

**INDIANA UNIVERSITY**

**SECONDARY TRANSITION TO TEACHING  
PROGRAM HANDBOOK**

Revised Spring 2011



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Welcome to the Secondary Transition to Teaching (ST2T) program.

The ST2T program is an alternative route to teacher licensing. Created by the Indiana General Assembly, the program enables academically talented individuals who have a bachelor's degree with a major in a field licensed in the state of Indiana to pursue teacher preparation at the secondary level (middle school/junior high school and high school). Although the legislation creating the program focused on the needs of career changers, it is also available to individuals who have recent degrees and who seek to enter the secondary teaching field.

#### Purpose of this handbook

This handbook is designed to provide general information about the program as well as specific information about particular aspects of ST2T such as student teaching and field experience. The handbook is presented in three sections. The first section is a general overview of the ST2T program and contains information on features such as coursework and field experience. Section II is a more detailed description of the Fall Field Experience and contains specific requirements and suggestions for a successful experience. The third and longest section provides a detailed description of the student teaching experience including specific rubrics used in the evaluation process. ST2T participants are expected to read through the entire document and become familiar with its contents.

#### Acknowledgement

Many of the regulations for the ST2T program are identical to those for the traditional licensure program designed for undergraduates. Therefore, much of the contents of this handbook were taken from the field experience and student teaching handbooks for undergraduate students. We appreciate the efforts of those who contributed to those publications, and to the Early Field Experience Office and the Student Teaching Office for generously sharing their hard work with the ST2T program.

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## OVERVIEW

ST2T is a graduate level program that results in teacher licensure in a field offered by the IU School of Education. It is an alternative to the traditional approach to teacher preparation. In lieu of many credit hours over several years typically required for teacher licensing, the ST2T program is a compressed training experience consisting of a series of five education courses, three seminars, and extensive field experience over an 11 month time span. During each of the three terms that comprise the program, ST2T participants integrate what they are learning in their required courses with reflections from their field experience in a single-credit seminar course specially designed for their needs. This seminar also acts to orient participants to the field of education with discussions on current issues in education. It is the goal of the program to prepare beginning teachers to become competent and caring professionals as well as critical thinkers who have a mission to make a positive and lasting difference in the lives of the students in their classrooms.

### Coursework

The courses chosen for inclusion in the program are designed to provide the participant with the instructional tools necessary to become a successful teacher of secondary students. Additionally, the coursework will provide participants with an understanding of the psychological concepts at work in the learning environment, an appreciation for the diversity awaiting them in the classroom, and an introduction to the larger issues facing schools today.

#### *Required courses*

Term	Course	Credits
Summer II		
	M500 Integrated Seminar	1
	L517 Advanced Study of Content Reading and Literacy	2
	P510 Psychology in Teaching	3
Fall		
	M500 Integrated Seminar	1
	S555 Diversity and the Communities of All Learners	3
	Methods course in your content area (see below)*	3
Spring		
	M500 Integrated Seminar	1
	F500 Student Teaching	1**
	H520 Education and Social Issues	3
	Total	18
*Those working toward a license with multiple content areas may be required to take multiple methods courses.		
**Student Teaching may be taken for up to three hours. This may be to your advantage if you are in the master's program. See your advisor before registering for additional hours.		

***Course descriptions: required for all ST2T participants\****

*M500 Integrated Professional Seminar*--This seminar is linked to courses and field experiences included in the ST2T program. It will allow for collaboration among school-based mentors, university-based instructors, and ST2T candidates in offering academic content appropriate to the program. The seminar will provide a performance-based professional experience. This course has a special fee attached.

*P510 Psychology in Teaching*--The objective of this course is to help students to learn, understand, and apply educational psychology. This course will examine the ways in which children learn as well as how teachers can maximize learning. Specific topics that will be covered in this course include learning theories, cognitive development, social and moral development, classroom management, instruction, and assessment. The activities, discussions, assignments, case studies, and video vignette write-ups are designed to provide you with (1) an overview of theories and research in educational psychology, (2) practical, real world applications for teaching at the elementary level, and (3) an opportunity to develop the skills and characteristics necessary for effective teaching. This course strives to develop teachers who are critical thinkers, self-reflective, effective communicators, and life-long learners.

*L517 Advanced Study of Content Reading and Literacy*--Examines approaches for improving adolescent/ adult literacy when reading the specialized materials of various content areas. Special focus upon the literacy process, dealing with a wide range of students, literacy abilities, identifying and modifying materials to support literacy development, and using reading, writing, and thinking activities in instruction.

*S555 Diversity and the Communities of All Learners*--This class explores issues related to teaching all learners in increasingly complex secondary schools. It draws on anthropology to understand diversity across culture, sociology to examine the social complexities of pluralistic societies, and special education to address individual student needs. The course emphasizes educational practice and communities of learners.

*H520 Education and Social Issues*--Identification and analysis of major problems set for education by the pluralistic culture of American society. The goal of this course is to examine (1) the effect of social factors on education, and (2) the effect of education on social factors in America and abroad. Specifically, the course examines the relationships between education and gender, globalization, immigration, industrialization, privatization, and race. A multi-disciplinary perspective is adopted, including the perspectives of history, sociology, politics, and economics.

**\*Note:** Required courses are taken as a cohort with other ST2T participants in sequence listed in the chart above. In exceptional cases, participants may be granted permission to change the sequence in which they take the courses. Any deviations from the cohort plan must be approved in advance by the director of the ST2T program. Participants may substitute previous education courses deemed equivalent to required IU courses. Requests for substitution must be made to the director of the ST2T program.

***Course descriptions: methods courses required for licensure***

*J525 Colloquium in Scholastic Journalism*--Examination of problems in teaching journalism and supervising school publications. Topics may include impact on scholastic journalism of changes in educational philosophy, law, financial support, and technology.

*L516 Advanced Study in the Teaching of English/Language Arts*--Study of current trends, issues, theory and research in teaching and learning English/language arts. Explores language, composition, literature and media education, focuses on integrating language arts, developing multicultural curricula, and engaging students in meaningful inquiry, facilitating student responsibility for themselves and their world.

*L520 Advanced Study in Foreign Language Teaching*--Principles, practices, problems, and current research pertaining to the teaching of a particular modern language in the secondary school. Emphasis is placed on teaching the advanced levels.

*M522 Teaching Mathematics in the Secondary School*--Development of knowledge and skills related to analysis and design of mathematics instruction in secondary school mathematics with attention to selection of appropriate mathematical tasks and tools and the development of classroom discourse communities. Students will be teaching lessons in the co-requisite field experience.

*Q515 Workshop in High School Science*--Ideas on curriculum trends and instructional techniques; development of new educational materials; analysis of problems; and new resource materials.

*S519 Advanced Study in the Teaching of Secondary School Social Studies*--Re-studying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations.

*T478 Methods and Materials for Teaching High School Theatre and Drama*--Methods, techniques, content, and materials applicable to the teaching of theatre and drama in secondary, middle, and junior high schools.

## **Field Experience**

The field experience component consists of a Fall Field Experience and Student Teaching and is designed to provide an immersion into the life of middle and high school. Participants spend the last 12 weeks of the fall semester working with mentor teachers two days per week and the first 10 weeks of the spring semester student teaching full time. Typically the first six weeks of the fall is spent in a middle school assignment and the second six in a high school assignment. Participants then student teach at either the high school or middle school site they attended during the fall semester. An effort is made to place participants in both middle and high school settings in the fall in order for them to experience the full developmental range of secondary students. Occasionally this is not possible and the participant is assigned to a single setting for the entire Fall Field Experience (e.g. World Languages).

Licensure requirements dictate that new teachers only need to student teach in either the middle school setting OR the high school setting. Participants will be placed at the high school for student teaching unless they request otherwise. Those who are working on multiple content areas are only required to teach in one of the content areas that will be listed on their license.

After completing student teaching, ST2T participants return to campus to complete their final class during the last 6 weeks of the semester. They concurrently reconvene for the Integrated Seminar, in which they focus on the job search.

## **Licensure Acquisition and Additions**

Upon completion of the ST2T program participants will apply for an Indiana Teaching License through the Office of Teacher Education (W. W. Wright Education Building, Suite 1000). participants will need to provide documentation of Adult/Child CPR training and Praxis II content area testing. Specific information on the process can be found in Appendix A.

There are two ways to add additional areas to the license you work toward while in the ST2T program. You may work on an additional area concurrently or add it after finishing the program. If you work on an additional content area concurrently you will be required to have a major or its equivalent in the content area and pass any applicable Praxis II exams. You may also be required to take an additional methods course. You will also be placed in that area for a portion of your field experience. Some licensure additions, such as English as a New Language (ENL), have additional field experience and/or course requirements. Participants are advised to carefully investigate all the necessary requirements for any desired license addition with the appropriate program advisor.

To add a content area after finishing the ST2T program, participants go directly through the Indiana Department of Education (IDOE). The State of Indiana allows teachers to add selected license areas to an existing license by passing the appropriate Praxis II exam. A list of areas that can be added via testing is available at the IDOE website:

<http://www.doe.in.gov/educatorlicensing/pdf/AdditionwithTestingv2.pdf>

## **Master's Option**

Participants have the option of concurrent enrollment in a master's program leading to the Master of Science Degree in either Secondary Education or in a specific content area. Master's work can begin prior to the ST2T program or after the completion of ST2T. If participants would like to begin teaching immediately after ST2T and work to complete the master's later, they can take up to seven years to complete the coursework for their graduate degree.

## **Criminal History Check**

Participants are required to submit a clean criminal history check to their placement school prior to beginning any field placement. Information on how to obtain a criminal history check can be found in Appendix B and online at:

<http://education.indiana.edu/Default.aspx?alias=education.indiana.edu/fieldexp>

## **Communication**

University email is the official means of communication for all university matters. It is critical for participants to check email often for important messages regarding coursework, field experience, student teaching and general announcements. It is also recommended that email addresses be shared with cooperating teachers during field experience for ease of communication.

## FALL FIELD EXPERIENCE

Your Fall Field Experience is an opportunity to explore your assumptions about being a teacher and to begin establishing yourself as a professional within the field of education. The reputation that you begin building in your field experiences will certainly travel with you as you progress through the ST2T program and into the world of teaching.

