



SCHOOL OF EDUCATION  
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January, 2018

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

# GUIDEBOOK for the PROFESSIONAL SEMESTER

For Student Teachers, Cooperating Teachers, and University Supervisors

## Preface



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

Content Competence  
Cultural Connections  
Christian character.”

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

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

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

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

The teacher education program acknowledges the liberal arts curriculum as the essential foundation for all graduates. The unit believes that the liberal arts curriculum, articulated with subject specialization courses, and professional education courses, leads to the creation of competent educators. As an institution centered in the liberal arts (term used for General Education at Anderson University), AU is dedicated to cultivating in each individual an appreciation of culture centered in a global perspective. The strength of the program is in this articulation of the liberal arts curriculum, professional and content courses, and in the University's dedication to graduate persons of "global perspective who are competent, caring, creative, generous individuals of character and potential." Candidates complete the teacher education program in a Christ-centered environment.

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Dear Future Colleagues,

This is an exciting and challenging profession you are about to join. It requires much preparation, patience, perseverance, problem solving, and prayer. The SOE has tried to outline the responsibilities for teacher candidates/student teachers, university supervisors, and cooperating teachers in this Guidebook. While we would prefer to find positive ways to share this information, some of it comes to you with a "thou shalt not" tone. We hope to prevent problems by providing clear guidance. If you do have questions or need assistance, please let your university supervisor or myself know.

As you enter this important phase of your teacher education and preparation, consider how Jesus taught. He taught as one with authority, but not as an authoritarian. He shared with individuals, and sometimes in a large group. He always taught with love and respect; grace and accountability. Sometimes He was firm but with clear evidence as to the behavior that needed correcting. He sometimes grieved over the lack of response or negative responses, but he continued to teach even those who did not get the message. He used stories and objects to make his point. He made connections and inspired others. We can never reach His level of excellence but we can continue to reflect and develop at least some of these strategies.

May you find this semester a meaningful, inspirational, and joyful experience. We believe you are ready. You will grow and you will impact the lives of others, and they will impact you. Each day is a journey and "a gift, which is why we call it the present." May you find strength and wisdom for the journey of each day and recognize the gift of each day. May you also see the gifts of yourself and the gifts of others.

Blessings,

Dr. Merribeth D. Bruning, Dean  
School of Education  
Anderson University

# INTRODUCTION

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Accreditation of Anderson University by the Higher Learning Commission and the Teacher Preparation accreditation of the Council for the Accreditation of Education Preparation (CAEP) provide evidence and recognition that the Anderson University and the School of Education have met rigorous standards and provide high quality preparation for our teacher candidates.

Supervision of teacher candidates is accomplished with three important components—the clinical educator (Classroom teacher), the university supervisor, and the local school system. This team of professionals provides guidance and support during the student teaching experience as teacher candidates take these final steps to enter the education profession.

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

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

## ANDERSON UNIVERSITY FRAMEWORK FOR CLINICAL PRACTICE/STUDENT TEACHING EXPERIENCE

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

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

### ANDERSON UNIVERSITY STUDENT TEACHING COMPETENCIES

- **The Learner and Learning-InTASC 1, 2, 3**  
The teacher candidate will plan for, teach to and reflect on student learning including adapting instruction for diverse learners while providing developmentally appropriate learning experiences.
- **Content Knowledge-InTASC 4, 5**  
The teacher candidate will demonstrate understanding of content, use connections to concepts, and use higher order thinking skill questions to aid in deeper understanding for the students.
- **Instructional Practice-InTASC 6,7,8**  
The teacher candidate will project enthusiasm for teaching and learning, will keep lessons moving at an appropriate pace, and uses a variety of assessment strategies to engage learners to impact learning.
- **Professional Responsibility-InTASC 9. 10**  
The teacher candidate will project the image of a responsible, competent, and professional educator who demonstrates the ability to work effectively with students, teachers, parents, and university faculty.

[More information about the InTASC Standards.](#)

# ROLES AND RESPONSIBILITIES

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

## WHAT REQUIREMENTS MUST BE COMPLETED FOR CLINICAL PLACEMENT/STUDENT TEACHING?

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

- Completion of the required course work in the major area and profession education with an overall 3.0 G.P.A. Secondary majors: Completion of the required course work in the major area with a major GPA of 2.67 still with an overall GPA of 3.0.
- Passing scores on the CASA or a score of 1100 or above on the SAT or a score of 24 or above on the ACT and successful completion of all CORE content exams for the licensure area. Successful completion of all clinical field experiences with a cumulative grade of “B” or better, and a successful student teacher candidate panel interview.
- Cleared Background Check, professional development in Suicide Prevention, and CPR training.

## WHAT IS THE ROLE OF THE CLINICAL EDUCATOR (COOPERATING CLASSROOM TEACHER)?

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

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

## COMMUNICATION WITH THE UNIVERSITY SUPERVISOR:

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

Beginning in Week Two of Clinical Practice (Student Teaching), candidates send a weekly journal entry to their University supervisor. The journal provides a description and discussion of growth as a teacher. Journaling is not a list of WHAT the candidate taught or did done. The weekly entries need to be thoughts and feelings about teaching. It is a personal conversation about teaching and learning. It is better to select ONE situation and really analyze it rather than try to cover everything, thus making it too general.

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

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

This week in Clinical Practice, answer some of the following: “What did I do well... Why did it work? What is something that did not go well...Why did it not work?) What did I learn from this experience? What will I do in the future concerning this experience? How have you grown as a teacher this week?”

## WHAT ARE THE RESPONSIBILITIES OF THE CLINICAL EDUCATOR (CLASSROOM/Cooperating TEACHER)?

### PLANNING

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

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

### THE CO-TEACHING MODEL

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

#### Introduction

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

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

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

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

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

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

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

Co-teaching strategies (refer to chart on the following page for a definitions and examples)

The teacher candidate and clinical educator determine which lessons lend themselves to this style of teaching. They must also assess which co-teaching strategy will be most effective to promote learning for all students.

