Student Teaching Handbook

Indiana University
School of Education
Indianapolis

2002 - 2003
TABLE OF CONTENTS

PREFACE: Principles of Teacher Education ................................................................. 1
LTTL Logo .................................................................................................................... 3

CHAPTER I: THE STUDENT TEACHING PROGRAM

Organization of the Student Teaching/Practicum Experience ............................................. 5
Standards for the Student Teaching Experience ................................................................. 8
  Coursework/Employment During Student Teaching ....................................................... 8
  Substitute Teaching ...................................................................................................... 9
  Attendance .................................................................................................................. 9
  Snow Days .................................................................................................................. 9
  Vacations .................................................................................................................... 9
  Transporting Students ............................................................................................... 9
  Teacher Strikes ......................................................................................................... 10
  Corporal Punishment ................................................................................................. 10
  Withdrawal/Incomplete/Failur e .................................................................................. 10
  IUPUI Sexual Harassment Policy .............................................................................. 10
Requirements for the Student Teaching Experience .......................................................... 10
  Schedule for Student Teaching/Practicum .................................................................. 10
  Experience Record ................................................................................................... 10
  Seminars ................................................................................................................... 11
  Individual Conferences ............................................................................................. 11
  Reflective Journals ................................................................................................. 12
  Tests for Licensure ................................................................................................... 12
Assessment ..................................................................................................................... 13
  Collection of Data ..................................................................................................... 13
    Framework For Beg. Teacher Professional Practice ............................................... 13
    Progressive Log ...................................................................................................... 14
  Midterm Goals .......................................................................................................... 14
  Final Profile ............................................................................................................. 15

CHAPTER II: GUIDELINES FOR STUDENT TEACHING/PRATICUM PERSONNEL

  Role of the Student Teacher ....................................................................................... 17
  Role of the Supervising Teacher ............................................................................... 19
  Role of the University Supervisor ............................................................................ 21

CHAPTER III: STUDENT TEACHING/PRATICUM ACTIVITIES

  Lesson Planning ........................................................................................................ 23
  Instructional Strategies .............................................................................................. 24
  Classroom Management ............................................................................................ 25
  Observations ............................................................................................................. 26
APPENDICES

A. Suggested Activities for the Supervising Teacher During the First Few Days of Student Teaching ........................................... 29
B. Suggested Activities for the Student Teacher During the First Few Days of Student Teaching .................................................. 31
C. Experience Record ...................................................................... 32
D. Schedule of Student Teaching .................................................... 33
E. Pre-Observation Conference Report ........................................... 35
F. Student Teacher's Reflection Form for Lesson Plan ....................... 36
G. Framework For Beg. Teacher Professional Practice ...................... 37
H. Progressive Log ........................................................................ 55
I. Midterm Goals ........................................................................... 61
J. Final Profile ................................................................................ 63
K. Reflective Journal ....................................................................... 65
L. Withdrawal/Incomplete/Failure Form ......................................... 66
M. Lesson Plan .............................................................................. 67
N. 101 Ways to Praise a Child ....................................................... 68
O. Form for Structured Observation of a Lesson ............................. 69
P. Analysis of Classroom Management Technique .......................... 71
Q. Teacher Verbal Behavior Form .................................................. 72
R. Coding Scale of Classroom Social Environment .......................... 73
S. Teacher Space Utilization ........................................................... 75
T. Diagram of Verbal Interaction .................................................... 76
U. Cultural Assessment ................................................................. 77
V. Student Academic Behavior ....................................................... 79
W. Shadowing Form ....................................................................... 80
X. Software Selection Guide .......................................................... 81
Y. Agreement .................................................................................. 83

REFERENCES .................................................................................. 87
Mission Statement
School of Education
Indianapolis

The Indiana University School of Education at Indianapolis is an urban educational institution dedicated to preparing professional educators and human service providers for a variety of educational settings. Our mission is to offer challenging undergraduate and graduate programs that prepare reflective, caring and highly skilled professionals for diverse educational settings. Through on-going collaborative and interdisciplinary partnerships, we are dedicated to advancing teaching and learning practices, informing educational theory and research, and influencing state and federal education policy.

This handbook is provided to all participants in the IUPUI Student Teaching Program as a practical reference. We have attempted to reflect the changes that are occurring in professional teacher education and to provide helpful information and tools to facilitate the collaboration among the student teacher, supervising teacher, university supervisor, and the Office of Student Teaching.

Without dedicated professionals willing to devote their time and share their expertise, we would not be able to provide our students with such a valuable experience as student teaching. We dedicate this handbook to all the teacher, principals, university supervisors, IUPUI staff and faculty, and the educators of tomorrow.

Dr. Khaula Murtadha
Executive Associate Dean
School of Education

Dr. Linda L. Houser
Assistant Dean for Student Services
School of Education
PREFACE

Teacher education programs and teacher licensing are changing in Indiana and around the country. There has been an explosion of standards for the teaching profession. While each set of professional standards describes knowledge and skills unique to a particular discipline or level of teaching, all of the standards share a common set of core principles. The School of Education at IUPUI, along with colleagues from the public schools, has worked to articulate the principles that describe a professional who is prepared to meet the complex challenges of education.

The National Board for Professional Teaching Standards, INTASC (Interstate New Teacher Assessment and Support Consortium), and IUPUI are united in their view that the complex art of teaching requires performance-based standard and assessment strategies that are capable of capturing student teachers’ reasoned judgments and that evaluate what the student teachers can actually do in authentic teaching situations. Therefore, the student teaching experience at IUPUI is grounded in performance-based standards and emphasizes assessment strategies that move beyond the traditional checklist. The IUPUI Principles of Teacher Education serve as the basis for our teacher education program.

IUPUI
Principles of Teacher Education

Principle 1: Conceptual Understanding of Core Knowledge - the ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For secondary students, this means developing rich expertise within their chosen discipline.

Principle 2: Reflective Practice - the ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and context from multiple perspectives.

Principle 3: Teaching for Understanding - the ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning.

Principle 4: Passion for Learning - the ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students’ habits of continual, purposeful learning.

Principle 5: Understanding School in Context of Society and Culture - the ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities.

Principle 6: Professionalism - the ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.
INTASC STANDARDS

**Principle 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Principle 3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle 4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle 5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle 6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle 7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle 8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle 9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle 10:** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well being.
The Learning to Teach/Teaching to Learn logo represents the multiple facets of the LTTL program.

The Principles of Teacher Education are at the core of Learning to Teach Teaching to Learn. They synthesize the school's vision for urban teacher preparation and the standards for performance and learning into a manageable and memorable framework. All aspects of the program—curriculum, field experiences, assessments, planning with arts and sciences faculty, conversations with students, work with cooperating teachers and school personnel—reference the Principles for guidance.

A variety of standards and knowledge bases are used to guide program development. These include both discipline-based standards for new teachers as well as student academic achievement standards for P-12 schools. The program builds on the IUPUI Principles of Undergraduate Learning and general education curriculum as it prepares education professionals to meet the INTASC (national standards) and IPSB (state standards) for beginning teachers.
The **curriculum** is our articulation of what we teach and how we teach it. The coursework is blocked so that faculty collaborate across disciplines and focus on shared inquiry and deep conceptual development. The courses are carefully sequenced so that new experiences build on previous learning. Each strand of the curriculum is coordinated to different sets of standards and develops the knowledge, skills, and dispositions needed to teach children and youth in different contexts and levels.

**Reflection** is systematically built into the program. Interns are taught to use technology as a tool for organizing and synthesizing their learning. They talk about their experiences and write in journals as they engage in cycles of learning and teaching. They learn that teaching requires constant critical thinking and problem solving. In a similar fashion, the faculty meets regularly to collaborate as teacher researchers who discuss their questions, collect data and student work, and share in the analysis and evaluation of the program.

**Partnerships** with schools in the community are key to the program. IUPUI interns practice what they are learning in their courses and experience the diversity of urban schools as they work with children and teachers. Whenever possible, classes are taught onsite at partner schools, and each block in the curriculum has a field experience component planned in collaboration with teachers at a partnership school site. IUPUI faculty members, school teachers, and IUPUI interns have created a learning community focused on learning to support children’s learning.

The **Unit Assessment System** provides multiple measures for evaluating intern performances and program quality. Students demonstrate their achievement of the professional standards in the contexts of authentic teaching experiences in the schools. Time is set aside at the end of each semester to evaluate performance tasks and portfolios. This data, along with data collected about the performance of graduates, is used to evaluate the effectiveness of the curriculum and other program features. Regular dialogue with stakeholders makes continuous improvement an ongoing process.
CHAPTER 1
THE STUDENT TEACHING PROGRAM

Organization of the Student Teaching/Practicum Experience

Student teaching and practicums are unique experiences filled with opportunities for personal and professional growth. These experiences are teaching learning processes that have a structure similar to that followed in any good instructional setting: orientation, induction, and culmination.

Phase 1: Orientation

The orientation period for a student teacher is ongoing throughout the student teaching experience. Piland and Anglin (1993) identified four stages of student teacher development:

Stage 1: Fear/Uncertainty. Prior to entering and during student teaching, student teachers express concerns and experience fear, nervousness, anxiety, frustration, and uncertainty. They enter the experience with expectations, excitement, goals and questions. Self-esteem is either high or low. Questions center on unknown and "how to." Fears center on the unknown.

Stage 2: Socialization. Student teachers move through a socialization process. It is important to be liked as an individual and respected as a person in the role of a teacher. It is important to be accepted by the supervising teacher, pupils, and staff. Confirmation is obtained and confidence gained when the student teacher feels successful in the teaching of the lesson, receives positive responses from the pupils about the lesson, and receives positive feedback from evaluations. Trust begins developing with the supervising teacher. Knowledge base of content to be taught is reviewed. Classroom management begins.

Stage 3: Autonomy. Student teachers want control and the opportunity to take charge of the classroom and management of the pupils. Student teachers want to function in the authority role, to be able to discipline pupils, and to make decisions regarding the planning of the lesson and the content to be taught. They begin to develop autonomy, and receive or want permission from the supervising teacher to take charge of the classroom. Trust levels are more established.

Stage 4: Affirmation. It is important for student teachers to be affirmed by the pupils. Formal evaluation, by the supervising teacher and university supervisor, affirm the student teacher's ability to demonstrate the knowledge and skills of teaching. Self-affirmation is obtained by meeting personal goals and expectations set at the beginning of the experience. (Henry & Beasley, 1996).

Although orientation is an ongoing process, the student teacher's first few days in the classroom are critical. Most student teachers' early apprehensions concern items that are obvious and well-known to supervising teachers and building administrators; these veterans may forget what it was like to be a "rookie." Supervising teachers and student teachers often find it helpful to address certain topics during the first few days of the student teaching experience. The major
focus of the student teacher's first few days in the school is learning about the school and its curriculum, methods, management, materials, policies, and pupils. The student teacher should use all available opportunities to facilitate this orientation process and be an active participant in the process. Lists of suggested activities for the supervising teacher and student teacher for the first few days of student teaching, have been provided in the Appendix (A & B). Utilizing these lists can facilitate the student teacher's smooth transition into the classroom and school environment.

**Phase 2: Induction**

Induction into teaching is the process of changing one's image, status, and performance from that of a student to that of a professionally licensed teacher. It is a process that follows a pattern of activities that vary, not in sequence, but in duration and intensity.

The induction of student teachers is classified into three categories: observation, participation, and full instructional responsibility. Differentiation among the three categories is at times narrow and during the experience the three will frequently overlap. It is most important, however, for all three categories to be viewed within their individual context but to see also the relationship of each to the other.

**Observation** has a particular focus. The observations associated with student teaching should have a direct focus on instruction and the role of the teacher as a facilitator of instruction. The process should include pre-observation planning of intent and process, focused attention on the instruction of the master teacher, and post-observation reflection and analysis.

Some of the topics, which should be observed for their relationship to instruction and learning, include:

1. School and school system administrative procedures
2. Variety of teaching techniques - including those used in grade levels and subject areas other than that in which the student teaching is being done
3. Classroom management procedures and techniques
4. Pupil interaction, particularly as it is related to learning
5. Pupil-teacher interaction
6. Uses of instructional media and materials and technology
7. Physical conditions of the classroom and school as they affect instruction and learning
8. Classroom environment and student diversity
9. Auxiliary services
10. Community resources

The purpose of structured observation is to help (1) the student teacher focus upon the critical elements in the instructional and management processes and (2) provide a frame of reference that the student teacher can begin to apply in a lifelong, self-evaluation process. The purpose is not for the student teacher to engage in evaluation of the supervising teacher or other teachers who agree to be observed.
Participation includes those activities that engaged the student teacher in instruction with limited observation but which precede whole class and full instructional responsibility. These include a wide variety of possible activities ranging from working with individual students on a tutorial basis on a single topic, to working with small groups for the same purpose, to teaching the whole class a segment of a topic or unit. It can also include such things as grading student work, preparing materials, preparing lesson plans or assisting the supervising teacher in a team teaching situation.

Full instructional responsibility must be gradual and yet have as its final intent as complete responsibility as is possible.

- The process usually begins with responsibility for a single class, group, or subject.
- Full instructional responsibility, even for a single class, group, or subject, should not begin until after orientation, observation, and at least some participation activities have occurred.
- Classes, groups, or subjects should be gradually added to the load of the student teacher, as competence is exhibited and confidence is gained, until the student has assumed all of the instructional responsibilities of the supervising teacher.
- Individual circumstances in the classroom or schedule may preclude total assumption of instructional responsibility on the part of the student teacher. These situations should be brought to the attention of the university supervisor so that modifications, if necessary, in the schedule of the student teacher can be made.
- The period of full instructional responsibility must last a minimum of four weeks per assignment in order to provide ample opportunity for the student teacher to grow and develop and to allow time for constructive feedback reflection, and change.

