 scores to determine the score per domain; maximum score per domain is 4.

Phase I
Written Portfolio (eFolio) Defense
SUMMATIVE SCORING FORM

Student Name _____

Tally all Individual Scores.

Outstanding _____ 29 – 32 (the equivalent of a minimum of 5 scores of Outstanding + 3 scores of Competent)

Competent _____ 24 – 28 (the equivalent of a minimum of 6 scores of Competent + 3 scores of Emerging Competence)

Emerging Competency _____ 18 – 23 (the equivalent of a minimum score of 2 in all nine areas)

Needs Improvement _____ 0 – 17

Comments:

Evaluator

Date

RESUME ASSESSMENT RUBRIC

	Resume should effectively land you an interview. GOOD JOB!	Resume could land you an interview (borderline case).	Resume is average, needs improvement to rise to the "top of the stack."	Resume needs significant improvement and would be discarded during screening
Format	This resume fills the page but also is not overcrowded. There are no grammar or spelling errors. This resume could be easily scanned.	This resume almost fills the page but has some uneven white space. There may be a single spelling or grammar error here.	The font and spacing of this resume are not appealing and easily scanned. There are more than one spelling or grammar errors.	This resume is either one-half page or two to three pages long. The font is too big or may be hard to read. There is more white space than words on the page. There are multiple spelling errors.
Education Section	This section is organized, clear, and well defined. It highlights the most pertinent information. This section includes: institution with its location, graduation date, major, degree, GPA, study abroad, and any relevant course work.	This section is organized and easy to read. This section includes: institution with its location, graduation date, major, and degree. GPA is missing from this section. Also, "extra" information such as study abroad and course work are not mentioned.	This section is not well organized. Information such as institution with its location, graduation date, and major are included. Degree and GPA are not listed. There is no order to how information is formatted in this section.	This section is missing the most crucial information. Institution is listed without a location. Graduation date is not listed. Major is listed but not degree. No GPA is stated in this section.
Experience Section	This section is well defined, and information relates to the intended career field. Places of work, location, titles, and dates are included for each position. Descriptions are clear and well marketed in the form of bullet statements beginning with action verbs. This section could be split into related and other experience.	Descriptions are clear in the form of bullet statements beginning with action verbs. Descriptions are not detailed enough to fully understand what was done. Information does not relate 100 percent to the intended career field. Places of work, location, titles, and dates are included for each position.	Descriptions are not in the form of bullets beginning with action verbs. Complete sentences in paragraph form are used to describe previous positions. Places of work are included for each position but not locations, dates, and titles.	This section is not well defined, and there is no order to the descriptions of each position. Descriptions are not detailed and offer no illustration of what was done. No locations and dates of employment are listed.
Honors/ Activities	This section is well organized and easy to understand. Activities and honors are listed and descriptions include skills gained and leadership roles held. Dates of involvement are listed.	This section includes all necessary information but is difficult to follow. Leadership roles within organizations are listed but skills are not defined. Dates of involvement are listed.	This section is missing key information such as leaderships positions held or dates of involvement. Organizations are listed describing the organization, not individual involvement.	This section is missing or contains very little information. Organization titles or dates of involvement are not listed. No descriptions are listed

by [Amy Raphael](#)¹

¹ Retrieved from <http://www.jobweb.com/Resume/help.aspx?id=628> on June 1, 2010. Amy Raphael is director of career planning and placement services at Barry University in Miami Shores, Florida. She holds a doctorate in counseling and student personnel services from the University of Georgia (UGA) and served as a graduate assistant and instructor in the UGA Career Center. Previously, Raphael was assistant director for career resources and technology at The College of The Holy Cross. She holds a bachelor's degree in psychology from Wake Forest University and a master's degree in counselor education from the University of North Carolina at Greensboro.