Clinical Educator Responsibilities

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

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

## Teacher Candidate (Student Teacher) Responsibilities

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

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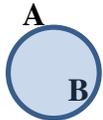
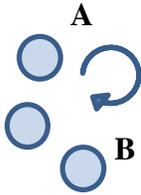
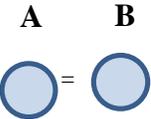
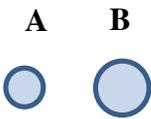
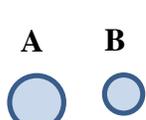
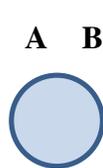
## GETTING STARTED

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

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Strategy		Definition/Example
One Teach, One Observe		<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p><u>Example:</u> One teacher can observe students for their understanding of directions while the other leads.</p>

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

### Co-Teaching Strategies & Examples

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

## School of Education Essential Components of Lesson

Topic: \_\_\_\_\_ Class: \_\_\_\_\_ Timeframe: \_\_\_\_\_ Date: \_\_\_\_\_

\*Enduring Understanding (Big Idea) for Lesson: \_\_\_\_\_

\*Essential Question/s for Lesson: \_\_\_\_\_

Key Vocabulary: \_\_\_\_\_

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

One teach, one observe <input type="checkbox"/>	One teach, one assist <input type="checkbox"/>	Station teaching <input type="checkbox"/>	Parallel teaching <input type="checkbox"/>	Supplemental teaching <input type="checkbox"/>	Alternative teaching <input type="checkbox"/>	Team teaching <input type="checkbox"/>
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**I. CONTENT STANDARDS**

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

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

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

**V. DIFFERENTIATED INSTRUCTIONAL STRATEGIES:**

Content, Process, & Product; Learning Styles; and/or \*Universal Design (representation, differentiation, motivation)

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

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

**VIII. REFLECTION:** (Refer to course requirements)

\*Refers to 4MAT Model Cycle of Learning, UbD, and/or UDL

August 2012. Fall, 2017

OVERVIEW OF ROLES AND RESPONSIBILITIES OF TEACHER CANDIDATE (TC), CLINICAL EDUCATOR (CT), AND UNIVERSITY SUPERVISOR (US)

TEACHER CANDIDATE	CLINICAL EDUCATOR	UNIVERSITY SUPERVISOR
CE's contractual hours, school's academic calendar, procedures for absences, professional attire, "Weekly Clock Hours"	Mentor TC throughout assignment; introduce TC to school administration, teachers, and other school personnel; attend conferences with TC and US as needed	Mentor TC and assist CE as needed throughout TC's assignment
Assume "role of lead teacher" (i.e. planning lessons, grading students' work, attending school-related meetings with CE)	Review with TC unit and daily lesson planning	Review periodically TC's lesson plans and other assigned paperwork (re: TWS, etc.) throughout Clinical Practice
Weekly journal entries to US	Confer with TC's video-taped lesson and analysis and respond to daily journal	Respond to TC's weekly journal, complete at least three official observations forms for TC's teaching
Complete required paperwork: <ol style="list-style-type: none"> <li>1. Lesson Plans—Daily</li> <li>2. Weekly Clock Hours               <ul style="list-style-type: none"> <li>○ Submit to TK20</li> </ul> </li> <li>3. Teacher Work Sample               <ul style="list-style-type: none"> <li>○ Submit to TK20</li> </ul> </li> </ol>	Complete required paperwork: <p>Evaluation Forms:</p> <ul style="list-style-type: none"> <li>○ InTASC Evaluation</li> <li>○ Summative Evaluation &amp; Recommendation for CE</li> <li>○ University Assessments</li> <li>○ Copies provided to US</li> </ul>	Complete required paperwork: <ol style="list-style-type: none"> <li>1. Summative Evaluation &amp; Recommendation for TC &amp; CE</li> <li>2. InTASC Evaluation Form</li> </ol>
Attend each three-way conferences with CE and US	Attend each three-way conferences with CE and US	Attend each three-way conferences with CE and US
TWS submitted electronically and bound copy to US	Submit all Clinical Practice paperwork to Tk20	Submit completed forms to Tk20

## WHAT ADDITIONAL RESPONSIBILITIES SHOULD TEACHER CANDIDATES (STUDENT TEACHERS) ASSUME?

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

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

The teacher candidate is NOT to::

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

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

### Candidates Beginning the Clinical Experience

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

Candidates must begin planning with the clinical educator to determine teaching times and subjects.

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

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

### Knowledge

The teacher candidate understands learning theory, subject matter, curriculum development, and student development, and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher candidate knows how to take contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and student's experiences.

The teacher candidate knows when and how to adjust plans based on student response and other contingencies.

### Dispositions

The teacher candidate values both long-term and short-term planning and submits written plans as noted above.

The teacher candidate believes that plans must always be open to adjustments and revision based on student needs and changing circumstances.

The teacher candidate values planning as a collegial activity.

### Performances

As an individual and a team member, the teacher candidate selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective learning (activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem solving, and build new skills on those previously acquired).

The teacher candidate plans for learning opportunities that recognize and address variation in learning styles and performance modes.

The teacher candidate creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of the diverse learner and help each to progress.

The teacher candidate creates short-range and long-term plans linked to student needs and performance, and adapts the plans to endure and capitalize on student progress and motivation.

The teacher candidate responds to unanticipated sources of input, evaluates plans in relation to short and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

## CLASSROOM MANAGEMENT AND ORGANIZATION

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

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

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

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

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

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

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

YLST-The teacher candidate participating in YLST:

Elementary Licensure Teacher Candidates will teach ten weeks in a primary classroom, ten weeks in an intermediate classroom, and ten weeks in their minor license area. They will student teach 4-5 consecutive weeks full time in each placement.

Secondary-Teacher Candidates will spend one semester in Middle School and one semester in High School in the content areas with at least 4 consecutive weeks of full time Clinical Practice in each placement.

At the end of each semester, grades are posted.

