

Teacher Candidate/Student Teacher Guide

ANDERSON UNIVERSITY

**DEPARTMENT OF TEACHER
EDUCATION**

1100 E. 5th Street

Anderson, IN 46012

(765) 641-3686

or (765) 641-4052

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*The Department of Teacher Education reserves the right to add to and handle, with professionalism, individual student circumstances/situations case by case, as they occur during a student's professional semester or any additional state of Indiana Department of Education requirements for licensure.

Preface

Anderson University Department of Teacher Education

GUIDE for the PROFESSIONAL SEMESTER

For Student Teachers, Cooperating Teachers, and University Supervisors

Mission Statement: The Department of Teacher Education faculty revised the mission statement in a retreat, Fall, 2016. The revised mission statement of the teacher education program is “to prepare professional educators of excellence in a Christ-centered environment, cultivating excellence in

- Content Competence
- Cultural Connections
- Christian character.”

“The vision of the Department of Teacher Education is empowering educators, and transforming lives in a Christ-centered environment.”

The shared beliefs developed initially in 1989-1994 with revisions in 2003, 2007, and 2013, form the basis for the new mission statement for the professional teacher education programs. Those involved in the creation of the mission included professional education faculty, liberal arts faculty through their role on the Teacher Education Committee, and P-12 professionals who were members of the Commission on Teacher Education. Through the developmental process and extensive examination of current research literature, the model Preparing Teachers of Excellence through the Knowledge of Self, the Student-Learner, Content and Practice, and School and Community was developed. Building on this foundation, the faculty created the new mission statement during the 2016-2017 academic year.

Essential beliefs guide the Teacher Education Preparation Program at Anderson University. These beliefs include the importance of Christ-Centered environments characterized by integrity; a sense of community; experiential learning combined with traditional classroom patterns; emphasis on international and intercultural experiences; and the fulfillment of an educational mission that prepares candidates to act responsibly with the belief that all students can learn.

Essential knowledge, established and current research, as well as sound professional practice create the foundation of the professional education program. The philosophy and practices of education faculty, content faculty, and collaborative K-12 educators align with both InTASC Standards, and developmental standards of the Indiana Department of Education. The overall design of the education program includes significant contributions from liberal arts studies, content area studies, professional education philosophy and pedagogy, as well as national/international education organizations.

The Teacher Education Program acknowledges the liberal arts curriculum as the essential foundation for all graduates. The unit believes that the liberal arts curriculum, articulated with subject specialization courses, and professional education courses, leads to the creation of competent educators. As an institution centered in the liberal arts (term used for General Education at Anderson University), AU is dedicated to cultivating in each individual an appreciation of culture centered in a global perspective.

The strength of the program is in this articulation of the liberal arts curriculum, professional and content courses, and in the University’s dedication to graduate persons of “global perspective who are competent, caring, creative, generous individuals of character and potential.” Therefore, candidates complete the teacher education program in a Christ-centered environment.

INTRODUCTION

Accreditation of Anderson University by the Higher Learning Commission and the Teacher Preparation accreditation of the Council for the Accreditation of Education Preparation (CAEP) provide evidence and recognition that Anderson University and the Department of Teacher Education have met rigorous standards and provide high quality preparation for our teacher candidates. Supervision of teacher candidates is accomplished in collaboration with Anderson University-Department of Teacher Education Faculty, the Director of Field Experiences, the clinical educator (Classroom teacher), the University Supervisor, and the school. This team of professionals provides guidance and support during the student teaching experience as teacher candidates take these final steps to enter the education profession.

THE INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM MODEL CORE TEACHING STANDARDS (InTASC)

It is important for K-12 educators to know that the teacher education program at Anderson University reflects state requirements. These requirements include mandated requirements for teacher education, state directions in assessment, teacher evaluation, and teaching methods. The foundation for the Teacher Preparation Program at AU is the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (InTASC). Modeled after the National Board for Professional Standards, the primary focus of InTASC is the statement, “An effective teacher must be able to integrate content knowledge with pedagogical understanding to ensure that all students learn and perform at high levels.” Candidates in the teacher preparation program are evaluated by the InTASC standards with Clinical Practice (Student Teaching) as the culminating experience incorporating those standards.

ANDERSON UNIVERSITY FRAMEWORK FOR CLINICAL PRACTICE/STUDENT TEACHING EXPERIENCE

The Teacher Preparation Program strives to “prepare professional educators of excellence in a Christ-centered environment, cultivating excellence in content competence, cultural connections, and Christian character.” To achieve these goals, preparation of teachers at Anderson University is field based. Teacher candidates are placed in classrooms as observers, assistants, and teachers throughout their course preparation. Clinical Practice/Student Teaching is the capstone of our teacher-education program. Most students teach 16 weeks, and the majority will teach in two different levels, in one upper and one lower grade level of their certification area. In addition, students may participate in international Clinical Practice for one of their placements and may do Year Long (30-week) Clinical Practice (YLST).

Throughout Clinical Practice/Student Teaching, teacher candidates are to demonstrate competencies in the areas of Instructional Strategies, Motivation and Management, Communication Skills, and Assessment. Proficient demonstration is expected in the following four InTASC areas of the Anderson University Teaching Competencies:

- the Learner and Learning,
- Content Competency,
- Instructional Practice, and
- Professional Responsibility.

ANDERSON UNIVERSITY STUDENT TEACHING COMPETENCIES

The Learner and Learning-InTASC 1, 2, 3: The teacher candidate will plan for, teach to and reflect on student learning including adapting instruction for diverse learners while providing developmentally appropriate learning experiences.

Content Knowledge-InTASC 4, 5: The teacher candidate will demonstrate understanding of content, use

connections to concepts, and use higher order thinking skill questions to aid in deeper understanding for the students.

Instructional Practice-InTASC 6, 7, 8: The teacher candidate will project enthusiasm for teaching and learning, will keep lessons moving at an appropriate pace, and will use a variety of assessment strategies to engage learners to impact learning.

Professional Responsibility-InTASC 9, 10: The teacher candidate will project the image of a responsible, competent, and professional educator who demonstrates the ability to work effectively with students, teachers, parents, and university faculty.

More information about the InTASC Standards go to <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

ROLES AND RESPONSIBILITIES

This guidebook provides teacher education candidates essential information and an at-a-glance overview of the field experience. The cooperating teachers, university supervisors, and the individual candidates are all part of the clinical education team. Candidates need to feel free to call the university supervisor or the Director of Experiences anytime for clarification of any situation or question. Candidates are not to rely on peers or others for such information.

What Requirements Must be Completed for Student Teaching?

Candidate assignment to a clinical experience indicates completion of the following University requirements:

1. Completion of the required course work in the major area and profession education with an overall 3.0 G.P.A.
2. Secondary majors: Completion of the required course work in the major area with a major GPA of 3.0, still with an overall GPA of 3.0.
3. Passing scores on the CASA or a score of 1100 or above on the SAT, or a score of 24 or above on the ACT and successful completion of all CORE content exams for the licensure area. Successful completion of all clinical field experiences, such as practicums with a cumulative grade of “B” or better, and a successful student teacher candidate panel interview.
4. Cleared Background Check, professional development in Suicide Prevention, and CPR training.

Role of the Clinical Educator

The clinical educator has an opportunity to make a valuable contribution to the education of beginning teachers and consequently to the profession. Clinical Practice enables the university to utilize the valuable skills of clinical educators (classroom teachers) which enhances the teacher education program. AU supports the selection by the school of high quality clinical educators who meet all qualifications including, three years of experience and appropriate certification.

Throughout the clinical practice experience, the clinical educator and teacher candidate (student teacher) should function as a teaching team. AU supports the co-teaching model. This includes cooperative planning, teaching and assessing (See section on Co-Teaching).

Communication with the University Supervisor

Journaling is a communication tool. It affords an opportunity to reflect upon teaching. Journaling provides an opportunity to work through issues not always related to lesson planning and instruction. It also provides communication between the candidate and the University supervisor. In an honest and trusting relationship, the journal creates an invaluable means of expression and communication.

Beginning in Week Two of Clinical Practice (Student Teaching), candidates send a **weekly journal** entry to their University supervisor. The journal provides a description and discussion of growth as a teacher.

Journaling is not a list of WHAT the candidate taught or did. The weekly entries need to be thoughts and feelings about teaching. It is a personal conversation about teaching and learning. It is better to select ONE situation and really analyze it than try to cover everything, thus making it too general.

Conversation with the university supervisor provides clarification of expectations. The university supervisor will respond to the journal.

The following prompts are to assist in choosing topics appropriate for journaling between the candidate and the university supervisor:

This week in Clinical Practice, answer some of the following:

- What did I do well... Why did it work?
- What is something that did not go well...Why did it not work?
- What did I learn from this experience?
- What will I do in the future concerning this experience?
- How have you grown as a teacher this week?

Responsibilities of the Clinical Educator

PLANNING

The Cooperating Teacher and the [student] teacher candidate must plan together. Broad general areas that should be included in planning are:

- Candidates must prepare for and ask for planning with the Clinical Educator for actual classroom teaching from the beginning:
- A teacher candidate must present the Clinical Educator with a written lesson plan at least two instructional days before the scheduled lesson presentation. The writing of a plan allows one to think about what he/she is going to do in the classroom. It also gives the Clinical Educator an opportunity to suggest desirable changes. A sample lesson plan of recommended elements by the University is included in this handbook. The university is not so concerned with the format (i.e. how it is placed on paper), but does require all the essential elements to be present.
- The teacher candidate also needs to plan for a resource teacher who may use a “push in” program for children/youth with special needs, and ELL students.
- It is crucial that the Clinical Educator and the teacher candidate plan together. If planning is in a team setting, the teacher candidate will participate in this setting, also.
- It is also crucial that the Clinical Educator conference with and support teacher candidates throughout the clinical practice assignment.
- As needed, the Clinical Educator needs to provide assessment data in Tk20.

THE CO-TEACHING MODEL

(Co-teaching is defined as two teachers {clinical educator and teacher candidate} working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.) St. Cloud State University, MN, 2011

Introduction: The increased accountability movement in education makes it critical to prepare teachers for tomorrow with the best education for the diverse classrooms of today. Highly effective teachers find it necessary and advantageous to collaborate with a variety of colleagues and community members. These include classroom teachers, paraprofessionals, ELL resource teachers, special education resource teachers, parent volunteers, as well as community agencies and leaders to meet the academic, social, and emotional needs of their students. (Brownell, 2002)

Co-teaching implies a collaborative partnership in the classroom where both educators are simultaneously engaged in the instructional process. (Beninghof, 2012) Current research has shown that the impact of collaborative partnerships and co-teaching is effective in the classroom, and as co-teaching becomes a viable solution to student needs, the research base will continue to grow. St. Cloud State University's study over a 4-year period in reading and math reported that students in co-taught classrooms statistically outperformed students in a classroom with a single teacher (St. Cloud, 2011).

