



SCHOOL OF EDUCATION



Student Teaching **HANDBOOK**

2024

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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
- 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!

Indiana University Office of Clinical Experiences



SCHOOL OF EDUCATION
CLINICAL EXPERIENCES
Office of Teacher Education

Section 1:

Student Teaching Overview

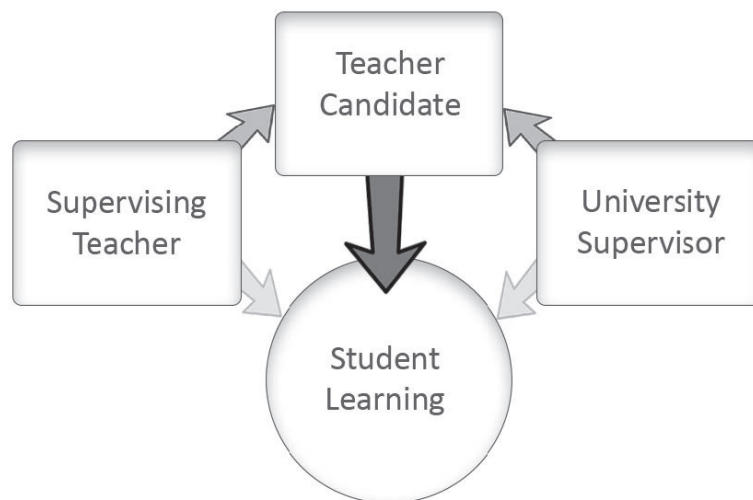
Contents

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

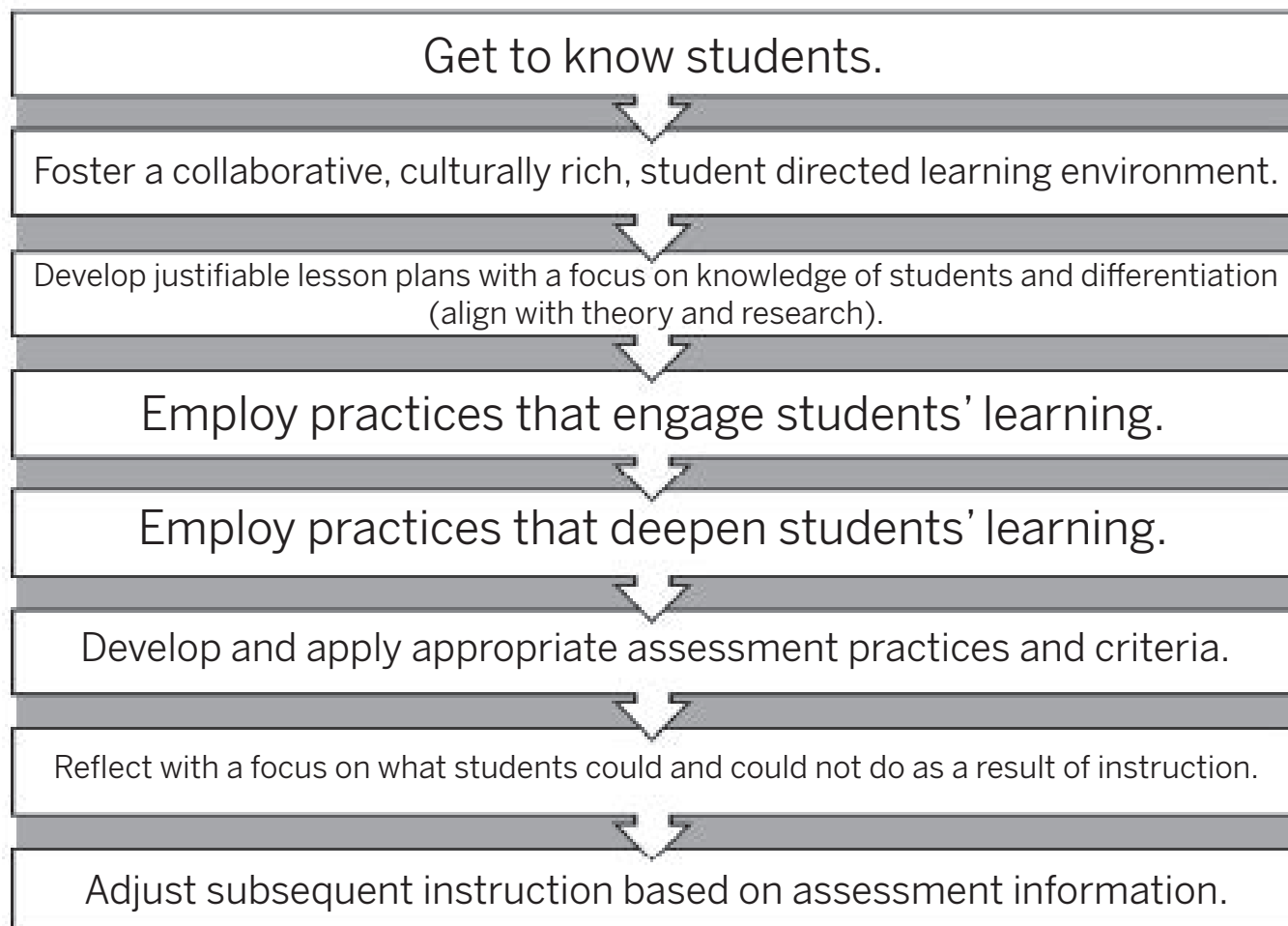


SCHOOL OF EDUCATION

Collaborative Teaching for Student Learning



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)¹. 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)², 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


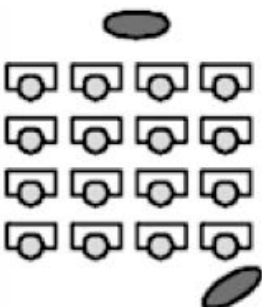
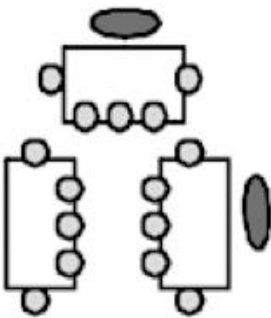
The following pages of this handbook are meant to provide resources to help with the development of a collaborative relationship between the Supervising Teacher and Candidate, while also providing visual reminders around the delivery options for collaborative teaching.

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.

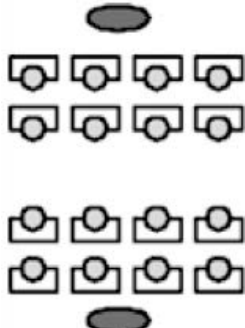
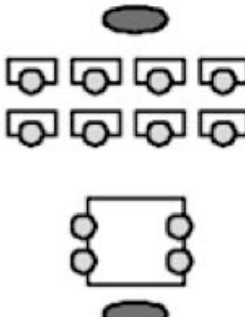
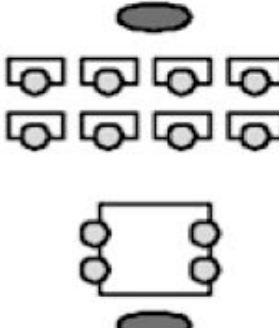
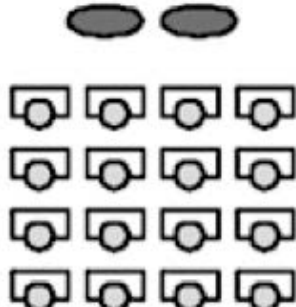
1. Heck, W.H., & Bacharach, N. (2016). A better model for student teaching. *Educational Leadership*, v. 7, n4.

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

Collaborative Teaching Strategies & Examples

Methods	Definition/Example
<p><i>One Teach, One Observe</i></p> 	<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>Example: One teacher can observe students for their understanding of directions while the other leads.</p>
<p><i>One Teach, One Assist</i></p> 	<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>Example: 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>
<p><i>Station Teaching</i></p> 	<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>Example: 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>

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

Methods	Definition/Example
<p style="text-align: center;"><i>Parallel Teaching</i></p> 	<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>Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</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>Example: 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 style="text-align: center;"><i>Alternative (Differentiated) Teaching</i></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>Example: 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 style="text-align: center;"><i>Team Teaching</i></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>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>

Section 2:

Overview of Triad Responsibilities & Student Teaching Timeline

Contents

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



Summary of Triad Responsibilities

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 assignment deadlines, have personal calendar ready, etc.).
- Communicate proactively, regularly, and honestly with your University Supervisor and Supervising Teacher. Actively seek feedback and support.