## GENERAL INFORMATION - PLACEMENT SCHOOL/UNIVERSITY RELATIONSHIPS

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### ■ THE UNIVERSITY SUPERVISOR

Your supervisor will make approximately four visits over the course of the semester. The first visit will occur within the first two weeks. All visits will include observation and pre-and post- conferences. The second observation will also serve essentially as a mid-term evaluation. For split placements, the third visit will be within the first two weeks of the second placement. The fourth and final visit will include a 3-way conference with you and your Clinical Educator. Supervisors may make other visits as needed. Four visits will be entered into Tk20.

### ■ REQUIREMENTS OF CLINICAL EDUCATORS

- Must hold a valid Indiana teaching license
- Must have sufficient experience (at least 3 years) as determined by the Office of Clinical Experiences and the participating school administrator; and
- Must be recommended by participating school administrator

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

## POLICIES AND PROCEDURES FOR THE PROFESSIONAL SEMESTER

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

The teacher candidate will not:

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

### ■ Attendance/Absences

- The teacher candidate arrive and depart from school according to the Clinical Educator's contractual hours. The Teacher Candidate keeps a record of attendance including late arrivals and absences on the Weekly Clock Hours form. The Clinical Educator must initial the form at the end of each week.
- Teacher Candidates follow school corporation calendars for vacation dates. Teacher candidates attend school functions such as team meetings, faculty meetings, professional development trainings and parent/teacher conferences.
- The teacher candidate attend the SOE professional development meetings set by the Dean of the School of Education and the Coordinator of Clinical Experiences.
- There are three excused absences: one for the professional development day conducted by the SOE, one professional day to attend the job fair (Spring semester) and attendance at the Senior Chapel (Spring semester). The teacher candidate attends school every day for the full term of the Clinical Practice placements except when prevented by illness or an acknowledged emergency. Any illnesses or emergencies must be promptly reported to the Clinical Educator, the university supervisor, and the Coordinator of Clinical Experiences by 6:00 a.m. An illness of two (2) days or more requires an original written verification from a doctor and given to the University supervisor. If a teacher candidate is absent and is responsible for teaching that day, he/she must provide lesson plans and the necessary materials to the classroom teacher.
- Excessive absences and/or concerns about punctuality will result in the extension of a Clinical Practice assignment or a possible termination of Clinical Practice.
- The teacher candidate attends and promptly, all sessions of EDUC 4930.
- Leaving the school placement during school hours is not permitted. If you have an emergency and must leave, you must inform your Clinical Educator, your university supervisor, and the building principal.
- Clinical Practice is a full-time commitment. Working part-time, participating in athletics or other extracurricular activities, and taking additional classes during Clinical Practice are strongly discouraged.
- Approval must be obtained by the Student Support committee and the Dean of the School of Education for the above mentioned activities.
- Any circumstances not covered in this policy may be reviewed by the Dean of the School of Education and the Student Support Committee.

### ■ Professional Attire

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

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

### ■ Substitute Teaching Policy

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

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

#### ■ Teacher Work Stoppage Or Teacher Grievance

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

Teacher candidates should follow these guidelines:

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

#### ■ Placement Changes

Circumstances may occur that require a change in placement. If such a situation occurs the Clinical Educator, the building principal, the university supervisor, and the Coordinator of Clinical Experience, must be involved as early as possible to attempt improve the situation.

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

#### ■ Relationships With Students

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

The teacher candidate will not:

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

#### ■ Confidentiality

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

#### ■ GRADES:

Grades are reported at the end of the semester. The university supervisor, in collaboration with the Clinical Educator, is responsible for reporting final grades.

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

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

■ **Level of Performance Definitions:**

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

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

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

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

■ **FINAL GRADE**

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

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

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

**FACTORS INCLUDED IN THE FINAL CLINICAL PRACTICE GRADE:**

PERFORMANCE = (60%)

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

ASSIGNMENTS:

- Weekly Reflective Journals: Due Date each week to be determined by your university supervisor
- Videotape Analysis no later than the 4<sup>th</sup> week of Clinical Practice; reflection on how this will help to improve your teaching and impact on student learning
- Accurate log of your Weekly Clock Hour Form; verified weekly by your Clinical Educator in Tk20.

TEACHER WORK SAMPLE (TWS) = (30%)

- TWS is concrete evidence of the ability of the Teacher Candidate/Student Teacher to impact P-12 student learning. TWS is a product demonstrating that a teacher candidate can affect student achievement. It is NOT

about writing lesson plans, but it IS about using data to inform one's thinking about teaching and learning. The Teacher Candidate plans instruction using pre-assessment and post-assessment of the goals for the lesson and unit. The unit is taught while the TC is the lead teacher.

Professional Development= (10%)

- Attendance of School Board meeting; School board meeting form
- Seminar sessions with the Coordinator of Clinical Experiences and Licensing

Credential Packet

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

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

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

## REQUIREMENTS FOR THE TEACHER CANDIDATE

Weekly Clock Hours Form  Late arrivals to school and multiple absences may result in teaching additional days or removal from Clinical Practice placement.	You are required to keep a daily log of the time spent observing, participating or teaching in the classroom. The log must be completed in TK20 and will be verified by the clinical educator.
EDUC 4930  Attendance is mandatory.	Seminars are held every week for student teachers. This is a time to discuss any issues, questions or concerns that come up while student teaching. Valuable information will be shared about teaching techniques and TWS development in addition to embedding EDUC 4930.
Journaling Do not confuse with lesson reflection requirement. See following pages for clarification.	Beginning in week two of your Clinical Practice semester you are required to submit a weekly journal by email to your University supervisor. The day of the week the journal is due will be determined by your university supervisor.
Lesson Plans	A lesson plan is to be used for all lessons taught. You may not teach without a written lesson plan. The lesson plan(s) must be approved by the Clinical Educator at least two (2) instructional days prior to the teaching date. Lesson plans and your reflections of each lesson taught must be kept in Tk20. The University supervisor may review the binder at any time.
Video Tape and Analysis	As part of your self-assessment, a video tape and analysis is required by the end of the 4 <sup>th</sup> week of your Clinical Practice. Please check with school policy re video. Audio may be an alternative option.
Mission Statement	You are required to develop a mission statement that succinctly describes who you are as a person, educator, and community member.
Teaching Philosophy	You are required to develop a one page teaching philosophy that states what you believe about teaching, learning, and achievement. Describe how these beliefs transfer into your classroom teaching as developed during Clinical Practice.
Comprehensive Unit	You are required to teach a comprehensive unit during the semester. Your Teacher Work Sample guidelines will assist you in creating and teaching this unit. Referencing the work done in your teaching methods classes will benefit your development of the unit.
Teacher Work Sample (TWS)	Digital copy must be turned in to your University supervisor in Tk20.
Final Forms	Turn in to TK20 the final forms: <ul style="list-style-type: none"> <li>• Weekly Clock Hours form (This is the only one not in TK20)</li> <li>• Teacher Candidate Assessment of Clinical Educator(s)</li> <li>• Teacher Candidate Assessment of University Supervisor</li> <li>• School Board Form</li> <li>• TWS as noted above</li> </ul>

