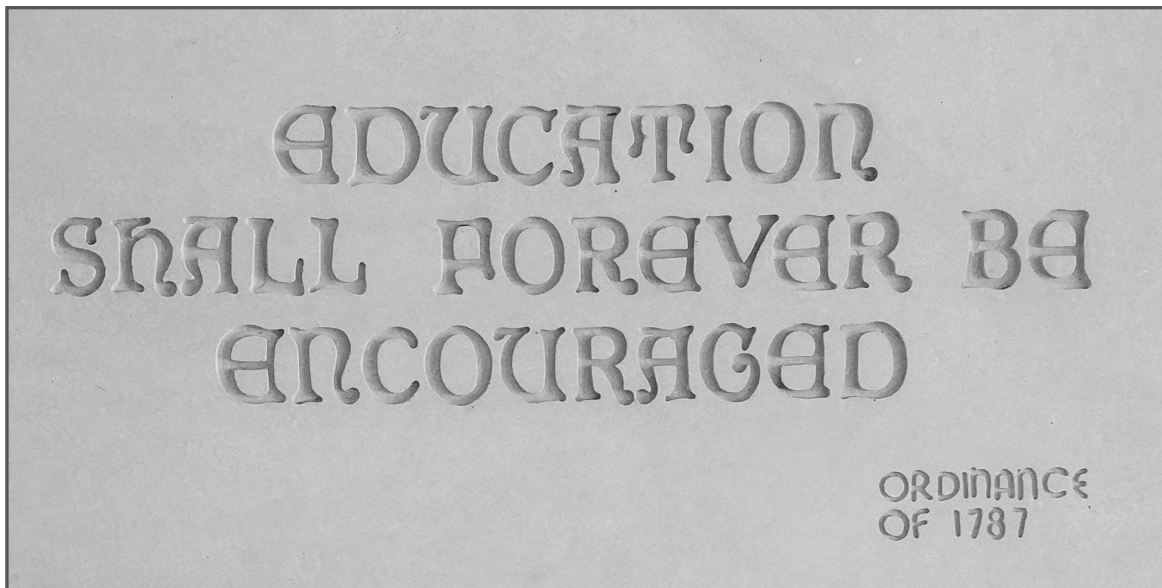




SCHOOL OF  
**EDUCATION**



Student Teaching  
**Handbook**



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SCHOOL OF EDUCATION  
**CLINICAL EXPERIENCES**  
Office of Teacher Education

Dear Student Teaching Stakeholders:

We extend our gratitude to the teachers and supervisors for your willingness to be an integral member of the student teaching triad. Student teaching is an important clinical opportunity for candidates to apply all that they have learned from our faculty, and at the same time, to learn from you about the practical applications of the theory and knowledge candidates bring to student teaching. As a professional educator, your work in the preparation of new teachers is important to each candidate, to the School of Education, and to the profession.

Students' learning is the focus of our teacher candidates' work. All of the processes involved in the assessment of our candidates' growth and abilities revolve around their support of student learning. Thus, this handbook provides an overview of student teaching with a focus on student learning and guides the triad through the collaborative experience.

Enclosed you will find support materials and information about collaborative teaching and our evaluation process. Please take time to review the following materials:

- Collaborative Teaching, which we expect to be integral to the student teaching placement
- Summary of Triad (teacher candidate, supervising teacher, and university supervisor) Responsibilities and Meetings
- Overview of Evaluation Materials and the Tips for Observations and Provision of Feedback with candidates
- Teaching Performance Assessment (edTPA) Overview, an assessment in which candidates demonstrate their abilities in planning, instruction and assessment of students' learning
- Evaluation Forms and Rubrics, structured observation, midterm and final evaluations and optional assessment of classroom management.

Thank you for your time, for the counsel and practical suggestions that you provide each candidate. You are an important member of the student teaching experience at Indiana University School of Education.

Welcome!

Jill D. Shedd, Ph.D.  
Assistant Dean for Teacher Education

# Section 1:

## Student Teaching Overview

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- ◆ Collaborative Teaching: A Student Teaching Expectation
- ◆ Collaborative Teaching Strategies & Examples

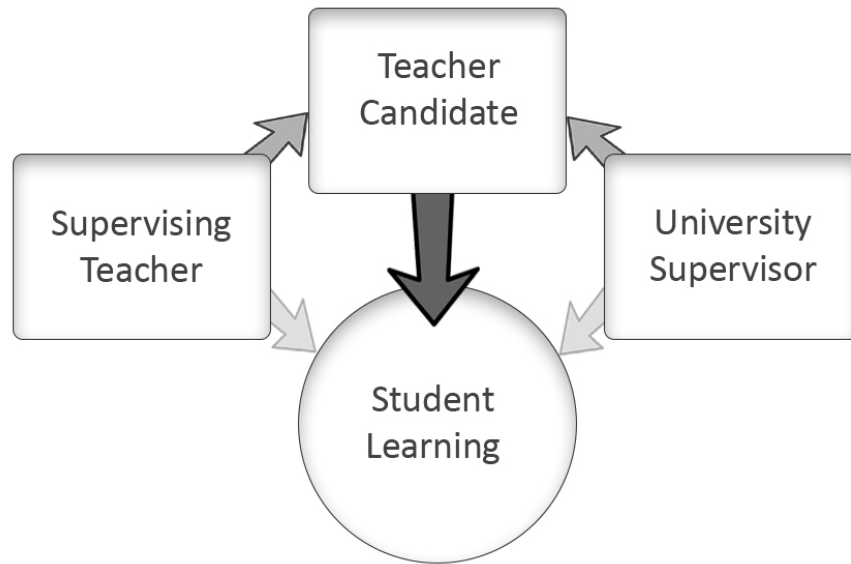


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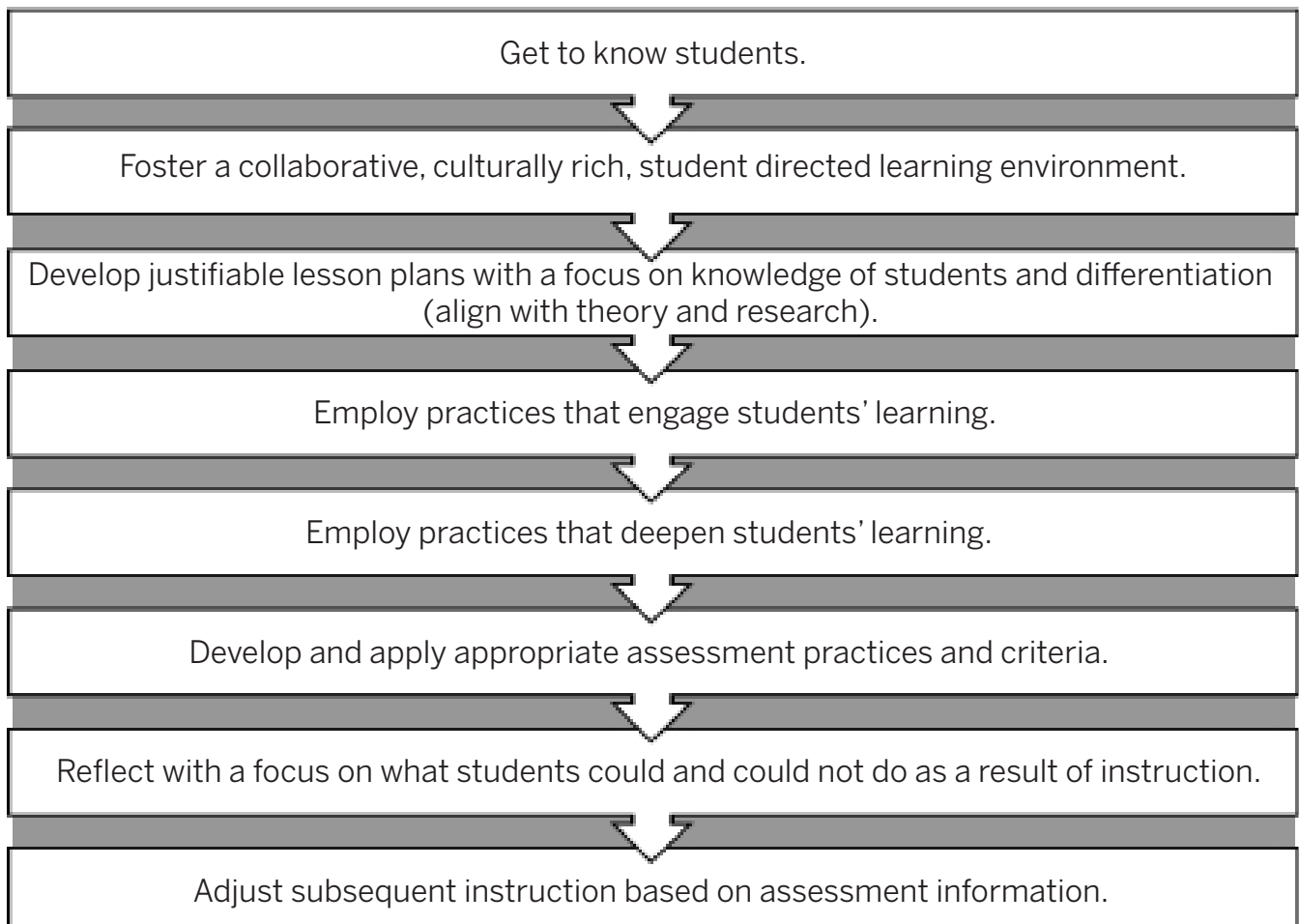
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# Collaborative Teaching for Student Learning

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Collaboration is the foundation upon which a successful student teaching experience rests; the Supervising Teacher, Teacher Candidate and University Supervisor work together with a focus on student learning. The principles around this collaboration include:





## Rationale

Schools of education across the country are moving toward the collaborative teaching model (Heck & Bacharach, 2016). The rationale for this change is multifaceted but one purpose is to increase the support that Teacher Candidates receive during student teaching. Supervising Teachers have the unique opportunity to provide individualized modeling and coaching throughout the student teaching experience.

Along with this increased support, the collaborative teaching model provides the opportunity for students in the classroom to benefit from two teachers. This helps assure a high quality of instruction while providing opportunities to differentiate to meet student needs. The movement toward this model also is influenced by the growing expectation in special education and general education that teachers are providing inclusive classroom structures that involve co-teaching in various forms when appropriate.

If these benefits were not enough, in reality, the national accountability movement has also made turning over the responsibility of a classroom to a novice teacher problematic for Supervising Teachers. Increasingly, Supervising Teachers have expressed interest in collaborative teaching as the preferred model during student teaching as they can maintain a strong connection to the classroom, while guiding and modeling expectations for Teacher Candidates and student learning.

## Definition of Collaborative Teaching

According to Heck & Bacharach (2016), the definition of collaborative teaching is two teachers (Supervising Teacher and Teacher Candidate) “working together with groups of students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space” (p. 28).

Based upon the collaborative teaching guidelines developed by Cook and Friend

(1995), teaching can take various forms such as one teaches while the other observes or assists; one teaches while the other works with a small group needing extra support or challenge; both teach together or in parallel at different stations; both take turns teaching particular classes, units, or lessons, or leading particular activities; and so on.

Throughout the student teaching placement, the two teachers sit down as often as possible to discuss which lessons should be co-taught. The Teacher Candidate assumes responsibility for planning, instruction, and assessment as appropriate. The Candidate may teach on her/his own while the Supervising Teacher attends to other duties.

