

A Community of Teachers Mentor Teacher Handbook



April 2022

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Dear Mentor Teacher,

On behalf of the Community of Teachers faculty, as well as Indiana University School of Education, I would like to thank you for your support of our students. Mentorship by an experienced teacher in the field is a key component of the program. It underscores our belief that teacher candidates best learn how to teach when coursework is paired with direct experience in the field. Mentorship provides a context for teacher candidates to understand and apply their knowledge. Thank you again for your commitment to our students and the program. Please contact your apprentice's seminar facilitator if you have any questions.

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Co-Directors of Community of Teachers

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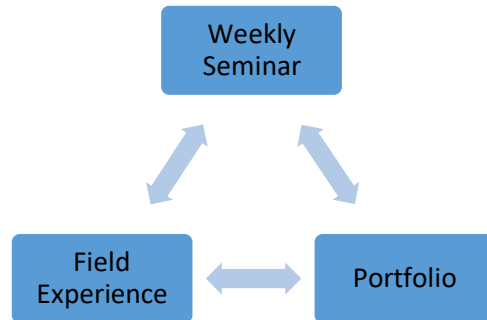
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Overview of the Community of Teachers Program

The Community of Teachers (CoT) program is an alternative teacher licensure program for teacher candidates of any general education subject area or special education founded in 1992 at Indiana University Bloomington. CoT prepares teachers who value the empowerment of individuals, the personalization of learning settings, and learning experiences based in the real world of schools and communities. CoT acts on these values by providing its teacher candidates with extended practicum experiences during their preparation. Completion of the program is not accomplished by accumulating course credits. Rather, students demonstrate, whenever possible, their actual performance as teachers in school settings. The program has three primary components: Seminar, Field Experience, and Portfolio.



Seminar

CoT candidates attend a seminar class that meets weekly on Tuesday nights. Each seminar is composed of a rotating cohort of about 15 to 22 students per semester. Each semester, students in each seminar decide on a curricular focus and associated readings for the next semester. Students lead each seminar with support of their seminar leader. Part of each class is also dedicated to discussion of field experiences and related aspects of teacher preparation.

Field Experience

Extended field experience with a mentor teacher is at the heart of the CoT program. The program fundamentally believes that teacher candidates best learn how to be teachers when university teacher preparation is complemented by extensive experience in a field setting with a skilled teacher. Unlike traditional student teaching where the program places students with supervising teachers, the CoT program challenges students to find a mentor teacher in their subject area that they feel is the kind of teacher they want to become. In their first semester, teacher candidates are encouraged to observe many different teachers before choosing one teacher they will work with with one day per week for the duration of the program until they student teach. They will then student teach with the teacher they selected as their mentor.

Portfolio

Each student in CoT is responsible for completing a portfolio consisting of 16 expectations (see page 6) based on Indiana's Ten Principles of Performance and the Interstate New Teacher Assessment Standards Consortium (INTASC) standards. Portfolio expectations are completed throughout the program as students gather evidence from their own experiences, coursework, independent study, their field experience, and student teaching experience. Evidence for each expectation is individualized for each student and may include papers the student completed in other classes, reflections on particular books or articles, lesson plans, examples of student work, letters of recommendation, photographs and videos. Each expectation must also include evidence from the student's field setting. Students' explain each piece of evidence they chose to include, and then critically reflect on what it means for their practice as a teacher. Seminar facilitators

review each expectation based on a three-point scale: Formative, Substantial Progress, and Ready to Teach. All expectations must be at the Ready to Teach level before the candidate will be recommended for licensure.

Typical Timeline

Entrance to CoT

Each potential teacher candidate applies to the CoT program and is interviewed by a group of CoT teacher candidates and faculty. Once accepted, teacher candidates are placed into a seminar group.

