PURDUE UNIVERSITY ®

NORTHWEST™

School of Education and Counseling
Student Teaching Field Guide, Fall 2019

EDCI 49700 – Student Teaching

EDCI 49900 – Student Teaching in Special Education

Learn, Lead, Inspire

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I. Introduction

As part of your capstone experience at PNW, you will spend a minimum of 16 weeks in a school for your student teaching experience. As a field-based component of the educator preparation program, the student teaching experience collectively represents a bridge between the knowledge, skills, and dispositions developed through formal course work to the practical application of those professional attributes as a pre-service teacher and eventually as a classroom teacher.

During this 16-week experience, you will work as a full-time teaching intern, assuming assigned responsibilities and always under the direction of the cooperating teacher and the university supervisor. These professionals will be important resources for you throughout the student teaching experience. They will serve as mentors who provide support to you as an entry-level teacher. Know, also as you continually gain experience and learn new things, you will no doubt become a master teacher.
The fundamental goals of the student teaching experience are:

- to prepare educators who are capable of teaching in today's diverse schools and who will be able to provide constructive leadership in meeting future challenges in the profession.
- to provide education candidates with experiences that will integrate the various aspects of theory and practice relating to teaching methodology, curriculum and assessment.
- to provide education candidates with the opportunity to become directly involved in partnership school programs by selecting, training, and collaborating with cooperating teachers and university supervisor.
- to provide education candidates with a partnership school classroom in which they have an opportunity to learn, practice, and analyze teaching under optimal conditions while making a contribution to education.

You will be graded/evaluated on these areas and the evaluation completed by your Field Supervisor. While working in the schools, the expectation is that you will represent Purdue Northwest University in a professional role.

Professionalism
You have dual roles and responsibilities in the classroom(s) that you will be visiting:

1. Purdue Northwest University student
2. Novice educator.

In the first role, your job is to gain the most from the experience(s) that you are provided. Every situation contains possibilities for learning, it us up to you to maximize what you take from the experience. Along these lines you will want to consider the following:

- What is going on in the classroom in terms of the content area being addressed, the social and emotional needs of students and the impact on learning?
- How does the classroom teacher create an environment and arrange for learning opportunities for his/her students?
- Do I like what I see occurring? Why or why not?
- How might I use or modify this activity or instructional approach so that it "fits" with my beliefs about literacy learning, social and emotional learning, diversity and teaching?
- How might I use the instructional approaches, environmental adaptations and activities to "fit" with my beliefs about teaching and learning?

In the second role, you are to view yourself as a 'teacher-in-training.' This means that you will be expected to instruct and work with children. The field guide for EDCI 49900/ECI 47900 provides a wealth of information about the Co-teaching model and your gradual acquisition and release of content areas and or class periods that you will engage in while at the school; use it when you meet with your mentor teacher to plan the activities and experiences that you will have. There should be a connection between the information you have learned and read about in the university classes and the school experiences you are having!

Keep in mind the following:
1. You are a guest in the school.
    a. This means that the students of the school are the priority. This experience is about providing **quality** experiences for all. You must prepare and plan to be ready to instruct and work with them.
2. You are responsible for learning/knowing the norms and standards of the teaching profession.
    a. This means that your attire, language use, written communication, etc., should reflect the expectations of the teachers with whom you work this semester.
3. In addition, you will be expected to demonstrate competence in the areas listed below.

Student Learning Outcomes (SLO)	Assessment Measures
INTASC Standards	
1. **Content:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	Lesson plans, Content knowledge, edTPA, STOT, Weekly Commentary, Formal and Informal Observations
Student Learning Outcomes (SLO)	Assessment Measures
INTASC Standards	
2. **Learning and Human Development:** The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development.	Lesson plans, edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
3. **Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Lesson plans, Content knowledge, edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
4. **Multiple Strategies:** The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.	Lesson plans, Content knowledge, edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
5. **Motivation and Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Lesson plans, edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
6. **Communication:** The teacher uses knowledge of	Lesson plans, STOT, Weekly Commentary,

effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Professional Dispositions, Formal and Informal Observations
7. **Planning:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Lesson plans, Content knowledge, edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
8. **Assessment**: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Lesson plans, Content knowledge, edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
Student Learning Outcomes (SLO)	**Assessment Measures**
INTASC Standards	
9. **Reflection:** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
10. **Community:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
Student Learning Outcomes (SLO)	**Assessment Measures**
ISTE Standards for Technology Integration	
ISTE Standard 5 Designer: *Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:* **5a.**) Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	Lesson plans, Content knowledge, edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
ISTE Standard 6 Facilitator: *Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:* **6d.)** Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Lesson plans, Content knowledge, edTPA, STOT, Weekly Commentary, Professional Dispositions, Formal and Informal Observations
Diversity	
From "conceptualizing mindfulness- mindlessness in intercultural interactions" Spencer- Oatey H (2014)	Context for Learning (edTPA)

II. Roles and Responsibilities

This course is a classroom field experience. You will be involved in all facets of the teaching and learning processes, including but not limited to: observation, assessment of students, planning for and implementing instructional activities with children, and reflection on your classroom experiences.

Your student teaching experience lasts for a period of 16 weeks. From the very first day of your clinical student teaching experience we encourage you to think of yourself as a 'teacher candidate' rather than a 'student teacher.' The difference between a 'teacher candidate' and a 'student teacher' is that the teacher candidate acts professionally and is ready for participation in classroom activities on the 1st day of clinical practice. You want the cooperating teacher and children to perceive you as a professional teacher candidate the day when you start your student teaching journey.

Purdue University Northwest has implemented a ***Co-Teaching Model*** for you to follow during your clinical practice. This model has been adapted from St. Cloud State University's Teacher Quality Enhancement Center. Following are specific roles for the cooperating teacher, teacher candidate, and university supervisor as well as examples and strategies for co-teaching with your cooperating teacher.