## Active Engagement from Day One

With this model, it is expected that the Teacher Candidate is actively engaged at the start of student teaching, even if the placement begins intentionally with the role of observation and/or assisting. The Candidate naturally should move toward more responsibility as the student teaching placement proceeds.

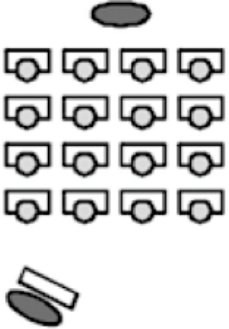
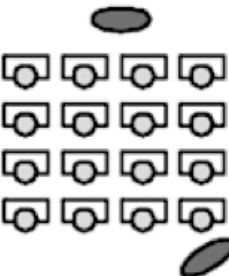
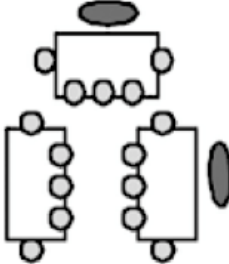
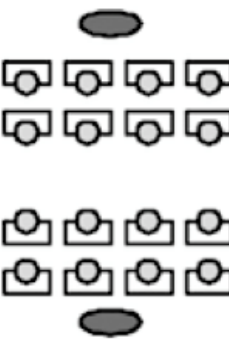
One of the University Supervisor’s roles is to support Supervising Teachers and Teacher Candidates as they navigate this process. Supervisors are available for consultation and support when needed.

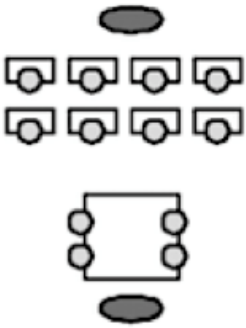
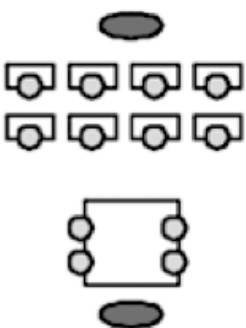
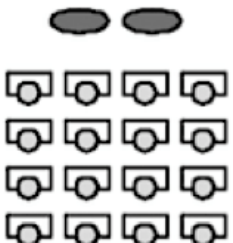
## Collaborative Teaching Resources

The following pages of this handbook are meant to provide resources to help with the development of a collaborative relationship between the Supervising Teacher and Candidate, while also providing visual reminders around the delivery options for collaborative teaching.

Supervising Teachers and Teacher Candidates are encouraged to use these teaching models systemically and intentionally. However, it may be advantageous to start with the easiest one to implement and then move toward more sophisticated ways to engage in collaborative teaching.

# Collaborative Teaching Strategies & Examples

Methods	Definition/Example
<b>One Teach, One Observe</b> 	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p><b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.</p>
<b>One Teach, One Assist</b> 	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p><b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p>
<b>Station Teaching</b> 	<p>The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p><b>Example:</b> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
<b>Parallel Teaching</b> 	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p><b>Example:</b> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p>

<p><b>Supplemental Teaching</b></p> 	<p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</p> <p><b>Example:</b> One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
<p><b>Alternative (Differentiated) Teaching</b></p> 	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p><b>Example:</b> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</p>
<p><b>Team Teaching</b></p> 	<p>Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p><b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>

*The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom. Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant*

Cook, K. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-17.

Friend, M. & Bursuck, W.D. (2009). *Including students with special needs: A practical guide for classroom teachers*. (5th ed.). Columbus, OH: Merrill.

Heck, W.H., & Bacharach, N. (2016). A better model for student teaching. *Educational Leadership*, v. 7, n4.



# Section 2:

## Overview of Triad Responsibilities & Student Teaching Timeline

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- ◆ Summary of Triad Responsibilities
- ◆ Overview of Student Teaching Triad Meetings
- ◆ Summary of Student Teaching Policy



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# Summary of Triad Responsibilities

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## Teacher Candidate Responsibilities

### *Initial Responsibilities:*

- Familiarize yourself with information about your student teaching placement, (e.g. internet searches, talking to knowledgeable people, visiting the community, etc.).
- Calling and/or meeting with your teacher, visiting the classroom and school *prior* to the start of placement.

### *Ongoing Responsibilities:*

- Know the students as individuals and learners - their strengths, interests and needs. Constantly seek to increase your understanding of the learning context of your student teaching classroom/s.
- Be prepared for school each day with lesson plans and supporting materials, ensure that the Supervising Teacher has these in advance in case you are absent.
- Be a good role model to students in appearance, mannerisms, language use, and behavior. Dress in compliance with local culture and school policy on dress code.
- Be open-minded about the policies and procedures of the Supervising Teacher and the school and respect them; be flexible.
- Observe the same daily work schedule of the Supervising Teacher (at minimum), arrive early and stay late.
- Handle all personal information professionally and confidentially.
- Be patient with student progress, behaviorally and academically.
- Volunteer to help with activities when you recognize a need exists, (i.e. housekeeping, routine duties, and other ways to help within the class).
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
- Gain an understanding of the rationale/purpose behind specific lessons, units, and school-wide programs.
- Prepare for active participation in the midterm and final evaluation process (e.g. self-assess review structured observation feedback, midterm/final conference rubrics, complete edTPA deadlines, have personal calendar ready, etc.).
- Communicate proactively, regularly, and honestly with your University Supervisor and Supervising Teacher. Actively seek feedback and support.

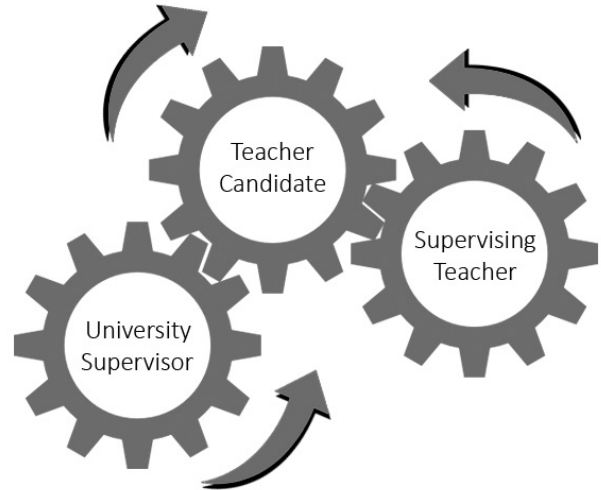
### *Closing Responsibilities:*

- Submit all assignments in a timely manner (including final resume to Career Connections, [edcareers.indiana.edu](http://edcareers.indiana.edu)).
- Complete Final Student Teaching Survey. (You will receive an email from Qualtrics: [noreply@qemailserver.com](mailto:noreply@qemailserver.com)> toward the end of your student teaching experience with a link and instructions.)

# Supervising Teacher Responsibilities

## *Initial Responsibilities:*

- Prepare students for the Teacher Candidate's arrival. Create an atmosphere where the Teacher Candidate feels part of the classroom/school community.
- Acquaint Teacher Candidate with school policies and procedures.
- Introduce the Teacher Candidate to faculty, staff, school, and local communities.
- Become familiar with the Teacher Candidate's teacher performance assessment (edTPA; see page 46) requirements. Provide the opportunity for your Candidate to plan and teach a lesson segment for their edTPA.



## *Ongoing Responsibilities<sup>1</sup>:*

- Communicate and collaborate regularly with the Teacher Candidate on planning, instruction and assessment. Continually review/discuss “Collaborative Teaching for Student Learning” principles to support growth.
- Observe the Teacher Candidate on a regular basis. Arrange to see all subjects/periods for which Teacher Candidate is responsible.
- Provide structured feedback to the Teacher Candidate using the Structured Observation Form. Complete a minimum of two Structured Observations, one before and one after the midterm. Provide a copy of these observations to the Teacher Candidate and University Supervisor.
- Demonstrate, provide, and discuss a variety of effective classroom management and discipline techniques. The optional Assessment of Classroom Management Observation Form may prove beneficial in assisting Candidate in this area.
- Communicate frequently with the University Supervisor to support the Teacher Candidate. Report any concerns about the Teacher Candidate to the University Supervisor.
- Collaborate with the University Supervisor to prepare and present the midterm and final evaluations to the Teacher Candidate.

## *Closing Responsibilities:*

- Submit a survey evaluation of the student teaching experience (You will receive an email from Qualtrics: <noreply@qemailserver.com> toward the end of the student teaching experience with a link and instructions.)
- 

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<sup>1</sup> The final authority for the classroom students' academic progress rests with the Supervising Teacher. If the student teaching experience is determined as detrimental to student learning (based on observations, written documentation, and discussions with the University Supervisor), the student teaching experience may be terminated.

# University Supervisor Responsibilities

## *Initial Responsibilities:*

- Gain familiarity with the Collaborative Teaching for Student Learning Principles (page 4).
- Gain an understanding of all the university requirements Teacher Candidates must meet.
- At the orientation meeting with the student teaching triad, review the policies, expectations, and administrative tasks of the student teaching experience.

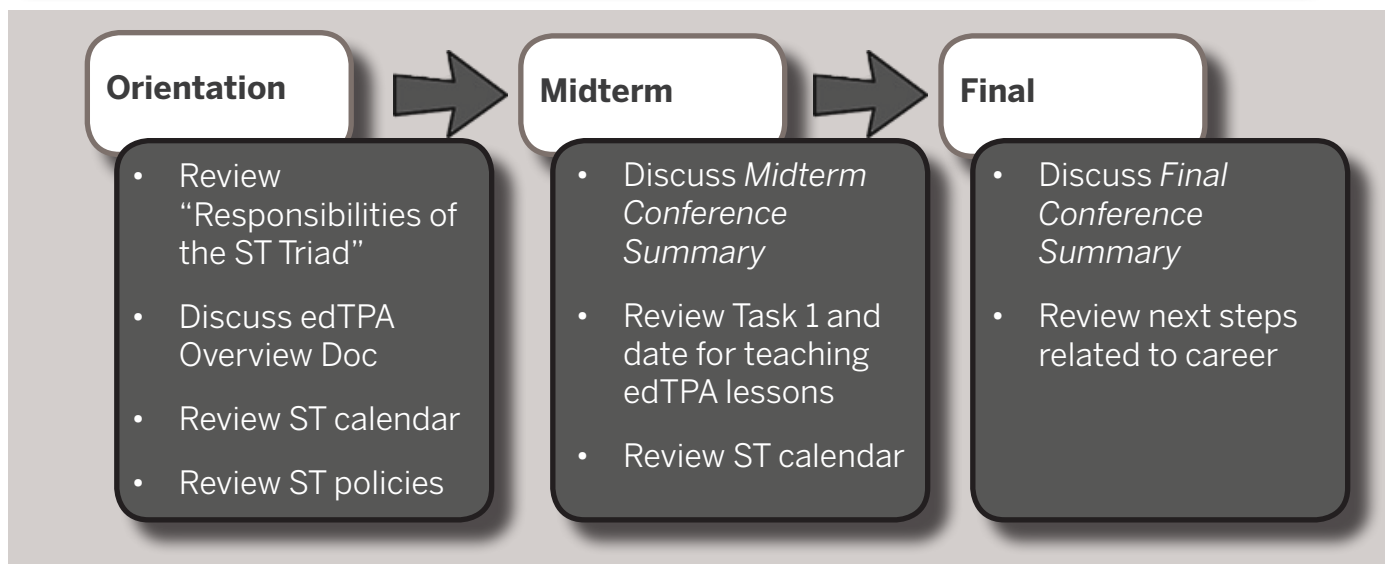
## *Ongoing Responsibilities:*

- Develop a collaborative approach with the Teacher Candidate and Supervising Teacher to support the student teaching experience.
- Observe and visit each Teacher Candidate a minimum of once every two weeks.
- Complete a minimum of two Structured Observations, one before and one after the midterm. Input data from observations into the online system within one week of the observation.
- Provide verbal and written feedback following each observation (one full instructional session/period). Plan thoughtful, probing questions to encourage Candidate self-reflection.
- Arrange to see all subjects/periods for which the Teacher Candidate is responsible.
- Support Candidates in their development of the edTPA. Use the Formative Feedback Checklist to provide Task 1 feedback to the Candidate by midterm conference.
- When debriefing with the Teacher Candidate and Supervising Teacher, facilitate connections between the edTPA rubrics and the other student teaching evaluations.
- Collaboratively prepare and facilitate the midterm and final evaluation conferences with the Supervising Teacher and the Teacher Candidate to support growth and development.
- Provide support and guidance regarding professional ethics, employment services and opportunities, and interviews with prospective employers.
- Maintain written documentation on each Candidate's progress.
- Attend all Supervisor meetings offered by the Office of Clinical Experiences.
- Report any problems with the student teaching experience to the Director of Student Teaching immediately.