In contrast to the traditional student teaching model, the teacher candidate as a co-teacher becomes involved from some observation to full participation in the classroom. Lessons are planned and taught by both the clinical educator and the teacher candidate. Students see the teacher candidate as a "real teacher." As the teacher candidate progresses, a shift in roles begins with the teacher candidate taking more responsibility for the planning and teaching lessons. "The most effective use of co-teaching comes when the teacher candidate and mentor teacher determine which lessons lend themselves to this style of teaching and plan accordingly." (Espinor, 2009) Using different co-teaching strategies in the classroom still allows some time for the teacher candidate to "solo" and be in the classroom by him/herself and fully in charge.

Teacher surveys (Beninghof, 2012; St. Cloud, 2011) report the following observed benefits from the co-teaching experience:

- Professional Growth
- Improved Instruction for all Students
- Differentiated Instruction
- Teacher Access
- Effective Behavior Management
- Student Engagement
- Better Relationship with teacher candidate
- Not giving up classroom for the semester

Teacher candidates surveyed reported the following benefits: (St. Cloud, 2011)

- Improved Classroom Management Skills
- Increased Collaboration Skills
- More Teaching Time
- Increased Confidence
- Deeper Understanding of the Curriculum through Co-Planning

Co-teaching strategies (refer to chart on the page 11 for definitions and examples): The teacher candidate and clinical educator determine which lessons lend themselves to this style of teaching. They must also assess which co-teaching strategy will be most effective to promote learning for all students.

Clinical Educator Responsibilities

The co-teaching partnership enables the clinical educator to provide the teacher candidate with:

- Mentor sharing consistently through a variety of changing roles in the classroom
- Increased time and support given to the teacher candidate providing the necessary skills, knowledge, and dispositions that are required to teach successfully in today's classroom.
- Partnership in co-planning and co-teaching
- Implementation of co-teaching strategies
- Observation and provision of constructive feedback
- Communication of expectations
- Models of effective teaching strategies and professional behavior
- Maintenance of consistency and accountability
- Demonstration of flexibility to allow the teacher candidate to try new ideas

Teacher Candidate (Student Teacher) Responsibilities

Establish a collaborative relationship as a most significant aspect of the co-teaching model. Effective collaboration requires a shared vision, beliefs, and values. Most importantly, it is a mutual commitment to improve learning for all students.

- Come ready to learn; be enthusiastic and show initiative
- Share ideas and work cooperatively; be flexible
- Know and implement co-teaching strategies
- Participate fully in co-teaching from the first day of placement
- Plan cooperatively for curriculum, instruction, and assessment in the classroom
- Accept feedback and put suggestions for improvement into practice. Reflect about your teaching



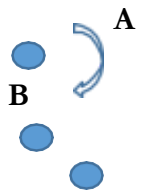
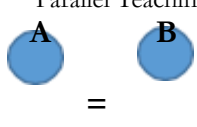
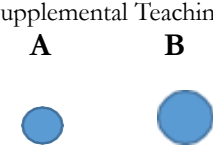
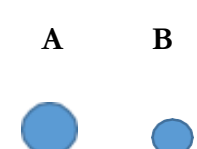

GETTING STARTED

For co-teaching to be successful, pre-planning is essential, and ongoing communication is crucial. Discussing planning time, parity signals (how will it be conveyed that the teacher candidate is a teacher, also?), confidentiality issues, acceptable noise levels, classroom routines, discipline, feedback, and pet peeves are all vitally important in the development of a strong co-teaching model. (Cook and Friend, 1995).

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Co-Teaching Strategies, Definitions, and Examples

Strategy	Definition	Example
One Teach/One Observe 	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors	One teacher can observe students for their understanding of directions while the other leads.
One Teach/One Assist 	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.	While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching 	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher-led stations.	One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching 	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.	Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy
Supplemental Teaching 	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. This strategy facilitates effective differentiation of instruction.	One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative Teaching 	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. This strategy facilitates effective differentiation of instruction.	One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching 	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.	Both instructors can share the reading of a story or text so that the students hear two voices.

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

WHAT ADDITIONAL RESPONSIBILITIES SHOULD TEACHER CANDIDATES ASSUME?

During this experience, assume the role of “the teacher” in all aspects. Attendance at professional meetings, professional development, team meetings, parent conferences are all part of the experience and are to be included. Candidates (Student Teachers) assist the clinical educator (Classroom Teacher) in extracurricular activities including sponsorship of clubs, chaperoning, and other duties where the clinical educator has responsibilities. However, at no time during the student teaching semester is a candidate to be the substitute teacher in their assigned school. Further, at no time during the clinical practice experience may a candidate receive monetary compensation for these additional activities. Additionally, candidates may not be paid for services such as tutoring, mentoring, club sponsorship, coaching, etc.

Carrying out extra duties without supervision or assistance and/or acting as a sponsor or chaperone alone is never permitted. Teacher candidates must exercise extreme caution against becoming unduly familiar with students under their direction. This refers to, but is not limited to the following:

The teacher candidate is NOT to:

- socialize and/or date any student(s) from the assigned classroom or school;
- participate in any internet chat rooms, Facebook, Twitter, or any other social media internet forum wherein the teacher candidate would communicate with students outside of the classroom;
- provide transportation to any student(s) before or after school hours; and
- use contracted school hours, including lunch, recess, or any other duty time, for or to conduct personal business, make personal phone calls, or use the world wide web for personal use (See Professional Procedures and Expectations Form)
- be placed in the role of a substitute teacher in the school in which he/she is completing the professional semester of student teaching.

***Please Note* Corporal punishment is not to be administered or witnessed by a teacher candidate, regardless of system policy or custom.**

Candidates Beginning the Clinical Experience: Before the first whole group lesson is taught, it is suggested that candidates work with individual students or small groups under the direction of the clinical educator (classroom teacher) and participate in co-teaching in the classroom. Candidates may be asked to present special information, demonstrate or illustrate a concept, give the introduction of a lesson, or provide closure for a lesson. Candidates are to review the contextual factors from their teacher work sample (TWS) and examine examples of student work to become familiar with the achievement level of the class. It is important to discuss with the clinical educator the rules and procedures concerning classroom management. (See TWS)

Candidates must begin planning with the clinical educator to determine teaching times and subjects. Lesson plans are submitted to the clinical educator two days prior to their presentation. The Clinical educator will then conference with the candidate regarding the plan before the lesson is presented. Please remember that all lesson plans must include all the essential elements required of the official AU lesson plan, although the format may differ slightly.

All lesson plans must be written for each lesson taught. These must be submitted to your clinical educator at least two instructional days prior to teaching the lesson. You may not teach a lesson without lesson plans approved by your Clinical Educator. Consistently not having lesson plans may result in dismissal from Clinical Practice (Student Teaching).

Knowledge

The teacher candidate understands learning theory, subject matter, curriculum development, and student development, and knows how to use this knowledge in planning instruction to meet curriculum goals. The teacher candidate knows how to take contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and student's experiences. The teacher candidate knows when and how to adjust plans based on student response and other contingencies.

Dispositions

The teacher candidate values both long-term and short-term planning and submits written plans as noted above. The teacher candidate believes that plans must always be open to adjustments and revision based on student needs and changing circumstances. The teacher candidate values planning as a collegial activity.

Performances

As an individual and a team member, the teacher candidate selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective learning (activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem solving, and build new skills on those previously acquired). The teacher candidate plans for learning opportunities that recognize and address variation in learning styles and performance modes. The teacher candidate creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of the diverse learner and help each to progress. The teacher candidate creates short-range and long-term plans linked to student needs and performance, and adapts the plans to endure and capitalize on student progress and motivation. The teacher candidate responds to unanticipated sources of input, evaluates plans in relation to short and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

CLASSROOM MANAGEMENT AND ORGANIZATION

Candidates must discuss methods and beliefs about discipline with their Clinical Educator. Beginning teachers surveyed listed classroom management as their most common weakness. Likewise, principals surveyed listed classroom management as the most common problem area for beginning teachers. Candidates need to know the expectations and school policies concerning classroom management.

Co-teaching requires co-management. It is a collaborative effort. Positive student learning will not take place without effective classroom management and engaging lessons can help prevent problems in classroom management.

HOW LONG SHOULD A CANDIDATE ASSUME FULL-TIME TEACHING IN THE CLASSROOM?

Candidates need to assume responsibility for teaching a lesson as soon as the Clinical Educator and University Supervisor believe the candidate is ready to do so. Greater responsibility for teaching should proceed gradually. Before the experience is successfully completed, candidates must demonstrate the ability to assume total responsibility for all aspects of the classroom.

If you are in a single sixteen-week placement, you should teach full time for at least four weeks consecutively, but are encouraged to teach as many weeks as possible. The scheduling of these days should provide you with the chance to assume the teacher role on several consecutive days as well as providing time for reflection.

Students in a split assignment (two different eight-week experiences) should teach full time for a minimum of three weeks consecutively in each setting. For secondary teachers, the teaching of five classes (a minimum of two different preparations) per day constitutes full time teaching.

A note on block scheduling: Some Middle/Junior High and Senior High Schools have restructured to block scheduling. In most schools, 6-8 periods are offered on a 2-3 day rotating schedule with 90 minute classes. Within the schedule you should be responsible for a total of 4-5 classes in the weekly schedule. The teaching schedule should be discussed with the university supervisor on the first visit.

YLST-The teacher candidate participating in YLST:

- Elementary Licensure Teacher Candidates generally teach ten weeks in a primary classroom, ten weeks in an intermediate classroom, and ten weeks in their minor license area. They will student teach 4-5 consecutive weeks full time in each placement.
- Secondary-Teacher Candidates will spend one semester in Middle School and one semester in High School in the content areas with at least 4 consecutive weeks of full time Clinical Practice in each placement.

At the end of each semester, grades are posted.

GENERAL INFORMATION - PLACEMENT SCHOOL/UNIVERSITY RELATIONSHIPS

THE UNIVERSITY SUPERVISOR

The University Supervisor will make approximately six visits over the course of the semester.

- The first visit will be within the first two weeks.
- The second visit will occur by week four or five.
- The third visit will be an observation and conference with the Student Teacher and Clinical Educator/Classroom Teacher.
- The fourth visit will be within the first two weeks of the second placement.
- The fifth visit will occur by week four or five of the second placement.
- The sixth visit will be an observation and conference with the Student Teacher and Clinical Educator/Classroom Teacher.

All visits will include an observation and pre- and post- conferences. Supervisors may make other visits as needed. Four visits will be entered into Tk20.

REQUIREMENTS OF CLINICAL EDUCATORS

- Must hold a valid Indiana teaching license in the grade/subject the Student Teacher is licensing,
- Must have sufficient experience (at least 3 years) as determined by the Director of Field Experiences and the participating school administrator, and
- Must be recommended by the participating school administrator.

A small gift and/or handwritten thank you note for the Clinical Educator at the end of your placement is a nice way for them to know how much their gift of time was appreciated.

POLICIES AND PROCEDURES FOR THE PROFESSIONAL SEMESTER

The teacher candidate will follow all policies as outlined in the handbook of their assigned school.

The teacher candidate will not:

- use nor serve as a witness of any form of corporate punishment;
- dispense medication of any kind;
- use his/her privately owned car to drive for any school activity or transport students for any reason;
- and dismiss a pupil during the school day without permission of the Clinical Educator.