Role of the Teacher Candidate
- Come ready to learn; be enthusiastic and show initiative
- Ask questions…discuss professional issues
- Share ideas and work cooperatively; be flexible
- Help with all classroom responsibilities…record keeping, grading, etc.
- Plan interesting lessons and eventually teach everything
- Accept criticism and put suggestions for improvement into practice
- Keep a journal
- Be patient with yourself and your cooperating teacher
- Be a sponge…learn all you can from everyone in the building

Role of the Cooperating Teacher
- Help the teacher candidate feel comfortable and welcome
- Share materials and ideas
- Observe and provide feedback…both the good and the not-so-good
- Mentor and guide the teacher candidate
- Model effective teaching strategies and professional behavior
- Be flexible…allow the teacher candidate to try some new ideas
- Communicate expectations
- Be understanding and patient

Role of the University Supervisor
- Provide program information to the teacher and teacher candidate
- Observe and provide feedback on a regular basis
- Act as a confidant for both the teacher and teacher candidate
- Be an advocate for the teacher candidate
- Help; the team build good communication
- Set clear expectations; be honest about a candidate's performance
- Handle the difficult situations that might come up
- Schedule three-way conferences at the beginning and end of the practicum

Co-Teaching Strategies and Examples

Throughout the semester, it is expected that you collaborate with your cooperating teacher to identify and implement these strategies.

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. **Example:** One teacher observes 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 answers individual questions. **Example:** While one teacher has the instructional lead, the person assisting is 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 – which may include an independent station. **Example:** One teacher leads a station where the students play a money math game and the other teacher has a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers address the **same instructional material using the same teaching strategy.** The greatest benefit to this approach is the reduction of student to teacher ratio. **Example:** Both teachers lead a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	One teacher works with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated. **Example:** One teacher works with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative Teaching	Each teacher provides a **different approach to teaching the same information.** The learning outcome is the same for all students while the avenue for getting there is different. **Example:** One instructor leads a group in predicting by looking at the cover of a book and the illustrations. The other instructor accomplishes the same outcome, but in his/her group the students predict by connecting items pulled out of a bag to tell the story.
Team Teaching	Both teachers are actively involved in the lesson. Well planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. From a student's 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. **Example:** Both instructors share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical – use in any order and/or combined to best meet the needs of the students in the classroom and the content of the lesson.

Teacher Actions During Co-Teaching
TQE Strategies (2005) along with adaptations from Murawski & Dieker (2004)
Co-Teaching is an Attitude…an attitude of sharing the classroom and students
Co-Teachers must always be thinking – We're Both Teaching!

If one teacher is leading instruction…	The other teacher can be doing this….
	Observing for: Student understanding and/or questions (through body language, facial expressions, etc.); Specific types of questions asked by instructing teacher; Specific student interactions and behaviors; Teacher movement; Specific teacher behaviors; Specific student or group behaviors
	Charting: Where questions are directed within the classroom; Gender of responders; On-task/off-task behavior; Teacher wait time; Specific teacher behaviors or movements; Specific student or group behaviors
	Circulating: Checking for comprehension Using proximity control for behavior management; Checking for comprehension; Providing one-on-one support as needed Introducing a social or study skill
	Taking roll Reviewing directions; modeling Repeating or clarifying any difficult concepts Passing out materials Giving instructions orally Facilitating a silent activity Introducing a new concept to the whole group Asking clarifying questions
Explaining a new concept through discussion	Introducing a new concept through role play or modeling
Providing enriching or extended activities on a concept already discussed in class	Re-teach or review an old concept with students who didn't understand it
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead or smart board	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next

Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

The main focus of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning. Copyright 2009, St. Cloud State University, Teacher Quality Enhancement Center Research Funded by a US Department of Education, Teacher Quality Enhancement Grant

Recommended Schedule for Co-Teaching

Your clinical student teaching experience should begin with you gradually co-teaching with your cooperating teacher to where you are teaching full-time with him or her. The following is a **suggested** schedule for the co-teaching model.

Week 1
One-on-one participative observation, become familiar with student records/case histories and school routine, help prepare instructional materials, facilitate small groups, confer with Cooperative Teacher, first visit from University Supervisor.
Week 2
Take over routines and procedures for opening and closing of the day. More small group and/or increased one-one-one instruction as the supporting teacher, some large group instruction, participate in planning instruction with your Cooperative Teacher, prepare for increased time as the lead teacher.
Week 3
Smaller group and large group instruction, continue leading routines and procedures, assume some supervision, identify target behavior for guiding and nurturing classroom behavior, discuss this with Cooperative Teacher, and Plan instruction for the content areas.
Weeks 4-13
You should now have the lead teacher responsibility all day, 100% of the instruction of the students should be guided by your planning; you should be responsible for the classroom management; continue to confer daily with Cooperative Teacher about teaching responsibilities, goals for your students and your guiding and nurturing behavior. During this period, the Cooperating Teaching will participate in teaching also; refer to the Co-Teaching Strategies attached for examples of how both teachers have a role in the classroom.
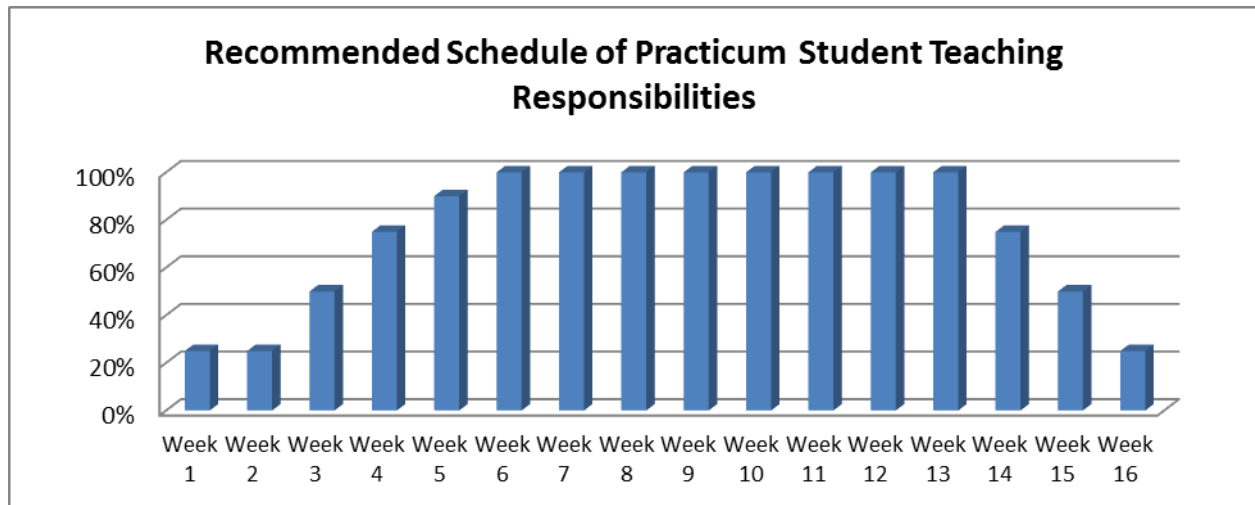**Week 14**
Lead teaching role gradually decreases to where you are lead teaching about 75- 80% of the time as you begin transferring back the lead to your Cooperating Teacher.
Week 15
Teaching load decreases further to where you are the lead teacher about 50% of the time and supporting teacher 50% of the time, continue to confer with your Cooperating Teacher, perhaps arrange visits to other classrooms for the purpose of observation.
Week 16
Teaching load decreases further to where you will be lead teacher only about 25% of time as you give more of the lead responsibilities back to your Cooperating Teacher; by the end of the week you may be primarily the supporting teacher, arrange visits to other classrooms for observation.

