

Student Teaching Handbook

Academic Year 2011-2012



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TO THE STUDENT TEACHER

Congratulations! You are about to begin the most rewarding and challenging phase of your pre-service education – student teaching. Student teaching provides you with the opportunity to work closely with a supervising teacher, an experienced educator who has volunteered to share his or her classroom and expertise with you. You also will be working with a university supervisor. This person is to provide you with guidance and support, but it is up to you to gain the most from your student teaching experience. As a student teacher, you must remember that you are a guest of your host school system and classroom teacher and should conduct yourself at all times in a professional manner. Your transition from student to professional educator will become apparent immediately. Your ability to quickly adapt to many, and sometimes very difficult situations, will demand a professional's approach and attitude.

Jill D. Shedd
Assistant Dean
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A photograph of a university building with a walkway and a lamp post. The building is a multi-story structure with many windows. There are trees and a lamp post in the foreground. The text "Student Teaching Office Support" is overlaid on the image.

Student Teaching Office Support

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Thank you to all who take the time to read the Student Teaching Handbook and offer suggestions to make it better. Your assistance is very much appreciated.

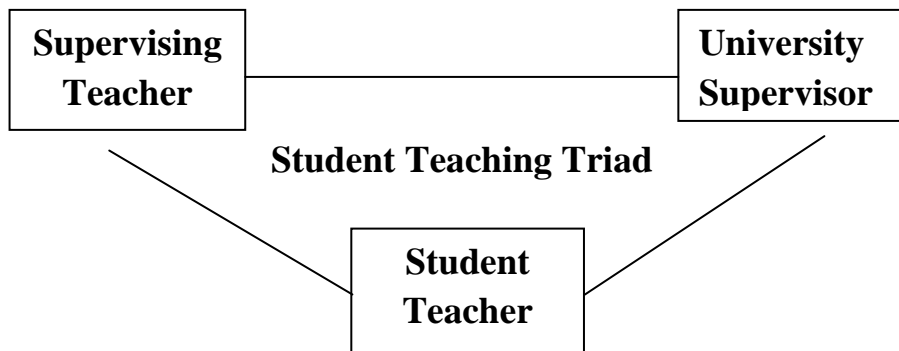
SECTION I

OVERVIEW

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. Students 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.