Professional Attire

The University expects teacher candidates to dress professionally — jeans are not considered acceptable professional dress. Teacher candidates in areas requiring other types of dress such as physical education are to dress accordingly. A teacher candidate placed in a school district wherein there is a dress code, the teacher candidate is a guest in the school and is required to comply with the dress code policy. Schools do have the right to send a teacher candidate home for non-compliance with the local dress code.

Note: Except for pierced ears, there should be no other body piercings in sight (i.e. nose, eyebrow, tongue, etc.). Tattoos need to be covered.

Substitute Teaching Policy

Student Teachers are not to serve as substitute teachers. Schools must provide a substitute if the cooperating teacher is not present in the school.

Attendance/Absences

Teacher Candidates arrive and depart from school according to the Clinical Educator/Classroom Teacher's contractual hours.

Teacher Candidates keep a record of attendance including late arrivals and absences on the Weekly Clock Hours form. The Clinical Educator must initial the form at the end of each week.

Teacher Candidates follow school corporation calendars for vacation dates.

Teacher Candidates attend school functions such as team meetings, faculty meetings, professional development trainings and parent/teacher conferences.

Teacher Candidates attend the DTE professional development meetings set by the Dean of the Department of Teacher Education and the Director of Field Experiences.

There are three excused absences: one for the professional development day conducted by the DTE, one professional day to attend the job fair (Spring semester) and attendance at the Senior Chapel (Spring semester). The teacher candidate attends school every day for the full term of the Clinical Practice placements except when prevented by illness or an acknowledged emergency. Any illnesses or emergencies must be promptly reported to the Clinical Educator, the university supervisor, and the Director of Field Experiences by 6:00 am. An illness of two (2) days or more requires an original written verification from a doctor and given to the University Supervisor. If a Teacher Candidate is absent, he/she must provide lesson plans and the necessary materials to the classroom teacher.

Excessive absences and/or concerns about punctuality will result in the extension of a Clinical Practice assignment or a possible termination of Clinical Practice/Student Teaching.

Teacher Candidates attend all sessions of EDUC 4930.

Leaving the school placement during school hours is not permitted. If you have an emergency and must leave, you must inform your Clinical Educator, your university supervisor, and the building principal.

Clinical Practice is a full-time commitment. Working part-time, participating in athletics or other extracurricular activities, and taking additional classes during Clinical Practice are strongly discouraged.

Approval must be obtained by the Student Support committee and the Dean of the Department of Teacher Education for the above mentioned activities.

Any circumstances not covered in this policy may be reviewed by the Dean of the Department of Teacher Education, Director of Field Experiences, and the Student Support Committee.

At no time during the Clinical Practice experience should a Teacher Candidate receive monetary compensation for activities in the school system. A teacher candidate may not be paid for services such as tutoring, mentoring, club sponsorship, coaching, etc. or for anything such as lunch, loans, etc.

Teacher Work Stoppage or Teacher Grievance: It is the University's policy that teacher candidates not be expected to enter sites where a work stoppage has been declared or participate in any teacher grievance demonstration. In a period of a complete work stoppage, the teacher candidate should not report to the school in which he/she is assigned. If a work stoppage or grievance continues for more than five (5) days, the University may make arrangements for an extended experience, an alternative placement in another school corporation, or some other appropriate professional experience.

Teacher candidates should follow these guidelines:

- Teacher candidates do not attend meetings, wear buttons, or express opinions concerning the work stoppage;
- Will not attempt to cross picket lines; and
- Will not serve as a substitute in the classroom of a striking teacher.

Placement Changes: Circumstances may occur that require a change in placement. If such a situation occurs the Clinical Educator, the Building Principal, the University Supervisor, and Director of Field Experiences, must be involved as early as possible to attempt to improve the situation.

School Corporation Removal from School Placements: The school corporation has the right to terminate the Clinical Practice experience when the teacher candidate is performing below a satisfactory level. The education of their pupils is their primary concern. Such a decision is wholly within the discretion of the Clinical Educator, the Building Principal, the Superintendent, and other responsible officials. District personnel may make such a decision based on their criteria, which can include not only their judgment of inadequate classroom performance, but also inappropriate or unprofessional conduct by a Teacher Candidate.

Relationships with Students: Teacher candidates must exercise extreme caution against becoming unduly familiar with students under their direction. This refers to, but is not limited to the following:

The teacher candidate will not:

- socialize and/or date any student(s) from the assigned classroom or school;
- participate in any internet chat rooms, Facebook, Twitter, or any other social media wherein the Teacher Candidate would communicate with students outside of the classroom; and
- provide transportation to any student(s) before or after school hours.

Confidentiality: Remember that student records are confidential, as well as conversations and conferences about students. Avoid publicly discussing students, teachers, or other school personnel. You may need to access records in order to plan instruction, but always be aware of the confidential nature of these records.

GRADES

Grades are reported at the end of the semester. The performance necessary for achieving the level of Proficient on the evaluation form should be of greater quality and consistency in the second half of Clinical Practice. While candidates may attain some Proficient level ratings, it is rare that the distinguished level will be achieved.

Areas for improvement on the evaluation form of the first half hopefully show improvement and greater competency on the other criteria demonstrated in the second half. A level of competence that warrants a Proficient on the first half may not warrant the same rating in the second half if a level of competence is not sufficiently demonstrated in the second half of Clinical Practice.

Level of Performance Definitions

Distinguished -The teacher candidate has demonstrated exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. The candidate has skills on level with a first-year teacher.

Proficient -The teacher candidate clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. The candidate demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.

Basic -The teacher candidate appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience may enable the candidate to become proficient in this area.

Unsatisfactory -The teacher candidate does not appear to understand concepts. Work on fundamental practices is required.

FINAL GRADE

Assigning a letter grade to a teacher candidate is a complex task:

- The University Supervisor and clinical educator have input in the final grade.
- Clinical Practice is vastly different from any other coursework. In other courses, students are expected to “learn” material and be able to either recall it or use it in some way for the assessment. However, Clinical Practice is PERFORMANCE BASED and is a time wherein teacher candidates apply their knowledge and skills and be assessed as to how well they can teach.
- Continuous growth is vitally important during Clinical Practice since a letter grade may be seriously affected by some initially poor assessment grades.

Holistic Grading: Determining the final grade is a combination of several assessments. These assessments are listed below, along with the criteria used to determine the grade in each and the percentage of the final grade that each assessment holds. It is ultimately the university supervisor’s responsibility to assign the grade.

FACTORS INCLUDED IN THE FINAL CLINICAL PRACTICE GRADE:

PERFORMANCE = (60%)

- Lesson Planning for instruction, assessment, reflection and professional conduct.
- Observation
- Demonstrating quality and consistency of the teaching competencies as reflected in the InTASC formative and summative performance assessments according to the rubrics.

ASSIGNMENTS

Weekly Reflective Journals: Due Date each week to be determined by your university supervisor.

Videotape Analysis: no later than the 4th week of Clinical Practice; reflection on how this will help to improve your teaching and impact on student learning

Accurate log of your Weekly Clock Hour Form; verified weekly by your Clinical Educator in Tk20.

Bulletin Board: picture placed in the binder.

School Board Meeting: proof of attendance placed in the binder and discussion with the University Supervisor and Clinical Educator.

Parent-Teacher Conference: One page reflection placed in the binder and discussion with the University Supervisor and Clinical Educator.

TEACHER WORK SAMPLE (TWS) = (30%)

TWS is concrete evidence of the ability of the Teacher Candidate/Student Teacher to impact K-12 student learning. TWS is a product demonstrating that a teacher candidate can affect student achievement. It is about using data to inform one’s thinking about teaching and learning. The Teacher Candidate plans instruction using pre-assessment and post-assessment of the goals for the lesson and unit. The unit is taught while the Teacher Candidate is the lead teacher. Due dates will be established during the EDUC 4930 Seminar. The Teacher Work Sample will be graded as part of the EDUC 4930 Seminar.

Professional Development= (10%)

- Attendance of School Board meeting; School board meeting form
- Seminar sessions with the Director of Field Experiences.

Credential Packet

A candidate's credential packet consists of the following documents:

- Clinical Educators' summative evaluations;
- University Supervisor's summative evaluation; and
- Final InTASC Evaluation form.

Information on FERPA is in the Student Handbook. Direct FERPA questions to the University Registrar.

REQUIREMENTS FOR THE TEACHER CANDIDATE

Weekly Clock Hours Form

Late arrivals to school and multiple absences may result in teaching additional days or removal from Clinical Practice placement.

You are required to keep a daily log of the time spent observing, participating or teaching in the classroom. The log must be completed in TK20 and will be verified by the clinical educator.

EDUC 4930

Attendance is mandatory.

Seminars are held every week for student teachers. This is a time to discuss any issues, questions or concerns that come up while student teaching. Valuable information will be shared about teaching techniques and TWS development.

Journaling

Do not confuse this with the lesson reflection requirement. See the following pages for clarification.

Beginning in week two of Clinical Practice Semester the Teacher Candidate is required to submit a weekly journal by email to your University Supervisor. The day of the week the journal is due will be determined by your University Supervisor.

Lesson Plans

A lesson plan is to be used for all lessons taught. You may not teach without a written lesson plan. The lesson plan(s) must be approved by the Clinical Educator/Classroom Teacher generally two (2) instructional days prior to the teaching date. Lesson plans and your reflections of each lesson taught must be kept in Tk20 and the Student Teaching Binder. The University Supervisor may review the binder at any time.

Video Tape and Analysis

As part of your self-assessment, a video tape and analysis is required by the end of the 4th week of your Clinical Practice. Please check the school policy re video. Audio may be an alternative option.

Mission Statement

You are required to develop a mission statement that succinctly describes who you are as a person, educator, and community member.

Teaching Philosophy

You are required to develop a one page teaching philosophy that states what you believe about teaching, learning, and achievement. Describe how these beliefs transfer into your classroom teaching as developed during Clinical Practice.

Comprehensive Unit

You are required to teach a comprehensive unit during the semester. Your Teacher Work Sample guidelines will assist you in creating and teaching this unit. Referencing the work done in your teaching methods classes will benefit your development of the unit.

Teacher Work Sample (TWS)

Digital copy must be turned in to the Director of Field Experiences in Tk20.

Final Forms

Turn in to TK20 and/or your binder the final forms:

- Weekly Clock Hours form will be collected by the Director of Field Experiences.
- Teacher Candidate Assessment of Clinical Educator(s)
- Teacher Candidate Assessment of University Supervisor
- School Board Form
- TWS as noted above

Teacher Education Dispositions Assessment (EDA)

Dispositions are an individual's inclination to act in a particular way under particular circumstances based on personal beliefs and imply a pattern of behavior that is predictive of future actions. A substantial amount of research has shown the attitudes, ideals, and principles teachers hold regarding their students, teaching, and themselves, strongly influence their impact on student learning and development. Some have suggested that dispositions may actually be more predictive of classroom effectiveness than a candidate's knowledge and skills.

The DTE expects all teacher candidates in the professional education program to engage in practices and behaviors that are characteristic of developing career teachers. We believe candidates must demonstrate values, attitudes, and commitments of the developing professional educator, assuming responsibility for the effects these dispositions have on candidate learning.