## *Closing Responsibilities:*

- Submit the Teacher Candidate's midterm and final evaluation for student teaching (S/F) based on the collaboration and input of the Supervising Teacher.
- Make sure all necessary paperwork and assessments are submitted to the Office of Clinical Experiences in a timely manner.

# Overview of Student Teaching Triad Meetings



## I. Orientation Agenda

*This orientation meeting should happen within the first week of the placement (and no later than the second week). The meeting should involve the Supervising Teacher, University Supervisor and Teacher Candidate. The University Supervisor will initiate communication regarding a time and date for conferences.*

1. Review Summary of Student Teaching Triad Responsibilities.
2. Review student teaching calendar and establish dates as appropriate for each meeting. Some dates will need to be determined as the semester progresses.
3. Review Student Teaching Evaluations Overview.
4. Review Student Teaching Policies.
5. Exchange contact information.
6. Provide an overview of edTPA and discuss planning.

## II. Midterm Conference Agenda

Prior to the midterm conference, each triad member should review the midterm evaluation rubric and provide a tentative rating. University Supervisor must upload the midterm evaluation to the online system.

1. Collaboratively review Midterm Evaluation Rubric and complete Midterm Conference Summary. Collaboratively discuss/determine the final rating.
2. Review edTPA Task 1
  - a. Determine when lessons will be taught
  - b. Supervisor will provide feedback around Task 1 Lesson Plans/Assessments (see Formative Feedback Form on pg. 50) Supervising Teachers are encouraged but not required to provide feedback via the Formative Feedback Form.
3. Review student teaching calendar



## Tips Regarding Midterm and Final Evaluation Scoring:

- ❖ The Midterm Evaluation is designed primarily as a vehicle to communicate to Candidates what their strengths and areas of improvement are so they can work on improving their performance.
- ❖ If at midterm, your Candidate is struggling and you are seeing many scores of '1' or have concerns, the University Supervisor should contact the Office of Clinical Experiences (OCE) at [stuteach@indiana.edu](mailto:stuteach@indiana.edu) to discuss ways to provide more guidance for this Candidate.
- ❖ The final evaluation is designed to provide an assessment of the Candidate's overall performance during their student teaching experience.
- ❖ University Supervisor: Remember to submit the Midterm/Final Conference Summary in the online system within one week of the conference.

### III. Final Conference Agenda

IV. Collaboratively review Final Evaluation Rubric and complete Final Conference Summary and upload the final evaluation to the online system.

V. Discuss next steps for candidate: edTPA completion, licensing, graduation, or other.



## Summary of Policies

### Teacher Candidates:

- ❖ will follow the calendar of the respective school corporation and will honor the school corporations fall/spring break and any other teacher holidays.
- ❖ will be full time for the assigned number of days consecutively except for school corporation breaks or illness or other extenuating approved times.
- ❖ will make up snow days and sick days. If a Candidate is going to be late or miss a day, he/she must first call the school office before the start of the designated time for teachers to arrive each day. The Supervising Teacher and University Supervisor must also be informed immediately after the school is called. Teacher Candidates may not reduce the length of their placements due to days missed. All Teacher Candidates are expected to fulfill the required number of days of their student teaching assignment. If extenuating circumstances occur, the University Supervisor and Supervising Teacher will meet to discuss extending the experience and make a recommendation accordingly to the Teacher Candidate. Excessive absences may result in termination.
- ❖ may act as a paid substitute if the Supervising Teacher is absent as aligned in policy and within the requirements of their placement district.
- ❖ 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.
- ❖ may not take any unsupervised responsibility for extracurricular events or activities including school-sponsored trips.
- ❖ will follow the following protocol related to suspected child abuse:
  - Prepare written documentation regarding details that led to suspicion of abuse and/or neglect.
  - Contact the Indiana Child Abuse and Neglect Hotline at 1-800-800-5556 as soon as possible.
  - Advise the University Supervisor of the situation.
  - The Office of Clinical Experiences will the the respective school principal and/or sch
  - administrators, and the IU Safety Office.

*Additional student teaching policies can be found on page 50.*

### What do you do if you are harrassed or find yourself in an uncomfortable/unsafe situation?

If you find yourself in a situation where you are being harassed, or something occurs that makes you feel unsafe, it is important for you to take immediate action:

1. Excuse yourself from the environment. Keep your comments short, and to the point. "Excuse me, I need to go now."  
\*(If the incident is a school safety issue follow school protocol to shelter, etc... and keep all safe.)
2. As soon as you are safely out of the environment, contact your field experience supervisor, course instructor, and the director of early field experiences immediately. They will advise you of what steps to take next.
3. Complete a **Bias Incident Report** with the SoE.

# **Recommended Student Teaching Timeline:**

## **Weeks 1 & 2:**

**First Triad Meeting (Orientation).**

**Teacher Candidate & Supervising Teacher discuss instruction focus for edTPA lessons (typically taught after midterm conference).**

## **1/4 mark:**

**Structured Observation #1 planned.**

**Teacher Candidate & Supervising Teacher discuss progress of edTPA & lesson plans. Candidate submits draft/outline of edTPA Task 1 to University Supervisor for review/approval using Formative Feedback Form.**

## **1/2 mark:**

**Second Triad Meeting (Midterm Conference). Include discussion of edTPA and progress around collaborative teaching.**

**edTPA Task 1 approved, timeline for completion of Tasks 2 & 3 finalized. Candidate should begin teaching edTPA lessons in week following this meeting.**

## **3/4 mark:**

**Structured Observation #2 takes place.**

**Candidate concludes teaching of edTPA lessons and begins Task 3.**

## **~1 - 2 weeks prior to end date:**

**Final Triad Meeting (Final Conference).**

**Candidate submits complete edTPA to online system.**

# Section 3:

## Evaluation Processes

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- ◆ Evaluation Document Overview
- ◆ Debriefing with Teacher Candidates: A Focus on Student Learning
- ◆ Structured Observation Form & Rubric
- ◆ Assessment of Classroom Management
- ◆ Midterm & Final Conference Summary Forms & Rubric
- ◆ edTPA Overview



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# Evaluation Document Overview:

## Purpose and Instructions

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*All student teaching forms are available for download at <http://go.iu.edu/21z9>.*

### Structured Observation Form

- Supervising Teacher and University Supervisor should each complete one prior to midterm and one after midterm.
- Prepare for structured observation by pre-conferencing with Teacher Candidate regarding the area of focus the Candidate would like feedback on, and review lesson plan for observation. Teacher Candidate is required to send the lesson plan, area for focus/feedback at least one day prior to the observation.
- After the observation takes place, the information collected on the Structured Observation Form must be entered into the electronic form located at <https://goo.gl/EQdX9R>. A copy of the Structured Observation Form data will then be sent to the Teacher Candidate and the Supervising Teacher (if University Supervisor)/the University Supervisor (if Supervising Teacher) using the email addresses entered on the electronic form.

### Midterm & Final Conference Summaries

- All triad members look over the rubric descriptors and preliminarily score each indicator prior to the conference.
- Meet as a triad to determine final scores, goals for remainder of placement.
- University Supervisor will enter final scores in online system after the conference.

### Classroom Management Self-Assessment/Observation

- Optional observation that can be used when a Candidate is struggling with classroom management and/or requests targeted feedback.
- Teacher Candidates are encouraged to self-assess prior to having a triad discussion about classroom management.



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## edTPA Student Teaching Assessment

- Teacher Candidate performance assessment addressing planning, instruction and assessment.
- Candidate submits planning materials to University Supervisor prior to midterm conference.
- Plans and instruction timeline discussed and approved during midterm conference.
- Instruction, including video, completed no later than two weeks following midterm.
- Candidate submits all edTPA materials in online system no later than one week prior to the end of placement.



# Debriefing with Teacher Candidates:

## A Focus on Student Learning

---

As indicated in this handbook, collaborative teaching focused on student learning is the priority during student teaching. As a way to help support the Teacher Candidate's growth in this area, suggestions are offered below to reinforce the reflection process the University Supervisor and Supervising Teacher will facilitate.

Prior to observation, ask Candidates what they want feedback on.

A great strategy is to pre-conference with a Candidate prior to an observation and ask Candidates what they want feedback on after the observation. The more you illicit the Candidate's ideas about what the focus of the feedback should be the more you are able to build on the Candidate's readiness to learn in targeted areas of performance.

If the Candidate is having trouble coming up with an area of focus, ask him/her to review the Collaborative Teaching principles on page 4.

Utilize probing questions.

Asking Teacher Candidates probing questions at the start of a debrief session or conference can help him/her think reflectively about her/his teaching. You know you have asked a great probing question if the Candidate has to pause to think of a response.

*Examples<sup>1</sup> might include:*

- What did you want the children to learn?  
How do you know if they did?
- What felt good or made you anxious during the lesson?
- What can you see needs changing and how might you make these changes?
- What are your next steps?

These questions often work best if you utilize them prior to giving direct feedback. Your subsequent feedback and observations can be tailored around the discussion that a probing question/s generated.

Prepare questions ahead of time.

Supervisors/Supervising Teachers can prepare for their debrief sessions by asking themselves questions about the Candidate's performance.

*Examples<sup>1</sup> might include:*

- What can the Teacher Candidate do well?  
Does the Candidate perceive this?
- What am I unsure the Candidate can do well? What does the Candidate see as an area of struggle? Does she/he see what I see related to an area of struggle?
- How can I use the student teaching rubrics to focus my feedback?
- How can I help the Teacher Candidate make a connection to theory?

Use "I noticed..." or "I wonder..." to give instructive feedback.

Using neutral phrases such as "I noticed..." or "I wonder..." when discussing your observations can help Candidates receive targeted feedback. For example, "I noticed when you regrouped the students for the second activity you spent a great deal of time going around and monitoring the students' progress."

"I wonder" is also a great way to provide feedback in a neutral way. "I wonder what would have happened if you had decided to model the reading strategy prior to group work today?"