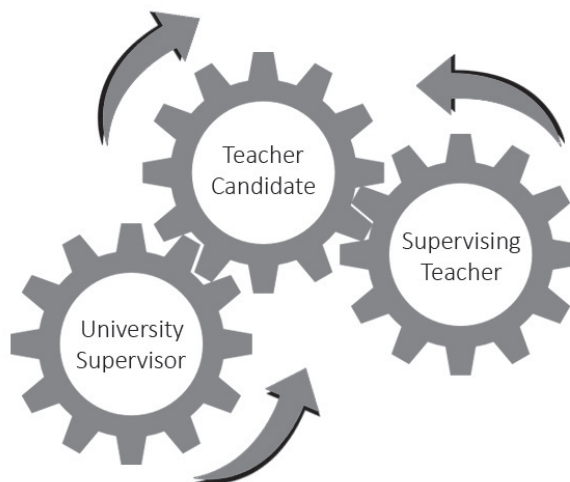
Closing Responsibilities:

- Submit all assignments in a timely manner (including final resume to Career Connections, edcareers.indiana.edu).
- Complete Final Student Teaching Survey. (You will receive an email toward the end of your student teaching experience with a link and instructions, as well as links provided in the EDUC-M 420 Canvas course.)

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.



Ongoing Responsibilities¹

- 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.)

1. 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.

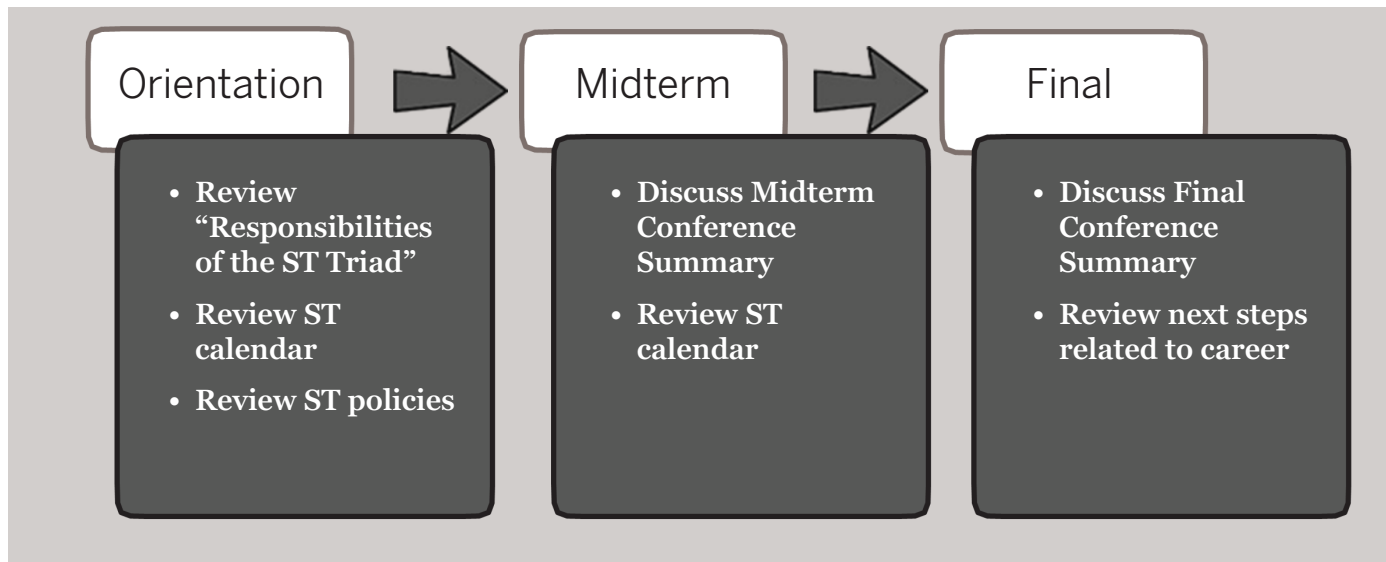
Ongoing Responsibilities:

- 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.
- 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 Office of Clinical Experiences 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--discuss preferred communication methods and expectations.

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 student teaching calendar.

III. Final Conference Agenda

1. Collaboratively review Final Evaluation Rubric and complete Final Conference Summary and upload the final evaluation to the online system.
2. Discuss next steps for candidate: seminar assignment completion, licensing, graduation, other.

