

A Community of Teachers Mentor Teacher Handbook



November 2014

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INDIANA UNIVERSITY
SCHOOL OF EDUCATION

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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 under an experienced teacher in the field is a key component of the program. It underscores our belief that preservice teachers best learn how to teach when coursework is paired with direct experience in the field. Mentorship provides a context for preservice teachers 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.

Respectfully,

Gretchen Butera, PhD, Director of Community of Teachers

Website: <http://education.indiana.edu/undergraduate/programs/secondary/secondary-cot.html>

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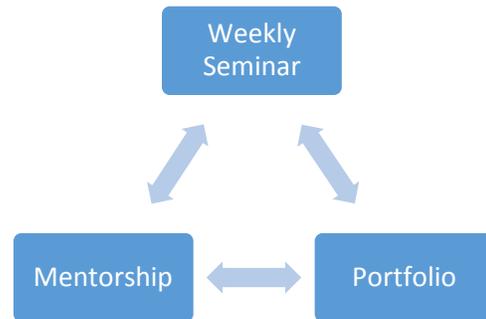
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OVERVIEW OF THE COMMUNITY OF TEACHERS PROGRAM

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, Mentorship, and Portfolio.



Seminar

CoT includes four seminars that meet 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 choose the topic and books to read that will focus on the next semester. Students lead each seminar with support of their seminar leader. Part of each class is also focused on questions that arise during the field experience or other aspects of teacher preparation.

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 mentorship, 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 placement. Students explain the particular pieces of evidence they chose to include, then critically reflect on what it means for their practice as a teacher. Each expectation is graded by their seminar facilitators on a three point scale: Ready to Teach, Substantial Progress, and Formative. All expectations must be at the Ready to Teach level before the teacher candidate to proceed to licensure.

Mentorship

Extended mentorship with an experienced 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 under a master 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 a teacher they will mentor 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.

BENCHMARKS AND 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 the principal and arranges a time for the student to observe a potential mentor
- After a student selects his or her mentor, the student and mentor teacher have a meeting with the student's seminar facilitator to discuss mutual expectations and components of the program
- Student attends mentorship 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 admitted to the IU Teacher Education Program upon completing school-wide benchmarks (GPA, tests, background check, and CPR/AED/Suicide Prevention training) and completing 5 expectations at substantial progress
- 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 expectations per semester

Semester before Student Teaching

- Teacher candidates must complete 10 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 Teacher Education office and have their mentor sign stipend forms

Student Teaching Semester

- Depending on the candidate's content area, he or she will student teach for a total of 12-16 weeks.
- The seminar facilitator will visit 3-4 times to observe during student teaching.
- Candidates are encouraged to continue to work collaboratively with their mentors and have greater responsibility for teaching lessons, grading, and performing other school-related activities.
- The mentor teacher is responsible for writing a letter about the student's performance at the conclusion of student teaching. No other evaluation forms are required, but may be completed with the university supervisor and are provided as additional resources in this handbook.
- Mentor teachers will receive a small stipend from Indiana University during the candidate's student teaching semester.

After Completion of Student Teaching

Teacher candidates must complete all university requirements for licensure including completing coursework, passing required licensing exams, suicide prevention training, and first aid certification. CoT also requires that candidates complete their portfolio containing evidence and critical reflections for all program expectations prior to licensure.

PORTFOLIO

The portfolio is the capstone project for each student in CoT. It requires students to submit evidence of their proficiency and understanding of each expectation, and is thus each student's unique representation of what kind of teacher they are becoming. Each expectation is evaluated based on four criteria: source of the information presented as evidence, the context from which the evidence was derived, the student's personal reflection on the evidence presented, and the coherence of the reflection overall (See appendix). Reflecting about their practice, students therefore compile a variety of evidence from a variety of contexts and sources to demonstrate their proficiency and understanding of the concepts of each expectation.

Each student's 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 affects 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.*

MENTORSHIP

Mentorship with an experienced teacher in the field is one of the most important components of the CoT program. In CoT, two semesters in a mentorship are required prior to student teaching, but teacher candidates will typically work with the same mentor teacher for well over a year. During that time, mentors can have an incredible 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 preservice teacher is a commitment to helping that individual in their development as a teacher. Many mentors find that mentoring a preservice teacher benefits them as well as their apprentice. Preservice teachers may lead small group learning or help grade papers freeing up time in the classroom. Mentoring a preservice teacher 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 both the mentor teacher, teacher candidate, and seminar facilitator ensure that the mentorship will be a positive experience 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 their 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 candidate 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 a teacher as they explain their own practice to their apprentice.