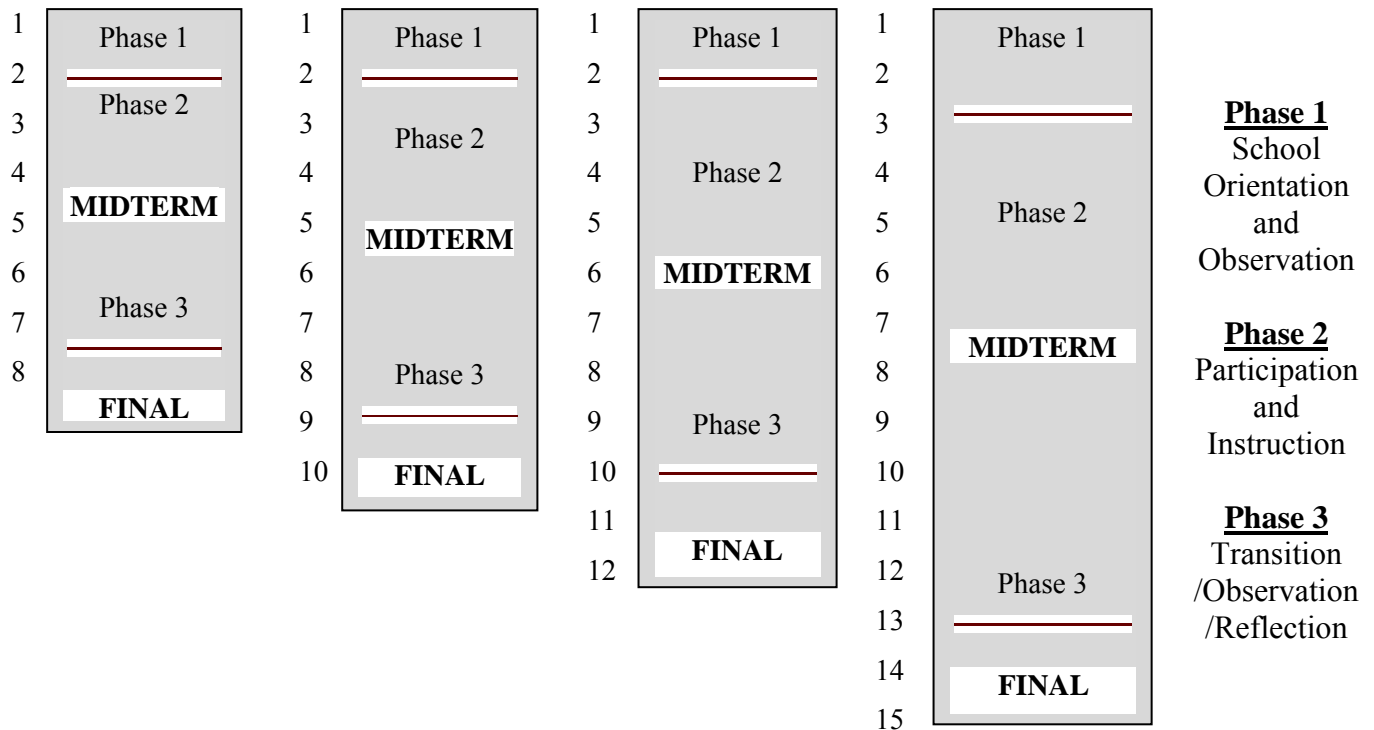
SECTION II

THE STUDENT TEACHING EXPERIENCE

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 an 8-week (40 days), a 10-week (50 days), a 12-week (60 days), and a 15-week (75 days) placement. Other placement assignments can adjust the allocated time accordingly. 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 Assignment (completed prior to all placements)



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

ORIENTATION ASSIGNMENT: PLACEMENT INTRODUCTION

Prior to the start of student teaching, the student teacher should make contact with the supervising teacher and school principal. Please refer to the yellow "Orientation Assignment" sheet distributed at the pre-professional meeting.

The Orientation Assignment: Placement Introduction Checklist

1. Contact the supervising teacher and arrange a convenient time to meet. Call or email the supervising teacher at school.
2. At the meeting with the supervising teacher:
 - Exchange phone numbers, emails, and addresses.
 - Confirm with the supervising teacher the first day to report to school. **DO NOT ASSUME THAT THE DATES ON THE CONFIRMATION SHEET ARE ACCURATE.**
 - Determine whether to meet again with the supervising teacher before student teaching begins.
 - Pick up any supporting materials to be used, e.g., teacher editions of textbooks, workbooks, planning overviews, CD ROMs, websites, etc.
 - Determine what parts of the curriculum, courses, subjects, or units you will be responsible for teaching.
 - Request classroom rules, guidelines for discipline, and the student handbook or rules. Also obtain a copy of the faculty handbook and/or department policies (for secondary teachers). See Phase I for further ideas regarding school orientation.
3. Contact the school principal to clarify who should receive the Criminal History Check report, and what type of check is required (full or limited). If you have two placements, at different schools, contact the principal at each school regarding this important matter.

Important Contact Information			
School Corporation Website			
	Name	E-mail	Telephone
IU Methods Teacher			
University Supervisor			
Supervising Teacher			
School Principal			
Other Student Teacher			

Phase I: School Orientation and Observation

Orientation

Orientation to the school community is critical to the student teacher's comfort, confidence, and ultimate success in student teaching. The student teacher and supervising teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and observation will set the foundation for success in the student teaching experience.

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

Observation

The primary observations should be with the supervising teacher. This observation period allows the student teacher to become familiar with the set expectations of the class and students. It also allows the student teacher time to reflect with the supervising teacher on practices and communicate important issues regarding the expectations of the student teacher.

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 (page 8) will serve as the main evaluative tool for student teaching.

Participation

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

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.”

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. Included in this reflection is the student’s Professional Dispositions Self-Assessment. The result of this midterm conference should be an agreed set of strategies for assuming the candidate’s success in student teaching.

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:

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

SECTION III

THE TEACHING AND LEARNING FOUNDATION

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

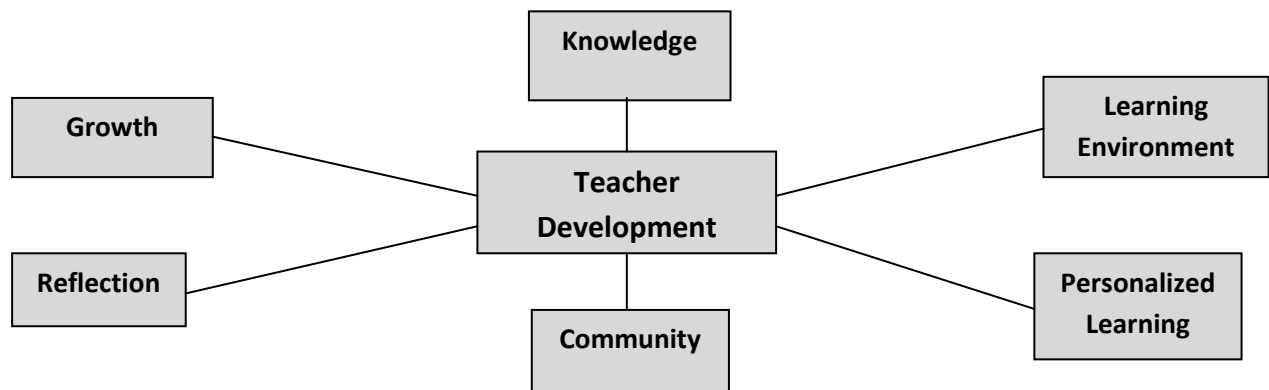
The student teacher is expected to understand and to be involved in the academic learning community. The student teacher builds and develops relationships within the school, corporation, and community.

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

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

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

SECTION IV

TRIAD MEMBER RESPONSIBILITIES

Student Teaching Policies

Calendar/Vacations It is the policy of Indiana University that candidates WILL follow the calendar of the respective school corporation. FALL student teachers will report the first teacher day of the school corporation. SPRING 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 "I" (Incomplete) may be recorded. Arrangements with the Office of Student Teaching would be 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. However, 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 Student Teaching Office. If the school should experience an emergency shutdown, notify the university supervisor immediately. *Excessive absences will 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.

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 and/or the M420 Student Teaching Seminar.
- 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.
- Implement seminar.

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.
- Provide structured feedback to student teachers using the Instructional Observation form.
- Help facilitate the M420 Student Teaching Seminar for elementary and secondary student teachers.

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.”

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

SECTION V

THE STUDENT TEACHING EVALUATION PROCESS

OVERVIEW

The student teaching experience is designed as the culminating phase of the teacher education program. It 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. Generally, the process includes structured observation, dispositional assessment, the midterm conference, and the final conference. Each of these activities is described below.

STRUCTURED OBSERVATION

The Structured Observation form has been designed to facilitate communication among triad members, provide initial and ongoing focus on the performance benchmarks that will be assessed during the midterm and final conference, and to identify student teacher strengths and weaknesses early in the experience.

The Structured Observation form is to be completed by the supervising teacher twice during the experience: once prior to the midterm, and once after the midterm. The supervising teacher should share a copy of each completed observation form with the student teacher and the university supervisor. See pages 19-21 to become familiar with the instrument and associated rubric.

DISPOSITIONAL ASSESSMENT

Dispositions reflect the values, beliefs, and other personal qualities that are a part of teacher identity and impact instruction. The Professional Dispositions Self-Assessment is an opportunity for the student teacher to reflect on his/her beliefs and values regarding learners, education and the work of being a professional educator that have had an impact on his/her student teaching experience, and more broadly, his/her growth as a professional throughout the preparatory experiences leading up to student teaching.

Candidates should complete the Professional Dispositions Self-Assessment prior to the Midterm Conference and share their self-reported ratings and examples with the triad. Both supervisors should verify with the candidates that the ratings and examples are accurate and reflect, as much as possible, the candidate's dispositions that are evident to others.

As part of the self-reflective process, candidates will highlight two to four areas of their dispositions on which they will try and make improvement during the remainder of the experience. During the Midterm Conference, candidates will share these key areas and offer some objectives for making that progress. Supervisors should share their ideas and suggestions for making those necessary changes during the midterm conference. Candidates will be responsible for recording those suggestions and, then, keeping track of their efforts throughout the remainder of the experience. The triad should sign the form at midterm to indicate their agreement, and will revisit the areas for dispositional improvement at the final conference. The Professional Dispositions Self-Assessment is found on pages 22-25.

M420 STUDENT TEACHING SEMINAR (if applicable)

Many elementary and secondary student teachers will complete a complementary seminar. Please include discussion of these items and activities in both conferences as required. Progress towards meeting seminar goals should be noted during the Midterm Conference, as well as any planning relevant to implementation of seminar activities. Candidates should submit a final portfolio for the seminar activities to both supervisors prior to the Final Conference for discussion. Please gather information regarding the seminar from the university supervisor, or visit <http://education.indiana.edu/stforms> for further information about the seminar. Electronic submission of the Culminating Activity Portfolio AND registering with IUED Careers Placement are **REQUIRED** for candidates to earn a satisfactory grade. Both the candidate and university supervisor will receive notice in advance of the placement regarding whether or not they are required to complete the seminar.