First or Second Semester in Program

- Student contacts school principals and arranges school visits
- After a student selects his or her mentor, the student and mentor teacher agree to the mentorship/field experience and have a meeting with the student's seminar facilitator to formalize the arrangement
- Student attends field experience one day per week or the equivalent of one day as per Indiana University's schedule throughout each semester until the student transitions to their student teaching semester
- The student is observed in their mentorship by a university supervisor once per semester

Throughout Program Prior to Student Teaching

- Teacher candidates continue participating in their mentorship one day per week and being observed once per semester by a university supervisor
- Teacher candidates complete at least two Portfolio Expectations per semester
- Teacher candidates admitted to the IU Teacher Education Program upon completing school-wide benchmarks and CoT's requirement of 5 Portfolio Expectations at "Substantial Progress"

Semester before Student Teaching

- Teacher candidates must complete 10 Portfolio Expectations at Substantial Progress the semester before student teaching
- A meeting is held between the mentor teacher, candidate, and seminar facilitator to review the progress in the mentorship and discuss student teaching semester
- Teacher candidates apply to student teaching through the IU Office of Teacher Education

Student Teaching Semester

- Depending on the teacher candidate's content area, he or she will student teach for a total of 10 (grad students), 12, or 16 weeks during which time the student will have primary responsibility for teaching all lessons, grading, and performing other school-related activities
- Candidates will complete the EdTPA during their student teaching
- The seminar facilitator/university supervisor will visit 3-4 times to observe during student teaching

- Mentor teachers are asked to complete Midterm and Final Evaluations of the candidate's student teaching. Links to these digital forms are provided by the university supervisor.
- Mentor teacher, university supervisor, and teacher candidate discuss the progress noted on the evaluation forms during supervisor visits
- The mentor teacher is asked to write a letter about the student's performance at the conclusion of student teaching and to give it directly to the student
- Mentor teachers will receive a small stipend from Indiana University during the candidate's student teaching semester

After Completion of Student Teaching

- Before being recommended to apply for a teaching license, candidates must complete the CoT Portfolio and have it approved by two CoT faculty members
- Teacher candidates must pass the required licensing exams and complete all IU School of Education requirements in order to apply for their initial teaching license.

Field Experience

Apprenticing with an experienced teacher in the field is one of the most important components of the CoT program. In CoT, two semesters in a field experience with the chosen mentor teacher are required prior to student teaching. Most teacher candidates will typically work with the same mentor teacher for well over a year. During that time, mentors can have a profound impact not only on their apprentice's teaching skills and dispositions, but also their teaching identity in a more general sense. As such, the decision to mentor a teacher candidate is a commitment to helping that individual in their development as a teacher. Many mentors find that mentoring a teacher candidate benefits them as well as their apprentice. Candidates may lead small group learning or help grade papers freeing up time in the classroom. Mentoring a candidate can also encourage reflective practice as mentors explain decisions regarding curriculum and classroom management.

At the beginning of the mentorship, it is important to directly discuss dispositions related to teaching. To aid this discussion, a disposition self-assessment has been provided in the Appendix of this manual as an optional resource. While uncommon, it is possible that a mentor and apprentice might have conflicting dispositions that may limit opportunities for growth and learning. Being aware of these potential conflicts may help the mentor teacher, teacher candidate, and seminar facilitator ensure that the field experience will be positive and productive for all involved.

Over the course of mentorship, candidates observe and gradually take on more responsibility in their mentor's classroom. Candidates often begin by simply helping their mentor grade and proctor exams and assisting students with assignments in small groups before gradually beginning to teach lessons to the entire class. Mentors play a critical role in providing support and feedback as these teacher candidates transition to becoming teachers. It is important to be willing to let the candidate get experience working with students. One way to do this is to help the candidate develop a lesson plan similar to your own, implement it with your students, then set aside time to meet after class to discuss how it went.

A more gradual transition to full responsibility in the classroom is beneficial both for the candidate and the mentor teacher. Candidates have the benefit of getting to know their mentor teacher and how he or she runs the classroom, plans lessons, and assesses student learning. During the mentorship phase of the program, candidates may find it helpful to have a model for instruction that they can replicate, and getting practice early on within the relatively safe environment of a classroom that they do not yet have full responsibility for can be an invaluable learning experience. Candidates also become more aware of the school culture and get the opportunity to know other teachers and staff in the school. While candidates will spend the majority of time in their mentor's classroom, some find it helpful to observe other teacher's classrooms in the same building to get exposure to other ways to teach.

The more gradual transition to full responsibility in the classroom can also be beneficial for the mentor teacher. Aside from the benefits of having an extra person in the classroom to help out when needed, there is ample opportunity for the mentor to develop a meaningful mentor-apprentice relationship with the teacher candidate. As the teacher candidate takes on more responsibility, the mentor teacher can provide feedback to the candidate about their performance and gradually shape what kind of teacher their apprentice becomes. This can help the mentor teacher feel more at ease when it comes time for the teacher candidate to assume more

responsibility in the classroom during the student teaching semester. Mentoring a student teacher can also help the mentor teacher become more reflective in their own practice as they explain their methods and understandings to their apprentice.

