

# Student Teaching Handbook



**Manchester**  
University



# STUDENT TEACHING HANDBOOK 2019-2020

A Publication of the  
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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 Teacher Education Program seeks to bridge theory and practice, preparing students for professional careers that promote individual well-being, community engagement, and social justice.

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# SECTION I

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## Overview

## SECTION I

## OVERVIEW

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

The professional term consists of a full semester of student teaching while candidates are concurrently taking a two-semester-hour seminar to support student teaching. During the professional term, candidates take a major step in becoming professionals. All content exams must be passed prior to student teaching which allows candidate to 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. All candidates are required to be in attendance during the prescribed student teaching dates.

Candidates are expected to remain in their placement throughout the entire semester, including exam week. Student-athletes may be required to make up any days missed due to athletic competition. 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 cooperating teachers 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 Montessori 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 cooperating teacher(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 cooperating teachers.

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 cooperating teacher 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

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### General Requirements

## SECTION II

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### STUDENT TEACHING: GENERAL REQUIREMENTS

#### START OF SCHOOL EXPERIENCE

All candidates are required to “shadow” their cooperating teacher(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 cooperating teacher(s). Because Manchester requires a full spring semester of student teaching, candidates will need to work with both cooperating teachers to establish the schedule for these first four days of school. They must meet the attendance requirements during start-of-school and student teaching; failure to meet those requirements may result in lowering the grade for student teaching or removal from student teaching.

Cooperating teachers 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. All candidates are expected to participate heavily in field experiences prior to student teaching. All candidates are expected to engage in tutoring, observing or teaching during the semester prior to student teaching, preferably within the classroom(s) where they have been assigned to student teach.

#### 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 classes 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, high ability, or English Learners licensure, one of their placements during the semester must be under the supervision of a licensed teacher in the specialized area. (See Appendix A)

Candidates seeking all grade licensure in art, music, or health and physical 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**

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



SECTION III  

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Framework and Goals

## SECTION III

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### THE MANCHESTER UNIVERSITY TEACHER EDUCATION PROGRAM FRAMEWORK and 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 provide 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 Manchester University Teacher Education Program is currently accredited by NCATE (National Council for Accreditation of Teacher Education) and is seeking CAEP (Council for Accreditation of Educator Preparation) accreditation. Therefore, all candidates must demonstrate achievement of specific performance standards.

This handbook is revised annually to reflect changes in the field, suggestions from cooperating teachers, 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 CONCEPTUAL FRAMEWORK AND 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 Pearson Content Tests. Successful candidates reflect dispositions of an excellent 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**

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.

Manchester University's teaching program also uses CARE objectives to influence its conceptual framework and program goals. The objectives are distributed into four goal categories: curriculum; assessment; relationships; environment. The goal categories and objectives are communicated throughout the program through the courses and field experiences. National and state standards require that the goals and objectives be demonstrated by candidates within the P-12 classroom.

## Curriculum: Constructs and delivers appropriate curriculum for students

- C1. Plans informative, developmentally appropriate lessons and /or units
- C2. Teaches subject matter accurately to insure that students can meet P-12 academic standards
- C3. Uses interdisciplinary instruction as appropriate



- C4. Addresses subject matter from various points of view
- C5. Teaches students to use critical thinking and problem solving strategies C6. Uses effective questioning strategies

**Assessment: Assesses students' learning and development with a variety of measures**

- A1. Develops appropriate tools to assess learning
- A2. Assesses learning through standardized and/or teacher constructed tests to drive future instruction.
- A3. Assesses learning through appropriate alternative measures to drive future instruction
- A4. Uses a variety of appropriate, authentic assessment tools and methods

**Relationships: Establishes professional and reciprocal relationships with others invested in students' learning**

- R1. Demonstrates sensitivity for diversity with students, colleagues, parents, university faculty, and/or community agencies
- R2. Demonstrates full awareness of ethical and legal responsibilities of teachers
- R3. Values life-long learning and personal/professional development, and/or service orientation
- R4. Models appropriate oral communication skills
- R5. Models appropriate written communication skills
- R6. Motivates students to learn individually, collaboratively and cooperatively
- R7. Plans lessons in collaborative teams

