

# STUDENT TEACHING HANDBOOK

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## **MANCHESTER UNIVERSITY MISSION STATEMENT**

Manchester University respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition.

## **MANCHESTER'S TEACHER EDUCATION PROGRAM MISSION**

Manchester University prepares teachers of ability and conviction who are enthusiastic and effective educators with passion for teaching and compassion for students. The Henney Department of Education's Teacher Education Program seeks to bridge theory and practice, preparing students for professional careers that promote individual well-being, community engagement, and social justice.

## **SECTION I: OVERVIEW**

### **THE PROFESSIONAL SEMESTER: PURPOSE OF STUDENT TEACHING**

The professional term consists of a full semester of student teaching while candidates concurrently take a two-semester-hour seminar to support student teaching.

During the term, candidates take a major step in becoming professionals. Because content licensure exams must be passed prior to student teaching, the candidate can focus on practicing and applying pedagogy. In order to successfully complete student teaching, the candidate must demonstrate mastery of each of the Manchester University Teacher Education Program goals, including desirable skills, knowledge, and dispositions articulated in the Danielson framework, the evaluation tool used by the program. All candidates are required to attend the required student teaching dates, including the field experience obligations in the semester prior to their student teaching, as outlined in their Spring Fling packet and placement requests. Unless otherwise noted, candidates are expected to be present during the contracted teaching hours.

Candidates are expected to remain in their placement throughout the entire Manchester University semester, including exam week. All absences must be communicated with the Director of Teacher Education, the supervising instructor, and the clinical educator.

Teaching candidates do not have “free” or “personal” days; however, teaching candidates must communicate with the Director of Teacher Education regarding illnesses, deaths in the family or other personal reasons.

Student-athletes may be required to make up any days missed due to athletic competition. To avoid conflicts and to keep communication lines open, all student-athletes must work with the Director of Teacher Education several semesters prior to the planned student teaching experience; alternative arrangements may be made. Ahead of the beginning of the student teaching experience, teaching candidates should also communicate practice and game schedules. Contact the Director of Teacher Education, Dr. Heather Schilling, at [haschilling@manchester.edu](mailto:haschilling@manchester.edu) for further information.

## **CANDIDATE PLACEMENTS**

National and state accreditation standards require frequent and systematic supervision of candidates by clinical educators and university supervisors. Normally, Manchester University candidates are placed within a 50-mile radius of campus to facilitate frequent visits from the university supervisors. A candidate may be placed at a greater distance for an urban student teaching placement or alternative teaching experience. Exceptions to these placement guidelines must be approved by the Director of Teacher Education.

Accreditation guidelines strongly discourage placement in any school that the candidates attended during their public/private school careers. Placements also may be limited in individual schools or corporations for personnel considerations. When possible, two or three Manchester candidates are placed in the same school for mutual support, easier transportation, and better supervision by the University.

In addition, candidates are expected to visit the schools in which they have been placed as soon as they receive official notification of that placement. Within one week of receiving their placement(s), they should initiate contact with clinical educator(s) by contacting the school office at the school where they have been assigned.

In order to meet licensing obligations, each candidate will have two student teaching placements, if possible.

For elementary certification, candidate placements must allow the candidate to teach all subjects normally handled by a generalist classroom teacher. Secondary and all-grade placements must accommodate the candidate's teaching major. Secondary and all grade candidates are expected to have at least two but no more than three different class preparations, with five or preferably six teaching periods in a traditional school day. Unless otherwise assigned, secondary candidates are expected to assume full-time teaching responsibilities equivalent to the full-time teaching responsibilities of their clinical educators.

Candidates may express a preference for placements on their student teaching application filed with the Henney Department of Education; however, many factors affect the placement of candidates and the requested placement **cannot** be guaranteed.

#### **REQUIREMENT FOR FULL COMMITMENT TO STUDENT TEACHING**

**Manchester University does not permit candidates to be used as substitute teachers.**

The candidate may continue in an assigned student teaching situation in the absence of the supervising teacher only if an officially designated substitute teacher is present. However, if the clinical educator must be gone for an extended time, the Director of Teacher Education may reassign the candidate. If a candidate accepts a substitute teaching assignment as part of or during his or her student teaching assignment, the candidate may be withdrawn from the student teaching assignment.

## **SECTION II: STUDENT TEACHING: GENERAL REQUIREMENTS**

### **START OF SCHOOL EXPERIENCE**

All candidates are required to “shadow” their clinical educator(s) during at least the first four days of the teachers’ contracts. The purpose of this requirement is threefold: to understand what is involved in opening the school year; to meet students they will be teaching; to begin developing a professional relationship with their clinical educator(s). Because Manchester requires a full spring semester of student teaching, candidates will need to work with both clinical educators to establish the schedule for these first four days of school. Teacher candidates must attend the first four full days of the clinical educator’s contracted days and student teaching; failure to meet those requirements may result in lowering the grade for student teaching or removal from student teaching. Fall student teachers begin their student teaching experience with the first day of the teachers’ contract.

Clinical educators are strongly encouraged to utilize the candidates “extra hands” to help in preparations during these first days of school. Candidates will return to their student teaching classrooms during the fall semester. To ensure their preparation, all candidates are expected to actively engage in field experiences prior to student teaching. All candidates are expected to tutor, observe, and teach throughout the semester prior to student teaching, preferably within the assigned student teaching classroom(s).

### **OVERVIEW OF PROFESSIONAL SEMESTER**

During the spring semester of their senior year, Manchester’s candidates participate in a full semester of student teaching, from the first day of University’s spring semester through the University’s final exam week. Specific student teaching placements are determined by the levels in which the teacher candidate is seeking licensure. For candidates seeking mild intervention, or English Learners licensure, one of their placements during the semester should be under the supervision of a licensed teacher in the specialized area, if possible. (See Appendix A).

Candidates seeking all grade licensure in art or music education will also have two placements, if possible.

Normally, students seeking licensure in grades 5-12, will have two student teaching experiences correlating to their area(s) of licensure, one in a middle or intermediate school

and one in a high school setting, or one placement covering a diversified or variety of grade levels.

#### **ENROLLMENT IN STUDENT TEACHING SEMINAR, EDUC 410**

During the student teaching semester, all candidates will also enroll in the student teaching seminar, EDUC 410, The Teacher in Today's School. This seminar may meet on campus, at sites designated by the instructor, and/or online after normal school hours. This is a two credit hour course required for graduation. The seminar grade is separate from the student teaching grade.

Attendance at the general seminar is a factor considered in evaluation. Faculty conducting the cohort portion are responsible for evaluation and grading for the seminar. Candidates are required to reserve the time designated in the class schedule and to avoid any scheduling conflicts with that designated time. The seminar will comprise of topics on emerging issues as they affect the beginning teacher. Faculty also may utilize the seminar to support the requirements of edTPA.

#### **COMPLETION OF THE edTPA**

As part of the program's accreditation, all candidates must follow the guidelines provided in the discipline specific handbook for edTPA. Teaching candidates will submit the required videos and reflective analysis via the edTPA portal; a third party will score the teaching candidates' work. Student teaching grades will not be submitted until the candidate's edTPA has been scored by edTPA evaluators; therefore, failure to submit the documents on time may result in delaying meeting official graduation requirements. More details are provided in Appendix E and the Canvas Checkpoint course. **A separate fee is required for this student teaching requirement.**



## **SECTION III: THE HENNEY DEPARTMENT OF EDUCATION PROGRAM GOALS**

### **GENERAL DESCRIPTION**

Teacher education at Manchester University is a university-wide academic program. Although the program is coordinated through the Henney Department of Education, the Manchester University faculty at large contribute to the program as a function of their responsibilities for general education and requirements in the academic majors. Much of the responsibility for subject area requirements resides with faculty in the academic areas.

The Teacher Education Committee, with input from appropriate sources, recommends policies, changes, and improvements to the overall Teacher Education Program. P-12 practitioners, including teachers and administrators, routinely review data collected by the Henney Department of Education, and they offer input to the Teacher Education Program through the Teacher Advisory Council and the Henney Department of Education. Faculty from across the campus may also provide such input.

The structure of the program is based on specific national and state standards. The program follows the InTASC (Interstate New Teachers Assessment and Support Consortium) standards adopted by the Indiana Department of Education, Office of Educator Effectiveness and Licensing. As a standards-based program, the Henney Department of Education is currently accredited by CAEP (Council for Accreditation of Educator Preparation). Therefore, all candidates must demonstrate achievement of specific performance standards.

This handbook is revised annually to reflect changes in the field, suggestions from clinical educators, department and university faculty, as well as members of the Teacher Advisory Council. Policies and procedures contained in this handbook are subject to change at any time but these changes will be communicated via email to all student teachers impacted by the changes. Any questions should be directed to the Director of Teacher Education, Dr. Heather Schilling, [haschilling@manchester.edu](mailto:haschilling@manchester.edu) or 260-982-5265.

### **TEACHER EDUCATION PROGRAM GOALS**

To successfully complete the Manchester University Teacher Education Program, all candidates must demonstrate that they have achieved the program goals and objectives

listed below. In part, candidates demonstrate knowledge of objectives by obtaining passing scores on Praxis II Content Tests. Successful candidates reflect dispositions of a proficient or distinguished educator (Appendix F). Performance in student teaching is evaluated using the Student Teaching Summative Evaluation (Appendix D), Content Evaluation (specific to their intended license), and Danielson framework; supported by evidence of student learning assignment and rubrics. Evaluation of candidates is aligned to program goals and objectives below.