Student Teaching Capstone Portfolio Development and Scoring Rubric

	Outstanding (4)	Competent (3)	Emerging Competence (2)	Needs Improvement (1)
Domain Explanation	The Domain Explanation includes all expectation statements in the narrative. <i>The candidate has articulated a personal vision of excellence—it is evident that the candidate understands what it means to be competent in the full range of domain expectations. The domain explanation is written effectively from the perspective of the candidate’s teaching discipline.</i>	The Domain Explanation includes all expectation statements in the narrative. The Explanation provides evidence that the candidate has given substantial thought and reflection to the meaning of competence in each domain. <i>The domain explanation is written from the perspective of the candidate’s teaching discipline.</i>	The Domain Explanation includes most expectation statements in the narrative. There is evidence that the candidate has given thought to the meaning of competence in each domain. <i>The domain explanation is partially written from the perspective of the candidate’s teaching discipline.</i>	The Domain Explanation does not include all expectation statements; included expectations are not well defined and the narrative provides little evidence that the candidate has given thought to the meaning of competence in the domain. <i>The domain explanation is not written from the perspective of the candidate’s teaching discipline.</i>
Teaching Scenarios	The Teaching Scenario sets the instructional context for understanding portfolio artifacts. Included are contextual elements such as unique factors in the classroom environment and a description of the instructional activity taking place. Outstanding scenarios include elements of the planning process, including but not limited to special accommodations made to respond to special student needs, and the improvement or learning that resulted.	The Competent Teaching Scenario sets the instructional context for understanding portfolio artifacts. Included are contextual elements such as unique factors in the classroom environment and a description of the instructional activity taking place.	The Teaching Scenario sets the instructional context for understanding portfolio artifacts, but additional details that would enable the reader to understand the depth and breadth of the lesson are missing.	The Teaching Scenario is poorly developed. The instructional context is hard to discern, and little to no supporting detail is included.
Rationale Statements	Each artifact is <i>thoroughly</i> described and is clearly drawn from the Teaching Scenario; it is clear why the artifacts were chosen for inclusion; all artifacts are <i>strongly</i> correlated to the domain outcome and expectations.	Each artifact is <i>appropriately</i> described and is clearly drawn from the Teaching Scenario; it is clear why the artifacts were chosen for inclusion, and a <i>clear</i> connection is made between each artifact and domain expectations.	All artifacts are listed. Each artifact is <i>adequately</i> described and is drawn from the Teaching Scenario; it is clear why the artifacts were chosen for inclusions, but the connection between artifacts and domain expectations could be clearer.	All artifacts are listed. Artifact descriptions are lacking in detail; the relationship between artifacts and the Teaching Scenario is unclear; connections between artifacts and domain expectations are poorly developed.
Artifacts	1. Both artifacts were self-developed during the student-teaching semester; 2. Artifacts are <i>sophisticated</i> and contain multiple elements that connect candidate growth to improved classroom performance. ¹ 3. Both artifacts are <i>highly correlated</i> to multiple domain indicators	1. Both artifacts were self-developed during the student-teaching semester; 2. Artifacts are <i>carefully developed</i> and contain multiple elements that connect candidate growth to improved classroom performance. 3. Both artifacts are <i>correlated</i> to multiple domain indicators	1. One or both artifacts are borrowed (professionally developed or not developed by the student teacher); 2. Artifacts are <i>not carefully developed</i> and/or do not accurately reflect the complexity of classroom instruction 3. Artifacts are <i>not well correlated</i> to domain indicators	1. Both artifacts are borrowed (professionally developed or not developed by the student teacher); 2. Artifacts are <i>poorly developed</i> and/or do not consider the complexity of classroom instruction 3. Artifacts are <i>weakly or narrowly correlated</i> to domain indicators
Self Analysis	The candidate has responded <i>thoroughly and extensively</i> to each domain expectation in the self-analysis. The narrative includes thinking about both strengths and weaknesses, and about what yet must be done to achieve domain competence. There is <i>strong</i> evidence of depth of thought and reflection.	The candidate has responded <i>thoroughly</i> to each domain expectation in the self-analysis. The narrative includes thinking about both strengths and weaknesses, and about what yet must be done to achieve domain competence. There is <i>clear</i> evidence of depth of thought and reflection.	The candidate has responded to each domain expectation in the self-analysis. The narrative includes thinking about both strengths and weaknesses, but little is included about what yet must be done to achieve domain competence. Some evidence of thought and reflection is included.	The candidate has responded to most domain expectation statements, but the analysis is shallow and not well developed. Little thinking about strengths and weaknesses is present; insufficient evidence of thought and reflection is included.

¹An artifact that meets these criteria might consist of material from a professional development session + a journal reflecting on the candidate’s learning that resulted from that session + a lesson plan that incorporated that learning into classroom instruction.

APPENDIX E

PHASE II: ORAL PORTFOLIO (e-folio) DEFENSE

- Questions**
- Supporting Rubrics**
- Scoring Forms**

**PHASE II
ORAL PORTFOLIO (eFOLIO) DEFENSE/EXTERNAL PROGRAM REVIEW**

SUMMATIVE SCORING GUIDE:

Each student teacher will receive a copy of the interview questions and the correlating rubric, based on IWU Domain Standards, INTASC principles and state standards a minimum of one year prior to Phase II, Oral Portfolio (eFolio) Defense/External Program Review. It is therefore anticipated that the student teacher will review the defense questions when selecting artifacts per each domain. As the student teacher articulates knowledge that supports questions, he or she will utilize the Phase I, Written Portfolio (eFolio) Defense to tangibly demonstrate competency in each domain.

The defense team will listen attentively to each response (four total), use the prescribed rubric and mark the Individual Scoring Form (per each question) appropriately. In the absence of the student teacher, all four scores are tallied by each team member and a summative score provided. Further, based on each team member’s scoring results, an appropriate rating is determined. Next, each team member gives the scores/rating form to the appointed recorder. Lastly, the recorder tallies all scores and divides by the number of team members. The recorder completes the Individual Summative Scoring Form. The student teacher receives a copy of the summative score and team comments. A copy of the Individual Summative Scoring Form is retained for the student teacher’s cumulative file.

Additionally, the student teacher’s professional demeanor, i.e. with-it-ness, energy, enthusiasm, creativity, teacher presence, appropriate professional attire, will be assessed during the Oral Defense. The scoring process is identical to the questioning process.