**Environment: Creates positive and caring environments for student development and learning**

- E1. Differentiates learning opportunities that respond to individual learning styles and learning challenges
- E2. Uses a variety of teaching methods and materials
- E3. Uses a variety of appropriate media and technology
- E4. Keeps records to monitor, document, and report student progress
- E5. Manages student behavior in positive, safe ways
- E6. Models conflict resolution skills
- E7. Engages in research and reflection on best practices in teaching strategies

SECTION IV  

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Shared Responsibilities

## SECTION IV

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### SHARED RESPONSIBILITIES

The Candidate, Cooperating Teacher, and the 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 cooperating teacher 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 Pearson Content exams. 2018 and subsequent graduates must pass all content licensure exams prior to student teaching.
2. **Complete all assigned tasks in a timely manner.** Each candidate must submit a weekly schedule following the guidelines and deadlines of his/her university supervisor. For the first three weeks, the Manchester University lesson plans are required to be turned in to his/her cooperating teacher and university supervisor. Each candidate must demonstrate his/her 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 student learning and complete the senior comprehensive evaluation and exit interview.
3. **Follow the school schedule of the cooperating teacher.** At a minimum, a candidate must arrive no later than the teacher's contractual arrival time; 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. 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 cooperating teacher 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 appropriate to school expectations for classroom teachers
    - Prohibited items of dress may include, but are not limited to:
      - Non-traditional jewelry including body piercing jewelry
      - Inappropriate footwear, open-toed shoes, revealing clothing, (including skirts, dresses or shorts – they must be just above the knee or longer), exposed skin, tattoos; and
      - Baseball caps, jeans or other headwear not worn by teachers
  - B. Expect to teach every day.
    - Notify the cooperating teacher 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 cooperating teacher 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 cooperating teacher first, then the university supervisor and Director of Teacher Education.
    - The teacher candidate will not miss any student teaching days for the purpose of interviewing for teaching positions, other than the teacher recruitment day.
    - **Late arrivals or unexcused absences will not be tolerated. A student teacher may be removed from student teacher 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 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 (see NEA Code of Ethics).
  - 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, cooperating teacher, or administration.
  - Thoroughly review all sections of this handbook.
5. **Candidates are required to have the prior approval of the cooperating teacher for all materials and lessons presented.** Cooperating teachers 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 cooperating teacher and university supervisor. (Hard copies are provided for cooperating teachers and university supervisors, while teacher candidates may access their copies online.)
  - h. Begin final preparations for Senior Comprehensive Exam.
- 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 cooperating teacher.
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 cooperating teacher and university supervisor. Should the cooperating teacher, 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 cooperating teacher. The cooperating teacher or university supervisor may require additional lesson plans at his/her discretion, and it is expected that the candidate will adhere to the lesson plan format or guidelines of the school.

9. **Senior Comprehensive Exam:** During the first half of the student teaching semester, teacher candidates will complete an impact on student learning project which involves designing assessments and a unit plan that incorporates research-based best practices. Teacher candidates must demonstrate a clear knowledge of how data drives their instruction. Upon completion of the teaching of the unit, the teacher candidates write a comprehensive analysis of the data collected. They then create a poster, depicting their methods and findings, to present at the Celebrate Education reception. Evidence of student learning during student teaching is a cornerstone of this experience. See Appendix E for instructions and for the Senior Comprehensive Exam.
10. **Record yourself teaching.** Each student teacher must record themselves teaching a 20 minute lesson and turn in the recording, along with a two-page analysis of their teaching, to the Director of Teacher Education prior to Manchester University's mid-term. Failure to do so will result in a reduction of your student teaching grade.
11. **Accept responsibility for classroom control.** While student learning and classroom management are ultimately the responsibility of the cooperating teacher, a candidate cannot be effective unless they establish 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 time must be approved in advance by the cooperating teacher, 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.

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 cooperating teacher, 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 cooperating teacher 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 upon completion of additional requirements. 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, threaded discussion, etc.