The ST2T Fall Field Experience is composed of two six-week sessions. The first session is typically spent in a middle school setting and the second at the high school level. Participants spend two full school days each week (Monday and Wednesday) in their assigned classroom. Participants are required to spend a minimum of 12 days and 60 hours in each of their placements. In the event of an absence (e.g. illness), participants are to arrange for a makeup day. Occasionally a day is missed due to school closure; making up these days is not required. Along with your fall M500 seminar this experience is intended to prepare you for full-time student teaching.

### The Placement Process

The director of the program will make the field placement for you. In keeping with partnerships developed with area schools, you **must not** make your own arrangements. Our placement sites are limited and are outside of the Bloomington area. Placements close to campus are reserved for the traditional teacher education program. Unfortunately this means that your host school could be anywhere *within a 60-mile radius* of Bloomington. Participants are not placed in the secondary schools they attended, or where their relatives attend, or where they or a relative work. In some schools, an interview may be required before a placement is confirmed.

*You are responsible for arranging your own transportation to and from your designated school.* If you plan to drive yourself to your field placement, please consider volunteering to give someone else a ride. We attempt to place several students at the same site so as to encourage carpooling.

### Documentation

Your cooperating teacher will be asked to complete a timesheet and evaluation for you for each six week session (see Appendix C for a sample evaluation form). The timesheet provides documentation of your time in the classroom and the evaluation is designed to give you feedback on your performance from your cooperating teacher. The appropriate forms will be sent to your cooperating teacher and made available to you should another copy be needed. On your final visit, be sure to remind your cooperating teacher to return his/her paperwork along with your evaluation and timesheet to Sara White (Rm 3288). Some teachers will prefer to mail the items (especially the evaluation) to Sara and others will ask the student to deliver it back to Sara. Either approach is acceptable. Be sure to send your teacher a brief thank you note expressing your appreciation for being allowed to come into their room.

### Professional Expectations

As a field experience student you are a guest in the schools, and you must accomplish your assignments professionally, without interrupting the schools' programs. You will be representing Indiana University as well as the ST2T program. With that in mind, there are several suggestions regarding your behavior that fall into four broad categories: communication, punctuality/attendance, professionalism, and initiative/performance.

**Communication**—You should assume the responsibility of establishing communication with your cooperating teacher. Before you begin your field experience, it is appropriate for you to write a letter of introduction to your host teacher. He/she should have already seen your resume and student teaching application prior to the start of field experience. Your first contact should include a discussion

regarding housekeeping issues such as parking, lunch, arrival times, and dismissal time. This is also a good time for you to discuss goals you may have regarding your observation experience. Refrain from asking a teacher to telephone you – always take the initiative yourself. Give them your email address.

***Punctuality and attendance***— Arrive early to allow time to locate a parking place, find the visitor entrance, locate the school office, sign in, introduce yourself to the principal, and get to your classroom. You should locate the school in advance of your first day to familiarize yourself with the area. Visitors are typically required to sign in at the school office each time they arrive. Many schools require guests to wear a visitor’s badge; ask about this policy. If you are unavoidably delayed, call the school to leave a message for your cooperating teacher.

Always show up as expected. You are to begin your field experiences on the initial report date and *attend every day as scheduled*. If you are seriously ill or have a major emergency, contact your teacher *in advance of when you are expected*. Make plans with the teacher to make up your absence.

Be aware of the school’s calendar and closings. It is your responsibility to discuss the school calendar with your cooperating teacher and plan for days when the school will be closed. Area schools do not follow the same calendar as Indiana University, and they vary by corporation (sometimes by building). School calendars are usually posted on the school or the school corporation’s websites. Also, links to local school corporation websites are provided on the Office of Early Field Experiences website: <http://www.indiana.edu/~fieldexp/>.

Schools may close for icy roads, power outages, flooding, etc. Ask your cooperating teacher which radio stations broadcast school closings; be sure to listen to that station before going to school when adverse conditions are present. It may also be possible to be added to your school’s call list, so that you can receive the automated message calls to your cell phone about cancellations or delays. Each school is different, so be sure to ask about how to obtain information.

***Professionalism***—Display a professional attitude during field experiences by being positive, enthusiastic, outgoing, and supportive of the cooperating teacher. Be thoughtful in conversations and actions. This applies in the school, in the community, on the internet (remember Facebook, Myspace, blogs, etc. are PUBLIC space) and in class at the University. Take care not to use the names of teachers, schools or pupils when discussing your experience. This is a serious issue. While it is appropriate to be critical of the practices observed in the field, the critique must always be conducted professionally. One way to monitor this is to ask yourself if you would be comfortable making your comments in front of the person being discussed.

Leave your cell phone in the car. If someone needs to reach you during your field experience time, give them the phone number of the school. They can call the office and leave a message for you with the office staff. Engaging in behaviors such as eating a snack or reading a book is disruptive and completely inappropriate. Unless the cooperating teacher invites you to partake in refreshment, do not eat or drink in the classroom.

Do not conduct research. University students are not permitted to test or survey pupils in the schools except with materials relating directly to the pupils’ work that are approved by the classroom teacher. “Research” or “evaluative instruments” must be approved in advance by the school district. See the Office staff in Suite 1000 for more information or visit <http://www.indiana.edu/~fieldexp/request.html>.

Your appearance is an important part of your professional demeanor. While dressing conservatively may not be your preferred style, it is *essential* that you take time to consider your professional appearance. First impressions are not just a cliché; in representing Indiana University and yourself as a pre-service teacher it is necessary to wear your professional best when you are in the field. Using teacher dress codes from various schools, we have developed the following guidelines for field experience students:

- 1) *Wear clothing that is neat and clean. Clothing must not be tight, revealing, short, torn, tattered, dirty or excessively faded, or with visual, written, or implied messages that are likely to disrupt the school environment. Sweat suits, jogging/wind suits, overalls, or denim pants/jeans of any color may not be worn.*
- 2) *Noisy, distracting jewelry/accessories that could cause a safety hazard may not be worn. In keeping with professional decorum, earrings may be worn by female teachers only, and ears are the only exposed areas of the body on which pierced jewelry may be worn. Tattoos must be covered.*
- 3) *Appropriate footwear must be worn at all times. Shoes traditionally worn around the home (i.e., house shoes) or to the beach (i.e., flip-flop design) are not permitted.*
- 4) *Principals and teachers are instructed to promptly notify the office when students do not strictly adhere to these guidelines. Dressing inappropriately may irreparably sabotage your overall professional image and can result in poor future recommendations.*

***Initiative/Performance***— Be an active participant in the classroom. If the teacher hesitates to tell you what to do, take initiative and offer your help. If you plan to present a lesson on a particular day, be sure you are there with a well-prepared lesson and all necessary materials. Although teachers require varying levels participation, most cooperating teachers appreciate students who engage in meaningful ways with students. Many are not interested in having passive observers in their classrooms. At the same time, you are a guest and are in the classroom to observe and support the lessons and activities the teacher has planned. Before presenting a lesson, work with the teacher to ensure that it coincides with class plans and addresses state standards.

If standardized tests or other special activities make your presence in the classroom awkward, take the opportunity to visit the school library or ask your cooperating teacher to introduce you to another teacher to observe or help. Never assume you can visit another classroom without the advance permission of the teacher.

To make the most of your experience, keep in mind the *Six Guiding Principles of the School of Education* (see p. 12) and commit to implementing strategies that epitomize them in your experiences.

## **Special Situations**

You will not receive **Universal Precautions Training** prior to your field experience. Therefore you should not clean up bodily fluids (e.g., after a student vomits or develops a bloody nose). Teachers and staff in schools throughout Indiana receive this training every year, and your cooperating teacher is the responsible party in these situations. For information on steps to take in the event of a blood spill, see Appendix D.

In the case of **suspected child abuse**, it is the responsibility of the field experience student to report any signs of child abuse. Field experience students should follow these steps:

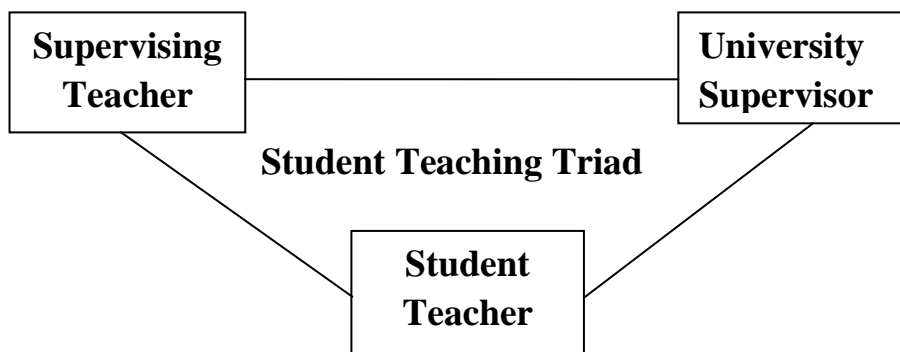
- 1) Take time to write complete notes regarding observations, conversations, etc., that have led to the suspicions of child abuse;
- 2) Report concerns to course instructor, school principal or director, and/or counselors;
- 3) Together with the individual(s) listed above, determine the appropriate way to manage the issue; and advise the Director of the Secondary Transition to Teaching program.

# STUDENT TEACHING

## Definition of Student Teaching

Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified experienced teacher and a university supervisor. The primary objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence for beginning professional educators. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing student teachers in schools with carefully selected and qualified supervising teachers. Supervision is regarded as absolutely essential and is the mutual responsibility of the supervising teacher and the university supervisor, who are proven successful classroom teachers. The extent of actual student teacher or practicum student involvement and the assumption of full class responsibilities rest upon the mutual agreement of the candidate, the supervising teacher, and the university supervisor, who make up the **Student Teaching Triad**.

The basic role of the triad members is to work as a team through constant communication to support, enhance, and prepare the student teacher to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.