CO-TEACHING MODELS

One way of thinking about structuring a preservice teacher'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 preservice teacher into your classroom, but how you choose to include your apprentice is ultimately your decision. Many mentorships typically start with One Teach, One Observe or One Teach, One Assist, then gradually shift as the preservice teacher 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 teacher 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 STUDENT TEACHING

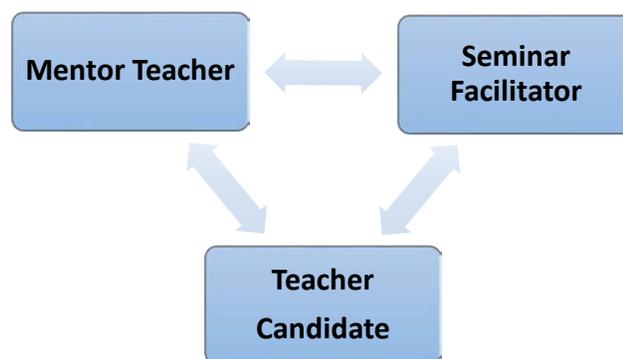
The student teaching semester is the culmination of a preservice teacher's preparation to become a teacher. Student teaching is defined as a full day, full time, school-based experience that is supervised by a certified experienced teacher and a university supervisor. The student teaching experience 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 supervising teacher and the university supervisor, who are proven successful classroom teachers. The extent of actual teacher candidate or practicum student involvement and the assumption of full teaching and assessment responsibilities rest upon the mutual agreement of the candidate, the mentor teacher, and the seminar facilitator, 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. Candidates are NOT to take any courses 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 candidates' number one priority throughout the experience.

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



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

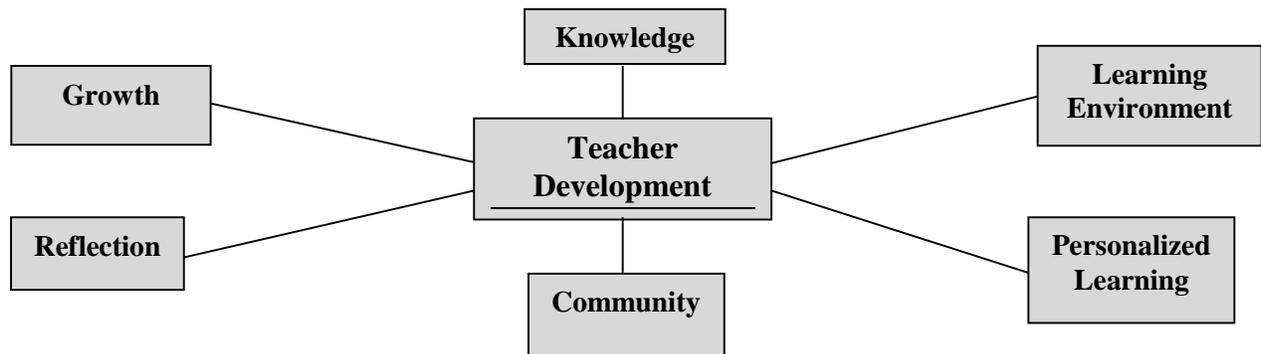
The teacher candidate is expected to understand and to be involved in the academic learning community. The teacher candidate builds and develops relationships within the school, corporation, and community.

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.



STUDENT TEACHING TRIAD RESPONSIBILITIES

	Knowledge	Learning Environment	Personalized Learning
Teacher Candidate	<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.
Mentor Teacher	<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.
Seminar Facilitator	<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
Teacher Candidate	<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.
Mentor Teacher	<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.
IU Facilitator	<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.

MENTORSHIP AND STUDENT TEACHING POLICIES

Calendar/Vacations Unlike during mentorship when the student teacher follow's 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 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.

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 while student teaching, and are strongly discouraged from holding a job.*

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

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 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 teacher candidate 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 in writing concerns to supervising 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.

APPENDIX

Form Required for Student Teaching Evaluation:

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INDIANA UNIVERSITY SCHOOL OF EDUCATION

Student Teaching/Practicum Final Recommendation

Supervising/ Mentor Teacher Form

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

Candidate's Name _____ | Date _____
(Please print)

PLEASE TYPE

This narrative should be reasonably detailed, complete, and accurate, including reference to specific examples of the teacher candidate's skills. It should address the teacher candidate'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 teacher candidate'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, and Teacher Candidate**

INDIANA UNIVERSITY SCHOOL OF EDUCATION
Student Teaching/Practicum Final Recommendation

University Supervisor/ Seminar Facilitator Form

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

Candidate's Signature _____

Candidate's Name _____ Date _____
(Please print)

PLEASE TYPE

This narrative should be reasonably detailed, complete, and accurate, including reference to specific examples of the teacher candidate's skills. It should address the teacher candidate'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 teacher candidate's potential as a member of the profession.**

University Supervisor Name (Please Print) Candidate's Grade (S/F) _____

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

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 teacher candidate performance in the space provided. Assign a rating for each indicator as follows:

- E (emerging)
- P (proficient)
- A (advanced)
- *N/A may be noted if one of the indicators is not observed during the lesson(s).