### **Interstate New Teacher Assessment and Support Consortium Standards (InTASC)**

The Interstate New Teacher Assessment and Support Consortium Standards create the foundation of the Manchester University teaching program; the program has used the InTASC standards as the core of the curriculum and experiences provided pre-service teachers. Ultimately, teacher candidates must reflect a deep understanding and application of these four major categories: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.

#### **The Learner and Learning**

##### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

##### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **Content Knowledge**

### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Instructional Practice**

### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

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

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Additional information with specific performance objectives for each standard can be found at <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

## **SECTION IV: SHARED RESPONSIBILITIES: THE CANDIDATE, CLINICAL EDUCATOR AND UNIVERSITY SUPERVISOR**

### **RESPONSIBILITIES OF CANDIDATE**

Student teaching is the most significant experience of the Teacher Education Program. While it is an opportunity to learn from master teachers, candidates are expected to apply specific knowledge acquired in the university courses and prior field experiences, where appropriate. Candidates are considered guests in the host school and classroom and are expected to follow the direction of the clinical educator and principal as well as the university supervisor.

In addition, the candidate is required to meet the following expectations:

- 1. Pass content licensure exams prior to student teaching.** All those seeking teacher licensure must take and pass the applicable Praxis II Content exams prior to student teaching. Any questions regarding the required tests should be directed to Heidi Wieland at [hewieland@manchester.edu](mailto:hewieland@manchester.edu). Those seeking to student teach in the fall must pass said tests prior to June 1, and those seeking to student teach in the spring must pass said tests by December 1. See Appendix G for appeal process
- 2. Complete all assigned tasks in a timely manner.** Each candidate must submit a weekly teaching schedule following the guidelines and deadlines of their university supervisor. For the first three weeks, the Manchester University lesson plans are required to be turned in to their clinical educator and university supervisor. Each candidate must demonstrate their impact on P-12 learners through the development of curriculum, as well as data collection and analysis. At the end of the semester, under the direction of the Director of Teacher Education, each candidate will submit analysis of evidence of curriculum design, assessment, and student learning in the edTPA platform. More information will be provided.
- 3. Follow the school schedule of the clinical educator.** At a minimum, a candidate must arrive no later than the teacher's contractual arrival time, and leave no earlier than the teacher's contractual dismissal time. Candidates

are expected to be in their placements during University breaks and holidays when the school in which they are placed is in session. For example, candidates do not take the University spring break unless it coincides with their placement's spring break. It is expected that candidates will often stay after the formal school hours and arrive earlier than the formal start of the school day.

Candidates may attend the teacher recruitment day, but they must notify the clinical educator and the university supervisor three weeks in advance. (If participating, the candidate must be pre-registered early in the semester to be excused.)

4. **Candidates are considered models for appropriate behavior.** All candidates must demonstrate a professional attitude in the community and in the school:
  - A. Dress professionally and appropriately to school expectations for classroom teachers; student teachers may participate in spirit days or other school community building activities.
    - Occasionally, a school may prohibit specific clothing or jewelry.
  - B. Expect to teach every day.
    - Notify the clinical educator via **phone and email** of absences as soon as possible, but at least a half hour prior to teacher contract time. The candidate must speak directly to the clinical educator instead of leaving a message. Notify the university supervisor and Director of Teacher Education by **e-mail and phone** of absence prior to the start of the teacher contract day. All absences must be reported to the clinical educator first, then the university supervisor and Director of Teacher Education.
    - When the student teacher has taken over the teaching, they are responsible for creating substitute plans in case of an absence.
    - The teacher candidate will not miss any student teaching days for the purpose of interviewing for teaching positions, other than the teacher recruitment day sponsored by the University.
    - **Late arrivals or unexcused absences will not be tolerated. A student teacher may be removed from student teaching for tardiness or absences.**
    - If a candidate misses more than three days due to **illness**, a

doctor's excuse will be required, and the student teacher will be required to make up the missed student teaching experience.

C. Positive behaviors/attitudes that are expected:

- Communicate the overall teaching schedule via e-mail to the university supervisor during the first week of student teaching and/or when requested.
- Learn to be flexible; the school environment is constantly changing and requires candidates to take initiative and responsibility for their own performance.
- Learn to accept constructive criticism from a variety of sources; clear demonstration of the candidate's ability to apply feedback and to make appropriate changes in behavior or teaching performance directly impacts the evaluation of the student teacher; ask questions and seek self-improvement to demonstrate a positive disposition.
- Act on constructive criticism; willingness to do so often distinguishes the successful experience from the unsuccessful experience.
- Adhere to ethical guidelines in the profession (for example: the NEA Code of Ethics as well as individual discipline specific organizations).
- Demonstrate commitment to the school, the students and the profession by following through with the commitments, exerting extra effort in planning and continuously improve performance.
- Avoid criticizing the school, clinical educator, or administration.
- Thoroughly review all sections of this handbook.

5. **Candidates are required to have the prior approval of the clinical educator for all materials and lessons presented.** Clinical educators and university supervisors reserve the right to require complete lesson plans for all lessons taught during the student teaching period.
6. **Uphold school policies.** Learn school rules about grading, emergency drills, dismissal and other policies as required. Candidates are expected to learn these policies before they begin teaching.

7. **Seek as much full-time student teaching experience as soon as possible.**

During the fall methods for spring student teachers and the first week of student teaching for fall student teachers, the candidate should accomplish the following:

- A. Learn the names of the students.
- B. Observe and learn the classroom management plan.
- C. Observe and learn classroom routines.
- D. Observe and learn the difference between expected behaviors and misbehavior.
- E. Discuss classroom content, lesson schedule, and records expected to be kept.
- F. Begin planning entire first week of full-time teaching.
- G. Carefully study and discuss the Student Teaching Summative Evaluation (Appendix D), Content Evaluation, and Danielson rubric with clinical educator and university supervisor. (These will be provided for clinical educators, university supervisors, and teacher candidates on the CORE ELMS system.)
- H. Begin final preparations for the edTPA.

During the second week, begin full-time student teaching and continue this role up until the last three days of student teaching. Limited days may be used for observation of other classrooms at the discretion of the university supervisor and the clinical educator.

8. **Plan lessons thoroughly, especially at first.** Prior to student teaching, candidates write in-depth, lengthy lesson plans. During student teaching, these full Henney Department of Education lesson plans (see Appendix B) are not as necessary or appropriate. For the first few weeks of student teaching, the candidates must submit **developed, shortened lesson plans by 5 p.m. of the Friday prior to the following week to their clinical educator and university supervisor.** Should the clinical educator, university supervisor or Director of Teacher Education deem it appropriate, the student teacher may be required to submit full lesson plans or extend the required weeks of submitted plans.



Candidates will complete two- to three-page lesson plans for all lessons to be observed by the university supervisor in addition to any lesson plans required by the clinical educator. The clinical educator or university supervisor may require additional lesson plans at their discretion, and it is expected that the candidate will adhere to the lesson plan format or guidelines of the school.

9. **edTPA:** In the semester prior to student teaching, candidates will enroll in edTPA. This will provide them with the platform and resources needed to submit the capstone project. During the student teaching experience, typically in the first half of the student teaching semester, teacher candidates will complete the edTPA requirements. A separate document contains the expectations of the graduation requirement. Teacher candidates must demonstrate a clear knowledge of how data drives their instruction. Ultimately, edTPA requires candidates to use reflective skills in the analysis of their curriculum design, teaching, and assessment of student learning. Evidence of the candidate's impact on student learning is a cornerstone of this experience. There is a separate charge for edTPA.
10. **Record yourself teaching.** Each student teacher must record themselves for two segments in accordance with edTPA instructions, and upload the unedited recording to the edTPA platform, along with the edTPA commentary.
11. **Accept responsibility for developing a culturally responsive classroom control.** While student learning and classroom management are ultimately the responsibility of the clinical educator, a candidate cannot be effective unless they establish a classroom community based on mutual respect.
12. **Student teaching is the most demanding portion of the Program and requires extensive commitment in time and energy.** Certain university departments have graduation requirements that require the student teacher's presence (e.g., musical groups or athletic schedules). The candidate may participate in these activities but the primary commitment **must** be to student teaching. If these activities require the candidate's absence, the candidate must make up the missed time. Arrangements to make up missed

**Commented [SS1]:** Just asking -- with the new focus in 430, is "control" the word we wish to use here?

**Commented [WE2R1]:** @Schilling, Heather A. @Stetzel, Stacy S. I would say control is not what we want to convey - thoughts on other words? Guidance? Supervision?

**Commented [SA3R1]:** @Stetzel, Stacy S. @Wieland, Heidi E I added the phrase culturally responsive....

time must be approved in advance by the clinical educator, university supervisor and Director of Teacher Education.