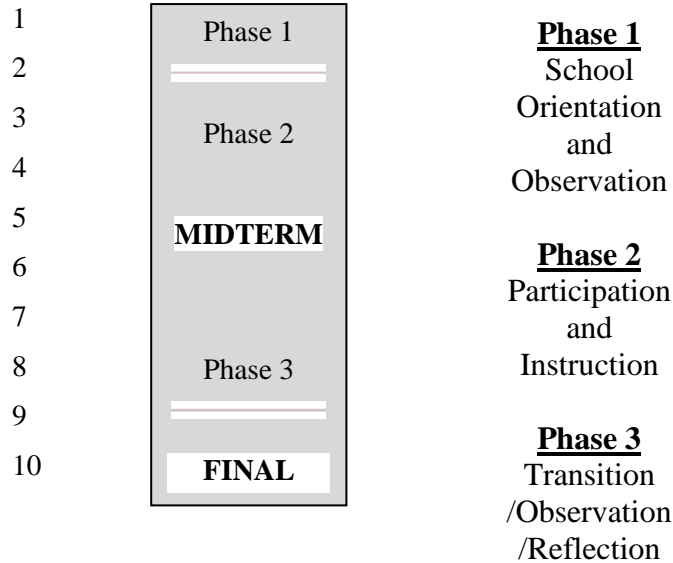
Student teaching is a full-time, full-day responsibility for the student teacher. Participants are NOT to take any courses while student teaching except in rare cases when approval has been granted. In addition, student teachers are strongly discouraged from holding part-time, evening and weekend jobs, as these added demands will diminish time that should be spent planning and preparing lessons and materials, and will minimize opportunities for involvement in after-school meetings and extra-curricular activities. Participation in the total education activities of the school is regarded as an integral part of the student teaching experience and neither optional nor supplemental. Given that it is the culminating experience, student teaching and all the associated responsibilities are the student teachers' number one priority throughout the experience.

Fundamentally, student teachers must consider themselves and behave as beginning professionals. The student teacher is expected to act professionally, work with the supervising teacher, the university supervisor, professional colleagues, and students to strengthen skills and knowledge.

## The Student Teaching Phases

The student teaching experience should follow a natural progression of increasing student teacher immersion into the full responsibilities of a teacher. The following graphic outlines a sample guide based on the typical 10-week (50 days) placement for ST2T students. It is important to note that this serves only as a guide. The student teaching triad will determine specific lengths and activities of each phase collaboratively.

Orientation (completed prior to placement)



All members of the triad will evaluate the student teaching experience, including collaborative development of the Midterm and Final Evaluations

***Phase I: School Orientation and Observation*** The Fall Field Experience provides an excellent opportunity for the student teacher to get acclimated to the school and classroom and observe his/her supervising teacher prior to student teaching. In the event that the student teacher is unable to remain in one of the classrooms from the fall experience, the following checklist can act as a guide to gain an awareness of the new placement.

*Meet with the supervising teacher:*

1. Exchange phone numbers, emails, and addresses.
2. Confirm with the supervising teacher the first day to report to school.
3. Determine whether to meet again with the supervising teacher before student teaching begins.
4. Pick up any supporting materials to be used, e.g., teacher editions of textbooks, workbooks, planning overviews, CD ROMs, websites, etc.
5. Determine what parts of the curriculum, courses, subjects, or units you will be responsible for teaching.

*Teaching Responsibilities:*

1. Parent nights, open houses, faculty meetings, department meetings, committee meetings
2. Duties (bus, hallway supervision, lunch supervision)
3. Computer accounts, lunch accounts, parking pass information
4. Tour of the building

*School Policies and Procedures:*

1. Student handbook (discipline and attendance policies, writing passes)
2. Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures e.g. fire drills, school nurse procedures, universal precautions)
3. School building credentials (ID card or tag)

*Classroom Policies and Procedures:*

1. Classroom rules and management plan (discipline referral procedures)
2. Recording absent and tardy students
3. Writing hall passes

*Instructional Resources:*

1. Media center, computer labs, and technology coordinators
2. Computer use expectations
3. District and school websites
4. State standards for the course or grade level
5. Appropriate instructional materials
6. Lesson plan and student assessment expectations
7. Community resources to enhance instruction

*Community and Student Needs:*

1. General socioeconomic and cultural background of the student population
2. After school student activities and opportunities for student teacher involvement
3. Parent involvement in the school, expectations to communicate and work with parents
4. Allergies or specific health/participation restrictions of any students
5. Responsibilities to special need students in class
6. Student reading levels and available support

***Phase II: Participation and Instruction*** This phase of student teaching is vital to growth and development as a teacher. It provides necessary immersion into the classroom teaching experience. The two aspects of Phase II—participation and instruction—will vary in duration and intensity. *The Six Guiding Principles of the School of Education* (see p.12) will serve as the main evaluative tool for student teaching.

*Participation* Once familiar with the classroom, the student teacher will begin working

**Building the Midterm Evaluation**

“The process of evaluation is most instructive when it is collaborative. The supervising teacher and university supervisor will contribute their knowledge and understanding of the teaching and learning process to provide a meaningful experience for the student teacher.”

collaboratively with the supervising teacher. This includes a wide variety of possible activities, ranging from tutoring with individual pupils, to working with small groups, to co-teaching the whole class. It also can include such tasks as grading, preparing resources, developing lesson plans, etc. Participation is planned and executed within the context of enabling the student teacher to assume full instructional responsibility.

*Instruction* Full instructional responsibility demands total commitment on the part of both the student teacher and the supervising teacher. The student teacher should expect to commit the necessary time and resources for student learning with the help of the supervising teacher. The supervising teacher should allow some flexibility in planning for the student teacher making sure that student learning remains the top priority. Included as a part of the student teachers' full instructional responsibility, it is expected that the student teacher will be afforded opportunities to be on her/his own. The Affiliation Agreements with each school corporation indicates that supervising teachers may leave the classroom with the student teacher in charge of the class. *At the same time, the supervising teacher remains the final authority in terms of student academic progress. Discussion, observations, reflections, and constant feedback from the supervising teacher are a vital part of the instruction component.*

It is recommended that full instructional responsibility or full teaching responsibility represent 70-75% of the total student teaching experience. REMEMBER the supervising teacher is still the only person in the classroom who is legally and contractually responsible for the instruction and learning in the classroom.

Around the midpoint in the full-time instructional phase, the student teaching triad will conduct a conference directed at the student teacher's midterm evaluation. This is an important formative evaluation, and provides a critical opportunity for each triad member to reflect on the student teacher's performance to date, areas of strength, and areas for improvement. The result of this midterm conference should be an agreed set of strategies for assuming the candidate's success in student teaching. Students in the traditional program complete the Professional Dispositions Self-Assessment as part of the midterm. Your university supervisor may want to include this assessment for you.

***Phase III: Transition, Observation, and Reflection*** The final phase of student teaching should conclude the student teaching experience with the following activities:

*Transition:*

- Transition of instructional and non-instructional responsibilities from the student teacher back to the supervising teacher.
- Preparation of the pupils for the departure of the student teacher.
- Return of instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the supervising teacher.

*Observation:*

- Complete observations of teachers in and out of the grade level or content area.
- Look to other types of activities/professionals in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, and before and after school activities.

*Reflection:*

- Reflect on observations done by the supervising teacher and university supervisor.

- Discuss the student teaching final evaluation with the supervising teacher and university supervisor. Review the midterm evaluation and discuss efforts and success in identified areas for improvement.
- Refine the personal philosophy of teaching and learning.
- Meet with the principal to discuss teaching.
- Discuss areas for continued growth and plans to address those areas.

**Reflection:** “This is the most powerful piece for any professional. The ability to reflect and grow, may just define a true professional.”

### ***The Six Guiding Principles of the Indiana University School of Education***

*Knowledge* The student teacher is expected to be well-grounded in student development, the content areas that are central to teaching, and assessment strategies.

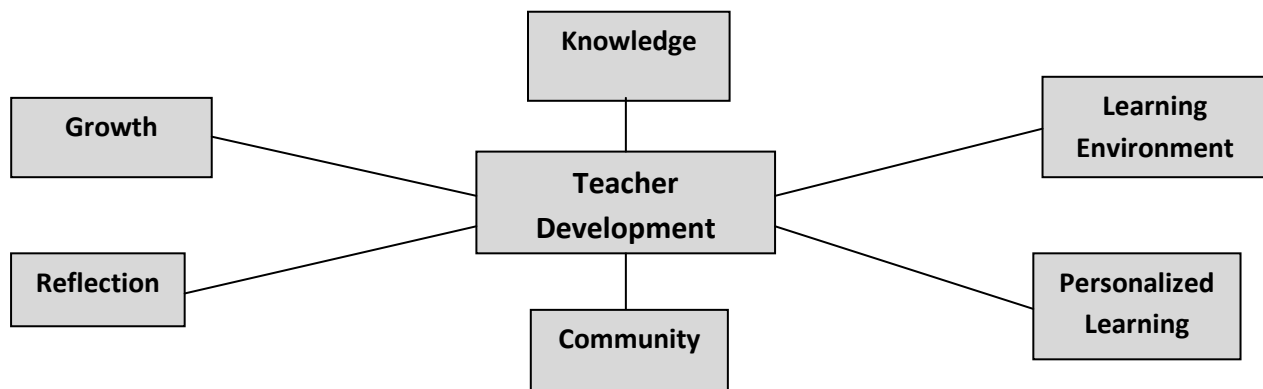
*Learning Environment* The student teacher is expected to create and nurture positive physical, social, and academic learning environments.

*Personalized Learning* The student teacher is expected to understand ability levels, interests, and learning styles. The student teacher demonstrates instruction that reflects the diversity among all learners.

*Community* The student teacher is expected to understand and to be involved in the academic learning community. The student teacher builds and develops relationships within the school, corporation, and community.

*Reflection* The student teacher is expected to reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession.

*Growth* The student teacher is expected to develop a philosophy of teaching and learning, which demonstrates continuous professional growth in values, commitments, and professional judgments.