Faculty use a valid and reliable rubric to assess students in DTE courses at the end of each semester across 9 indicators:

- **Oral communication skills:** Uses appropriate language, grammar, and word choices for the learning environment.
- **Written communication skills:** Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses.
- **Professionalism:** Responds promptly to communications, submits all assignments, punctual, maintains professional boundaries and is collaborative.
- **Positive and enthusiastic attitude:** Proactively seeks solutions to problems without complaints, tries new ideas suggested, displays verbal/nonverbal positive affect with students.

- **Preparedness in teaching and learning:** Accepts constructive feedback, reflects upon and improves performance, comes to class prepared.
- **Appreciation of cultural and academic diversity:** Implements activities and behaviors with the goal of total inclusiveness, creates a safe classroom.
- **Collaborates well with stakeholders:** Demonstrates flexibility, maintains a respectful tone even during dissent, actively listens, supports other stakeholders.
- **Self-regulated behaviors/takes initiative:** Recognizes own weaknesses and proactively seeks solutions, committed to most effective teaching styles.
- **Social and emotional intelligence/stability:** Self-regulated under stress, perseveres, resilient, sensitive to the feelings of others, compassionate.

If at any time a candidate is observed by a professor, university supervisor, or clinical educator displaying the characteristics of a zero rating on the EDA rubric, then a Disposition Alert Form (DAF) may be submitted through Pathways. Once a DAF is submitted, the EDA Coordinator will notify the candidate, the candidate's advisor, the Department Director, and the Dean of the DTE within five business days to convene a meeting to determine the next steps. Next steps may include but not limited to a remediation plan, retaking a course, or in extreme cases removal from a clinical placement and/or the program.

Teacher Candidate Performance Improvement Plan (PIP)

If after three or four weeks of the placement the University Supervisor and the Clinical Educator see evidence that the Teacher Candidate is demonstrating significant deficiencies, a Performance Improvement Plan (PIP) is initiated.

Performance Improvement Plan

The goal is for all teacher candidates to have a successful Clinical Practice experience. There are times when this does not happen and a performance improvement plan (PIP) is necessary to address the concern(s) and help the teacher candidate get back on track.

The PIP is designed to provide support through communication, remediation, discussion and collaboration in the area(s) of significant concern in order to improve the teacher candidate's performance. The University Supervisor, Clinical Educator, the Director of Field Experiences, and Teacher Candidate will jointly determine the strategies to be taken to overcome the deficiencies. It is agreed that the primary responsibility for correction of the deficiencies remains with the Teacher Candidate.

The Purpose of a PIP is to:

- improve the Teacher Candidate's performance;
- provide targeted, intensive assistance;
- provide additional support;
- provide information to determine satisfactory completion of Clinical Practice; and
- provide due process for possible disciplinary action if needed.

The PIP will include:

- Documentation of current level of performance;
- A clear statement of the improvement expected with measurable benchmarks or levels of performance;
- A clearly stated timeline (2-3 weeks);
- Supports to be provided by the Department of Teacher Education and/or the school of placement;
- Listing of persons responsible for tasks in the PIP; and
- The consequences for failing to meet the plan.

The PIP will be forwarded to the Dean of the Department of Teacher Education.

If the Teacher Candidate refuses to recognize deficiencies and/or rejects the recommendation for a PIP, the Director of Field Experiences and the Dean of the Department of Teacher Education will take appropriate action.

Department of Teacher Education Student Success Committee

The DTE Student Success Committee, appointed by the Dean of the Department of Teacher Education, is made up of DTE faculty members. The following are the duties of the Student Success Committee:

- to review and act on concerns brought to them by education students, faculty members, Clinical Educators, university supervisors, and the Director of Field Experiences; and
- to serve as the committee which allows students to participate in the problem-solving process for a successful outcome in their Teacher Preparation Program.

If the University Supervisor, the Clinical Educator, and the Director of Field Experiences deem that the PIP has not been successfully completed in the time designated, the teacher candidate will be referred to the DTE Student Success Committee.

The Teacher Candidate will be referred in writing to the chairperson of the SSC and the Dean of the DTE by the Director of Field Experiences.

- The chairperson of the Student Success Committee will inform members of the Student Success Committee of the referral and arrange a time to meet with the appropriate persons (may include but not limited to the teacher candidate, the university supervisor, the Director of Field Experiences, and members of the Student Success Committee).
- The Teacher Candidate will provide information and her/his perspective to the Student Success Committee, the University Supervisor, the Clinical Educator, and the Director of Field Experiences.
- The committee will review information relating to the concern and make suggestions for the appropriate action.
- Actions of the committee may include:
 - A return to Clinical Practice with a revised PIP;
 - A recommendation for intervention and remediation for the teacher candidate to return to Clinical Practice at a later date;
 - Dismissal from Clinical Practice (see below)
 - The chairperson of the SSC will forward a copy of the recommendation to the Dean of the Department of Teacher Education.

The Teacher Candidate may withdraw from Clinical Practice with an incomplete, participate in significant intervention and remediation, and return (at no cost for the Clinical Practice credits) the following semester to complete the Clinical Practice experience successfully. This is a one-time option and must be completed the semester following removal.

- A different university supervisor will be assigned for the second attempt.
- The Teacher Candidate will be required to pay the Clinical Educator/Classroom Teacher's honorarium of the second Clinical Practice experience.
- Teacher candidates are required to pay their own living expenses.
- At any point during the second Clinical Practice experience, the teacher candidate may be removed from the placement for continuing deficiencies noted by the university supervisor, Clinical Educator, and/or Director of Field Experiences.
- If the teacher candidate fails his/her second attempt, another placement will not be found and a grade of "F" will be issued.
- During the Student Success Committee process, the teacher candidate may choose not to continue in the program and graduate with a General Studies major if all other graduation requirements are met.
- If the Teacher Candidate chooses this action, the Teacher Candidate must notify the University Supervisor, the Clinical Educator, the Director of Field Experiences, the chairperson of the Student Success Committee, and the Dean of the Department of Teacher Education.

Dismissal for Other than Academic Reasons

If a Teacher Candidate is removed for other than academic reasons, the teacher candidate will receive a grade of "F" and will be dismissed from the program. This includes but is not limited to professional misconduct, cheating, unethical conduct, etc. This determination will be made by the Dean of the Department of Teacher Education in cooperation with the Student Success Committee.

Termination or Removal from Clinical Practice/Student Teaching Placement

Criteria for Removal of a Teacher Candidate/Student Teacher:

Candidates are removed from Clinical Practice if:

- the Teacher Candidate violates Department of Teacher Education policies concerning the Clinical Practice program Including but not limited to attendance, unsatisfactory performance levels as specified by the InTASC Evaluation form, the performance and/or actions of the teacher candidate which are detrimental to the welfare of the pupils as agreed upon by the Clinical Educator, principal, University supervisor and Director of Field Experiences; unethical practices, professional misconduct, cheating, and the violations of any and all other policies and procedures referred to in this Teacher Candidate Guidebook;
- the Teacher Candidate violates policies of the placement school or school board including but not limited to actions deemed harmful to students, actions in or out of school which results in charges of illegal activity;
- all parties agree by mutual consent for reasons of illness, injury or other unforeseen problems.

Process for Termination and/or Removal of a Teacher Candidate

- If one of the above criteria is in question, the University supervisor will inform the Director of Field Experiences.
- The Chairperson of the SSC will inform the teacher candidate in writing.
- Observations will be made by the University supervisor to assess the situation of the violation (s).
- Data concerning the issue will be reviewed and the teacher candidate will be asked for information and perspective concerning the violation(s).
- The SSC will recommend action to be taken which may include:
 - Initiation of a PIP
 - Removal from Clinical Practice
 - Dismissal from the Teacher Preparation Program
- The school where the teacher candidate is Clinical Practice may request removal of a teacher candidate at any time. If this happens, the candidate will be removed immediately.

Due Process and Appeal for the Teacher Candidate

It is important that the Teacher Candidate have a voice and be an integral part of the process. Teacher Candidate will receive, in writing, a statement of the concerns of the Student Success Committee. The Teacher Candidate will be afforded an opportunity to provide information and perspective in every instance of possible disciplinary action.

Appeals

The Teacher Candidate may appeal the recommendations of the SSC using the following process:

- The Teacher Candidate must submit a formal letter of appeal in writing to the Dean of the Department of Teacher Education within five (5) business days after notification by the Director of Field Experiences that clearly states the basis for appeal and provides supporting argument that due process was not followed.
- The Dean or designee, in collaboration with the Student Success Committee, will make a decision on whether to refer the appeal to the University Education Committee (ADHOC) for a hearing. The decision to refer or not to refer shall be based upon the Teacher Candidate 's compliance with grade appeal procedures, the written request for appeal and the criteria cited within the written appeal.
- If the decision is not to forward the appeal to a hearing, the matter is concluded.

LESSON PLAN FORMAT and LESSON PLANNING

The basic lesson plan form is to be used until the teacher candidate is teaching more than two subjects and has shown excellent planning. The daily plans will be used after this with approval of the supervisor and Clinical Educator. Plans must be complete and have all of the essential elements. Teacher candidates may not teach without written lesson plans in the correct form and approved by the Clinical Educator at least two instructional days prior to the teaching date.

- Lesson plans are designed for each subject that is taught.
- The plans are placed in a 3-ring binder in the order and date each is taught. Reflection pages should follow each lesson and be placed immediately behind each lesson plan and in Tk20.
- Special needs accommodations: Please note on the first page of the binder, the students and adaptations required to meet the IEP of each student. Each lesson should note if the adaptations will be modified for the student.

Lesson Plan Binder Sections:

Section 1

Weekly schedule listing the times each day when activities take place such as arrival, group time, literacy, lunch, specials, recess, dismissal, and special dates such as half-days, field trips, parent conferences, convocations etc. that will occur during Clinical Practice.

You will give a copy of these schedules to the university supervisor at the beginning of the experience. Keep the university supervisor updated of times when you are teaching so that observation visits may be scheduled.

Section 2

The Lesson Plan format is not the most important part of the lesson plan, but you must have all the components as shown on the following outlines as part of each lesson plan including:

- The Indiana Academic Standards
- Place a check mark next to completed activities each day as a reminder of progress. Indicate on your plans for the following day if an activity did not get completed.
- Special Needs Accommodations: **Please note on the first page of the binder, the students and adaptations required to meet the IEP of each student.** Each lesson should note how the adaptations will be modified for the student.

Inadequately written plans, or a plan book not available, may result in sending the teacher candidate home until plans are adequate. Continued lack of preparedness may result in removal from the Clinical Practice placement or an unsatisfactory grade will be given for Clinical Practice.

Each lesson should have a written reflection about your planning and teaching and an evaluation of the outcome.

Lesson Reflection

This is an opportunity to reflect on one's own teaching process. It allows examination of the lesson's strengths and weaknesses, the quality of your materials and assessment, and to plan future revisions to the lesson. You must reflect on each lesson taught and placed in the binder along with the lesson plan.