Phase 3: Culmination

Student teaching will end and the student teacher will be gone. It seems only logical to plan to culminate the experience with specified activities just as it did to begin the experience with planned orientation. This final period should include:

1. Transition of instructional and non-instructional activities from the student teacher back to the supervising teacher. A gradual transition is suggested.
2. Preparation of the pupils, particularly the younger ones, for the departure of the student teacher. An explanation that departure is not synonymous with failure may seem unnecessary, but without explanation it is a possible assumption.
3. Finalizations of all assigned responsibilities—grading, report, final evaluations, recommendations, etc., and return by the student teacher of school property to the supervising teacher.
4. Intensive and directed observations after the student teacher has truly experienced the reality of teaching.
5. An in-depth analysis of the experience, including recommendations from the supervising teacher about now to continue improvement as a teacher.
In the best of situations there need be no end to the relationship between the student teacher and supervising teacher. Many assignments result in a lifetime of continued friendship, contact, reinforcement, and help. And frequently a student teacher and supervising teacher find themselves peers in the same school.

Since students do vary in their abilities, personalities, preparation, and experiences, it may be appropriate to modify the organizational pattern in individual cases. Modification almost always means a change of emphasis or a change in the amount of time devoted to a specific phase or some aspect of a particular phase. Rarely, if ever, can or should modification mean elimination of one or more of the parts of the total experience.

The timing of each of these phases depends on the number of weeks the student teacher will be in a classroom. The normal length of a student teacher's assignment is 8 weeks. The following chart can be used as a guide for the sequencing of the student teacher experience.

**EIGHT-WEEK PHASE SEQUENCING**

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE 1</strong>&lt;br&gt;Orientation</td>
<td>Orientation as Needed</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
</tr>
<tr>
<td><strong>PHASE 2</strong>&lt;br&gt;Induction</td>
<td>Observation</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
</tr>
<tr>
<td></td>
<td>Participation</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
</tr>
<tr>
<td></td>
<td>Full Instructional Responsibility</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
</tr>
<tr>
<td><strong>PHASE 3</strong>&lt;br&gt;Culmination</td>
<td>Culmination</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
<td>→</td>
<td>←</td>
</tr>
</tbody>
</table>

Week 4 - Midterm Conference  
Week 8 - Final Evaluation Conference

**Standards for the Student Teaching Experience**

**Course Work/Employment During Student Teaching**

Student teaching is a full time commitment. A student's experiences during this time will have a tremendous impact on future development and success as a classroom teacher. Consequently, students are expected to refrain from taking courses or working during the actual
student teaching experience. However, the Office of Student Teaching realizes that certain students may have unique situations. Students, who feel they need special consideration, should contact the Assistant Dean of Student Services at IUPUI (274-6842).

Substitute Teaching

A student teacher may not act as a paid substitute if the supervising teacher is absent. The student teacher may maintain leadership of the class if the supervising teacher is absent for a brief time during the full-time teaching period and if the principal designates a teacher-in-charge who is an employee of the school corporation. Student teachers are not employees of the school nor under contract with the school system/district. Student teachers may not receive any payment from the school during the student teaching experience. This includes stipends for coaching or other extracurricular activities.

Attendance

The student teacher is expected to be in school every day for the full term of the experience. More than THREE absences for ANY reason during the student teaching semester (not each individual experience) will result in an extension of the student teaching experience(s). In cases of illness or emergencies notify the school, the supervising teacher, and the university supervisor prior to the absence, if possible.

Snow Days

If the student teacher's school is dismissed for snow, and the faculty is not expected to report, then the student teacher will not be expected to report to school on that day. If total snow days for the student teaching semester (in combination with other student teaching absences) total 5 or more days, the student teaching experience(s) may be extended.

Vacations

Student teachers will observe the vacation schedule of the school to which they have been assigned, not the IUPUI vacation schedule. Vacation days will not be counted toward the required number of days needed for an assignment.

Transporting Students

Student teachers should not transport any student(s) in personal vehicles. All arrangements for transporting students should be made through the school.

Teacher Strikes

Student teachers who may find themselves in a school where a strike is taking place should contact their university supervisor or the Office of Student Teaching immediately. Student
teachers should remain away from the building and should under no circumstances serve as a substitute in the classroom of a striking teacher.

Corporal Punishment

IUPUI student teachers are not allowed to administer corporal punishment nor may they serve as a witness if someone else administers corporal punishment. There are no exceptions!

Withdrawal/Incomplete/Failure

If a student teacher withdraws, does not complete, or fails the student teaching/practicum experience, the appropriate form must be completed by the university supervisor, shared with the student teacher, and signed by the university supervisor, Assistant Dean for Student Services, and student teacher. A copy of the form is in the Appendix (L).

IUPUI Sexual Harassment Policy

IUPUI is committed to the principles of equal educational and employment opportunities for all persons and to positive action toward the elimination of discrimination in all aspects of university life including student teaching. Any concerns about possible sexual harassment during the student teaching experience should be directed immediately to the Assistant Dean for Student Services.

Requirements for the Student Teaching Experience

Schedule for Student Teaching/Practicum

Each student teacher is required to develop a schedule for student teaching/practicum, in conjunction with the supervising teacher, and send it to the university supervisor during the first week of the student teaching experience (see Appendix D). Two different forms have been provided. Your university supervisor may designate which format he/she wants you to use. If there is not a designated form, then you may select the form that best fits your situation. If schedules vary from day to day then multiple copies may be sent. If changes in the schedule occur during the student teaching experience, a revised form should be sent to the university supervisor.

Experience Record

Student teachers are required to keep a record of time spent in three categories: Teaching, Preparation/participation, and Observation (see Appendix C). A separate record should be kept for each student teaching/practicum experience. At the end of each experience, the signature of the supervising teacher should confirm total hours. Student teachers should mail the completed forms to the Office of Student Teaching or give them to the university supervisor. These forms are kept on file at IUPUI and used in when there are inquires about out-of-state certification.
Seminars

Student teachers are required to attend seminars held by the university supervisor throughout the student teaching/practicum experience. These seminars afford the student teacher an opportunity to share ideas and acquire new and pertinent information about the teaching profession.

Individual Conferences

If student teachers are to grow professionally, they must successfully interact with their supervising teachers. Conferences should focus on analysis, information sharing, ideas and/or evaluation. The conference should help student teachers understand the role of a teacher and help them become more aware of their skills and how to improve them. Conferences usually take two forms: the pre-observation conference and the post-observation conference.

Supervising teachers are encouraged to conduct pre-observation conferences with the student teacher prior to each formal observation. A sample pre-observation conference form is provided in the Appendix (E). This form lists characteristics of the learning environment, learners, and the lesson that student teachers should consider as they prepare to present a lesson. As the supervising teacher and student teacher discuss these characteristics, the supervising teacher may want to write down notes in each category. This form can then be used as a guide during the observation. Later the form can be used to help determine the agenda of the post-observation conference.

Using this form during the pre-observation conference also helps the student teacher understand the important components of a good lesson and facilitates a conversation between the supervising teacher and student teacher about what the supervising teacher will be looking for during the observation. This will lessen the uncertainty that the student teacher may feel concerning the formal observation. Although the supervising teacher may not want to use this form for every pre-observation conference, we strongly encourage using this form for pre-observation conferences conducted early in the experience. The supervising teacher as appropriate may also use additional observation forms (Appendix O-V).

Post-observation conferences should be conducted as soon after each formal observation as possible. The most critical aspect of these conferences is the creation of an open exchange that permits and encourages improvement. The goal of the post-observation conference is to help the student teacher become a better self-analyzing, self-evaluative professional. The supervising teacher should encourage the student teacher to be an active participant in the conference. The student teacher can prepare questions about topics that concern him/her prior to the conference. A Student Teacher’s Reflection Form for Lesson Plan is provided in the Appendix (F). The student teacher may want to complete this form prior to the post-observation conference and use it to discuss the lesson at the post-observation conference. The student teacher should plan to discuss ideas, ask questions, and take action on the recommendations made as a result of the interaction.
Reflective Journals

A journal is a valuable means of reflection and development, and student teachers are expected to maintain a journal throughout student teaching. It is by reflecting on teaching, thinking about it and trying to express it in words that student teachers begin to transform the behaviors they have copied into concepts for themselves. It is these concepts that give them an understanding of the teaching processes they have engaged in. These reflections are therefore essential if the student teachers are to increase their own control of their teaching. (Furlong & Maynard, 1995)

The journal may follow one of two formats. One type of journal is kept in conjunction with the supervising teacher using a loose-leaf notebook. The student teacher records questions and comments on the left side of the journal and leaves it for the supervising teacher who then responds to each of the student teacher's comments and leaves his/her own questions for the student teacher. This style of journal keeping is especially useful for student teachers and supervising teachers who are finding it difficult to arrange frequent face-to-face communication. A form for this type of journal is provided in the Appendix (K).

The second type of reflective journal is shared with the university supervisor. In it, student teachers reflect on their experiences and perceptions of student teaching. This type of journal gives student teachers an opportunity to strengthen their learning and their professional development through introspection and self-analysis. This type of journal should include:

1. commentary on classroom activities
2. reflections on discussions with the supervising teacher or other professionals in the building
3. perceptions about individual incidents or students
4. reflections on one's own performance
5. reactions to classroom observations, special services, and school activities
6. reflections on specific lessons, interactions with students, or materials/activities used in teaching
7. ideas about teaching techniques

During the first observation or seminar, the student teacher and university supervisor should discuss which type of journal would most benefit the student teacher. Of course a student teacher may elect to use both types of journals.

Tests for Licensure

To receive licensure from the State of Indiana, all prospective teachers must pass PRAXIS I: PPST and a relevant specialty area test(s). Elementary majors must also pass a reading test. The tests should be completed before graduation. An information sheet has been placed in each student teacher's orientation packet. Additional information can be obtained from counselors in Education Student Services.
Assessment

IUPUI understands that assessment can be an educative process that supports preservice teachers in moving towards the highest standards of teaching excellence. A major effort is currently underway to develop tools and assessments that represent the Principals of Teacher Education and the standards established by the Interstate New Teacher Assessment and Standards Consortium (INTASC). The INTACS Standards for Beginning Teachers establish a very complex and rich view of teaching. They set very high expectations for the next generation of professionals.

Members of the IUPUI education family are involved in a process to restructure the teacher education curriculum. In 1999, students will begin taking newly designed courses in a very specific sequence with thoughtfully designed assessments and fieldwork components. We hope the new assessment tools we are developing will provide important feedback about the quality of our new program and our student teachers, but we know this depends on how well everyone involved in supporting our student teachers understands the new standards and the tools of assessment.

In the handbook, we are supplying the new student teacher assessment tools (Appendices G through J). We hope they start new conversations and invite more collaboration among student teachers, supervising teachers, principals, and IUPUI faculty.

Collection of Data

Supervising teachers are asked to keep an ongoing record of the student teacher’s performance using the instruments in Appendices G and H. Grounded in the IUPUI Principles of Education and the INTASC Standards, these instruments guide the supervising teacher in observing performance-based criteria for documenting the student teacher’s growth and for future use in completing evaluations of the student teacher. The supervising teacher and student teacher should review the Frame work for Beginning Teacher Professional Practice and the Progressive Log together at the beginning of the student teaching experience and discuss what criteria will be used to assess each category. Student teachers should also document their progress on a Framework for Beginning Teacher Professional Practice form and a Progressive Log form provided to them. Both forms should be used at the midterm and final conferences to facilitate dialogue about the student teacher’s performance.

Framework for Beginning Teacher Professional Practice

This form (Appendix G) reflects the beginning of a framework for observing and assessing student teachers. The benchmarks contained in this framework reflect the Principles of Teacher Education and INTASC Standards for Beginning Teachers and represent new standards for beginning teacher licensure in Indiana. These standards establish a very complex and rich view of teaching, one that even seasoned teachers find challenging and difficult to achieve. All the same, we are obligated to change in ways that make these standards more and more possible for student teachers to attain.
You are invited to help. As you use this draft framework, feel free to make notes, add categories, change wordings, correct errors, and otherwise revise the document. It needs to make sense to student teachers, supervising teachers, principals, university faculty and the public. This is no small task, so all feedback is important.

To use the framework as an assessment tool, compare the performance of the student teacher to the levels of performance in each framework. Level 1 represents an unsatisfactory level of performance at the end of student teaching. Level 2 represents a developing beginning teacher, while Level 3 represents the proficient beginner. Since these standards are new and challenging, IUPUI expects that the performance of the successful student teacher will be characterized by a mix of Levels 2 and 3. Level 4 describes extremely advanced performance that only a few individuals will attain by the end of student teaching.

**Student Teaching Progressive Log**

The Student Teaching Progressive Log (Appendix H) is intended to be used with the draft of the Framework for Beginning Teacher Professional Practice. This log should be kept by the supervising teacher and used as a record of the supervising teacher’s ongoing assessment and support of the student teacher. The supervising teachers should make it a goal to have reflected on the student teacher’s performance in most if not all of the areas included in the framework by midterm of the student teaching experience and again by the end of the student teaching experience.

The supervising teacher and student teacher should discuss the supervising teacher’s log entries at midterm, and the supervising teacher should use the log to help with writing a final narrative. At the end of the student teaching experience, the log and the Final Profile are to be turned in to the Office of Student Teaching.

At IUPUI, we are very interested in the level of our student teachers’ performances. The log marked with the supervising teacher’s appraisal of levels of performance is important data to IUPUI as we continue to develop our assessment system. This document will not be placed in the students’ credential files. Progressive Logs will only be used at this time for evaluation of the assessment instrument. Only the Final Profile will be placed in a credential file upon the request of the student teacher.

**Midterm Goals**

The purpose of establishing midterm goals is to provide an opportunity for the student teacher and supervising teacher to discuss formally the progress and performance of the student teacher and to establish guidelines for the student teacher’s continued professional growth. The Framework and Progressive Log should be used to complete the Midterm Goals. A copy of this form is provided in the Appendix (I).

At the midpoint of the student teaching/practicum experience, the student teacher and supervising teacher should complete the Midterm Goals independently. At a conference the
student teacher and supervising teacher compare and discuss the goals each of them have listed. At this time, the supervising teacher may modify or amend his/her goals to reflect the jointly established goals resulting from the conference. The student teacher and supervising teacher should then sign the supervising teacher’s copy. If the student teacher is in any danger of not successfully completing the student teaching experience, the university supervisor and Assistant Dean for Student Services must be notified at this time. Both copies should be given to and discussed with the university supervisor. The midterm documentation is not placed in the credential file.

The university supervisor may feel a need also to complete a Midterm Goals form. An optional version is provided for this purpose. Student teachers should feel free to request that their university supervisor complete the form to provide them additional feedback.

