



Valparaiso
University

Department of Education

STUDENT TEACHING HANDBOOK

Fall, 2011

PREFACE

Welcome to the Valparaiso University Education Department's Professional Semester!

Valparaiso University in partnership with several outstanding school corporations is proud to offer to our student teaching candidates the very best in pre service practicum. The school corporations in this partnership realize the importance of developing good teachers and extend the opportunity to visit and participate in the education process in their buildings. For this opportunity, the staff and students of Valparaiso University express their sincere appreciation and promise to make good use of this opportunity.

Whether you are a student teacher, cooperating teacher, or a university field supervisor the student teaching field experience promises to be interesting, intensive, and professionally valuable. The materials contained in this handbook are presented to guide all parties through the process. This handbook is in the developmental phase and is being piloted this semester. Present practices, adjustments to meet the new portfolio driven curriculum, and improved forms are all presented in an effort to make the professional semester and student teaching experience significant in the development of excellence in teaching. The student teaching forms that will be needed throughout the experience may be copied from this handbook. Official color coded copies of the student teaching evaluation will be provided to student teachers, cooperating teachers and university field supervisors. Student teachers are responsible for seeing that the cooperating teachers and university field supervisors receive copies of the forms in a timely fashion.

In addition to the materials presented here, you are encouraged to check the department's website at <http://www.Valpo.edu> for more information. While great care has been taken in creating this handbook, the handbook may not cover all situations that may arise. In those instances, Valparaiso University and Education Department's policies and procedures will prevail.

Your assigned university field supervisor and Coordinator of Professional Development and Placement are available to support you during the professional semester. If you have concerns at any time in the course of the professional semester, please contact us. Our purpose is to guide and assist you as we work together to achieve a successful culminating field experience and recommendation for licensure.

We look forward to your input on these materials or suggestions for improving our program. Your comments are always welcome as we meet and have opportunities to talk. In addition, your completion of the program evaluation forms is very much appreciated.

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Valparaiso University Education Department

Accredited by the Indiana Department of Education and the
National Council for Accreditation of Teacher Education (NCATE)

PROFESSIONAL SEMESTER OF STUDENT TEACHER AS REFLECTIVE



Practitioner

Fall of 2011

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GLOSSARY

Cooperating Teacher:	Classroom teacher who directly supervises a student teacher in a K-12 classroom setting.
Cooperating Principal:	The principal of the school of the site of the student teaching experience.
Dispositions:	Professional attitudes, behaviors, and public appearance displayed by the pre-service teacher.
Full-time Teaching:	A period in which a pre-service teacher takes on the full responsibility of a classroom for an entire day.
In-Service Teacher:	A licensed, employed teacher.
INTASC Principles:	A set of ten core principles and indicators that a competent beginning teacher is expected to demonstrate. <u>I</u> nterstate <u>N</u> ew <u>T</u> eacher <u>A</u> ssessment and <u>S</u> upport <u>C</u> onsortium
IPSB Developmental and Content Standards:	The Indiana Professional Standards Board (IPSB) has prepared sets of developmental and content standards that will be used to assess new teachers. These standards are accessible at the IPSB website (http://www.state.in.us/psb). At the home page, select “future licensing” from the left hand column; then select “standards”.
Instructional Team:	A sub-team of the professional semester team that includes the cooperating teacher and student teacher. They work together daily in the classroom.
Lead Teaching:	A period of consecutive days in which pre-service teachers take on full responsibility for instruction (planning, implementation, and assessment) and classroom management within the curricular framework, policies, and procedures of the school corporation.
Pedagogy:	The study and practice of teaching.
Performance Based Assessment:	Measurement of competencies demonstrated in the field.
Portfolio:	A cohesive presentation that includes artifacts and samples, explanations, and reflections to portray an accurate picture of the teacher’s competencies and style.
Pre-service Teacher:	A teacher education candidate seeking a valid teaching license or endorsement.
Pupil:	A public school student.

- Student Teacher:** Students enrolled at Valparaiso University who have been accepted into the Professional Semester.
- Supervisory Team:** A sub-team of the professional semester team that includes the cooperating teacher and university field supervisor. They focus on the professional growth of the student teacher.
- Teacher Education Candidate:** Students enrolled in studies at Valparaiso University who have been admitted to the Teacher Education Program.
- Technology:** The use of any of a number of devices, software, and related systems that includes: personal computers, computer software, the Internet, e-mail, and A/V equipment.
- University Field Supervisor:** Employees of Valparaiso University who share responsibility with cooperating teachers for the professional growth of the student teacher.
- University Team:** A sub-team of the professional semester team and university field supervisor. They focus on meeting the learning needs of the student teacher and university goals.