## RESPONSIBILITIES OF THE COOPERATING TEACHERS

The cooperating teacher 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 cooperating teacher 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 cooperating teacher, the following guidelines are provided:

1. **During Start-of-School Days, provide the student teacher with the "tools" he/she 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 he/she 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 his/her 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 he/she gains confidence. The candidate must plan his/her own lessons, with the suggestions of the cooperating teacher.
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 his/her position as the teacher in charge. Generally, stay away from the classroom often by the candidate's fourth week. 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 of his/her 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 cooperating teacher 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 Director of Teacher Education (260-982-5265) and/or the 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.** Cooperating teachers 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. It is recommended that the mentors keep a

record of these interim evaluations. The Director of Teacher Education will ask for general feedback on the candidate's performance.

**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 form to the university supervisor who will deliver it to the Manchester University Henney Department of Education office. Retain a copy for your records. This form provides critical information in establishing the final student teaching grade. This evaluation form is 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 cooperating teacher. 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 cooperating teacher 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 cooperating teacher, conferences between the university supervisor and the cooperating teacher, observations by the university supervisor, and materials submitted by the candidate. Grades will be determined by a collaboration between the cooperating teacher, 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)

The Danielson rubric will be used to assess student performance:

4 = Outstanding performance in all respects. Uses effective, varied teaching strategies and manages the classroom efficiently. Adapts for individual differences. Will be an excellent teacher in the first year of experience with limited supervision. Planning is standards-based, thorough, appropriate, and fosters highly effective teaching. Shows a positive and caring attitude and enthusiasm in the classroom. Consistently exhibits professional behavior. Evidences a strong professional attitude, the highest integrity, and a strong sense of ethical behavior.

3 = Superior overall performance across nearly all of the standards. Minimal lapses in use of effective teaching strategies occurring only during the initial phase of placement. With initial coaching, implements effective classroom management and often adapts for individual differences. Will be an effective first-year teacher with the mentoring provided during the first year of teaching. Exhibits consistent standards-based planning. Shows a positive and caring attitude toward students and consistently exhibits professional behavior. Evidences a professional attitude, committed to self-improvement, integrity and a sense of ethical behavior. Should be the "common" grade.

2 = Developing competence as a beginning teacher, but these competencies are displayed inconsistently. Would require much support to achieve success as a beginning teacher. Evidences some professionalism but negated by defensiveness, some resistance to constructive criticism and personal growth. Eligibility for licensure is questionable. Candidates receiving less than a C+ will not receive recommendation for an initial teaching license by Manchester University.

1 = Unsatisfactory performance as a candidate, not ready for independent classroom teaching. Evidences poor planning, poor professional demeanor, appearance, inadequate classroom management. Teaches content inaccurately or inadequately. Needs additional coursework and/or experience before becoming eligible for another student teaching placement. Cannot be licensed by Manchester University.

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, cooperating teachers, 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 his/her candidates and the cooperating teacher 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, cooperating teacher, school officials
  - procedures for final visit/evaluation

2. **Confer with the cooperating teacher 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.** Cooperating teachers and university supervisors should review the Student Teaching Summative Evaluation with the candidate at this time to mutually assess the candidate's progress and submit same to the Director of Teacher Education.

4. **Inform the director of teacher education, in writing, if a candidate is having significant problems.** A candidate who is dissatisfied with his/her 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 cooperating teacher during the last week of full-time student teaching.** Go over the Student Teaching Summative Evaluation. Share these comments with the candidate.
  
6. **At the completion of each student teaching placement, the university supervisors have several responsibilities:**
  - Submit to the Education Department 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 to the Education Department.
  - Submit the recommended grade for each candidate to the Education Department at the time the Student Teaching Evaluations are submitted.

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, cooperating teachers, and university supervisors to guide their participation in the program.

## SECTION V

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### Appendices



## APPENDIX A

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### Instructions for Mild Intervention, High Ability and English Learners





## APPENDIX A

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### INSTRUCTIONS FOR MILD INTERVENTION, HIGH ABILITY 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 cooperating teacher 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 cooperating teacher 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 him/her.