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 (pg 26-33), 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. The supervising teacher also should bring a copy of the Structured Observation Form that was completed prior to the midterm for discussion of concrete examples of the student teacher's performance. Finally, candidates should bring the Dispositional Assessment form (self-evaluation) to share and discuss. Both supervisors and the candidate should sign this form, indicating their agreement before reviewing it again at the final conference.

Part 3: Midterm Conference Summary

As a summary of the midterm conference, the university supervisor is to complete a formal Midterm Conference Summary form, 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. Copies of the Midterm Conference Summary and the Structured Observation form are 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 Coordinator of Teacher Education Assessment 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 (pg 26-33) 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. The Structured Observation Form completed by the supervising teacher after the midterm also should be brought to the final conference and included in the discussion as a concrete example of the student teacher's performance.

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. Triad members will find supplemental evidence based on the Structured Observation Form completed by the supervising teacher. Finally, the triad should address the midterm Professional Dispositional Assessment Form during the final conference, reviewing indicators for dispositional improvement, sharing examples, and assessing whether or not those objectives have been met. Each triad member should sign this form.

Part 3: Final Conference Summary

A formal Final Conference Summary form 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 and M420, for elementary and secondary student teachers, as applicable.

Each triad member will receive a Final Conference Summary, Structured Observation Form, and midterm Professional Dispositions Self-Reflection. These summaries 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 Coordinator of Teacher Education Assessment 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 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 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

STRUCTURED OBSERVATION

Student Observed _____ | _____ Before MIDTERM _____ After MIDTERM
 Subject/Grade Level _____ Observation # _____ Date of Observation _____
 Subject of Lesson _____ Length of Observation _____

Directions: During the observation, take note of student teacher performance in the space provided.
 Assign a rating for each indicator as follows:

- N (needs improvement)
- S (satisfactory)
- P (proficient).
- *N/A may be noted if one of the indicators is not observed during the lesson(s).

Please complete once before and once after the Midterm Conference.

KNOWLEDGE	N/S/P	COMMENTS
Demonstrates depth of content knowledge		
Delivers content and uses relevant resources		
Uses assessment strategies, including questioning techniques		
Includes all elements of a complete lesson plan		
LEARNING ENVIRONMENT	N/S/P	COMMENTS
Demonstrates classroom management		
Effectively uses space, resources, materials, and time		
Nurtures collaborative, on-task, and engaging atmosphere		
Mixes instructional strategies including technology		
Provides physical and instructional transitions		
PERSONALIZED LEARNING	N/S/P	COMMENTS
Lessons are age/developmentally appropriate, reflecting individual ability levels		
Lessons are creative and engaging		
Instructional activities address multiple learning styles		
Environment reflects mutual respect and rapport		
PROFESSIONAL DISPOSITIONS	N/S/P	COMMENTS
Commits to learners from all backgrounds and ability levels		
Demonstrates initiative, enthusiasm, and confidence		
Treats students and colleagues with kindness, fairness, patience, dignity, and respect		
Is open to and seeks out constructive criticism		

Completed by: _____ Supervisor Signature: _____
 (Please print)

Check one: _____ University Supervisor _____ Supervising Teacher

Student Signature: _____

Copy to: Student

STRUCTURED OBSERVATION

RUBRIC

Please use the following rubric to assign a rating on each aspect of the student teacher's performance and for reference during the follow-up discussion with the candidate.