Final Profile

Potential employers consider the Final Profile as the single most important aspect of the placement credentials. Consideration is given to all evaluations, but greater credence is usually attributed to the supervising teacher’s written statements.

The supervising teacher should complete a Final Profile (see Appendix J) using the final week of the student teaching/practicum experience. The Framework and Progressive Log should be used to facilitate the completion of the form. A no-carbon form is provided for completing this evaluation and will be given to the supervising teacher by the university supervisor toward the end of the experience. University supervisors also have the evaluation form available on disks.

After the student teacher has reviewed and discussed with the supervising teacher the completed Final Profile, the student teacher should sign the form and then indicate, in the box at the top of page 1, whether he/she wishes to have the form automatically sent to his/her credential file when it is received by the Office of Student Teaching Office. If the student teacher does not give permission to forward the form to his/her credential file, the evaluation will remain in his/her student teaching file and will only be placed in the credential file if the student teacher signs a permission form available in the Career Center (BS-2010) at a later date.

The supervising teacher should mail the completed Final Profile and Progressive Log to the Office of Student Teaching in the envelopes provided. Authorization for payment of the supervising teacher’s honorarium will not be forwarded until the Office of Student Teaching has received the final evaluation. Processing the honorarium usually takes 6-8 weeks.
CHAPTER II
GUIDELINES FOR STUDENT
TEACHING/PRACTICUM PERSONNEL

Roles of Cooperating Personnel

Student teaching is an experience that is set "off-campus," involves several different types of instructors (supervisors and administrators), and is highly dependent upon the cooperation of all the different personnel. This cooperation is best accomplished when individuals not only know and accept their own personal responsibilities, but also know and accept those designated for other members of the partnership. The student teacher, the supervising teacher, and the university supervisor are commonly called the "triad" partnership since they are the ones most directly involved. Others, such as the building administrator, the Assistant Dean of Student Services, and university faculty also have contributions to make, but typically are not directly involved on a day-by-day basis.

The Role of the Student Teacher

The student teacher's role is that of learner and co-teacher. The student teacher is responsible for studying the teaching-learning process and, with the supervising teacher, shares the responsibility for the learning of the pupils in the classroom.

The student teacher is a professional member of the school community and therefore should exhibit professional behavior at all times. The following are some helpful and practical suggestions to guide behavior.

1. **Be prepared.** Give yourself plenty of time to arrive at school promptly. When the school day has ended, do not ever leave before your supervising teacher is scheduled to leave the school. If your supervising teacher requests that you stay late to plan, help, or discuss, you should accept this in a professional manner and provide help in anyway you can.

2. **Dress and act professionally.** You are a role model for your pupils, not only in appearance, but also in your language and mannerisms. Your pupils will address you as *Mr.*, *Ms.*, or *Mrs.* Professional behavior will help you establish credibility with your colleagues, administrators, and parents.
3. **Show initiative.** Get involved. Listen and ask questions about the school and your students. Watch how your supervising teacher handles the class, and volunteer for activities early in your experience. Assist in housekeeping duties and routine procedures. Participate in teacher meetings, open house, extracurricular activities, and school events. These things are all part of your role.

4. **Be open-minded.** Your education has prepared you to develop your own teaching style. However, as a guest in your assigned school, you should respect the policies and procedures that your teacher has established. While it is reasonable to seek explanations, avoid open confrontations over philosophical differences. Flexibility is the key to success in student teaching. Don't become too rigid.

5. **Learn your school policies.** Every school will have rules about grading, fire drills, dismissal, university precautions, and more.

6. **Ask for help.** You are learning and growing as a professional. Use your common sense, but ask your supervising teacher and university supervisor for advice, especially about difficult situations. They do not expect you to know how to do everything yet. Otherwise, you wouldn't need to student teach! Request constructive feedback relative to your professional progress. Accept any criticism with a professional attitude.

7. **Take the initiative for gaining an understanding of the rationale behind and the purposes for classroom lessons, units, and school programs.** Develop (write out) daily lesson plans and unit plans with the help and approval of your supervising teacher. Each student teacher is expected to prepare a lesson plan for each day of teaching or high school class period and share this information with the university supervisor.

8. **Be patient with yourself.** Student teaching is a difficult job. Organize your time, get enough rest, eat well, and avoid undue stress while student teaching. You will perform best if you are fresh and mentally alert. Most important, enjoy your experience.

9. **Be aware that certain behavior is inappropriate.** Student teachers should be aware that parents and the community may closely watch their conduct. Student teachers should not socialize with their students and are strictly forbidden to date any of their students during the student teaching/practicum experience. To do so will result in termination of the student teaching/practicum experience.
The Role of the Supervising Teacher

Working with student teachers is a great opportunity and an enormous responsibility. Costa and Garmston (1987) suggest supervising teachers and other educators make three major contributions during student teaching. The first is modeling. Teachers present a series of images of professional behavior that student teachers examine at close range. The student teacher is continuously studying the cooperating teacher and will likely emulate behaviors in the classroom, on the playground, during faculty meetings, and other activities. The student teacher’s movements, questions, responses, techniques, attitudes, relationships, degrees of participation, and leadership will approach those of the supervising teachers.

The second contribution is passing along tools of the trade. We have learned much about how certain teacher behaviors affect student learning. Teachers must make judgements about the amount of instructional time allocated to various needs, such as how to give directions, elicit attention, handle distracting behavior, and manage classroom skills. Supervising teachers have the opportunity to help student teachers develop these skills and techniques which teachers use to enhance pupil learning.

Third, develop the intellectual process of teaching. Superior teachers do not simply behave; there is a complex pattern of intellectual functions that are basic to these teaching behaviors. Superior teachers make decisions about the instructional process including what to teach and what questions to ask. Supervising teachers help to develop a teacher thinking on the part of student teachers. That is, supervising teachers should work with student teachers in guiding their thinking about planning, teaching, analyzing and evaluating what happened, and applying what they have learned to future actions. These teaching processes are taught, modeled, coached, and refined by feedback from the supervising teacher.

Barnes (1984) studied cooperating teacher styles and found a number of characteristics that distinguished between most effective and least effective supervisors. Certain beliefs about teaching and practices of interaction during student teaching were associated with more effective experiences. The more effective supervisors believed that:

* Learning by experience is necessary but not sufficient unless accompanied by directed reflection about the experience.
* Teaching includes the enculturation of morals and values and community mores to include awareness of and respect for varying group and individual beliefs and perspectives.
* Motivation is better than discipline but teachers should be aware of the relationship between pupil and teacher.
* The work place norms that must be attended to include recognition of organizational complexity and requirements.
* Professionalism means assuming the responsibility to make decisions, having a degree of control over circumstances, and accepting blame.
By accepting a student teacher, the supervising teacher assumes the responsibility to:

1. Prepare the pupils for the student teacher's arrival. Create an atmosphere in which the student teacher has a definite feeling of belonging.

2. Acquaint the student teacher with school policies and procedures. Orient the student teacher to the faculty, staff, school, school corporation, and community.

3. Provide the student teacher with instructional materials; a desk, if possible; and access to student records, audio-visual equipment, technology, and other materials.

4. Acquaint the student teacher with the needs of the pupils, the curriculum pattern, and the various types of plans for instruction used in the school and classroom.

5. Demonstrate a variety of effective teaching, management, and discipline techniques.

6. Encourage the student teacher to use a variety of teaching and evaluation strategies.

7. Define the extent of the student teacher's authority and responsibilities.

8. Provide the student teacher with the opportunity to assume full teaching responsibility, under guidance, for an appropriate period of time – but not until such time as the student teacher has demonstrated both competence and confidence.


10. Keep records, and write and submit midterm and final evaluation reports on the student teacher's progress and general promise as a teacher. The university supervisor will indicate when these evaluations are due.

11. Make certain that pupil growth is maintained at an appropriate level while the class is under the direction of the student teacher.

12. Help the student teacher develop as a professional by (a) supporting in the transition from a college student to school teacher, (b) helping in the development of an understanding of the aims and purposes of education, and (c) fostering an atmosphere in which self-evaluation is valued.

13. Provide time for and maintain communication with the university supervisor about the student teacher's progress. Remember, the university supervisor is your first line of communication and is the "eyes and ears" for the Student Teaching Office. Since our student teachers are placed throughout the state, communication between the supervising teacher and the university supervisor is critical.
The Role of the University Supervisor

As a representative of the School of Education and the Student Teaching Office, the university supervisor assumes responsibility for the supervision of the student teacher and serves as a liaison between the School of Education and the personnel of the schools through visits to the student teacher. The supervisor’s responsibilities is to:

1. Provide pertinent materials to student teachers, university teachers, and building administrators.

2. Help student teachers, supervising teachers, and building administrators develop an understanding of the student teaching program and School of Education requirements.

3. Conduct orientation meetings with the student teachers and supervising teachers to acquaint them with their responsibilities.

4. Assist in the improvement of the student teacher’s instructional, management, and discipline skills through observations and conferences. Prepare a written summary of the student teacher’s performance during each formal visit, and use the summary as a springboard in providing specific, constructive feedback during the follow-up conference.

5. Maintain an individual file on each student teacher’s progress throughout the length of the student teaching experience.

6. Confer with the supervising teacher concerning the needs and performance of the student teacher. Work as a team with the supervising teacher, drawing on his or her expertise and daily presence in the classroom with the student teacher.

7. Provide consultation to the student teacher on a range of topics including professional ethics, employment services and opportunities, and job seeking skills.

8. Assist the supervising teacher and the student teacher in the process of continuous evaluation with particular emphasis on helping the student teacher to develop and use self-evaluation techniques.

9. Report to the Assistant Dean of Student Services any serious problems that arise during the student teaching experience.

10. See that all evaluations from the supervising teacher are submitted to the Student Teaching Office before the end of the semester.
CHAPTER III
STUDENT TEACHING/PRACTICUM ACTIVITIES

Lesson Planning
(You are only as good as you are well planned!)

Effective planning is the basis of successful teaching. Planning begins with the goals of a particular teaching-learning situation; encompasses means of attaining those goals, including materials and activities; and terminates with effective procedures for evaluating the degree to which the instructional goals have been achieved.

Types of Plans. The supervising teacher acquaints the student teacher with the various types of plans during the first week of the experience. Basic types of planning include long-range plans for the year or semester, plans of units of work relating to the larger plan, and plans for each day's work – all contributing to the accomplishment of the major objectives of education.

Cooperative Planning. Although the preparation of actual plans is regarded as the primary responsibility of the student teacher, it must be viewed as a team effort action. Thus, the supervising teacher plays a critical role in planning for teaching. A wide range of activities may be included in the planning process, such as, the supervising teacher serving as an exemplar of well-planned teaching, providing basic instruction on planning, establishing time lines for the development of plans, critiquing plans prepared by the student teacher, and helping the student evaluate his or her instructional efforts within the context of the pre-prepared plans. In other words, careful cooperative planning involves instruction and offers the supervising teacher excellent opportunities for establishing good working relationships and guiding the growth of the student teacher.

Purposes. The purposes of planning include:

* Clarification of the objectives to the pupils.
* Provision for individual differences.
* Development of means for stimulating interest.
* Provision for a logical instructional sequence.
* Provision for flexibility.
* Enabling the student teacher to teach with confidence.

Principles of Planning: The following elements should be included in all plans:

1. Statement of objectives clearly expresses the desired pupil learning outcomes.
2. Statement of activities that attend to student motivation, logical step-by-step sequence of instruction, necessary transition, and appropriate closure.
3. List of materials to be used.
4. Evaluation of both (a) student learning, and (b) teaching procedures.
Remember that planning must be more complete and extensive for the student teacher than for the cooperating teacher, particularly in the early stages. A sample lesson plan form has been provided in the Appendix (M). Plans should reflect a lesson that actively engages the students. When planning a lesson, remember:

**WE LEARN**

10% of what we **read**

20% of what we **hear**

30% of what we **see**

50% of what we both **see** and **hear**

70% of what is **discussed** with others

80% of what we **experience** personally

95% of what we **teach** someone else.

Wm. Glasser

**Instructional Strategies**

The variety of instructional techniques by the student teacher should be as complete and comprehensive as is appropriate for the subject area and learning level of the pupils. There is a tendency on the part of some student teachers to find a technique that works for them and then to resist trying different instructional techniques. There is also a tendency to restrict the student teacher to instructional techniques that work for the supervising teacher. The student teaching experience should be viewed as the ideal time for trial of a variety of teaching techniques, since it includes the support of the supervising teacher and since each student teacher needs to develop the teaching style which best fits his or her individual capabilities. This is not to suggest that "doing your own thing" is appropriate or permitted. The supervising teacher must encourage, and possibly even demand, the use of a variety of instructional techniques, while retaining the responsibility for the final decision of what activities are permitted.
Classroom Management

Classroom management is an integral part of teaching an area where student teachers encounter difficulties. Early in the student teaching experience, the student teacher and supervising teacher should discuss the methods of classroom management used by the supervising teacher.

Following are hints for successful classroom management.

1. Believe in the students. Be sure to let them know you believe they can succeed. Rejoice with each step forward. Be ready with suggestions and positive reinforcements for the next move onward. Be familiar with 101 Ways to Praise a Child in the Appendix (N).

2. Learn the name of each student in your class(es) and refer to every student by name.

3. Maintain good eye contact with all students. Remember to look at individuals in the back of the room and talk to them during the lesson.

4. Move around the room. Don't become "chained" to a lectern or desk. Don't be afraid to touch a student on the shoulder or arm, use an example, or bend down and focus on one student for a moment or two.

5. Be alert to nonverbal cues such as drooping eyelids, gazing out the windows, inattention, or frowns, which may indicate lack of interest or understanding.

6. Be sincere, helpful, and honest. Be sincere in feeling and expressing genuine concern about student absences, problems, accomplishments, and successes. "I am interested in you," spoken sincerely, is magic.

7. Be polite. Ask students to do things rather than shouting orders to them. Don't be afraid to say "thank you" when students honor requests.

8. Let students know you like them and are interested in them. Attend school events, talk with them between classes, in the halls, and cafeteria.

9. Maintain a sense of humor. Laugh, joke, and share experiences. See the humor in certain classroom incidents and in life generally. Don't feel threatened by everything that happens.

10. Be consistent. Be aware that a steady work load, rather than deluges and droughts, makes for a better student involvement.