KNOWLEDGE	E/P/A	COMMENTS
Demonstrates depth of discipline knowledge		
Instruction supports student learning, connects to higher order skills		
Uses formative assessment strategies to deepen student learning		
Connects to state standards		
LEARNING ENVIRONMENT	E/P/A	COMMENTS
Demonstrates classroom management		
Effectively uses time, resources, materials		
Provides collaborative, on-task, and engaging learning tasks		
Utilizes multiple instructional strategies including interactive technologies		
Provides physical and instructional transitions		
PERSONALIZED LEARNING	E/P/A	COMMENTS
Lesson is age/developmentally appropriate, reflecting individual student's strengths, interests and needs		
Lesson is engaging and promotes deeper student learning		
Instructional activities address multiple learning styles		
PROFESSIONAL DISPOSITIONS	E/P/A	COMMENTS
Commits to learners from all backgrounds and ability levels; fosters an inclusive learning environment		
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

Teacher Candidate Signature: _____ **Copy to: Teacher Candidate**

STRUCTURED OBSERVATION RUBRIC

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

KNOWLEDGE	Emerging	Proficient	Advanced
Demonstrates depth of content knowledge	Teacher candidate's content knowledge is insufficient; content level is inappropriate for most students	Teacher candidate's content knowledge is adequate; content level is appropriate for the majority of students	Teacher candidate's content knowledge is strong; content level is appropriate for most students.
Instruction supports student learning, connects to higher order skills	Instruction focuses solely on learning skills or procedures. No reference to higher order skills	Instruction supports student learning and connects to higher order skills	Instruction supports student learning and leads students to make clear and consistent connections to higher order skills
Uses formative assessment strategies to deepen student learning	No assessments used to monitor students' learning; little or no feedback is provided to, or collected from students	Assessments are varied and provide specific evidence to monitor students' learning; adequate feedback is provided to, and collected from students	Multiple assessments are designed and used to allow students with specific needs to demonstrate their learning
Connects to state standards	Lesson includes no connection(s) to state standards	Lesson includes general connection(s) to state standards	Lessons include comprehensive and clear connection(s) to state standards

STRUCTURED OBSERVATION RUBRIC (continued)

LEARNING ENVIRONMENT	Emerging	Proficient	Advanced
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 time, resources, materials	Much of the instructional time is wasted	Lesson reflects adequate preparation/organization of resources and materials	Effective use of instructional time; students actively engaged
Provides collaborative, on-task, and engaging learning tasks	Lesson reflects a lack of preparation and organization. Learning tasks focus on rote learning	Lesson is organized and includes specific learning tasks that connect learning with some higher order skills	Lesson reflects comprehensive preparation and organization; learning tasks deepen and extend students' development of higher order skills
Utilizes multiple instructional strategies including interactive technologies	Only one teaching strategy used primarily	Limited variation in teaching strategies/technologies used	A variety of appropriate teaching strategies/technologies are 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

STRUCTURED OBSERVATION RUBRIC (continued)

PERSONALIZED LEARNING	Emerging	Proficient	Advanced
Lesson is age/developmentally appropriate, reflecting individual student's strengths, interests and needs	Little evidence of differentiation for individual students; lesson is inappropriate for students	Limited evidence of differentiation for individual students; lesson is appropriate for the majority of students	Lesson is appropriate for most students; strong evidence of differentiation, addressing individual student's strengths, interests, needs
Lesson is engaging and promotes deeper student learning	Lesson is not engaging; students provide few responses	Lesson prompts student responses that reflect their understanding	Lesson engaging and prompts students to build on/to deepen their understanding
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
PROFESSIONAL DISPOSITIONS	Emerging	Proficient	Advanced
Commits to learners from all backgrounds and ability levels; Fosters an inclusive learning environment	Lesson and interaction with students are limited to a small group of students	Lesson and interaction reach many students and groups	Lesson and interaction are inclusive; all students are engaged fully
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