#### **RESPONSIBILITIES OF THE COOPERATING TEACHER**

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 cooperating teacher 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 cooperating teacher, lessons taught by the cooperating teacher, and the candidate.

## **RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

Realize that the schedule of a specialized teacher may be highly unpredictable. In conversations with the cooperating teacher, 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

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### Lesson Plan Format



**LESSON PLAN FORMAT**

**MANCHESTER UNIVERSITY**  
**Henney Department of Education**

**LESSON PLAN by** \_\_\_\_\_

**Lesson:** \_\_\_\_\_ **Length** \_\_\_\_\_ **Age or Grade Intended** \_\_\_\_\_

**Academic Standard(s):** 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) and the preschool foundations (ages 3-5) can be located at <http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>. The Common Core standards are located at <http://www.corestandards.org/the-standards>. All students should consider adding a literacy standard, as you learned with Dr. Schilling in EDUC242.

**Performance Objective/s:** Objectives need to be written using ABCD method. We will cover this in class and you will receive a handout explaining this process. You may have more than one objective – the key is that each standard should be evident in an objective. However, the number of objectives doesn't need to match the number of standards covered.

**Assessment:** Explicitly state how each of these objectives will be assessed and why this form of assessment fits. This section should be two paragraphs, at least. One paragraph should explain how you will assess, the other should explain why you chose this form of assessment – using a peer-reviewed source to support. Consider – how could you use the data from this assessment to drive future instruction????? (at least one research citation required)

**Advanced Preparation by Teacher:** Describe the preparation the teacher will need to do prior to teaching the lesson, for example, creating a worksheet, collecting specific materials, previewing a video, etc. What will you need to have ready?

**Procedure:**

**Introduction/Motivation:** Describe how the teacher 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.

**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. Include specific questions of various types and identify the level of the questions from Bloom's Taxonomy. Identify the multiple intelligences from Howard Gardner's theory that are matched by this lesson. Have at least one peer-reviewed source that supports one of the instructional

strategies included in this section. (at least one citation required)

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

**Adaptations/Enrichment:** Include a plan for adaptations or modifications that will address the individual needs of an exceptional learner. You will choose a specific disability to address for this section, which should be at least two full paragraphs. Explain the adaptation/modification and then describe your supporting research. (at least one citation required)

**Self-Reflection:** Consider the potential effectiveness of your teaching. What do you believe would go well and where might problems arise? What are the strengths and weaknesses of this plan? Also, include a description about the research support for the procedure section here.

**References:** Cite all sources in APA format, 6th edition, on a formal APA-style references page. This should be on a totally separate page.

APPENDIX C  

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The ABCDs of Writing Objectives





## THE ABCDS OF WRITING OBJECTIVES

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  
<http://dc.doe.in.gov/standards/academicstandards/index.shtml>.

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

Good Examples: The student  
Jane  
Fourth graders

**B**EHAVIOR” The second component of a behavioral objective is the expected student *behavior*. This expected performance must be written with action verbs or verbs that call for a measurable behavior. The reason for using action verbs is that only through directly observable or measurable behavior can the teacher assess whether the objective has been reached.

Some verbs indicate behavior that is too vague or too ambiguous or clearly not measurable. When writing behavioral objectives, you should avoid verbs that clearly represent behaviors that are not directly observable, such as appreciate, believe, comprehend, enjoy, know, learn, like, and understand.

Good Examples: Student will total the cost of the items.  
Student will read three of her books.  
Student will list the parts of the digestive system.

**C**ONDITION: The third component of a behavioral objective is the *condition* – the setting or learning materials in which the behavior will be demonstrated by the student. The question is, “What will your students use to complete the learning activity?”

Good examples: Given the price of 5 different items  
Given the titles of books by Patricia Polacco  
Given a word bank of 30 anatomical parts

**DEGREE OF PERFORMANCE:** The fourth component of a behavioral objective is the *degree of performance* or level of expected performance for the learning activity. This is the component that allows for the assessment of student learning. What is your criterion for expected level? Performance 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 performance. Some examples of stating a degree of performance include:

Good examples: Nine out of 10 times accurately  
Verified by parent signature  
With 100% accuracy

For additional help, use these references:

Robert F. Magar. (1997). *Preparing Instructional Objectives*, The Center for Effective Performance, Inc.