Co-Teaching Models

One way of thinking about structuring a candidate's role in the classroom with a mentor teacher is co-teaching. Co-teaching is defined as two teachers working together with groups of students sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. Co-teaching evolved out of general education teachers and special educators working together, but is applicable to the mentor-apprentice relationship as well. There are six general approaches to co-teaching described below. The approaches are presented as possible models for how to think about incorporating a teacher candidate into your classroom, but how you choose to include your apprentice is ultimately your decision. Many field experiences typically start with "One Teach, One Observe" or "One Teach, One Assist," then gradually shift as the candidate gains experience and credibility.

Six Approaches to Co-Teaching

1. **One Teach, One Observe** - One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
2. **One Teach, One Assist** - One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. This approach can help pre-service teachers gain valuable experience and self-efficacy working with students one-on-one or in small groups.
3. **Parallel Teaching** - Each teacher instructs half of the students. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously. The greatest benefit of this strategy is the reduction of the student-to-teacher ratio.
4. **Station Teaching** - Teachers divide the content into parts and separates the students into small groups that rotate between the teachers. Each teacher teaches their part of the content or activity to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.
5. **Alternative/ Differentiated Teaching** - In most classes, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. Alternative teaching allows for differentiated instruction for students who need the information and/or materials extended or remediated. The goal of the lesson is the same for all students, however the avenue for getting there is different.
6. **Team Teaching** - In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag

team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles. From a student's perspective, there is no clearly defined leader as both teachers share instruction, are free to interject, and available to assist students.

Adapted from Cook, L. & Friend, M. (2004, April). *Co-Teaching: Principles, Practices, and Pragmatics*, Paper presented at the quarterly meeting of the New Mexico Public Education Department Special Education Meeting, Albuquerque, NM.

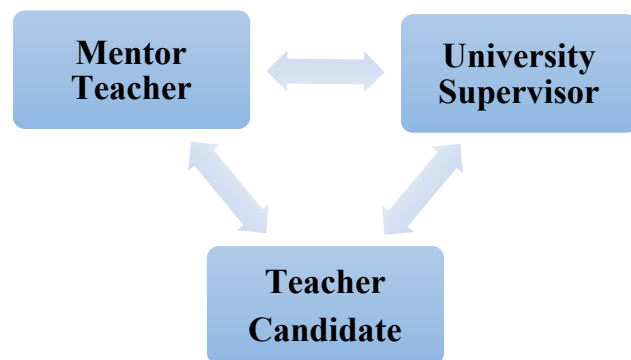
Overview of the Student Teaching Experience

The student teaching semester is the culmination of a teacher candidate's preparation to join the teaching profession. Student teaching is defined as a full day, full time, school-based experience that is supervised by a certified experienced teacher and a university supervisor. The student teaching experience will follow either the traditional teaching model or the collaborative teaching model. Collaborative teaching is defined as two teachers, a cooperating teacher and a teacher candidate, working together with groups of students sharing the planning, organization, delivery, and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.

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. Supervision is regarded as absolutely essential and is the mutual responsibility of the mentor teacher and the university supervisor, who are proven successful classroom teachers. The extent of a candidate's involvement and the assumption of full teaching and assessment responsibilities rest upon the mutual agreement of the candidate, the mentor teacher, and the university supervisor, who make up the **Student Teaching Triad**.

The basic role of the triad members is to work as a collaborative team employing constant communication to support, enhance, and prepare the teacher candidate 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 teacher candidate. Aside from the School of Education course that supports the EdTPA project during student teaching, candidates are NOT to take classes while student teaching except in rare cases when approval has been granted. In addition, teacher candidates are strongly discouraged from holding part-time, evening, or weekend jobs, as these added demands will diminish time that should be spent planning lessons, preparing instructional materials, and developing assessment resources. Part-time employment also will minimize opportunities for collaborative work with the mentor teacher, involvement in after-school meetings, and attendance at 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 must be the teacher candidate's number one priority throughout the experience.