# Teacher Candidate Performance Improvement Plan (PIP)

## ■ Performance Improvement Plan

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

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

The Purpose of a PIP is to:

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

The PIP will include:

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

The PIP will be forwarded to the Dean of the School of Education.

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

### School of Education Student Support Committee

The SOE Student Support Committee (SSC), appointed by the Dean of the School of Education, is made up of SOE faculty members. The following are the duties of the SSC:

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

If the university supervisor, the Clinical Educator, and the Coordinator of Clinical Experiences deem that the PIP has not been successfully completed in the time designated, the teacher candidate will be referred to the SOE Student Success Committee. (SSC)

- The teacher candidate will be referred in writing to the chairperson of the SSC and the Dean of the SOE by the Coordinator of Clinical Experiences.
- The chairperson of the SSC will inform members of the SSC of the referral and arrange a time to meet with the appropriate persons (may include but not limited to

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

the teacher candidate, the university supervisor, the Coordinator of Clinical Experiences, and members of the SSC).

- The teacher candidate will provide information and her/his perspective to the SSC, the university supervisor, the Clinical Educator, and the Coordinator of Clinical Experiences.
- The committee will review information relating to the concern and make suggestions for the appropriate action.
- Actions of the committee may include:
  1. A return to Clinical Practice with a revised PIP;
  2. A recommendation for intervention and remediation for the teacher candidate to return to Clinical Practice at a later date;
  3. Dismissal from Clinical Practice (see below)
  4. The chairperson of the SSC will forward a copy of the recommendation to the Dean of the School of Education.

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

- A different university supervisor will be assigned for the second attempt.
- The teacher candidate will be required to pay the Clinical Educator's honorarium for the second Clinical Practice experience.
- Teacher candidates are required to pay their own living expenses.
- At any point during the second Clinical Practice experience, the teacher candidate may be removed from the placement for continuing deficiencies noted by the university supervisor, Clinical Educator, and/or Coordinator of Clinical Experiences.
- If the teacher candidate fails his/her second attempt, another placement will not be found and a grade of "F" will be issued.
- During the SSC process, the teacher candidate may choose not to continue in the program and graduate with an education major without benefit of a state teaching license if all other graduation requirements are met. The teacher candidate will meet with the Licensing Advisor to see if all requirements for graduation have been fulfilled.
- If the teacher candidate chooses this action, the teacher candidate must notify the university supervisor, the Clinical Educator, the Coordinator of Clinical Experiences, the chairperson of the SSC, and the Dean of the School of Education

#### Dismissal for Other than Academic Reasons

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

# Termination or Removal from Clinical Practice Placement

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## ■ Criteria for Removal of a Teacher Candidate:

Candidates will be removed from Clinical Practice if:

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

## ■ Process for Termination and/or Removal of a Teacher Candidate

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

## ■ Due Process And Appeal For The Teacher Candidate

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

## ■ Appeals

Teacher Candidates may appeal the recommendations of the SSC using the following process:

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

## LESSON PLAN FORMAT LESSON PLANNING

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

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

### Lesson Plan Binder Sections:

Section 1: Weekly schedule listing the times each day when activities take place such as arrival, group time, literacy, lunch, specials, recess, dismissal, and special dates such as half-days, field trips, parent conferences, convocations etc. that will occur during Clinical Practice.

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

Section 2: The Lesson Plan format is not the most important part of the lesson plan, but you must have all the components as shown on the following outlines as part of each lesson plan including:

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

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

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

Lesson Reflection:

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

Process:

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



*Academic and Christian Discovery*

## School of Education Essential Components of Lesson Plan

Topic: _____ Class: _____ Timeframe: _____ Date: _____
*Enduring Understanding (Big Idea) for Lesson: _____
*Essential Question/s for Lesson: _____
Key Vocabulary: _____

<b>CO-TEACHING MODEL:</b> (Select appropriate strategy...please see guidebook for detailed description of each strategy listed below)						
One teach, one observe <input type="checkbox"/>	One teach, one assist <input type="checkbox"/>	Station teaching <input type="checkbox"/>	Parallel teaching <input type="checkbox"/>	Supplemental teaching <input type="checkbox"/>	Alternative teaching <input type="checkbox"/>	Team teaching <input type="checkbox"/>

<b>I. CONTENT STANDARDS/ Common Core:</b>
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<b>II. INSTRUCTIONAL OBJECTIVES:</b> “performance tasks” (Number each measurable objective and align to the corresponding assessment)
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<b>III. ASSESSMENT:</b> (Number each assessment and align to the corresponding instructional objective)
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<b>IV. MATERIALS AND INSTRUCTIONAL TOOLS</b> (including safety issues and technology):
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<b>V. DIFFERENTIATED INSTRUCTIONAL STRATEGIES:</b> Content, Process, & Product; Learning Styles; and/or *Universal Design (representation, differentiation, motivation)
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<b>VI. STUDENT ACCOMMODATIONS:</b> (EL, Gifted, Special Needs, etc.)
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VII. DESCRIPTION of LEARNING ACTIVITIES:					
	Teacher Responsible	Clock Time or # of minutes	Activities	Assessment/Evidence	Resources
Intro: Motivation & Transition *Q1R, Q1L, Q2R					
Teach/Practice *Q2L, Q3L					
Application *Q3R, Q4L					
Closure *Q4R					