Recommended Schedule of Practicum Student Teaching Responsibilities

A bar chart titled "Recommended Schedule of Practicum Student Teaching Responsibilities." The vertical axis is labeled in percentages from 0% to 100%. The horizontal axis shows Week 1 through Week 16. Approximate values: Week 1: 25%, Week 2: 25%, Week 3: 50%, Week 4: 75%, Week 5: 90%, Week 6: 100%, Week 7: 100%, Week 8: 100%, Week 9: 100%, Week 10: 100%, Week 11: 100%, Week 12: 100%, Week 13: 100%, Week 14: 75%, Week 15: 50%, Week 16: 25%.

III. Overview of Course(s)

EDCI 49900; EDCI 49700

Credit Hours: 6.00 to 12.00. Teaching full-time in a school classroom under the supervision of the teacher in charge of the class and a university supervisor. Typically offered Fall Spring.

IV. Calendar for EDCI 49700 – Student Teaching; EDCI 49900 – Student Teaching in Special Education

Tentative Schedule for Fall 2019
*This is a living document, and changes may be made throughout the semester.

Summer	• Make contact with your Cooperating Teacher • Review edTPA Handbook in TaskStream—changes are often made over the summer • Write a letter introducing yourself to your students' parents/guardians; have your cooperating teacher review the letter before sending it home • Create a tentative schedule for your experience • Begin planning
**Student teaching begins the first day your district returns for the academic year. You must attend all events that your cooperating teacher attends, including teacher orientation, work days, etc.**
	• Begin Student Teaching • Complete edTPA Context for Learning and upload to TaskStream • Submit Lesson Plans for Next week • Complete a Weekly Commentary (see p. 13)
Week 1 for PNW	• Submit Lesson Plans for next week • Complete a Weekly Commentary • Attend edTPA Webex for Task 1 on August 22, 2019
Week 2	• Submit Lesson Plans for Next week • Complete a Weekly Commentary • Attend edTPA Writing Workshop Task 1 on August 29, 2019
Week 3	• Submit Lesson Plans for Next week • Complete a Weekly Commentary
Week 4	• Submit Lesson Plans for Next week • Complete a Weekly Commentary • Attend edTPA Webex for Task 2 on September 12, 2019
Week 5	• Submit Lesson Plans for Next week • Complete a Weekly Commentary • Video Recording edTPA
Week 6	• Submit Lesson Plans for Next week • Complete a Weekly Commentary • Video Recording edTPA • Attend edTPA Writing Workshop Task 2 on September 26, 2019
Week 7	• Submit Lesson Plans for Next week • Complete a Weekly Commentary • Attend edTPA Webex for Task 3 on October 3, 2019
Week 8	• Submit Lesson Plans for Next week • Complete a Weekly Commentary • Attend edTPA Writing Workshop Task 3 on October 10, 2019
Week 9	• Submit Lesson Plans for Next week • Complete a Weekly Commentary • edTPA Submission Due October 17, 2019 by midnight
Week 10	• Submit Lesson Plans for Next week

	• Complete a Weekly Commentary
Week 11	• Submit Lesson Plans for Next week • Complete a Weekly Commentary
Week 12	• Submit Lesson Plans for Next week • Complete a Weekly Commentary
Week 13	• Submit Lesson Plans for Next week • Complete a Weekly Commentary
Week 14	• Submit Lesson Plans for Next week • Complete a Weekly Commentary
Week 15	• Submit Lesson Plans for Next week • Complete a Weekly Commentary
Week 16	• Submit Lesson Plans for Next week • Complete a Weekly Commentary
Last day of Student Teaching is December 6, 2019	

V. Guide for Cooperating Teachers
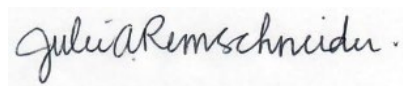
Dear Collaborating Teachers,

We at Purdue Northwest University thank you for your willingness to work with our student this semester. We know from experience how busy you are implementing your own programs and meeting other responsibilities. You are greatly appreciated! We understand that this creates extra work for you and sincerely appreciate your willingness to share your expertise in supporting students' development at the early stages of their careers. Hopefully, this arrangement will prove to be a win-win situation for all of us – with teachers, children, and future teachers alike receiving positive rewards and benefits.

Each Education Candidate is required to spend 16 weeks devoted to student teaching at the field site. This capstone experience is meant to provide the candidate with opportunities to learn how to teach all content areas in elementary classrooms with an emphasis on literacy (and special education for those who are seeking dual licensure). This capstone experience is designed to unify all the coursework completed thus far at PNW and to allow the candidate to demonstrate their knowledge, skills and professionalism.

This student teaching experience is meant to provide the candidate with opportunities for collaboration, observation, planning, instruction, and assessment. The following section of this field guide provides guidelines for specific activities that the Candidate will undertake as s/he participates in your classroom and school. In order to meet the requirements of the course, the Candidate in your classroom will need to gradually take over content areas and/or class periods and then gradually release those back to you. We also recommend that you and the Candidate co-teach to mentor them during this gradual release of responsibility

Again, thank you for your help. I hope that this program proves supportive and productive for you and your students.

Sincerely,

Julie A. Remschneider
University Liaison
Office of Partnerships and Outreach
School of Education and Counseling
jremschn@pnw.edu

SUGGESTIONS FOR THE COOPERATING TEACHER

Pre arrival Preparations

Prepare your students for the arrival of the PNW candidate:

- Explain that a second teacher will work with the class for a few weeks.
- Point out that the new teacher will have many different experiences to share with the class.
- Give examples of how the teaching team will work together in helping the pupils learn.
- Explain that the pupils should look to the new teacher for instruction and assistance.