13. **Legal and Ethical Obligations.** Teacher candidates must follow all legal and ethical obligations of a teacher. Teacher candidates will not use corporal punishment as a means of discipline, nor may they serve as official witnesses of such punishment. Candidates respect the worth of every individual.
14. **Use of Private Automobiles.** Teacher candidates will not transport students in their private automobiles.
15. **Professionalism.** Teacher candidates must maintain the same professional stance as teachers. The candidate must abide by the confidentiality requirements of teachers, as well as maintain a professional relationship with all colleagues and students.
16. **If candidates experience difficulties in their placement, the clinical educator, principal or university supervisor may request that the candidate teacher be withdrawn and the placement ended.** If the problems reach the point where they affect the candidate's mental health or interfere with the learning of the students, the candidate may choose to withdraw from student teaching or be removed upon request of the clinical educator and/or at the discretion of the Director of Teacher Education. Normally, continuation in the second placement depends on successful completion of the first placement. The withdrawn candidate may apply for another student teaching experience the following year, upon appeal to the Teacher Education Committee and completion of any requirements set forth by the TEC. Candidates who withdraw from Teacher Education are not eligible for licensure. Candidates who withdraw should work with their advisors to complete an academic major so they can graduate. They may be required to take additional courses in the major field to be eligible for graduation.
17. **All candidates are required to have an active Manchester University e-mail account.** The Manchester University e-mail system is the primary mode of communication. In addition, Canvas is often used for announcements, and candidates can track their progress in the teaching program via Canvas.

## **RESPONSIBILITIES OF THE CLINICAL EDUCATORS**

The clinical educator probably has more influence on the candidate's teaching style, professional attitude, classroom management, instructional procedures, enthusiasm, and understanding of the teaching-learning relationship than any other single individual in the teacher preparation program. Supervising a candidate offers a challenging opportunity to extend an experienced teacher's influence and to improve the quality of teaching in the public schools. It is the clinical educator who determines the level of responsibility ultimately assumed by candidates.

Manchester University appreciates experienced teachers who assume the added responsibility of guiding candidates. It is recognized that this means devoting extra time and energy to a demanding profession. To minimize the demands and to increase the effectiveness of the clinical educator, the following guidelines are provided:

- 1.** During Start-of-School Days, provide the student teacher with the "tools" they will need. Include textbooks, class and school schedules, faculty manuals or school handbooks, seating charts, classroom management plan, curriculum guides, bulletins and other materials. Assign topics to be taught by the candidate so that they can identify materials and gather teaching ideas in advance. Identify students with special needs and the required accommodations/modifications. Some Manchester University fall courses may require additional work by the candidate; e.g., selected teaching of two or three lessons/observations/tutoring during the semester prior to the student teaching placement.
- 2. Introduce relevant school policies.** These include absences, confidentiality, reporting child abuse, the school schedule, or any other policy deemed critical to the candidate's success.
- 3. Introduce the candidate to the rest of the school faculty and principals.**
- 4. Introduce the candidate to the students as a second teacher rather than as a student teacher.**
- 5. If possible, provide the candidate with their own desk and teaching station.**

6. **Allow some observation time for the candidate in the first few days.** This allows the candidate to become acclimated to the students and school and to the way the class functions. Discuss classes and expectations with the candidate during this time. Be clear about the amount of authority the candidate can assume. Involve the candidate in some teaching experiences no later than the third day of student teaching.
7. **Make expectations clear and explicit.** Hold the candidate to high standards, yet be supportive and encouraging. The candidate may seek much direction at first, but this will fade as they gain confidence. The candidate must plan their own lessons, with the suggestions of the clinical educator.
8. **Add teaching responsibilities as the candidate develops poise, confidence, and competency in handling routine matters in the classroom and proficiency in teaching.** If possible, at the beginning of the student teaching experience, assign just one or two classes at first, following the co-teaching model. Candidates should be able to move into full-time teaching more quickly during the second student teaching experience. Candidates should have a minimum of five weeks in which they assume the full duties of teaching in the first placement of the semester and a minimum of six weeks of full-time duties in the second session. The focus of responsibilities should be more toward co-teaching and collaboration rather than individual teaching.
9. **Provide close guidance for the candidates, especially at first.** Look over the first lesson plans, and give suggestions before the candidate begins teaching. Stay in the classroom for the first several days; however, increase time away from the classroom as the candidate gains confidence and establishes their position as the teacher in charge. Where appropriate, schedule regular and spontaneous observations and provide feedback after these observations, focusing on relevant elements of the Student Teaching Summative Evaluation, Content Evaluation, and Danielson rubric.
10. **Conference with the university supervisor during most visits.** The university supervisor serves as a resource for suggestions for improvement and also as an advisor on program standards. The supervisor also evaluates the candidate's performance and provides direction to the candidate on

critical areas of improvement and recognition of teaching strengths. The university supervisor can also provide a good perspective about what's "normal" at a particular stage of student teaching.

- 11. Communicate concerns or positive feedback in a timely manner.** The clinical educator observes the teacher candidate more than anyone else during the student teaching experience. If you have concerns as to any behaviors, as well as any positive feedback you feel needs recognized, contact the Heather Schilling, Director of Teacher Education (260-982-5265) and/or Heidi Wieland, Field Experience and Assessment Coordinator (260-982-5961) immediately so concerns can be addressed.
- 12. Secure the approval of the building principal, the university supervisor and the Director of Teacher Education (260-982-5265)** before changing a candidate's assigned classes or terminating a student teaching experience. Student teaching placements are carefully planned to meet state licensing requirements; changes must also be made carefully.
- 13. Require that the candidate experience the whole range of teaching experiences.** These may include participating in team planning sessions, computing and recording grades, attending staff meetings and in-services, using a varied media and technology in teaching, adapting for exceptional learners, attending and supervising at school events, making phone calls to parents, participating in parent conferences and case conferences, planning and carrying out field trips, having interaction with community agencies, and assuming other duties of full-time teaching.
- 14. Conduct a mid-session review of the candidate's performance.** Clinical educators should review the Student Teaching Summative Evaluation, Content Evaluation, and Danielson rubric with the candidate at this time to mutually assess the candidate's progress and submit the Danielson and Student Teaching Summative Evaluation on CORE ELMS.
- 15. During the last three days of the student teaching experience, help the candidate arrange observations with other outstanding teachers.** Shadowing a special education teacher can also be a rich experience for any

candidate. At the secondary level, the candidate should observe other teachers at varying grade levels.

16. **Submit the formal evaluation of the candidate electronically.** Please complete the final evaluation form fully aware that the candidate is not being evaluated as a master teacher but as one who is at the beginning stage of acquiring teaching proficiency. To keep everyone aware of the candidate's progress and needs, discuss this evaluation form with both the candidate and university supervisor. Share the final evaluation with the candidate and university supervisor at a conference toward the end of student teaching. At the conclusion of the conference, submit the evaluation forms online through the CORE ELMS system. These forms provide critical information in establishing the final student teaching grade. These evaluation forms are kept on file in the Teacher Education Office for two years after the candidate completes the Teacher Education Program.
  
17. **Please direct all questions on procedures/concerns to the Director of Teacher Education, Dr. Heather Schilling, at [haschilling@manchester.edu](mailto:haschilling@manchester.edu) or 260-982-5265.**

#### **RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

The university supervisor is a liaison between the school and the university and is responsible for direct supervision of the student teaching assignment. The university supervisor will make five to seven visits to the classroom to observe the candidate. Candidates experiencing difficulties in fulfilling their duties **must** receive more attention. The final visit should occur during the last week of full-time student teaching and must include a conference with the clinical educator. University supervisors may make scheduled and/or unannounced visits. The university supervisor must inform the Director of Teacher Education of significant candidate problems or the need to change a candidate's placement.

The university supervisor is required to make a get-acquainted visit to the school before or during the first days of the student teaching experience. It is helpful to meet the school principal at this time. It is essential to meet the clinical educator and teacher candidate to establish rapport and answer questions. The first meeting should include a thorough review of the standards and the Student Teaching Handbook.

**The final responsibility for assignment of a grade in student teaching rests with the Director of Teacher Education.** The grade is based on evaluation reports made by the clinical educator, conferences between the university supervisor and the clinical educator, observations by the university supervisor, and materials submitted by the candidate. Grades will be determined by a collaboration between the clinical educator, university supervisor, and the Director of Teacher Education, and submitted by the Director of Teacher Education. The evaluation reflects the candidate's overall performance as a student teacher. The university supervisor is required to submit an evaluation form for each student teaching placement. (See Appendix D). **Candidates receiving less than a C+ will not receive recommendation for an initial teaching license by Manchester University.**

The Danielson rubric will be used to collect assessment data on candidate performance.