**THE STUDENT TEACHING TRIAD SPECIFIC RESPONSIBILITIES**

	<b>Knowledge</b>	<b>Learning Environment</b>	<b>Personalized Learning</b>
<b>Student Teacher</b>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of student learning and development.</li> <li>• Demonstrates knowledge of content, state standards, and resources.</li> <li>• Demonstrates an understanding of a variety of assessment strategies.</li> <li>• Demonstrates the ability to develop comprehensive lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and demonstrates classroom management.</li> <li>• Develops a positive physical environment through appropriate planning and use of space, materials, resources, and instructional time.</li> <li>• Develops a positive social environment.</li> <li>• Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses, and using multiple teaching strategies.</li> <li>• Provides positive transitions in classroom and learning communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students.</li> <li>• Develops lessons that are creative, engaging and appropriate for the learning community.</li> <li>• Develops instructional activities that address multiple learning styles.</li> <li>• Builds productive learning relationships with students.</li> </ul>
<b>Supervising Teacher</b>	<ul style="list-style-type: none"> <li>• Meets daily to discuss student developmental issues.</li> <li>• Provides examples and discusses lesson planning using standards and quality resource selections.</li> <li>• Reviews and reflects continuously on assessment strategies that document student abilities.</li> <li>• Reviews and reflects continuously on lesson plans that indicate an understanding of student development, content knowledge, state standards, and assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides examples, discusses and reflects on quality classroom management plans and strategies.</li> <li>• Provides examples, discusses, and reflects on using the physical environment to enhance the “Learning Environment.”</li> <li>• Provides examples, discusses and reflects on ways to foster a positive social environment and to engage students.</li> <li>• Reviews and reflects continuously on quality instruction: clear communication of expectations, student engagement, meaningful responses, and use of multiple teaching strategies.</li> <li>• Provides examples of effective transitions in classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides examples, reviews, and reflects on learning objectives and assessments for the individual child (rubrics, differentiated assessment, challenging projects or problems).</li> <li>• Reviews and reflects continuously on appropriate ways to engage students.</li> <li>• Provides examples, reviews, and reflects continuously on addressing the needs of each individual student’s learning styles.</li> <li>• Reviews and reflects continuously on building learning relationships with students.</li> </ul>
<b>Indiana University Supervisor</b>	<ul style="list-style-type: none"> <li>• Communicates and discusses student teacher application of knowledge.</li> <li>• Nurtures support systems for the development of knowledge.</li> <li>• Discusses and reflects on the lesson plans, instruction, and assessment strategies that demonstrate an understanding of student development, content knowledge, state standards, and assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates and discusses student teacher’s classroom management.</li> <li>• Discusses and reflects on lesson plans that use effectively space, materials, resources, and instructional time.</li> <li>• Communicates and reflects on the learning environment with the supervising teacher.</li> <li>• Discusses and reflects on transitions in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates and discusses student teacher’s lessons and instruction.</li> <li>• Discusses and reflects on the lesson plans and the incorporation of ability levels, interests, and learning styles.</li> <li>• Communicates with the student teacher and supervising teacher.</li> </ul>

<b>Community</b>	<b>Reflection</b>	<b>Growth</b>
<ul style="list-style-type: none"> <li>Acquires an understanding of the community and students' lives outside of the school environment and classroom.</li> <li>Becomes a productive member within the school.</li> <li>Communicates with parents effectively.</li> <li>Treats students and colleagues with kindness, fairness, patience, dignity, and respect</li> </ul>	<ul style="list-style-type: none"> <li>Reflects upon oneself in writing as a member of the teaching profession.</li> <li>Uses reflection to improve instruction.</li> <li>Identifies ways to improve as an individual, as a part of the school community, and as a part of the teaching profession.</li> </ul>	<ul style="list-style-type: none"> <li>Acts professionally and appropriately.</li> <li>Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction.</li> <li>Accepts all professional responsibilities communicated by the supervising teacher, school, and corporation for instructional and non-instructional duties.</li> <li>Demonstrates an understanding of current issues within the school community, the teaching profession, and public education.</li> <li>Refines continuously an individual philosophy of teaching.</li> </ul>
<ul style="list-style-type: none"> <li>Provides a list of "professional responsibilities" for the student teacher (taking attendance, supervision, parent communication, teacher meetings, etc) and reviews and reflects on those responsibilities.</li> <li>Provides a list of available activities for the student teacher and reviews and reflects on the interests of the student teacher. Communicates professionalism in working with students outside of the classroom.</li> <li>Reviews and reflects on different types of parent communication and provides the student teacher with the available community and school resources to help students.</li> </ul>	<ul style="list-style-type: none"> <li>Provides examples, reviews and reflects continuously on reflection from multiple data sources.</li> <li>Discusses the use of reflection to improve instruction.</li> <li>Discusses ways to improve as a teacher, as part of the school community, and as a member of the teaching profession.</li> </ul>	<ul style="list-style-type: none"> <li>Provides examples, reviews, and reflects on appropriate professional behavior.</li> <li>Provides constructive criticism and suggestions.</li> <li>Communicates all appropriate professional responsibilities.</li> <li>Shares information and discusses current issues.</li> </ul>
<ul style="list-style-type: none"> <li>Communicates and discusses student teacher participation in the school community.</li> <li>Discusses and reflects on the importance and merit of understanding and participating in the community.</li> <li>Communicates with the student teacher and supervising teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses reflection as an important professional attribute.</li> <li>Discusses the use of reflection to improve instruction.</li> <li>Communicates with the student teacher and supervising teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the attributes of being a professional.</li> <li>Discusses constructive criticism and suggestions provided, as well as student teacher's subsequent behavior and instructions.</li> <li>Discusses and reflects on the philosophy of teaching.</li> <li>Shares information and discusses current issues.</li> <li>Communicates with the student teacher and supervising teacher.</li> </ul>

## Student Teaching Policies

**Calendar/Vacations** It is the policy of Indiana University that candidates WILL follow the calendar of the respective school corporation. Student teachers will report the first day back from holiday break and also will honor the school corporation's spring break.

**Grading** Student teaching is graded on an S/F basis. A "Satisfactory" grade is based on the assessments completed by the supervising teacher and on the recommendation of the university supervisor. If student teaching is interrupted and the candidate is doing satisfactory work at the time, a grade of "T" (Incomplete) may be recorded. Arrangements with the Director of the Secondary Transition to Teaching program are required to remove an "Incomplete" grade. If a student should receive an "F" (Failure) for student teaching experience, it would then be necessary for the candidate to repeat the student teaching experience in its entirety.

### Student Teachers...

- May not participate in any job actions (strikes or picketing)
- May not administer or witness corporal punishment
- May not transport any student in their own vehicle
- May not visit students in their homes or in private
- Should always conference with students in an open, visible, and easily accessible place it is best to meet students in small groups
- May not take any unsupervised responsibility for extracurricular events or activities including school-sponsored trips.

**Activity Parameters** Candidates may not act as a paid substitute if the supervising teacher is absent. Candidates may maintain leadership of the class if the supervising teacher is absent for a brief time during the full time teaching period and if the principal designates a teacher-in-charge who is an employee. Candidates are not an employee of the school or under contract. They may not receive any payment from the school during the student teaching experience (this includes coaching or other extracurricular activities). *Candidates may not take courses while student teaching, and are strongly discouraged from holding a job.*

**Absences** There are no sick days in student teaching. All student teachers are expected to

fulfill the required number of days of their student teaching assignment. Days missed must be made up. If a student teacher is going to be late or miss a day, he/she must notify the school office, the supervising teacher, and the university supervisor. The school should be notified no later than 6:15 am. The supervising teacher and university supervisor must be informed after the school is called. If extenuating circumstances occur, the university supervisor and supervising teacher will meet to discuss extending the experience and make a recommendation accordingly to the Director of the Secondary Transition to Teaching. If the school should experience an emergency shutdown, notify the university supervisor immediately. *Excessive absences may result in an extension of the student teaching experience or termination.*

**Suspected Child Abuse** It is the responsibility of the student teacher to report suspicions of child abuse. Follow these steps:

1. Take time to write complete notes regarding observations, conversations, etc. that have led to suspicions of child abuse.
2. Report concerns to supervising teacher, counselors, social worker, and/or principal.
3. Together with the individuals above, determine the appropriate way to manage the issue.
4. Advise the university supervisor of the situation.

## TRIAD MEMBER RESPONSIBILITIES: University Supervisor Responsibilities

### *To the student teacher*

- Observe and visit each student teacher a minimum of once every two weeks.
- Provide verbal and written feedback following each observation. Each observation will include a minimum of one full instructional session or period.
- Arrange to see all subjects/periods for which the student teacher is responsible.
- Facilitate and participate actively in both the midterm and final evaluation conferences.
- Help facilitate improvement with the student teacher using the Six Guiding Principles of student teaching.
- Use written summaries to help facilitate growth and development.
- Keep an individual file of each student teacher's progress.
- Review continuously the Student Teaching Performance Assessment materials. Provide feedback and final grade, if applicable.
- Provide support and guidance with professional ethics, employment services and opportunities, and interviews with prospective employers.
- Recommend the student teacher's final grade for student teaching and seminar (S/F) based on the collaborative work with the supervising teacher.
- Prepare a written summary of the student teacher's performance.
- Gain an understanding of all the university requirements a student teacher must meet, and align expectations so that work is not duplicated

#### **University Supervisor Perspective**

“Cooperatively completing the midterm evaluation with the supervising teacher and then having that midterm evaluation discussion with all three members of the triad was a powerful learning experience for everyone.”

### *To the supervising teacher*

- Review the policies, expectations, and administrative tasks of the student teaching experience.
- Communicate and collaborate frequently with the supervising teacher to support and evaluate the student teaching experience.
- Collaboratively prepare and present the midterm and final evaluations with the supervising teacher to the student teacher to support growth and development.

### *To the student teaching program*

- Communicate with student teachers, supervising teachers, and building administrators important information and responsibilities. Develop a collaborative approach to support the student teaching experience.
- Submit midterm and final evaluation summary, instructional observation forms, seminar field ratings, and final survey forms to Office of Teacher Education.
- Report any problems with the student teaching experience to the Director of Student Teaching immediately.
- Make sure all necessary paperwork and assessments from all members of the student teaching triad are submitted to the Office of Student Teaching in a timely manner.