This gets Teacher Candidates thinking and helps them make connections to new ideas for themselves.

## Focus on one or two areas for improvement.

Focusing on one or two areas for improvement may be all a Candidate can handle at a given time. Provide Candidates something specific to focus on by the end of a debrief session and then revisit these focus areas during the next debrief conference.

## Utilize student teaching rubrics when providing feedback.

The Structured Observation, Midterm/Final Conference, Classroom Management Self-assessment, and edTPA rubrics are useful tools for providing specific feedback to Candidates.

You can reference a section of these rubrics to get Candidates thinking about how they will be evaluated as student teaching continues.

This also will help the Candidates see how all these rubrics/tools integrate the overarching goal of supporting student learning.

---

<sup>1</sup> These sample questions were adapted from: White, S. (2009). Articulation and Re-articulation: Development of a Model for Providing Quality Feedback to Pre-Service Teachers on Practicum. *Journal of Education for Teaching*. Vol 35, 2. 123-132.



# Completing the Structured Observation Form:

## Guidelines for University Supervisors & Supervising Teachers

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The Structured Observation Form is to be completed twice (once before midterm, and once after) by the university supervisor, and twice (once before midter, and once after) by the supervising teacher. The observer should complete this form giving consideration to the evidence/examples provided by the candidate prior to the observation (see below), the lesson observed, the post-conference and any other relevant sources.

Supervising teachers and university supervisors are strongly encouraged to conduct structured observations on different lessons, and at different times of the day.

Once complete, the observer should enter her or his observation report electronically by visiting:

**[go.iu.edu/3Z6A](http://go.iu.edu/3Z6A)**

The data should be entered within one week of the observation.

### Prior to Observation:

The teacher candidate should submit a lesson plan and responses to the questions below to the observer **at least one day before the observation**.

- What is the desired focus for feedback for this observation?
- What is/are the candidate's goal(s) for performance?

The observer will review the candidate's pre-observation submission, and may discuss the lesson and/or question responses prior to the start of the observation.

### Utilizing the Structured Observation Form:

To determine candidate ratings, make note of the examples (evidence) observed as they relate to each indicator from the observation. Rubrics have been provided to assist in determining final scores for each indicator.

#### **Please note:**

- If evidence for an indicator is not observed, it should become an acknowledged goal for the candidate in subsequent observations.
- A rating of "4" is exemplary and should be given only when a candidate demonstrates exceptional knowledge, initiative, and skills, that can (and should) be strongly supported with evidence/examples for why this rating has been given.
- Several ratings of "N/E" or "1" may indicate the candidate is struggling. The university supervisor should contact the Office of Clinical Experiences if there are concerns about performance after the observation.

2018-2019

*\*Reminder: If at midterm the Candidate is struggling and you see many scores of '1' or have concerns, the University Supervisor should contact the Office of Clinical Experiences to discuss ways to provide more support to this Candidate.*

# Structured Observation Form

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_ Observation took place

Subject/Grade Level \_\_\_\_\_ Central Focus of Lesson \_\_\_\_\_ ☐ Before Midterm ☐ After Midterm

Length of Observation \_\_\_\_\_ Person Completing Form

☐ Supervising Teacher ☐ University Supervisor ☐ Other

Ratings: N/E = No Evidence * Level 1 = Unsatisfactory Level 2 = Emerging Level 3 = Proficient Level 4 = Advanced					
KNOWLEDGE (Content, pedagogy, curriculum)	RATING				EVIDENCE/EXAMPLES OBSERVED
Demonstrates accurate, deep, and current knowledge of content area and appropriate curriculum	N/E 1	2	3	4	
Connects and aligns instruction to appropriate state curriculum standards	N/E 1	2	3	4	
Uses informal assessment strategies to support student learning/monitor student progress	N/E 1	2	3	4	
Instruction supports student learning, connects to higher order thinking, conceptual knowledge, procedural skills, and problem solving skills.	N/E 1	2	3	4	
LEARNING ENVIRONMENT	RATING				EVIDENCE/EXAMPLES OBSERVED
Demonstrates positive classroom management strategies	N/E 1	2	3	4	
Effectively uses time, resources, interactive technologies, instructional tools	N/E 1	2	3	4	
Fosters collaborative and/or student-directed learning	N/E 1	2	3	4	



LEARNING ENVIRONMENT (continued)	RATING					EVIDENCE/EXAMPLES OBSERVED
	N/E	1	2	3	4	
	N/E	1	2	3	4	
Promotes positive social interactions						
Provides physical and instructional transitions						

Ratings: N/E = No Evidence * Level 1 = Unsatisfactory Level 2 = Emerging Level 3 = Proficient Level 4 = Advanced						
PERSONALIZED LEARNING	RATING					EVIDENCE/EXAMPLES OBSERVED
	N/E	1	2	3	4	
	N/E	1	2	3	4	
Lesson is age/developmentally/culturally appropriate, reflecting individual student's strengths, interests and assets						
Lesson includes variety of strategies to meet varied learning needs						
Lesson includes variety of strategies to engage students in deeper learning						
Uses various questioning techniques and informal assessments						
PROFESSIONAL DISPOSITIONS	RATING					EVIDENCE/EXAMPLES OBSERVED
	N/E	1	2	3	4	
	N/E	1	2	3	4	
Commits to learners from all backgrounds and ability levels; fosters 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						

## Post-Observation Discussion Notes

Use the space below to capture notes and feedback for the Candidate. You do not have to input these notes; but please make sure you share with the Candidate.

Possible Debrief Questions:

- What did you want the students to learn?  
How do you know if they did?
- As you review your plan after the lesson, what do you see needs changing and how might you make these changes? How does theory and research apply to these changes?
- What did you learn about yourself and/or student learning related to the goal you set prior to today's lesson? Did you meet your goal? What are your thoughts about your next steps/future related to this goal?



**Don't Forget!**

Enter Structured Observation  
at <https://go.iu.edu/3Z6A>

# Structured Observation Rubric

KNOWLEDGE		UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
Demonstrates content knowledge	Content knowledge is insufficient; content level is inappropriate for most students.	Content presented include occasional errors. Content level not appropriate for the majority of students.	Teacher candidate's content knowledge is sufficient; content level is appropriate for the majority of students.	Teacher candidate's content knowledge is strong; content level is appropriate for all students.	
Connects to state standards	Lesson includes no connection(s) to state standards.	Lesson includes general connection to state standards.	Lesson clearly aligns with specific state standards .	Lesson includes comprehensive, clear and creative connection(s) to state standards.	
Uses informal assessment strategies to support student learning/monitor student progress	No assessments used to monitor students' learning; little or no feedback is provided to, or collected from students.	Limited/Inconsistent use of informal assessments to monitor students' learning; limited feedback provided students.	Informal assessments used to monitor students' learning; adequate feedback is provided to, and collected from students.	Multiple means of informal assessments are used consistently to gauge students' learning and to allow students with specific needs to demonstrate their learning.	
Instruction supports student learning, connects to higher order skills	Instruction focuses solely on learning skills or procedures. No reference to higher order skills.	Instruction provides limited support or practice for students to develop 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.	

<b>LEARNING ENVIRONMENT</b>					UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
<b>Demonstrates positive classroom management strategies</b>					Student behavior is not monitored appropriately; students consistently off-task, passive, or disruptive.	General awareness of student behavior. Tendency to respond to misbehavior rather than acknowledge expected behavior.	Consistently alert to student behavior. Expected behavior generally acknowledged in appropriate/successful manner.	Monitoring of student behavior is subtle, and students monitor one another. Expected behavior consistently acknowledged.
<b>Effectively uses time, resources, interactive technologies, instructional tools</b>					Students not engaged. Lack of preparation and organization.	Students somewhat engaged. Preparation is evident. Limited use of available technologies and resources.	Students actively engaged. Preparation is evident and instructional time is used efficiently. Available technologies and resources used effectively.	Students actively engaged. Extensive, flexible planning evident to maximize instructional time. Available technologies and resources used creatively and fully integrated to achieve instructional goals.
<b>Fosters collaborative, and/or student-directed learning</b>					Lesson dominated by candidate presentation. Students working individually.	Lesson includes some collaborative activities. General effort made to engage with students or among them.	Lesson includes collaborative activities. Students engaged to demonstrate their understanding, reasoning and/or problem-solving skills.	Lesson reflects shared learning responsibility between candidate and students. In addition to active student engagement, students evaluate own ability to build on understanding.
<b>Promotes positive social interactions</b>					Students demonstrate negative behaviors. Implements little to no strategies to promote social interactions.	Students demonstrate ability to work together at times. Implements some strategies to promote social interactions.	Students consistently work together well. Implements strategies to encourage positive social interactions and appreciation of diverse opinions.	Students accept and encourage one another to take ownership in accomplishing instructional objectives. Students initiate positive social interactions.
<b>Provides physical and instructional transitions</b>					Transition between activities is ineffective or non-existent.	Transition between activities is apparent, but disjointed.	Transition between activities is appropriate.	Transitions between activities are smooth and productive.

PERSONALIZED LEARNING					UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
Lesson is age/developmentally appropriate, reflecting individual student's strengths, interests and assets					No differentiation in instruction. One lesson provided for all students, regardless of student variation.	Some differentiation. Some effort to use different strategies to make learning relevant.	Differentiated instruction demonstrated, meeting most students' strengths, interests and/or assets. Activities include use of more than one strategy to make learning relevant to all learners.	Differentiated instruction addresses all students' strengths, interests and assets. Multiple strategies used to make learning relevant to all learners.
Lesson includes variety of strategies to meet varied learning needs					Instructional strategies/activities are not differentiated based upon students' varied learning needs. Awareness of student learning variation is not evident.	Instructional strategies/activities are differentiated to some degree based on varied learning needs. Limited awareness of student learning variation is evident.	Instructional strategies/activities are differentiated based on varied learning needs and aligned to most students' needs.	Instructional strategies/activities are aligned to all students' learning needs. Students' complete activities based on readiness and instructional needs.
Lesson includes variety of strategies to engage students in deeper learning					Lesson is not engaging; students provide few responses.	Lesson limited in effort to build students' conceptual understanding. Limited student engagement.	Lesson includes one/two activities to prompt student responses/engagement that reflect their understanding.	Lesson includes varied activities to challenge and engage students. Prompts students to build on/to deepen their understanding.
Promotes positive social interactions					Students demonstrate negative behaviors. Implements little to no strategies to promote social interactions.	Students demonstrate ability to work together at times. Implements some strategies to promote social interactions.	Students consistently work together well. Implements strategies to encourage positive social interactions and appreciation of diverse opinions.	Students accept and encourage one another to take ownership in accomplishing instructional objectives. Students initiate positive social interactions.
Uses various questioning techniques and informal assessments					No questioning or use of informal assessments evident.	Limited use of questioning and informal assessments.	Regular use of various questioning techniques and informal assessments.	Active questioning, dialogue and building on students' responses.