Any one of the following may be grounds for a failing grade in student teaching:

- A. failure to follow school policy
- B. request for withdrawal by school officials
- C. failure to follow the directives of school officials, clinical educators, university supervisors
- D. consistent inaccurate teaching of content
- E. teaching practices that harm the learning of P-12 students
- F. abuse of students
- G. parental complaints
- H. inability to consistently manage classroom behavior
- I. termination of student teaching by the school in which they are student teaching

The following items are additional responsibilities of the university supervisor:

**1. The university supervisor must meet with their candidates and the clinical educator during the first week of student teaching or before.**

During this meeting, the supervisor should address several issues:

- how and when to reach the supervisor
- candidate's responsibilities, as outlined in this handbook
- submission of the weekly teaching schedule
- types of lesson plans desired and their submission
- format and timing of classroom visits

- arriving at different times of day to see different subjects
  - unannounced observations
  - procedures for observation
  - conferencing with candidate, clinical educator, school officials
  - procedures for final visit/evaluation
2. **Confer with the clinical educator as often as possible during or after the classroom visits.** Classroom teachers know the candidate's work best and have the best information about current performance strengths and weaknesses. While it is often difficult to coordinate schedules, open communication with the classroom teacher is critical to the success of the student teacher.
  3. **Conduct a mid-session review of the candidate's performance.** Clinical educators and university supervisors should review the Student Teaching Summative Evaluation and Danielson rubric with the candidate at this time to mutually assess the candidate's progress and submit same on CORE ELMS.
  4. **Inform the Director of Teacher Education, in writing, if a candidate is having significant problems.** A candidate who is dissatisfied with their supervision can request visits from a different supervisor or from the Director of Teacher Education. Visits by someone outside of the situation can provide a different perspective for all concerned.
  5. **Have a final visit with the clinical educator during the last week of full-time student teaching.** Go over the Student Teaching Summative Evaluation, Content Evaluation and Danielson rubric. Share these comments with the candidate.
  6. **At the completion of each student teaching placement, the university supervisors have several responsibilities:**
    - Submit to the Henney Department of Education a record of the dates and mileage (schools visited) traveled on those dates by the last day of classes. Please sign this documentation.



- Submit the completed Student Teaching Summative Evaluation, Content Evaluation, and Danielson rubric online through the CORE ELMS system.
- Submit the recommended grade for each candidate to the Education Department at the time the Student Teaching Evaluations are submitted (this should be marked on the Summative Evaluation).

**This handbook is a guide for those who are involved in the student teaching experience. It provides background information, policies, and procedures for the candidates, clinical educators, and university supervisors to guide their participation in the program.**

## **SECTION V: APPENDICES**

### **Appendix A: Instructions for Mild Intervention and English Learners**

#### **RESPONSIBILITIES OF CANDIDATE**

It is understood that your schedule will be FLEXIBLE and UNPREDICTABLE. You should do your best to guess where/when you will be at times throughout the week; however, it is understood that this will only be an educated guess.

You should discuss your plans for any lessons with your clinical educator ahead of time when possible. If you are in a resource or consulting placement, you may not know ahead of time what you will be teaching.

Although you are expected to begin full-time student teaching as soon as possible, it may be appropriate for your clinical educator to remain in the classroom so that more students can receive services. This is acceptable.

Plan lessons as thoroughly as possible. If you are unable to plan lessons ahead due to the service delivery model of your placement, you should be prepared to write a lesson in the MU format after you have taught. For example: you are teaching in a resource situation where the students bring work to you that you must modify “on the fly.” That is the day your University supervisor comes to observe you. You will teach and service the student as needed, then the University supervisor may require you to write out a full lesson plan of how you would have taught the lesson if you had been the one to plan it originally. The University supervisor will allow you a reasonable amount of time to submit that completely written lesson plan with reflection to them.

#### **RESPONSIBILITIES OF THE CLINICAL EDUCATOR**

Candidates need to be made aware of the students they will be teaching with exceptional needs. Confidentiality must be respected, but candidates are people with a “need to know;” therefore, information that will facilitate effective learning should be made available to them as soon as possible. Candidates should be made aware of the IEP goals, differentiated plans, adaptations, modifications, behavior intervention plans, and other important information. When appropriate, candidates should be included in case conferences.

Since the placement with students of exceptionalities are so different, the orientation time transitioning to full-time teaching may take equal time for each placement instead of a shorter orientation time during the second placement. This will be highly dependent on the candidate's skills, poise, and the clinical educator and school.

The amount of time that you spend out of your classroom will depend on the needs of your students. Many times teachers utilize this time to individualize instruction for more students than typical because there are more teachers available. This is acceptable; however, candidates should be in charge of planning for the instruction for all students. To be teaching full-time in special education, it will be the candidates' responsibility to design the lessons taught by paraprofessionals under the clinical educator, lessons taught by the clinical educator, and the candidate.

#### **RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

Realize that the schedule of a specialized teacher may be highly unpredictable. In conversations with the clinical educator, determine what amount of routine is possible and what types of lessons may be planned ahead of time. This candidate may need to follow different guidelines from those teaching in general education settings.

For specific concerns related to special education, contact Dr. Heather Schilling at 260- 982-5265 or [haschilling@manchester.edu](mailto:haschilling@manchester.edu)

## Appendix B: Lesson Plan Instructions and Rubric

### Henney Department of Education Lesson Plan Instructions

Henney Department of Education teaching candidates will use the following format to design student-centered lessons. This lesson plan, based on best practices in teaching, aligns with expectations of edTPA and the National Board Teacher Certification. Teaching candidates should carefully review each part of the lesson plan as well as the provided rubric. The descriptions under each section are aligned with the Henney Department of Education Lesson Plan Rubric.

**Lesson plan written by** \_\_\_\_\_

**Lesson title:** \_\_\_\_\_

**Length\*:** \_\_\_\_ (minutes)    **Age or Grade Level Intended** \_\_\_\_\_

\*a lesson plan is intended for one teaching session (a class period, a 20 minute mini lesson, etc.)

#### **Academic Standard(s):**

Identify the specific standard, writing out the entire standard. These standards represent the expectations of local, state, and/or federal educators for the students for whom the objective is intended. The Indiana State Standards (grades K-12) can be located here: <https://www.in.gov/doe/students/indiana-academic-standards/>

#### **Academic Language (edTPA):**

Identify the academic language you expect students to use during and after this lesson. edTPA indicates “Academic language (AL) is the oral and written language used for academic purposes. AL is the “language of the discipline” used to engage students in learning and includes the means by which students develop and express content understandings.” In other words, it is the language used in schools or within specific domains to acquire new or deeper understandings of specific content and communicate those understandings to others.

For example, in elementary literacy standards students will **analyze** character traits. The identified language demands could include the following:

- **Analyze (Function)**- example of planned language support --> model analyzing characters
- **Caring, Stubborn (Vocabulary)**- example of planned language support --> review vocabulary and word chart

- **Descriptive Sentences (Syntax)**- example of planned language support --> Create sentence stems to show structure of description  
For example, in secondary social studies standards: Students will **compare and contrast** monarchies, democracies and dictatorships. The identified language demands could include the following:
- **Compare and Contrast (Function)**- example of planned language support --> Provide and model how to use the Venn Diagram to compare and contrast
- **Monarch, Dictator, Democracy (Vocabulary)** example of planned language support --> Present examples of terms
- **Persuasive Essay (Discourse)**- example of planned language support --> Provide a sample essay

**Performance Objective/s (edTPA learning target/s):**

Objectives need to be written using ABCD method. Your objective must tie directly to the part of the standard you are teaching. Include language from the standard in your objective. The objective must indicate a **cognitive** action. The selected verb should be a high leverage Bloom’s taxonomy level. For example, “Given a Venn diagram, fourth grade students will **compare and contrast** the main characters in BFG by identifying three similarities and three differences.”

**Assessment:**

Identify and include as attachments, the assessment(s) and the answer key/grading guide that you will use to monitor student progress towards mastering the targeted objective. The objective should clearly align with the learning objective and the identified standards.

As you develop the formative or summative assessment, make sure you strategically design it to allow individuals or groups with specific needs to demonstrate their learning.

**Advanced Preparation by Teacher/instructional resources needed:**

Describe the preparation the teacher will need to do prior to teaching the lesson: Create a list of all the materials needed to teach this specific lesson. If the lesson requires a handout (directions, for example), a PowerPoint, or worksheet, please create and attach to your lesson plan.

**Procedure:**

**Introduction/Motivation:**

Describe how you will introduce the lesson. It should include a hook that would help motivate the students to participate. Should be brief (under 5 minutes) and student-centered. Connect this lesson with previous lessons. Students should understand the purpose of the lesson that is about to unfold.

**Step-by-Step Plan:**

Number the steps needed to complete the lesson from start to finish. *This section should be detailed enough that another teacher could read your plans and teach the lesson.*

The step-by-step plan must include explicit description of teaching students when to apply the essential strategy to comprehend or apply skills in meaningful contexts. *As you build your lesson, use the components of gradual release where you model the desired outcome, you practice the strategy with your students, and then you offer independent practice. The instructions should clearly build on each other within a meaningful context.*

The step-by-step support students in making connections for themselves. Include clearly articulated activities and a variety of questions that clearly support students in making these connections themselves. Consider posing open-ended questions that lead students to make connections or offer students opportunities to practice reasoning, critical thinking, and problem solving strategies.

*Intentionally integrate technology to support student growth. Where appropriate, intentionally select technology to clearly enhance learning. As you develop the lesson plan, clearly connect the selected technology to the lesson topic and objective(s). Integration of should clearly support diverse learners to equitably use the technology.*

**Closure:**

Explain how the lesson will be closed to ease transition to the next activity. Always review key points.

**Adaptations/Enrichment:**

Select **one** of the following learners and create **specific** adaptations or modifications for this lesson plan: *emotional disturbance (ED), specific learning disability, or high ability.* Make sure the plan addresses the individual needs of the identified exceptional learner and the planned supports include specific strategies tied directly to the learning objectives that respond to developmental approximations or misconceptions of learners with identified exceptionalities.

**Self-Reflection: This section must be completed and written clearly. The teaching candidate should address each bulleted point below with concise and clear statements.**

In this self-reflection section, the teaching candidate should address the following elements:

Describe how the objectives address the use of the learning strategy or describe the related skills to support the use of the strategy or learning of the specific skills.