## TRIAD MEMBER RESPONSIBILITIES: Supervising Teacher Responsibilities

### *To the students*

- Prepare students for the student teacher's arrival. Create an atmosphere where the student teacher feels part of the classroom community.
- The final authority for the classroom students' academic progress rests with the supervising teacher. If the student teaching experience is detrimental to students based on observations, documentation, and discussions with the university supervisor, the student teaching experience should be terminated.

### *To the student teacher*

- Acquaint student teacher with school policies and procedures.
- Introduce the student teacher to faculty, staff, school, and local communities.
- Define the extent of the student teacher's authority and responsibilities.
- Demonstrate and provide a variety of effective classroom management and discipline techniques.
- Communicate regularly:
  - review lesson plans,
  - observe teaching and teacher/student interaction, and
  - provide ongoing feedback with the student teacher.
- Observe the student teacher on a regular basis.
- Provide verbal and/or written feedback of each observation.
- Arrange to see all subjects/periods for which student teacher is responsible.
- Use written summaries to help facilitate growth and development.
- Keep an individual file of the student teacher's progress.

### *To the university supervisor*

- Communicate frequently with the university supervisor to support and evaluate the student teacher.
- Report any concerns about the student teacher to the university supervisor.
- Collaboratively prepare and present the midterm and final evaluations with the university supervisor to the student teacher to support growth and development.

### *To the student teaching program*

- Complete appropriate administrative paperwork.
- Become familiar with the University expectations of student teachers and the assessment forms.
- Complete the midterm and final evaluations and participate actively in the associated conferences, complete instructional observations, and help facilitate the student teaching seminar activities and evaluation if applicable.
- Submit an evaluation of the student teaching experience.

#### **Supervising Teacher Perspective**

**“I worked closely** with the student teacher each day reflecting on instructional practices and learning. I saw tremendous growth through the instructional part of the experience.”

## TRIAD MEMBER RESPONSIBILITIES: Student Teacher Responsibilities

### *To the students*

- Be a good role model to students in appearance, mannerisms, language use, and behavior
- Encourage students to address student teacher as Mr., Ms., or Mrs.
- Get to know students' interests, abilities, and activities, and external stressors
- Handle all personal information professionally and confidentially
- Be patient with student progress, behaviorally and academically

### **Student Teacher Perspective**

**“My experience** was awesome because of my focus on growth. The two other members of the triad were a wealth of information and allowed me to look at my practice in many different ways.”

### *To the supervising teacher and school*

- Be prepared for school each day with lesson plans and supporting materials, ensure that the supervising teacher has these in advance in case you are absent
- Observe the same daily work schedule of the supervising teacher (at minimum), arrive early and stay late
- Dress in compliance with local culture and school policy on dress code
- Behave professionally to ensure credibility among your colleagues
- Follow all school/corporation policies associated with professional conduct, student interaction, and academic responsibilities
- Volunteer to help with activities when you recognize a need exists, i.e. housekeeping, routine duties, and other ways to help within the class
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities
- Actively seek feedback from the supervising teacher, communicate proactively, and honestly
- Actively participate in the midterm and final evaluation process
- Be open-minded about the policies and procedures of the supervising teacher and the school and respect them; be flexible
- Ask for help whenever you need it
- Gain an understanding of the rationale/purpose behind specific lessons, units, and school wide programs

### *To the University Supervisor*

- Be prepared with any requested materials prior to the arrival of your supervisor
- Treat university supervisors with the same professional respect as your colleagues in the school setting
- Actively seek feedback from your university supervisor, communicate proactively, regularly, and honestly
- Actively participate in the midterm and final evaluation process
- Ask for help whenever you need it

## The Student Teaching Evaluation Process

The student teaching experience allows candidates to practice the skills they have acquired, to reflect on the integration into a classroom setting of the theories and skills learned, and to grow professionally, in preparation for their first year teaching. The evaluation process has been developed to complement the practice, reflection and growth within student teaching. In the traditional program, the process includes structured observation, dispositional assessment, the midterm conference, and the final conference. For the ST2T program only the midterm and final conferences are required. Each of these activities is described below.

***Midterm evaluation process*** This evaluation has been designed as a formative process that incorporates detailed expectations of a first-year teacher. The instrument also is intended to facilitate important discussion among the members of the student teaching triad. There are three components to this evaluation.

***Part 1: Midterm/Final Evaluation Rubric*** The Midterm/Final Evaluation Rubric, located in this handbook (see Appendix E), is to be completed by each member of the triad for discussion at the midterm conference. It should represent an honest, clear assessment of the student teacher's performance to date. On the form, each member is to rate the student teacher's performance relative to each element of the Six Guiding Principles, and is encouraged to incorporate examples in the Notes/Evidence sections.

***Part 2: Midterm Conference*** The triad is to have a midterm conference, facilitated by the university supervisor, after each triad member has completed the Midterm/Final Evaluation Rubric. Integral to the conference is a discussion of the student teacher's performance, his/her skills, and areas for growth through the remainder of the student teaching experience.

***Part 3: Midterm Conference Summary*** The university supervisor is to complete a formal Midterm Conference Summary form (see Appendix F), indicating the student teacher's rating on each element of the Principles as well as goals, expectations, and strategies for the candidate's growth, which can be documented during the remainder of the experience. A copy of the Midterm Conference Summary is to be distributed to each triad member and to the Office of Student Teaching within a week of the conference. Areas identified for growth in each of the Six Guiding Principles should serve as the agenda for the final evaluation conference to ensure that the student teacher has met all of the midterm expectations.

**Note:** Should concerns be raised during the midterm conference that a student teacher will not be able to grow sufficiently through the remainder of the scheduled experience in order to earn a satisfactory rating as a beginning first year teacher, the university supervisor must contact the Director of the Secondary Transition to Teaching program immediately. Each candidate's situation will be managed individually, relying on the written assessments of both the supervising teacher and the university supervisor.

***Final evaluation process.*** This summative evaluation represents a follow-up to the midterm conference and assessment, as well as a final appraisal of the student teacher's abilities in meeting the expectations of the student teaching experience. As an important culmination to the student teaching experience, the triad is strongly encouraged to begin the process one week prior to the end of the experience. This final evaluation process has four main components.

***Part 1: Final Conference Preparation*** This part of the final evaluation process should be an honest reflection of the student teacher's strengths and weaknesses across the Six Guiding Principles that they can address in their first year of teaching. It is the final advice student teachers can take with them. The Midterm/Final Evaluation

Rubric in this Handbook (see Appendix E) is to be completed independently by each member of the triad prior to the final conference. For each of the Six Guiding Principles, feedback reflecting the student teacher's progress towards meeting the specific expectations established at midterm, and readiness for the first year of teaching must be listed.

*Part 2: Final Conference* The triad is to have a final conference, facilitated by the university supervisor, to discuss the student teacher's performance in meeting the expectations agreed upon during the midterm conference. The Midterm Conference Summary should be brought to the final conference and should serve as an instructive start to the discussion. The triad members should address the specific expectations identified at the midterm conference, the student teacher's progress, strengths, and overall readiness to be a first year teacher.

*Part 3: Final Conference Summary* A formal Final Conference Summary form (see Appendix G) should be completed by the university supervisor, indicating the student teacher's rating on each element of the Principles and reflecting the conclusions drawn from the final conference. It serves as a summation of the student teacher's performance and growth during student teaching, and is a record of her/his grade (S/F). A satisfactory rating signifies that the student teacher has met successfully all of the expectations of student teaching and the Six Guiding Principles. The university supervisor must record a satisfactory or failing grade on the Final Conference Summary for student teaching.

Each triad member will receive a Final Conference Summary. This summary will remain in the files of the Office of Student Teaching for programmatic assessment and will NOT be part of the individual student teacher's EdCareers file.

**Note:** Any failing rating must be communicated by the university supervisor to the Director of Secondary Transition to Teaching immediately in order to discuss the student teacher's satisfactory completion of the expectations of the student teaching experience.

*Part 4: Final Recommendations* This part of the final evaluation process most likely will be used by the student teacher as letters of reference when applying for teaching positions. Both the supervising teacher and university supervisor are required to complete a Final Recommendation form (see Appendix H & I) summarizing the student teacher's abilities and readiness to be a first-year teacher and her/his potential as a teaching professional. Both are strongly encouraged to provide specific examples of the student teacher's skills and potential. Only these two final recommendations will be available for student teachers to place in their EdCareers (see Appendix J) file.

To facilitate the completion of these forms, please note that they may be found on the Web at <http://education.indiana.edu/stforms>. The forms may be downloaded to ease the completion and printing of multiple copies of the final recommendation. A thorough final recommendation should include the following:

- Brief (1-2 sentences) description of placement and class(es) in which the student teacher worked
- Analysis of the student teacher's performance in all aspects of teaching (Six Principles)
- Specific examples to support analysis of student teacher abilities

## OBTAINING AN INDIANA TEACHING LICENSE

To apply for an Indiana Teaching License, the candidate must:

1. successfully complete the ST2T teacher education program
2. pass Praxis II subject area test, if one is required
3. complete successfully an Adult/Child CPR course and have valid certification through one of the approved providers listed at: <http://www.doe.state.in.us/dps> The course must include the Heimlich maneuver.

### ON-LINE APPLICATION PROCESS:

- ▶ The applicant can complete the application online at: <http://www.doe.state.in.us/dps>>Teacher On Line Licensing System>Instruction Page >Register
- ▶ The applicant will need a Visa or MasterCard.
- ▶ The applicant will need to report her/his Praxis II scores and CPR verification to IU-Bloomington (IUB). When registering for Praxis II, list IUB as a recipient of your scores. The IUB recipient code is 1324. You may have already done this during the application process.
- ▶ The applicant will need a copy of her/his CPR verification (front and back). The verification MUST be sent to the Certification Office (NOT TO THE STATE) as a Word attachment OR through the U.S. Post Office OR faxed to

Sharon Vance  
[svance@indiana.edu](mailto:svance@indiana.edu)  
School of Education, Room 1000  
201 N Rose Ave.  
Bloomington, IN 47405  
FAX: 812-856-8795

The Certification Office will receive the application electronically, verify everything and electronically return it to the state. The state will print the license and send it through the U.S. Post Office to the address listed on the application.