Process

- Describe what happened during the lesson. Remember, what happens in the lesson plan is not always what happens during the lesson instruction, but that is okay.
- Provide your general impressions of the lesson. Make sure to explain why you think some procedures or ideas worked and others did not.
 - What went well, and why?
 - What did not go well, and why?
 - Was this lesson worth doing?
- If teaching this lesson again, what changes would be made, and why? Think about the content/skills/attitudes taught in the lesson, the strategies used during instruction, interactions with students, classroom management, and so on. Again, make sure to explain why these changes would be made.
- Do NOT write that one would not change anything. It is fine if to keep some parts of the lesson as is of course, but a reflective practitioner always finds ways to make revisions.

Essential Lesson Plan Components

General: Topic, Class, Timeframe, and Date

Overview: Enduring Understanding (Big Idea) for Lesson, Essential Question/s for Lesson, and Key Vocabulary

CO-TEACHING MODEL

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative Teaching
- Team Teaching

Specific Plans

Content Standards: Indiana College and Career Ready Standards

Instructional Objectives: “performance tasks” (Number each measurable objective and align to the corresponding assessment)

Assessment: Number each assessment and align to the corresponding instructional objective

Materials and Instructional Tools: Including safety issues and technology

Differentiated Instructional Strategies: Content, Process, & Product; Learning Styles; and/or *Universal Design (representation, differentiation, motivation)

Student Accommodations: EL, Gifted, Special Needs, etc.

DESCRIPTION of LEARNING ACTIVITIES

Intro: Motivation & Transition *Q1R, Q1L, Q2R: Teacher Responsible, Clock Time or # of Minutes, Activities, Assessment/Evidence, and Resources:

Teach/Practice *Q2L, Q3L: Teacher Responsible, Clock Time or # of Minutes, Activities, Assessment/Evidence, and Resources:

Application *Q3R, Q4L: Teacher Responsible, Clock Time or # of Minutes, Activities, Assessment/Evidence, and Resources:

Closure *Q4R: Teacher Responsible, Clock Time or # of Minutes, Activities, Assessment/Evidence, and Resources:

REFLECTION

- Refer to course requirements

*Refers to 4MAT Model Cycle of Learning, UbD, and/or UDL August 2012. Fall, 2017

Kindergarten Clinical Practice

The kindergarten Clinical Practice experience differs from Clinical Practice in other elementary grades. The kindergarten program is structured around routines such as calendar/group time, learning centers, and choice time. Programs also differ, for example some are full day, alternating full days, or half-day. The kindergarten experience will require schedules, lesson plans and reflections organized in the 3-ring notebook or Tk20.

Kindergarten Clinical Practice Notebook

The notebook will include the following:

- The daily time schedule.

Example:

Time	Activity
8:00 - 8:15	Arrival and Seatwork
8:15 – 8:45	Morning Meeting Activities
8:45 – 9:45	Center Activities
9:45 – 10:00	Restroom Break
10:00 – 11:00	Literacy Block
11:00 – 11:30	Lunch
11:30 – 12:00	Recess
12:00 – 12:15	Restroom Break
12:15 – 1:00	Math and Science Block
1:00 – 2:00	Special Classes (Art, Music, PE)
2:00 – 2:30	Independent Reading and Writing Time
2:30 – 2:45	Afternoon Meeting
2:45 – 3:00	Dismissal

- A description of teaching routines that are the same every except for minor changes. For example: The morning meeting: During morning meeting the children are seated on the rug by the easel. The teacher greets them and they sing the “Good Morning” song and greet each other. The teacher takes attendance and the lunch count and names the student helper. The student helper assists the teacher in leading calendar time. The class reviews the concepts of yesterday, today and tomorrow, days, months and years. They count how many days in the month have passed and add another marker on the calendar for the day’s date. Depending on the day and time of the year the children may count by 2s, 5s, and 10s and to 100. The teacher then explains what will be happening during the day. She describes what centers are to be completed and how the children

are grouped in the centers. The class sings another song related to math e.g. “Macarena Math”. They are then dismissed to their center activities by groups, e.g. the red group is told to go to the Math Center. Note: One plan that includes any daily changes such as Monday Vocabulary, Tuesday Story Time, etc.

- A list of students with disabilities with a description of the disabilities and required accommodations.
- Lesson Plans: Lesson plans will be written for each lesson using the AU Lesson Plan format until the candidate can plan and teach successfully with a modified format. The modified format needs to include objectives, assessments, standards and enough detail so that a substitute could teach the lesson. Copies of handouts and work samples need to be included in the lesson section of the notebook. Candidates may not teach without written lesson plans approved by the Clinical Educator at least two days prior to the lesson. Changes often occur as plans are taught, such as the need to re-teach something the following day. Indicate these changes on the original plan.

Teacher Work Sample

Completed and Graded During Student Teaching; Presented for Seminar

Teacher Work Samples (TWS) are exhibits of teaching performance that provide direct evidence of the teaching and learning process. Also, teacher work samples are teaching exhibits that can provide credible evidence of your ability to facilitate learning of all students. Teacher Work Samples are one source of evidence along with classroom observations and other measures to assess performance relative to national and state teaching standards.

The following pages contain instructions for completing the TWS. The TWS guidelines and prompts to assist in completing this document are in the directions in Tk20. Page length requirements should be adhered to closely. The entire spiral bound document should be approximately 30-35 pages.

TWS Format – Remember, the TWS is a professional document. Attention to detail is imperative (i.e. grammar, spelling, punctuation, etc.). The organization of the unit includes:

Table of Contents

Provide a Table of Contents that lists the sections and attachments in the portfolio.

Charts, Graphs, Attachments

Work of the student and the assessment instruments (rubrics, etc.) are required. Please be very selective and provide clear, concise evidence of your performance as related to the InTASC Standards AND the learning process of your student.

Rationale/Reflection Length

Each section has a suggested length. PLEASE DO NOT EXCEED THIS. KEEP YOUR WRITINGS CONCISE.

References/Credit

If you refer to another person’s ideas or material in your narrative, you must cite these using American Psychological Association (APA 6th edition) style.

Margins/Font/Spacing

All pages are to have 1” margins (top, bottom, sides), double spaced, 12 pt. font in Times New Roman.

Anonymity

In order to ensure the anonymity of students in your class, do not include any names or identification in any part of this portfolio

Rubric

Rubrics are provided in each section of the unit.
REVIEW “INDICATOR MET” STANDARD
FOR EACH RUBRIC BEFORE WRITING.

Teacher Work Sample Completion Timeline

Steps of Action:

Step 1. Know

Step 2. Plan

Step 3. Pre assess

Step 4. Teach Step

5. Post assess Step

6. Analyze

Step 7. Reflect

Due dates for the Teacher Work Sample will be established during Seminar (EDUC 4930).

COMPREHENSIVE UNIT

InTASC STANDARDS 1, 2, 3, 4, 5, 6, 7, 8

The Comprehensive Unit includes:

- Eight teaching performance standards with performance indicators;
- A performance prompt or a set of teaching tasks related to the eight performance standards;
- A scoring rubric for judging the Teacher Candidate candidate’s performance (REVIEW “INDICATOR MET” RATING FOR EACH STANDARD BEFORE WRITING); and
- The teacher candidate’s teaching exhibits consisting of narrative plus attachments that show evidence of teaching performance directly related to each standard.

The Comprehensive Unit requires the Teacher Candidate to plan and teach a two to four week standards-based unit consisting of seven components:

1. Contextual Factors
2. Classroom management
3. Learning Goals
4. Assessment
5. Design for Instruction
6. Instructional Decision Making
7. Analysis of Student Learning
8. Self-Evaluation and Reflection

The following pages contain instructions for completing the Comprehensive Unit standard.

Before the Unit Starts

The Resume, Mission Statement, and Teaching Philosophy should be completed before beginning the Teacher Work Sample.

Resume

- For education resume content and format seek guidance from the Career Development Center. The resume should be 1 page only with emphasis on areas that highlight working with children and include your Clinical Practice experience. When considering content, ask yourself what on your resume will make a principal want to interview you? Employers are very interested in how you are continuing to increase your professional skills as it relates to INCREASED student achievement.
- List 3 professional development activities, how they were achieved, and how you will or have already transferred learning into the classroom for increased student achievement. These activities may have been training at staff meetings, attendance at conferences, books, etc
- Include Professional Development.

Mission Statement

InTASC STANDARDS 7, 9, 10

Mission Statement, Teaching Philosophy

The Development: Candidates are required to develop a mission statement and teaching philosophy. Provide the following:

- Provide a 1-2 sentence mission statement that sums up who you are as a person and educator, what qualities should be nurtured and protected in your life, how you understand your core values and to align your educational philosophy with your belief system and priorities. This is a succinct, concise statement.
- Develop a 1 page (may be single spaced) teaching philosophy that tells stating a personal belief about learning and achievement. Format

Teaching Philosophy

Task: Discuss development of major beliefs about teaching and learning.

Prompt: This section is to be written in PRESENT TENSE. In your discussion, include:

- Development of major beliefs about teaching and learning,
- How beliefs originated and became part of your internal belief system,
- Explanation of how beliefs will and/or did transfer into actions for classroom teaching, and
- Organization, clarity, grammar, punctuation, and spelling correctness.
- 1 page only, single spaced. The philosophy will be placed after your resume

Contextual Factors

TWS Standard: The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Task: Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt:

- This section is to be written in PRESENT TENSE.
- Community, district, and school factors. Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- Classroom factors. Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- Student characteristics. Address student characteristics to consider as instruction is designed and assessed in learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In the narrative, make sure to address students' skills and prior learning that may influence the development of learning goals, instruction and assessment. Emphasize this area more than the Community, district, and school factors.
- Instructional implications. Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement the unit. Be sure to identify three to five factors about students, classrooms, or school to keep in mind while planning the unit.

The suggested length of this section is one to two pages.

Classroom Management

TWS Standard: The teacher candidate uses an understanding of individual and group motivation and behavior to foster active engagement in learning, self-motivation, and positive social interaction within a supportive learning environment.

Task: Discuss the classroom management plan that will be used within the TWS unit. Include a range of strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom. Indicate how these strategies relate to the specific demographics of the classroom (contextual factors).

Prompt:

- This section must be written in **future tense**.
- Expectations are clear; classroom rules are appropriate to the age and developmental level of the students. Describe how the procedures and rules for the classroom will be developed (teacher/students/both), how they are communicated to students and families, and how you plan to reinforce them throughout your unit. Include consequences for misbehavior.

- Describe how learning communities in the classroom will lead to an effective learning environment. Describe how the students will assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities within the unit. Include a general seating chart with a description of how it might be changed for various activities in the TWS unit.
- Monitoring of student behavior. Describe culturally appropriate proactive and preventative strategies that will be used within the unit that will help students develop self-regulation and monitor their own behavior. These strategies should include verbal and nonverbal cues that will help modify student behavior and create a safe learning environment. List specific strategies that may be needed for individual students who have special behavioral needs as noted in the Contextual Factors.

The suggested length of this section is two to three pages.

Learning Goals

TWS Standard: The teacher sets three to five significant, challenging, varied and appropriate learning goals.

Task: Provide and justify the learning goals for the unit. Remember, learning goals are NOT activities!