11. Be firm and fair. Students resent special treatment. They want to be treated as individuals but not singled out before their classmates.

12. Know district and school policies and follow them closely.
13. **Determine rules regarding classroom behavior jointly** with the supervising teacher. Here are a few other points to consider:

   a. Enforce rules consistently.
   b. When punishment is called for, make it fit the offense.
   c. When possible, handle problems privately rather than publicly.
   d. Avoid threats and ultimatums.
   e. Offer students alternatives that are productive or worthwhile.

14. **Don’t be afraid to apologize** if you have treated a student unjustly. You will gain respect from students for your responsible attitude.

15. **Never refuse a request to repeat** as long as the student is approaching the lesson seriously.

16. **Practice repeating the most important ideas in each lesson.** Ask students for examples.

17. **Keep students actively involved in the learning process.** Encourage those who are not as verbal by calling upon them at times and reinforcing good answers.

18. **Maintain self control**. Don’t lose your temper. Always attempt to be in a position to solve problems rationally and thoughtfully. In a direct confrontation, both you and the student lose.

An Analysis of Classroom Management Techniques is provided in the Appendix (N). Student teachers may want to use this to help them analyze their classroom management techniques throughout the student teacher experience.

**Observations**

Formal observation is one means by which student teachers learn how certain teaching methods are implemented, how classrooms are organized, and how students respond to the classroom environment. Student teachers usually do observations at the beginning and at the end of their student teaching experience (see Organization of the Student Teaching Experience, p 3).

Prior to observing a classroom, student teachers should:

1. Discuss with their supervising teachers classrooms to visit where exciting and innovative teaching is occurring or where components of teaching that the student teachers find difficult are being effectively addressed.
2. Make arrangements in advance with any teachers they are observing.
3. Determine the objective of the observation.
4. Determine if a structured observation instrument will be used.
5. Determine whether an interview with the teacher and/or students will be part of the observation. (Always discuss this with the teacher being observed.)
6. Observation is not evaluation. The student teacher is not there to evaluate the classroom teacher but to learn by observing. Under no circumstance should student teachers engage in conversations with other school personnel concerning a teacher they have observed. Any concerns should be discussed with the university supervisor.

An observation instrument may help direct the student teacher's attention to various aspects of the classroom. The forms in Appendix O-X are provided to help the student teacher structure observations and other educational activities during the student teaching experience.
APPENDICES
Appendix A

SUGGESTED ACTIVITIES FOR THE SUPERVISING TEACHER
DURING THE FIRST FEW DAYS OF STUDENT TEACHING

Completing the following activities during the first few days of student teaching can greatly facilitate the transition of the student teacher into your classroom and the school environment.

1. **Prepare for the special needs of the student teacher in adjusting to a different environment.**
   Planned procedures:

2. **Introduce the student teacher to the class in such a way that status is given.**
   Planned procedures:

3. **Establish a partnership arrangement.**
   Planned procedures:

4. **Introduce the student teacher to other faculty members and the administrative staff.**
   Planned procedures:

5. **Acquaint the student teacher with your classroom routine and management techniques.**
   Planned procedures:

6. **Appraise the student teacher of the class work that is currently under way.**
   Planned procedures:

7. **Involve the student teacher in the activities of the classroom.**
   Planned procedures:

8. **Provide the student teacher with a textbook and a place to work.**
   Planned procedures:

9. **Orient the student teacher to the school building and its facilities.**
   Planned procedures:
10. Discuss school policies and regulations with the student teacher.
Planned procedures:

11. Assist the student teacher in learning pupil names.
Planned procedures:

12. Delegate responsibility and authority to the student teacher.
Planned procedures:

13. Plan for the student teacher's gradual assumption of teaching responsibilities.
Planned procedures:

14. Orient the student teacher to the community.
Planned procedures:

15. Help the student teacher acquire background information on the students.
Planned procedures:

Source: Henry & Beasley, Supervising Student Teachers
Appendix B

SUGGESTED ACTIVITIES FOR THE STUDENT TEACHER
DURING THE FIRST FEW DAYS OF STUDENT TEACHING

Completing the following activities during the first few days of student teaching can greatly facilitate your transition into the classroom and school environment.

1. **Ask for a copy of:**
   a. School handbook
   b. Faculty handbook
   c. Student handbook
   d. School calendar
   e. School schedule
   f. Parking regulations
   g. School directory

2. **Obtain** a class list or seating chart and learn the students’ names.

3. **Learn** policies of the school (e.g., discipline, dress, student activities).

4. **Learn** the classroom management policies of your classroom.

5. **Learn** the location of the library, music room, guidance office, computer lab, gym, work rooms, cafeteria, restrooms, etc.

6. **Know** action plan for Universal Precautions and potential emergencies (e.g., fire drills, tornado drills).

7. **Acquaint** yourself with times teachers are expected to arrive/leave.

8. **Introduce** yourself to the principal and extend your appreciation for your student teaching placement.

9. **Acquaint** yourself with attendance policies and forms.

10. **Get** a copy of all texts and reference materials being used in the classroom.

11. **Review** grading procedures and forms with your supervising teacher.

12. **Introduce** yourself to other teachers, office staff, lunchroom workers, janitors, school nurse, guidance counselors, etc.

13. **Obtain** information about the community and area facilities.

14. **Familiarize** yourself with the school’s service facilities (e.g., procedure for reproducing materials, media resources, supplies), etc.

15. **Learn** about parental involvement in the school.


<table>
<thead>
<tr>
<th>Week #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. TEACHING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time spent providing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct instruction to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole classes, small</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups, or individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. PREPARATION/ PARTICIPATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time involved in planning,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>correcting papers, evaluating, home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>visitations, faculty meetings, in-services, parent conferences,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attending assemblies &amp; extra-curricular activities, home-room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>duties, study hall supervision, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. OBSERVATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time spent observing the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supervising teacher &amp; other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom teachers and visiting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand total

Directions: At the end of each week of student teaching/practicum, record the number of hours to the nearest half-hour devoted to each category. Although there are no minimal requirements, 90 hours for an 8-week placement would be considered a minimum number of hours of teaching. This form is required and must be kept up-to-date in order for the student teaching office to be able to verify the number of actual teaching hours for future licensure in other states. Total the hours in each category, have your supervising teacher sign the form and return it to the Student Teaching Office or your university supervisor at the end of your experiences. Complete a separate form for each student teaching/practicum experience.
Appendix D

SCHEDULE OF STUDENT TEACHING/PRACTICUM

Year ________________  Semester ____________

Name ________________________  School ________________________

Address (while teaching) ________________________  Name of Principal ________________________

City ________________  Address ________________________

Phone ________________________  City ________________________

School Phone ________________________

Supervising Teacher ________________________

Time for teachers’ arrival _______ dismissal _______

Home Address ________________________

Time for pupils’ arrival _______ dismissal _______

City ________________________  Lunch time _______

Phone ________________________

DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Period</th>
<th>Hour</th>
<th>Room</th>
<th>Activity/Class</th>
<th>Notes**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Curricular</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPECIAL PLANS AND DATES: Professional meetings, community-school events, extra-curricular, social or athletic activities. Days school will not be in session.

* If your schedule differs from day to day, make a copy of this schedule for each variation.

** If you know approximate dates you will begin teaching each class, please indicate.

Return this form with all significant data to your university supervisor by the end of the first week.
<table>
<thead>
<tr>
<th>Period</th>
<th>Hour</th>
<th>Room</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra-Curricular</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Arrival Time for Teachers: __________
Arrival Time for Pupils: __________
Dismissal Time for Pupils: __________
Dismissal Time for Teachers: __________
Lunch Times: __________

Dates school will not be in session:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

PRE-OBSERVATION CONFERENCE REPORT

Teacher ___________________________ Date: _______________________

Grade/Subject ________________________ Observer: ___________________

1. What is the relationship of the lesson to unit, area of study and/or program goals?

2. What are the learner characteristics of the students? How will the lesson address students with special needs or characteristics?

3. LEARNER OBJECTIVES
   CONTENT: What is to be learned?
   
   PROCESS: What will students be doing?

4. ASSESSMENT
   PRE-ASSESSMENT: What processes were used to determine level of student readiness?
   
   POST-ASSESSMENT: What processes will be used to evaluate student learning?

5. INSTRUCTIONAL STRATEGIES AND MATERIALS: Resources, methods, techniques of teaching that will be used and rationale for their selection?

6. What components of the student teacher's lesson/classroom management will be the focus of this observation.
Appendix F

STUDENT TEACHER'S REFLECTION FORM FOR LESSON PLAN

Student Teacher: ________________________________

Date: ________________________________

Grade/Subject Area: ________________________________

Lesson Taught: ________________________________

Objectives: ________________________________

Instructions: Complete the form as it pertains to a lesson your supervising teacher or university supervisor has observed you teach. Bring this form to the post-observational conference to facilitate the discussion of your lesson.

1. What instructional strategies and procedures did I use?

2. What worked? Why did it work?

3. What were the problems? Why did they occur?

4. What questions do I have about my lesson?

5. What did I learn from teaching this lesson? (About instructional strategies, my students, the subject area, classroom management, etc).

6. How would I teach this lesson differently the next time?

Appendix G

FRAMEWORK FOR BEGINNING TEACHER PROFESSIONAL PRACTICE

Note to Users:

This is a framework for observing and assessing student teachers. The benchmarks contained in this framework reflect the Principals of Teacher Education and the INTASC Standards for Beginning Teachers and represents new standards for beginning teacher licensure in Indiana. These standards establish a very complex and rich view of teaching, one that even seasoned teachers find challenging and difficult to achieve. All the same, IUPUI is obligated to change in ways that make these standards more and more possible for student teachers to attain.

You are invited to help. As you use this framework, feel free to make notes, add categories, change wordings, correct errors, and otherwise revise the document. It needs to make sense to student teachers, supervising teachers, principals, university faculty and the public. This is no small task, so all feedback is important.

To use the framework as an assessment tool, compare the performance of the student teacher to the levels of performance in each framework. Level 1 represents an unsatisfactory level of performance at the end of student teaching. Level 2 represents a developing beginning teacher, while Level 3 represents the proficient beginner. Since these standards are new and challenging, IUPUI expects that the performance of the successful student teacher will be characterized by a mix of Levels 2 and 3. Level 4 describes extremely advanced performance that only a few individuals will attain by the end of student teaching.
<table>
<thead>
<tr>
<th>Element</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of content</td>
<td>Displays limited or inaccurate content knowledge. Not yet addressing significant concepts or processes of inquiry.</td>
<td>Displays a beginning understanding of in-depth content knowledge, concepts, processes of inquiry, and ways of knowing central to a discipline or unit.</td>
<td>Displays accurate, in-depth content knowledge, working with major concepts, processes of inquiry, and ways of knowing central to a discipline or unit of study.</td>
<td>Displays sophisticated, in-depth content knowledge. Works easily with major concepts, processes of inquiry, and ways of knowing central to a discipline or unit.</td>
</tr>
<tr>
<td>2. Knowledge of pedagogy</td>
<td>Experimenting to discover how learning occurs. Not clear about strategies or sequencing.</td>
<td>Demonstrates a procedural sense of how learning occurs. Plans for activities rather than students' construction of knowledge.</td>
<td>Demonstrates understanding of how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and how to use instructional strategies that promote student learning.</td>
<td>Demonstrates an understanding of how learning occurs that has developed through reflective teaching. Has a rich repertoire of instructional strategies.</td>
</tr>
<tr>
<td>3. Ability to integrate knowledge</td>
<td>Plans to develop students' skills and subject area knowledge simultaneously.</td>
<td>Creates learning experiences that have interdisciplinary potential.</td>
<td>Creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.</td>
<td>Prepares to support students in demonstrating integrated knowledge, skills, and methods of inquiry.</td>
</tr>
<tr>
<td>4. Knowledge of prerequisite relationships</td>
<td>Plans reflect little understanding of how students build on prior knowledge or develop complex concepts.</td>
<td>Plans to access students' prior knowledge and provide shared experiences.</td>
<td>Demonstrates an understanding of how students' conceptual frameworks develop and how their misconceptions for an area of knowledge can influence their learning.</td>
<td>Knows from experience how children's conceptual frameworks develop in an area of knowledge and plans so that misconceptions can surface and be dispelled.</td>
</tr>
<tr>
<td>Dispositions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Enthusiastic, life-long learner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Appreciates that knowledge is not fixed body of facts, but complex and ever-evolving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Engages in professional discourse about subject matter knowledge and children’s learning in the discipline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Knowledge of characteristics of age group</td>
<td>Shows beginning awareness of typical development or individual variation.</td>
<td>Shows awareness of typical development and individual variation.</td>
<td>Shows understanding of developmental stages progressions and ranges of individual variation within each domain—physical, social, emotional, moral and cognitive.</td>
<td>Articulates the developmental levels of the children and profiles their individual variation.</td>
</tr>
<tr>
<td>Knowledge of class' history as a learning community</td>
<td>Building a profile of the class and their background knowledge. Starting to have ideas about how to stretch their learning and performances.</td>
<td>Makes explicit connections to previous experiences or lessons. Demonstrates expanded learning and performance modes.</td>
<td>Plans for students to make connections to previous experiences or lessons. Plans to scaffold expanded learning and performance modes for the class.</td>
<td>Predicts where connections are likely to occur based on experience with children. Predicts what new learning or performance mode is in the learners' zone of proximal development.</td>
</tr>
<tr>
<td>Knowledge of students' skills and knowledge</td>
<td>Knows that students have different skills and knowledge and knows ways to assessing these.</td>
<td>Demonstrates skills and knowledge that are developmentally appropriate for the class.</td>
<td>Identifies individual students' zones of proximal development. Values and builds on the strengths, interests, or knowledge of individual students.</td>
<td>Plans engagements that will meet students in their zone of proximal development and stretch their learning.</td>
</tr>
<tr>
<td>Knowledge of students' interests and cultural heritage</td>
<td>Gathers information about students' interests and cultural backgrounds.</td>
<td>Plans engagements that are culturally relevant and interesting to the students.</td>
<td>Connects to students' worlds. Shows understanding of students' families, cultures, and communities.</td>
<td>Bridges students' worlds developing understanding among the students about their families, cultures, and community.</td>
</tr>
</tbody>
</table>