<b>PROFESSIONAL DISPOSITIONS</b>				
	UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
<b>Commits to learners from all backgrounds and ability levels; Fosters inclusive learning environment</b>	Lesson dominated by candidate presentation; very limited interaction with students.	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.
<b>Demonstrates initiative, enthusiasm, and confidence</b>	Candidate projects no enthusiasm, confidence or initiative.	Candidate projects little enthusiasm, uneven confidence and limited initiative.	Candidate projects confidence and enthusiasm.	Candidate is organized, prepared, and engaging; projects enthusiasm and confidence.
<b>Treats others w/ kindness, fairness, patience, dignity, and respect</b>	Treats others indifferently.	Treats others inconsistently; at times rude or disrespectful.	Treats most students fairly and with respect .	Treats all students and colleagues fairly, patiently, and with respect.
<b>Is open to and seeks out constructive criticism</b>	Responds defensively when feedback from students and colleagues is received.	Accepts constructive criticism and at times incorporates suggestions.	Accepts constructive criticism and consistently incorporates suggestions in behavior and/or instruction.	Asks for feedback, asks questions, takes notes. Consistently incorporates suggestions in behavior and/or instruction.

# INDIANA UNIVERSITY SCHOOL OF EDUCATION

## Assessment of Classroom Management (Optional Observation Form)

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Observer (if applicable) \_\_\_\_\_

(an electronic, editable version is available at [go.iu.edu/15p4](http://go.iu.edu/15p4))

Classroom Management Practice	<b>Rating</b> 0 = Not yet implemented 1 = Some attempt to implement 2 = Implement, but struggle w/ follow-through 3 = Implement, follow-through, monitor & improve
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<b>1. Maximize structure and predictability in the classroom</b>	
a) I establish and explicitly teach and/or remind students of procedures.	0 1 2 3
b) I arrange my room to maximize teacher-to-student proximity and minimize crowding and distraction.	0 1 2 3
c) I actively supervise (move, scan, interact, reinforce).	0 1 2 3
<b>2. Manage behavior through effective instructional delivery</b>	
a) I conduct smooth and efficient transitions between activities.	0 1 2 3
b) I am prepared for lessons/activities (materials readied, fluent presentation, clear directions, and anchor activities).	0 1 2 3
c) I provide a clear explanation of outcomes/objectives.	0 1 2 3
d) I end lessons with specific feedback and/or closure activities.	0 1 2 3
<b>3. Actively engage students through use of varied instructional strategies</b>	
a) I use varied engagement techniques and offer multiple engagement opportunities during teacher directed instruction (think-pair-share, movement, manipulatives, writing, and other methods).	0 1 2 3
b) I regularly implement a variety of student-centered instructional strategies (cooperative learning, critical thinking skills, culturally responsive teaching, and differentiated instruction).	0 1 2 3
c) Students are frequently and observably engaged in instruction (students are doing things that can be seen - i.e., communicating, manipulating, creating, reflecting, etc.).	0 1 2 3
<b>4. Evaluate instruction</b>	
a) At the end of the activity, I know how many students met the objective(s).	0 1 2 3
b) I provide extra time and assistance for students who struggle.	0 1 2 3
c) I consider and note needed improvements to the lesson for next time.	0 1 2 3

<i>Classroom Management Practice, pg. 2</i>	<b>Rating</b>			
	0 = Not yet implemented			
	1 = Some attempt to implement			
	2 = Implement, but struggle w/ follow-through			
	3 = Implement, follow-through, monitor & improve			
<b>5. Maximize positive interactions</b>				
a) I positively interact with every student during each lesson/period.	0	1	2	3
b) After correcting rule violations, I use acknowledgement and positive reinforcement for rule following.	0	1	2	3
<b>6. Use a continuum of strategies to acknowledge expected behavior</b>				
a) I provide specific and immediate contingent acknowledgement for following classroom expectations.	0	1	2	3
b) I also use multiple systems to acknowledge expected behavior (i.e., teacher reaction, group contingences, behavior contracts, or token systems).	0	1	2	3
<b>7. Use a continuum of strategies to respond to inappropriate behaviors</b>				
a) I provide specific, contingent, and brief corrections using discreet procedures (non-verbals, proximity, anonymous corrections, re-teaching, etc.) to discourage inappropriate behavior.	0	1	2	3
b) I respond to inappropriate behavior in a calm, emotionally objective and business-like manner.	0	1	2	3
<b>8. Develop caring and supportive relationships</b>				
a) I use explicit activities to learn about students and their cultural background and personal interests.	0	1	2	3
b) I communicate routinely throughout the school day (before and after school, lunch, etc.) with students.	0	1	2	3
c) I speak to students with dignity and respect, even when providing correction.	0	1	2	3
<b>9. Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom</b>				
a) I use general classroom procedures and student jobs to enhance student responsibility.	0	1	2	3
b) I provide students with self-control and self-monitoring strategies.	0	1	2	3
c) I provide social skills support and problem solving strategies.	0	1	2	3
d) I provide specific activites for students to solve problems collaboratively.	0	1	2	3

## Summary of Strengths and Areas for Improvement:

### Current Strength Areas

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### Areas for Improvement

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### Goals and Improvement Strategies (Specific Action Steps)

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### Additional Classroom Management Considerations for Developing Own Classroom

- ✓ Rules should be stated as “do’s” instead of “no’s” or “don’ts.”
- ✓ Classroom rules need to be aligned with the school-wide expectations.
- ✓ Actively involve students in establishing classroom rules.
- ✓ Explicitly teach and review the school-wide expectations in the context of routines and as broad concepts.

### Student Contact Tally (A part of use as an observation form)

Tally each positive student contact.	Total #:	Tally each negative student contact.	Total #:

# INDIANA UNIVERSITY SCHOOL OF EDUCATION

## Student Teaching **Midterm/Final** Conference Summary

(an electronic, editable version is available at [go.iu.edu/15p4](http://go.iu.edu/15p4))

Candidate's Name \_\_\_\_\_ Conference Date \_\_\_\_\_

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

School Name \_\_\_\_\_ School Corp \_\_\_\_\_

University Supervisor \_\_\_\_\_ IU Program \_\_\_\_\_

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

Please refer to the Midterm/Final Evaluation Rubric descriptors to assist in completing this document.

<b>I. Knowledge</b>	
1a. Demonstrates knowledge of content, central concepts, standards, instructional tools and resources.	1 2 3 4
b. Demonstrates knowledge of a variety of informal and formal assessment methods and tools used to monitor student progress and inform instruction.	1 2 3 4
1c. Develops lesson plans that demonstrate knowledge of students, content, learning activities, standards and assessment.	
Comments .	
<b>II. Learning Environment</b>	
2a. Plans and demonstrates positive, effective classroom management strategies.	1 2 3 4
2b. Develops an effective learning environment by appropriately managing the use of time, instructional tools and resources.	1 2 3 4
2c. Fosters a collaborative and respectful learning environment with and among students.	1 2 3 4
Comments .	
<b>III. Personalized Learning</b>	
3a. Instructional activities are differentiated to address individual students' interests and assets.	1 2 3 4
3b. A variety of instructional strategies and activities are used to meet the varied learning needs of students.	1 2 3 4
3c. Instructional activities include a variety of strategies to engage students in conceptual understanding, reasoning, critical thinking and problem solving.	
3d. Demonstrates the use of questioning and informal assessment techniques to deepen students' conceptual understanding.	

(continued on next page)

IV. Community				
4a. Acquires an understanding of and respect for the community (staff, students, families, community members).	1	2	3	4
4b. Collaborates with colleagues to promote student growth and development.	1	2	3	4
4c. Collaborates and communicates effectively with parents/guardians	1	2	3	4
4d. Treats students and colleagues with kindness, fairness, patience, dignity and respect.				

V. Reflection				
5a. Reflects upon understanding of cultural, ethnic, gender and learning differences and one's own biases.	1	2	3	4
5b. Reflects on student evidence and utilizes analytical skills to adapt planning, instruction and assessment.	1	2	3	4
5c. Reflects on ways to improve as an individual, as part of the school community, and as part of the teaching profession.				

VI. Growth				
6a. Communicates effectively and appropriately within the professional community.	1	2	3	4
6b. Accepts constructive criticism and suggestions, and incorporates them into subsequent actions.	1	2	3	4
6c. Accepts all professional responsibilities communicated by supervisors, school and corporation for instructional and non-instructional duties.	1	2	3	4
6d. Demonstrates initiative and confidence in making the most of educational experiences.				

Final Grade for Student Teaching	
<p>Reminder: In order for the Candidate to pass the student teaching experience, the following conditions must be met:</p> <ol style="list-style-type: none"> <li>1. The Candidate has no scores of '1' on their final evaluation/conference summary, <b>and</b></li> <li>2. The Candidate has no more than one score of '2' in any category on their final evaluation/conference summary.</li> </ol>	(S/F):



MIDTERM/FINAL EVALUATION RUBRIC  
(Based on Six Guiding Principles)

<b>Knowledge</b>			
<b>Unsatisfactory 1</b>	<b>Emerging 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>
<b>1a. Demonstrates knowledge of content, central concepts, standards, instructional tools and resources.</b>			
Insufficient knowledge of content, central concepts and standards. Does not seek resources and knowledge of effective tools to support instruction.	Basic knowledge of content, central concepts and standards. At times seeks resources and knowledge of effective tools to support instruction.	Sufficient knowledge of content, central concepts and standards. Seeks resources and knowledge of effective tools to support instruction.	Extensive knowledge of content, central concepts and standards. Consistently seeks resources and knowledge of effective tools to support instruction.
<b>1b. Demonstrates knowledge of a variety of informal and formal assessment methods and tools used to monitor student progress and inform instruction.</b>			
Insufficient knowledge of a variety of informal and formal assessment methods and tools. Does not demonstrate knowledge of alignment between lesson objectives and assessment.	Basic knowledge of a variety of informal and formal assessment methods and tools. At times demonstrates knowledge of alignment between lesson objectives and assessment.	Sufficient knowledge of a variety of informal and formal assessment methods and tools. Demonstrates knowledge of alignment between lesson objectives and assessment.	Extensive knowledge of a variety of informal and formal assessment methods and tools. Consistently demonstrates knowledge of alignment between lesson objectives and assessment.
<b>1c. Develops lesson plans that demonstrate knowledge of students, content, learning activities, standards and assessment.</b>			
Lesson plans demonstrate insufficient knowledge of students, content, procedures, standards and assessment strategies. Plans do not include opportunities for students to develop understanding and apply learning.	Lesson plans demonstrate basic knowledge of students, content, procedures, standards and assessment strategies. Plans include some opportunities for students to develop understanding and apply learning.	Lesson plans demonstrate sufficient knowledge of students, content, procedures, standards and assessment strategies. Plans include opportunities for students to develop understanding and apply learning.	Lesson plans demonstrate extensive knowledge of all students, content, procedures, standards and assessment strategies. Plans include multiple opportunities for students to develop understanding and apply learning.