Explain how the assessments will be evaluated/scored and used to monitor student's growth towards the identified learning objective(s). Provide research/evidence-based support with your rationale for selecting/designing the assessment.

***(At least one research citation required)***

Explain why the materials you selected are engaging, match content, and support students' growth in the specified learning objective(s).

Explain how you use the learning tasks and materials to lead students to independently apply the essential strategy and related skills. This is an extremely important part of the reflection section.

Articulate why the learning tasks and their adaptations are appropriate, referring to students' prior academic learning and personal, cultural, SEL, or community assets.

You should justify the pedagogical decisions you made. In other words, why did you choose to teach the lesson this way? What makes you confident that the way you organized this lesson will support the development of all your students? You want to justify the steps you identified in the step-by-step lesson plan and explain how you will identify and correct errors. ***(At least one citation required)***

**References:** Cite all sources in APA format, 7<sup>th</sup> edition, on a formal APA-style references page. This should be on a totally separate page. The Purdue Owl website offers support in the APA-style:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.htm](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.htm)

**Helpful YouTube video:** Because mastering the art of writing student-centered, articulate lesson plans is the hallmark of good teaching, as well as the requirement for teaching candidates in the Henney Department of Education to submit work samples to edTPA during their student teaching clinical experience, this video is excellent:

<https://www.youtube.com/watch?v=QQI4baDXoIY>

Manchester University Henney Department of Education

*Lesson Plan Rubric*

Manchester University Harry H. Henney '35 & Jeanette Henney Department of Education Lesson Plan Rubric TC Name:                      Reviewer:                      Date:                      Grade/Subject:					
Technical Elements and Standards	Level 1	Level 2	Level 3	Level 4	Level 5
1) Objectives  InTASC 1. 6. 7  CAEP 1.1, 1.4	TC does NOT include learning objectives. <b>TC lists NO learning objectives within the lesson plan.</b>	TC includes a learning objective but has incorrect format. <b>OR</b> The objective is not related to standards. <b>TC includes an objective in lesson plan, but the verb is not measurable, OR the objective does not relate to a standard AND objective does not follow ABCD format.</b>	TC includes objective (s) related to learning standards with incorrect format. <b>TC includes at least one learning objective in the lesson plan related to the standard(s) but the verb is NOT measurable OR objective does NOT follow ABCD format.</b>	TC includes learning objective(s) related to academic standards with correct format. <b>TC includes one or more learning objectives related to academic standards within the lesson plan AND objectives are written correctly WITH ABCD format WITH measurable verbs.</b>	<b>Level 4 plus:</b> TC describes how the objectives address the use of the learning strategy, <b>OR</b> related skills to support the use of the strategy or learning of the specific skills.
2) Assessment Methods InTASC 6;	TC does not assess skills. <b>TC does not provide an</b>	Assessments are present but inappropriate. <b>TC Does Not assess skills</b>	The assessments provide evidence to	The assessments provide multiple forms of evidence	<b>Level 4 plus: TC provides research/evidence-</b>



<p>CAEP 1.2, 1.3, 1.4</p>	<p>assessment OR assessments are not related to the topic OR TC does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p>	<p>listed in objective; OR Not developmentally OR instructionally appropriate; OR Doesn't explain how assessment is evaluated/scored. The assessments provide limited evidence to monitor students' use of the essential strategy OR related skills during the learning segment</p>	<p>monitor students' use of the essential strategy AND related skills during the learning segment</p>	<p>to monitor students' use of the essential strategy AND related skills throughout the learning segment. TC provides appropriate assessment, explains how assessments are evaluated/scored with clear descriptions and rationale AND monitors students' use of the essential strategy AND related skills throughout the learning segment.</p>	<p>based support with assessment rationale AND The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p>
<p>3) Instructional resources and materials used to engage students in learning  InTASC 7</p>	<p>Instructional resources and Materials are Not included OR they do Not match content.</p>	<p>Some instructional resources or materials are included that match the content, AND they have many errors.</p>	<p>All instructional resources and materials are included and match content, but they contain minor errors.</p>	<p>All instructional resources and materials used to engage students in learning are included and match the content AND are free of errors.</p>	<p><b>Level 4 plus:</b> Instructional resources and materials include rationale for use and links/citations to sources</p>

<p>4) <b>Technology integration</b> InTASC 5, 7, 8 CAEP 1.5</p>	<p>TC does not include any use of technology. <b>TC includes no technology integration in the lesson plan.</b></p>	<p>TC includes technology unrelated to the lesson objectives. <b>TC includes use of technology in the lesson plan but it is not clearly connected to the topic or objectives.</b></p>	<p>TC includes technology related to the lesson objectives. <b>TC includes use of technology that is somewhat connected to the topic or learning objectives.</b></p>	<p>TC integrates technology into the lesson plan that relates to the lesson objective(s). <b>TC intentionally integrates use of technology in the lesson plan that is clearly connected to the lesson topic and objectives.</b></p>	<p><b>Level 4 plus:</b> TC includes technology integration plans to support diverse learners to equitably use technology.</p>
<p>5) <b>Subject-Specific Pedagogy</b> InTASC 4,8; CAEP Elem. Standard 2; CAEP 1.1, 1.3</p>	<p>There is a <b>clear mismatch</b> between or among strategies, skills, and students' readiness to learn.</p>	<p>TC plans to engage students with the essential strategy without opportunities for students to practice or apply it to comprehend <b>OR</b> connect with other related skills.</p>	<p>TC plans to model the essential strategy to comprehend <b>OR</b> apply skills <b>WITH limited opportunities</b> for practice.</p>	<p>TC plans explicitly describe teaching students how to apply the essential strategy to comprehend <b>OR</b> apply skills <b>AND</b> provides support in the lesson for guided practice.</p>	<p><b>Level 4 plus:</b> TC plans explicitly describe teaching students when to apply the essential strategy to comprehend <b>OR</b> apply skills in meaningful contexts</p>
<p>6) <b>Content Integration and Flow</b> InTASC 4, 7, CAEP1.3</p>	<p>TC's plans for instruction <b>focus solely on isolated skill without any connections to an essential strategy for comprehending</b></p>	<p>TC's plans for instruction support student learning of skills with <b>vague connections to the essential strategy for comprehending OR applying skill.</b></p>	<p>TC's plans for instruction <b>build on each other to support learning of • the essential strategy for</b></p>	<p>TC's plans for instruction <b>build on each other within a meaningful context that supports</b></p>	<p><b>Level 4 plus:</b> TC's plans build an authentic connection between topics. TC explains how s/he will use learning tasks and</p>

	<p><b>OR applying skills together. OR There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other.</b></p>		<p><b>comprehending OR applying skill • with clear connections to related skills.</b></p>	<p><b>learning of • the essential strategy for comprehending OR applying skill • with clear AND consistent connections to related skills.</b></p>	<p>materials to lead students to independently apply the essential strategy <b>AND</b> related skills.</p>
<p><b>7) Using Knowledge of Students to Inform Teaching and Learning InTASC 1, 2, 7; CAEP 1.2</b></p>	<p>TC's justification of learning tasks is either <b>missing OR</b> represents a <b>deficit view</b> of students and their backgrounds.</p>	<p>TC justifies learning tasks with <b>limited attention</b> to students' prior academic learning <b>OR</b> personal, cultural, SEL, or community assets. <b>OR</b> personal, cultural, SEL, or community assets.</p>	<p>TC justifies why learning tasks (or their adaptations) are <b>appropriate</b> using examples of students' prior academic learning <b>OR</b> personal, cultural, SEL, or community assets. TC makes <b>superficial connections</b> to research and/or theory.</p>	<p>TC justifies why learning tasks (or their adaptations) are <b>appropriate</b> using examples of students' prior academic learning <b>AND</b> personal, cultural, SEL, or community assets. <b>AND TC makes connections to research and/or theory.</b></p>	<p><b>Level 4 plus:</b> TC's justification is supported by principles from research and/or theory.</p>
<p><b>8) Development of Student</b></p>	<p>Standard s, objectives, learning</p>	<p>Plans for instruction support student learning</p>	<p>Plans for instruction are</p>	<p>Learning tasks are <b>designed to</b></p>	<p><b>Level 4 plus:</b> Plans include activities</p>