VIII. REFLECTION: (Refer to course requirements)

\*Refers to 4MAT Model Cycle of Learning, UbD, and/or UDL

## Kindergarten Clinical Practice

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

### Kindergarten Clinical Practice Notebook

The notebook will include the following:

1. The daily time schedule.

For example:

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

2. A description of teaching routines that are the same every except for minor changes. For example:

The morning meeting: During morning meeting the children are seated on the rug by the easel. The teacher greets them and they sing the “Good Morning” song and greet each other. The teacher takes attendance and the lunch count and names the student helper. The student helper assists the teacher in leading calendar time. The class reviews the concepts of yesterday, today and tomorrow, days, months and years. They count how many days in the month have passed and add another marker on the calendar for the day’s date. Depending on the day and time of the year the children may count by 2s, 5s, and 10s and to 100. The teacher then explains what will be happening during the day. She describes what centers are to be completed and how the children are grouped in the centers. The class sings another song related to math e.g. “Macarena Math”. They are then dismissed to their center activities by groups, e.g. the red group is told to go to the Math Center.

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

## VIDEOTAPE AND ANALYSIS

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

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

Teacher Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

Clinical Educator Signature \_\_\_\_\_

Lesson Topic \_\_\_\_\_

### Video Analysis Questions

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

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

### The Learner and Learning

#### InTASC Standard 1: Learner Development

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

#### InTASC Standard 2: Learning Differences

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

#### InTASC Standard 3: Learning Environments

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

### Content

#### InTASC Standard 4: Content Knowledge

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

#### InTASC Standard 5: Application of Content

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

#### Instructional Practice

#### InTASC Standard 6: Assessment

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

#### InTASC Standard 7: Planning for Instruction

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

#### InTASC Standard 8: Instructional Strategies

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

#### Professional Responsibility

#### InTASC Standard 9: Professional Learning and Ethical Practice

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

#### InTASC Standard 10: Leadership and Collaboration

10. What do you see as your responsibility for student learning in connection to this lesson?

Release Form for Video, Photos, and Student Work

Dear Parent/Guardian:

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

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

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

Sincerely,

Teacher Candidate

Student name: \_\_\_\_\_

Address: \_\_\_\_\_

School/Teacher: \_\_\_\_\_

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

Please check the appropriate box:

I DO give permission to include my child's work or image on videotape or photos as he or she participates in class conducted at (Name of School) by (Teacher Candidate Name) and to reproduce materials that my child may produce as part of classroom activities. No student name or identification will appear on any material submitted by the teacher candidate.

I DO NOT give permission to videotape or photograph my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of parent or guardian: \_\_\_\_\_

Date: \_\_\_\_\_

# Teacher Work Sample –

Completed and Graded During Student Teaching; Presented for Seminar

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

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

TWS Format – Remember, the TWS is a professional document. Attention to detail is imperative (i.e. grammar, spelling, punctuation, etc.).

Table of Contents	Provide a Table of Contents that lists the sections and attachments in the portfolio.
Charts, Graphs, Attachments	Students' work and the assessment instruments (rubrics, etc.) are required. Please be very selective and provide clear, concise evidence of your performance as related to the InTASC Standards AND your students' learning process.
Rationale/Reflection Length	Each section has a suggested length. <b><u>PLEASE DO NOT EXCEED THIS AND KEEP YOUR WRITINGS CONCISE.</u></b>
References/Credit	If you refer to another person's ideas or material in your narrative, you must cite these using American Psychological Association (APA) style.
Page Margins/Font/Spacing	All pages are to have 1" margins (top, bottom, sides), double spaced, 12 pt. font in Times New Roman
Anonymity	In order to ensure the anonymity of students in your class, do not include any names or identification in any part of this portfolio
Rubric	Rubrics are provided in each section of the unit. <b>REVIEW "INDICATOR MET" STANDARD FOR EACH RUBRIC BEFORE WRITING.</b>

## Teacher Work Sample Completion Timeline

- Steps of Action: Step 1. Know  
 Step 2. Plan  
 Step 3. Pre assess  
 Step 4. Teach  
 Step 5. Post assess  
 Step. 6 Analyze  
 Step 7. Reflect

<input type="checkbox"/> Resume with Mission Statement at the top (include professional development activities)	Completed BEFORE unit starts
<input type="checkbox"/> Teaching philosophy	Completed BEFORE unit starts, revisions toward the end of semester
The Comprehensive Unit: Demonstrates all Seven Teaching Processes Before beginning - read all rubrics for each section AND all formatting instructions.	
<input type="checkbox"/> Contextual Factors	Completed BEFORE unit starts
<input type="checkbox"/> Classroom Management	Completed BEFORE unit starts
<input type="checkbox"/> Learning goals	Completed BEFORE unit starts
<input type="checkbox"/> Overview of assessment plan	Completed BEFORE unit starts, with adjustments made during and at end of unit
<input type="checkbox"/> Pre and post assessments	Pre BEFORE unit begins Post AFTER unit ends
<input type="checkbox"/> Results of pre assessment plan	Before unit starts
<input type="checkbox"/> Detailed lesson plans	Before and during unit
<input type="checkbox"/> Results of pre assessment plan	Before unit starts
<input type="checkbox"/> Graphs/tables of student learning	After collection of pre assessment data (before unit) After collection of post assessment data (after unit)
<input type="checkbox"/> Summary of class learning (Post assessment data)	After unit
<input type="checkbox"/> Summary of Subgroup differences. Do NOT choose boys/girls to compare.	After unit
<input type="checkbox"/> Results of pre assessment plan	After unit
<input type="checkbox"/> Reflection of Unit	After unit
<input type="checkbox"/> Video Reflection	Within first 4 weeks of Clinical Practice semester

# MISSION STATEMENT

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InTASC STANDARDS 7, 9, 10

Mission Statement, Teaching Philosophy

The Development:

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

Provide a 1-2 sentence mission statement that sums up who you are as a person and educator, what qualities should be nurtured and protected in your life, how you understand your core values and to align your educational philosophy with your belief system and priorities. This is a succinct, concise statement.

