Course Syllabus for

EDCI 49700 – Student Teaching

EDCI 49900 – Student Teaching in Special Education

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Course Description

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.

EDCI 49900: Credit Hours: 3.00 to 9.00. Teaching full time in an endorsement area in a school classroom under the supervision of the teacher in charge of the class and a University supervisor. Completion of education courses required for the endorsement area and admittance to teacher education. Typically offered Fall Spring.

Conceptual Framework

THE EDUCATIONAL LEADER

The conceptual framework that guides the preparation of future educators at Purdue University Northwest (PNW) is called The Educational Leader.

Learn. Lead. Inspire. These are the values of the educator preparation programs at PNW where candidates are prepared to assume complex educational roles inside and outside of traditional educational environments. Following is the PNW educator preparation program mission:

To re-imagine and change education by creating opportunities for students, candidates, families, educators and our local communities.

COURSE OVERVIEW

The student teaching experience is the capstone experience for the pre-service teacher. The student teaching semester is generally regarded as the most important experience in pre-service education. As a field-based component of the teacher 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 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 teachers 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 teacher candidates with experiences that will integrate the various aspects of theory and practice relating to teaching methodology, curriculum and assessment.
- to provide teacher 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 teacher 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.

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

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
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
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
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
6. **Communication:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Lesson plans, STOT, Weekly Commentary, Professional Dispositions
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
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

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
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
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
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
Diversity	
From "conceptualizing mindfulness-mindlessness in intercultural interactions" Spencer- Oatey H (2014)	Context for Learning (edTPA)

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 Novice Teacher field experience, candidates are required to attend six (6) evening workshops/seminars to support the capstone experience, 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 are provided in the schedule.

Student Teaching Observation Tool (STOT)

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 A)

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

<center>**Grading**</center>

Pass/Fail grades are the only grades available for Student Teaching. A candidate's grade is determined to be passing if:

- edTPA score of 39 or higher, and
- Final STOT score of 69 or higher, and
- Final Professional Disposition Assessment score of 30 or higher

Policies

Attendance Policy:

You are expected to follow the school district calendar from the start of school's academic year until December 6, 2019. You must be present every day and arrive on time. Arriving late and/or leaving early is considered both unprofessional and an absence. **If you have to miss any time, please email your cooperating teacher, your field supervisor and Professor Remschneider BEFORE your absence.** If there is an emergency, please send a BRIEF text, again, prior to class to the group above. Simply stated, if you are not in class, you cannot acquire the required experience. Doctor, advisor and other appointments should be scheduled outside of class. Any weather closings will be communicated via the school's website, Indiana 105.9 radio or an automated announcement from the school district. Ask your cooperating teacher about the policies. Additionally, if there is inclement weather, there may a 2-hour delay or early dismissal—you must follow the schedule for the district. Plan accordingly for travel on days when the weather is extreme.

Absence Policy:

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 teaching, professor and field 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.

Personal Electronic Devices (PED):

A 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.

The school district's policy for electronic devices can be found in the Student Handbook and/or the district website. Locate this policy and review it. It is also important for you to discuss the policy with your cooperating teacher.

Repeating the Student Teaching Experience

Candidates who withdraw from student teaching with an "F" or earn a grade of "F" in student teaching may not retake or repeat the student teaching course. Candidates are encouraged to communicate with their host teacher and University Supervisor if they are experiencing difficulties with student teaching. The Office of Partnerships and Outreach will mediate any conflicts between student teachers and clinical educators.

Background Check Information

Liability Insurance

All education candidates enrolled in courses involving field experience will receive professional liability insurance through PNW. *Candidates do not need to purchase additional insurance.*

Criminal History Report Verification

Expanded Criminal Background Checks are required for all candidates completing field experiences. Candidates must compete their expanded criminal back ground checks through Castle Branch. There are two checks candidates must get, the Indiana school personnel expanded CPI check and the background check. Please use the following link for more information https://portal.castlebranch.com/PV54

Education candidates entering student teaching are required to complete an updated Expanded Criminal Background Check that is dated no later than August 1(fall student teaching) or December 1 (spring student teaching) even if they have an active report on file. There is no exception to this requirement.