<p><b>Understanding</b>  <b>InTASC 1, 2, 7;</b>  <b>CAEP 1.1</b></p>	<p>tasks, and materials are <b>not aligned</b> with each other. There is a <b>pattern of misalignment across two or more areas</b>. For example, if the lesson has a different math topic, then students are developmentally ready for, <b>OR</b> the topic is not aligned with learning goals or objectives there is a <b>significant pattern of misalignment</b>. <b>OR</b> TC plans indicate teaching <b>step-by-step procedures or memorization</b> where there is <b>little or no attention to assisting students in understanding the concepts or subject area reasoning</b>. <b>OR</b> <b>significant content inaccuracies are present</b>.</p>	<p>of facts and/or computations/procedures but with <b>little or no planned instruction to guide understanding of the underlying concepts of facts and procedures or why the procedures work</b>. The <b>connections to concepts or subject area reasoning or problem solving are fleeting or vague</b> so that students are largely left to make sense of these on their own.</p>	<p>logically sequenced to facilitate students' learning. Plans are presented in a linear sequence in which <b>this skill/lesson builds on the previous one(s)</b>. The sequencing of the skill/lesson supports students' learning by connecting facts and procedures to concepts. These <b>connections are explicitly written in the plans or commentary</b> and how the connections are made is not left to the determination of the scorer.</p>	<p><b>support students to make clear, consistent connections</b> between facts, procedures, concepts <b>AND</b> subject area reasoning or problem-solving skills. <b>AND</b> TC addresses connections between and among concepts, procedures, <b>AND</b> subject area reasoning or problem solving in the lesson.</p>	<p>and questions that will clearly support students in making these connections themselves. For example, this would include <b>plans that pose strategic problems and/or questions that lead students to make the connections and/or plans where students develop the habit of looking for connections between concepts and procedures through subject area reasoning and problem-solving strategies, justifying the steps, and/or identifying and correcting errors in their strategy</b>.</p>
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<p><b>9) Planning to Support Individual Differences and Learning Needs</b>  <b>InTASC 1, 2, 8</b>  <b>CAEP 1.4</b></p>	<p>There is <b>no evidence</b> of planned supports. <b>OR</b> TC does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.</p>	<p>Planned supports are <b>loosely tied</b> to learning objectives <b>OR</b> the central focus of the learning segment</p>	<p>Planned supports are tied to learning objectives <b>AND</b> the central focus <b>WITH</b> attention to the characteristics of the class as a whole.</p>	<p>Planned supports are tied to learning objectives <b>AND</b> the central focus. Supports address the needs of specific individuals or groups with similar needs.</p>	<p><b>Level 4 plus:</b>  Planned Supports include specific strategies to identify <b>AND</b> respond to common developmental approximations or misconceptions.</p>
<p><b>10) Standard Writing Conventions (lesson plan and documents)</b></p>	<p>The writing on the lesson plan contains multiple errors throughout in spelling and grammar that interfere with meaning or comprehension. TC displays writing on the lesson plan that contains numerous errors in spelling and grammar. The errors make the meaning of the text very difficult to comprehend and appears unprofessional.</p>	<p>The writing on the lesson plan contains frequent errors throughout in spelling or grammar that detract from meaning. TC displays writing on the lesson plan that contains numerous errors in spelling or grammar. They detract from the meaning of the text and make it difficult to comprehend.</p>	<p>The writing on the lesson plan contains a few inconsistent errors in spelling or grammar. TC displays a few errors in spelling or grammar conventions within the written lesson plan. The meaning of the text in the lesson plan is understood</p>	<p>The writing on the lesson plan contains no visible errors in spelling or grammar. TC displays accurate spelling and grammar conventions in the writing for the unit plan. The meaning of the text in the lesson plan is easily comprehended.</p>	<p><b>Level 4 plus:</b>  TC applies academic language in their writing of the lesson plan consistent with the discipline area of the lesson.</p>

## Appendix C: The ABCDs of Writing Objectives

Behavioral objectives provide a direction for a lesson plan, allowing the pedagogy to align with the desired outcome of the lesson. When completely written, a behavioral objective has four components. To aid in your understanding, you might remember the ABCDs of writing behavioral objectives. Your objective is to meet relevant *Academic Standards*. These standards represent the expectations of local, state, and/or federal educators for the students for whom the objective is intended. Your objectives must match the criteria by which the students will be assessed.

Indiana Standards can be located at <https://www.in.gov/doi/students/indiana-academic-standards/>

**AUDIENCE:** The first section addresses who will be expected to meet this objective.

**Who**—the student

**Audience Examples:**

The student

Jane

Fourth graders

**BEHAVIOR:** The second component of a behavioral objective is the expected student *Behavior*. **Does what**—describe the observable behavior (often the language function found in the academic standard) or specific action/target behavior that the student will be able to do by the end of the lesson/unit. The behavior must be written in terms of **visible actions**.

If it is visible, it can be observed.

If it can be observed, it can be counted.

If it can be counted, it can be summarized.

If it can be summarized, it can be evaluated.

*Avoid using verbs that represent covert/non-observable behaviors (e.g., appreciate, believe, feel, respect, improve, enjoy, know, understand).*

Use action verbs that demonstrate overt/directly observable and measurable behavior so performance toward mastery of the objective may be assessed.

**Examples of Observable Behavior**

Complete, Match, Read orally, Construct, Point, Speak, Draw, Write,  
Identify, List

**Examples of Behaviors in Objectives**

Will write a paragraph containing 100 words

Will count to 100

Will solve 2-digit multiplication problems

Consider using verbs from Bloom’s Taxonomy to reach higher levels of thinking.

**Bloom's Taxonomy**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
recall of information such as dates, events, places	explain what information means  interpret information	use information, methods, skills, or concepts in new situations to solve problems or answer questions	recognize components and patterns  organize parts  compare and contrast similarities and differences	use old ideas to create new ones  generalize from given facts  relate knowledge from several areas  combine different ideas or concepts	discriminate between ideas  assess value of evidence supporting ideas  make choices based on reasoned argument  recognize subjectivity
recall of major ideas	translate knowledge into new context  order, group, infer causes  predict consequences from information				
Verbs:	Verbs:	Verbs:	Verbs:	Verbs:	Verbs:
list, define, tell, describe, identify, show, label, examine, tabulate, quote, name, who, when, where	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend	apply, demonstrate, calculate, complete, illustrate, show, solve, modify, relate, change, classify, experiment, discover	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite	assess, decide, rank, test, measure, recommend, convince, select, judge, evaluate, discriminate, support, conclude, compare, summarize

*From: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York: Longmans, Green.*

**CONDITIONS:** The third component of a behavioral objective is the *Condition Given what*—describe the conditions that will need to be in place for your students to demonstrate the behavior or reach the goal. Questions to consider: *What will your students use to complete the learning activity? In what context do you want the student to perform the skill or increase/reduce the occurrence?*

The conditions could include special supports or learning materials, or the setting in which the behavior will be demonstrated by the student.

### **Examples of Conditions**

#### **Special Supports:**

- Given two verbal prompts/physical support
- Given a model/Given a visual cue/Given a diagram
- When presented with a choice of three

#### **Materials:**

- Given a calculator/When provided a calculator
- Given picture cards
- Given a word bank/Given a worksheet with 20 problems

#### **Setting:**

- During circle time/independent work time
- In the lunchroom/gym/throughout the school setting
- After reading an assigned story or passage

**DEGREE OF PROFICIENCY/CRITERIA:** The fourth component of a behavioral objective is the *Degree of Proficiency* or criteria for the learning activity. **How much—Criteria—**describes how many times the behavior must be observed for the goal to be considered completed or mastered. This is the component that allows for the assessment of student learning. What is your criterion for expected level? What level do you want the student to perform to know they mastered or “learned” the skill or goal? Proficiency level is used to evaluate student achievement, and sometimes it is used to evaluate the effectiveness of the teaching. Student grades likely will be based on proficiency. Some examples of stating a degree of proficiency include:

#### **Degree of Proficiency/Criteria Examples:**

- Number correct/15 out of 20 correct responses
- Within 15-20 minute time period
- With 85% accuracy in all settings/ On 80% of opportunities
- 4 out of 5 trials/ On 5 consecutive trials
- Complete all steps
- Labeling all 10 items correctly

### **How to begin writing an objective**

This process will ensure you are creating an objective tied to your standards and your students’ needs as well as assessing the performance toward your objective within the lesson/unit plan.



**Step #1** Start by looking at your academic standards for learning and reflecting on what your students currently know/understand/cultural background and experiences. What language function (action verb) is present in the standard? If the standard contains an action verb/language function, this may be a great starting point for your B (Behavior).

**Step #2** Next write down the potential concept or skill for the lesson/unit you could teach. This will also be part of your objective and may be present in the behavior or degree of proficiency portions of the objective you create.

**Step #3** Then Brainstorm what you could teach or want students to know, related to that concept or skill.

**Step #4** Determine which ideas are: worth being familiar with ("W"), important to know and/or do ("I"), and essential to enduring understanding ("E").

**Step #5** Choose the concept/skill that you could teach which is categorized as essential to enduring understanding.

**Step #6** Based on what your students currently know/understand/cultural background and experiences, list key ideas, understandings, skills students probably don't have, that they will need to learn in order to fully comprehend what you've identified as enduring.

**Step #7** List 3-6 things you would like students to be able to do with these understandings or skills, by the end of the lesson/unit. Use Bloom's taxonomy to make sure you include higher levels of thinking.

**Step #8** For each of the items above, list at least one potential form of evidence of student learning.

**Step #9** Choose one skill/concept to form one objective. Isolate one of the above ideas that are essential to enduring understanding and make that the focus of your objective.

#### **Example 1-elementary education**

Consider the 3<sup>rd</sup> grade Indiana ELA standard (3RL.1) "*Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.*" We will consider this standard our instructional goal.

A learning objective for this instructional goal may include skills/understandings/ideas your students may need but currently do not have to fully meet the goal.

For example, students will need to be able to describe various characters within stories and identify characters' traits, motivations, or feelings (see ELA 3RL2.4).

Your learning objective will link the goal and instruction with the assessment you will use.

What learning objective might you create to reflect the requirements?