Licensing questions, contact:

Dorothy Slota  
[dslota@indiana.edu](mailto:dslota@indiana.edu)  
812-856-8511

OR

Sharon Vance  
[svance@indiana.edu](mailto:svance@indiana.edu)  
812-856-8511

## Directions for Criminal History Checks

Participants need to go to [CertifiedBackground.com](http://CertifiedBackground.com) to order a nationwide and county criminal history check. It takes 48 to 72 hours to process and costs approximately \$30.00. They are good for one year from the date run, and some schools may require additional school specific checks.

### STUDENT DIRECTIONS:

How to obtain the required nationwide criminal check and county criminal check for student teaching or field experience:

1. Go to [www.CertifiedBackground.com](http://www.CertifiedBackground.com) and click on “Students”
2. In the Package Code box, enter package code: NI57 (N as in nickel and I as in ink) If you have already purchased a background check from Certified Background and need an updated check enter the code NI57R and they will be at a slightly reduced rate (approximately \$25).
3. Select a method of payment: Visa, MasterCard or money order.

Once your order is submitted, you will receive a password via email to view and print the results of your background check. The results will be available in approximately 48-72 hours—you will have to check back to see if it is completed.

You must have your check completed before beginning your placement, print a copy and deliver it to your placement site main office.

As schools continue to review their policies for criminal history checks, students in field experience courses will be required, at minimum, to provide a criminal history check to their placement school that is updated annually. Certified Background is a service being provided to students to allow them to purchase the required background checks for MCCSC (nationwide and multiple county level) and other placement school corporations. The results are posted to a secure site by Certified Background that can be accessed by students and the organization. If you have any questions or concerns, please let us know. If you have a criminal history you will need to submit a letter to your placement school requesting that the schools still consider you for placement. Some schools will not allow anyone with a criminal offense or arrest (other than a traffic ticket) to work in their school buildings and some will require additional criminal background checks. We will do our best to assist you; however, we cannot be responsible for disruptions in your program due to the decisions of schools regarding your placement.

Questions can be directed to the Certified Background about difficulties obtaining your check, delays, and disputes by calling their customer service line at 1-888-666-7788.

If you have a criminal history or questions about the process with your school, feel free to contact the Office of Early Field Experiences 856-8502.

## Sample Early Field Experiences Student Evaluation

**Cooperating Teachers: For each item, use the following scale to indicate the skill level or disposition you observed.**

**N = not observed      0 = unsatisfactory; INTERVENTION NEEDED (PLEASE INCLUDE NARRATIVE)**  
**1 = needs improvement    2 = satisfactory    3 = outstanding**

*Designed as a dispositional & performance assessment of our pre-service teachers based on INTASC standards & School of Education "Six Guiding Principles".*

<b>PROFESSIONAL RESPONSIBILITY</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. professional appearance					
2. timeliness & attendance					
3. communicates with clarity, fluency and appropriate grammar					
4. commits to a positive and enthusiastic attitude					
5. displays good judgment and common sense					
6. demonstrates initiative, enthusiasm, and confidence in making the most of educational experiences					
7. treats students and colleagues with kindness, fairness, patience, dignity and respect					

<b>GROWTH AND REFLECTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
8. accepts constructive criticism and makes appropriate modifications upon reflection					
9. displays an awareness of personal and professional boundaries in interactions					
10. demonstrates a commitment to continuous improvement as a teacher					
11. develops informed teaching practices through continual study and collaboration					

<b>PERSONALIZED LEARNING</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
12. commits to all learners from diverse backgrounds, experiences, cultures, and ability levels					
13. displays respect and rapport toward students					
14. commits to the development of creativity and critical thinking					
15. varies teaching strategies and materials to address learner needs					
16. promotes engagement of all students					

<b>KNOWLEDGE</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
17. demonstrates knowledge of student learning and development					
18. exhibits knowledge of content					
19. gives good, clear directions and communicates learning expectations					

<b>LEARNING ENVIRONMENT &amp; COMMUNITY</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
20. displays efficient use of instructional time					
21. manages group dynamics effectively					
22. maintains high expectations and implements them consistently for all students					

**Comments (please use the back for additional comments):**

\_\_\_\_\_

Date

\_\_\_\_\_

Cooperating Teacher's Signature

\_\_\_\_\_

Total Hours

## **UNIVERSAL PRECAUTIONS**

### **Procedures for Handling Spilled Blood and Body Fluids**

- Step 1** Put on disposable gloves (latex or vinyl).
- Step 2** Use paper towels to absorb spill.
- Step 3** Place used towels in leak- proof plastic bag. (Extensive spills – use RED plastic bag).
- Step 4** Flood area with bleach solution\*\* or a dry sanitary absorbent agent.
- Step 5** Clean area with paper towels, vacuum, or broom and dustpan.
- Step 6** Place used towels, vacuum cleaner bag, or waste in a leak-proof plastic bag.
- Step 7** Remove gloves – pull inside out.
- Step 8** Place gloves in bag and tie.
- Step 9** Wash hands with soap and water for at least 10 seconds.

**\*\*Bleach Solution = 1 part bleach to 9 parts water.**

## **Universal Precautions Expectations**

In general, early field experience students are not required to complete Universal Precautions training because they should never be solely responsible for pupils. However, you should be aware of these precautions, the risks of handling bodily fluids, and your school's policies. Serious risks include exposure to HIV (AIDS), Hepatitis, and other blood borne pathogens. You may be required to complete Universal Precautions training before you student teach.

To protect yourself, we encourage you to ask the cooperating teacher how incidents involving bodily fluids are handled in the classroom. You should at least know where the plastic gloves and first aid kits are in the classroom.

### **Procedures for Early Field Experience Students**

As an early field experience guest in the classroom, you should follow the following procedure if a sick or injured student approaches you:

1. Without touching, try to calm the student needing assistance.
2. Hand clean tissues or paper towels to the pupil and ask the pupil to cover the wound or wipe his/her mouth or hands if vomiting.
3. Notify the teacher and let the teacher handle the pupil and the clean up.

**OR**

You may choose to send another pupil to notify the teacher, so you can keep control of the situation and prevent other students from coming in contact with bodily fluids.

Make sure that the pupil receives the necessary attention from someone trained to provide care and that the other students are supervised.

**MIDTERM/FINAL EVALUATION RUBRIC**  
**Six Guiding Principles**

<b>KNOWLEDGE</b>			
<b>Unsatisfactory 1</b>	<b>Satisfactory 2</b>	<b>Proficient 3</b>	<b>Distinguished 4</b>
<ul style="list-style-type: none"> <li>Demonstrates knowledge of student learning and development.</li> </ul>			
Level of content is inappropriate for most students. Minimal knowledge of student development is evidenced.	Level of content is appropriate for most students. Some activities and assignments demonstrate understanding of differentiation and student development.	Level of content is very appropriate for the majority of students. Activities and assignments often address the needs of individual learners as well as whole group.	Level of content is appropriate for all students and is differentiated consistently to address a range of abilities. Activities and assignments incorporate all cognitive levels.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Demonstrates knowledge of contents, state standards, and resources.</li> </ul>			
Insufficient content knowledge. Instruction is not aligned with state standards. There are few quality resource selections. Inaccurate, out-of-context or outdated information is presented.	Basic understanding of academic content as well as state standards. Lesson plans reflect the intent to tie instruction to standards. Uses limited variety of resources.	Strong content knowledge. Instruction aligned with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.	Extensive, enriched content knowledge. Instruction is aligned creatively with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Demonstrates an understanding of a variety of assessment strategies.</li> </ul>			
Assessments not matched to instructional objectives and include little variety in assessment strategies used. Little or no feedback is provided to support student learning.	Assessments matched to instructional objectives and include some variety of assessment strategies utilized. Adequate feedback is provided to support student learning	Assessments matched to instructional objectives. Multiple assessment strategies and constructive and timely feedback are utilized effectively to support student learning.	A broad range of formal and informal assessment strategies, matched to instructional objectives, utilized. Interactive and constructive feedback is ongoing and timely to maximize student learning.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Demonstrates the ability to develop comprehensive lesson plans.</li> </ul>			
Lesson plans are superficial, incomplete or inappropriate. They do not address one or more of the following: content, standards, assessments, strategies, long range planning, or any creative elements of teaching.	Lesson plans demonstrate adequate coverage of content, standards, assessments, strategies, long range planning and creative elements of teaching.	Lesson plans are well organized, comprehensive. Include appropriate coverage of content, standards, and assessments, strategies, long range planning, and creative elements of teaching.	Lesson plans are detailed, comprehensive, and creatively incorporate content, standards, assessments, strategies, long range planning and creative elements of teaching as well as recognition of prerequisite knowledge.
<i>Notes/Evidence:</i>			<i>Rating:</i>

LEARNING ENVIRONMENT			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> <li>Plans and demonstrates classroom management.</li> </ul>			
Limited expectations are established. Student behavior not monitored appropriately. Candidate response is lacking or inconsistent.	Expectations are established for most situations. Candidate generally aware of student behavior. Attempts are made to respond to misbehavior, but with inconsistent results.	Expectations are clear to all students. Candidate is alert consistently to student behavior. Candidate responds to misbehavior in an appropriate and successful manner, which maintains student dignity.	High expectations are clear to all students. Expectations appear to have been developed with student input. Candidate monitoring is subtle, and students respectfully monitor one another. Candidate responds effectively and is sensitive to student needs.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time.</li> </ul>			
Instructional time is wasted. There is lack of preparation and organization of materials, resources, equipment and space.	Adequate planning for instructional time is evident through appropriate preparation and organization. There is appropriate use of space, materials, resources and equipment.	Instructional time is utilized efficiently. The physical environment is prepared and organized to complement instruction. Materials and resources engage students.	Instructional time is utilized to its fullest extent, bell-to-bell. Physical environment is integrated fully to achieve instructional goals through extensive and flexible planning. Materials and resources are utilized creatively.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Develops a positive social environment.</li> </ul>			
Allows off-task behavior. Students demonstrate negative behaviors towards peers and are not able to complete learning activities. Diverse opinions relating to learning taking place are not welcomed.	Creates an environment in which students are involved and on task. Students are able to work cooperatively to accomplish instructional objectives. Diverse opinions are sometimes welcomed.	Creates an environment in which students consistently are involved and on task. Diverse opinions are respected. Students feel safe taking risks to accomplish instructional objectives and are able to work collaboratively towards learning objectives.	Creates an environment where students are fully engaged and on task; in which diverse opinions are not only encouraged, but also nurtured. Students accept and encourage one another to take ownership in accomplishing instructional objectives.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies.</li> </ul>			