Timeliness of Criminal History Reports Verification

The Office of Partnerships and Outreach will audit education candidate files for active criminal history reports prior to the first visit to any field placement. Candidates who have not completed the criminal history will not be allowed to participate in any field experience and risk removal from the field experience.

Restrictions on Education Candidates without Criminal History Report Verification

Education candidates are not permitted to enter classrooms or interact with students without a valid and updated criminal history report.

Confidentiality Agreement APPENDIX B

All candidates are required to sign and submit the Confidentially Agreement found within this document. This document must be submitted to the Office of Partnership and Outreach before the end of the candidate's first week in student teaching placement.

Technical Standards to Guide Future Educators

Technical Standards define the communication, cognitive, affective, and/or physical capabilities deemed essential to complete the educator preparation programs in the PNW School of Education and Counseling. Education candidates matriculating through the School of Education and Counseling programs leading to licensure must be capable of performing the following functions, with or without reasonable accommodations, throughout the professional curriculum, through a continuous assessment process.

Technical Standards serve several important functions, including, but not limited to: (a) providing information to those considering P – 12 and professional careers in education to assist with their career decision-making; (b) serving as the basis for feedback provided to candidates in these programs regarding their progress toward mastery of the technical standards (through dispositions, coursework, and field work). The School of Education and Counseling Technical Standards are grouped into four categories: Communication/Interpersonal Skills, Affective Skills, Physical Abilities and Cognitive Capabilities.

Communication/Interpersonal Skills

- Candidates can express themselves effectively in written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as PNW faculty, students, parents, administrators, and other school and community personnel.
- Candidates express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others across environments.
- Candidates possess communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments, engaging in respectful, non-judgmental interactions without imposing their own personal or cultural values on others.
- Candidates function effectively in a collaborative team, whether with students, parents, other school personnel, and community members.

Affective Skills

- Candidates demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations; and to be flexible in rapidly changing circumstances.
- Candidates demonstrate an awareness of appropriate social boundaries between students and educators and show that they are able to observe those boundaries.
- Candidates have the capacity to maintain composure and cope with the emotional and mental rigors of stressful environments.

- Candidates demonstrate honesty and integrity by being truthful about their background, experiences, and qualifications, and adhering to University and professional Codes of Conduct.
- Candidates protect the confidentiality of student information unless disclosure serves professional purposes or is required by law.

Cognitive Capabilities

- Candidates are able to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations and environments.
- Candidates have sufficient cognitive capacity to assimilate the technically detailed and complex information presented in formal lectures; small group discussions; and individual teaching or administrative settings; and in classroom and school settings.
- Candidates are able to analyze, synthesize, integrate concepts, and problem solve to formulate assessment and educational judgments.
- Candidates demonstrate the ability to think analytically about educational issues. They are thoughtfully reflective about their practice.
- Candidates possess the ability to make and execute quick, appropriate, and accurate decisions in a stressful environment.

Physical Capabilities

- Candidates have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties.
- Candidates exhibit motor and sensory abilities sufficient to attend to the safety and health of students and to participate effectively in class and field placements.

University Policies

Students with Disabilities:

Students who may need accommodations to address barriers caused by documented disabilities under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act need to register with the Disability Access Center (DAC) to receive accommodations. To request and receive accommodations, students schedule an appointment with the DAC to initiate review and approval of supporting documentation showing their disability, the barriers it causes, and the recommended accommodations. If documentation is approved, the DAC will email a letter to the student's current semester faculty members outlining the accommodations needed to ensure accessibility. Accommodations will be provided from the date the letter originates from the DAC. It is important to register as soon as possible as accommodations are not retroactive. The DAC is located at the Hammond campus in the Student Union & Library Building (SUL) 341 and Westville in the Technology Building (TECH) 101. The DAC can be reached at (219) 989-2455 or emailing: dac@pnw.edu. [DAC website](https://www.pnw.edu/dac)[1].