***A good example:***

**Audience** = The student/the third grade student

**Behavior**= describe characters in a story

**Conditions**=given (fill-in the blank with any story/passage) Patricia Polacco's *The Mitten*

**Degree of proficiency/Criteria** =verbally, in terms of traits and feelings

**Objective**=**Given a story (Patricia Polacco's The Mitten), the student will verbally describe characters in the story in terms of traits and feelings.**

**Example 2- secondary education**

Instructional Goal: Students will know the conditions of free Blacks during antebellum south.

What objective should we write? In this case, "know" is not an action verb, therefore we need to think about the key ideas, understandings, skills that students will need in order to achieve the goal.

***A good example:***

**Audience**=students

**Behavior**=will describe the conditions of free Blacks in pre-Civil War America

**Conditions**=Given a traditional essay exam,

**Degree of proficiency/Criteria**= In at least 2 paragraphs, including 3 of 5 major points that were discussed in class

**Objective**=**Given a traditional essay exam, students will describe the conditions of free Blacks in pre-Civil War America in at least 2 paragraphs, including 3 of 5 major points that were discussed in class.**

**For additional help, use these references which provide checklists and other instruments to help you format effective and meaningful objectives:**

Gibb, G. S., & Dyches, T. T. (2000). *What's best for students with disabilities?*, Allyn & Bacon.

Mager, R. F. (1997). *Measuring instructional results: How to find out if your learning objectives have been achieved.* (3<sup>rd</sup> ed.). Atlanta, GA: CEP Press.

Mager, R. F. (1997). *Preparing learning objectives: A critical tool in the development of effective instruction.* (3<sup>rd</sup> ed.). CEP Press.

Northern Illinois University Center for Innovative Teaching and Learning. (2020). Writing goals and objectives. In *Instructional guide for university faculty and teaching assistants*. Retrieved from <https://www.niu.edu/citl/resources/guides/instructional-guide>

Penn State University, Schreyer Institute (n.p.). *Learning outcomes assessment tutorial*. <https://sites.psu.edu/loatutorial/>

## Appendix D: Student Teaching Summative Evaluation

Teacher candidate: \_\_\_\_\_ Date \_\_\_\_\_

Grade level/subject: \_\_\_\_\_ School: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_

### **DIRECTIONS:**

Each of the following paragraphs provides a description of characteristics of a particular level of student teacher. These holistic descriptions align with language used on the Danielson framework. Please read each of the descriptions, determine the level of performance the student teacher has accomplished, and provide specific evidence in support of the level identified. The Danielson rubric tool has been used throughout the semester to provide specific feedback; consider the evidence as you discuss the final grade. Specific evidence of the student teacher's performance must be recorded on the third page. Variations of each of these grades may be assigned. A-, B+, etc. The clinical educator and supervising instructor will collaborate on the earned grade prior to meeting with the student teacher. All three must sign this document.

### ***Student Teacher is Highly Effective* *Letter Grade: A***

A highly effective student teacher consistently demonstrates mastery of subject matter and provides students with multiple ways of interacting with the concepts and material; provides authentic contexts for subject matter and material; clearly analyzes assessments, both formative and summative, to drive instruction; checks for understanding throughout lessons, often using scaffolded questions that develop thinking; requires high quality responses from students; engages all students in the learning process; builds on prior knowledge; differentiates instruction in order to reach every student; consistently uses interdisciplinary instruction or connects with different content; plans unit assessments that directly relate to state, district, and grade-level assessments; anticipates difficulty in student learning and adjusts lessons appropriately, demonstrating flexibility in teaching; effectively integrates technology to enhance student learning; students in the class(es) can explain with detail the content they are learning; uses developed routines, transitions, and procedures to structure classroom environment; requires all students to be on task; embodies utmost professional demeanor.

### ***Student Teacher is Effective* *Letter Grade: B***

An effective student teacher demonstrates a solid understanding of subject matter, but may not have the depth of knowledge as highly effective student teacher; frequently provides students with at least two ways of interacting with the concepts and material; tries to connect subject matter and material to real life contexts; uses assessments regularly, both formative and summative, to drive instruction, but may not be as intentional with checking for understanding prior to moving on; makes an attempt to check for understanding throughout lessons, but not consistently; incorporates opportunities for students to develop thinking, but tends to rely on similar types of questions; expects academically solid responses from students, but may quickly move on if a student is struggling instead of holding the student accountable; engages students in the learning process; tries to build on prior knowledge by connecting to students' experiences, but attempt sometimes seems forced or unauthentic; differentiates instruction in order to reach every student; uses interdisciplinary instruction or connects with different content; plans unit assessments that directly relate to state, district, and grade-level assessments; pays attention to student understanding and adjusts lessons, demonstrating flexibility in teaching; frequently integrates technology to enhance student learning; students in the class(es) can begin to talk about the content they are learning; uses developed routines, transitions, and procedures to structure classroom environment; requires all students to be on task; professional demeanor.

***Student Teacher Needs Improvement***

***Letter Grade: C***

A needs improvement student teacher struggles with confidence of subject matter and seems to flounder occasionally when asked unplanned questions during instruction; provides students with one or two ways of interacting with the concepts and material, but the ways seem contrived; attempts to provide contexts for subject matter and material, but the connections may not be age-appropriate or relevant to students; uses some assessments to evaluate student learning, but use to drive instruction is somewhat unclear or inconsistent; asks students questions while teaching, but may not use varying levels of questions or may not use the information provided by students to change lessons; allows students to answer without high quality responses; engages most students in the learning process, but several often are off task or not fully engaged; connects most lessons to prior knowledge; works to reach every student by changing some aspect of the lesson, but full differentiation is not evident; incorporates an element of interdisciplinary instruction or different content, but sometimes students don't see the connection or purpose; plans unit

assessments that are grounded to state, district, and grade-level assessments; responds to difficulty in student learning and tries to change lessons, but may not fully grasp how to help the confused students understand; integrates technology to enhance student learning; students in the class(es) have a clear idea of the content they are learning, but may not be able to clearly explain it; has some routines, transitions, and procedures to structure classroom environment, but may struggle with classroom management or enforcing the established procedures; asks students to be on task, but does not consistently hold students to expectations; working on professional demeanor

***Student Teacher is Ineffective***

***Letter Grade: D or F***

An ineffective student teacher consistently struggles with areas of subject matter and uses the same methods with students, failing to let them interact with the concepts and material in multiple ways; uses a teacher-centered approach to introduce subject matter and material; relies on summative assessments instead of formative and summative; does not clearly use assessment to drive instruction; teaches without checking for understanding throughout the lesson, even at the end; asks the same types of questions and does little to develop higher order thinking in students; neglects to engage high quality responses from students; gives little thought to student engagement; makes an attempt to build on prior knowledge, but rarely; instructs students without recognition of their differences; rarely incorporates disciplinary instruction or connects with different content; plans unit assessments that are loosely related to state, district, and grade-level assessments; continues teaching despite students' confusion, failing to adjust lessons appropriately; makes an attempt to integrate technology to enhance student learning but without clear direction or purpose; students in the class(es) struggle to explain content they are learning; has sporadic routines, transitions, and procedures to structure classroom environment; students often on task; still developing understanding of professionalism in teaching

**STUDENT TEACHER UNDERSTANDING:**

My clinical educator and supervising instructor have discussed my final grade with me. I understand that to be rated a highly effective student teacher means that I have consistently demonstrated excellent teaching as outlined above and on the Danielson rubric. We discussed my strengths and weaknesses, and I have identified two or three areas I want to continue doing as well as two or three areas I will need to work on as I enter my career.

Signed \_\_\_\_\_ (student teacher)

Signed \_\_\_\_\_ (clinical educator)

Signed \_\_\_\_\_ (supervising instructor)

**EVIDENCE:**

Using evidence you have collected throughout the semester using the Danielson rubric, please identify specific evidence. You may type on this sheet. Be explicit with your examples. You may add more, but please include at least 5.

	EVIDENCE OBSERVED	CONNECTION TO EARNED GRADE
1		
2		
3		
4		
5		

## **Appendix E: edTPA Overview and Important Links**

### **What is edTPA?**

edTPA, a Teacher Performance Assessment, is a “multiple-measurement assessment system aligned to state and national standards.”

edTPA offers important feedback to teacher candidates regarding their teaching knowledge and skills. Teacher candidates can use the process as well as the feedback as an important tool in their teaching careers. Additionally, the feedback gained from edTPA regarding teacher candidates’ teaching knowledge and skills allows the Henney Department of Education to make important curriculum and experiential improvements. Ultimately, Manchester University’s teacher candidates enter the profession more fully prepared.

### **Overview and Support**

This project requires teacher candidates to demonstrate knowledge and skills in planning instruction, teaching, and assessing student learning. Artifacts to collect and submit include

- information about your student teaching setting (context for learning)
- lesson plans aligned with standards and assessments
- video clips of you teaching
- copies of materials used to teach as well as the assessments used
- analysis of your planning and teaching through specific commentary prompts

Comprehensive handbooks exist for each content area, and these handbooks offer guidelines for what to submit and how to write the commentary. You will note that at the beginning of your handbook, edTPA offers you a Task Overview chart, and then, at the end of the handbook, you will find a more detailed Evidence Chart.

The Henney Department of Education and edTPA suggest you read the Evidence Chart before you begin working on the project. The Evidence Chart is also an excellent checklist to ensure you have met the requirements.