Helping the Student Teacher Candidate Get Started

The following suggestions have been made by Student Teacher Candidates and cooperating teachers. They have been found to be helpful in making the student teacher candidate feel secure in this new situation:

- Accept the student teacher candidate as a peer. Establish rapport as soon as possible.
- Consider the student teacher candidate as a member of the faculty. The student teacher candidate should be included on faculty lists, taken to meetings and encouraged to participate in committee work.
- Help the student teacher candidate get to know the pupils in your class as quickly as possible.
- Include the student teacher candidate in planning with pupils: "Mr. Smith and I" - "We" - "What do you think, Ms. Jones?"
- Provide a desk (teacher size if possible) for the student teacher candidate.
- Explain formal and informal classroom and school policies. Tour of building and teacher resources: library, copy machine, die-cut, etc.
- Avoid criticizing the student teacher candidate in front of the pupils.
- Share daily chores.
- Introduce the student teacher candidate to the other school staff members.
- Provide a time for the student teacher candidate to have uninterrupted conferences with you.
- Provide a time for the student teacher candidate to teach units as you observe for you to give feedback.

Checklist for Cooperating Teachers

Discussing the following items early in the experience will help the student teacher candidate to know your expectations and will contribute significantly to his/her success.

- Dress expectations
- Hours
- Fire and tornado drill procedures
- Use of office equipment
- Children with special health problems
- Daily schedules
- Playground periods and procedures
- Planning book and school expectations for planning
- Your style for planning and expectations
- Use of manuals
- Library procedures
- Management techniques that work and are being utilized by you
- Room rules that are established
- Taking lunch count
- Taking attendance
- Ordering supplies
- Parent-teacher conferences
- Staff Meetings
- Special school events where attendance is expected
- Staff parking
- Location of staff lounge and restrooms
- Report cards
- Assessment policies & procedures
- Your expectations on documentation and recording student progress

Planning with the Student Teacher Candidates

The guidance given by you largely determines the quality of the planning done by the student teacher candidate. The following suggestions may help you:

► Aid the student teacher candidate in quickly becoming familiar with the class curriculum, your immediate objectives, long-range goals and your system of assessing children at your first conference.

► Demonstrate good teaching techniques and methods. Help Student Teacher Candidates to know specifically what to observe and discuss the lesson with them.

► Involve the student teacher candidate in activities from Day 1. Start with activities such as collecting moneys, attendance, hall supervision, etc., as well as working with individuals and small groups.

► Responsibility for taking actual routines and procedures, transitions may also be assigned the first week. These responsibilities should be kept, and additional teaching duties added as the student teacher candidate is judged capable of assuming additional responsibilities, until he/she is carrying the full teaching load.

► Work closely with the student teacher candidate in planning for initial lessons. Detailed plans should be required for each lesson taught until the student teacher candidate shows by his/her performance that it is possible to operate successfully with less written details. Let the student teacher candidate know your expectations for planning.

► Discuss the lesson plan with the student teacher candidate before and after the lesson. Especially in the beginning, observe the lesson and help the student teacher candidate to evaluate it. You may facilitate this by being specific, encouraging self-evaluation by asking questions such as "How do you feel about your lesson?" giving definite suggestions, indicating successes as well as mistakes. Help the student teacher candidate to be reflective. "What can/will I do differently next time I teach to make the lesson better?"

► Allow the student teacher candidate to try various teaching methods and techniques, even though you may not choose to use them yourself.

► The student teacher candidate should have full responsibility as the lead teacher for **at least one third of the length of the experience**. The graph on page 5 may guide you. Dual Licensure candidates will need to adjust the schedule accordingly.

► The student teacher candidate will profit from both oral and written feedback. He/she should always be kept apprised of strengths and areas in need of improvement. Both formal and informal conferences will be needed.

► Above all, remember the student teacher candidate is *LEARNING* to teach.

General Information for Cooperating Teachers

ATTENDANCE: Student Teacher Candidates are to follow the policies and regulations required of teachers in the school corporation in which they are assigned. They are to report to their school four half days a week during the student teaching experience period. They are to follow the vacation schedule of your school corporation.

ABSENCE: Whenever illness occurs, the student teacher candidate has the responsibility of contacting the assigned school and university supervisor. The student may be excused for a maximum of one day. If the student misses more than one day (including emergency school closings), alternate provisions should be made after consultation with the Director of Field Experiences.

APPEARANCE: It is important that the student teacher candidate dress in keeping with the code established by the teachers of the school where the student is assigned.

CONFERENCES: Daily conferences with your student teacher candidate are necessary. Conferences offer the opportunity to plan and provide feedback concerning any teaching that has been done.

EVALUATION FORMS: The student teacher candidate's performance is to be informally evaluated after 8 weeks and formally evaluated at the end of the student teaching experience experience. You should

make the evaluation a cooperative process by involving the student teacher candidate, cooperating teacher and the university supervisor.

LESSON PLANS: Effective planning is the basis of successful teaching. It is important that the early planning be done collaboratively.

OBSERVATION BY THE STUDENT TEACHER CANDIDATE: At the beginning of the experience, the student teacher candidate may spend some time observing you as you teach and manage the classroom. These observations should be made as meaningful as possible. At the end of the student teaching experience, it may also be helpful for the student teacher candidate to observe teachers in other classrooms and in special rooms.

OBSERVATION BY THE UNIVERSITY SUPERVISOR: The University supervisor will visit the classroom a minimum of 4 times. The purpose of the visit is to observe the student teacher candidate engaged in the teaching process and to help the student attain a satisfactory professional experience. An Observation Form can be found in Appendix D. The university supervisor needs to be informed as to when the student assumes class-teaching responsibilities. After observing, the university supervisor will confer privately with the student teacher candidate to discuss progress and offer constructive advice. A three-way conference with you, the student and the university supervisor is also suggested. The university supervisor may also want to confer privately with you to obtain opinions and observations of the student's progress and development. Do not hesitate to contact the university supervisor whenever you have questions or concerns.

GRADE: The final responsibility for the assignment of a grade rests with the course instructor based on information provided by the cooperating teacher and university supervisor. The grade is based upon personal observations, conferences and the evaluation form completed by you.

QUESTIONS COOPERATING TEACHERS ASK

There are some questions that are asked repeatedly by the cooperating teachers. Many of these questions cannot be answered equivocally, but perhaps some insights will help guide the cooperating teacher.