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 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.
- 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. In collaboration with school 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 connect with the respective school principal and/or school administrators, and the IU Safety Office.

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 cancelled school days and sick days. If a Candidate is going to be late or miss a day, he/she/they 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 **only after the first 10 weeks of placement**.
- may not administer or witness corporal punishment.

Additional student teaching policies can be found on page 50.

What do you do if you are harassed 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. If the incident is a school safety issue follow school protocol to shelter, etc... and keep all safe. ****If not, excuse yourself from the environment. Keep your comments short, and to the point. "Excuse me, I need to go now."**
2. As soon as you are safely out of the environment, contact your supervisor, and the office of clinical experiences immediately. They will advise you of what steps to take next.
3. Complete a [Bias Incident Report](#) with the SoE as appropriate.

Recommended Student Teaching Timeline



Weeks 1 & 2:

First Triad Meeting (Orientation).

Exchange contact information and discuss expectations around responsiveness for the group.

1/4 mark:

Structured Observation #1 planned.

Teacher Candidate & Supervising Teacher discuss progress

1/2 mark:

Second Triad Meeting (Midterm Conference). Include discussion progress around collaborative teaching.

3/4 mark:

Structured Observation #2 takes place.

~1 - 2 weeks prior to end date:

Final Triad Meeting (Final Conference).

Candidate confirms submission of all assignments.

Section 3:

Evaluation Process

Contents

- ◆ 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



Evaluation Document Overview:

Purpose and Instructions

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.

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

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.

Examples¹ 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 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?

1. 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.

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, and Classroom Management Self-assessment 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.



Completing the Structured Observation Form:

Guidelines for University Supervisors & Supervising Teachers

The Structured Observation Form is to be completed twice (once before midterm, and once after) by the university supervisor, and twice (once before midterm, 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

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.

***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 _____

Length of Observation _____ Person Completing Form _____

Before Midterm
 After Midterm

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
	N/E	1	2	3	
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	
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	
Promotes positive social interactions	N/E	1	2	3	4
Provides physical and instructional transitions	N/E	1	2	3	4

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	
Lesson is age/developmentally/culturally appropriate, reflecting individual student's strengths, interests and assets	N/E	1	2	3	4
Lesson includes variety of strategies to meet varied learning needs	N/E	1	2	3	4
Lesson includes variety of strategies to engage students in deeper learning	N/E	1	2	3	4
Uses various questioning techniques and informal assessments	N/E	1	2	3	4

PROFESSIONAL DISPOSITIONS	RATING				EVIDENCE/EXAMPLES OBSERVED
	N/E	1	2	3	
Commits to learners from all backgrounds and ability levels; fosters inclusive learning environment	N/E	1	2	3	4
Demonstrates initiative, enthusiasm, and confidence	N/E	1	2	3	4
Treats students and colleagues with kindness, fairness, patience, dignity, and respect	N/E	1	2	3	4
Is open to and seeks out constructive criticism	N/E	1	2	3	4

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.	

LEARNING ENVIRONMENT	UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
Demonstrates positive classroom management strategies	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.
Effectively uses time, resources, interactive technologies, instructional tools	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.
Fosters collaborative, and/or student-directed learning	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.
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.
Provides physical and instructional transitions	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.								

PROFESSIONAL DISPOSITIONS	PROFESSIONAL DISPOSITIONS			
	UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
Commits to learners from all backgrounds and ability levels. Fosters inclusive learning environment	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.
Demonstrates initiative, enthusiasm, and confidence	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.
Treats others w/ kindness, fairness, patience, dignity, and respect	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.
Is open to and seeks out constructive criticism	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)

Classroom Management Practice	Rating
	0 = Not yet implemented 1 = Some attempt to implement 2 = Implement, but struggle w/ follow-through 3 = Implement, follow-through, monitor & improve

1. Maximize structure and predictability in the classroom

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

2. Manage behavior through effective instructional delivery

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

3. Actively engage students through use of varied instructional strategies

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

4. Evaluate instruction

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

Classroom Management Practice, pg. 2	<p style="text-align: center;">Rating</p> <p>0 = Not yet implemented 1 = Some attempt to implement 2 = Implement, but struggle w/ follow-through 3 = Implement, follow-through, monitor & improve</p>			
5. Maximize positive interactions				
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
6. Use a continuum of strategies to acknowledge expected behavior				
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
7. Use a continuum of strategies to respond to inappropriate behaviors				
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
8. Develop caring and supportive relationships				
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
9. Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom				
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 activities for students to solve problems collaboratively.	0	1	2	3