Fundamentally, teacher candidates must consider themselves professionals and behave accordingly. The teacher candidate is expected to dress and act professionally, and work with the mentor teacher, the university supervisor, professional colleagues, and students to strengthen skills and knowledge.

Student Teaching Triad Responsibilities

	Knowledge	Learning Environment	Personalized Learning
C A N D I D A T E	<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. • Demonstrates the skill to engage students in meaningful learning experiences. 	<ul style="list-style-type: none"> • Collaboratively plans and demonstrates classroom management. • Collaboratively develops a positive physical environment through appropriate planning and use of space, technologies and instructional tools and instructional time. • Collaboratively fosters collaborative learning and positive social interactions. • Provides positive transitions in classroom and learning communities. 	<ul style="list-style-type: none"> • Collaboratively develops lessons that reflect individual student ability levels and learning styles resulting in the intellectual engagement of all students. • Collaboratively develops lessons that are creative, engaging, and appropriate for the learning community. • Demonstrates the use of analytical skills and adaptation of instruction based on assessment results and knowledge of students.
M E N T O R	<ul style="list-style-type: none"> • Meets regularly to collaborate on student developmental issues. • Provides examples and collaborates on lesson planning using standards and quality resource selections. • Collaborates and reflects continuously on assessment strategies that document student learning. • Collaborates 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, collaborates, and reflects on quality classroom management plans and strategies. • Provides examples, collaborates, and reflects on using technologies and instructional tools. • Provides examples, collaborates, and reflects on ways to foster collaborative learning. . • Provides examples of effective transitions in classroom. 	<ul style="list-style-type: none"> • Provides examples, collaborates, and reflects on learning objectives, assessments, and learning styles for the individual child (rubrics, differentiated assessment, challenging projects or problems). • Collaborates and reflects continuously on appropriate ways to engage students. • Provides examples, reviews, and reflects continuously on analyzing assessment results and adapting instruction to foster learning.
S U P E R V I S O R	<ul style="list-style-type: none"> • Nurtures support systems for the development of lessons that reflect knowledge of students and build on their abilities to develop conceptual understanding. • May discuss and reflects on the lesson plans, instruction, and assessment strategies that demonstrate an understanding of students and their abilities, content knowledge, state standards, and assessment strategies. 	<ul style="list-style-type: none"> • Communicates and discusses teacher candidate’s classroom management. • Discusses and reflects on lesson plans that use effectively space, resources, technologies, instructional tools, and instructional time. • Communicates and reflects on the collaborative learning and social interactions with and among the students • Discusses and reflects on transitions in the classroom and learning communities 	<ul style="list-style-type: none"> • Communicates and discusses teacher candidate’s level and means of student engagement and use of collaborative learning. • Discusses and reflects on the instructional activities and the incorporation of ability levels, interests, and learning styles. • Discusses use of analytical skills and changes in instruction based on assessment results and knowledge of students

	Community	Reflection	Growth
C A N D I D A T E	<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 collaborative 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 one’s philosophy of teaching and oneself as a member of the teaching profession. • Uses reflection and analytical skills to inform planning and 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 demonstrates initiative and confidence • Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. • Accepts all professional responsibilities for instructional and non-instructional duties. • Demonstrates an understanding of current research and issues.
M E N T O R	<ul style="list-style-type: none"> • Collaboratively determines a list of professional responsibilities and activities for the teacher candidate and reviews and reflects on those responsibilities. • Communicates about professionalism in working with students outside of the classroom. • Collaboratively reviews and reflects on different types of parent communication and provides the teacher candidate with the available community and school resources to help students. 	<ul style="list-style-type: none"> • Provides examples, reviews and reflects continuously on a philosophy of teaching and the role of reflection from multiple data sources. • Discusses the use of reflection and analytical skills to inform planning and 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 research and issues.
S U P E R V I S O R	<ul style="list-style-type: none"> • Communicates and discusses teacher candidate participation in the school community. • Discusses and reflects on the importance and merit of understanding and participating in the community. • Communicates with the teacher candidate and supervising teacher. 	<ul style="list-style-type: none"> • Discusses the use of reflection and analytical skills to improve instruction. • Discusses and reflects on the philosophy of teaching • 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 teacher candidate’s subsequent behavior and instructions. • Shares information and discusses research and current issues. • Communicates with the teacher candidate and supervising teacher.