Poor communication. Primarily one teaching strategy utilized. Students are generally passive.	Learning environment and expectations reflect attempts to engage students. Limited instructional strategies are utilized. Candidate responses are adequate.	Students understand the expectations for learning. Students are engaged by instruction and activities and given meaningful responses. Instructional strategies vary.	Learning expectations are developed and revised with students. Consistent mix of instructional strategies is used continually. Meaningful responses are an integral part of the candidate's classroom communication.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Provides positive transitions in classroom and learning communities.</li> </ul>			
Transitions lacking between learning activities, class periods or daily routines.	Provides transitions between learning activities, class periods or daily routines inconsistently.	Regularly provides positive transitions between learning activities, class periods or daily routines.	Incorporates creative, productive transitions between learning activities, class periods or daily routines.
<i>Notes/Evidence:</i>			<i>Rating:</i>

## PERSONALIZED LEARNING

Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> <li>Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students.</li> </ul>			
Differentiation is lacking in the instructional process. Students do not understand expectations. One lesson is taught to all students, regardless of ability level.	Demonstrates limited differentiation. Students generally understand expectations. Some attempts are made to meet students' cognitive development.	Instruction is differentiated for many ability levels. Expectations are communicated effectively. Successful instruction is demonstrated to meet students' cognitive needs.	Instruction is differentiated for all ability levels. Students individually share in creating and communicating expectations. Students are challenged and engaged as active participants.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Develops lessons that are creative, engaging and are appropriate for the learning community.</li> </ul>			
Lessons lack creativity. Minimal effort evident to connect curriculum content to the learning community.	Some effort is evident to connect curriculum content to the learning community. Lessons reflect some creativity at a basic level.	Student engagement is reflected both in the classroom environment and in student work. Through creative activities, lessons reflect the interests of the students.	Lessons demonstrate a strong connection between students' interests and life experiences. Students are inspired to pursue interests through creative lessons that incorporate higher level thinking skills.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Develops instructional activities that address multiple learning styles.</li> </ul>			
Depends on one or two teaching strategies that do not meet all learning styles. Lesson plans do not reflect a variety of strategies for diverse learners.	Limited use of teaching strategies. Begins to address the basic diverse needs of students. Lesson plans reflect some effort to meet the needs of diverse learners.	The curriculum is adapted to diverse learners with unique needs and talents through a variety of strategies. Lesson plans reflect a variety of strategies to support learning.	The curriculum is built around the needs of diverse learners. Lesson plans provide clear evidence of multiple teaching strategies to support all learners in the class.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Builds productive learning relationships with students.</li> </ul>			
Views students only as part of the whole classroom. Limited effort is made to view the individual student holistically. Limited effort is made to build a foundation of respect and rapport.	Some efforts are made to view individual students holistically. Teacher-student interaction builds a foundation of respect and rapport.	Attempts to understand each individual student. Established mutual respect and rapport are evident.	Develops a multi-faceted picture of each student through a variety of personalized learning engagements. Builds a foundation of respect and rapport not only through interactions, but also through quality teaching strategies.
<i>Notes/Evidence:</i>			<i>Rating:</i>

## COMMUNITY

Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> <li>Acquires an understanding of the community and students' lives outside of the school environment and classroom.</li> </ul>			
Demonstrates little effort or interest to reach out to the school community. Unresponsive to duties outside of the classroom.	Shows some initiative in understanding the community. Shows some degree of responsiveness to the community.	Demonstrates an understanding of the community and available community resources. Responds effectively to the community.	Takes initiative and makes connections with community. Utilizes available resources. Is responsive and looks for opportunities to connect the community to learning.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Becomes a productive member within the school.</li> </ul>			
Seldom interacts with colleagues. No participation in professional development or extracurricular activities.	Shows some initiative in working with colleagues. Attends, when asked, professional development or extracurricular activities.	Interacts regularly with colleagues. Regularly attends additional faculty opportunities and extracurricular activities.	Takes the initiative to collaborate with colleagues. Regularly attends and actively participates in additional faculty opportunities (meetings) and extracurricular activities.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Communicates with parents effectively.</li> </ul>			
Utilizes no form of parent communication regarding class activities or student performance.	Uses limited communication to inform parents about class activities.	Communicates routinely with parents to provide information about class activities and student performance.	Utilizes creative ways to communicate with parents to provide information about class activities, to encourage their involvement in the students' learning and to report all students' performance.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Treats students and colleagues with kindness, fairness, patience, dignity and respect.</li> </ul>			
Sees the experience from a self-centered perspective. Does not value the experiences of the supervisors. Occasionally belittles others.	Is collaborative with most students and colleagues with occasional exceptions. Treats others as they have been treated themselves.	Builds positive relationships with all students and colleagues. Treats everyone the same, regardless of circumstance and/or experience.	Service-minded professional. Consistently works to meet the varying needs of students and colleagues. Enables others to reach their potential through actions that honor strengths and are constructive regarding areas for improvement.
<i>Notes/Evidence:</i>			<i>Rating</i>

REFLECTION			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> <li>Reflects upon oneself in writing as a member of the teaching profession.</li> </ul>			
Written evidence of reflection is lacking. Demonstrates little or no verbal self reflection that is constructive.	Written evidence of reflection is presented at a descriptive level only. Offers limited vision of self as a teaching professional.	Reflection is meaningful. Written evidence includes self-assessment.	Written reflection consistently addresses self as a teacher. Provides rationale for decisions and describes potential changes.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Uses reflection to improve instruction.</li> </ul>			
Provides limited evidence of changes made to instruction based on reflection of previous instruction. No use of assessments to support reflection and instruction.	Changes made to instruction based on reflection of previous instruction occur at times. Limited use of assessment to support reflections and instruction.	Consistently makes changes to instruction based on feedback provided and reflection of previous instruction and use of assessments.	Seeks feedback routinely on changes to instruction based on reflection of previous instruction and systematic use of assessments.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Identifies ways to improve as an individual, a part of the school community and as a part of the teaching profession.</li> </ul>			
Provides limited evidence of efforts to improve as a teacher. Is not responsive to any collegial advice.	Attends and reflects about faculty meetings and professional development activities in the school and corporation. Is responsive to collegial advice when provided.	Applies information learned from faculty meetings and professional development activities in the school and corporation. Seeks advice from colleagues about self-improvement.	Internalizes and shares knowledge from faculty meetings and professional development activities. Actively seeks opportunities from colleagues and the professional community to improve as a teaching professional.
<i>Notes/Evidence:</i>			<i>Rating:</i>

<b>GROWTH</b>			
<b>Unsatisfactory 1</b>	<b>Satisfactory 2</b>	<b>Proficient 3</b>	<b>Distinguished 4</b>
<ul style="list-style-type: none"> <li>Acts professionally and appropriately.</li> </ul>			
Communication is poor. Lack of trust. Personal life consistently undermines professional responsibilities.	Minimal communication meets basic collaborative needs for management of the class. Personal situations, while excused, have a negative impact on professional responsibilities.	Effective professional communications makes for efficient, collaborative management of classroom responsibilities. Minimal impact of personal life on professional responsibilities.	Communicates professionally, honestly and openly, building trust with others. Displays a seamless balance between personal and professional boundaries.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction.</li> </ul>			
Is not receptive to constructive criticism and suggestions. Responds defensively to suggestions.	Accepts constructive criticism and, at times, incorporates some suggestions into subsequent behavior and/or instruction.	Accepts constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.	Actively seeks out constructive criticism and suggestions. Consistently incorporates them into subsequent behavior and/or instruction.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties.</li> </ul>			
Seldom completes professional responsibilities communicated. Makes excuses when responsibilities not met.	Accepts most professional responsibilities communicated, and generally completes them satisfactorily.	Accepts all professional responsibilities communicated, and consistently completes them satisfactorily.	Demonstrates initiative and seeks additional responsibilities. Completes well all professional responsibilities communicated.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>Demonstrates an understanding of current issues within the school community, the teaching profession and public education.</li> </ul>			
Demonstrates minimal interest and understanding in current issues. Does not attend professional development opportunities and does not read any professional journals.	Is conversant in current issues within the school community. Attends some professional opportunities, such as school board and faculty meetings, and reads professional journals when suggested.	Seems well versed in current issues. Regularly reads professional journals. Routinely attends professional meetings in the school community.	Is well versed in current issues. Regularly reads professional journals. Actively participates in discussions with colleagues. Routinely attends and actively participates in professional meetings in the school community.
<i>Notes/Evidence:</i>			<i>Rating:</i>

<ul style="list-style-type: none"> <li>• Demonstrates initiative and confidence in making the most of educational experiences.</li> </ul>			
Lack of confidence keeps candidate from taking over responsibilities. Cannot complete tasks without total guidance from mentors.	Is confident in some responsibilities, but lacking somewhat in others. Requires significant amount of guidance.	Displays confidence in meeting responsibilities and takes initiative to seek out guidance as needed.	Reflects a confident, mature understanding of personal self and identity as a professional. Able to complete all work independently.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> <li>• Refines continuously an individual philosophy of teaching.</li> </ul>			
Written or verbal evidence of refinement of individual philosophy of teaching is not evident	Written or verbal evidence of reflection is at a descriptive level. Changes to philosophy of teaching are expressed	Both written and verbal reflections are evident and lead to refinement of philosophy of teaching and learning.	Both written and verbal reflections are evident and shared, seeking advice and additional perspectives. Actively engaged in refinement of philosophy of teaching and learning.
<i>Notes/Evidence</i>			<i>Rating:</i>