RATING SCALE:

Point System	Rating
4	Outstanding
3	Competent
2	Emerging Competency
1	Needs Improvement

SUMMATIVE RATING SCALE:

Score	Rating
14-16	Outstanding
11-13	Competent
8-10	Emerging Competency
0-7	Needs Improvement

STUDENT TEACHING DEFENSE QUESTIONS WITH SUPPORTING EVIDENCE

Domain I Content, Subject-Matter Expertise. *Acquisition of a liberal arts education which provides a foundation for future professional growth.*

INTASC Principles	DEFENSE QUESTIONS	SAMPLE EVIDENCE
<p>4.0 <u>Content Knowledge</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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>6.0 <u>Assessment</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> <p>7.0 <u>Planning for Instruction</u>. 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>	<ol style="list-style-type: none"> 1. Provide evidence of expanding background (content) knowledge; utilizing a variety of resources. 2. Provide evidence of your ability to develop and utilize questions at varied levels. 3. Provide evidence of informal, formal, and authentic forms of assessment. Demonstrate how these measures align to the unit goals/standards and lesson objectives. 	<ul style="list-style-type: none"> • Unit plans: a series of lessons around a concept or central theme (integrated, and inter- disciplinary, utilizing a variety of resources) • Lesson plans that correlate with state curriculum and show state and /or district curriculum alignment to the unit goals and lesson objectives Inquiry lesson plans: lessons built around a central question • Videos showing higher order questioning, activities and assessments • Formal tests: test scores for the classroom • Work samples: student work showing a variety of students' abilities and evidence of informal, formal and authentic types of assessments. Show how these are aligned to the unit goals/standards and lesson objectives. • Authentic work products: projects, products and other real-life work done by students

Domain II Personal Development. *Internalization of an individual set of moral and ethical behaviors*

INTASC Principles	DEFENSE QUESTIONS	SAMPLE EVIDENCE
<p>9.0 <u>Professional Learning and Ethical Practice</u>. 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> <p>10.0 <u>Leadership and Collaboration</u>. 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>	<ol style="list-style-type: none"> 1. Cite examples of how your personal growth affected your professional development. 2. Provide examples of your ability to build rapport with members of the educational community (inside or outside of the school environment). 3. Using journals or other artifacts, provide examples of your personal growth during the student teaching experience. 	<ul style="list-style-type: none"> • Knowledge of community agencies: summaries or explanations of links between agencies and students and schools – how used? • Journals: personal journals about one's teaching experience - indicate "action" taken because of incident

Domain III Professional Development. *Knowledge of how and when children learn, addressing developmental and motivational stages; awareness of recent developments in educational research.*

INTASC PRINCIPLES	DEFENSE QUESTIONS	SAMPLE EVIDENCE
<p>1.0 <u>Learner Development</u>. 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> <p>9.0 <u>Professional Learning and Ethical Practice</u>. 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> <p>10.0 <u>Leadership and Collaboration</u>. 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>	<ol style="list-style-type: none"> 1. Describe how engaging in reflective analysis improved your performance. 2. Provide examples of knowledge gained because of in-service involvement and implemented in your classroom 3. Demonstrate your ability to communicate effectively with members of the school environment thus increasing the probability of student success. 	<ul style="list-style-type: none"> • Attendance at professional meetings, presentations and staff development programs, + a journal reflecting the learning that resulted from the session + a lesson plan that incorporated that learning into classroom instruction. • Committee work while at school: list of committees with the duties of the committee • Volunteer hours: work done with students on "own time" and other contributions to the school at large, beyond the regular work day – indicate implementation.

Domain IV Rights and Responsibilities. *Application of decision making skills necessary to implement appropriate decisions within the parameters of legal, contractual, and administrative directives*

INTASC PRINCIPLES	DEFENSE QUESTIONS	SAMPLE EVIDENCE
<p>6.0 <u>Assessment</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> <p>7.0 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goal</p> <p>9.0 <u>Professional Learning and Ethical Practice</u>. 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> <p>10.0 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<ol style="list-style-type: none"> 1. Demonstrate evidence of incorporating local, state, and/or national standards into the curriculum. 2. Cite evidence of your relationships with school colleagues and parents to support students' learning and well-being. 3. Describe how your decision-making skills were used to resolve problems and/or improve student learning. 	<ul style="list-style-type: none"> • Unit Plans & Daily Lesson Plans • Work samples: student work showing a variety of students' abilities and types of assessments used to assess students and resolve academic problems to improve student learning

Domain V Methodology. Integration of instruction which permits the teacher to plan, implement and evaluate mastery learning

INTASC PRINCIPLES	DEFENSE QUESTIONS	SAMPLE EVIDENCE
<p>5.0 <u>Application of Content</u>. 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> <p>6.0 <u>Assessment</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> <p>7.0 <u>Planning for Instruction</u>. 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> <p>8.0 <u>Instructional Strategies</u>. 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>	<ol style="list-style-type: none"> 1. Provide examples of unit or lesson plans, which clearly demonstrate your ability to align assessment to the state and /or district curriculum goals and objectives. 2. Provide evidence of internalization of 3 instructional strategies. Explain why these strategies were utilized in the classroom. 3. Provide evidence of your ability to <u>assess</u> students in multiple ways; <u>diagnose</u> student performance and <u>prescribe</u> instruction to meet specific needs. 	<ul style="list-style-type: none"> • differentiated lesson plans showing how assignments and strategies are changed or extended to meet needs of all learners • lesson plans that correlate with state curriculum and show state and /or district curriculum goals and objectives • lesson plans incorporating instructional strategies and assessment strategies that enabling all students to be successful learners. • Work samples: student work showing a variety of students' abilities and assessments used to assess students' learning in multiple ways; diagnose student performance and prescribe instruction to meet specific needs.