INDIANA UNIVERSITY SCHOOL OF EDUCATION
Student Teaching/Practicum Final Conference Summary
Comments for Successful Completion of Student Teaching Experience

Candidate's Name _____ Dates (from) _____ (to) _____
(Please print)
Supervising Teacher Name _____ Subject/Grade _____
School Name _____ School Corporation _____
University Supervisor _____ IU Program _____
(Please print)

Ratings: 1-Unsatisfactory; 2-Emerging; 3-Proficient; 4-Advanced

Knowledge

Content, state standards, technologies, instructional tools	1	2	3	4
Informal and formal assessments	1	2	3	4
Students and support for their learning	1	2	3	4

Comments:

Learning Environment

Classroom management	1	2	3	4
Engaging learning environment	1	2	3	4
Collaborative learning environment	1	2	3	4

Comments:

Personalized Learning

Reflect individual student's strengths, interests, needs	1	2	3	4
Engage students in conceptual understanding, reasoning, problem-solving.	1	2	3	4
Use of assessments/analytical skills, adapts instruction	1	2	3	4

Comments:

Community

Understanding of community	1	2	3	4
Collaborates with colleagues	1	2	3	4
Effective parent collaboration and communication	1	2	3	4
Respectful treatment of others	1	2	3	4

Comments:

(continued on next page)

Student Teaching/Practicum Final Conference Summary (cont.)

Reflection

Reflects on understanding of differences and biases	1	2	3	4
Employs reflection, analytical skills to inform planning/instruction	1	2	3	4
Self-improvement	1	2	3	4

Comments:

Growth

Acts professionally	1	2	3	4
Accepts constructive criticism	1	2	3	4
Accepts professional responsibilities	1	2	3	4
Engages in ongoing professional learning	1	2	3	4
Demonstrates initiative and confidence	1	2	3	4

Comments:

Student Teaching/Practicum

Completes all requirements

Final Grade (S/F) _____

Comments:

A Community of Teachers

Evaluating Evidence for the Portfolio

Source of Information

Context of the Evidence

Coherence and Reflection

More Compelling
Moderately Compelling
Less Compelling

Self-evident products such as videotapes, term papers (for verbal communication).

Real experience in actual school settings with real kids where you are in charge.

Reflecting in substantive essays that present your views on each of the Expectations.

Spontaneous events that are captured in some credible manner that connotes a successful response.

College teaching where you are in charge.

Providing a narrative of your development as a teacher.

Curricula or materials that you develop and use in a school, including an evaluation of how it worked.

Other teaching-related settings with adolescents in groups (coaching, church work, camp work, etc.).

Providing some sort of overview of yourself as a teacher, something similar to a professional profile.

Curricula or materials that you develop but never try out in a school.

Helping experiences with one child or adolescent.

Providing a clear summary of the major activities and projects which you have developed or participated in as a part of your teaching.

Unsolicited comments (notes, letters, email messages) from teachers and school administrators.

Other teaching-related settings with children in groups (camp counseling, day care, etc.).

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.

Solicited Mentor Teacher's testimonials.

Unsolicited comments (notes, letters, email messages) from professors and instructors.

Helping experiences with one younger child (but probably not babysitting).

Incorporating an effective system for cross-referencing evidence that supports more than one Expectation.

Your Seminar leader's comments about your work.

Long term participation in a professional association.

Organizing all of your evidence into a consistent, easy to use (from the reader's perspective) format.

Unsolicited comments (notes, letters, email messages) from other CoTers.

Formal presentations at professional meetings

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT (PRESERVICE TEACHERS)

Student Name: _____ Date: _____
 (Please print)

Directions for Teacher Candidates: Use this form as a self-reflective exercise when beginning your mentorship. Be prepared to discuss

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 students; deep understanding of content	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 and responsibility	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 ensures an inclusive learning environment	1 2 3 4	
P3. Commits to appropriate adaptations for students with diverse needs	1 2 3 4	
Community Indicators		
C1. Commits to treating students, families and colleagues with kindness, fairness, patience, dignity, and respect	1 2 3 4	
C2. Recognizes the diverse contributions 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. Commits to continuous improvement as a teacher	1 2 3 4	
R4. Examines personal biases seeking out resources to deepen understanding	1 2 3 4	
Growth Indicators		
G1. Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction	1 2 3 4	
G2. Accepts professional responsibilities communicated by the supervising teacher, school, and corporation for instructional and non-instructional duties	1 2 3 4	
G3. 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	
General Comments		

TEACHER DISPOSITION INDEX – SELF ASSESSMENT (MENTOR TEACHERS)

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).