Dispositions

5. Believes that all children can learn at high levels.
6. Sensitive to community and cultural norms.
7. Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meaningfulness</td>
<td>Lessons are planned without specifying expectations or goals for the students.</td>
<td>Goals are based on general sense of what will interest learners and meet their needs.</td>
<td>Goals are based on assessment of learners' developmental needs and interests.</td>
<td>Goals are articulated and explained in relationship to what the teacher knows about the students and their developmental needs and interests.</td>
</tr>
<tr>
<td>2. Value</td>
<td>Goals are inappropriate for the students.</td>
<td>Goals only partially reflect important conceptual understandings and expectations may not be linked to goals.</td>
<td>Goals reflect important conceptual understandings and represent high expectations for students.</td>
<td>Clearly articulated goals establish high expectations for students and encompass important elements of curriculum frameworks/standards.</td>
</tr>
<tr>
<td>3. Clarity</td>
<td>Not building lessons from goals for students, but rather from topics.</td>
<td>Goals are a mixture of broad and specific. May list what students will do rather than predict learning.</td>
<td>Goals are appropriate for the level of planning. Unit and workshop goals include concepts and processes. Lesson goals include specific objectives.</td>
<td>Not only are goals clear, but teacher provides a thoughtful explanation of why they are appropriate for the students.</td>
</tr>
<tr>
<td>4. Suitability for diverse students</td>
<td>Goals defined primarily for class as a whole.</td>
<td>Begins to differentiate instruction according to learners' stages of development, strengths, and interests.</td>
<td>Designs instruction appropriate to students' stages of development, strengths, and interests.</td>
<td>Goals effectively address the diversity of learning needs so that learners progress along different pathways.</td>
</tr>
<tr>
<td>5. Connection to curriculum frameworks</td>
<td>Goals are best guesses, not researched or tied back to curriculum frameworks.</td>
<td>Goals are based on the curriculum frameworks for the grade level.</td>
<td>Goals are based on collegial work and curriculum frameworks.</td>
<td>Goals are part of a larger system of curriculum worked out by a collaborative effort of the school's faculty.</td>
</tr>
<tr>
<td>Dispositions</td>
<td>6. Values planning as a collegial activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Believes plans must be open to adjustments and revision based on student needs and changing circumstances.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Planning the bigger picture</td>
<td>Unit plan is basic in terms of goals, learning activities, and assessments. Reliant on teachers' manuals and prepared materials.</td>
<td>Unit plan is elaborated with high quality goals, creative learning activities, meaningful resources, and varied assessment strategies.</td>
<td>Unit plan is elaborated with high quality goals, creative learning activities, meaningful resources, and varied assessment strategies. Unit plan sets the stage for interacting with learners' questions and learning processes.</td>
<td>Unit plan has clarity of purpose and quality activities, resources, and assessments. Reflects pedagogical knowledge gained through planning and teaching previous units.</td>
</tr>
<tr>
<td>(Unit plan for 3 weeks or more)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity</td>
<td>Lessons are related, but the planned learning engagements may not form a progression or build on prior knowledge.</td>
<td>Lessons reflect the larger goals of the unit. Progression of activities in the unit is potentially meaningful.</td>
<td>Lessons move students toward goals of unit. Progression of activities in the unit is clearly meaningful. Effectively sequences topics and concepts so that the students build on prior knowledge.</td>
<td>Lessons designed to support students as they work their way through a cycle of social knowledge construction.</td>
</tr>
<tr>
<td>Lesson or unit structure</td>
<td>Lesson or unit lacks clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.</td>
<td>Lesson or unit has a recognizable structure that consistently makes the teacher the central to the learning activities. Most time allocations are reasonable.</td>
<td>Lesson or unit has a clearly defined structure (i.e. workshop or inquiry cycle) that turns learning over to students at least part of the time through activities and reflective work. Time allocations are reasonable.</td>
<td>Lesson or unit structure is varied and clear, and allows for different pathways according to student needs.</td>
</tr>
<tr>
<td>Integration of multiple disciplines</td>
<td>Occasionally includes interdisciplinary experiences. Attempts integration by providing activities from different disciplines.</td>
<td>Demonstrates interdisciplinary learning for students by probing essential questions that cross disciplinary boundaries, discussing issues from multiple perspectives, and communicating with varied media.</td>
<td>Plans for interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.</td>
<td>Expects students to design interdisciplinary learning engagements for themselves.</td>
</tr>
<tr>
<td>Dispositions</td>
<td>5. Enthusiastic about gathering resources and planning units.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Recognizes the importance of planning the bigger picture as well as the day to day lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alignment of learning engagements with goals</td>
<td>Learning engagements, strategies, and materials have some connection with the goals of the instruction.</td>
<td>Learning engagements, strategies, and materials align with the goals of the instruction.</td>
<td>Learning engagements, strategies, and materials align with the goals of the instruction, and their purposes are clearly articulated.</td>
<td>Learning engagements, strategies, and materials align with the goals of the instruction, and their design is such that students are encouraged to articulate the purpose of the learning activities.</td>
</tr>
<tr>
<td>Quality learning engagements</td>
<td>Learning engagements encourage conformity. All students are expected to produce the same performance.</td>
<td>Learning engagements demonstrate how students can work in a variety of modes to accomplish the same learning.</td>
<td>Learning engagements are open-ended, providing students choices about their modes of performance and encouraging different, but equivalent performances.</td>
<td>Learning engagements address variation in students' learning patterns and performance modes and operate on multiple levels to meet the developmental and individual needs of diverse learners.</td>
</tr>
<tr>
<td>Cognitive processes</td>
<td>Chooses materials that encourage critical and creative thinking.</td>
<td>Plans to demonstrate how a learner can see, question, and interpret ideas from diverse perspectives.</td>
<td>Plans active learning opportunities that promote the development of critical and creative thinking, problem structuring and solving, evaluation, and invention.</td>
<td>Plans learning opportunities that promote student reflection on their own critical, inventive, problem-solving, or evaluative thinking processes.</td>
</tr>
<tr>
<td>Instructional materials and resources</td>
<td>Devotes limited attention to the selection of instructional materials and resources. Uses primarily texts or resources readily at hand.</td>
<td>Gives time and attention to the choice of instructional materials and resources. Demonstrates ability to locate resources and to evaluate their strengths and weaknesses in relation to the goals of the instruction.</td>
<td>Selects teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. Also considers the developmental needs of the students.</td>
<td>Teaches students to evaluate the quality of learning materials and resources and makes them responsible for choosing quality resources to support their learning.</td>
</tr>
<tr>
<td>Dispositions</td>
<td>5. Values the development of students' critical thinking, independent problem solving, and performance capabilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## The Classroom Environment
### 2a. Creating a learning community

<table>
<thead>
<tr>
<th>Teacher interaction with students</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has limited rapport with students. May be uncomfortable with students, negative, or unaware of students' signals and needs.</td>
<td>Establishes a basic level of rapport with the students.</td>
<td>Talks with and listens to students. Sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed to remedy problems.</td>
<td>Successfully establishes rapport with each individual student and responds sensitively and effectively to all students' diverse backgrounds and needs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration, cooperation, and communication</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not attempting to develop students' abilities to work in small groups. May be teaching the interested students and losing the remaining students.</td>
<td>Desires collaborative working arrangements, but is only partially successful in orchestrating groups.</td>
<td>Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.</td>
<td>Establishes a culture wherein students are engaged and on-task in all variety of group and individual work. Students are aware of each other's needs and know when it is appropriate to help one another.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting classroom norms</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to teach without developing norms for student behavior and community responsibilities.</td>
<td>Determines a classroom learning and behavior norms, but without input from the student community.</td>
<td>Helps class to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that creates a climate of openness, mutual respect, support, and inquiry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Democracy</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly autocratic. Few attempts are made to give students a voice in the operation of the learning community.</td>
<td>Makes students aware they are members of a community and have responsibilities. Democracy is viewed as respecting the rights of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiple perspectives</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is presented without discussion of its relationship to lived experience, other disciplines, or cultural norms. Individual differences are ignored.</td>
<td>Demonstrates an awareness of multiple perspectives and opens discussions about subject matter to the class so that the multiple perspectives of the learners can emerge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Understands how participation supports commitment.</td>
<td></td>
</tr>
<tr>
<td>7. Committed to the expressions and use of democratic values in the classroom.</td>
<td></td>
</tr>
<tr>
<td>8. Values peer relationships and peers supporting each other in establishing the learning climate.</td>
<td></td>
</tr>
<tr>
<td>9. Makes the students feel valued for their potential as people. Helps students learn to value each other.</td>
<td></td>
</tr>
<tr>
<td>10. Is a thoughtful and responsive listener.</td>
<td></td>
</tr>
</tbody>
</table>

7/9/98
# The Classroom Environment

## 2b. Managing classroom procedures

<table>
<thead>
<tr>
<th>1. Daily Routine</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lacks a sense of flow. Students do not share in the management or know what is expected.</td>
<td>Gives classroom management issues too little or too much time to be effective.</td>
<td>Moving toward a smoothly functioning community wherein the students know the daily plan and their responsibilities.</td>
<td>Creates a smoothly functioning learning community. Students know and understand the schedule and their responsibilities.</td>
</tr>
<tr>
<td>2. Student Involvement</td>
<td>Students are given minimal role in the classroom management; students may compete with teacher for control or exercise resistance.</td>
<td>Students beginning to assume some responsibility some of the time.</td>
<td>Students mostly assume responsibility for themselves and one another, participate in decision making, make significant choices, do routine jobs, etc.</td>
<td>Students assume responsibility for themselves and one another, participate in decision making, make significant choices, do routine jobs, etc.</td>
</tr>
<tr>
<td>3. Management of Transitions</td>
<td>Transitions take a long time and may be chaotic.</td>
<td>Transitions are sometimes smooth and efficient.</td>
<td>Uses effective strategies to bring closure to activities in preparation for changes. Little loss of instructional time.</td>
<td>Transitions are very effective. Students have learned how to take initiative to facilitate changes.</td>
</tr>
<tr>
<td>4. Management of Materials and Supplies</td>
<td>Little thought given to the handling of materials ahead of a lesson.</td>
<td>Explains and demonstrates to students how materials are to be passed out, handled, and put away.</td>
<td>Has established routines for handling materials and supplies that function moderately well.</td>
<td>Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</td>
</tr>
<tr>
<td>5. Management of Noninstructional Duties</td>
<td>Considerable instructional time is lost to daily business such as lunch count or taking attendance.</td>
<td>Sometimes efficient, but losing time occasionally.</td>
<td>Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.</td>
<td>Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.</td>
</tr>
</tbody>
</table>

### Dispositions

6. Takes responsibility for establishing a positive climate in the classroom.

7. Provides equitable opportunities to students.
## The Classroom Environment

2a. Motivating constructive student behaviors

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Expectations</td>
<td>Believes all students are capable of good conduct or high achievement, but does not consistently set high expectations.</td>
<td>Conveys reasonable, but high expectations for conduct and student achievement. Focuses on the importance of learning. Has fair and consistent rules.</td>
<td>Involve students in setting challenging conduct and learning expectations. Students have high expectations for themselves and each other.</td>
</tr>
<tr>
<td>2.</td>
<td>Monitoring the social environment of the classroom</td>
<td>Attempts to make adjustments to the classroom social environment and to evaluate their impact. Not always able to effect positive changes.</td>
<td>Analyzes the classroom environment and makes decisions and adjustments that enhance social relationships, student motivation and engagement, and productive work.</td>
<td>Invites students to respectfully analyze the classroom social environment and try adjustments that may enhance social relationships, student motivation and engagements, and productive work.</td>
</tr>
<tr>
<td>3.</td>
<td>Response to student misbehavior</td>
<td>Generally aware of students' behavior though some misbehavior may be missed or overlooked. Responds to disruptive behavior in ways that demonstrate respect for the students. May show signs of frustration.</td>
<td>Promotes problem solving among students, recognizes severity of misbehavior and responds appropriately. Demonstrates personal self-control. Has discipline plan that includes preventative strategies such as warnings and predetermined consequences.</td>
<td>Monitors behavior using subtle and preventive strategies. Successfully teaches students to monitor their own behaviors and that of their peers.</td>
</tr>
<tr>
<td>4.</td>
<td>Sensitivity to diversity</td>
<td>Relies on stereotypes to understand cultural and gender differences.</td>
<td>Can demonstrate sensitivity to cultural and gender difference, but may be inconsistent.</td>
<td>Communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate eye contact, reading body language, responsiveness to different modes of communication).</td>
</tr>
<tr>
<td></td>
<td>Dispositions</td>
<td>5. Works with students from a positive perspective.</td>
<td>6. Recognizes value of intrinsic motivation to students' life-long growth and learning.</td>
<td>7. Considers how different motivational strategies are likely to encourage the continuous development for each student's abilities.</td>
</tr>
</tbody>
</table>

45

7/9/98
The Classroom Environment
2d. Setting up the physical learning environment

<table>
<thead>
<tr>
<th>1. Safety</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allows the physical environment to be unsafe.</td>
<td>Recognizes when safety is an issue and discusses safety rules with students.</td>
<td>Promotes safety by setting the expectation that students are responsible for safety in the classroom and enforcing safety rules.</td>
<td>Safety concern has been established and is built into the curriculum.</td>
</tr>
</tbody>
</table>

| 2. Displaying students’ work | No student work is visible in the learning environment. | Displays some student work. | Makes student work a functional part of the learning environment. | Has students helping with decisions about what work to display and involved in discussions about the quality of their work and its purpose. |

| 3. Setting up an interactive learning environment | The learning environment is not designed to be interactive. | Occasionally organizes interactive learning activities. | Organizes the classroom so that learning resources invite student inquiry and creative thinking. Uses such strategies as learning centers, experiments, manipulatives, games, invitations, bulletin boards, or computer stations to promote active learning supported by peer interaction. | Promotes student responsibility for creating the learning environment, encouraging students to reflect on the quality of the learning environment and to share their problems or questions, to create invitations or challenges, and to share suggestions for needed resources or experiences. |