Domain VI Management of Time, Classroom and Behavior. Commitment to a model of classroom management based upon positive reinforcement and building self-esteem.

INTASC PRINCIPLES	DEFENSE QUESTIONS	SAMPLE EVIDENCE
<p>1.0 <u>Learner Development</u>. 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> <p>3.0 <u>Learning Environments</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</p> <p>5.0 <u>Application of Content</u>. 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>	<ol style="list-style-type: none"> 1. Provide evidence of how effective planning resulted in successful management of the classroom. 2. Demonstrate how you created and maintained a risk-free, inviting classroom environment. 	<ul style="list-style-type: none"> • A successful classroom management plan implemented during student teaching • Procedures and rules for classroom Management • Examples of ability to organize and manage time, space and activities conducive to learning.

Domain VII Communication. *The ability to communicate effectively with students and peers in written and verbal forms.*

INTASC PRINCIPLES	DEFENSE QUESTIONS	SAMPLE EVIDENCE
<p>3.0 <u>Learning Environments.</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</p> <p>5.0 <u>Application of Content.</u> 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> <p>10.0 <u>Leadership and Collaboration.</u> 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>	<ol style="list-style-type: none"> 1. Describe how you have used effective communication techniques to resolve a problem. 2. Provide evidence of your ability to effectively communicate with students to achieve optimal academic success. 3. Demonstrate your ability to communicate effectively with members of the school environment to support students, to understand and to resolve their problems. 	<ul style="list-style-type: none"> • Home visits: logs or records of home visits • Knowledge of community agencies: summaries or explanations of links between agencies and students and schools – how used? • Parent communication: sample letters, logs, notes, phone calls, progress reports, etc. • Student evaluations: information from students about classroom environment and teaching • Records of student and parent conferences, records and team logs of conferences

DOMAIN VIII Global and Multicultural Perspectives. *Recognizing that individuals are different and that multicultural (ethnic, socio-economic, and differently abled) diversity awareness changes behavior and systems in order to remove barriers to success*

INTASC PRINCIPLES	DEFENSE QUESTIONS	SAMPLE EVIDENCE
<p>1.0 <u>Learner Development.</u> 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> <p>10.0 <u>Leadership and Collaboration.</u> 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>	<ol style="list-style-type: none"> 1. Cite examples of strategies utilized which addressed intellectual, physical, social and/or cultural diversity. 2. Describe how you intervened in the life of a student to improve that individual's chances for optimal learning. 3. Provide examples of your ability to organize the classroom to meet the needs of diverse learners. 4. Provide evidence of planning which clearly demonstrates differentiated instruction for diverse learners 	<ul style="list-style-type: none"> • Differentiated lesson plans showing how assignments and strategies are changed or extended to meet needs of all learners • Manipulatives used: tangible items that explain concepts used. • Photos: of students, activities, or group work • Development checklists: usually done in early childhood programs showing growth of students