Develop a 1 page (may be single spaced) teaching philosophy that tells stating a personal belief about learning and achievement.

Format

Divider page	Provide a short introduction to the section
Resume:  Include Professional Development	For education resume content and format seek guidance from the Career Development Center. The resume should be 1 page only with emphasis on areas that highlight working with children and include your Clinical Practice experience. When considering content ask what on your resume will make a principal want to interview you? Employers are very interested in how you are continuing to increase your professional skills as it relates to INCREASED student achievement.  List 3 professional development activities, how they were achieved, and how you will or have already transferred learning into the classroom for increased student achievement. These activities may have been training at staff meetings, attendance at conferences, books, etc.
Mission Statement	1-2 sentences only... Place at the top of your resume.
Teaching Philosophy	1 page only, single spaced. The philosophy will be placed after your resume (see checklist).

# TEACHING PHILOSOPHY

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## Task

Discuss development of major beliefs about teaching and learning.

## Prompt

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

- Development of major beliefs about teaching and learning,
- How beliefs originated and became part of your internal belief system,
- Explanation of how beliefs will and/or did transfer into actions for classroom teaching, and
- Organization, clarity, grammar, punctuation, and spelling correctness.

## COMPREHENSIVE UNIT

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

The Comprehensive Unit includes:

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

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

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

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

## TEACHING THE COMPREHENSIVE UNIT

The Development:

The Teacher Candidate is required to teach a comprehensive unit.

Before teaching the unit, the Teacher Candidate will:

- Describe contextual factors;
- Identify learning goals used on state and/or national content and developmental standards;
- Modify the plan to meet students' individual needs and diversity;
- Present inclusion of media technology;
- Create an assessment plan designed to measure student performance
  - Before: pre-assessment
  - During: formative
  - After: post-assessment.

After completion of the unit the Teacher Candidate The candidate will:

- Analyze student learning using student work as examples and
- Reflect upon and evaluate his/her teaching as related to student learning.

## 1. CONTEXTUAL FACTORS

### TWS Standard

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

### Task

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

### Prompt

This section is to be written in PRESENT TENSE. In the discussion note:

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

SUGGESTED PAGE LENGTH: 1-2

## 2. CLASSROOM MANAGEMENT

### TWS Standard

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

### TASK

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

### Prompt

- This section must be written in FUTURE TENSE.
- Expectations are clear; classroom rules are appropriate to the age and developmental level of the students. Describe how the procedures and rules for the classroom will be developed (teacher/students/both), how they are communicated to students and families, and how you plan to reinforce them throughout your unit. Include consequences for misbehavior.
- Describe how learning communities in the classroom will lead to an effective learning environment. Describe how the students will assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities within the unit. Include a general seating chart with a description of how it might be changed for various activities in the TWS unit.
- Monitoring of student behavior. Describe culturally appropriate proactive and preventative strategies that will be used within the unit that will help students develop self-regulation and monitor their own behavior. These strategies should include verbal and nonverbal cues that will help modify student behavior and create a safe learning environment. List specific strategies that may be needed for individual students who have special behavioral needs as noted in the Contextual Factors.

SUGGESTED LENGTH: 2-3

## 3. LEARNING GOALS

### TWS Standard

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

### Task

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

### Prompt

- This section must be written in FUTURE TENSE.
- List the learning goals (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the

end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.

- Show how the goals are aligned with local, state, or national standards. (Identify the source of the standards.)
- Describe the types and levels of your learning goals according to Bloom's Taxonomy. Bloom's taxonomy is to be used as the framework for developing the goals.
- Discuss why your learning goals are appropriate in terms of development, pre-requisite knowledge, skills, and other student needs.

SUGGESTED PAGE LENGTH: 1-2

:

#### 4. ASSESSMENT PLAN

TWS Standard

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

Task

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

Prompt - SUGGESTED PAGE LENGTH: 1-2 pages

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



## 5. DESIGN FOR INSTRUCTION

### TWS Standard

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

### Task

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

### Prompt

- This section must be written in FUTURE TENSE (this is completed prior to teaching the unit).
- Results of pre-assessment. After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows one to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
- Unit overview. Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
- Activities. Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
  - How the content relates to the instructional goal(s);
  - How the activity stems from the pre-assessment information and contextual factors;
  - What materials/technology will be needed to implement the activity; and
  - How assessment of student learning during and/or following the activity (i.e., formative assessment) will be implemented.
- Technology. Describe use of technology in planning and/or instruction. Provide a clear rationale for omission of technology if it is not utilized.
- Contextual Factors. Describe the contextual factors addressed in planning and/or instruction. Explain the instructional design that addresses classroom factors, student characteristics, and/or student skills.

SUGGESTED PAGE LENGTH: 3 + visual organizer

STOP!!  
NOW TEACH  
THE UNIT

TIPS – WHILE TEACHING THE UNIT:

- 1) KEEP A JOURNAL OF STUDENT RESPONSES WHILE TEACHING. THIS WILL HELP WITH DOCUMENTING INSTRUCTIONAL DECISION-MAKING SECTION.
- 2) KEEP SAMPLES OF STUDENT WORK FOR ANALYSIS OF STUDENT LEARNING IN PRE AND POST EXAMPLES.
- 3) AVOID USING REAL NAMES IN THE FINAL TWS. THIS PROTECTS STUDENTS' PRIVACY.