Prompt:

- This section must be written in FUTURE TENSE.
- List the learning goals (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
- Show how the goals are aligned with local, state, or national standards. (Identify the source of the standards.)
- Describe the types and levels of your learning goals according to Bloom's Taxonomy. Bloom's taxonomy is to be used as the framework for developing the goals.
- Discuss why your learning goals are appropriate in terms of development, prerequisite knowledge, skills, and other student needs.

The suggested length of this section is one to two pages.

Assessment Plan

TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Task: Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt:

- Provide an overview of the assessment plan. For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. A visual organizer such as a table, outline or other means may be used for clarity.
- Describe the pre-and post-assessments that are aligned with the learning goals. Clearly explain how evaluation will be completed or score pre- and post-assessments, including criteria used to determine if the performance of students meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
- Discuss a plan for formative assessment that will help determine student progress during the unit. Describe the assessments planned to be used to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change during the teaching of the unit, predict at what points in the teaching that it will be important to assess students' progress toward learning goals.
- Explain why the adaptations chosen will meet the needs of students. Use the information about skills and abilities of the students from the contextual factors section to justify your decision.
- All assessment strategies will be discussed in your Analysis of Student Learning.

The suggested length of this section is one to two pages.

Example of an Assessment Plan for Kindergarten

<p>Learning Goal 1</p> <p>Example: The student will link wild animals with their habitats.</p>	Pre-Assessment	Checklist: game with animal masks and centers representing habitats (tree, lake, burrow, cave)	<p>Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide a model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief. Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q&A.</p>
	Formative Assessment	Animal puppets and habitats (e.g., bird and nest) anecdotal records about Q&A picture journals	
	Post-Assessment	Checklist: game with animal masks and centers representing habitats	

Design for Instruction

TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts. It is linked to the student characteristics and skills presented in the Contextual Factors section.

Task: Describe how you will design the unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

Prompt:

- This section must be written in **future tense** (this is completed prior to teaching the unit).
- Results of pre-assessment. After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows one to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
- Unit overview. Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

- **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
 - How the content relates to the instructional goal(s);
 - How the activity stems from the pre-assessment information and contextual factors;
 - What materials/technology will be needed to implement the activity; and
 - How assessment of student learning during and/or following the activity (i.e., formative assessment) will be implemented.
- **Technology.** Describe use of technology in planning and/or instruction. Provide a clear rationale for omission of technology if it is not utilized.
- **Contextual Factors.** Describe the contextual factors addressed in planning and/or instruction. Explain the instructional design that addresses classroom factors, student characteristics, and/or student skills.

The suggested length of this section is three pages plus a visual organizer.

Teach the Unit

You will now teach the unit! You should keep a journal of student responses while teaching. This will help with documenting the instructional decision making section. Keep samples of student work for analysis of student learning in pre-assessment and post assessment. Also avoid using real names in the final TWS in order to protect student privacy.

Instructional Decision-Making

TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions.

Task: Provide two examples of instructional decision-making based on students' learning or responses.

Prompt:

- This section must be written in **past tense**.
- Think of a time during your unit when a student's learning or response caused modification of the original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused rethinking the plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

- Describe what happened next and explain why the thought was that this would improve student progress toward the learning goal.
 - Were you able to read the students' body language, their ability to attend to what you asked, and their nonverbal cues?
 - How did you know it was/was not working?
 - How and why did you decide to make changes?
 - How did you reassess your modification to make sure it worked?
- Now, think of one more time during the unit when another student's learning or response caused modification of a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support the answers to the following:
 - Describe the student's learning or response that caused rethinking of the plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - Describe what was done next and explain why this would improve student progress toward the learning goal.

The suggested length of this section is three to four pages.

After Unit

Analysis of Student Learning

TWS Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement. The assessment data must be organized around your original learning goals.

Task: Analyze the assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Prompt:

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- This section must be written in **past tense**.
- Each learning goal should include an analysis:
 - State the original goal (cut and paste);
 - State to what degree the students achieved it;
 - Provide multiple forms of evidence to support the achievement claims; and

- Provide an explanation of how students performed in relationship to the original assessment criteria as described in the assessment plan.
- **Whole class.** To analyze the progress of the whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which the students made progress (from pre- to post-) toward the learning criterion that was identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about the students' learning in this unit (i.e., the number of students met the criterion).
- **Subgroups.** Select a group characteristic (e.g., performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for the selection of this characteristic to form subgroups (e.g., high- v. middle- v. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
- **Individual.** Select two students that demonstrated different levels of performance (e.g. socio-economic status, language proficiency). Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

NOTE: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

The suggested length of this section is 4 pages plus charts and student work samples.

Reflection and Self-Evaluation

TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task: Reflect on performance as a teacher and link performance to student learning results. Evaluate performance and identify future actions for improved practice and professional growth.

Prompt:

- This section must be written in **past tense**.
- Select the learning goal where the students were most successful. Provide two or more possible reasons for this success. Consider the goals, instruction, and assessment along with student characteristics and other contextual factors under teacher control.
- Select the learning goal where the students were least successful. Provide two or more possible reasons for this lack of success. Consider goals, instruction, and assessment along with student characteristics and other contextual factors under teacher control. Discuss what could be done differently or better in the future to improve your students' performance.

- Describe to what degree the adaptations you described in your assessment plan were effective for the student achieving the learning goals.
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from insights and experiences with the TWS. Identify two specific steps to take to improve your performance in the critical area(s) identified.

The suggested length of this section is two pages.

**Anderson University
Department of Teacher Education
Guidelines for Placing Student Teachers**

DTE Approved Student Teaching Sites

School Corporation	Approx. Distance	School Corporation	Approx. Distance
Anderson Community Schools	0 Miles	Cowan Community Schools	15 Miles
Alexandria-Monroe Community Schools	11 Miles	Daleville Community Schools	6.5 Miles
Frankton-Lapel Community Schools	11 Miles	Mt. Pleasant Township Schools - Yorktown	11 Miles
South Madison Community Schools	11 Miles	Wes-Del Community Schools	23 Miles
Elwood Community Schools	22 Miles	Delaware Community Schools	26 Miles
Mt. Vernon Community Schools - Hancock Co.	20 Miles	Madison-Grant United Schools	20 Miles
Eastern Hancock County Community Schools	22 Miles	Tri-Central Community Schools	38 Miles
Southern Hancock County Community Schools	34 Miles	Tipton Community Schools	29 Miles
Greenfield Central Community Schools	25 Miles	Hamilton Heights Community Schools	23 Miles
Shenandoah Community Schools	14 Miles	Sheridan Community Schools	32 Miles
C. A. Beard Memorial Schools - Knightstown	25 Miles	Noblesville Schools	21 Miles
Blue River Valley Community Schools	25 Miles	Carmel-Clay Schools	28 Miles
New Castle Community Schools	25 Miles	Hamilton Southeastern Schools	23 Miles
South Henry Community Schools	34 Miles	MSD Lawrence Township	25 Miles
Liberty-Perry Community Schools	25 Miles	MSD Warren Township	34 Miles
Muncie Community Schools	20 Miles		

Additional Schools

Private schools and charter schools that are within the boundaries of the above-mentioned school corporations and are accredited by the State of Indiana Department of Education will be considered for student teaching placements.

Rationale

In an effort to build positive and long lasting relationships with nearby school districts and to be good stewards of Anderson University resources, all student teachers will be placed in one of the listed public, private or charter schools.

Unavailable Placements

In the event a student teaching placement cannot be secured in one of the listed school corporations, the Director of Field Experiences will begin searching neighboring districts. The Director of Field Experiences will keep proximity to Anderson University when searching for a placement elsewhere.

Affected Students

This placement strategy will apply to all elementary, secondary, physical education/health, and music education students.

Faculty Requests

The Director of Field Experiences understands that sometimes Anderson University faculty would like to see students placed in certain schools. As long as the request is for one of the listed school districts, the Director of Field Experiences will work to secure the requested placement. If the request is for a school district outside of the listed school corporations, then the Director of the Department of Teacher Education will need to approve the request. Any requests made after a student has been placed cannot be honored since the Department of Teacher Education has entered into an agreement with a school and teacher(s).

Student Requests

The Department of Teacher Education understands that sometimes situations arise where a student may need to live outside of the Anderson area during student teaching. A student requesting to live outside of the Anderson area will need to submit the request in writing to the Director of Field Experiences. The request will be reviewed by the Director of the Department of Teacher Education and the Director of Field Experiences. If the request is denied, the student has the right to appeal the decision to the Dean of the School of Humanities and Behavioral Sciences.

Teacher Candidate/Student Teacher Quick Reference

This checklist is meant to be a quick reference for the student teacher. It may not be all inclusive or provide detailed information. It is only meant to give some guidance to the Teacher Candidate/Student Teacher.

Before Your First Day

_____ Contact your Clinical Educator/Classroom Teacher to find out what you will be teaching, discuss your first day, and any questions you might have.

Day 1

_____ Arrive at your school early. Do not be late on your first day!

_____ Come prepared ready to listen, learn, and ask questions.

_____ You will be introduced to the class so be prepared to tell a little about yourself.

_____ Meet with the Clinical Educator and go over expectations and the Clinical Educator's lesson plans for this week.

Week 1

_____ You should spend this week observing the Clinical Educator and getting to know the students.

_____ Be prepared to work with small groups of students and do some grading.

_____ You will be introduced to the administration, teachers, secretaries, custodians, etc.

_____ Learn how to use the copier and where to find supplies you might need.

_____ Meet with the Clinical Educator to plan for next week and discuss your progress. **THIS MEETING WILL BE HELD EACH WEEK.**

Week 2

_____ You should start taking over the teaching load. This is a gradual process. You will begin by taking over one class. After two or three days, then you will take over one or two more classes and so on.

_____ Work with the Clinical Educator on long term planning as to when you will complete your video lesson, bulletin board, school board meeting, early assessment for the Teacher Work Sample, etc.

_____ Hold the weekly meeting to lesson plan and discuss your progress with the Clinical Educator.

Week 3

_____ By the middle to the end of this week, you should be teaching the Clinical Educator's full teaching load.

_____ Hold the weekly meeting to lesson plan and discuss your progress.

Week 4 - 15

_____ You will continue to meet at least weekly with the Clinical Educator to plan and discuss your progress.

_____ Make sure that you are completing your video lesson, bulletin board, school board meeting, Parent - Teacher conference, etc. There are no firm due dates for these assignments but do not wait until the last minute to complete the assignments. **The assignments should be completed by week thirteen.**

_____ Hold the weekly meeting to lesson plan and discuss your progress.

_____ Week 15 is when you will begin to give back classes to the Clinical Educator.

Last Week

_____ You should spend this time observing other teachers in the building.

_____ Give your Clinical Educator/Classroom Teacher a thank you card and optional small gift.

What Does the Student Teacher Need to Complete?

- Observations of the Clinical Educator and other teachers.
- Work with small groups of students.
- Plan each week with the guidance of the Clinical Educator.
- Teach the Clinical Educator's full teaching load.
- Carry out all the tasks of a classroom teacher such as grading, attending meetings, classroom management, etc.
- Keep a binder documenting your lesson plans and other aspects of the student teaching experience. Even those submitted to Tk20.
- Video tape a lesson you teach, and fill out the analysis with the Clinical Educator. Place the form in your binder.
- Complete a bulletin board. Take a picture and place the picture in your binder.
- Attend a school board meeting. Place the agenda in your binder.
- Lead or sit in on a Parent-Teacher Conference, if possible. Write a one page reflection and place it in your binder.
- Complete the Teacher Work Sample.
- All other tasks assigned by the Clinical Educator and/or the University Supervisor.