Field Experience and Student Teaching Policies

Calendar/Vacations Unlike during the early field experience, when the student teacher follows the university's calendar, it is the policy of Indiana University that teacher candidates will follow the calendar of the respective school corporation during student teaching. FALL teacher candidates will report the first teacher day of the school corporation. SPRING teacher candidates will report the first day back from holiday break and ***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 mentor 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 Teacher Education 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.

Activity Parameters A teacher candidate may not act as a paid substitute if the supervising teacher is absent. Teacher 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 employees 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 (besides the edTPA course) while student teaching, and are strongly discouraged from holding a job.*

Absences There are no sick days in student teaching. All teacher candidates are expected to fulfill the required number of days of their student teaching assignment. ***Days missed must be made up.*** If a teacher candidate is going to be late or miss a day, he/she must notify the school office, the mentor teacher, and the university supervisor. The school should be notified no later than

6:15 am. The mentor teacher and university supervisor must be informed after the school is called. If extenuating circumstances occur, the university supervisor and mentor teacher will meet to discuss extending the experience and make a recommendation accordingly to the Office of Teacher Education. 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 teacher candidate to report suspicions of child abuse. Follow these steps:

Teacher Candidates...

- May not act as a paid substitute
- 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

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

The Teaching and Learning Foundation

The Six Guiding Principles of the Indiana University School of Education

Knowledge

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

Learning Environment

The teacher candidate is expected to create and nurture positive physical, social, and academic learning environments.

Personalized Learning

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

Community

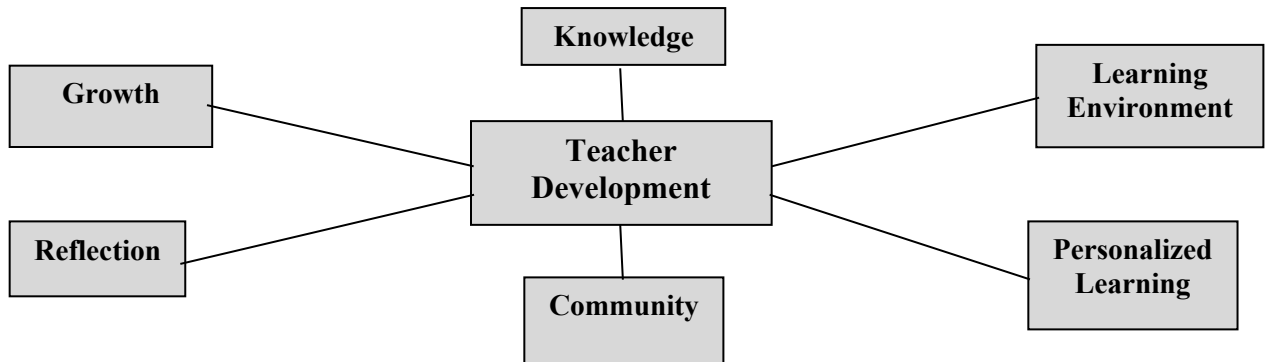
The teacher candidate is expected to understand and to be involved in the academic learning community. The teacher candidate builds and develops relationships within the school, corporation, and community.

Reflection

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



CoT Portfolio

The portfolio is the capstone project for CoT teacher candidates. It requires candidates to submit evidence of their proficiency and understanding of each expectation, and is thus each candidate's unique representation of what kind of teacher they are becoming. Each expectation is evaluated based on three criteria: the *source* of the information presented as evidence, the *context* from which the evidence was derived, the candidate's coherent reflection on the evidence presented (see Appendix for overarching Portfolio rubric). Reflecting about their practice, candidates compile a variety of types of evidence to demonstrate their proficiency and understanding of the concepts of each expectation.

The mentor teacher is an invaluable resource in the development of the portfolio. Mentor teachers can suggest resources that students might explore or help the student develop lesson plans and assessments. Students may also ask mentors to write an evaluation of their teaching for their portfolios. However, the most important and meaningful way a mentor can help their student teacher is to engage them in reflective practice. As previously stated, simply providing evidence is not enough to fulfill the requirement for each expectation. A student must critically reflect on the decisions they make regarding the selection of curriculum content, teaching strategies, and classroom management. A mentor teacher can help their apprentice develop this skill by explaining their decision making processes used to develop curricula, providing feedback on teaching, and asking critical questions. Even though the student is entirely responsible for the completion of their portfolio, the process of completing the expectations can be a valuable venue for the mentor teacher to impart core values, dispositions, and practices to their apprentice.