## 6. INSTRUCTIONAL DECISION-MAKING

### TWS Standard

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

### Task

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

### Prompt

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

SUGGESTED PAGE LENGTH: 3-4

## 7. ANALYSIS OF STUDENT LEARNING

### TWS Standard

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

### Task

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

### Prompt

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

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

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

SUGGESTED PAGE LENGTH: 4 + charts and student work examples

**SAMPLE FOR ANALYSIS OF ASSESSMENT RESULTS**

Use this form to show the learning gain made by each student from pre- to post-assessment and whether or not he/she accomplished each objective based on the results of your post-assessment. If more space than is available on this form is needed because there is need for narrative descriptions of results, create your own form using a similar format. **NOTE: Post-assessment is a repeat of the pre-assessment (same kinds of questions and tasks addressing the same objectives and goals).**

<u>Students</u>	<u>Pre-Assessment</u>	<u>Post-Assessment</u>	<u>Objectives</u>				<u>Gain (+ or -)</u>	
1. _____	1. _____	1. _____	1		2		Obj. 1	Obj. 2
2. _____	2. _____	2. _____	YES	NO	YES	NO		
3. _____	3. _____	3. _____						
4. _____	4. _____	4. _____						
5. _____	5. _____	5. _____						
6. _____	6. _____	6. _____						
7. _____	7. _____	7. _____						
8. _____	8. _____	8. _____						
9. _____	9. _____	9. _____						
10. _____	10. _____	10. _____						
11. _____	11. _____	11. _____						
12. _____	12. _____	12. _____						
13. _____	13. _____	13. _____						
14. _____	14. _____	14. _____						
15. _____	15. _____	15. _____						

## 8. REFLECTION AND SELF-EVALUATION

### TWS Standard

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

### Task

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

### Prompt

This section must be written in PAST TENSE.

- Select the learning goal where the students were most successful. Provide two or more possible reasons for this success. Consider the goals, instruction, and assessment along with student characteristics and other contextual factors under teacher control.
- Select the learning goal where the students were least successful. Provide two or more possible reasons for this lack of success. Consider goals, instruction, and assessment along with student characteristics and other contextual factors under teacher control. Discuss what could be done differently or better in the future to improve your students' performance.
- Describe to what degree the adaptations you described in your assessment plan were effective for the student achieving the learning goals.
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from insights and experiences with the TWS. Identify two specific steps to take to improve your performance in the critical area(s) identified.

SUGGESTED PAGE LENGTH: 2

# Teacher Candidate's Professional Semester Checklist

Circle the title of the individual completing this form.

US = University Supervisor    CT = Clinical Educator/Classroom Teacher    Student  
Teacher/Candidates

University Supervisor visits	<input type="checkbox"/> Introduce to the class <input type="checkbox"/> Provide a chair and writing surface <input type="checkbox"/> Provide up to date Teacher Candidate plan book and lesson plans <input type="checkbox"/> Provide any Clinical Educator remarks
Lesson Plans	<input type="checkbox"/> Based on Indiana Standard(s) and/or Common Core Standards <input type="checkbox"/> Plans vary and are appropriate <input type="checkbox"/> Assessment focuses on student learning <input type="checkbox"/> Includes a thoughtful, reflective self-assessment <input type="checkbox"/> Addresses students' Individual Education Plan (IEP) <input type="checkbox"/> Accommodations are evident in lesson plans <input type="checkbox"/> Copies provided to Clinical Educator and supervisor when required
Comprehensive Unit Plan  * Carefully check each section's requirements and rubrics for specifications	The Seven Teaching Processes <input type="checkbox"/> Contextual Factors Classroom Management <input type="checkbox"/> Learning goals <input type="checkbox"/> Assessment plan <input type="checkbox"/> Design for instruction (Lesson Plans) <input type="checkbox"/> Instructional decision making <input type="checkbox"/> Analysis of student learning <input type="checkbox"/> Reflection
Journals	<input type="checkbox"/> Provide a journal entry to supervisor weekly beginning week two of Clinical Practice
Mission Statement/Teaching Philosophy	<input type="checkbox"/> Write teaching philosophy <input type="checkbox"/> Choose 1-2 sentences from philosophy that reflect your mission statement <input type="checkbox"/> Rewrite and refine
Video Tape Analysis	<input type="checkbox"/> Tape lesson within first four weeks <input type="checkbox"/> Analyze taped lesson <input type="checkbox"/> Compare with CE analysis <input type="checkbox"/> Prepare final comparison <input type="checkbox"/> Submit to Tk20
Professional Development Activities	Attendance at <input type="checkbox"/> Clinical Practice SOE PD Day <input type="checkbox"/> Parent-Teacher Conferences <input type="checkbox"/> Faculty Meetings <input type="checkbox"/> Team Meetings <input type="checkbox"/> In-service Days <input type="checkbox"/> One (1) School Board Meeting <input type="checkbox"/> Professional Development activities discussed with Clinical Educator and University supervisor
Full Time Teaching	<input type="checkbox"/> Minimum three weeks (each eight-week placement)
School Visitations and Classroom Observations	Weeks 15-16 With University supervisor and Clinical Educator approval only: <input type="checkbox"/> Visit another school <input type="checkbox"/> Observe other classrooms and teachers

Assessment by Student Teacher/Teacher Candidate of  
Professional Field Experience  
ANDERSON UNIVERSITY CLINICAL PRACTICE PROGRAM

CLINICAL EDUCATOR

Clinical Educator's Name \_\_\_\_\_ Semester I \_\_\_/\_\_\_  
Semester II \_\_\_/\_\_\_

University Supervisor's name \_\_\_\_\_

INSTRUCTIONS: Circle the number on each item which best indicates the way in which the Clinical Educator assisted in the Clinical Practice experience. Your name is not required.

- 4- Above Expectation
- 3- Met Expectation
- 2- Needed Improvement
- 1- Unsatisfactory
- N/O – Not Observed or Not Applicable

PROFESSIONAL CHARACTERISTICS

- |   |   |   |   |     |   |
|---|---|---|---|-----|---|
| 4 | 3 | 2 | 1 | N/O | 1. Was positive in personal relationships             |
| 4 | 3 | 2 | 1 | N/O | 2. Exhibited a caring attitude, sensitive to problems |
| 4 | 3 | 2 | 1 | N/O | 3. Displayed integrity, openness, and sincerity       |
| 4 | 3 | 2 | 1 | N/O | 4. Provided a professional model                      |
| 4 | 3 | 2 | 1 | N/O | 5. Exhibited flexibility when the unexpected occurred |
| 4 | 3 | 2 | 1 | N/O | 6. Demonstrated consistency in approach and behavior  |
| 4 | 3 | 2 | 1 | N/O | 7. Encouraged meaningful discussion                   |