INDIANA UNIVERSITY SCHOOL OF EDUCATION

Student Teaching/Practicum Midterm Conference Summary

Expectations for Successful Completion of Student Teaching Experience

Student's Name \_\_\_\_\_ Dates (from) \_\_\_\_\_ (to) \_\_\_\_\_  
 (Please print)

Supervising Teacher Name \_\_\_\_\_ Subject/Grade \_\_\_\_\_

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

University Supervisor \_\_\_\_\_ IU Program \_\_\_\_\_  
 (Please print)

**Knowledge Ratings: (1-Unsatisfactory; 2-Satisfactory; 3-Proficient; 4-Distinguished) Expectations**

Student learning and development 1 2 3 4

Knowledge of content, state standards, resources 1 2 3 4

Assessment strategies 1 2 3 4

Comprehensive lesson plans 1 2 3 4

**Learning Environment Expectations**

Classroom management 1 2 3 4

Positive physical environment 1 2 3 4

Positive social environment 1 2 3 4

Positive academic environment 1 2 3 4

Positive classroom transitions 1 2 3 4

**Personalized Learning Expectations**

Lessons reflect individual student ability levels 1 2 3 4

Lessons are creative, engaging, appropriate 1 2 3 4

Instructional activities address multiple learning styles 1 2 3 4

Productive learning relationships with students 1 2 3 4

**Community Expectations**

Understanding of community 1 2 3 4

Productive member in school 1 2 3 4

Effective parent communication 1 2 3 4

Respectful treatment of others 1 2 3 4

**Reflection Expectations**

Self-reflection 1 2 3 4

Use of reflection to improve instruction 1 2 3 4

Self-improvement 1 2 3 4

**Growth Expectations**

Acts professionally 1 2 3 4

Accepts constructive criticism 1 2 3 4

Accepts professional responsibilities 1 2 3 4

Understands current issues 1 2 3 4

Demonstrates initiative and confidence 1 2 3 4

Refines philosophy of teaching 1 2 3 4

**M420 Seminar (if applicable) Expectations**

Progress towards completing seminar requirements 1 2 3 4

MIDTERM CONFERENCE

OFFICE USE ONLY

INDIANA UNIVERSITY SCHOOL OF EDUCATION  
**Student Teaching/Practicum Final Conference Summary**  
 Comments on the Completion of the Student Teaching Experience

Student's Name \_\_\_\_\_ Dates (from) \_\_\_\_\_ (to) \_\_\_\_\_  
 (please print)

Supervising Teacher Name \_\_\_\_\_ Subject/Grade \_\_\_\_\_

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

University Supervisor \_\_\_\_\_ IU Program \_\_\_\_\_  
 (please print)

**Knowledge Ratings:** (1-Unsatisfactory; 2-Satisfactory; 3-Proficient; 4-Distinguished)

Student learning and development 1 2 3 4

Knowledge of content, state standards, resources 1 2 3 4

Assessment strategies 1 2 3 4

Comprehensive lesson plans 1 2 3 4

**Learning Environment**

Classroom management 1 2 3 4

Positive physical environment 1 2 3 4

Positive social environment 1 2 3 4

Positive academic environment 1 2 3 4

Positive classroom transitions 1 2 3 4

**Personalized Learning**

Lessons reflect individual student ability levels 1 2 3 4

Lessons are creative, engaging, appropriate 1 2 3 4

Instructional activities address multiple learning styles 1 2 3 4

Productive learning relationships with students 1 2 3 4

**Community**

Understanding of community 1 2 3 4

Productive member in school 1 2 3 4

Effective parent communication 1 2 3 4

Respectful treatment of others 1 2 3 4

**Reflection**

Self-reflection 1 2 3 4

Use of reflection to improve instruction 1 2 3 4

Self-improvement 1 2 3 4

**Growth**

Acts professionally 1 2 3 4

Accepts constructive criticism 1 2 3 4

Accepts professional responsibilities 1 2 3 4

Understands current issues 1 2 3 4

Demonstrates initiative and confidence 1 2 3 4

Refines philosophy of teaching 1 2 3 4

**Student Teaching/Practicum**

Completes all practicum requirements Final Grade (S/F) \_\_\_\_\_

**M420 Seminar (if applicable)**

Completes all seminar requirements M420 Grade (S/F) \_\_\_\_\_

FINAL CONFERENCE

OFFICE USE ONLY

INDIANA UNIVERSITY SCHOOL OF EDUCATION

Student Teaching/Practicum Final Recommendation

Supervising Teacher Form

<p>I do _____ do not _____ want this evaluation uploaded to my IU EdCareers account (check one)</p> <p>Student's Signature _____</p>
--

Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
(Please print)

**PLEASE TYPE**

This narrative should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness in all aspects of teaching. If there are areas for improvement, these too should be mentioned. **This summary represents your recommendation of the student teacher's potential as a member of the profession.**

Supervising Teacher Name \_\_\_\_\_ Subject \_\_\_\_\_

Supervising Teacher Signature \_\_\_\_\_ Grade \_\_\_\_\_

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

Copies sent to: **Office of Student Teaching, University Supervisor, Student, and Supervising Teacher**

INDIANA UNIVERSITY SCHOOL OF EDUCATION

Student Teaching/Practicum Final Recommendation

University Supervisor Form

<p>I do _____ do not _____ want this evaluation uploaded to my IU EdCareers account (check one)</p> <p>Student's Signature _____</p>
--

Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
(Please print)

**PLEASE TYPE**

This narrative should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness in all aspects of teaching. If there are areas for improvement, these too should be mentioned. **This summary represents your recommendation of the student teacher's potential as a member of the profession.**

\_\_\_\_\_ Student's Grade (S/F) \_\_\_\_\_  
**University Supervisor Name** (Please Print)

\_\_\_\_\_  
**University Supervisor Signature**

Copies sent to: **Office of Student Teaching, University Supervisor, Student, and Supervising Teacher**

# IUED careers.com

**IU Education Careers Office**  
**School of Education, Room**  
**1000**  
**Bloomington, IN 47405**  
**Phone: 812-856-8506**  
**Fax: 812-856-8795**  
**Email: carsrv@indiana.edu**

A vital service of the School of Education, IU Education Careers Office (IUEC) assists graduates with one of the most important steps in their educational paths: entering the job market successfully. Entering the job market can be one of the most difficult, impersonal and unguided steps for graduates. The mission is to provide a personalized service to guide graduates successfully on their respective paths. Approximately 95% of graduates actively registered with the IU Education Careers are placed. To assist placement candidates, whether graduating seniors or alumni, the IUEC provides various services and resources for the job search process. Candidates are encouraged to contact the IUEC in person, by email, U.S. mail, or telephone.

The IUEC serves more than just the School of Education on the Bloomington campus; it also serves students in the College of Arts and Sciences, School of Music, School of Library and Information Science, School of Health, Physical Education and Recreation, and the School of Journalism, as well as these schools' programs on regional campuses of Indiana University.

## Career Advising

Individual appointments can be made with IUEC placement counselors who will assist candidates with job-search questions and concerns, including writing resumes and letters of inquiry. This service is available to all candidates and alumni, even if they have not registered with the Office. To make an appointment with a placement consultant, contact the Office by e-mail (carsrv@indiana.edu) phone (812) 856-8506, or in person at the front desk in Suite 1000 in the Wright Education Building. Candidates living too far from Bloomington to take advantage of in-office services are able to receive many of the same services through correspondence or through telephone contacts.

## Credential File

To establish a credential file, go to the web site [iuedcareers.com](http://iuedcareers.com). Follow these simple steps to create a new account:

- If you are a Student, use your CAS login
- If you are an Alumna/us, enter your e-mail address (as it existed in the CSO profile) in the User Name field (this will be your new user name) and click the Reset Password button (this will reset your password and send a new password to the e-mail address you entered).
- In the Access Your Account section, click on either Student or Alumni and follow the instructions.

Complete the profile, and upload your resume. You will receive an e-mail approval. Once your resume is approved, you can begin searching the vacancy information and apply on-line for positions.

You can upload your transcript and non-confidential references (these must be scanned).

You can request a person to write a confidential reference and send it directly to our Office specifying it is to be a confidential reference; we will upload the confidential reference into your file. References must be on letterhead and signed to be accepted for your credential file. It is suggested that you have references written by professors and/or principals who have seen your teaching ability.

## **Student Teaching Evaluations**

If you want the Student Teaching Evaluations to be a part of your file, they must be uploaded by the Education Careers Office. Permission is granted by checking the appropriate area on the form. Remember: to utilize this referral service, you must have a resume on file and an established file.

## **On-Line Employment Listings**

Elementary/Secondary, College/University and School Administration Employment Opportunities are available online (iuedcareers.com) for active registrants. Many Elementary/Secondary vacancies come from Indiana school systems; however, almost every state is represented. Once you register on-line with IUEC, you will be given access to these listings.

## **Job Agents**

If you do not have time to look at the on-line vacancies every day, set up your own personal Job Agent. Click on Job Search that appears at top of screen, click on Jobs & Search. Complete the criteria: Industry, Major (be specific) Job Location; Job Level. Click on Search (bottom of screen); list will appear. Top Right of screen Save Search; Box will appear. Give the Search a name & check box to have e-mail sent to you when new matching jobs are available.

## **Job Referrals**

When you register with the IUEC, you may have your information sent electronically to employers who are seeking to fill open positions. Employers often contact the IUEC to request the resumes of qualified candidates to be sent. In some cases, employers first seek referrals from the IUEC before announcing a job opening publicly.

## **Education Careers Interview Day**

Each spring semester, the Office sponsors an Interview Day in the Indiana Memorial Union. Over 150 school administrators conduct employment interviews. Every registered candidate is given the opportunity to sign-up for a series of interviews during Interview Day. (Must have completed registration (Profile and Resume) in iuedcareers.com by March 1 to attend.)

## **M202 Course**

Each semester IUEC staff members teach a course entitled “Job-Search Strategies”. This is a one-credit, eight-week course designed to show candidates how to maximize their job-search skills. This course concerns helping candidates become more employable through a study of educational career development.

## **Workshops**

Each semester IUEC staff members present two workshops –one on resume writing and one on interviewing. These workshops are open to all who are actively seeking a teaching position.