Portfolio Expectations

1. Subject Matter

Our teacher candidates will demonstrate their knowledge of and commitment to subject matter through their teaching.

2. Teaching Reading and Writing

Secondary: Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

Elementary: Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

3. Individual Development

Our teacher candidates will demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students' development.

4. Curriculum Development

Our teacher candidates will demonstrate that they can critically review learning materials and develop curricula appropriate for their students.

5. Instructional Strategies

Our teacher candidates will demonstrate that they can employ a variety of instructional approaches in developing their students' critical thinking, problem-solving, and inquiry abilities and that they understand how to integrate technology effectively into their instruction.

6. Self-Directed Learning

Our teacher candidates will demonstrate that they can help students take responsibility for their own learning and develop a sense of influence in the world around them.

7. Diverse Learners

Our teacher candidates will demonstrate an ability to work effectively with students who have diverse abilities and/or special needs, and to personalize their students' learning by working with them and their families to develop individually meaningful learning programs.

8. Classroom Management & Community

Our teacher candidates will demonstrate that they can effectively employ a variety of approaches in designing and managing daily classroom routines and fostering a sense of community among their students.

9. Learning From Others

Our teacher candidates will demonstrate that they can facilitate their students' learning in a variety of group situations.

10. Multicultural Understanding

Our teacher candidates will demonstrate that they can function effectively in multicultural settings.

11. Evaluating Students' Learning

Our teacher candidates will demonstrate that they can systematically and intelligently gather and analyze information regarding their students' performance in school and that they can employ a variety of assessment tools and strategies to evaluate their students' work.

12. School and Community Specialists

Our teacher candidates will demonstrate responsiveness to their students' specific needs by seeking the help of school specialists and community resources when appropriate.

13. Collaboration

Our teacher candidates will demonstrate that they have interpersonal skills related to working with other key stakeholders (e.g. parents, colleagues, and members of the larger community) in the education of their students.

14. Professional Growth

Our teacher candidates will demonstrate that they are committed to ongoing professional growth, asking questions about their teaching and their students' learning and finding ways to answer those questions.

15. Expressing Convictions

Our teacher candidates will demonstrate that they support human rights, can participate in salient debates on major social issues and can respond thoughtfully and appropriately when controversial issues arise in the classroom. They will also demonstrate that they are able to create a classroom climate that encourages similar behavior in their students.

16a. * Extracurricular Activities

Our teacher candidates will demonstrate their dedication to roles and responsibilities outside the instructional school day.

16b. * Equity and School Law

Our teacher candidates will demonstrate that they can provide their students with a fair and equitable education based upon their knowledge of school policies as well as state and federal legislation that affect their students' well-being as individuals within the school system.

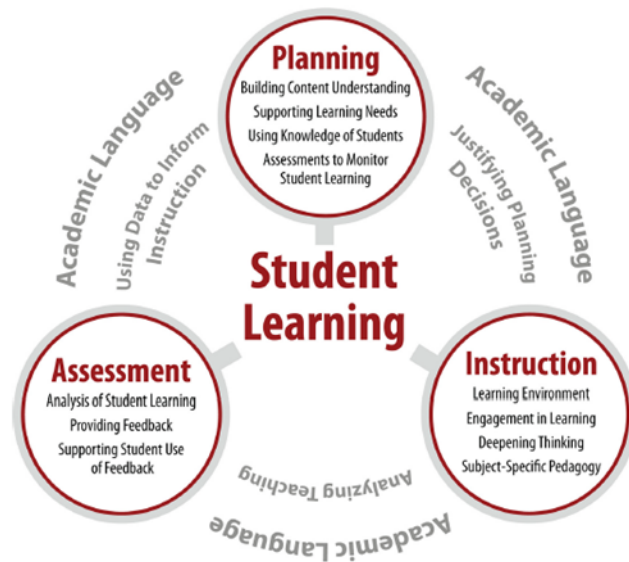
*For #16, students will choose either (a) or (b). Any newly created expectations will likely be designated as additional options for #16.