Learning Environment			
Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
2a. Plans and demonstrates positive, effective classroom management strategies.			
Student behavior is not monitored or responded to appropriately; students consistently off-task, passive, and/or disruptive. Expectations are not clear to students.	General awareness of student behavior. Expectations are not consistently clear to students. Tendency to respond to misbehavior rather than acknowledge positive behaviors.	Candidate models and fosters respectful, positive behaviors. Expectations are clear to all students. Candidate is consistently aware of and responsive to student behaviors.	Candidate models and fosters respectful, positive behaviors and responds to student behavior proactively. Expectations and procedures are consistently reviewed and practiced.
2b. Develops an effective learning environment by appropriately managing the use of time and instructional tools and resources.			
The learning environment is minimally prepared and organized to support instruction. Instructional tools are not managed efficiently. Candidate does not utilize and pace instructional time effectively.	The learning environment is at times prepared and organized to support instruction. Instructional tools are managed inconsistently. At times the candidate utilizes and paces instructional time effectively.	The learning environment is sufficiently prepared and organized to support instruction. Instructional tools are managed efficiently. Candidate utilizes and paces instructional time effectively.	The learning environment is highly prepared and organized to support instruction. Instructional tools are utilized creatively to maximize student learning. Instructional time is utilized to its fullest extent.
2c. Fosters a collaborative and respectful learning environment with and among students.			
Instructional environment dominated mostly by candidate presentations. Little to no use of collaborative activities. Candidate does not implement strategies to encourage respectful learning interactions.	Instructional environment includes some collaborative learning. At times the candidate implements strategies to encourage respectful learning interactions.	Candidate and students are engaged collectively to enhance learning. Candidate implements strategies to encourage respectful, productive learning interactions. Diverse opinions are valued and students feel safe taking risks.	Instructional environment reflects shared responsibility for learning. Students understand the value of collaborative work. Students initiate respectful, positive social interactions and openly encourage diverse opinions.

Personalized Learning			
Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
3a. Instructional activities are differentiated to address individual students' interests and assets.			
Instructional strategies and activities do not include differentiation around students' interests and assets. One lesson is taught to all students.	Instructional strategies and activities include some/inconsistent attempts of differentiation around students' interests and assets. At times activities use multiple modalities to make learning relevant to learners.	Instructional strategies and activities include differentiation around most students' interests and assets. Activities reflect effort to use multiple modalities to make learning relevant to most learners.	Instructional strategies and activities regularly include differentiation around all students' interests and assets. Activities reflect effort to creatively use multiple modalities to make learning relevant to most learners.
3b. A variety of instructional strategies and activities are used to meet the varied learning needs of students.			
Instructional activities do not include differentiation around students' varied academic needs. One lesson is taught to all students.	Instructional strategies and activities include some/inconsistent attempts of differentiation based on varied academic learning needs. At times the candidate makes an effort to align various activities to the learning needs of most students, including appropriate accommodations.	Instructional strategies and activities are differentiated based on varied academic learning needs. Candidate makes an effort to align various activities to the learning needs of most students, including appropriate accommodations.	Instructional strategies and activities are regularly differentiated based on varied academic learning needs. Candidate makes an effort to align various, creative activities to the learning needs of all students, including appropriate accommodations.
3c. Instructional activities include a variety of strategies to engage students in conceptual understanding, reasoning, critical thinking and problem solving.			
Instructional activities include little to no student engagement in building conceptual understanding, reasoning, critical thinking, and problem solving.	Instructional activities include some efforts to build conceptual understanding, reasoning, critical thinking and problem solving. General student engagement is evident.	Students are sufficiently engaged in instructional activities to develop conceptual understanding, reasoning, critical thinking and problem solving. Two to three activities are planned to deepen students' learning.	A variety of highly engaging instructional activities results in deepening students' conceptual understanding, reasoning, critical thinking and problem solving.

3d. Demonstrates the use of questioning and informal assessment techniques to deepen students' conceptual understanding.			
Instructional activities reflect little to no questioning for student understanding and no use of informal assessment strategies. Constructive and timely feedback is not provided to students.	At times, instructional activities include basic questioning and informal assessment strategies. Constructive and timely feedback is inconsistent.	Regular use of high-level questioning and informal assessments prompt responses that demonstrate conceptual understanding. Constructive and timely feedback is provided to support student learning and monitor progress.	Continual use of high-level questioning and informal assessments prompt responses that demonstrate deep conceptual understanding of content and regularly build on students' responses. Constructive and timely feedback is provided to support student learning and monitor progress.

Community			
Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
4a. Acquires an understanding of and respect for the community (staff, students, families, community members).			
Demonstrates little effort or no interest in regards to the community. Makes little to no attempt to develop relationships with members of the community.	Shows some understanding of the community and available resources. Shows some degree of interest in building relationships with members of the community.	Demonstrates understanding of and respect for the community. Responds effectively to members of the community. Utilizes community resources in learning activities.	Demonstrates a deep understanding of and respect for the community. Takes initiative to make beneficial connections with the community. Consistently uses community resources in learning activities.
4b. Collaborates with colleagues to promote student growth and development.			
Seldom interacts with colleagues. Does not attempt to collaborate to promote student growth and development.	When asked, the candidate collaborates with colleagues to promote student growth and development.	Consistently collaborates with colleagues to promote student growth and development.	Takes initiative to collaborate with colleagues to promote student growth and development.

4c. Collaborates and communicates effectively with parents/guardians.			
Shows lack of interest or knowledge in existing means to collaborate and communicate with parents/guardians.	Shows some interest or knowledge in existing means to collaborate and communicate with parents/guardians.	Demonstrates interest in and knowledge of means to collaborate and communicate with parents/guardians. Utilizes available means routinely, as appropriate.	Takes initiative to creatively collaborate and communicate with parents/guardians to provide information about class activities, to encourage their involvement in the students' learning and well-being.
4d. Treats students with kindness, fairness, patience, dignity and respect.			
Treats students and colleagues with indifference.	Treats students and colleagues with some level of respect, kindness and fairness.	Builds positive relationships with all students and colleagues.	Service-minded professional. Enables others to reach their potential through actions that honor strengths and are constructive regarding areas for improvement.

Reflection			
Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
5a. Reflects upon understanding of cultural, ethnic, gender and learning differences and one's own biases.			
Demonstrates little to no understanding of cultural, ethnic, gender and learning differences. Demonstrates no awareness of personal biases.	Demonstrates some respect and understanding of cultural, ethnic, gender and learning differences. Limited awareness and references to own biases.	Demonstrates respect and understanding of cultural, ethnic, gender and learning differences. Reflects on personal biases. Develops a general awareness of biases in the learning environment.	Demonstrates deep respect and understanding of cultural, ethnic, gender and learning differences. Reflection of personal bias is evident in practice. Unbiased resources are utilized to broaden understanding.
5b. Reflects on student evidence and utilizes analytical skills to adapt planning, instruction and assessment.			
No use/analysis of student evidence to inform planning and adapt instruction.	Inconsistently reflects on student evidence and at times analyzes assessment results to inform planning and adapt instruction.	Consistently reflects on student evidence and analyzes assessment results to inform planning and adapt instruction for	Continually reflects on student evidence and analyzes assessment results to inform planning and adapt instruction for all students.

		most students.	
5c. Reflects on ways to improve as an individual, as part of the school community, and as part of the teaching profession.			
Does not regularly attend and reflect on information learned from faculty meetings, professional development activities, and current research to support student learning. Does not apply information learned. Is not responsive to collegial advice.	Attends and reflects on information learned from faculty meetings, professional development activities, and current research to support student learning. At times applies information learned. Is responsive to collegial advice when provided.	Routinely reflects on and applies information learned from faculty meetings, professional development activities and current research to support student learning. Seeks advice from colleagues about self-improvement.	Routinely reflects on, applies, and shares information learned from faculty meetings, professional development activities and current research. Regularly seeks advice from colleagues about self-improvement.

Growth			
Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
6a. Communicates effectively and appropriately within the professional community.			
Communication is poor and insufficient within the school community.	Minimal communication occurs within the school community, meeting basic needs.	Communicates respectfully, effectively and professionally with supervisors and members within the school community.	Communicates professionally, honestly and openly, building trust with others. within the school community.
6b. Accepts constructive criticism and suggestions, and incorporates them into subsequent actions.			
Does not accept constructive criticism. Limited respect for experiences of supervisors and colleagues.	Accepts constructive criticism and at times incorporates suggestions into subsequent actions. Shows inconsistent respect for the experiences of supervisors and colleagues.	Accepts constructive criticism and consistently incorporates suggestions into subsequent actions. Shows consistent respect for the experiences of supervisors and colleagues.	Actively seeks out constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.



6c. Accepts all professional responsibilities communicated by supervisors, school and corporation for instructional and non-instructional duties.

Seldom completes professional responsibilities communicated. Makes excuses when responsibilities are not met. Personal life regularly undermines professional responsibilities.	Accepts most professional responsibilities communicated and generally completes them satisfactorily. Personal situations, while excused, have a negative impact on professional responsibilities.	Accepts all professional responsibilities communicated and consistently completes them satisfactorily. Demonstrates a reasonable balance between personal life and professional responsibilities.	Demonstrates initiative and seeks additional responsibilities, both instructional and non-instructional. Seamless balance between personal and professional responsibilities.
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6d. Demonstrates initiative and confidence in making the most of educational experiences.

Struggles with confidence limits the candidate. Cannot complete tasks without significant guidance from supervisor and/or supervising teacher/s.	Confidence varies. At times requires significant guidance from supervisor and/or supervising teacher/s.	Displays confidence in meeting responsibilities and takes initiative to make the most of educational experiences.	Reflects a confident, mature understanding of personal self and identity as a professional. Able to complete all work independently.
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# edTPA Overview:

## A Teacher Candidate Performance Assessment Focused on Student Learning

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### *What is edTPA?*

edTPA is the first nationally available performance based assessment for beginning teachers. As a culminating assessment during student teaching, edTPA captures evidence of prospective teachers' abilities to support students' learning.

Candidates apply their knowledge of students and the classroom context to demonstrate competencies in the areas of planning, instruction and assessment. The edTPA process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction.

### *What do Candidates have to submit?*

Teacher Candidates will document their teaching abilities by submitting a collection of items that includes lesson plans, student assignments, assessments, unedited video clips of the Candidate teaching, and commentaries on student learning and how the Candidate adjusted instruction to meet student needs.

### *What can triad members expect?*

For Supervising Teachers, your role is to provide support and guidance around Candidates' teaching. Teacher Candidates will request your guidance early in the semester so they can plan instruction based on a deep knowledge of student needs and strengths.

The Candidates also will seek support from their University Supervisor throughout the process. Candidates are expected to complete the planning for Task 1 of the edTPA prior to midterm conferences so the triad can meet to discuss the Candidate's work.

Candidates are expected to plan lessons and teach throughout the student teaching experience; the edTPA work is a "snapshot" of the Candidate's work. If a Candidate is having

difficulty managing the time demands of edTPA with regular student teaching, please discuss this concern with the University Supervisor so this issue can be resolved early in the placement.

Video recording is a requirement of the edTPA. Candidates are expected to follow the school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Should Candidates be required to obtain their own permissions, templates for letters and forms are available at Teacher Candidates are instructed to submit video clips that do not include the names of the Supervising Teacher, school, district or the last names of students.