Gordon S. Gibb and Tina Taylor Dyches. (2000). *What's Best for Students with Disabilities?*, Allyn & Bacon.

## APPENDIX D

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### Student Teaching Summative Evaluation



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 cooperating teacher 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 cooperating teacher 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 \_\_\_\_\_ (cooperating teacher)

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

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Senior Comprehensive Exam



## APPENDIX E

### SENIOR COMPREHENSIVE EXAM

#### IMPACT ON STUDENT LEARNING RESEARCH PROJECT FORMAT

The impact on student learning project for the Elementary Education, Secondary Education, and All-Grade Student Comprehensive Exam contains several parts and should be organized in the following manner. As always, students will use the **APA style for the format and citations**.

Structure of final project:

- A. Section 1: Introduction
  - i. Background of project
  - ii. Brief overview of the setting and demographics
  - iii. General overview of unit including explicit discussion of the one or two best practices/methods used throughout the unit
- B. Section 2: Literature Review
  - i. Discussion of previously published studies regarding the best practice(s) you have selected to focus on in your unit. \*
  - ii. Develops a theoretical foundation
- C. Section 3: Methodology
  - i. State research question/goals
  - ii. Describe data collection tools; make sure you articulate how the assessment will measure the effectiveness of your best practice on student learning
  - iii. Give rationale for the tool(s) used to collect data
  - iv. Participants (include location, profiles, number, etc.)
  - v. Limitations (what other factors impact this project that are out of your control?)
- D. Section 4: Research Findings
  - i. Tables and figures help clarify findings
  - ii. Present and analyze data – do not draw conclusions here
- E. Section 5: Discussion of Results
  - i. Creates connections between literature and research
  - ii. Provides explanation of how research fits into previous research
- F. Section 6: Conclusion

\*peer reviewed means research studies NOT textbooks or articles that summarize research. Use evidence to support your decision making process.

### Teaching Majors' SCE Directions

#### Overview:

Create a unit based on peer-reviewed best practices and that uses formative and summative data to drive instruction. Administer pre- and post-unit assessments (developmentally and content appropriate), analyze the data, and reflect in a formal, written research paper on your impact on student learning.

Write a college-level paper that integrates peer-reviewed articles focused on research-based best practices and clearly articulates the analysis of the data. The paper will draw connections between the teaching methods and the depth of student learning. Your paper serves as the senior comprehensive evaluation (SCE).

#### Timeline (Dates to be given prior to start of school):

Lit Matrix with 6-8 peer-reviewed sources submitted by 11:59 PM

Literature review submitted by 11:59 PM

NOTE First three sections of paper should be written by end of semester

Final paper submitted with PowerPoint slide of research (follow provided template); submit to Canvas by 11:59 PM

Two of the faculty will evaluate the paper using the SCE rubric, and you will receive an email regarding the status of your SCE. Papers are assigned a Pass/Fail designation.\* If your paper meets the expectations, you will receive feedback on the poster draft.

Poster presentations prior to the Celebrate Education banquet; seniors are expected to be present at their poster.

#### Steps:

1. Work with classroom teacher early to determine when you will be teaching the unit plan.
2. Create a standards-based, research-based unit plan that meets the needs of all learners. You must use one or two best practices throughout your unit in order to determine if those methods have an impact. The best practices must be METHODS for teaching, not general pedagogy.