PROFESSIONAL SKILLS

- |   |   |   |   |     |   |
|---|---|---|---|-----|---|
| 4 | 3 | 2 | 1 | N/O | 1. Exhibited professional observation techniques    |
| 4 | 3 | 2 | 1 | N/O | 2. Displayed knowledge of current teaching methods  |
| 4 | 3 | 2 | 1 | N/O | 3. Accepted ideas of others when appropriate        |
| 4 | 3 | 2 | 1 | N/O | 4. Encouraged creativity and alternative approaches |
| 4 | 3 | 2 | 1 | N/O | 5. Served as a facilitator in the teaching triad    |
| 4 | 3 | 2 | 1 | N/O | 6. Encouraged reflective thinking                   |
| 4 | 3 | 2 | 1 | N/O | 7. Demonstrated helpfulness in handling problems    |
| 4 | 3 | 2 | 1 | N/O | 8. Exhibited skill in conferencing and discussion   |

IMPLEMENTATION SKILLS

- |   |   |   |   |     |   |
|---|---|---|---|-----|---|
| 4 | 3 | 2 | 1 | N/O | 1. Provided information about requirements/ reports |
| 4 | 3 | 2 | 1 | N/O | 2. Made visits of sufficient number and length      |
| 4 | 3 | 2 | 1 | N/O | 3. Was available when needed                        |

Comments:

Assessment by Student Teacher/Teacher Candidate  
of Professional Field Experience  
ANDERSON UNIVERSITY TEACHER EDUCATOR PREPARATION

UNIVERSITY SUPERVISOR

Semester I \_\_\_/\_\_\_  
Semester II \_\_\_/\_\_\_

University Supervisor's name \_\_\_\_\_

INSTRUCTIONS: Circle the number on each item which best indicates the way in which the university supervisor assisted in the Clinical Practice experience. Your name is not required.

- 4- Above Expectation
- 3- Met Expectation
- 2- Needed Improvement
- 1- Unsatisfactory
- N/O – Not Observed or Not Applicable

PROFESSIONAL CHARACTERISTICS

- |   |   |   |   |     |   |
|---|---|---|---|-----|---|
| 4 | 3 | 2 | 1 | N/O | 1. Was positive in personal relationships             |
| 4 | 3 | 2 | 1 | N/O | 2. Exhibited a caring attitude, sensitive to problems |
| 4 | 3 | 2 | 1 | N/O | 3. Displayed integrity, openness, and sincerity       |
| 4 | 3 | 2 | 1 | N/O | 4. Provided a professional model                      |
| 4 | 3 | 2 | 1 | N/O | 5. Exhibited flexibility when the unexpected occurred |
| 4 | 3 | 2 | 1 | N/O | 6. Demonstrated consistency in approach and behavior  |
| 4 | 3 | 2 | 1 | N/O | 7. Encouraged meaningful discussion                   |

PROFESSIONAL SKILLS

- |   |   |   |   |     |   |
|---|---|---|---|-----|---|
| 4 | 3 | 2 | 1 | N/O | 1. Exhibited professional observation techniques    |
| 4 | 3 | 2 | 1 | N/O | 2. Displayed knowledge of current teaching methods  |
| 4 | 3 | 2 | 1 | N/O | 3. Accepted ideas of others when appropriate        |
| 4 | 3 | 2 | 1 | N/O | 4. Encouraged creativity and alternative approaches |
| 4 | 3 | 2 | 1 | N/O | 5. Served as a facilitator in the teaching triad    |
| 4 | 3 | 2 | 1 | N/O | 6. Encouraged reflective thinking                   |
| 4 | 3 | 2 | 1 | N/O | 7. Demonstrated helpfulness in handling problems    |
| 4 | 3 | 2 | 1 | N/O | 8. Exhibited skill in conferencing and discussion   |

IMPLEMENTATION SKILLS

- |   |   |   |   |     |   |
|---|---|---|---|-----|---|
| 4 | 3 | 2 | 1 | N/O | 1. Provided information about requirements/ reports |
| 4 | 3 | 2 | 1 | N/O | 2. Made visits of sufficient number and length      |
| 4 | 3 | 2 | 1 | N/O | 3. Was available when needed                        |

ANDERSON UNIVERSITY - SCHOOL OF EDUCATION  
WEEKLY CLOCK HOURS FORM

Student \_\_\_\_\_ ID# \_\_\_\_\_ Semester \_\_\_\_\_  
Clinical Educator(s) \_\_\_\_\_ / \_\_\_\_\_

Record clock hours spent each day in activities listed below. Record time to the nearest ½ hour.

WEEK 1 – Dates: \_\_\_\_\_ Teacher \_\_\_\_\_

Signature \_\_\_\_\_

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 2 – Dates: \_\_\_\_\_ CT \_\_\_\_\_

Signature \_\_\_\_\_

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 3 – Dates: \_\_\_\_\_ CT \_\_\_\_\_

Signature \_\_\_\_\_

WEEK 3	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 4 – Dates: \_\_\_\_\_ CT \_\_\_\_\_

Signature \_\_\_\_\_

WEEK 4	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

ANDERSON UNIVERSITY - SCHOOL OF EDUCATION  
WEEKLY CLOCK HOURS FORM

WEEK 5 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 5	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 6 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 6	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 7 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 7	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 8 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 8	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

ANDERSON UNIVERSITY - SCHOOL OF EDUCATION  
WEEKLY CLOCK HOURS FORM

WEEK 9 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 9	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 10 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 10	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 11 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 11	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 12 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 12	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

ANDERSON UNIVERSITY - SCHOOL OF EDUCATION  
WEEKLY CLOCK HOURS FORM

WEEK 13 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 13	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 14 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 14	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 15 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 15	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						

WEEK 16 – Dates: \_\_\_\_\_ CT

Signature \_\_\_\_\_

WEEK 16	Monday	Tuesday	Wednesday	Thursday	Friday	WEEKLY TOTALS
Observation						
Participation						
Teaching						
DAILY TOTALS						