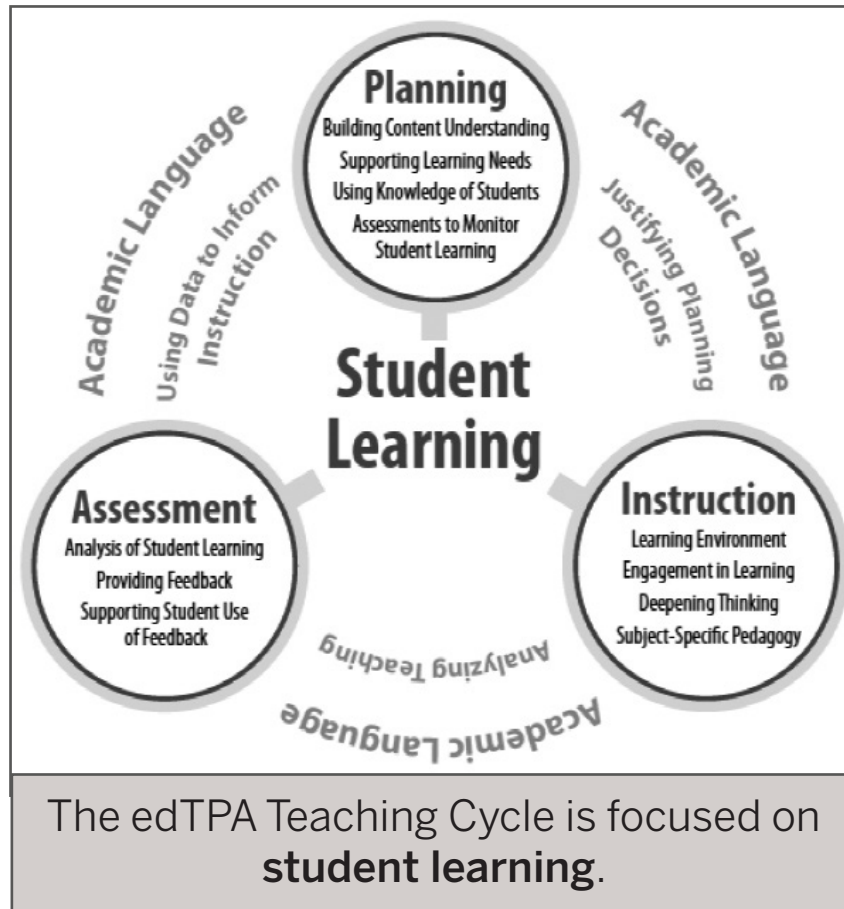
### *How is the edTPA scored?*

The scoring of the Candidate's edTPA will be assigned locally to IUB instructors or experienced content area teachers who have been trained to evaluate the assessment. If a Candidate does not receive a passing scoring on the edTPA, he/she will be asked to refine her/his work and resubmit.

In some cases, Candidates will also submit the edTPA for an "official" national score. While IUB does not require Candidates to submit their edTPA for a national score, some Candidates do so to obtain out of state licensure.

### *How can triad members support Candidates?*

edTPA involvement is a tremendous opportunity for both Teacher Candidates and Supervising Teachers to learn and grow as educators. Candidates will receive some support from the Office of Clinical Experiences, with additional support from Supervising Teachers and University Supervisors.

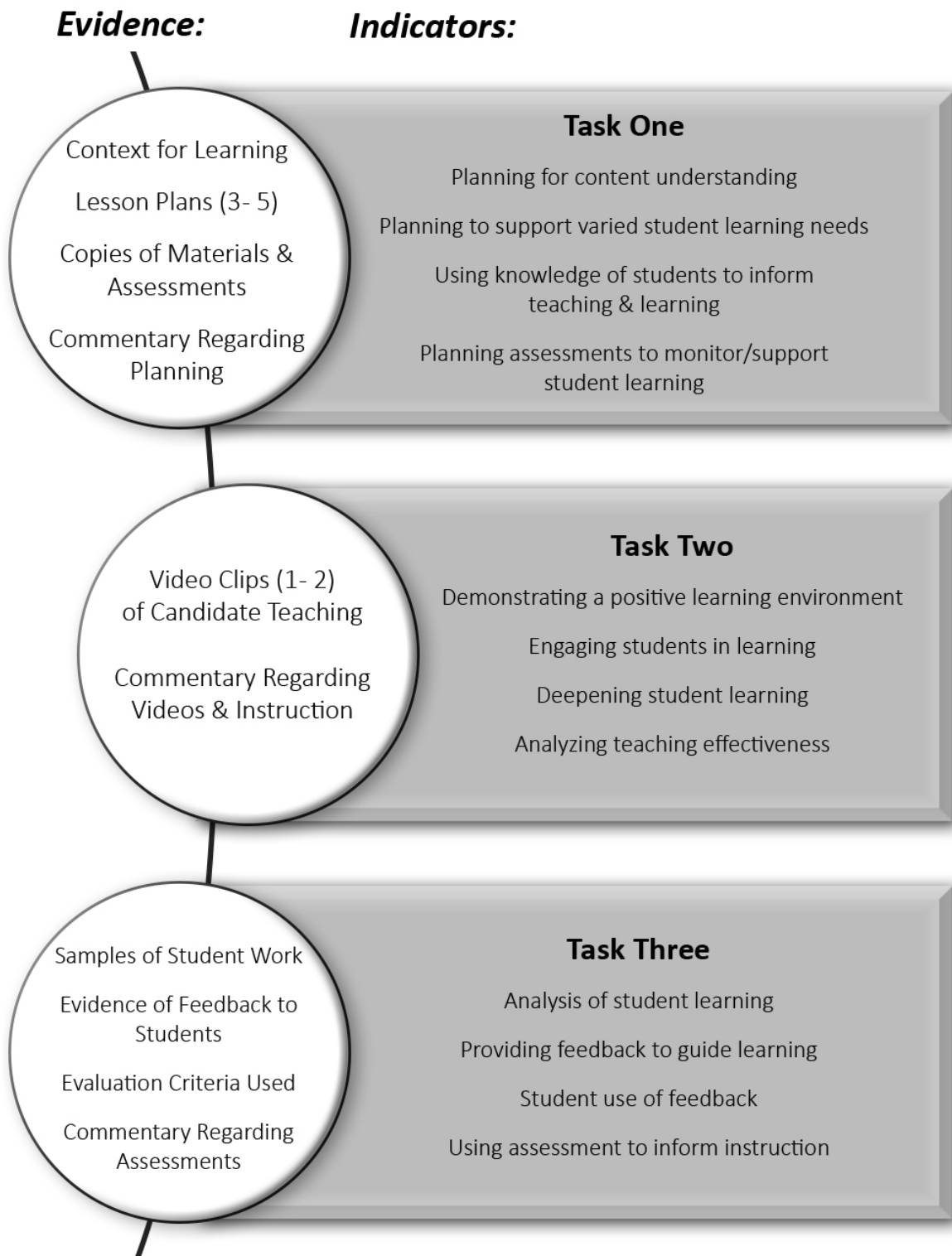


Here are some ways to support a Candidate through the edTPA process:

- » Help the Candidate understand the learning context of the school and classroom/s. Discuss unique learning needs of the students, cultural/personal/community assets, special features of the school, etc.
- » Early in the semester (at least week 2) discuss with the triad members what topics or content the Candidate will plan to teach by the mid-point of the semester.
- » When the Candidate video records their instruction, consider whether you are able to help with the recording process. Although optional, some Supervising Teachers decide to play this role.
- » Discuss with the University Supervisor any questions or concerns about the edTPA.

- » Participate actively in edTPA discussions during the student teaching triad conferences.
- » Familiarize yourself with the key assessment indicators on the next page for the performance assessment as a means to supporting the Candidate's efforts at completing the edTPA. If time allows, view Candidate's lessons and commentaries prior to the midterm conference and provide constructive feedback.

# Summary of edTPA Evidence and Indicators



## Candidate Support within the edTPA Process

<b>Acceptable Support:</b>	<b>Unacceptable Support:</b>
Discuss edTPA tasks with Teacher Candidate to support their thinking and progression.	Avoid telling the Candidate what to submit.
Ask probing questions to help them think carefully about their choices. In addition, help them make connections to research and learning theory.	Although you may read/view the Candidate's work, do not edit written work or videos. Do not offer critiques of Candidate responses that provide specific, alternative responses.
Help Candidate arrange for permission to video record. For example, if unsure whether permission slips are necessary, guide them in pursuing information from school leaders about what is needed for video recording.	Avoid taking on too much responsibility for obtaining video permission. It is the Candidate's responsibility to keep track of the permission forms and to make sure they have the forms necessary prior to recording their teaching. Any concerns about the process should be directed to the University Supervisor for clarification.
<p>Consider video recording for the Candidate, if desired. If you record, make sure the camera is focused on the students' learning and engagement with the lesson, and the Candidate's teaching interactions.</p> <p>If Candidate submits for a national score, the Candidates' entire face must be shown at some point to verify they are the one teaching the lesson. In addition, video clips must be continuous clips and unedited. Candidates are highly encouraged to set up a test run to make sure video and sound are acceptable.</p>	Avoid telling Candidate which video clip to use in their edTPA submission. It is the Candidate's responsibility to check the video and sound quality to ensure that the students and the Candidate can be seen and heard on the video clips.

# Providing Formative Feedback:

## Tips for University Supervisors Reviewing edTPA Task One

### General Suggestions Frequently Given to Candidates:

- Respond to prompts in bulleted or narrative form.
- Respond to every part of each prompt.
- Pay attention to the verbs in each prompt.
- Do not showcase or simply summarize.
- Provide specific, concrete examples to support analysis:
  - Show understanding of how students are learning from instruction provided.
  - Identify and analyze what behaviors are facilitating student learning, and provide evidence of their learning.
- Do not merely repeat prompt or rubric language as responses to commentary prompts; always include examples and evidence of the instruction that occurred.

### Frequent Candidate Questions Regarding Central Focus & Lesson Planning:

**What is CENTRAL FOCUS?** It is a significant understanding that the candidate wants students to develop in the learning segment. It is a description of the important identifiable theme, essential question, or topic within the curriculum. (e.g., not simply that Columbus sailed in 1492; but also some conceptual understanding of exploration and imperialism.)

#### How to plan/complete edTPA when working within a prescribed curricula?

Explain this in the Context for Learning. Lesson plans and Planning Commentary should address how candidate modified these lesson plans with students' backgrounds and/or needs in mind.

#### How to tie knowledge of students into learning segment/lesson planning and commentaries?

The learning segment should capitalize on student strengths and address the individual needs that must be considered in order to help students meet the objectives of the learning segment.

**Frequent Reminder to Candidates:** When describing what candidate knows about students, candidate must be sure that this information is based on *knowledge of students* and not based on *assumptions or stereotypes* associated with their age or ethnic, cultural, or socio-economic backgrounds.

### Assessment Planning Suggestions Frequently Given to Candidates:

- Assessments measure how well students understand—not just remember— and apply what they are learning.
- Include both formal and informal assessments throughout the learning segment.
- Thinking ahead to Task 3:
  - The ONE assessment chosen to analyze for Task 3 should align with the central focus and one or more of the stated learning objectives.
  - May be formal or informal, formative or summative, but it needs to result in evidence of student learning according to the evaluation criteria you describe.
  - The assessment should allow the students to demonstrate their thinking in some way.
  - Evaluative criteria should:
    - ♦ Align with the objectives of the learning segment.
    - ♦ Assess the outcomes of your learning segment as related to the central focus.



## The Dos and Don'ts to Guide edTPA Completion:

In addition to edTPA Handbooks, candidates are provided access to another resource, the “Making Good Choices Support Guide for edTPA Candidates.” This guide provides general support and suggestions to the edTPA from a non-subject-specific standpoint. All candidates - except for those completing the Special Education edTPA - receive the same Good Choices guide.

Below you will find snippets from the Good Choices guide related to what candidates should do and should avoid in completing each Task of the edTPA. We encourage you to use this information to assist in completing the formative feedback, and also in providing advice for candidates as they plan their course through the final two sections of the edTPA.