3. Make sure you have clear learning objectives. You must measure growth, so make sure what you want them to do is measurable.
4. While creating the unit, begin writing the SCE, focusing attention on the research-based best practices and justification for selecting the method(s). Completing a lot of the groundwork in the fall will save you time in the spring while you are student teaching. Discuss the one or two best practices you have decided to use during the teaching of your unit. Use at least five peer-reviewed, current (no more than 7 years old) journals to support the selected best practices. These must be research studies.
5. The best practice should be cycled throughout the entire unit. Your goal is to say because you used this method; it had an impact on student learning.
6. In your first student teaching placement, teach the unit plan. We encourage you to tweak your unit as you go along based on student feedback via formative and summative assessments.
7. Once you have collected your data, analyze the impact your selected teaching method had on student learning. Make sure you have **EVIDENCE** for why you believe this to be true.
8. Your paper must be written at an advanced level, using correct grammar and punctuation and mature style. The paper should be impeccable; it is a professional document that you are submitting as your capstone. Analysis and synthesis must be evident throughout your paper. These papers end up being quite long.
9. Faculty will evaluate your paper using the department's rubric; seniors will earn a Pass/Fail designation. The rubric provides feedback for accreditation.



APPENDIX F  

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Dispositional Rubric





APPENDIX E

Evaluation of Teacher Candidate

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

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

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

Disposition	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)	N/A
<b>Punctuality/ Attendance</b>  InTASC #1: Professional Learning and Ethical Practice  InTASC #9: Professional Learning and Ethical Practices	-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	-some lapses in attendance or punctuality  -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	-good attendance  -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	-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 #3: Learning Environments  InTASC #7: Planning for Instruction  InTASC #10: Leadership and Collaboration	-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	-demonstrates a limited understanding of how to effectively and intentionally build relationships  -does not consistently work well with people who have different views or backgrounds  -at this time, is a struggling pre-professional that needs assistance	-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	-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	
<b>Attitude toward knowledge and learning</b>  InTASC #1: Learner Development  InTASC #4: Content Knowledge  InTASC #5: Application of Content  InTASC #9: Professional Learning and Ethical Practice  InTASC #10: Leadership and Collaboration	-appears uninterested in the learning and/or teaching process  -seems apathetic or negative about gaining new knowledge  -fails to participate in discussion	-shows limited interest for the learning and/or teaching process  -does not seek opportunities to gain new knowledge  -participates in discussions when prompted	-recognizes opportunities to engage in the learning and/or teaching process  -occasionally seeks opportunities to gain new knowledge  -participates in discussions	-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><b>Patience</b></p> <p>InTASC #3: Learning Environments</p> <p>InTASC #10: Leadership and Collaboration</p>	<p>-shows little or no patience with others</p> <p>-does not attempt to learn from mistakes</p> <p>-quick to judge others</p>	<p>-shows signs of developing patience with others; may struggle in difficult situations</p> <p>-making attempts to learn from mistakes, but relies on excuses</p> <p>-judgment of others is minimal</p>	<p>-generally shows patience when working with others in various situations</p> <p>-attempts to learn from mistakes are recognized; minimal excuses</p> <p>-does not judge others</p>	<p>-consistently models patience when working with others in a variety of situations</p> <p>-consistently learns from mistakes; gets things done in spite of hardships</p> <p>-accepts others and demonstrates consistent encouragement of others</p>	
<p><b>Respectful attitude</b></p> <p>InTASC #3: Learning Environments</p> <p>InTASC #7: Planning for Instruction</p> <p>InTASC #10: Leadership and Collaboration</p>	<p>-disrespectful or inappropriate in tone, body language, and/or words</p> <p>-lacks integrity</p> <p>-uses poor or negative judgment during interactions</p> <p>-avoids opportunities to collaborate with others</p>	<p>-tendency to be disrespectful or inappropriate in tone, body language, and/or words, particularly in difficult situations</p> <p>-exhibits questionable integrity</p> <p>-minimal use of good judgment and discretion during interactions</p> <p>-recognizes the value of collaboration but limits contributions to the group</p>	<p>-generally respectful toward others even during disagreements and conflicts</p> <p>-has personal integrity</p> <p>-demonstrates good judgment and discretion during interactions</p> <p>-collaborates with others and is attempting to use his/her voice in group settings</p>	<p>-consistently demonstrates respectful attitudes toward others, especially during disagreements and/or conflicts</p> <p>-integrity and character are held in high regard by peers and/or faculty</p> <p>-consistently relates well with and respects others during interactions</p> <p>-seeks opportunities to collaborate and to lead in group settings</p>	

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

Date \_\_\_\_\_