The “Making Good Choices: Candidate Support Resource” document is an excellent resource for writing your commentaries and meeting the goals of the project. The Director of Teacher Education and the Assessment and Field Experience Coordinator will be your primary point people on this project; however, each of the faculty and university supervisors in the program can support you as well.



## Details of the edTPA Project

The following details are summarized from edTPA materials; much more specific directions can be found in content-specific handbooks as well as the “Making Good Choices” document prepared for teacher candidates.

### LESSON PLANS

- Create a learning segment of 3-5 lessons “that build toward your selected central focus for teaching and learning.”
- Align your lessons with state academic standards
- Rely on the district curriculum guide as well as grade-level expectations and requests of your cooperating teacher.
- Submit lesson plans that include learning objectives aligned with state standards, formal and informal assessment plans, specific (engaging) steps outlining what you and the students are doing, and instructional materials.
- As you design your lessons, keep your students in mind. Make sure you offer ways you will accommodate different learners.
- Identify specific pedagogical theory (best practices) for your decisions.
- Be sure to support academic language needed for your students (a separate handout will be offered for academic language).
- Lesson plans must be limited to no more than 4 pages in length.
- You will not include any rationale or discussion in the lesson plans; this will be included in the commentary portion of your project.

### VIDEO RECORDING

- Obtain consent from the students in your classroom; do not record those students whose parents have not provided consent.
- Secure a reliable recording device either from your student teaching placement or check out one of the Swivls from the Henney Department of Education (plan ahead, please, as we only have 5 of these devices).
- NEVER POST THESE VIDEOS PUBLICLY
- The video does not need to be professionally produced, but it needs to be clear for the evaluators to know what you are doing.

### ANALYZING TEACHING EFFECTIVENESS

- Select one student written sample to analyze; it must be work completed by an individual (content-specific handbooks and the “Making Good Choices” document offer more specific guidelines for selecting the sample to analyze).
- Describe what you discovered/learned about teaching your central theme of your teaching segment; making sure the assessment is aligned with one of the key standards and your central theme to the teaching will support this analysis.

- According to edTPA, you should make sure you align the assessment piece to the objectives of the learning segment, and
  - measure the outcomes of your learning segment as related to the central focus;
  - address the elements of the subject-specific emphasis as defined in your edTPA handbook.

**\*See the edTPA Canvas site for access to handbooks and additional information**

## Appendix F: Dispositional Rubric

Pre-service teacher's name \_\_\_\_\_

Teacher licensure area(s): \_\_\_\_\_

The following dispositions reflect behavior of candidates as students in undergraduate classes. The Department of Education believes it can use these undergraduate behaviors as benchmarks for growth within the teaching profession.

At the mid-way point of the sophomore year, candidates should demonstrate ratings of *developing* or *competent* in all categories. Failure to demonstrate these dispositions could delay admission to the Teacher Education Program. By the end of the program, the candidate will demonstrate a *competent* or *accomplished* rating in **all categories** of dispositions.

Disposition	The Beginning Candidate (1)	The Developing Candidate (2)	The Competent Candidate (3)	The Accomplished Candidate (4)
<b>Punctuality/ Attendance</b>  InTASC #9: Professional Learning and Ethical Practices	Inconsistently reflects professionalism through attendance or punctuality.  EXAMPLE: attendance is spotty and candidate is excessively late or absent throughout the semester; does not communicate reasons for absences; may arrive just on time for class; does not meet timelines for task completion	Reflects developing professionalism through some lapses in attendance or punctuality  EXAMPLE: provides short notice to instructor or provides a reason after the absence; arrives slightly before class begins; inconsistently follows through with commitments and due dates	Reflects adequate professionalism through good attendance and punctuality.  EXAMPLE: notifies the instructor in advance and makes arrangements for absences (i.e. tests, assignments, content covered); punctual to classes and meetings; follows timelines and due dates	Consistently practices professionalism by intentionally being in attendance and early to class and appointments.  EXAMPLE: deliberately arrives early to class, appointments, and meetings; exhibits impeccable attendance; only misses class for true emergency, naturally provides documentation for absences; plans ahead purposefully and demonstrates mastery of time management
<b>Interactions with others</b>  InTASC #10: Leadership and Collaboration	Inconsistently takes leadership and collaborative roles through working with others.  EXAMPLES: demonstrates an unwillingness to build relationships; negatively interacts with people who have different views or backgrounds; at this time, is not fit to work with others professionally	Reflects developing knowledge and respect for learning.  EXAMPLES: shows limited interest for the learning and/or teaching process; does not seek opportunities to gain new knowledge; participates in discussions when prompted	Reflects adequate leadership and collaborative roles through good relationships with others.  EXAMPLES: demonstrates a willingness to build relationships, but struggles to do both consistently and intentionally; generally works well with people who have different views or backgrounds; at this time, is a developing pre-professional	Consistently practices leadership and collaboration by intentionally building relationships with others.  EXAMPLES: understands how to effectively and intentionally build relationships and does so consistently; works exceptionally well with others, particularly people who have different views or backgrounds and/or in times of conflict; at this time, consistently engages in professional interactions

<p><b>Attitude toward knowledge and learning</b></p> <p>InTASC #4: Content Knowledge</p>	<p>Inconsistently takes initiative in attaining knowledge.</p> <p>EXAMPLES: appears uninterested in the learning and/or teaching process; seems apathetic or negative about gaining new knowledge; fails to participate in discussion</p>	<p>Reflects developing knowledge and respect for learning.</p> <p>EXAMPLES: shows limited interest for the learning and/or teaching process; does not seek opportunities to gain new knowledge; participates in discussions when prompted</p>	<p>Reflects adequate depth of knowledge and respect for learning.</p> <p>EXAMPLES: recognizes opportunities to engage in the learning and/or teaching process; occasionally seeks opportunities to gain new knowledge; participates in discussions</p>	<p>Consistently practices intentional mastery of knowledge and respects the learning process.</p> <p>EXAMPLES: consistently engages in the learning and teaching process; consistently seeks opportunities to gain new knowledge; often leads effective discussions; consistently completes work with a high degree of skill and accuracy; models a passion for learning; takes pride in personal and professional work</p>
<p><b>Patience</b></p> <p>InTASC #3: Learning Environments</p>	<p>Inconsistently reflects patience with others in the learning environment.</p> <p>EXAMPLES: shows little or no patience with others; does not attempt to learn from mistakes; quick to judge others</p>	<p>Reflects developing patience towards others in the learning environment.</p> <p>EXAMPLES: shows signs of developing patience with others; may struggle in difficult situations; making attempts to learn from mistakes, but relies on excuses; judgment of others is minimal</p>	<p>Reflects adequate respect for others in the learning environment.</p> <p>EXAMPLES: generally respectful toward others even during disagreements and conflicts; has personal integrity; demonstrates good judgment and discretion during interactions; collaborates with others and is attempting to use his/her voice in group settings</p>	<p>Consistently practices patience towards others in the learning environment.</p> <p>EXAMPLES: consistently models patience when working with others in a variety of situations; consistently learns from mistakes; gets things done in spite of hardships; accepts others and demonstrates consistent encouragement of others</p>
<p><b>Respectful attitude</b></p> <p>InTASC #3: Learning Environments</p>	<p>Inconsistently reflects respect towards others in the learning environment.</p> <p>EXAMPLES: disrespectful or inappropriate in tone, body language, and/or words; lacks integrity; uses poor or negative judgment during interactions; avoids opportunities to collaborate with others</p>	<p>Reflects developing respect towards others in the learning environment.</p> <p>EXAMPLES: tendency to be disrespectful or inappropriate in tone, body language, and/or words, particularly in difficult situations; exhibits questionable integrity; minimal use of good judgment and discretion during interactions; recognizes the value of collaboration but limits contributions to the group</p>	<p>Reflects adequate respect for others in the learning environment.</p> <p>EXAMPLES: generally respectful toward others even during disagreements and conflicts; has personal integrity; demonstrates good judgment and discretion during interactions; collaborates with others and is attempting to use his/her voice in group settings</p>	<p>Consistently practices respect towards others in the learning environment.</p> <p>EXAMPLES: consistently demonstrates respectful attitudes toward others, especially during disagreements and/or conflicts; integrity and character are held in high regard by peers and/or faculty; consistently relates well with and respects others during interactions; seeks opportunities to collaborate and to lead in group settings</p>

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Date

### **Appendix G: Appeal Process for Licensure Testing**

In the event that a teacher candidate does not pass their content licensure exams prior to the deadline (June 1 for fall student teachers and December 1 for spring student teachers), they may appeal one time to the Teacher Education Commission (TEC) for a one-month extension of the deadline emailing a letter of appeal to the Director of Teacher Education within three (3) days of the deadline, making sure to address the following:

- a) which test(s) you still need to pass;
- b) why you believe you should be granted a one-month extension;
- c) your plan on how you will pass the test; and
- d) any other information you feel TEC should know in determining whether or not to grant you a one month extension.

The Director of Teacher Education will forward the appeal letter to the members of TEC who will then vote on said appeal. Once the votes have been tallied, the Director of Teacher Education will contact the teacher candidate, by email, regarding the outcome of the appeal. If the appeal is granted, the teacher candidate will have until the following deadline with which they must pass their content test(s): July 1 for fall student teaching and January 1 for spring student teaching. There will be no further appeals after said date has passed, as the Director of Teacher Education must be able to give appropriate notice to the clinical educators.