KNOWLEDGE	Needs Improvement	Satisfactory	Proficient
Demonstrates depth of content knowledge	Student Teacher's content knowledge is insufficient; content level is inappropriate for most students	Student Teacher's content knowledge is adequate; f content level is appropriate for the majority of students	Student Teacher's content knowledge is strong; content level is appropriate for most students.
Delivers content and uses relevant resources	Instructional resources used were not relevant or integrated into lesson	Instructional resources used were generally relevant and there was evidence of effort to integrate them into the lesson	Instructional resources were relevant to instructional objectives and integrated effectively in the lesson
Uses assessment strategies, including questioning techniques	Assessments do not match instructional objectives; little or no feedback is provided to, or collected from students	Assessments are varied and matched to instructional objectives; adequate feedback is provided to, and collected from students	Multiple assessments match instructional objectives; feedback provided to, and collected from students is timely and constructive
Includes all elements of a complete lesson plan	Lesson is incomplete; no connection(s) to state standards	Lesson is sufficient; some connection(s) to state standards	Lesson is well organized and comprehensive; clear connection(s) to state standards
LEARNING ENVIRONMENT			
Demonstrates classroom management	Student behavior is not monitored appropriately; students consistently off-task, passive, or disruptive	General awareness of student behavior; students mostly on-task, somewhat engaged, few disruptions	Consistent awareness of student behavior; students on-task, engaged, disruptions fittingly handled
Effectively uses space, resources, materials, and time	Much of the instructional time is wasted	Lesson reflects adequate preparation/ organization of resources and materials	Effective use of instructional time
Nurtures collaborative, on-task, and engaging atmosphere	Lesson reflects a lack of preparation and organization of resources and materials.	The majority of instructional time is used appropriately	Lesson reflects comprehensive preparation and organization of resources and materials
Mixes instructional strategies including technology	Only one teaching strategy used primarily	Limited variation in teaching strategies used	A variety of appropriate teaching strategies is used
Provides physical and instructional transitions	Transition between activities is ineffective or non-existent	Transition between activities is appropriate	Transitions between activities are smooth and productive

PERSONALIZED LEARNING			
Lessons are age/ developmentally appropriate, reflecting individual ability levels	Little evidence of differentiation for individual student ability levels; lesson is inappropriate for students	Limited evidence of differentiation for individual student ability levels; lesson is appropriate for the majority of students	Lesson is appropriate for most students; strong evidence of differentiation for individual student ability levels
Lessons are creative and engaging	Lesson lacks creativity, is not engaging	Lesson reflects basic level of creativity, is somewhat engaging	Lesson is creative. Activities are engaging and reflective of student interests
Instructional activities address multiple learning styles	Activities address primarily only one learning style	Activities address more than one learning style	Activities address a variety of learning styles
Environment reflects mutual respect and rapport	Limited rapport and respect reflected with students	Basic rapport and respect reflected with students	Well-established rapport and mutual respect reflected with students
PROFESSIONAL DISPOSITIONS			
Commits to learners from all backgrounds and ability levels	Lesson and interaction with students are limited to a small group of students	Lessons and interaction reach many students and groups	Lessons and interaction include all students within each group
Demonstrates initiative, enthusiasm, and confidence	Candidate projects little enthusiasm	Candidate projects confidence and enthusiasm	Candidate is organized, prepared, and engaging
Treats others w/kindness, fairness, patience, dignity, and respect	Treats others rudely, unfairly	Treats most students fairly and with respect	Treats all students and colleagues fairly, patiently, and with respect
Is open to and seeks out constructive criticism	Responds defensively when feedback from students and colleagues is received	Seems attentive to feedback	Asks for feedback, asks questions, and takes notes

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: *MIDTERM SUMMARY AND FINAL REFLECTIVE NARRATIVE*

Dispositions reflect the values, beliefs, and other personal qualities that are a part of teacher identity and impact instruction. The Professional Dispositions Self-Assessment is an opportunity for the student teacher to reflect on his/her beliefs and values regarding learners, education, and the work of being a professional educator that have had an impact on his/her student teaching experience, and more broadly, his/her growth as a professional throughout experience of student teaching.

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM

Candidates should complete the *PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM* prior to the Midterm Conference. Using the *PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM* document, student teachers should rate themselves, provide examples to support their ratings, and share their self-reported ratings and examples with the triad during the Midterm Conference. Both supervisors should verify with the candidate that the ratings and examples are accurate and reflect, as much as possible, the candidate's dispositions that are evident to others. The PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM should be signed by the triad to indicate agreement.

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM

Student Name: _____ | Student ID: _____ | Date: _____
 (Please print)

Directions for Students: Use this form as a self-reflective exercise prior to the Midterm Conference. Be prepared with specific examples to discuss with your supervisors during the conference. Choose 2-3 key indicators for which dispositional improvement objectives will be determined for the remainder of the student teaching experience. Retain this document for the Final Conference.