EdTPA Assessment toward Portfolio Expectation Completion (revised 11/15/18)

Starting Fall 2018, all students seeking initial licensure via the Community of Teachers program will complete the edTPA. The Teacher Performance Assessment requires that teacher candidates select a series of learners in collaboration with their mentor to develop and teach lessons. Lessons are designed to meet the needs of learner(s) and their academic curriculum. Applicants submit lesson plans, videos of instruction, assessments of student learning, and a reflective commentary to edTPA.

Activities completed for edTPA may be used to fulfill evidence requirements for the following expectations:

- Subject Matter (#1)
- Individual Development (#3)
- Curriculum Development (#4)
- Instructional Strategies (#5)
- Self-Directed Learning (#6)
- Diverse Learners (#7)
- Classroom Management and Community (#8)
- Evaluating Students' Learning (#11)
- School and Community Specialists (#12) (possibly)



In order to apply work from edTPA to the CoT portfolio, candidates must earn Substantial Progress (SP) on the expectation prior to their student teaching. The evidence collected for edTPA may be used for the CoT portfolio along with an accompanying commentary (what, so what, now what).

What's in it for CoT Teacher Candidates?

- Additional credibility based on a nationalized standard
- Evidence to fulfill requirements for several portfolio expectations (up to nine of them)
- Additional practice and support in creating lesson plans and assessments
- Feedback on teaching ability from an objective observer

Supports from both the Community of Teachers and the Office of Teacher Education will guide your process.

Appendix

Evaluating Evidence for the Portfolio (Overarching rubric)	21
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Sample Permission Form for Afterschool Tutoring	24
Required Student Teaching Evaluation—Midterm/Final Evaluation Rubric: https://education.indiana.edu/students/undergraduates/clinical-experiences/student-teaching/docs/Midterm%20Conference%20Summary%20and%20Rubric%2018-19.pdf	

A Community of Teachers Evaluating Evidence for the Portfolio

More Compelling

Moderately Compelling

Less Compelling

Source of Information

- Self-evident products such as videotapes, term papers (for verbal communication).
- Spontaneous events that are captured in some credible manner that connotes a successful response.
- Curricula or materials that you develop and use in a school, including an evaluation of how it worked.
- Curricula or materials that you develop but never try out in a school.
- Unsolicited comments (notes, letters, email messages) from teachers and school administrators.
- Solicited Mentor Teacher’s testimonials.
- Unsolicited comments (notes, letters, email messages) from professors and instructors.
- Your Seminar leader’s comments about your work.
- Unsolicited comments (notes, letters, email messages) from other CoTers.
- Your narrative of an activity, accompanied by someone else’s evaluation of how well it worked.
- A reflective essay on a topic
- Your narrative of an activity, accompanied by evidence that it actually happened (e.g., photos, materials).
- Your narrative of an activity, accompanied (only) by your evaluation of how well it worked.
- Materials developed by others that you have adapted.

Context of the Evidence

- Real experience in actual school settings with real kids where you are in charge.
- College teaching where you are in charge.
- Other teaching-related settings with adolescents in groups (coaching, church work, camp work, etc.).
- Helping experiences with one child or adolescent.
- Other teaching-related settings with children in groups (camp counseling, day care, etc.).
- Helping experiences with one younger child (but probably not babysitting).
- Long term participation in a professional association.
- Formal presentations at professional meetings (conferences, workshops, etc.)
- Formal presentations at non-professional meetings.
- Products of on-campus assignments (except for Subject Matter).
- Attendance only at professional meetings, workshops, lectures, etc.

Coherence and Reflection

- Reflecting in substantive essays that present your views on each of the Expectations.
- Providing a narrative of your development as a teacher.
- Providing some sort of overview of yourself as a teacher, something similar to a professional profile.
- Providing a clear summary of the major activities and projects which you have developed or participated in as a part of your teaching.
- Providing an effective, consistently-formatted introduction to each Expectation that goes beyond a simple list of the contents of the folder; it explains why this information fits this Expectation.
- Incorporating an effective system for cross-referencing evidence that supports more than one Expectation.
- Organizing all of your evidence into a consistent, easy to use (from the reader’s perspective) format.
- Developing a clear, consistent organization of evidence throughout the Portfolio that clearly delineates each Expectation, and perhaps each of the ten categories of Expectations.