How frequently should I leave the classroom? Should Student Teacher Candidates be on their own?
At Purdue University Northwest we are using a co-teaching model for our teacher candidates to participate in during their student teaching experience. It is not necessary for the cooperating teacher to ever leave the room. However, there should be a shared responsibility for teaching. A survey of cooperating teachers found that they were most critical of other cooperating teachers who spent a great deal of time away from the classroom. The view of most cooperating teachers is that Student Teacher Candidates should not be regarded as substitutes. Rather they should be viewed as a team teacher placed in the classroom to learn and grow professionally *with the direct help and supervision* of experienced teachers. Without the cooperating teachers' feedback, the student teaching experience becomes much less effective for the novice educators. Yet, it is also important for the student teacher candidate to have a sense of managing the class on their own. Therefore, it may be advisable for the student teacher candidate to take on the role of the lead teacher occasionally for short periods of time. However, the cooperating teacher should be in close proximity. In the final analysis, the cooperating teacher retains the responsibility for the classroom, the students, and the student teacher candidate.

What should I do when the University Supervisor comes to visit?
The University Supervisor does not wish to disrupt the class. Therefore, go on with whatever has been planned. Each supervisor's visit should include a discussion with the cooperating teacher and the student teacher candidate. This discussion should not interrupt the regular classroom schedule.

What should be done when either the student teacher candidate or the cooperating teacher fails to assume responsibilities?
Realizing that each partner may have a different perception of a situation, both parties should make an effort to communicate with the other on a one-to-one basis. If this approach fails to produce the needed results, one or both should contact the University Supervisor who can then communicate with them individually and/or jointly to resolve the problem.

What do Student Teacher Candidates want cooperating teachers to do?
When surveyed, Student Teacher Candidates rate "being observed and receiving feedback from the cooperating teacher" as their greatest need. It is difficult to imagine that a cooperating teacher and student teacher candidate can spend many hours each week in the same classroom without communicating about the student teacher candidate's performance. But, the fact is, this is the most serious problem in the student teaching experience.
Here is a list of reasons that appear to deter effective communication/feedback:
1. Over concern for "hurting the feelings" of the student teacher candidate.
2. Lack of time before or after school due to the demands of preparation, lunchroom or playground supervision.
3. No time during the school day since one or both of the parties must be working with pupils.

What can be done about Student Teacher Candidates with glaring educational problems, such as inability to use standard written or oral language?
One of the mysteries of student teaching is how an individual can be in the last semester of a professional preparation program and lack these skills. One explanation may be that these inadequacies may only be apparent when the student teacher candidate must write on the chalkboard or give oral instruction before the class. These difficulties must be corrected and require the attention of the University Supervisor, cooperating teacher and the student teacher candidate. Often student teaching provides the first motivation these individuals have had to correct their areas of concern. Some of them can do it quite rapidly, while others might have to repeat or extend the student teaching experience.

What if my student teacher candidate is failing?
Student Teacher Candidates experiencing difficulties typically receive many more hours of help than do more successful Student Teacher Candidates. In addition, to the cooperating teacher, the college supervisor, building principal, and Field Placement Architect are involved in the remediation process. Student Teacher Candidates who are in jeopardy of not successfully completing their student teaching experience are placed on a professional growth plan. The purpose of the plan is to identify specific areas that require improvement and to outline a plan of action for remediation. If a cooperating teacher observes inadequate performance, the University Supervisor should be notified immediately. The supervisor will contact the director and a conference will be scheduled. During the conference, the content of the professional growth plan will be formulated with input from the student teacher candidate, the cooperating teacher, the supervisor, and the Field Placement Architect

Coursework/Evaluations and Grading
Educator Teacher Performance Assessment (edTPA)
   All School of Education and Counseling education candidates are required to complete the Educator Teacher Performance Assessment (edTPA) as a requirement of the Novice Teacher field experience (i.e., student teaching). The edTPA is a performance-based, subject-specific assessment used to emphasize, measure, and support the skills and knowledge that all educators need from Day 1 in the

classroom. The edTPA assessment is composed of three tasks: Planning for Instruction and Assessment, Instructing and Engaging Students in Learning, and Assessing Student Learning.

To complete the edTPA, education candidates assemble a collection of materials during the Novice Teacher field experience that demonstrate competency in the areas of planning, instruction, assessment and learner engagement. Candidates design lesson plans to support the strengths and needs of the students in the classroom; engage real learners in learning; analyze student learning to adjust instruction to be more effective. Candidates submit unedited video recordings of themselves working in a real classroom.

During the student teaching experience, candidates are required to attend six (6) evening workshops/seminars to support the capstone experience (three Webex and three in-person sessions), including the edTPA assessment process.

Lesson Planning

Candidates are expected to submit lesson plans no later than the Friday before they implement the plan. Planning begins in the first week of the student teaching placement, even if the candidate is not teaching a full class (i.e., plans are required for small group instruction, intervention, opening/closing activities/tasks, etc.). Lesson plans are to be submitted to the cooperating teacher and university supervisor using email and the candidate's PNW email address. Timely submission of plans allows for feedback from the university supervisor and cooperating teacher to occur.

Weekly Commentary

Keep a weekly commentary, which you will email to your university supervisor. Commentaries are meant to provide ongoing communication between you and your university supervisor. Suggested and required* prompts will be provided.

Student Teaching Observation Tool (STOT) (APPENDIX E)

The Student Teaching Observation Form (STOT) has been adopted by the Educator Preparation Program as the means to collect information, provide feedback and offer support to candidates while they are working in classrooms to plan, implement and assess teaching and learning.

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Candidates are assessed on the entire tool. Candidates are evaluated twice on the entirety of the tool by both the cooperating teacher and university supervisor at both mid- and final points during the experience. *Only the final evaluation is entered into TaskStream.* At both points, candidates are required to use the tool to complete a self-assessment that will be used as the starting point for discussion during both mid- and final term assessments.

Professional Dispositions Assessment (APPENDIX D)

The university supervisor and the cooperating teacher will jointly evaluate professional dispositions twice during the 16-week placement.

VI. Policies

1. Dispositional Audits

An evaluation of the Teacher Candidates dispositions will be completed during the student teaching semester. If a dispositional issue arises during the semester, the cooperating teacher or university supervisor will write a Student Progress Review (SPR) Form. Policies regarding the SPR will be followed (see PNW Student Handbook). See Appendix D for **Dispositions.**

2. Attendance

If the school initiates a closure (weather, 2-hour delay, or an emergency) the candidate is NOT required to make up these hours.
If an absence is initiated by the candidate for any reason, the missed time must be made up. Additionally, the cooperating teacher, course instructor and university supervisor must be notified of the absence in writing (via email). The candidate will need to arrange to make up missed hours with the cooperating teacher. The candidate will need to provide lesson plans for their responsibilities during their absence.

3. Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, is designed to protect the privacy of college students' education records and personally identifiable information. This federal law spells out the rights of students and the responsibilities of education institutions. Restricted records cannot be released without the written permission of the student. This permission must be signed and dated, specify the records to be disclosed, state the purpose of the disclosure, and identify the party or parties to whom the disclosure may be made.

4. Special Needs

In accordance with the Americans with Disabilities Act (ADA), students with disabilities are entitled to reasonable accommodations (adaptations in instruction and/or evaluation). All students, with and without disabilities, are invited to inform their instructors of special learning needs. If accommodations are needed, we suggest that you inform us at the time of your application for student teaching. Please, contact the Office of Partnerships and Outreach after submitting your student teaching application. However, you may request accommodations at any time during the semester. If you are a student with a documented disability who will require academic/classroom accommodations in this course, please contact the Office of Disability Resources.

5. Academic Integrity

"Ethics are an integral part of being a student and a professional. Academic integrity is the hallmark of this University. Therefore, PNW and the School of Education and Counseling do not tolerate academic dishonesty in any form. If a student breaches integrity, the student risks sanctions in both the academic and conduct arenas.

Academic dishonesty includes, but is not limited to, the unauthorized use of other's intellectual property (plagiarism) and lying to an instructor or any University employee. Such actions may result in a failing grade on the assignment or in the course itself, with the strong possibility or referral to the Office of the Dean of Students for a conduct sanction (see PNW Student

Handbook). This conduct sanction may include suspension or expulsion." (School of Education, 2000).

Students sometimes inadvertently plagiarize when they are not familiar with how or when to cite their sources. If there is any question in your mind, always err on the side of caution and provide a citation. The instructor reserves the right to issue a grade of "zero" on any assignments containing documented plagiarism. An Unacceptable Disposition Form will also be filed in the student's record.

6. Teacher Strikes

Teacher candidates have unique positions in the school and may have responsibilities to persons on both sides of the controversy. The following guidelines have been created for candidates who may find themselves in a school where a "strike" is taking place.

- Teacher candidates should notify their University Supervisor as soon as possible if a strike in a particular school is imminent.
- The University Supervisor should notify the Director of the SoEC regarding the general status of the strike.
- Teacher candidates should not teach and should remain away from the building in a school district during a teacher's strike.
- Prior to and during a strike, teacher candidates should not engage in any actions that would support or oppose a strike. Do not attempt to cross picket lines.

A determination will be made whether a reassignment of the teacher candidate to another school district will be necessary.

7. Use of Corporal Punishment

PNW's teacher candidates are not allowed to administer corporal punishment nor can they serve as a witness if someone else administers corporal punishment. There are no exceptions.

8. Substitute Teaching

Teacher candidates are not allowed to fill the role of substitute teacher during the Student Teaching semester.

9. Personal Electronic Devices (PED) is any piece of electronic-based equipment intended for communication, entertainment, life-planning, or other specialized use. Examples include, but are not limited to cell phones, iPads, laptop computers, tape recorders, video or digital recorders.

- Students may not use PEDs in the classroom except for educational purposes.
- Students should keep PEDs out of sight.
- Students who require assistive PEDs for instructional purposes should make their needs known and seek approval from the University Supervisor, Instructor, and Cooperating Teacher as soon as possible.
- If a student violates this policy (after one "grace" violation), they will be asked to leave for the remainder of that day's field experience. As such, they will automatically be considered absent and expected to make up the missed time. Additionally, the University Supervisor, Instructor, and Cooperating Teacher will be notified of the violation.

APPENDIX A

PURDUE
U N I V E R S I T Y ®
NORTHWEST™

Field Experiences in the School of Education and Counseling
CONFIDENTIALITY AGREEMENT

Semester: _____ **Course:** _____

Instructor: _____

As a teacher candidate in the Purdue University Northwest School of Education and Counseling, you will have field experiences in a myriad of different districts and schools. These experiences are meant to develop your growth as a pre-service teacher and expose you to a variety of learning environments. The students you will be working with have the right to expect that information about them will be kept confidential. Federal law guarantees privacy and confidentiality for students and their records. The Family Educational Rights and Privacy Act (**FERPA**) provides protections, with regard to students' education records. As such, each teacher candidate will be expected to abide by the following policies:

- I will not discuss with others the content of any specific student records, nor will I disclose personally identifiable student information, or any other information regarding individual students.

- I understand that questions about individual students or the content of confidential student records must be directed to the principal or host teacher.

- I must report any breach or suspected breach in confidentiality, immediately upon my discovery to the school principal, host teacher, and course instructor.

- I am a visitor in the school and as such understand that I am only to interact with the student(s) that I am designated to observe/support and no other student(s) in the classroom and/or building.

I _____, agree to never disclose information about a student's records to anyone other than an authorized school district employee. I will refer all requests for such information from those not directly involved in the student's education to an authorized school district employee.

_____   _____
Signature   Date

APPENDIX B

TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (**no more than 4 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

   Elementary school: _____
   Middle school: _____
   Other (please describe): _____

   Urban: _____
   Suburban: _____
   Rural: _____

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[ ]

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[ ]

About the Class Featured in this Learning Segment

1. How much time is devoted each day to mathematics instruction in your classroom?

[ ]

2. Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.

[ ]

3. Identify any textbook or instructional program you primarily use for math instruction. If a textbook, please provide the title, publisher, and date of publication.

[ ]

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for math instruction in this class.

[ ]

About the Students in the Class Featured in this Learning Segment

1. Grade-level(s):

[ ]

2. Number of

- students in the class: _____
- males: _____ females: _____

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.[1]

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	**Number of Students**	**Supports, Accommodations, Modifications, Pertinent IEP Goals**
Example: Visual processing	*2*	*Close monitoring, large print text, window card to isolate text*

Students with Specific Language Needs		
Language Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Example: English language learners with only a few words of English	*2*	*Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)* *Have students use pre-taught key words and graphic organizers to complete sentence starters*
Example: Students who speak a variety of English other than that used in textbooks	*5*	*Make connections between the language students bring and the language used in the textbook*

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[1] California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Students with Other Learning Needs		
Other Learning Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Example: Struggling readers	*5*	*Leveled text, targeted guided assistance ongoing math assessment (e.g., running records, miscue, conferencing)*

Field Experience/Practicum Student Teacher Observation Form _____
<div align="right">(Course/Program)</div>