Summary of Strengths and Areas for Improvement:

Current Strength Areas

Areas for Improvement

Goals and Improvement Strategies (Specific Action Steps)

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 #:
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INDIANA UNIVERSITY SCHOOL OF EDUCATION

Student Teaching/Practicum Midterm Conference Summary

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

Candidate's Name: _____ Conference Date: _____

Supervising Teacher Name: _____ University Supervisor: _____

Subject/Grade: _____ School Name: _____

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

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

1. Knowledge	
1a. Demonstrates knowledge of central concepts, tools of inquiry, structure, standards, interactive technologies and instructional tools.	1 2 3 4
1b. Demonstrates knowledge of a variety of informal and formal, formative and summative 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 that integrate evidence based reading and literacy instruction related to the science of reading as appropriate.	1 2 3 4
Comments	
2. Learning Environment	
2a. Develops an effective learning environment by establishing clear expectations for learning and behavior, appropriately managing the use of time, positive/effective classroom management strategies, interactive technologies, instructional tools and resources.	1 2 3 4
2b. Fosters a collaborative and respectful learning environment with and among students that reflects and values diversity in culture, ethnicity, gender and learning differences.	1 2 3 4
2c. Establishes a learning environment where students are enthusiastic, interested and motivated to work on challenging tasks and obtain learning goals. Academic progress is actively monitored and positive impact on student learning is evident.	1 2 3 4
Comments	

(continued on next page)

3. Personalized Learning				
3a. Instructional methods are differentiated to address individual student interests, varied learning needs and assets.	1	2	3	4
3b. Observe, document, and assess how each student behaves, learns, and interacts to provide academic feedback that improves students' understanding of their own progress and helps adjust instruction.	1	2	3	4
3c. Instructional methods include a variety of strategies to engage students in conceptual understanding, reasoning, critical thinking and problem solving that reflect the diversity among learners.	1	2	3	4
3d. Demonstrates the use of questioning and informal assessment techniques that support students' connections to content and helps establish a deeper understanding of complex material.	1	2	3	4
Comments				

4 Community				
4a. Collaborates and communicates effectively with colleagues as well as families and adults responsible for students in the classroom to promote student growth and development.	1	2	3	4
4b. Participates effectively and appropriately within the professional community.	1	2	3	4
Comments				

5. 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.	1	2	3	4
Comments				

6. Growth				
6a. Accepts constructive criticism and suggestions and incorporates them in subsequent actions.	1	2	3	4
6b. Accepts professional responsibilities communicated by SoE, teacher and school for instructional and non-instructional activities.	1	2	3	4
6c. Demonstrates initiative and confidence in making the most of educational experiences.	1	2	3	4
Comments				

***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.

<hr style="width: 10%; margin-left: 0;"/>	
<u>Overall/final comments:</u>	
Updated 2024	

MIDTERM/FINAL EVALUATION RUBRIC

(Based on Six Guiding Principles)