Ratings: 1 – Weak; 2 – Developing; 3 – Sufficient; 4 – Strong

Knowledge Indicators	Ratings	Examples
K1. Commits to developing informed teaching practices through continual study and collaboration	1 2 3 4	
K2. Demonstrates an understanding and acceptance of each person's unique perceptions and perspectives	1 2 3 4	
K3. Commits to the development of creativity and critical thinking skills	1 2 3 4	
Learning Environment Indicators		
L1. Understands the shared responsibility between students and teachers for academic growth, and contribution to the learning environment	1 2 3 4	
L2. Maintains high expectations and implements them consistently for all students	1 2 3 4	
L3. Appreciates and promotes acceptance of self-discipline, responsibility, and self-efficacy	1 2 3 4	
L4. Commits to a positive and enthusiastic attitude to inspire self and others	1 2 3 4	
Personalized Learning Indicators		
P1. Promotes engagement for all students	1 2 3 4	
P2. Commits to all learners from diverse backgrounds, experiences, cultures, and ability levels	1 2 3 4	
P3. Commits to appropriate adaptations for students with diverse needs	1 2 3 4	
Community Indicators		
C1. Encourages democratic principles in both students and colleagues	1 2 3 4	
C2. Commits to treating students and colleagues with kindness, fairness, patience, dignity, and respect	1 2 3 4	
C3. Acknowledges the variety of community, family, and social networks that enrich and inform classroom experiences	1 2 3 4	
Reflection Indicators		
R1. Understands and takes responsibility for one's actions and decisions	1 2 3 4	
R2. Commits to reflective practice and planning	1 2 3 4	
R3. Demonstrates a commitment to continuous improvement as a teacher	1 2 3 4	
Growth Indicators		
G1. Acts professionally and appropriately	1 2 3 4	
G2. Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction	1 2 3 4	
G3. Accepts all professional responsibilities communicated by the supervising teacher, school, and corporation for instructional and non-instructional duties	1 2 3 4	
G4. Demonstrates an understanding of current issues within the school community, the teaching profession, and public education	1 2 3 4	
Professionalism Indicators		
PR1. Displays an awareness of personal and professional boundaries in interactions with others, and in meeting responsibilities of a teacher	1 2 3 4	
PR2. Is open to and seeks out constructive criticism and makes appropriate modifications upon reflection	1 2 3 4	
PR3. Communicates professionally, honestly and openly, building trust with others	1 2 3 4	
PR4. Demonstrates initiative, enthusiasm, and confidence in making the most of educational experiences	1 2 3 4	

 Supervising Teacher Signature

 University Supervisor Signature

 Student Teacher Signature

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: *MIDTERM SUMMARY AND FINAL REFLECTIVE NARRATIVE*

Dispositions reflect the values, beliefs, and other personal qualities that are a part of teacher identity and impact instruction. The Professional Dispositions Self-Assessment is an opportunity for the student teacher to reflect on his/her beliefs and values regarding learners, education, and the work of being a professional educator that have had an impact on his/her student teaching experience, and more broadly, his/her growth as a professional throughout experience of student teaching.

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: *MIDTERM SUMMARY AND FINAL REFLECTIVE NARRATIVE*

Continuing the self-reflective process with discussion, candidates and their supervisors will talk about and identify two to three key indicators from their PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM on which the candidate will focus on for growth during the remainder of the experience. During the Midterm Conference, these key indicators should be noted and Concrete Objectives to indicate progress should be identified. Both supervisors will share their ideas and suggestions for making the necessary changes during the Midterm Conference. Candidates will be responsible for recording the suggestions and for keeping track of their efforts to meet the Concrete Objectives throughout the remainder of the experience.

Before the Final Conference, the candidates will prepare a short narrative summary that reflects on their progress toward meeting the Concrete Objectives identified during the Midterm Conference. This Final Reflective Narrative Summary will include examples from the student teaching experience to demonstrate the progress. The narrative will be completed before the Final Conference. Both supervisors should verify with the candidate that the narrative and examples are accurate and reflect progress toward achieving the Concrete Objectives. At the Final Conference, the PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: *MIDTERM SUMMARY AND FINAL REFLECTIVE NARRATIVE* document should be signed by the triad to indicate agreement.

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM SUMMARY AND FINAL REFLECTIVE NARRATIVE

Student Name: _____ | Student ID: _____ | Date: _____
(Please Print)

DIRECTIONS FOR STUDENTS: During the Midterm Conference, candidates and their supervisors will talk about and identify two to three key indicators from the PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM that the candidate will focus on for growth during the remainder of the experience. Concrete Objectives should be identified for assisting with the growth. Complete Parts A, B, and C during the Midterm Conference. Include the supervisors' suggestions and ideas as part of the Concrete Objectives for Development. Complete Part D by reflecting on the progress made toward the objectives identified in B. Retain this document to guide discussion at the Final Conference.