PNC Candidate: _____ **School & Grade:** _____ **Time:** _____

Supervisor/Teacher: _____ **Subject/Lesson Topic:** _____ **Date:** _____

Observation # ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8

Observation Notes: (Brief narrative)

Effective Teaching Strategies	**Suggestions for Improvement**

Next observation date: _____ **Focus:** _____

STOT: Formal Observation

	4	3.5	3	2.5	2	1.5	1	Score/Level
Supports student learning through developmentally appropriate instruction INTASC 1	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating "4" performance, partial success at rating of "3"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating of "3" performance, partial success at rating of "2".	implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at rating of "2".	implements instruction that exceeds or does not match a developmentally appropriate level for the students	
Accounts for differences in students' prior knowledge INTASC 1	accesses student readiness for learning and expands on individual students' prior knowledge	In addition to rating "4" performance, partial success at rating of "3"	accounts for individual differences in students' prior knowledge and readiness for learning	In addition to rating of "3" performance, partial success at rating of "2".	addresses students' prior knowledge as a class, but individual differences are not considered	With assistance, partial success at rating of "2".	does not account for differences in students' prior knowledge	
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs INTASC 2	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	In addition to rating "4" performance, partial success at rating of "3"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating of "3" performance, partial success at rating of "2".	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "2".	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	
Exhibits fairness and belief that all students can learn INTASC 2	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners	In addition to rating "4" performance, partial success at rating of "3"	exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners	In addition to rating of "3" performance, partial success at rating of "2".	communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of "2".	communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and	In addition to rating "4" performance, partial success at	consistently models safety and respect to encourage a	In addition to rating of "3" performance, partial success at	models safety and respect to encourage a	With assistance, partial success at rating of "2".	ignores unsafe or disrespectful behaviors	

	4	3.5	3	2.5	2	1.5	1	Score/Level
INTASC 3	ownership for ongoing improvement of the classroom community	rating of "3"	positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language	rating of "2".	positive classroom learning community		contributing to a negative classroom learning community	
Structures a classroom environment that promotes student engagement INTASC 3	develops a highly engaging learning environment, taking into account student differences and learning needs	In addition to rating "4" performance, partial success at rating of "3"	develops a learning environment that is consistently engaging for most students	In addition to rating of "3" performance, partial success at rating of "2".	attempts to develop a learning environment that is engaging for most students	With assistance, partial success at rating of "2".	needs assistance in developing a learning environment that is engaging for most students	
Clearly communicates expectations for appropriate student behavior INTASC 3	communicates standards of conduct that are clear and effective	In addition to rating "4" performance, partial success at rating of "3"	communicates clear standards of conduct	In addition to rating of "3" performance, partial success at rating of "2".	communicates standards of conduct that may not be clear	With assistance, partial success at rating of "2".	has minimal standards of conduct in place	
Responds appropriately to student behavior INTASC 3	teacher candidate monitors student behavior and responds appropriately on a consistent basis	In addition to rating "4" performance, partial success at rating of "3"	the teacher candidate monitors and responds to student behavior effectively	In addition to rating of "3" performance, partial success at rating of "2".	the teacher candidate inconsistently monitors and responds to student behavior	With assistance, partial success at rating of "2".	the teacher candidate needs assistance with monitoring student behavior or in responding consistently	
Guides learners in using technologies in appropriate, safe, and effective ways INTASC 3	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively	In addition to rating "4" performance, partial success at rating of "3"	uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively	In addition to rating of "3" performance, partial success at rating of "2".	attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively	With assistance, partial success at rating of "2".	needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	
Effectively teaches subject matter INTASC 4	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at	In addition to rating "4" performance, partial success at rating of "3"	instructional practices indicate understanding of content knowledge and learning progressions; practices are	In addition to rating of "3" performance, partial success at rating of "2".	displays basic content knowledge; instructional practices indicate some awareness of learning progressions;	With assistance, partial success at rating of "2".	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and	

	4	3.5	3	2.5	2	1.5	1	Score/Level
	their current level of understanding to either remediate or deepen the learners' understanding		complete and appropriate for the content		practices are incomplete or inaccurate for the content		practices are too often incomplete or inaccurate for the content	
Guides mastery of content through meaningful learning experiences INTASC 4	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content	In addition to rating "4" performance, partial success at rating of "3"	applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content	In addition to rating of "3" performance, partial success at rating of "2".	attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content	With assistance, partial success at rating of "2".	applies inappropriate strategies in instructional practice to engage learners in mastery of content	
Integrates culturally relevant content to build on learners' background knowledge INTASC 4	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	In addition to rating "4" performance, partial success at rating of "3"	designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	In addition to rating of "3" performance, partial success at rating of "2".	demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	With assistance, partial success at rating of "2".	demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	
Connects core content to relevant, real-life experiences and learning tasks INTASC 5	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	In addition to rating "4" performance, partial success at rating of "3"	designs instruction related to the students' real-life experiences and relevant core content	In addition to rating of "3" performance, partial success at rating of "2".	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	With assistance, partial success at rating of "2".	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	
Designs activities where students engage with subject matter from a variety of perspectives INTASC 5	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes	In addition to rating "4" performance, partial success at rating of "3"	designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections	In addition to rating of "3" performance, partial success at rating of "2".	designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed	With assistance, partial success at rating of "2".	designs activities related to subject matter but does so from a singular perspective and discipline	

	4	3.5	3	2.5	2	1.5	1	Score/Level
Accesses content resources to build global awareness INTASC 5	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues	In addition to rating "4" performance, partial success at rating of "3"	uses content resources, including digital and interactive technologies, to build student awareness of local and global issues	In addition to rating of "3" performance, partial success at rating of "2".	accesses some content resources, including technologies, to build student awareness of local and global issues	With assistance, partial success at rating of "2".	needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving INTASC 5	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues	In addition to rating "4" performance, partial success at rating of "3"	uses content resources, including digital and interactive technologies, to build student awareness of local and global issues	In addition to rating of "3" performance, partial success at rating of "2".	accesses some content resources, including technologies, to build student awareness of local and global issues	With assistance, partial success at rating of "2".	needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues	
Uses multiple methods of assessment INTASC 6	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating "4" performance, partial success at rating of "3"	uses multiple assessments that align with the learning targets	In addition to rating of "3" performance, partial success at rating of "2".	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of "2".	uses limited assessment methods and items that are not aligned with learning targets	
Provides students with meaningful feedback to guide next steps in learning INTASC 6	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work	In addition to rating "4" performance, partial success at rating of "3"	provides effective feedback to learners that aids in the improvement of the quality of their work	In addition to rating of "3" performance, partial success at rating of "2".	feedback provided to learners is actionable but does not necessarily improve the quality of the work	With assistance, partial success at rating of "2".	feedback provided to students is not actionable	
Uses appropriate data sources to identify student learning needs INTASC 6	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners	In addition to rating "4" performance, partial success at rating of "3"	documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs	In addition to rating of "3" performance, partial success at rating of "2".	uses assessment data to guide planning and identify student learning needs	With assistance, partial success at rating of "2".	uses assessments solely to determine a grade	