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[1] www.pnw.edu/dac

Student Mental Health and Wellbeing:

Recommended Statement: "Purdue University Northwest is committed to supporting and advancing the mental health and well-being of our PNW students. During the course of their academic careers, students often experience personal challenges that contribute to barriers in learning, such as drug/alcohol problems, strained relationships, chronic worrying, persistent sadness or loss of interest in enjoyable activities, family conflict, grief and loss, domestic violence, difficulty concentrating, problems with organization, procrastination and/or lack of motivation. Students also sometimes come to college with a history of learning difficulties (e.g., any form of special education), experience difficulties succeeding in a particular subject (e.g., math, reading), or have experienced some form of trauma be it emotional or physical (e.g., head injury). These mental health concerns can lead to diminished academic performance and can interfere with daily life activities. If you or someone you know has a history of mental health concerns or if you are unsure and would like a consultation, a variety of confidential services are available. The Counseling Center is located in Gyte 05 in Hammond and TECH 101 in Westville. You can also reach us at (219) 989-2366 or on the Counseling website.[2] National Suicide Prevention Hotline[3] at (800) 273-TALK or on the web.

Non-Discrimination:

Purdue University Northwest prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. Any student who believes they have witnessed or experienced discrimination are encouraged to report the incident to the Office of Equity, Diversity & Inclusion in Lawshe 231, Hammond or call (219) 989-2337 or in Schwarz 25, Westville or call (219) 785-5545. Additional information can be found on the Diversity website.[4]

Emergency Preparedness:

 "An information sheet, with instructions for various types of possible emergencies, is posted in each room on campus. These emergencies include criminal activity, severe weather, fire, medical emergencies, and noises sounding like gunshots. Students are strongly encouraged to review this instruction sheet carefully and acquaint themselves with these important guidelines. PNW will hold annual drills to prepare for emergencies such as severe weather, active shooter and fire. It is strongly encouraged that all students participate in these drills in an effort to strengthen our emergency preparedness efforts."

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[2] www.pnw.edu/counseling/
[3] suicidepreventionlifeline.org
[4] http://www.pnw.edu/diversity

EDCI 497/EDCI 499 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 • Background Check – Opens July 1, due August 1 • 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
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
	• Midterm Assessments
	    o STOT
	    o Professional Dispositions

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	

APPENDIX A: Professional Dispositions Assessment Tool

Item	Distinguished (4 points)	Proficient (3 points)	Emerging (2 point)	Underdeveloped (1 points)	Score
Professional Commitment and Behaviors					
A. Attendance	Meets attendance policy as required by field guide **AND** attends at least one school-related activity.	Meets attendance policy as required by field guide.	Meets attendance policy as required by field guide with few infractions.	Does not meet attendance policy.	
B. Demonstrates Punctuality		Reports on time or early and remains until completion for field experience **AND** Additional teacher engagements (e.g., afterschool activities, IEPs)	*Inconsistently reports* on time and/or inconsistently remains until completion for field experience **AND/OR** Additional teacher engagements (e.g., afterschool activities, IEPs)	*Does not report* on time and/or does remain until completion for field experience **AND/OR** Additional teacher engagements (e.g., afterschool activities, IEPs)	
Critical Thinking and Reflective Practice					
C. Responds Positively to Feedback and Constructive Criticism	Is receptive to *feedback, constructive criticism*, supervision, and responds professionally **AND** Incorporates *feedback* (e.g., from cooperating teacher, university supervisor) to improve practice **AND** Proactively seeks opportunities for *feedback* from other professionals	Is receptive to *feedback, constructive criticism,* supervision and *responds professionally* **AND** Incorporates *feedback* (e.g., from cooperating teacher, university supervisor) to improve practice	*Is* receptive to *feedback, constructive criticism,* and supervision **AND** Incorporates *feedback inconsistently*	*Is not* receptive to *feedback, constructive criticism,* and supervision **AND/OR** *Does not incorporate feedback*	