A. Identified Indicators for Dispositional Improvement:

Identify 2-3 key indicators from the Professional Dispositions Self-Assessment: Midterm that you wish to focus on for the remainder of student teaching experience.

B. Concrete Objectives for Development in these Indicator areas:

Using the 2-3 key indicators identified above, select specific Indicators from on the Professional Disposition: Self-Assessment: Midterm, and prepare Concrete Objectives for Development for those Indicators.

C. Suggestions/Ideas from Supervisors:

Include suggestions from the Supervising Teacher and University Supervisor when creating the Concrete Objectives for Development.

D. Final Reflective Narrative Summary of Progress toward Concrete Objectives

Reflect on Progress toward Concrete Objectives. Provide examples from your student teaching experience. Complete for the Final Conference.

Supervising Teacher Signature

University Supervisor Signature

Student Teacher Signature

MIDTERM/FINAL EVALUATION RUBRIC
Six Guiding Principles

KNOWLEDGE			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Demonstrates knowledge of student learning and development. 			
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"> Demonstrates knowledge of contents, state standards, and resources. 			
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"> Demonstrates an understanding of a variety of assessment strategies. 			
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"> Demonstrates the ability to develop comprehensive lesson plans. 			
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"> Plans and demonstrates classroom management. 			
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"> Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time. 			
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"> Develops a positive social environment. 			
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"> Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies. 			
<p>Poor communication. Primarily one teaching strategy utilized. Students are generally passive.</p>	<p>Learning environment and expectations reflect attempts to engage students. Limited instructional strategies are utilized. Candidate responses are adequate.</p>	<p>Students understand the expectations for learning. Students are engaged by instruction and activities and given meaningful responses. Instructional strategies vary.</p>	<p>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.</p>
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Provides positive transitions in classroom and learning communities. 			
<p>Transitions lacking between learning activities, class periods or daily routines.</p>	<p>Provides transitions between learning activities, class periods or daily routines inconsistently.</p>	<p>Regularly provides positive transitions between learning activities, class periods or daily routines.</p>	<p>Incorporates creative, productive transitions between learning activities, class periods or daily routines.</p>
<i>Notes/Evidence:</i>			<i>Rating:</i>

PERSONALIZED LEARNING			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students. 			
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"> Develops lessons that are creative, engaging and are appropriate for the learning community. 			
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"> Develops instructional activities that address multiple learning styles. 			
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"> Builds productive learning relationships with students. 			
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
• Acquires an understanding of the community and students' lives outside of the school environment and classroom.			
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>
• Becomes a productive member within the school.			
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>
• Communicates with parents effectively.			
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>
• Treats students and colleagues with kindness, fairness, patience, dignity and respect.			
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"> Reflects upon oneself in writing as a member of the teaching profession. 			
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"> Uses reflection to improve instruction. 			
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"> Identifies ways to improve as an individual, a part of the school community and as a part of the teaching profession. 			
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>

GROWTH			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Acts professionally and appropriately. 			
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"> Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. 			
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"> Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties. 			
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"> Demonstrates an understanding of current issues within the school community, the teaching profession and public education. 			
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"> • Demonstrates initiative and confidence in making the most of educational experiences. 			
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"> • Refines continuously an individual philosophy of teaching. 			
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
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MIDTERM CONFERENCE

OFFICE USE ONLY

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)_____

Student Teaching/Practicum Final Recommendation

Supervising Teacher Form

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

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, Supervising Teacher**

Student Teaching/Practicum Final Recommendation

University Supervisor Form

I do _____ do not _____ want this evaluation uploaded to my IU EdCareers account (check one)

Student's Signature _____

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, Supervising Teacher**

Appendices

Suggested Extra Curricular Activities for Student Teaching

Name: _____ Classroom Teacher: _____

Listed below are categories of activities that will enhance the student teaching experience. Place the date in front of those activities completed or attended.