Revised: June 6, 2017

PROFESSIONAL IMPRESSION RUBRIC

CANDIDATE: _____

DATE: _____

	Outstanding (2)	Competent (1.5)	Emerging Competency (1)	Needs Improvement (.5)
Presentation: Behaviors and Dress	<p>First Impression: The candidate arrived early for the defense; he or she shakes hands with committee members correctly; initial conversation is enthusiastic and engaging. Technology set-up proceeded smoothly and effortlessly.</p> <p>Attire: The candidate is dressed tastefully and professionally; appearance gives the impression of a competent professional.^{2 3}</p>	<p>First Impression: The candidate arrived early for the defense; he or she greets committee members appropriately but does not shake hands; initial conversation is enthusiastic and engaging. Technology set-up proceeded smoothly.</p> <p>Attire: The candidate is dressed professionally; appearance gives the impression of desiring to dress correctly.</p>	<p>First Impression: The candidate arrived on-time for the defense; he or she greets committee members indifferently; initial conversation is lethargic or not energetic. Technology set-up did not proceed smoothly.</p> <p>Attire: The candidate is dressed neatly but casually; appearance gives the impression of lack of knowledge of or indifference to professional dress.</p>	<p>First Impression: The candidate arrived late to the defense; he or she does not acknowledge committee members; he or she does not engage committee members in conversation. Problems were encountered with the technology set-up that could have been prevented with better planning.</p> <p>Attire: The candidate is dressed hurriedly or sloppily; appearance gives the impression of disdain for formal rules of dress.</p>
Presentation: Communication Skills	The candidate focuses on the intent of the question; questions are answered thoroughly but succinctly. Speech is well moderated—neither too fast or too slow. Language is grammatically correct and is free from verbal distractors ('um', 'uh', 'like', etc.).	The candidate focuses on the intent of the question; questions are answered thoroughly. Speech is a little fast or slow, but acceptable. Language has few errors and verbal distractors.	The intent of questions is not well understood; questions are answered incompletely. Speech is a little fast or slow, but acceptable. Language has noticeable errors and verbal distractors.	The intent of questions is not addressed in responses; questions are answered incorrectly. Speech is too fast or slow. Language has excessive errors and verbal distractors.
Prior to Presentation: Timeliness	All materials and assignments—portfolio, daily journals, Teacher Work Sample, unit and lesson plans, etc.—were submitted on time during the student-teaching semester.	All materials and assignments were submitted on time during the student-teaching semester, or were submitted late after prior approval from the University supervisor.	Most materials and assignments were submitted on time during the student-teaching semester; late submission of materials was sometimes an issue.	Late submission of materials and assignments was a recurring issue during the student-teaching semester.
Prior to Presentation: Work Habits and Work Quality	<p>Work Habits: The candidate consistently put in the time and the effort necessary to meet the highest expectations of the Teacher Education Program.</p> <p>Work Quality: The candidate's quality of work in all student teaching materials and assignments—portfolio, daily journals, TWS, unit and lesson plans, etc.—was exceptional throughout the experience.</p>	<p>Work Habits: The candidate's work habits were consistently strong and productive. He or she put in the time necessary to complete all expectations well.</p> <p>Work Quality: The quality of all of the candidate's materials and assignments was consistently high throughout the student teaching experience.</p>	<p>Work Habits: The candidate's work habits were adequate to less than adequate. He or she did not consistently put in the time necessary to complete all expectations satisfactorily.</p> <p>Work Quality: The quality of all materials and assignments was good, but sometimes appeared rushed or hurried.</p>	<p>Work Habits: The candidate's work habits were inadequate. He or she was not willing or able to put in the time necessary to complete assignments satisfactorily.</p> <p>Work Quality: The candidate consistently turned in low-quality work, or work that was inaccurate or incomplete.</p>
Prior to Presentation: Response to Constructive Criticism	The candidate always listened carefully to constructive criticism and responded by making appropriate changes. Welcomed feedback as an opportunity for growth; was not defensive and did not make excuses.	The candidate listened to constructive criticism and responded by making changes. Used feedback as an opportunity for growth, but sometimes struggled to take criticism positively and to accept responsibility for behavior.	The candidate was sometimes indifferent to constructive criticism and requests for change. Sometimes ignored feedback, and often took criticism negatively; reluctant to accept responsibility for behavior.	The candidate ignored constructive criticism and requests for change. Feedback was not welcomed; criticism was consistently taken negatively. He or she was consistently defensive and frequently made excuses for errors and behavior.
<p>Summary:</p> <p><u>Presentation:</u></p> <p>Behaviors and Dress /2</p> <p>Communication Skills /2</p>		<p><u>Prior to Presentation:</u></p> <p>Timeliness /2</p> <p>Work Habits and Work Quality /2</p> <p>Response to Criticism /2</p> <p>TOTAL: /10</p>		<p>Rating:</p> <p>Outstanding 9.5-10</p> <p>Competent 8.5-9.0</p> <p>Emerging Competence 7.5-8.0</p> <p>Needs Improvement 0.0-7.0</p>

² Men should wear a well-tailored suit in traditional colors such as navy blue, charcoal gray or black, in solid or subtle stripe patterns (e.g., pinstripe). The shirt needs to be a long-sleeve and button down, preferably in a solid color such as white or a light blue. The tie can have a small print or color; however, its overall appearance should be conservative. Socks need to be a dark solid or a small pattern. Shoes need to be leather, and in a wing tip or loafer style.

³ Women should wear a well-tailored suit in colors such as navy blue, charcoal gray or black. Possible shades of green, maroon or purple can be worn if the color goes well with skin and hair coloring, but be cautious of wearing non-neutral color palettes. While more conservative workplaces may still prefer that women wear a dress suit (i.e., matching skirt and blazer), a pants suit is now also appropriate for the majority of settings. Skirt lengths always need to be knee length or slightly below the knee, not tight fitting. Modest blouses should be cotton, silk or a nice looking artificial fiber in a conservative color that goes appropriately with the suit. Wear low to medium leather, heeled shoes.

Taken from *Dress For Success: Professional Interview Dress*. The University of New Mexico Career Services; a Division of Student Affairs.

**Student Teacher
Summative Scoring Form
Phase II:
Oral Portfolio (eFolio) Defense/External Program Review**

Student Name: _____

Date: _____

Strengths:

Areas for Continued Development:

Final Assessment of Oral Portfolio (eFolio) Defense:

Outstanding	14 – 16	_____
Competent	11 – 13	_____
Emerging Competency	8 – 10	_____
Needs Improvement	0 – 7	_____

Overall Professional Impression of Candidate: (Passing 8/10) _____

Recorder

**STUDENT TEACHER PROGRAM
CANDIDATE SUMMARY SCORING SHEET**

Elementary/Exceptional Needs Education {There is a Candidate Summary Scoring Sheet for each content area. Updated: Feb 21, 2107}}

NOTE: Use this form to record data from your final, summative evaluation for each assessment.