Items D-F are to be completed for candidates in *methods courses* AND *student teaching*.				
Professional Commitment and Behaviors				
D. Meets Deadlines and Obligations	Meets *deadlines and obligations* established by the cooperating teacher and/or supervisor without reminders *AND* Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	*Meets deadlines and obligations* established by the cooperating teacher and/or supervisor *AND* Informs *all stakeholders* (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	*Most of the time meets deadlines and obligations* established by the cooperating teacher and/or supervisor *AND* *Informs some* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	*Frequently misses deadlines or obligations* established by the cooperating teacher and/or supervisor *AND/OR* *Does not inform* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	
E. Preparation	**Prepared** to teach with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND* Materials are easily accessible and organized *AND* ***Prepared for the unexpected and flexible***	**Prepared** to teach with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND* Materials are easily accessible and organized	*Not consistently prepared* to teach with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND/OR* Materials are easily accessible OR organized	*Not prepared* to tech with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND/OR* Materials are *not organized NOR* easily accessible	
F. Ethical Practice	**Engages** in ongoing professional learning *both inside and outside of the school environment* and uses evidence to continually evaluate his/her practices particularly the effects of choices and actions on others *AND* *Adapts practices and behaviors to meet the needs of each learner* *AND* *Actively develops* and demonstrates cultural competence in interactions with	**Engages** in ongoing professional learning and uses evidence to continually evaluate his/her practice particularly the effects of choices and actions on others *AND* *Adapts practices and behaviors to meet the needs of each learner* *AND* Demonstrates cultural competence in interactions with	**Engages** in some professional learning; however, does not always use such experiences to evaluate his/her practice and choices and actions on others *AND* Attempts to adapt practices and behaviors to meet the needs of most learners *AND* Attempts to demonstrate	*Does not demonstrate* ethical practice regarding ongoing professional learning; cultural competence or responsibility to maintain confidentiality.	

	students, peers, families, and colleagues *AND* Maintains student confidentiality, including responsible use of social media	students, peers, families, and colleagues *AND* Maintains student confidentiality, including responsible use of social media.	cultural competence in interactions with students, peers, families, and colleagues *AND* Maintains student confidentiality, including responsible use of social media.	
The remainder of this assessment is to be completed *only with candidates* who are *student teaching*				
G. Participates in Professional Development (PD)		Participates in at least one *professional development* opportunity (e.g., workshop, seminar, attending a professional conference) *AND* Provides evidence of an increased understanding of the teaching profession as a result of the PD	*Participates* in *at least one professional development* opportunity (e.g., workshop, seminar, attending a professional conference)	*Does not participate* in any *professional development* opportunity (e.g., workshop, seminar, attending a professional conference)	
Professional Relationships				
H. Collaboration	Demonstrates *collaborative* relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, peers) *AND* *Works with* and learns from colleagues in planning and implementing instruction to *meet diverse needs of learners*	Demonstrates *collaborative* relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, peers) *AND* Attempts to work with and learn from colleagues in planning and implementing instruction to meet the diverse needs of learners.	Demonstrates *collaborative* relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, peers)	*Does not demonstrate collaborative* relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, peers)	
I. Learning Environments	*Creates positive* learning environments that positively engages all learners and encourages appropriate peer	*Creates positive* learning environments that positively engages all learners and encourages appropriate peer	*Attempts to create* positive learning environments that positively engage all learners	*Does not create positive learning environment* for all students.	

	social interactions **AND** ***Clearly communicates expectations*** for learning and behavior **AND** Uses ***proactive strategies*** to prevent off-task behaviors. See INTASC 3—Learning Environment and INTASC 9—Ethical Practice	social interactions **AND** ***Clearly communicates expectations*** for learning and behavior **AND** ***Appropriately responds to off-task behaviors*** by taking appropriate action(s) based on classroom, school, and district mandates. Uses respectful language in communications.	**AND** ***Communicates*** expectations for learning and behavior **AND** ***Often responds to off-task*** behavior and takes appropriate action(s) based on classroom, school, and district mandates.		
J. Professional Practice	***Seeks appropriate leadership*** role to positively impact student and peer learning **AND** ***Communicates*** professionally via email, phone, and in person with university and school personnel, students, and families	***Acts, behaves, and communicates*** according to professional norms **AND** ***Communicates*** professionally via email, phone, and in person with university and school personnel, students, and families	***Attempts*** to act, behave and communicate according to professional norms; however, *minor mistakes are made* **AND** ***Attempts*** to communicate professionally via email, phone, and in person with university and school personnel, students, and families; however, *minor communication errors are noted.*	***Does not*** act, behave, nor communicate according to professional norms	

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