Professional Contacts

- _____ Held a conference with Building Administrator
- _____ Attended faculty meeting
- _____ Attended an In-Service/Staff development session
- _____ Attended a PTO function or school fundraiser
- _____ Attended a Parent/Teacher Conference
- _____ Telephoned a parent(s)
- _____ Attended a School board Meeting or Town Council Meeting
- _____ Visited the local library
- _____ Attended a teacher's association meeting or talked with a building representative

Instructional Activities

- _____ Tutored individual students after school
- _____ Assisted in the supervision of an extracurricular activity
- _____ Demonstrated resolution conflict skills to resolve a conflict
- _____ Selected material off the Internet for classroom use
- _____ Used video tape to evaluate own teaching

Processing Activities

- _____ Demonstrated knowledge of emergency procedures
- _____ Demonstrated ability to use technology to support teaching and learning in the classroom
- _____ Observed student social interaction patterns
- _____ Analyzed the textbook/materials for students' reading level
- _____ Demonstrated familiarity with all the office equipment
- _____ Demonstrated some awareness of the legal aspects of teaching

Professional Development Activities

- _____ Applied one aspect of educational research into classroom instruction
- _____ Attended a professional development session regarding national or state legislation
- _____ Wrote an article for the student newspaper regarding student teaching
- _____ Prepared philosophy of education
- _____ Kept a daily journal of student teaching experience
- _____ Developed model of discipline/theory
- _____ Write an introductory letter to parents at the beginning of your placement
- _____ List 4-5 professional journals that are related to your teaching area

Unit Plan Example

Unit Title:

Grade(s):

Learning Goals and Rationale Statements:

- Stated student learning goals/objectives and the key concepts that will be taught.
- Each learning goal accompanied by a rationale statement that describes the student needs served by the unit activities.

Connection to Standards:

- State or national standards that will be met upon completion of this unit.
- Each standard accompanied by a brief explanation of how the unit aligns with each standard.

Cross-Curricular Integration (if applicable):

- Identify content areas to be integrated in this unit.
- Brief explanation describing how this integration will take place.

Literacy Learning (if applicable):

- Identify ways to integrate literacy learning into the unit
- Include objectives, assessments, activities, and relationship to main unit

Instructional Time:

- Create a day-by-day timeline of the unit activities and lessons.

Teaching Methodologies:

- Describe teaching methods and strategies, classroom organization and management, student grouping, and opportunities for students to publish or demonstrate competency.

Resources:

- Describe the materials that are necessary to implement the unit plan.

Lesson Plans:

- Lesson plans that are representative of important elements of the curriculum unit.

Assessment:

- Plan of assessment which is directly related to measuring the effectiveness of student success in meeting lesson objectives.
- Culminating activity (if included) that represents assessment of the unit learning goals.
- Rubric developed that clearly highlights the criteria of evaluation on the assessment

Lesson Plan Example 1

Teacher:

Subject Area:

Grade Level:

Lesson Title:

Overview:

- In a few sentences, describe what will be taught during this lesson and what types of activities will be used.

Connection to the Curriculum:

- Identify which interdisciplinary subject areas relate to this lesson.

Connection to Standards:

- List local or national standards that will be met upon completion of this lesson.

Time:

- How much time will it take to complete this lesson?

Materials/Equipment Required:

Objectives:

- Write 2-5 objectives stating expected learner outcomes.

Suggested Procedure:

- Opening- How will you begin the lesson?
- Development – What activities will be done to teach the concepts?
- Closing – How will you review the lesson to be sure all students understand the concepts?

Student Assessment:

- What types of activities will be assigned to students to allow them independent or group practice with the concept?
- What rubric(s) will you use to gauge student performance?

Extending the Lesson:

- Identify types of activities or student assignments that may be beneficial to use following this lesson.

Additional Resources:

Lesson Plan Example 2

Teacher:

Subject Area:

Lesson Title:

Objectives:

- Write 2-5 objectives stating expected learner outcomes.

Connection to State Standards:

- Identify which standard this lesson supports and how it supports it.

Material/Resources Needed:

Anticipatory Set:

- List specific statements or activities you will use to focus students on the lesson of the day.

Objective/Purpose:

- For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.

Input:

- What information is essential for the student to know before beginning and how will this skill be communicated to students?

Model:

- If you will be demonstrating the skill or competence, how will this be done?

Check for Understanding:

- Identify strategies to be used to determine if students have learned the objectives.

Guided Practice:

- List activities which will be used to guide student practice and provide a time frame for completing this practice.

Closure/Assessment:

- What method of review and evaluation will be used to complete the lesson?
- What will your rubric be so that you understand what students have learned?

Independent Practice:

- List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.

OBTAINING AN INDIANA TEACHING LICENSE

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

1. meet all requirements for an undergraduate degree and successfully completed a teacher education program
2. complete successfully Praxis I and Praxis II (subject area test)
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.
- ▶ 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
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
812-856-8511

OR

Sharon Vance
svance@indiana.edu
812-856-8511

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. 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, most 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 every day at the on-line vacancies, 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.