Candidate Name: _____ Date: _____

Field Experience Assessment: Summative Scores

A. Final Student Teaching Observation Assessment: University Supervisor								
Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7	Domain 8	TOTAL
/4	/4	/4	/4	/4	/4	/4	/4	/32
The student teaching experience must be assessed at a minimum level of Competent (21 out of a possible 32) by the University supervisor in order for the candidate to proceed to Phase I, written portfolio defense.								
Final Student Teaching Observation Assessment: Cooperating Teacher								
Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7	Domain 8	TOTAL
/4	/4	/4	/4	/4	/4	/4	/4	/32
(For P-12 and 5-12 education majors only): Final Student Teaching Observation Assessment: Content Supervisor								
Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7	Domain 8	TOTAL
/4	/4	/4	/4	/4	/4	/4	/4	/32

B. Phase I: Written Portfolio Defense Assessment

Resume	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7	Domain 8	TOTAL
/4	/4	/4	/4	/4	/4	/4	/4	/4	/32

NOTE: The resume is assessed for candidate feedback only; the score is not included in the summary rating scale.

C. Phase I: Teacher Work Sample

Instructional Plan					Assessment Plan					TOTAL
Student Characteristics	Unit Plan	Lesson Plans	Reflection and Self-evaluation	Pre-test/Post-test	Formative Assessment	Quality Control	Effect on St. Learning	Reporting Results	Integra Tech	TOTAL
/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/40

D. Phase II: Oral Defense

Question 1	Question 2	Question 3	Question 4	TOTAL
Domain: Question: Score: /4	Domain: Question: Score: /4	Domain: Question: Score: /4	Domain: Question: Score: /4	TOTAL: /16

E. Professional Impression of Candidate

Behaviors and Dress	Communication Skills	Timeliness	Work Habits and Work Quality	Response to Criticism	TOTAL
/2	/2	/2	/2	/2	/10

Summary:			
A. Final ST Observation: University Supervisor _____		D. Phase II: Oral Defense _____	
B. Phase I: Written Portfolio Defense Assessment _____		E. Professional Impression of Candidate: _____	
C. Phase I: Teacher Work Sample _____		TOTAL: _____	

SummaryRating Scale: Final ST Evaluation + Phase I + Phase II + Professional Impression

	Final ST Observation: University Supervisor	Phase I Written Portfolio Defense	Phase I Teacher Work Sample	Phase II Oral Portfolio Defense	Overall Professional Impression of Candidate	Total
Outstanding	29 - 32	29 - 32	36 - 40	14 - 16	9.5 - 10	117 - 130
Competent	24 - 28	24 - 28	31 - 35	11 - 13	8.5 - 9.0	97.5 - 116.99
Emerging Competence	18 - 23	18 - 23	25 - 30	8 - 10	7.5 - 8.0	75.5 - 97.49
Needs Improvement	0 - 17	0 - 17	0 - 24	0 - 7	0 - 7.0	0 - 75.49

APPENDIX F
DAILY JOURNAL PROCEDURE

DAILY JOURNAL (Utilizing the 8 Domains)

Whether we call it a log or a journal does not matter. What does matter is to have an opportunity to think about the learning environment and draw conclusions based on experiences. Reflecting on one event daily does not mean ignoring all others. Instead, it means selecting, elaborating, and analyzing one event that represents an important development in perspective, goals, or plans. The following format is designed to help you strengthen learning and professional development through the self-analysis that reflective teaching requires.

- A. Heading (One of the eight domains of the Indiana Wesleyan University teacher education model)
Name
Date
Time spent (e.g., 1:30 - 3:00 p.m.)
- B. Elaboration of the significant episode (per domain)
Select a teaching episode that is significant to you. An episode may be significant because what happened bothers you, excites you, causes you to re-think your initial ideas (i.e., your perspective, goals, or plans), or convinces you that your initial ideas were valid. An episode may also be selected because of the applicability of Christian principles (i.e., dealing kindly with students, encouragement to a parent of a troubled student, assisting a colleague). Therefore, whether the episode reflects your success or your failures, it is significant if you learned something important from it.
Once you have selected the significant episode (per domain), describe it. Following the description, the journal entry must be sent daily to the University Supervisor.
- C. Analysis of Episode(s)
An analysis of the teaching episode includes a description of why it was significant to you and how you interpret it. Try to figure out what you accomplished, identify problems that emerge, and how you plan to follow up. This last point, the follow-up, is the most important. You may have learned what works in this situation and what does not. If so, describe what you conclude.
Many experiences raise more questions than they answer. You might, therefore, use your log as an opportunity to note questions that arise during the student teaching experiences which you want to discuss with your University Supervisor.
- D. Requirement: A reflection, using the described Journal Format, must be submitted daily (via email) to **your** University Supervisor and your Content Supervisor (5-12 & P-12).

APPENDIX G

VIDEO ANALYSIS

PEER-to-PEER VIDEO ANALYSIS

**VIDEO REFLECTIVE ANALYSIS PROCESS
(University Supervisor and Student Teacher)**

PEER-TO-PEER VIDEO ANALYSIS

Student Teacher _____

Evaluator(s) _____

Date _____ Time _____ Grade/Subject _____

Please provide meaningful feedback per each area.