<p>| Dispositions | 4. Recognizes the importance of the physical classroom environment. |</p>
<table>
<thead>
<tr>
<th>Directions and procedures</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confuses the students with unclear directions.</td>
<td>Sometimes confuses students with directions and has to redirect and clarify.</td>
<td>Gives clear directions and procedures contain an appropriate level of detail.</td>
<td>Gives clear directions and anticipates possible student misunderstandings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral and written language</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>May be working on voice control or personal grammar errors due to dialect. Vocabulary may be inappropriate for students. May need to improve handwriting or written communication.</td>
<td>Voice is well controlled. Handwriting is legible. May be working on personal grammar or word choice issues. Demonstrates good control of written language.</td>
<td>Spoken and written language is clear and correct. Vocabulary is appropriate to context and appropriate to students' age and interests.</td>
<td>Demonstrates eloquence in both spoken and written language. An expressive, well-chosen vocabulary enriches the lessons.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modeling effective communication</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seldom models effective communication. Uses a very limited range of communication strategies.</td>
<td>Models effective communication, but only to a limited degree. May not be conscious of using strategies or may be using only a limited selection of communication strategies.</td>
<td>Models effective communication strategies by conveying ideas and information and asking questions (e.g. monitoring the effects of messages, restating ideas, drawing connections, using visual, aural, and kinesthetic cues, and recognizing nonverbal cues).</td>
<td>Uses own communication as a context for strategy lesson by discussing the strategies used and helping students to understand and use them in their own communication.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making content comprehensible</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely develops specific examples, presentations, or experiences to communicate knowledge.</td>
<td>Plans concrete examples and experiences using manipulatives and authentic materials.</td>
<td>Develops clear, accurate presentations and representations of concepts. Effectively uses multiple examples and explanations that capture key ideas and link to students' prior knowledge.</td>
<td>Can present clear and accurate presentations extemporaneously, responding to students' questions and understanding.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media and technology</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not accustomed to using audio-visual tools or technology to enhance communication and learning.</td>
<td>Effectively uses some media communication tools and technology to enrich learning.</td>
<td>Efficiently and effectively uses a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.</td>
<td>Orchestrates opportunities for students to use a variety of media in their own learning and inquiry. Has active technology component in curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

Dispositions

6. Recognizes the power of language in fostering self-expression, identity development, and learning.

7.Values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

8. Appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication.
### IUPUI Framework for Beginning Teacher Professional Practice
#### DOMAIN 3

**Instruction/Assessment**

#### 3b. Using questioning and discussion techniques

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of questions</td>
<td>Asks questions that do little to promote thinking or seeing possibilities.</td>
<td>Asks a combination of low and high quality questions. Only some invite response and encourage expanded thinking.</td>
<td>Asks uniformly high quality questions, with adequate time for students to respond. Students formulate many questions.</td>
</tr>
<tr>
<td>Discussion techniques</td>
<td>Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.</td>
<td>Makes some attempt to engage students in a true discussion, with uneven results.</td>
<td>Teaches students to assume responsibility for the success of discussion, initiating topics and making unsolicited contributions.</td>
</tr>
<tr>
<td>Monitoring for understanding</td>
<td>Makes few attempts at determining whether students are understanding.</td>
<td>Sometimes monitors for understanding, but may not provide enough opportunities for students to share their perceptions and make connections.</td>
<td>Teaches students to monitor their own comprehension and to ask questions when their understanding breaks down.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Provides little or no time for reflection and overlooks students’ prior knowledge.</td>
<td>Occasionally provides time for reflection on prior knowledge and connections between new and familiar ideas.</td>
<td>Encourages students to take responsibility for reflecting on their own about what they know already that links to new ideas.</td>
</tr>
<tr>
<td>Dispositions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ensures that all voices are heard during class discussions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Values the development of students’ critical thinking, independent problem solving, and performance capabilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Engagement in inquiry</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Individual research projects generated only from mandated curriculum and topics assigned by teacher.</td>
<td>Whole class inquiry organized around central theme determined by group.</td>
<td>Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</td>
<td>Students independently engaged in inquiry and testing their own hypotheses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Depth</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents a single viewpoint or theory in depth. Textbook dependent.</td>
<td>Supplements textbook instruction. Finds different ways to explore subject matter concepts.</td>
<td>Represents and uses differing viewpoints, theories, &quot;ways of knowing&quot; and methods of inquiry to teach subject matter concepts.</td>
<td>Expects students, in their work, to present multiple viewpoints, and use multiple ways of knowing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Strategies</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relies primarily on single teaching strategy and takes full responsibility for identifying resources for learning.</td>
<td>Experiments with teaching and learning strategies and makes observations about how the strategies help the students to learn. Solicits students for input about what they can bring to the learning of the class (e.g. resources, knowledge).</td>
<td>Uses multiple teaching and learning strategies to engage students in active learning that promotes critical thinking, problem solving, and performance capabilities and that helps students assume responsibility for identifying and using learning resources.</td>
<td>Students effectively choose from an array of strategies to promote their own intellectual growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Instructional materials and resources</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning to find ways to support learning with instructional materials.</td>
<td>Instructional materials are mostly appropriate.</td>
<td>Instructional materials are suitable to the instructional goals and engage students intellectually.</td>
<td>Students are expected to contribute to pool of resources and materials relevant to their own inquiry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Activities and assignments</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depends on activities and assignments associated with text. Some limited opportunity for choice available from teacher generated list.</td>
<td>Creates assignments that may be significant for some students.</td>
<td>Emphasizes problem-based learning. Permits student choice and initiative. Encourages depth rather than breadth. Requires student thinking. Designed to be relevant and authentic.</td>
<td>Students take responsibility for their learning—pursuing meaningful, self-selected learning experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Pacing</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring relationship of objectives and time. Pacing of lesson may not hold students' interest or allow for closure.</td>
<td>Observing student response to help gage pacing of lessons. Beginning to develop effective closure.</td>
<td>Paces teaching so that students are comfortable, time neither drags nor is rushed, and time is devoted to closure at the end of each lesson.</td>
<td>Students are able to work at their own pace and manage their time effectively and efficiently.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Values the development of students' critical thinking, independent problem solving, and performance capabilities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Instruction/Assessment

3d. Providing feedback to students and using assessment to inform instruction

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-assessment</td>
<td>Helps students understand purpose and value of self assessment. Teacher and students are partners in identifying strengths and needs.</td>
<td>Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.</td>
<td>Students have a repertoire of self assessment strategies that they use routinely to define their personal goals.</td>
</tr>
<tr>
<td>2</td>
<td>Establishing criteria to evaluate performance</td>
<td>Uses existing rubrics and other assessment instruments.</td>
<td>Assessment criteria are clear and have been communicated to students. Constructs rubrics or other evaluation tools based on appropriate indicators of learning. Considers process and product.</td>
<td>Teacher involves students in development of rubrics or other criteria for evaluation.</td>
</tr>
<tr>
<td>3</td>
<td>Variety of assessment strategies</td>
<td>Uses more than one form of assessment during a unit of study.</td>
<td>Appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessments, peer assessments, and standardized tests) to enhance his or her knowledge of learners.</td>
<td>Plans a system of assessment that uses a variety of formal and informal assessment techniques.</td>
</tr>
<tr>
<td>4</td>
<td>Evaluation of progress and performance</td>
<td>Ample documentation of student work. Conferences are intermittent and teacher directed.</td>
<td>Maintains useful records of student work and performance and can communicate student progress knowledgably and responsibly on an ongoing basis.</td>
<td>Students readily give and receive feedback to/from teachers and peers to evaluate progress.</td>
</tr>
</tbody>
</table>

**Dispositions**

5. Uses students' strengths as a basis for growth, and their errors as an opportunity for learning.

6. Appreciates individual variation within each area of development (physical, social, emotional, moral, and cognitive).

7. Committed to the pursuit of "individually configured excellence."
<table>
<thead>
<tr>
<th>Professional Responsibilities</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a. Reflecting on teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Accuracy</strong></td>
<td>Learning to judge whether a lesson was effective or achieved its goals. May misjudge the success of a lesson.</td>
<td>Accurately describes the strengths and weaknesses of a lesson in relation to the learning goals. Describes in general terms how the lesson could be improved.</td>
<td>Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Describes how the lesson could be improved in the future. Supports his or her judgments with specific evidence from the observed lesson.</td>
<td>Experience in teaching yields more complex analyzes and improved lessons.</td>
</tr>
<tr>
<td><strong>3. Teacher as researcher</strong></td>
<td>Systematically gathers and analyses data from students and classrooms.</td>
<td>Based on analysis of data, formulates a hypothesis about student learning and designs instruction to check.</td>
<td>Practices inquiry by systematically gathering and analyzing data from the classroom and students, and experimenting with, reflecting on, and revising practice.</td>
<td>Articulate about how their inquiry leads to better instruction and further inquiry about teaching and learning in the classroom.</td>
</tr>
<tr>
<td><strong>4. Instructional roles</strong></td>
<td>Relies on direct instruction mode.</td>
<td>Explores various instructional roles in relation to content and purposes of instruction and needs of students.</td>
<td>Effectively chooses his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and needs of students.</td>
<td>Equally comfortable in all roles. Assumes roles that turn responsibility over to students.</td>
</tr>
<tr>
<td><strong>5. Planning</strong></td>
<td>Aware that plans that plans can and do have to change.</td>
<td>Formulates a system for planning that supports flexibility and achievement of goals.</td>
<td>Responds to unanticipated disruptions, evaluates plans in relation to short- and long-term goals, and adjusts plans to meet students needs and enhance learning.</td>
<td>Has a system for and demonstrates flexible, responsive planning that meets the needs of all students.</td>
</tr>
</tbody>
</table>

**Dispositions**

6. Values critical thinking and self-directed learning as habits of mind.
7. Commits to reflection, assessment, and learning as an ongoing process.
8. Commits to seeking out, developing, and continually refining practices that address the individual needs of students.
## Professional Responsibilities

### 4b. Growing and developing professionally

<table>
<thead>
<tr>
<th>1. Enhancement of content knowledge and pedagogical skills</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development activities to enhance knowledge or skill not a priority.</td>
<td>Participates in professional activities to a limited extent when they are convenient. Extends personal knowledge of content through resource materials.</td>
<td>Seeks opportunities for professional development to enhance content knowledge and skills. Reads professional literature and talks with other teachers to support his/her own development as a learner and teacher. Extends personal understanding of content through planning and interaction with children.</td>
<td>Seeks out opportunities for professional development and contributes by presenting at professional meetings and conferences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Service to profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reluctant to share knowledge with others or to assume professional responsibilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Communicating with families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reluctant to make contact with family except with concern for failure or misbehavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses concern for some students that are potentially underserved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Service to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence of interest in becoming involved in school events.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Values and appreciates the importance of all aspects of a child’s experience.</td>
</tr>
<tr>
<td>7. Respects the privacy of students and confidentiality of information.</td>
</tr>
<tr>
<td>8. Willing to consult with other adults regarding the education and well-being of his/her students.</td>
</tr>
<tr>
<td>9. Concerned about all aspects of a child’s well-being (cognitive, emotional, social, and physical) and is alert to signs of difficulty.</td>
</tr>
<tr>
<td>10. Willing to give and receive help.</td>
</tr>
</tbody>
</table>
## Professional Responsibilities

### 4c. Developing a professional disposition

<table>
<thead>
<tr>
<th>1. Collaborating with colleagues to improve learning and conditions</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefers to keep to self. Reluctant to share ideas or discuss problems with peers or mentor teacher.</td>
<td>Realizes advantages of another point of view. Begins to confide in a few others.</td>
<td>Openly shares ideas, cooperates with mentor teacher and peers in solving problems in the classroom and school.</td>
<td>Takes a proactive stance. Initiates conversations and alerts colleagues to situations that may be of concern.</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Respect for colleagues | Interactions with colleagues are sometimes negative, demeaning, or disrespectful. | Interactions with colleagues are positive and respectful. | Interactions with colleagues are positive and respectful. Is open-minded to differing viewpoints. Honors feelings of others. | Ongoing collegial relationships are established that seek to further the knowledge and competency of colleagues involved. |

| 3. Punctuality and responsibility | Problems with punctuality. Sometimes fails to notify mentor teacher of absences or delays. Appropriate lesson plans not regularly made available. | Generally punctual. Notifies mentor teacher in case of absence or delay. Makes appropriate lesson plans available. | Consistently on time to school. Notifies mentor teacher in case of absence. Lesson plans are already in classroom as a result of pre-planning. | Always on time. Notifies mentor teacher of absence or delays. Lesson plans are in the classroom and the mentor teacher is familiar with them as a result of pre-planning. |

| 4. Initiative | Shows some initiative in planning and teaching responsibilities. Lesson plans are not always ready at time of delivery and/or prior approval may not have been sought. | Shows strong initiative in planning and teaching responsibilities. Has plans at the time of delivery and has secured verbal approval for proposed strategies and content. | Shows strong initiative in planning and teaching responsibilities. Prepares well in advance of lesson delivery, allowing time for mentor teacher's review and approval for all strategies and content. | Shows strong initiative. Has unit and supporting lesson plans well in advance of delivery and has allowed time for mentor teacher's review and approval of all strategies and content. |

| 5. Organization | Gives little attention to organization. | Attempts to be organized, but needs better strategies and more practice. | Uses a planning book and calendar effectively. Manages materials and resources effectively. Organizes work space. | Thorough and effective planning allows for spontaneity and optimal learning opportunities. Space, materials, resources adaptable accordingly. |

| 6. Record Keeping | Record keeping somewhat haphazard. Loses track of deadlines and assignments. Records may not be reliable. | Develops a system which is partially effective for recording students' progress in learning, completion of assignments and projects, grades, and/or attendance. | Develops an effective system for maintaining information on students' progress in learning, completion of assignments and projects, grades, and/or attendance. | Has an effective system that includes student participation in the maintenance of records. |

| 7. Personal appearance | Reports in inappropriate attire some of the time. Not sufficiently well groomed. | Reports in professional attire most of the time, and is generally well groomed. | Reports in professional attire all the time and is well groomed. | Achieves a standard for professional attire and grooming that models for colleagues. |

| 8. Dispositions | Recognizes his/her professional responsibility for engaging in and supporting professional practices for self and colleagues. |
Appendix H

STUDENT TEACHING PROGRESSIVE LOG

How to use the Progressive Log:
Each cell in the Progressive Log represents a set of benchmarks (usually a page) in the Framework. Reflect on the planning and teaching that the student teacher is doing and try to determine which level of performance your student teacher displays for each category in the benchmark. Then record your assessments on the log page.