	to inform instruction						
Engages students in self-assessment strategies INTASC 6	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals	In addition to rating "4" performance, partial success at rating of "3"	engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment	In addition to rating of "3" performance, partial success at rating of "2".	engages learners in understanding and identifying quality work	With assistance, partial success at rating of "2".	learners are not engaged in understanding and identifying quality work	
Connects lesson goals with school curriculum and state standards INTASC 7	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating "4" performance, partial success at rating of "3"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating of "3" performance, partial success at rating of "2".	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of "2".	lesson plans are not aligned with learning goals	
Uses assessment data to inform planning for instruction INTASC 7	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets	In addition to rating "4" performance, partial success at rating of "3"	uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning	In addition to rating of "3" performance, partial success at rating of "2".	pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning	With assistance, partial success at rating of "2".	pre-assessment and/or formative assessment data are not utilized to inform planning	
Adjusts instructional plans to meet students' needs INTASC 7	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs	In addition to rating "4" performance, partial success at rating of "3"	uses information gained from assessment findings to customize instructional plans to meet students' needs	In addition to rating of "3" performance, partial success at rating of "2".	uses assessment findings to modify instructional plans to meet students' needs	With assistance, partial success at rating of "2".	plans are not adjusted to meet student learning differences or needs	
Collaboratively designs instruction INTASC 7	proactively addresses student learning needs through ongoing	In addition to rating "4" performance, partial success at rating of "3"	plans with the cooperating teacher and/or specialists to design instruction	In addition to rating of "3" performance, partial success at rating of "2".	plans with the cooperating teacher, other teachers, or	With assistance, partial success at rating of "2".	plans instruction individually	

	collaboration with the cooperating teacher, other teachers, and/or specialists		that addresses and supports individual student learning		specialists but is confined to exchanging information			
Varies instructional strategies to engage learners INTASC 8	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	In addition to rating "4" performance, partial success at rating of "3"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating of "3" performance, partial success at rating of "2".	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	With assistance, partial success at rating of "2".	utilizes only one instructional approach	
Uses technology appropriately to enhance instruction INTASC 8	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction	In addition to rating "4" performance, partial success at rating of "3"	uses technology effectively to enhance instruction	In addition to rating of "3" performance, partial success at rating of "2".	uses limited instructional strategies that involve technology	With assistance, partial success at rating of "2".	identifies instructional strategies without involving technology	
Differentiates instruction for a variety of learning needs INTASC 8	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students	In addition to rating "4" performance, partial success at rating of "3"	varies instruction for individuals or small groups to create learning experiences that are well matched to student needs	In addition to rating of "3" performance, partial success at rating of "2".	varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs	With assistance, partial success at rating of "2".	teaches individual or small group learning experiences without differentiating instruction	
Instructional practices reflect effective communication skills INTASC 8	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies;	In addition to rating "4" performance, partial success at rating of "3"	listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction	In addition to rating of "3" performance, partial success at rating of "2".	articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others	With assistance, partial success at rating of "2".	makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	

	listens respectfully to decipher meaning							
Uses feedback to improve teaching effectiveness INTASC 9	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating "4" performance, partial success at rating of "3"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating of "3" performance, partial success at rating of "2".	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2".	resists feedback to improve teaching effectiveness	
Uses self-reflection to improve teaching effectiveness INTASC 9	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice	In addition to rating "4" performance, partial success at rating of "3"	reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved	In addition to rating of "3" performance, partial success at rating of "2".	reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction	With assistance, partial success at rating of "2".	reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	
Upholds legal responsibilities as a professional educator INTASC 9	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities	In addition to rating "4" performance, partial success at rating of "3"	acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities	In addition to rating of "3" performance, partial success at rating of "2".	acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies	With assistance, partial success at rating of "2".	does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	
Demonstrates commitment to the profession INTASC 9	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community	In addition to rating "4" performance, partial success at rating of "3"	participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects	In addition to rating of "3" performance, partial success at rating of "2".	participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects	With assistance, partial success at rating of "2".	purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects	
Collaborates with	initiates supportive	In addition to rating	develops	In addition to rating	develops cordial	With assistance,	develops	

	4	3.5	3	2.5	2	1.5	1	Score/Level
colleagues to improve student performance INTASC 10	and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	"4" performance, partial success at rating of "3"	supportive and collaborative relationships with colleagues that improve student performance	of "3" performance, partial success at rating of "2".	relationships with colleagues; attempts to improve student performance	partial success at rating of "2".	relationships with colleagues that are characterized by negativity or combativeness	
Collaborates with parent/guardian/advocate to improve student performance INTASC 10	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms	In addition to rating "4" performance, partial success at rating of "3"	collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms	In addition to rating of "3" performance, partial success at rating of "2".	maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms	With assistance, partial success at rating of "2".	makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication	

Student Teaching Calendar/Important Dates

Fall 2019

edTPA Workshops	
Seminar 1 – Planning	Thursday, August 22, 2019 – 5:00-6:30 pm via WEBEX
Workshop 1 - Planning	Thursday, August 29, 2019 – 5:00-8:00 pm, Hammond
Seminar 2 – Instruction	Thursday, September 12, 2019 – 5:00-6:30 pm via WEBEX
Workshop 2 – Instruction	Thursday, September 26, 2019 – 5:00-8:00 pm, Westville
Seminar 3 – Assessment	Thursday, October 3, 2019 – 5:00-6:30 pm via WEBEX
Workshop 3 – Assessment	Thursday, October 10, 2019 – 5:00-8:00 pm, Hammond

CPR/QPR Training	
Hammond	Tuesday, November 12, 2019 & Thursday, November 14, 2019
Westville	Wednesday, November 13, 2019 & Friday, November 15, 2019

Background Checks	
Open – July 1, 2019	
Due Date – July 31, 2019	