TEACHER DISPOSITION INDEX – SELF ASSESSMENT

Student-Centered Subscale

1. I believe a teacher must use a variety of instructional strategies to optimize student learning. (P2)
2. I understand that students learn in a many different ways. (P3)
3. I demonstrate qualities of humor, empathy, and warmth with others. (P5)
4. I am a thoughtful and responsive listener. (P6)
5. I assume responsibility when working with others. (P7)
6. I believe that all students can learn. (P2)
7. I believe it is important to involve all students in learning. (P3)
8. I believe the classroom environment a teacher creates greatly affects students' learning and development. (P2)
9. I view teaching as an important profession. (P9)
10. I understand that teachers' expectations impact student learning. (P3)
11. I view teaching as a collaborative effort among educators. (P7)
12. I understand students have certain needs that must be met before learning can take place. (P2)
13. I am sensitive to student differences. (P3)
14. I communicate caring, concern, and a willingness to become involved with others. (P6)
15. I am punctual and reliable in my attendance. (P9)
16. I maintain a professional appearance. (P9)
17. I believe it is my job to create a learning environment that is conducive to the development of students' self-confidence and competence. (P2)
18. I respect the cultures of all students. (P3)
19. I honor my commitments. (P9)
20. I treat students with dignity and respect at all times. (P5)
21. I am willing to receive feedback and assessment of my teaching. (P9)
22. I am patient when working with students. (P5)
23. I am open to adjusting and revising my plans to meet student needs. (P7)
24. I communicate in ways that demonstrate respect for the feelings, ideas, and contributions of others. (P9)
25. I believe it is important to learn about students and their community. (P7)

Professionalism, Curriculum-Centered Subscale

1. I am committed to critical reflection for my professional growth. (P9)
2. I cooperate with colleagues in planning instruction. (P7)
3. I actively seek out professional growth opportunities. (P9)
4. I uphold the laws and ethical codes governing the teaching profession. (P9)
5. I stimulate students' interests. (P1)
6. I value both long term and short term planning. (P7)
7. I stay current with the evolving nature of the teaching profession. (P9)
8. I select material that is relevant for students. (P1)
9. I am successful in facilitating learning for all students. (P3)
10. I demonstrate and encourage democratic interaction in the classroom and school. (P5)
11. I accurately read the non-verbal communication of students. (P6)
12. I engage in discussions about new ideas in the teaching profession. (P9)

13. I select material that is interesting for students. (P1)
14. I provide appropriate feedback to encourage students in their development. (P2)
15. I engage in research-based teaching practices. (P9)
16. I create connections to subject matter that are meaningful to students. (P1)
17. I listen to colleagues' ideas and suggestions to improve instruction. (P7)
18. I take initiative to promote ethical and responsible professional practice. (P9)
19. I communicate effectively with students, parents, and colleagues. (P9)
20. I work well with others in implementing a common curriculum. (P7)

Note. After each item the corresponding INTASC (1991) principle is specified, such as P1 for Principle 1. Items were developed from the following sources: Barton et al. (1994), Cudahy et al. (2002), Keirse (1998), and Schaffer (2003).

Sample Permission Form for After School Tutoring

Dear Parent/Guardian,

My name is Lucy Edwards and I am a junior at Indiana University. I am majoring in education. For the past school year I have been working with the six grade team and students twice a week. In efforts to help our students understand the material and better complete their assignments, I have volunteered to stay after school to provide any additional time and support that is needed. These sessions will be held in room 1011. We will review new concepts explored during the week, as well as old concepts that need to be revisited. Below you will find the days and times that I am available to stay. If you are interested, please circle the time that works best for you and your child. They are more than welcome to attend each day if desired.

Monday: 3:15-4:30
Wednesday: 3:15-4:30
Thursday: 3:15-4:30
Friday: 3:15-4:30

This schedule will be the same each week throughout the academic calendar. Therefore, if your student does not plan to attend the help session on the designated day that they are supposed to attend, please write them a note and have them bring it to school on that given day. Please circle how your student will be getting home at the end of the day whether it is by car or walking. For those who will be picked up, we will be waiting at the main doors at 4:30 p.m. Please sign below if you give your student permission to stay. If you have any questions please do not hesitate to email me at ledwards@indiana.edu or call Miss Jorgensen at 843.732.2437 ext 3673.

Best Wishes,

Lucy Edwards

Will your child will walk home? YES _____ NO _____

My child will be picked up by: _____

Parent/Guardian Signature: _____

Date: _____