For example:

Framework

4b. Using questions and discussion techniques

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of questions</td>
<td>Asks questions that do little to promote thinking or seeing possibilities.</td>
<td>Asks a combination of low and high quality questions. Only some invite response and encourage expanded thinking.</td>
<td>Encourages students to see, question, and interpret ideas from diverse perspectives. Asks high quality questions and allows adequate time for students to respond.</td>
<td>Asks uniformly high quality questions, with adequate time for students to respond. Students formulate many questions.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Provides little or no time for reflection and ignores students’ prior knowledge.</td>
<td>Occasionally provides time for reflection on prior knowledge and connections between new and familiar ideas.</td>
<td>Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas.</td>
<td>Gets students to take responsibility for reflecting on their own about what they know already that links to new ideas.</td>
</tr>
</tbody>
</table>

If you reflect on the quality of your student teachers' questioning, you might see a level 2 performance. Place the number 2 in the first box of the record. Continue on to the second category, "Reflection", and assess your student teachers' performance in this category. Put the level number in the next box of the record. Do this for each category.

Progressive Log

<table>
<thead>
<tr>
<th>Using questions and discussion techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm levels</td>
</tr>
<tr>
<td>Final levels</td>
</tr>
<tr>
<td>Notes/Comments:</td>
</tr>
</tbody>
</table>

Use the Notes/Comments space to write reminders about where you see successes, strengths, or weaknesses. You might make notes about constructive criticism you can offer or questions you want to discuss with the student teacher. In general, use this space to record insights and concerns that will help you to write the final narrative.

Fatafembarrick\SThndbk-97-98
Domain 1: Curriculum Content and Planning

Use this page to reflect on student teacher's unit and lesson plans.
See Framework pages 1-5 for benchmark criteria.

### 1a. Knowledge of content and pedagogy

<table>
<thead>
<tr>
<th>Midterm level</th>
<th>Final level</th>
<th>Notes/Comments:</th>
</tr>
</thead>
</table>

### 1b. Knowledge of students.

<table>
<thead>
<tr>
<th>Midterm level</th>
<th>Final level</th>
<th>Notes/Comments:</th>
</tr>
</thead>
</table>

### 1c. Selecting instructional goals

<table>
<thead>
<tr>
<th>Meaningfulness</th>
<th>Value</th>
<th>Clarity</th>
<th>Suitability</th>
<th>Curriculum Framework</th>
<th>Dispositions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Midterm level</th>
<th>Final level</th>
<th>Notes/Comments:</th>
</tr>
</thead>
</table>

### 1d. Short-range and long-term planning

<table>
<thead>
<tr>
<th>Elaboration</th>
<th>Continuity</th>
<th>Structure</th>
<th>Interdisciplinary</th>
<th>Dispositions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Midterm level</th>
<th>Final level</th>
<th>Notes/Comments:</th>
</tr>
</thead>
</table>

### 1e. Designing coherent instruction

<table>
<thead>
<tr>
<th>Alignment w/goal</th>
<th>Quality</th>
<th>Cognitive process</th>
<th>Resources</th>
<th>Dispositions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Midterm level</th>
<th>Final level</th>
<th>Notes/Comments:</th>
</tr>
</thead>
</table>
## Domain 2: The Classroom Environment

### 2a. Creating a learning community
- **Midterm level**
- **Final level**
- **Notes/Comments:**

### 2b. Managing classroom procedures
- **Midterm level**
- **Final level**
- **Notes/Comments:**

### 2c. Knowing individuals and motivating constructive behaviors
- **Midterm level**
- **Final level**
- **Notes/comments:**

### 2d. Creating the physical learning environment
- **Midterm level**
- **Final level**
- **Notes/Comments:**
## Domain 3: Instruction/Assessment

### 3a. Communicating clearly and accurately

<table>
<thead>
<tr>
<th>Midterm level</th>
<th>Final level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>Use of media</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td></td>
</tr>
</tbody>
</table>

Notes/Comments:

### 3b. Using questioning and discussion techniques

<table>
<thead>
<tr>
<th>Midterm level</th>
<th>Final level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>Techniques</td>
<td></td>
</tr>
<tr>
<td>Monitoring</td>
<td></td>
</tr>
<tr>
<td>Student reflection</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td></td>
</tr>
</tbody>
</table>

Notes/Comments:

### 3c. Engaging students in learning

<table>
<thead>
<tr>
<th>Midterm level</th>
<th>Final level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td></td>
</tr>
<tr>
<td>Depth</td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td></td>
</tr>
<tr>
<td>Disposition</td>
<td></td>
</tr>
</tbody>
</table>

Notes/comments:

### 3d. Providing feedback to students

<table>
<thead>
<tr>
<th>Midterm level</th>
<th>Final level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment</td>
<td></td>
</tr>
<tr>
<td>Performance criteria</td>
<td></td>
</tr>
<tr>
<td>Variety</td>
<td></td>
</tr>
<tr>
<td>Progress evaluation</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td></td>
</tr>
</tbody>
</table>

Notes/comments:
## Domain 4: Professional Responsibilities

### 4a. Reflecting on teaching

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Multiple sources</th>
<th>Inquiry</th>
<th>Roles</th>
<th>Planning</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes/comments:**

### 4b. Growing and developing professionally

<table>
<thead>
<tr>
<th>Knowledge &amp; pedagogy</th>
<th>Service to profession</th>
<th>Communication w/families</th>
<th>Advocacy</th>
<th>Service to school</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes/comments:**

**Developing a professional disposition**

<table>
<thead>
<tr>
<th>College relationships</th>
<th>Respect</th>
<th>Responsibility</th>
<th>Initiative</th>
<th>Organization</th>
<th>Record keeping</th>
<th>Appearance</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes/comments:**
Appendix I

MIDTERM GOALS

School of Education
Indiana University Purdue University Indianapolis

Student Teaching - Midterm Goals
Supervising Teacher-Student Teacher-University Supervisor

Student Teacher_________________________ Date __________________________

School ________________________________ Subject Area/Grade______________

# of Weeks of S.T. Experience __________ Supervising Teacher______________

A. Curriculum Content and Planning

Goals

Comments on this form should provide feedback to the student teacher about his/her progress to this point in the student teaching experience. Midterm goals established by the supervising teacher, in conjunction with the student teacher, should be articulated in this document. If a student teacher is in danger of failing this time.

B. Classroom Environment

Goals
C. Instruction/Assessment

D. Professional Responsibilities

Supervising Teacher's Signature_________________________ Date____________________
Appendix J

FINAL PROFILE

School of Education
Indiana University Purdue University Indianapolis

Student Teaching - Final Profile

Student Teacher ______________________________ Date ________________

I do __ do not __ want this profile sent to the Educational Placement Office
Student Teacher's Signature ________________________________

School________________________ Subject Area/Grade ______________

Supervising Teacher ________________ Weeks of S.T. Experience __________

Supervising Teacher's Signature ________________ ____________

A. Curriculum Content and Planning

Supportive and elaborative comments addressing the student teacher's strengths, areas needing improvement, and growth patterns during the student teaching/practicum experience should be included in this narrative. Evaluate the student teacher's abilities compared to that of a beginning teacher. The statements should include your perception of the student teacher's potential as a member of the education profession.

B. Classroom Environment
C. Instruction/Assessment

D. Professional Responsibilities

Supervising Teacher's Signature________________________ Date___________________
<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Supervising Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix L

IUPUI SCHOOL OF EDUCATION
OFFICE OF STUDENT TEACHING

Withdrawal/Incomplete/Failure Form

Student ___________________________ SSN ___________________________

Check one: Elementary _______ Secondary/Middle School _______ All-grade _______

Semester __________________________ Year __________________________

Length of Student Teaching/Practicum __________________________ Weeks completed __________________

Check one: Withdrawal _______ Incomplete _______ Failure _______

University Supervisor __________________________ Supervising Teacher __________________________

School __________________________

Reason for withdrawal/incomplete/failure:

Recommendations made to student (counseling, career goal change, other courses, etc.):

Recommendations regarding future student teaching placements:

__________________________________________  __________________________________________
University Supervisor                                Director of Student Teaching

________________________________________
Date                                              Date

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

I have read and understand the conditions addressed on this form.

________________________________________
Student Teacher

________________________________________
Date
Appendix M

LESSON PLAN

WEEK NO. _________

PREPARER'S NAME ______________________ SCHOOL ______________________

SUBJECT/GRADE LEVEL ________________ TOPIC/UNIT ________________

DATE USE INTENDED ________________ TIME ALLOTMENT ___________

INSTRUCTIONAL PURPOSE (OBJECTIVE) ______________________________________

________________________________________________________________________

MATERIALS NEEDED _______________________________________________________

________________________________________________________________________

MOTIVATION TECHNIQUE __________________________________________________

________________________________________________________________________

PROCEDURES/ACTIVITIES _________________________________________________

________________________________________________________________________

STUDENT EVALUATION ____________________________________________________

ONGOING ACTIVITIES _____________________________________________________

________________________________________________________________________

TEACHER EVAL. OF LESSON EFFECTIVENESS _________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix N

101 WAYS TO PRAISE A CHILD

Fantastic job • You belong • Spectacular
Good for you • Beautiful sharing
You’re incredible
You’re wonderful
I like you • Super job
Fantastic job
You’re special
You’re sensational
That’s incredible
You’re a treasure
You care • I like you
Nice work • You’re on top of it
Well done
You are responsible
You make me happy
You’re on your way
How nice • You’re beautiful
Nothing can stop you now
You’ve discovered the secret • Outstanding
You’re fantastic • You’ve got a friend
You mean a lot to me • I trust you
You’re a good friend
I knew you could do it
You’re unique • Remarkable job
Bravo
You make me laugh • Hot dog • Awesome
You’re spectacular • Hurray for you • You’re precious • You’re darling
You are exciting • You tried hard • That’s correct • You’re perfect • Marvelous • You are fun

You made my day • That’s the best
Exceptional performance
A big hug • You’re important
Beautiful work
You figured it out
You learned it right
What an imagination
I knew you could do it
Now you’re flying
You mean the world to me
Good job • Super star
You’re a joy
You’re catching on

A job • Super
Excellent
Beautiful

Neat

Way to go

Hip hurrah

Great Discovery
Outstanding performance
Now you’ve got it

Bingo • You’re on target
Dynamite • Super work
Magnificent

You’re a real trooper
I respect you
A big kiss
Looking good
Phenomenal
I love you!

Bloomington Meadows Hospital, 1600 North Prow Road, Bloomington IN 47404 Office 812-331-3000 Toll Free 800-972-1410

F:\staff\mbarrick\STHandbk-97-98

68
Appendix O

FORM FOR STRUCTURED OBSERVATION OF A LESSON

Name of Observer

Date and Time of Observation

Grade Level and/or Subject

Objective of Observation

Instructions to the Observer: As you observe in the classroom, list the elements of the lesson under the categories below. A description of each category appears in italics.

1. **Anticipatory Set** In every lesson, the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times it is designed to 'grab' the students' attention. Key words: alerting, relevance, relationship (to previous lesson), meaningfulness, etc.

2. **Objective** In almost every lesson, the teacher specifies the behaviors the students will be expected to perform. In other words, the student knows what is expected of him/her and what he/she is expected to learn.

3. **Teacher Input** In most lessons the teacher will provide the student with the information needed to reach the objective successfully. Sometimes the teacher will show the student how to accomplish the task by modeling appropriate performance. Using a variety of questioning techniques, the students and the teacher review two battles discussed in previous lessons. Teacher lists key information on over-head projector.

4. **Checking for Understanding** Throughout the lesson the teacher checks to ensure that the students understand the concepts or skills being taught. This can be accomplished through random questioning or individual tutoring.
5. Guided Practice  In every lesson, the student practices the expected performance. This may include exercises completed with the teacher, examples done by students on the board, students reading aloud, students working together to complete assignments, games that allow the students to exhibit understanding, etc. The teacher brainstorms with the students a Southern soldier's impression of one of the two battles. The brainstorming is listed on the board—the information about the battle is still projected on the screen above the board.

6. Independent Practice  The student independently exhibits the behaviors set forth in the objective. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc.

7. Closure  The teacher helps the student review what he/she has learned in the lesson. This may include a summary of the lesson, questions about what happened during the student's independent practice, the student's report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or the unit, assignment of additional independent practice.

Appendix P

ANALYSIS OF CLASSROOM MANAGEMENT TECHNIQUE

After your first week of teaching classes, reflect on your classroom management technique. Share this form with your supervising teacher and/or university supervisor to receive their input.

<table>
<thead>
<tr>
<th>Techniques I Have Used</th>
<th>Rating of Effectiveness of Technique (1 = not effective to 5 = very effective)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Teacher</td>
</tr>
</tbody>
</table>

Briefly analyze your most and least effective technique.

What are some alternative classroom management techniques you might use?
Appendix Q

TEACHER VERBAL BEHAVIOR FORM

Date and Time of Observation

Grade Level and/or Subject

Instructions: Every time the teacher verbalizes, categorize the function of his/her talk by placing an "X" in the appropriate box.

<table>
<thead>
<tr>
<th>Teacher Comment</th>
<th>Information Giving</th>
<th>Questioning</th>
<th>Answering</th>
<th>Praising</th>
<th>Direction Giving</th>
<th>Scolding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summarize and analyze the data you have collected. Source: Glickman, C., Supervision of Instruction: A Developmental Approach.
Appendix R

CODING SCALE OF CLASSROOM SOCIAL ENVIRONMENT

Name of Observer: ____________________________________________________________

Date and Time of Observation: ______________________________________________

Length of Observation: ______________________________________________________

Event Observed: _____________________________________________________________

Grade Level and/or Subject: __________________________________________________

Objective of Observations: ___________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>No Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>No Information</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>---------</td>
<td>-------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>20. A comprehensive collection of reference material is available in the classroom for students to use.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>21. Certain students seem to have no respect for other students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>22. The objective of the class are not clearly recognized.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>23. Every member of the class is given the same privileges.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>24. Certain students work only with their close friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>25. There is considerable student dissatisfaction with the classwork.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>26. Classwork is frequently interrupted by some students with nothing to do.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>27. Most students in this class are constantly challenged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>28. Some member of the calls don’t care what the class does.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>29. Certain students have more influence on the class than others.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>30. Most students in the class want their work to be better than their friends' work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>31. This class is made up of individuals who do not know each other well.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>32. Different students are interested in different aspects of the class.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>33. There is a right and wrong way of going about class activities.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>34. There is little time in this class for daydreaming.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>35. There are bulletin board displays and pictures around the room.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>36. Certain students in this class are uncooperative.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>37. Most of the class realizes exactly how much work is required.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>38. Certain students in the class are favored over others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>39. Most students cooperate equally well with all class members.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>40. After an assignment, most students have a sense of satisfaction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/I</td>
</tr>
<tr>
<td>41. The class is well organized and efficient.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>42. Most students consider the subject matter easy.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>43. Students show a common concern for the success of the class.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>44. Each member of the class have as much influence as does any other member.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
<tr>
<td>45. Student compete to see who can so the best work.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/I</td>
</tr>
</tbody>
</table>

Appendix S

TEACHER SPACE UTILIZATION

Below is an example of a movement chart. It is used to analyze what part of the room a teacher utilizes and how much time is spent in each section.