I. PLANNING			
Outstanding	Competent	Emerging Competency	Needs Improvement
<p>The written plan is exemplary in these areas: all critical elements are included, i.e., clear objectives. All instruction, activities, evaluation (formative and summative assessment) are aligned to the objective(s). Lesson content has depth and breadth. Effective decisions are made according to age and knowledge appropriateness, including special needs students. All materials are creative and effective.</p>	<p>The written plan meets University standards. All critical elements are included, i.e., clear objective(s). Instructional approach is acceptable. All instruction, activities and evaluation techniques are aligned to the objective(s). Creativity is limited. Lesson content is satisfactory. Effective decisions are made according to age and knowledge appropriateness, including special needs students. All materials are effective.</p>	<p>The written plan does not consistently meet all University standards. All critical elements are not clearly defined, i.e., objective(s) are not clearly stated. Instructional approach is questionable. All objective(s), activities and evaluation techniques are not aligned to the objective(s). Lesson content and creativity are limited. Decisions regarding age and knowledge appropriateness are not consistently demonstrated, including special needs students. Materials are effective.</p>	<p>The written plan does not meet University standards. All critical elements are not defined and/or included. The instructional approach is inappropriate. All objective(s), activities and evaluation techniques are not aligned to the objective(s). Lesson content is marginal. Decisions regarding age and knowledge appropriateness are not demonstrated. Materials are ineffective.</p>

Comments:

II. INTRODUCTION OF LESSON

Outstanding		Competent		Emerging Competency		Needs Improvement	
Effective, concrete and visual materials are utilized. All students are clearly focused and actively involved with a bridge from past to present learning. An explicit purpose is clearly stated.		The students' attention is focused to the lesson with a bridge from past to present learning. A clear purpose is stated.		Most students are focused to the lesson. The bridge from past to present learning is not relevant to all learners. Purpose statement is unclear.		Students are not focused to the lesson. The bridge from past to present learning is not relevant to the learners. No apparent purpose statement.	

Comments:

III. INSTRUCTIONAL STRATEGIES/METHODOLOGIES

Outstanding	Competent	Emerging Competency	Needs Improvement
<p>Instructional process is exemplary. The plan is thoroughly internalized. Questions are asked at all levels of Bloom's Taxonomy. Plan is accurately and creatively presented. Explicit modeling and consistent monitoring are evident. Lesson delivery is adjusted to meet student needs. Effective closure. All students are actively involved.</p>	<p>Instructional process meets University standards. Plan is accurately presented. Questions are focused primarily at the knowledge and comprehension levels of Bloom's Taxonomy. Modeling occurs according to plan. Monitoring occurs, however, lesson adjustments are inconsistently made. Closure is acceptable. Most students are actively involved.</p>	<p>Instructional process is consistent. Plan is not internalized. Questions are focused only at the knowledge level of Bloom's Taxonomy. Plan is inconsistently presented. Modeling is haphazard. Monitoring does not lead to lesson adjustments. Closure is weak. Some students are actively involved.</p>	<p>Instructional process is weak. Plan is not internalized. Questions do not reflect guidance of student thinking. Modeling does not exist. Monitoring is not evident. No closure. Lack of student involvement.</p>
<p>Comments:</p>			

IV. COMMUNICATION			
Outstanding	Competent	Emerging Competency	Needs Improvement
Consistently uses standard English. Maintains vocabulary consistently at the appropriate level of difficulty and complexity. All materials are error-free. Teacher enthusiasm is contagious. Nonverbal communication is effective and on-going. Excellent use of voice projection. Creates and maintains a warm and inviting classroom environment. Consistently appears approachable.	Uses standard English. Maintains vocabulary at the appropriate level of difficulty and complexity. Materials are error-free. Demonstrates enthusiasm. Non-verbal communication is on-going. Good voice projection.	Usually uses standard English. Vocabulary is usually at the correct level of difficulty and complexity. Materials contain errors. Enthusiasm is inconsistent. Voice projection wanes.	Numerous mistakes in standard English. Inappropriate vocabulary per grade level. Materials contain numerous errors. Lacks enthusiasm. Monotone (low energy) voice tone.
Comments:			

V. MANAGEMENT			
Outstanding	Competent	Emerging Competency	Needs Improvement
Structured, well-organized behavior plan is consistently communicated and consistently reinforced. Total lesson is balanced, well-paced. Transitions are smooth. Learning environment is consistently organized for maximum achievement, i.e., materials, student groups, time on task. Consistent awareness of total class.	Structured, well-organized behavior plan is communicated and reinforced. Most of lesson is balanced and appropriately paced. Transitions are often smooth. Organization is not apparent in all areas. Inconsistent awareness of total class.	Structured, well-organized behavior plan. Plan is inconsistently reinforced and communicated. Transitions are rough. The learning environment lacks consistency in organization. Awareness of total class is seriously lacking.	Lack of well organized, structured plan. Transitions are nonexistent. Ineffective learning environment. Unaware of students unruly and off-task behavior.
Comments:			

VI. CLOSURE/ASSESSMENT			
Outstanding	Competent	Emerging Competency	Needs Improvement
Creative activities clearly align to the objective(s). All students are actively involved. Formative and/or summative assessment is clearly evident.	Closure activities align to the objective(s). Most students are actively engaged in the closure. Limited evidence of formative/summative assessment.	Closure activities poorly relate to the objective(s). Some students are engaged. No evidence of formative/summative assessment.	Closure does not relate to the objective(s). Students are disengaged.
Comments:			

CULMINATING COMMENTS:

1. What specific teacher behaviors should be increased?

2. What specific teacher behaviors should be avoided?

Carefully review all the evidence and rank this teacher in terms of overall performance proficiency.