Checklist for Writing the Teacher Work Sample

The Teacher Work Sample (TWS) is the Key Assessment for your Professional Semester. This assessment is worth a substantial portion of your student teaching grade. Below is a checklist for you to follow as you write the different sections of the TWS. This is a guide for you to follow to make sure you have included the important information you need. **You should not consider this checklist to be all inclusive.** Refer back to the description of each section as you write the Teacher Work Sample. You may add extra information as it applies to each section.

I. Mission Statement

- _____ Should be one - two sentences in length.
- _____ It is placed at the top of the resume.
- _____ The statement is succinct and concise.
- _____ Focuses on what you want to accomplish as an educator and your character.

II. Resume

- _____ Written to fit on one page.
- _____ Contains your contact information.
- _____ List your degree information such as date of graduation, major, and minor.
- _____ State that you have passed your required state tests and that you are CPR certified and suicide prevention trained.
- _____ Include a section on when and where you did your student teaching and practicums including grade/subject.
- _____ List any professional organizations where you hold a membership.
- _____ Include your professional development experiences.
- _____ Your resume should be eye-catching but professional. An administrator may be reviewing up to one hundred resumes for a position so yours should stand out.

III. Teaching Philosophy

- _____ Written to fit on one page, single space, and present tense.
- _____ Discuss your teaching style.
- _____ Discuss your beliefs on student learning. Include gifted students, average students, SPED, etc.
- _____ Discuss how your teaching style will affect student achievement.

_____ Discuss your beliefs on assessment such as early, formative, summative, and state assessments.

_____ Discuss how data obtained from assessments can be used to plan instruction.

_____ Discuss classroom instruction in general.

_____ Discuss what you believe about class climate.

IV. Contextual Factors

_____ This section is written in present tense and is one to two pages in length.

A. Community / District / School Factors

_____ Give the school address and phone number.

_____ List the Superintendent and principal.

_____ Name the school district.

_____ Describe the characteristics of the school such as socio-economic, race/ethnicity, free/reduced lunch, etc.

_____ Address the stability of the community, political climate, parent and community support for the school, referendums, etc.

_____ Describe the standardized test results for the school and district over the past two years. (IREAD, ISTEP/ILEARN, SAT/ACT)

_____ Describe the trend in the graduation rate for the district over the past few years.

B. Classroom Factors

_____ Describe the physical features of the classroom such as seating arrangement.

_____ Describe the type of technology available in the classroom and the student access to this technology.

_____ Address the parent Involvement level for the class.

_____ Describe in depth the classroom rules.

_____ Describe in depth the classroom routines.

C. Student Characteristics

- _____ Address the age, gender, race/ethnicity, cultural background breakdown of your class.
- _____ Discuss the ability levels in the class such as SPED, ESL, gifted, etc.
- _____ Describe the learning styles/modalities or students' skill levels.
- _____ Address prior learning and skills that will affect learning goals, instruction and assessment.

D. Instructional Implications

- _____ Address how the contextual factors listed above will affect instructional planning.
- _____ Address how the contextual factors listed above will affect assessment.
- _____ Include specific instructional implications for at least two characteristics.
- _____ Identify three - five factors to keep in mind while planning the unit.

E. Behavior Management Plan

- _____ This section should be two to three pages in length.
- _____ Write this section in future tense.
- _____ Write clear behavior expectations.
- _____ Your plan should be age/developmentally appropriate.
- _____ Develop a clear explanation of the rules.
- _____ Address how you will communicate the expectations to students.
- _____ Address how you will communicate the expectations to the parent/guardian.
- _____ Discuss how you will reinforce the expectations.
- _____ Give clear consequences for misbehavior.
- _____ Discuss how an effective learning environment will be developed.
- _____ Address how students will participate in decision making.
- _____ Address your expectations for collaborative and independent work.
- _____ List evidence used to determine if students are engaged in learning activities.

- _____ Provide a seating chart with possible changes. (Use initials and not real names.)
- _____ Give a description of proactive and preventative strategies for student self-monitoring.
- _____ List your verbal and non-verbal cues to modify student behavior.
- _____ Discuss your strategies for students with special behavior needs.

E. Learning Goals

- _____ This section should be one to two pages in length.
- _____ List the Big Ideas for this unit.
- _____ Show that the learning goals are measurable.
- _____ Make sure the learning goals are challenging and appropriate
- _____ Provide the state standard associated with each learning goal.
- _____ Write the learning goals using multiple levels of bloom's taxonomy.

VII. Design for Instruction

A. Unit Overview

- _____ There should be evidence sequenced, backwards planning.
- _____ The unit is aligned to the learning goals.
- _____ There is alignment with the data obtained from the early assessment.
- _____ Show evidence that you are using researched based strategies.

B. Activities

- _____ Discuss three activities you will use during the unit.
- _____ Show that the activities are aligned to the learning goals.
- _____ Show that you considered the contextual factors when planning the activities.
- _____ Discuss how you considered the early assessment data when you planned the activities.
- _____ Show evidence that is utilizing appropriate technology.

C. Content

_____The content is clear, correct, and relevant.

D. Time

_____Provide evidence that you are allocating time appropriately.

VIII. Instructional Decision Making

_____This section should be three to four pages in length.

A. Modification #1

_____Discuss the expectations for the modification.

_____Show evidence that the modification stems From Checks for Understanding.

_____The modification is research based.

_____Discuss how the modification is based on student data.

_____Explains how and why this modification will improve student learning.

_____Provide evidence of scaffolding.

_____Show the modification is congruent with the learning goals.

B. Modification #2

_____Discuss the expectations for the modification.

_____Show evidence that the modification stems From Checks for Understanding.

_____The modification is research based.

_____Discuss how the modification is based on student data.

_____Explains how and why this modification will improve student learning.

_____Provide evidence of scaffolding.

_____Show the modification is congruent with the learning goals.

IX. Analysis of Student Learning

_____ This section should be four pages including charts, graphs, and student work samples.

_____ This section should be written in past tense.

A. Whole Group

_____ You should address each learning goal.

_____ State the original learning goal.

_____ Create a table that shows pre- and post- assessment data on every student on every learning goal.

_____ Create a graphic summary that shows the extent to which the students made progress.

_____ State to what degree the students were able to achieve the goal.

_____ Provide multiple forms of evidence to support the achievement claims.

_____ Provide an explanation of how students performed in relationship to the original assessment criteria as described in the assessment plan.

B. Subgroups

_____ Select two groups to analyze.

_____ Analyze one learning goal.

_____ Provide a rationale for why you chose the two groups.

_____ Create a graphic summary that shows the extent to which the students made progress.

_____ Summarize what the data tells you about student learning.

C. Individuals

_____ Select two individuals with different levels of performance from your class.

_____ Explain why you chose these two students.

_____ Select two of your learning goals.

_____ Use early, formative, and summative assessment data to discuss how well the two students achieved the learning goals.

X. Reflection & Self-Evaluation

_____ This section should be two pages in length.

_____ This section should be written in past tense.

A. Most Successful Goal

_____ Discuss at least two reasons why the students were successful.

B. Least Successful Goal

_____ Discuss at least two reasons why the students were not successful.

C. Modifications

_____ Addresses the extent to which your modifications were successful.

D. Goals for Professional Development

_____ Describe two professional development goals that have emerged for you from the TWS.

_____ List at least two steps you will use to improve your performance in the two areas.

Guide to a Successful Clinical Educator/Classroom Teacher Experience

One of the opportunities a classroom teacher may have is mentoring a student teacher. The Department of Teacher Education at Anderson University thanks you for taking on this very important role in the life of the student teacher. This section will provide you with a checklist regarding your role as a Clinical Educator.

What Does the Teacher Candidate/Student Teacher Need to Complete?

- Observations of the Clinical Educator and other teachers.
- Work with small groups of students.
- Plan each week with the guidance of the Clinical Educator.
- Teach the Clinical Educators full teaching load.
- Carry out all the tasks of a classroom teacher such as grading, attending meetings, classroom management, etc.
- Keep a binder documenting their lesson plans and other aspects of the student teaching experience..
- Video tape a lesson taught by the student teacher.
- Complete a bulletin board.
- Attend a school board meeting.
- Lead or sit in on a Parent-Teacher Conference, if possible.
- Complete the Teacher Work Sample.
- All other tasks assigned by the Clinical Educator and/or the University Supervisor.

Checklist for the Clinical Educator/Classroom Teacher

Before the Student Teacher Arrives

- _____ Read, fill out, sign, and return any forms sent to you by Anderson University.
- _____ Become familiar with TK20 and what you will need to complete.
- _____ Familiarize yourself with the Student Teaching Handbook.
- _____ Develop your expectations for the Student Teacher.
- _____ Provide a copy of the class schedule to the Teacher Candidate/Student Teacher.
- _____ Set up a workstation for your Student Teacher.
- _____ Inform your class that you will have a Student Teacher and share your expectations of the class while you are hosting the Student Teacher.

Day 1

- _____ Greet your Student Teacher and make him/her feel welcome. They will be very nervous.
- _____ Introduce the Student Teacher to the class. Maybe have the Student Teacher tell the class a little about themselves.
- _____ Meet with the Student Teacher and go over expectations and your lesson plans for this week.

Week 1

- _____ The Student Teacher should spend this week observing the Clinical Educator and getting to know the students.
- _____ Allow the Student Teacher to work with small groups of students and do some grading.
- _____ Introduce the Student Teacher to the administration, teachers, secretaries, custodians, etc.
- _____ Show the Student Teacher how to use the copier and where to find supplies they might need.
- _____ Meet with the Student Teacher to plan for next week and discuss their progress. **THIS MEETING WILL BE HELD EACH WEEK.**

Week 2

- _____ The Student Teacher should be working with you co-teaching. This is a gradual process. Begin by giving the Student Teacher one class. After two or three days, then give the Student Teacher one or two more classes and so on.
- _____ Work with the Student Teacher on long term planning as to when they will complete their video lesson, bulletin board, school board meeting, early assessment for the Teacher Work Sample, etc.
- _____ Hold the weekly meeting to lesson plan and discuss the Student Teacher's progress.

Week 3

- _____ By the middle to the end of this week, the Student Teacher should be teaching your full teaching load.
- _____ Hold the weekly meeting to lesson plan and discuss the Student Teacher's progress.
- _____ Continue co-teaching as needed.

_____ Complete a written evaluation of the Teacher Candidate/Student Teacher and discuss it with them.

Week 4 - 8

_____ You will continue to meet at least weekly with the Student Teacher to plan and discuss their progress.

_____ Monitor the Student Teacher that they are completing their video lesson, bulletin board, school board meeting, Parent - Teacher conference, etc. There are no firm due dates for these activities but do not let the Student Teacher wait to last minute to complete the activities.