Instructions: Draw a diagram of the classroom you are observing. Record the movement of the teacher and label with the time. Analyze the results.

Source: Glickman, C., Supervision of Instruction: A Developmental Approach
Appendix T

DIAGRAM OF VERBAL INTERACTION

Instructions: Draw a diagram of the classroom you are observing, indicating the location of the teacher's desk and students' desk. Each time a person speaks to another person, draw an arrow on the diagram from the person speaking to the other person. Use 4-6 copies of the diagram per observation. One sheet should be filled out for a given 5-minute period. Analyze all the diagrams at the end of the period to obtain information about the amount of teacher-student verbal interaction and with which students it occurs.
Appendix U

CULTURAL ASSESSMENT

To What Extent Are Students Involved in Planning The Classes?

1. In the classroom, students are involved in the formulation of goals and in the selection of activities and instructional strategies. Hardly Ever 1 2 3 4 5 Almost Always

2. There is evidence that students in my classroom are involved in the assessment of curriculum outcomes. Hardly Ever 1 2 3 4 5 Almost Always

Give examples to support and clarify your ratings:

To What Extent Are The Classes Relevant?

1. In the classroom a wide variety of materials is used to accommodate a variety of student reading and interest levels. Hardly Ever 1 2 3 4 5 Almost Always

2. The central focus of the curriculum of the classroom revolves principally around enduring social issues. Hardly Ever 1 2 3 4 5 Almost Always

3. There is evidence that students in the classroom gather data from sources outside the classroom (the community, for example) as well as in the classroom. Hardly Ever 1 2 3 4 5 Almost Always

4. Controversial issues such as racism, poverty, war, and pollution are dealt with in the classroom. Hardly Ever 1 2 3 4 5 Almost Always

5. In the classroom the curriculum being studied focuses upon problem solving and the decision-making process. Hardly Ever 1 2 3 4 5 Almost Always

6. In the classroom opportunities are provided for students to meet, discuss, and work with each other. Hardly Ever 1 2 3 4 5 Almost Always

Give examples to support and clarify your ratings:

To What Extent Are The Students Involved in Class?

1. There is evidence in the classroom that students are active in the planning process. Hardly Ever 1 2 3 4 5 Almost Always

2. In the classroom students have access to a variety of learning resources appropriate to the goals and objectives of the educational program. Hardly Ever 1 2 3 4 5 Almost Always
3. There is evidence in the classroom that students are involved in the selection of goals and play a vital role in assessment and evaluation of the curriculum. Give examples to support and clarify your ratings:

To What Extent Are The Learning Strategies Varied and Broad?

1. In the classroom materials for various academic ability levels and interest levels are available. Hardly Ever 1 2 3 4 5 Almost Always

2. There is evidence to indicate that in the classroom a variety of learning material is available for use in the educational program. Hardly Ever 1 2 3 4 5 Almost Always

Give examples to support and clarify your ratings:
Appendix V

STUDENT ACADEMIC BEHAVIOR

Date and Time of Observation

Grade Level and/or Subject

Instructions: Pick out five to ten representative students in the class to observe. Every three minutes scan the room and record a mark indicating what each student seems to be doing.

<table>
<thead>
<tr>
<th>ATTENTIVE</th>
<th>INATTENTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

Tally the marks in each category. Based on this data, summarize and analyze the types of academic behaviors in which the students are engaged.

Source: Glickman, C., *Supervision of Instruction: A Developmental Approach*
SHADOWING FORM

POSITION OF PERSON BEING SHADOWED

OBSERVER

DATE

Select some school personnel other than your supervising teacher (i.e., principal, guidance counselor, special education teacher, department head) to shadow for an entire school day. Use a separate sheet of paper to record what you observe. At the end of the day, summarize the shadowing. If possible, discuss the results with the person shadowed.

Overview: Summarize the role of the person you have shadowed. How do the duties of this individual influence the classroom teacher? What seems to be the most demanding aspects of this position? What personal characteristics seem important to do this job well? Would you ever like to hold this position? Why? Why not?
Appendix X

SOFTWARE SELECTION GUIDE

Examiner: 

Date of Examination: 

Software Title: 

Publisher: 

Date: 

Instructional Purpose: 

Computer Compatibility: 

Directions to Examiner: Rate the content, usability, and design aspects of the instructional package on a scale of 1 to 5 (1 is lowest and 5 is highest).

A. CONTENT

1. Is the instructional content of the software appropriate to the established curriculum? (5th grade)
   a. Does the subject matter of the software address educational objectives that are appropriate for the students who will use it?
   b. Is the content accurate with no errors of fact or statement?
   c. Is the content presented in an unbiased manner?
   d. Is the program free of harmful generalizations and stereotypes based on sex, race, age, or culture?

2. Is the program interesting and enjoyable to use?
   a. Is the instruction presented in a lively and interesting way?
   b. Are the graphics, color, or sound pleasing and conducive to instruction?
   c. Are program response times brief with a minimum of waiting time?

B. EDUCATIONAL DESIGN

1. Is the program clear and logically organized?

2. Can the user control the rate and type of instruction presented?

3. Does the program present the new concepts or skills to be learned in a meaningful context?

4. Does the program provide a sufficient amount of examples or illustrations to explain each new concept or skill?
5. Does the program lead to higher level understanding or application?
6. Does the program provide prompt instructional feedback?
7. Does the program evaluate the user's progress?
8. Do the evaluations allow diagnosis of the individual's weaknesses and strengths in the various instructional areas?
9. Can the evaluations be printed? (Y, N)

C. USABILITY

1. Is the program easy to start and use?
2. Is the program self-explanatory, not requiring dependence on a user's manual?
3. Can the program disk be copied for multiple use? (Y, N)
4. Is it easy to exit the program?


AN AGREEMENT
BETWEEN INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS
AND SCHOOL CORPORATIONS
CONCERNING COOPERATIVE EFFORTS INVOLVING STUDENT
TEACHERS, PRACTICUM STUDENTS, AND OTHER TYPES OF
PARTICIPANTS
(In accordance with Chapter 246, Indiana Acts 1969)

The undersigned, a school corporation (hereinafter referred to as the "School Corporation") and Indiana University-Purdue University Indianapolis, a University accredited by the Training and Licensing Commission of Indiana (hereinafter referred to as the "University"), hereby, in accordance with Chapter 246, Indiana Acts 1969, enter into the following agreement:

1. Scope of the Agreement. This Agreement shall set out the responsibilities and rights of the School Corporation, of the University, and of any student enrolled at the University, such student to be assigned as a student teacher in the School Corporation or as an observer or participant in the School Corporation. For ease of reference, the following words shall have the following meanings:

"Student Teacher" shall mean a University student enrolled at the University and assigned by it to teach in the School Corporation, as part of his/her preparation for entering the teaching profession.

"Practicum Student" shall mean a University student enrolled at the University and assigned by it for a practicum assignment in the School Corporation as part of the requirements for an endorsement or minor added to the basic license being sought.

"Participant" shall mean a University student, usually at the pre-student teaching level, assigned to the School Corporation with a less-than-full responsibility for instruction or instruction related activities. Terms such as: observer, tutor, teacher aide, teaching assistant, etc., characterize various types of participants.

"Supervising Teacher" shall mean a teacher in the School Corporation to whom the Student Teacher or Practicum Student is assigned and who directs the work or the activity of the student while he/she is in the School Corporation.

"Cooperating Teacher" shall mean a teacher in the School Corporation to whom a Participant or group of Participants is assigned for pre-student teaching experiences.

"University Supervisor" or "Special Area Supervisor" or "Course Instructor" shall mean the University person who is in charge of the course of study or specific experience for which the University Student is assigned to the School Corporation.

The University will be represented by such persons as its President shall delegate. In the
absence of a contrary delegation, it will be represented in regard to placement, assignment, and change or termination of assignment of Student Teachers, Practicum Students, and Participants by a 'Director of Student Teaching or Field Experiences' and will be represented with respect to conduct of Student Teachers, Practicum Students, and Participants by a University Supervisor, or Special Area Supervisor, or Course Instructor who will supervise the work of all Student Teachers, Practicum Students, and Participants under their direct jurisdiction.

The School Corporation shall be represented in dealing with the University by its Superintendent or by such other administrative personnel as he/she shall designate.

2. Placement of Student Teachers, Practicum Students, and Participants. The placement process shall be a cooperative venture involving both the University and the cooperating School Corporation.

a. Student Teachers and Practicum Students. Placement of a Student Teacher or Practicum Student shall be initiated by the University by filing an application for each proposed assignment setting out the background of the student and the type of assignment appropriate. The request may be accompanied by suggested names of teachers of the School Corporation, who would be recommended by the University as a Supervising Teacher.

Teachers are eligible to serve as a Supervising Teacher if they hold the Professional License or its equivalent and have had at least three years' successful teaching experience.

Assignment of Student Teachers and Practicum Students shall be made by the School Corporation. Such assignment will be made after consultation with the Supervising Teacher and Principal under whom the assignment will be completed.

b. Participants. Requests for placement of Participants will be initiated by the University and may be either for an individual student or a composite form which would represent a group of students. The request will identify the student(s) background, the type of assignment requested, objectives of the assignment, and activities suggested as appropriate to the requested assignment.

Teachers who do not hold the Professional License may be used, at the discretion of the School Corporation and the University and with the concurrence of the teacher, as cooperating teachers for pre-student teaching experiences.

3. Calendar. Students will be required to comply with the calendar of the School Corporation and the daily schedule of the individual school in which the experience is taking place. Any deviation from said schedule or calendar will be approved by the Supervising or Cooperating Teacher, the Principal, and the University.
4. Professional Standards. Both parties to this agreement have a right and obligation to insist on standards of professional decorum on the part of Student Teachers, Practicum Students, and Participants that are consonant with prevailing standards in the school community and the education profession.

Neither party shall discriminate in the choice of schools. Supervising or Cooperating Teachers, or Student Teachers, Practicum Students, or Participants on the basis of race, religion, color, national origin, age or sex. Nor shall such opportunity be denied on grounds the University student is blind, deaf, or physically handicapped in some other manner, provided he/she is capable of performing the responsibilities of the position for which the assignment is sought.

5. Student Teacher, Practicum Student, and Participant Supervision. Students shall be subject to the rules and regulations of the School Corporation and under the direction and control of the Supervising or Cooperating Teacher, Principal, and other administrative personnel while they are on the premises of the School Corporation or acting in behalf of the School Corporation in locations other than the premises. The following points have specific reference to the various types of supervisory responsibility:

a. The Supervising Teacher may leave the classroom with the Student Teacher or Practicum Student in charge of the class, but the Supervising Teacher shall, at all times, retain the responsibility for control of the class and the program of instruction.

b. The Cooperating Teacher may not leave the classroom with the Participant Student in charge of the class.

c. Students who are not licensed may not be used as a substitute for their Supervising or Cooperating Teacher or for any other licensed personnel. Planned exceptions to this item may be considered and authorized by the respective designated administrative personnel of the School Corporation and the University.

d. Students, with the exception of certain licensed interns, may not be compensated for any responsibilities which constitute all or a part of the required field experience program.

e. Supervising and Cooperating Teachers shall file such reports as are prescribed by the University.

f. The University Supervisor or other designated representative of the University shall have access, at all reasonable times, to visit the classroom(s) to which the student is assigned for the purpose of observation and supervision.

g. In the event that the school to which a student is assigned is subject to jurisdictional dispute between a teacher association and the School Corporation, the student will occupy a position of neutrality which means:

(1) The student will immediately report any such dispute to his/her University Supervisor or Course Instructor and be guided by his/her instructions.

(2) The student will not report to the assigned school until such time as directed by the University Supervisor or Course Instructor.

(3) The student will not by any overt action render support to either party to the dispute.
6. Termination or Change of Assignments and Projects. Either the School Corporation or the University may, at any time, change or terminate the assignment of any Student Teacher, Practicum Student, or Participant or any cooperatively developed project which involves field experience students.

Before either change or termination, all parties shall make reasonable efforts to consult with each other.

7. Status of Student Teachers, Practicum Students, and Participants. All students shall remain as students of the University and shall not be classified as employees of the School Corporation for any purpose, except as limited below.

   a. Student Teacher, Practicum Students, and Participants shall be under the direction and control of the School Corporation as represented by the Supervising or Cooperating Teacher, Principal, and other administrative personnel while they are on the premises of the School Corporation or acting in behalf of the School Corporation in locations other than the premises.

   b. The School Corporation shall provide Student Teachers, Practicum Students, and Participants the same protection against liability arising in connection with their assignments in the School Corporation as is provided for members of the School Corporation’s permanent faculty.

8. Honorarium/Recognition. An honorarium, or other appropriate form of recognition, will be agreed upon by the School Corporation and the University for personnel participating in the field experience program.

9. Miscellaneous Provision. This Agreement may be terminated either by the School Corporation or the University by giving the other part thirty (30) days prior written notice.

All notices to be given in this provision shall be properly given if they are sent by first-class mail to the Superintendent or other designated representative of the School Corporation and to the Coordinator of Field Experiences of the University.

Executed __________________________ 19

Executed __________________________

By ________________________________

Superintendent
School Corporation

By ________________________________

Coordinator of Field Experiences
Indiana University-Purdue University
Indianapolis
REFERENCES

Indiana University Student Teaching Handbook