OUTSTANDING _____

COMPETENT _____

EMERGING COMPETENCY _____

NEEDS IMPROVEMENT _____

Signature (Evaluator)

**VIDEO REFLECTIVE ANALYSIS PROCESS
(University Supervisor and Student Teacher)**

I. ANTICIPATORY SET

A. Did the activity get the students actively involved? Give examples

B. Did the activity draw on the student's backgrounds? Give examples

C. Were concrete materials or visuals used? Give examples

II. PURPOSE

A. Was the purpose stated to students? Give examples

G. Were students actively involved in the instruction? Give examples

H. Did the teacher model and adjust instruction? Give examples

I. Were provisions made for diverse learners? Give examples

IV. CLOSURE

A. Was there an activity to summarize the learning and reflect on the learning?
Give examples

V. EVALUATION

A. Was there formative evaluation in the lesson? Give examples

B. Did the lesson provide for any summative evaluation? Give example

VI. MANAGEMENT

A. Was the teacher aware of the total class at all times? Give examples

B. Did the teacher get the students back on task when necessary? Give examples

C. Was the teacher consistent in management? Did he or she use a management plan?
Give examples

VII. OVERALL STRENGTHS OF LESSONS

VIII. SUGGESTIONS FOR IMPROVEMENT

APPENDIX H
POST TEACHING
OBSERVATION PROCEDURE

POST TEACHING OBSERVATIONS

The post teaching observation period will provide the student teacher with opportunities to observe what other teachers do. It is therefore desired (if deemed appropriate by the supervising teacher and university supervisor) that the student teacher, during the last week of the student teaching experience, make 3 – 5 observations outside the student teaching classroom.

Procedure:

1. Consult your supervising teacher for suggestions on classrooms to visit in your assigned building (3 – 5 visits).
2. Establish an appointment (with the suggested teacher) per each observation.
3. Complete the Log of Teaching Observations per classroom visited.
4. Write a thank-you note to each teacher visited.

After the visitation:

1. Complete the Log of Teaching Observation Form per each classroom visited.
2. Place the Log of Teaching Observation Forms in an appropriately identified area of the capstone Portfolio (eFolio).

LOG OF TEACHING OBSERVATION

SCHOOL: _____

TEACHER: _____

GRADE: _____

AREA: _____

DATE: _____

1. Type of Classroom Organization
(self-contained, departmentalized, inclusion, etc.)

2. Exemplary Teaching Strategies

3. Outstanding Classroom Management Techniques

4. Ideas for Learning Activities

5. What impressed you most?

6. Summary of Observation
(Demonstration/utilization of observed strategies may be used as an artifact.
A log of classroom observations is, however, unacceptable.)

APPENDIX I
INDIVIDUAL "MOCK" INTERVIEW
PROCESS & PROCEDURE

INDIVIDUAL "MOCK" INTERVIEW

PROCESS & PROCEDURE

1. Arrange (personally) the "mock" interview (sometime during Experience I or II) with a building level administrator.
2. Ask the interviewer(s) to complete the prescribed form or use the cooperating school district interview format. (The student teacher must provide the copied form located in the appendices of the Student Teaching Handbook.)
3. The interview outcome should not be used as an artifact in the Portfolio (eFolio). It is a confidential assessment that should be used to enhance personal interviewing skills.
4. Send a thank you to the interviewer(s). (This is not only critical but an essential component of the interviewing process.)

INTERVIEW FORM

(To Be Completed by the Interviewer)

Student Teacher Name: _____

Date (of interview): _____

Please rate the candidate's potential to perform the job regarding the qualities listed below.

Appearance	Superior	Average	Below Average
Energy/Enthusiasm	Superior	Average	Below Average
Articulation/Communication Skills	Superior	Average	Below Average
Organization of Thought	Superior	Average	Below Average
Knowledge of Subject Matter	Superior	Average	Below Average
Knowledge of Varied Instructional Strategies	Superior	Average	Below Average
Knowledge of Content (State) Standards	Superior	Average	Below Average
Knowledge of Authentic Assessment Techniques	Superior	Average	Below Average
Professionalism	Superior	Average	Below Average
Commitment	Superior	Average	Below Average

Strengths:

Areas of Concern:

Recommendation:

(Interviewer)

Thank you for your willingness to assist an Indiana Wesleyan University student teacher in his or her pursuit of excellence in the interview process.

APPENDIX J

**Mid-Term and Final Evaluation Forms
can be located at**

<https://www.indwes.edu/undergraduate/school-of-teacher-education/student-teaching-resources>