Source for all information – MAKING GOOD CHOICES. Support Guide for edTPA Candidates 2017-2018, pp. 7-40. Copyright © 2017 Board of Trustees of the Leland Stanford Junior University.

Planning Task (Task 1) Key Points:	
What to include:	What to avoid:
<p><b>Plans for instruction</b> that include a focus on developing thinking skills related to the central focus (explanation, synthesis, evaluation) in addition to skills, facts, and procedures</p> <p><b>Rationale</b> for your instructional choices in your commentary, not your lesson plans</p> <p><b>Explicit justification</b> of why your instructional strategies, materials, and planned supports (including supports for language) are appropriate for YOUR students</p>	<p><b>Instruction or assessment</b> that focuses primarily on memorization or rote application of facts, skills, or procedures</p> <p><b>Vague or incomplete planning</b> in your lesson plans and commentary for students with IEP or 504 plans (disregard if you have no students with IEP/504 plans)</p> <p><b>Deficit</b> or stereotypic descriptions of students</p> <p><b>Lack of alignment</b> between standards, objectives, learning tasks, and/or assessments and the central focus</p>
Instruction Task (Task 2) Key Points:	
What to include:	What to avoid:
<p><b>Video evidence</b> that explicitly depicts you addressing the subject-specific requirements for Task 2 as described in your handbook</p> <p><b>References</b> in your commentary responses to specific examples found in your video clip(s)</p> <p><b>Time stamps</b> identifying evidence from the video clip(s) in every response</p>	<p><b>Sharing your video</b> PUBLICLY on YouTube, Facebook, or any other website (you must respect the privacy of students)</p> <p><b>Choosing a video</b> clip that shows you making significant content errors</p> <p><b>Showing disrespect</b> to students or allowing students to be disrespectful to each other</p> <p><b>Choosing a video</b> clip during which the focus is largely classroom management</p> <p><b>Choosing a video</b> clip that does not reflect your subject-specific focus</p>

## Assessment Task (Task 3) Key Points:

What to include:	What to avoid:
<p><b>Analysis</b> of ONE assessment that allows students to display a range of understanding of the specified subject-specific elements of your central focus (<b>EXCEPTION:</b> See handbooks for Early Childhood and Physical Education for requirements for multiple assessments.)</p> <p>Focus student work samples that represent a range of performance on the chosen assessment(s)</p> <p><b>A focus</b> on important trends in student performance, supported by examples from focus students' work samples</p> <p><b>Explanation</b> of any modifications made to a chosen assessment in order to address student learning needs (i.e., differentiated versions of the same assessment)</p> <p><b>Concrete evidence</b> of feedback for each focus student</p> <p><b>Concrete evidence</b> of academic language use (from video clip and/or student work samples) and support for that use</p>	<p><b>A lengthy list</b> of learning objectives being measured, many of which are not closely related to the analyzed assessment</p> <p><b>An assessment</b> that only allows students to display a narrow range of knowledge and skills</p> <p><b>An assessment</b> that was completed by a group of students, not individually. (Condition Code G may be applied if at least some portion of the submitted assessment evidence does not demonstrate your analysis of individual learning.)</p> <p><b>Self-assessments</b>, peer assessments, and checklists or rubrics without the student work analyzed</p> <p><b>Superficial analysis</b> of student learning (e.g., there is no citation of evidence from student work samples or the analysis focuses on trivial aspects of the performance)</p> <p><b>Misalignment</b> between evaluation criteria, learning objectives, and/or analysis</p> <p><b>Feedback</b> that is developmentally inappropriate or disrespectful to students, or that contains significant content inaccuracies</p> <p><b>Vague descriptions</b> of how focus students will understand and apply the feedback they received for the assessment analyzed</p> <p><b>Analysis</b> of your use of academic language instead of students' use</p> <p><b>Identifying next steps</b> for learning that are not related to your analysis of student learning</p>

**Reminder:** Teacher candidates are expected to submit their Task 1 *draft* to university supervisors **prior to the Midterm Conference**. Please notify the Office of Clinical Experiences if a candidate is having difficulty getting her/his Task 1 submitted.

## **Formative Feedback Form**

### **University Supervisor Checklist for edTPA Task One**

The Formative Feedback Form is a checklist that identifies items of particular importance for supervisors to consider in reviewing candidate drafts of Task 1. This should be used as a guide to (and part of) more detailed feedback provided directly on candidate work.

#### **Context for Student Learning (CSL)**

- ☐ CSL identifies structure, curriculum, rules/policies unique to classroom, school and/or community.
- ☐ CSL is clear with special attention to the varied learning needs of students (e.g. 504/IEPs, ENLs, varied levels such as high ability or struggling reader/s).

NOTES:

#### **Planning around Central Focus - Plans/Instructional Supports**

- ☐ Aligns with the learning objectives and central focus.
- ☐ Addresses the general learning needs of the whole class.
- ☐ Includes, if applicable, required instructional/social supports for students with IEPs or 504 plans.
- ☐ Addresses the needs of individual students and/or groups of students, beyond IEP or 504 requirements.
- ☐ Reflects knowledge of students' prior learning and/or experiences/assets.
- ☐ Identifies possible preconceptions, errors, or misconceptions associated with the central focus, and describe strategies to identify and respond to them.
- ☐ Includes supports for language demands associated with the learning objectives and central focus. (Specific supports targeting vocabulary and/or symbols must be addressed. Additionally, candidates must plan supports for either syntax or discourse demands.)
- ☐ Includes engaging opportunities for students.

NOTES:

## **Monitoring Student Learning**

- ☐ Assessment plan is thoughtful and aligns to the overarching central focus and/or individual lesson objectives.
- ☐ Includes evaluation criteria for summative and/or formative assessments.
- ☐ Assessments are meaningful and targeted toward student understandings of subject area concepts and/or practices. Aligns assessments to the central focus.
- ☐ Includes multiple forms of evidence/assessments, not just the same kind of evidence, to monitor understanding of concepts.
- ☐ Provides research and/or theory to support planning and assessment.

NOTES:

## **Video Status**

- ☐ Video permission deemed NOT necessary by school.
- ☐ edTPA video permission has been sought from parents but not yet finalized.
- ☐ edTPA video permission has been sought from parents and finalized.

## **Candidate's Readiness to Proceed to Task 2 and Task 3**

- ☐ Minor suggestions for revision, video permissions finalized. Candidate is ready to proceed.
- ☐ Significant revision is recommended; candidate should revise and resubmit Task 1 for new feedback. Candidate is advised not to proceed to Task 2 and 3.
- ☐ Candidate must finalize video permissions before proceeding. Candidate cannot proceed until this is finalized.

NOTES:

# Section 4:

## Student Teaching Policies

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- ◆ Policy on Passing Student Teaching
- ◆ Summary of Additional Student Teaching Policies
- ◆ Office of Clinical Experiences Contact Information



**SCHOOL OF EDUCATION**

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# Policy on Passing Student Teaching

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## Student Teaching Assessment

Student teaching is graded on an S/F basis. Teacher Candidates earn a “Satisfactory” based on the assessments completed by the Supervising Teacher, and on the recommendation of the University Supervisor.

In order for the Candidate to pass the student teaching experience, the Candidate must:

- ❖ have no scores of ‘1’ on their Final Conference Summary evaluation.
- ❖ have no more than one score of ‘2’ in any category of the Final Conference Summary evaluation.

## edTPA Assessment

Teacher Candidates who are required to complete the edTPA must also receive a passing score on the performance assessment from an independent, outside evaluator/educator who has been trained to evaluate the edTPA.

In order for the Candidate to pass edTPA, the Candidate must:

- ❖ have no more than one rating of “emerging” (1) in any Task (I - III) of the edTPA.
- ❖ have a passing score of 27 or higher (the highest possible score is 45).

It is essential to complete the edTPA in a timely manner during student teaching so the Candidate can receive a score prior to the end of student teaching. Candidates must meet due date set by triad during midterm conference.

Revisions are required if a Candidate is not

passing after receiving feedback. Placements may be extended if Candidate is not making adequate progress.

## Interruption/Termination of Student Teaching

The final authority for the classroom students’ academic progress rests with the Supervising Teacher. If the student teaching experience is determined detrimental to student learning (based on observations, written documentation, and discussions with the University Supervisor), the student teaching experience may be terminated.

Teacher Candidates who withdraw or receive an F or I (Incomplete) for student teaching may not repeat without approval from the director of the program and the Assistant Dean of Teacher Education.

## Eligibility for Incompletes

If student teaching is interrupted and the Candidate is doing satisfactory work at the time and/or deemed by Supervisors as benefiting from a remediation plan, a grade of “I” (Incomplete) may be recorded. An arrangement with the Office of Clinical Experiences is required to remove an “Incomplete” grade.



# Summary of Additional Student Teaching Policies

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## Calendar/Vacations

It is the policy of Indiana University that Teacher Candidates WILL follow the calendar of the respective school corporation. 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. Fall and Spring Candidates will honor the school corporation's breaks (not IU breaks).

## Absences

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 University Supervisor must also 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 Teacher Candidate. In addition to missed days being added to the end of a placement, excessive absences may also result in a student teaching experience termination.

## Additional Activity Parameters

The following activity parameters must be followed during the student teaching placement:

- 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 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.
- Candidates may not administer or witness corporal punishment.
- Candidates may not transport any student in their own vehicle.
- Candidates may not visit students in their homes or in private, except when accompanied by school personnel as part of an official school activity.
- Candidates should always conference with students in an open, visible and easily accessible place.
- Candidates may not take any unsupervised responsibility for extracurricular events or activities including school-sponsored trips.

## Suspected Child Abuse

It is the responsibility of the Teacher Candidate to report suspicions of child abuse. Follow the protocol below related to suspected child abuse:

- Talk with the Supervising Teacher and/or the school's principal immediately and follow the school's protocol for making a report or having a report made.
- Advise the University Supervisor of the situation.
- Take time to write complete notes regarding observations, conversations, etc. that have led to suspicions of abuse.

## Disabilities

If a Teacher Candidate requires assistance or academic accommodations for a disability, she/he must first contact the Office of Disability Services for Students in Wells Library W302, 812-855-7578.

Once eligibility for disability services has been determined by this office, every attempt will be made to accommodate qualified Candidates with disabilities (e.g. mental health, learning, chronic health, physical hearing, vision neurological, etc.).

Note that services are confidential, may take time to put into place, and are not retroactive. Captions and alternate media for print materials may take three or more weeks to get produced.

It is the responsibility of the Teacher Candidate to communicate with the Office of Clinical Experiences information about this assistance and/or academic accommodations. You can reach the Office of Clinical Experiences by emailing [stuteach@indiana.edu](mailto:stuteach@indiana.edu) or calling 812-856-8503.

## Code of Student Rights, Responsibilities and Conduct

During student teaching, Teacher Candidates are still held to the Code of Student Rights, Responsibilities and Conduct and must behave in accordance to this code. All students, including Teacher Candidates will face harsh consequences if this code is violated (up to and including failing the course and IU may take further action).

To learn more about this code, visit [www.iu.edu/~code/code/responsibilities/academic/](http://www.iu.edu/~code/code/responsibilities/academic/).

TEACHERS MUST  
INSPIRE AS WELL  
AS INSTRUCT

CALEB MILLS



SCHOOL OF EDUCATION  
**CLINICAL EXPERIENCES**  
Office of Teacher Education

## Office of Clinical Experiences Contact

### General Inquiries:

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