Knowledge			
Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
1a. Demonstrates knowledge of central concepts, tools of inquiry, structure, standards, interactive technologies and instructional tools.			
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.
1b. Demonstrates knowledge of a variety of informal and formal, formative and summative assessment methods and tools used to monitor student progress and inform instruction.			
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.
1c. Develops lesson plans that demonstrate knowledge of students, content, learning activities, standards and assessment that integrate evidence-based reading and literacy instruction related to the science of reading as appropriate.			
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
<p>2a. Develops an effective learning environment by establishing clear expectations for learning and behavior, appropriately managing the use of time, positive/effective classroom management strategies, interactive technologies, instructional tools and resources.</p>			
<p>Effective learning environment not evident. Student behavior is not monitored or responded to appropriately; students consistently off-task, passive, and/or disruptive. Expectations are not clear to students.</p>	<p>Minimally effective learning environment. General awareness of student behavior. Expectations are not consistently clear to students. Tendency to respond to misbehavior rather than acknowledge positive behaviors.</p>	<p>Effective learning environment evident. Candidate models and fosters respectful, positive behaviors. Expectations are clear to all students. Candidate is consistently aware of and responsive to student behaviors.</p>	<p>Highly effective learning environment evident. Candidate models and fosters respectful, positive behaviors and responds to student behavior proactively. Expectations and procedures are consistently reviewed and practiced.</p>
<p>2b. Fosters a collaborative and respectful learning environment with and among students that reflects and values diversity in culture, ethnicity, gender and learning differences.</p>			
<p>Instructional environment dominated mostly by candidate presentations. Little to no use of collaborative activities. Candidate does not implement strategies to encourage respectful learning interactions. Diversity is ignored.</p>	<p>Instructional environment includes some collaborative learning. At times the candidate implements strategies to encourage respectful learning interactions. Diversity is touched on at times.</p>	<p>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. Diversity is represented in ongoing exchanges.</p>	<p>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. Diversity is explored and represented in ongoing exchanges.</p>
<p>2c. Establishes a learning environment where students are enthusiastic, interested and motivated to work on challenging tasks and obtain learning goals. Academic progress is actively monitored and positive impact on student learning is evident.</p>			
<p>Instructional environment dominated mostly by candidate presentations. Little to no use of collaborative activities. Candidate does not implement strategies to encourage respectful learning interactions. Students are not engaged</p>	<p>Instructional environment includes some collaborative learning. At times the candidate implements strategies to encourage respectful learning interactions. Students are minimally engaged</p>	<p>Instructional environment has candidate and students engaged collectively to enhance learning. Candidate implements strategies to encourage respectful, productive learning interactions. Diverse opinions are valued and students feel safe taking risks. Students are excited and engaged.</p>	<p>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. Excitement and enthusiasm is evident in engaged students.</p>

Personalized Learning

Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
3a. Instructional activities are differentiated to address individual students' interests, varied learning needs and assets.			
Instructional strategies and activities do not include differentiation around students' interests, varied learning needs and assets. One lesson is taught to all students.	Instructional strategies and activities include some/inconsistent attempts of differentiation around students' interests, varied learning needs and assets. At times activities use multiple modalities to make learning relevant to learners.	Instructional strategies and activities include differentiation around most students' interests, varied learning needs 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, varied learning needs and assets. Activities reflect effort to creatively use multiple modalities to make learning relevant to most learners.
3b. Observe, document, and assess how each student behaves, learns, and interacts to provide academic feedback that improves students' understanding of their own progress and helps the candidate adjust instruction.			
Observation, documentation and assessment of students' behavior, learning and interaction is not used to provide feedback that improves student understanding of their own progress or adjust instruction.	Observation, documentation and assessment of students' behavior, learning and interaction is used minimally to provide feedback that improves student understanding of their own progress or adjust instruction.	Observation, documentation and assessment of students' behavior, learning and interaction is used to provide feedback that improves student understanding of their own progress or adjust instruction.	Observation, documentation and assessment of students' behavior, learning and interaction is used skillfully to provide feedback that improves student understanding of their own progress or adjust instruction.
3c. Instructional methods include a variety of strategies to engage students in conceptual understanding, reasoning, critical thinking and problem solving that reflect the diversity among learners.			
Instructional methods include little to no student engagement in building conceptual understanding, reasoning, critical thinking, and problem solving.	Instructional methods include some efforts to build conceptual understanding, reasoning, critical thinking and problem solving. General student engagement is evident.	Students are sufficiently engaged in instructional methods 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 methods results in deepening students' conceptual understanding, reasoning, critical thinking and problem solving.
3d. Demonstrates the use of questioning and informal assessment techniques that support students' connections to content and helps establish a deeper understanding of complex material.			
Instructional activities reflect little to no questioning for student understanding and no use of informal assessment strategies. There is a lack of connection with content leading to understanding of complex material.	At times, instructional activities include basic questioning and informal assessment strategies. Deeper questioning is needed to help students engage with complex material and deepen understanding.	Regular use of high-level questioning and informal assessments prompt responses that demonstrate conceptual understanding. Students are engaged with complex material and have deep understanding.	Continual use of high-level questioning and informal assessments prompt responses that demonstrate deep conceptual understanding of content and regularly build on students' responses. Students are highly engaged with complex materials and show a deep understanding.