_____ Hold the weekly meeting to lesson plan and discuss the Student Teacher's progress.

_____ Week 7 is when you will begin to take back your classes for dual placement.

Week 9 – 14

_____ The schedule is basically the same as above for the second placement.

_____ For the single placement Teacher Candidate/Student Teacher, continue to allow the Teacher Candidate/Student Teacher to teach.

Last Week

_____ Allow the Student Teacher to observe other teachers in the building.

_____ Plan a celebration for your Student Teacher and the class.

_____ Make sure you have completed your sections on TK20.

Dual Placement Student Teachers

Some student teachers will have two placements during their sixteen week student teaching experience. The Student Teacher will spend approximately eight weeks during each placement. The Student Teacher and second Clinical Educator will need to have a conversation on what required assignments the Student Teacher has completed so they are not duplicating things already completed such as the Teacher Work Sample.

Classroom Management

This will probably be the most challenging area for your student teacher. Anderson University is dedicated to teaching our students effective classroom management strategies. However, managing a real classroom is a whole different experience. Please be patient and guide your student teacher. They will not be an expert at managing a classroom and may even struggle with this.

Clinical Educator and University Supervisor Relationship

The University Supervisor will visit the student teacher a total of six times. The University Supervisor will visit more if it is warranted. Each time the University Supervisor comes to observe they will want to spend a few minutes with you to discuss the student teacher's progress. Please inform the University Supervisor of your concerns and praises. After the visit, the University Supervisor will meet with the Student Teacher. Be prepared to teach while they are meeting with the University Supervisor. It is possible that the Director of Field Experiences will stop by for a visit.

University Supervisor Guide

The University Supervisor plays a very important role in the life of the Student Teacher. Evaluating them is only part of your responsibility. They will rely on you for guidance and to help keep them on schedule. Anderson University wants you to have a great University Supervisor experience. It is our hope that this guide will be useful to you as you work with our student teachers.

General Information

- Visit each student teacher a minimum of six times. Refer back to the section on observations.
- Respond to the student teacher's weekly journal by email.
- Conduct one formal meeting with the Student Teacher and Clinical Educator about half way through the student teaching experience for each placement.
- Complete all the required University Supervisor fields for each student teacher in Tk20.
- Send the Student Teacher's grade to the Director of Field Experiences as soon as possible after the completion of the student teaching experience.
- Report any major concerns to the Director of Field Experiences.

Guide for Each Observation

- Have a brief meeting with the Clinical Educator to find out how the student teacher is doing. Discuss strengths as well as weaknesses.
- Observe the student teacher for approximately one hour or one class period.
- Take notes or script during your observation.
- After the observation is complete, meet with the student teacher and discuss the strengths and weaknesses you observed.
- Give the student teacher an opportunity to discuss their overall experience. Offer feedback to help them with the concerns they might have.

- Check their binder to make sure they are keeping it up to date.

The Student Teacher Binder

- Check for Daily Lesson Plans.
- Check for evidence of completion of the assignments listed below.
- The binder will be checked during each observation.

Student Teaching Assignments

The Student Teacher will complete:

- daily lesson plans that are placed in the binder.
- a videotaped lesson. The Clinical Educator and Student Teacher will complete the Video Lesson form and place it in the binder.
- an observation of one school board meeting. They should have a copy of the agenda in their binder.
- a bulletin board. They will place a picture in their binder.
- an observation of a Parent-Teacher Conference (if possible). They will write a summary of the meeting and place it in their binder.
- notes for any meetings such as staff meetings, department meetings, team meetings, grade level meetings, Professional Learning Community meetings, etc.
- a weekly journal. This will be emailed each week to the University Supervisor. The University Supervisor will respond back to the student teacher.

It is the University Supervisors responsibility to check that these assignments have been completed and discussed with the Student Teacher.

Release Form for Video, Photos, and Student Work

Dear Parent/Guardian:

As a teacher candidate/student teacher I am doing some of my Clinical Practice in your child's classroom. As part of the requirements for licensure and certification, I am required to develop a Teacher Work Sample (TWS) demonstrating my professional development. This TWS will be reviewed by faculty in my college program.

As part of that process I am required to include photos, videotapes and/or class work from your child's class. The primary focus of these items will be upon my work and development, not the students in the classroom. In the course of taping or photographing, your child may appear in pictures. Also, at times I might want to include samples of student work as evidence of my teaching practice and that may include some of your child's work. No student name or identification will appear with any materials that are submitted. All materials will be kept confidential.

Please complete the form below to indicate whether or not you give permission for your child's photo and/or work to be included as part of my TWS.

Sincerely,

Teacher Candidate

Student name: _____

Address: _____

School/Teacher: _____

I am the parent/legal guardian of the student named above. I have received and read your letter regarding the development of a Teacher Work Sample and agree to the following:

Please check the appropriate box:

- I DO give permission to include my child's work or image on videotape or photos as he or she participates in class conducted at (Name of School) by (Teacher Candidate Name) and to reproduce materials that my child may produce as part of classroom activities. No student name or identification will appear on any material submitted by the teacher candidate.
- I DO NOT give permission to videotape or photograph my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of parent or guardian: _____ Date: _____

VIDEOTAPE AND ANALYSIS

As part of the teacher candidate's self-assessment, a video tape reflection is required to be completed within the first four weeks of Clinical Practice. He/She will video tape a 30-45-minute segment of teaching and then choose a 20-minute portion to conduct a self-analysis of his/her teaching. The teacher candidate will then view this 20-minute segment with the Clinical Educator/Cooperating Teacher and ask the Clinical Educator to provide comments and assessment of the lesson using the questions below.

The video analysis should be included in the bound Teacher Work Sample and uploaded into TK20.

Teacher Candidate Name _____ Date _____

Clinical Educator Signature _____

Lesson Topic _____

Video Analysis Questions

The following video analysis questions are aligned with the InTASC Standards. The InTASC Standards are not only for beginning teachers but should be used as professional practice standards.

Please discuss with your clinical educator and then answer the following questions based on the videotape of your lesson. Your analysis will be uploaded into TK20.

The Learner and Learning

InTASC Standard 1: Learner Development

1. How did you implement developmentally appropriate and challenging learning experiences during this lesson for your learners?

InTASC Standard 2: Learning Differences

2. How did you demonstrate your understanding of individual differences to ensure inclusive learning for each learner?

InTASC Standard 3: Learning Environments

3. How did you create an environment that supported individual and collaborative learning while also encouraging positive social interaction, active engagement in learning, and self-motivation?

Content

InTASC Standard 4: Content Knowledge

4. How did you create a learning experience for your learners which made the subject matter accessible and meaningful to them which then assured mastery of the content?

InTASC Standard 5: Application of Content

5. How did you connect concepts to engage the learners in critical thinking and creativity, and collaborative problem solving?

Instructional Practice

InTASC Standard 6: Assessment

6. What multiple methods of assessment did you use throughout the lesson to engage your learners in their own growth and to monitor their progress?

InTASC Standard 7: Planning for Instruction

7. What were your learning goals for this lesson and how did you support each student in meeting these goals?

InTASC Standard 8: Instructional Strategies

8. What instructional strategies did you use to encourage your learners to develop deep understanding of the content and then apply the knowledge in meaningful ways?

Professional Responsibility

InTASC Standard 9: Professional Learning and Ethical Practice

9. What did you, as the teacher, learn while watching this video or while teaching this lesson? How will you use this self-reflection to improve on impacting student achievement in the future?

InTASC Standard 10: Leadership and Collaboration



**ANDERSON UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
WEEKLY CLOCK HOURS FORM**

WEEK 15 – Dates: _____ Teacher Signature _____

WEEK 15	Mon.	Tues.	Wed.	Thurs.	Fri.	Weekly Total
Observation	_____	_____	_____	_____	_____	_____
Participation	_____	_____	_____	_____	_____	_____
Teaching	_____	_____	_____	_____	_____	_____
Daily Total	_____	_____	_____	_____	_____	_____

WEEK 16 – Dates: _____ Teacher Signature _____

WEEK 16	Mon.	Tues.	Wed.	Thurs.	Fri.	Weekly Total
Observation	_____	_____	_____	_____	_____	_____
Participation	_____	_____	_____	_____	_____	_____
Teaching	_____	_____	_____	_____	_____	_____
Daily Total	_____	_____	_____	_____	_____	_____

Anderson University
Department of Teacher Education
Essential Lesson Plan Components

Topic: _____ Class: _____

Timeframe: _____ Date: _____

Enduring Understanding (Big Idea) for Lesson: _____

Essential Question/s for Lesson: _____

Key Vocabulary: _____

CO-TEACHING MODEL: (Select appropriate strategy...please see guidebook for detailed description of each strategy listed below)

One Teach, One Observe	One Teach, One Assist	Station Teaching	Parallel Teaching	Supplementa l Teaching	Alternative Teaching	Team Teaching
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I. CONTENT STANDARDS:

II. INSTRUCTIONAL OBJECTIVES: “performance tasks” (Number each measurable objective and align to the corresponding assessment)

III. ASSESSMENT: (Number each assessment and align to the corresponding instructional objective)

IV. MATERIALS AND INSTRUCTIONAL TOOLS (including safety issues and technology)

V. DIFFERENTIATED INSTRUCTIONAL STRATEGIES: Content, Process, & Product; Learning Styles; and/or *Universal Design (representation, differentiation, motivation)

VI. STUDENT ACCOMMODATIONS: (EL, Gifted, Special Needs, etc.)

VII. DESCRIPTION of LEARNING ACTIVITIES:

	Teacher Responsible:	Clock Time or # of Minutes:	Activities:	Assessment/Evidence:	Resources:
Intro: Motivation & Transition *Q1R, Q1L, Q2R					
Teach/Practice *Q2L, Q3L					
Application *Q3R, Q4L					
Closure *Q4R					

VIII. REFLECTION: (Refer to course requirements)

*Refers to 4MAT Model Cycle of Learning, UbD, and/or UDL August 2012. Fall, 2017

University Supervisor Observation Form

This form is intended to help the University Supervisor evaluate what was seen during the observation. This form is not required. It is recommended that you take notes or script during the observation and fill out this form after the observation. See the complete rubric in Tk20 for more information.

Proficient - Complete and thorough understanding of competency.

Satisfactory - Competency is addressed but it is missing key elements.

Unsatisfactory - Some of the competency is addressed and missing several key elements.

Not Observed - Competency was not observed.

Student Teacher: _____ Observation #: _____

Competency	P	S	U	N/O
Utilize Assessment Data to Plan				
Set Ambitious and Measurable Achievement Goals				
Develop Standards Based Unit Plans and Assessments				
Create Objective Driven Lesson Plans and Assessments				
Track Student Data and Analyze Progress				
Develop student understanding and mastery of lesson objectives				
Demonstrate and Clearly Communicate Content Knowledge to Students				
Engage students in academic content				
Checks for Understanding				
Modify Instruction As Needed				
Develop Higher Level of Understanding through Rigorous Instruction and Work				
Maximize Instructional Time				
Create Classroom Culture of Respect and Collaboration				
Set High Expectations for Academic Success				
Contribute to School Culture				
Collaborate with Peers				
Collaborate with Peers				
Advocate for Student Success				
Engage Families in Student Learning				
Attendance				
On-Time Arrival				
Policies and Procedures				
Respect				