Community

Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
4a. Collaborates and communicates effectively with colleagues as well as families and adults responsible for students in the classroom to promote student growth and development.			
Demonstrates little effort or no interest in relationships and collaboration with families and adults responsible for students. Seldom interacts with colleagues. Does not attempt to collaborate to promote student growth and development.	Shows some understanding and interest in relationships and collaboration with families and adults responsible for students. When asked, the candidate collaborates with colleagues to promote student growth and development.	Demonstrates understanding of and interest in relationships and collaboration with families and adults responsible for students. Responds effectively to them and uses family & community resources in learning activities. Consistently collaborates with colleagues to promote student growth and development.	Demonstrates a deep understanding of and respect for the families and adults responsible for the students. Takes initiative to make beneficial connections with them. Consistently uses family and community knowledge & resources in learning activities. Takes initiative to collaborate with colleagues to promote student growth and development.
4b. Participates effectively and appropriately within the professional community.			
Participation is poor and insufficient within the school community.	Minimal participation occurs within the school community, meeting basic needs.	Participates respectfully, effectively and professionally with supervisors and members within the school community	Participates professionally, enthusiastically and openly, building trust with others. within the school community.

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 most students.	Continually reflects on student evidence and analyzes assessment results to inform planning and adapt instruction for all 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. 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.
6b. 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.
6c. 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.

Updated 2024

Section 4:

Student Teaching Policies

Contents

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



Policy on Passing Student Teaching

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.

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

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.

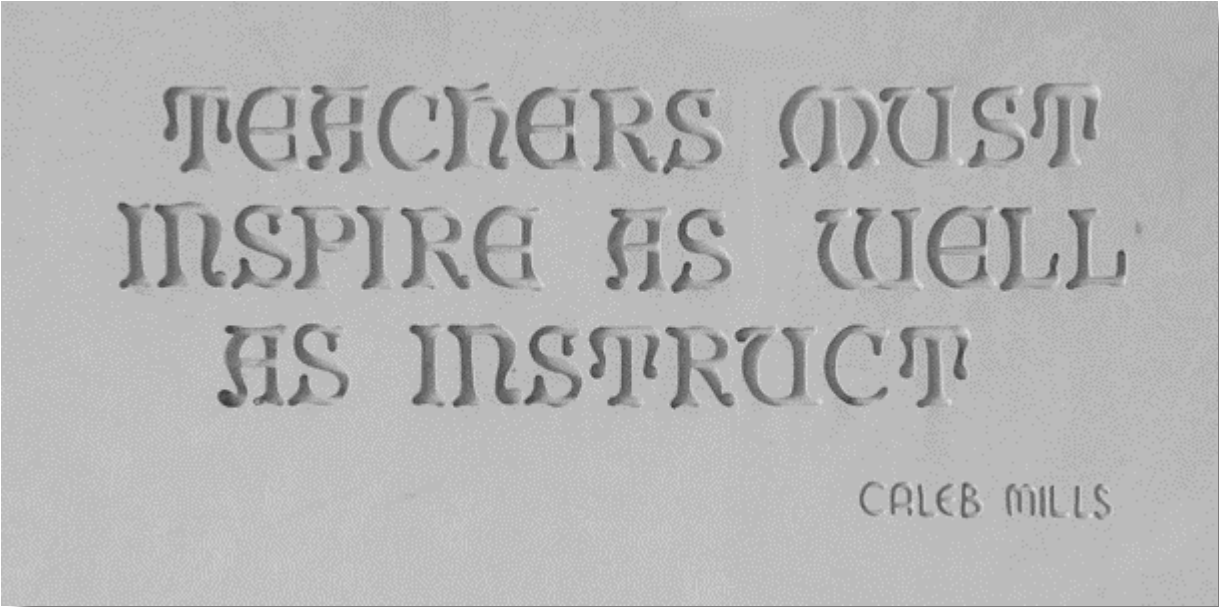
Disabilities

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 or calling 812-856-8503.



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:

stuteach@indiana.edu

Ph. 812.856.8503

Fax. 812.856.8518

Directors:

Letha Taylor - lettaylo@indiana.edu

Tyna Hunnicutt - thunnicu@indiana.edu

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Cindy Bell - cydavids@indiana.edu

Website:

<https://education.indiana.edu/students/undergraduates/clinical-experiences/index.html>