Valparaiso University and Department of Education Missions, Purposes and Goals of Teacher Education

- **Introduction**
 - **Description of Valparaiso University
and Department of Education**
- **The Conceptual Framework**
- **INTASC Principles**
- **Expected Learning Objectives**

Introduction

Description of Valparaiso University

Founded in 1859, Valparaiso University is known for its outstanding liberal arts education and professional programs. Its location in northwest Indiana gives students the benefits of the premier city of Chicago, the Indiana Dunes National Lakeshore on Lake Michigan, and the friendliness of the residential community of Valparaiso. Many programs in the university use regional natural, urban, and industrial resources for field trips, cultural activities, and various types of service-learning experiences. The Valparaiso University campus is 310 acres and contains more than 70 academic and residential buildings. The university offers over 70 areas of liberal arts and professional studies.

As a church-related, yet independent institution, Valparaiso University is owned and operated by the Lutheran University Association. The Association, an Indiana corporation composed of men and women, the majority of whom are affiliated with Lutheran congregations, is a national organization whose members represent the principal regions of the United States. For more than 50 years, the university has been affiliated with congregations and members of the Lutheran Church-Missouri Synod. It also enjoys partner relationships with members of all Lutheran churches, other constituent groups that support the university and share its aims, and various community organizations in Northwest Indiana.

Valparaiso University emphasizes undergraduate teaching in the manner of the traditional smaller college with many small classes and strong individual student guidance. The university's care and concern for each student is rooted in its Lutheran heritage. The Christian philosophy of education guides both the design of its curriculum and the approach to learning that it fosters. Beyond courses in theology that the curriculum provides, the University emphasizes a Christian freedom that liberates students to explore ideas and theories by uniting faith and intellectual honesty. In its residential life, the University leads students to accept personal responsibility for their development and also encourages a sense of caring for one another among all constituencies of the university.

While Valparaiso University possesses many qualities of the traditional smaller liberal arts college, it also provides strong programs of professional studies in engineering, nursing, business administration, and teacher education. Education in the liberal arts is the foundation of every academic and professional studies program at VU. Each program and department at VU intentionally integrates liberal and professional programs, thus providing a backdrop in the entire university for the Department of Education's approach to teacher preparation.

There are five undergraduate colleges at Valparaiso University: the College of Arts and Science (the College in which the Department of Education is placed), Christ College (the honors college), the College of Business Administration, the College of Engineering, and the College of Nursing. While Valparaiso University's main focus is on undergraduate education, it also includes a College of Law and a modest-sized Graduate Division for students from the Great Lakes region. The full-time student population is approximately 3500. Student numbers in each division are based on declared majors/minors at the time of census reporting, approximately two weeks after the start of the first semester.

The student-initiated Honor System at Valparaiso University has a long history and is a strong distinguishing characteristic of the institution. It is in every way consistent with the

highest principles of Christian ethics and morality. In sanctioning the Honor System, the University presumes that students are able and willing to accept the duties and responsibilities of honorable conduct for the sake of the university community. Before they can enroll at VU, all entering students must sign and submit a statement that they understand the Honor System and are aware that all of their academic work must be submitted under their signature and that they have done this work in agreement with the Honor Code. The statement “I have neither given or received nor have I tolerated others’ use of unauthorized aid” must be written out and signed on all written work.

VU has been honored with several prestigious awards and national rankings from various publications and national societies. The university has earned the Phi Beta Kappa distinction. *U.S. News and World Report* regularly names Valparaiso as one of the best comprehensive universities in the Midwest in its annual rankings of *America's Best Colleges*. In addition, *U.S. News and World Report* ranked Valparaiso among the best college values based on a ratio of price to quality, and declared Valparaiso University’s College of Engineering as one of the nation's top 20 undergraduate-only engineering schools. Other recognition has been received from *The Barron's 300: Best Buys in College Education*, *Peterson's Competitive Colleges*, *Colleges that Encourage Character Development*, and *The Unofficial Insider's Guide to the 320 Most Interesting Colleges*.

The Mission of Valparaiso University

Valparaiso University,
a community of learning dedicated to excellence
and grounded in the Lutheran tradition
of scholarship, freedom, and faith,
prepares students to lead and serve
in both church and society.

The Goals and Objectives of Valparaiso University

Valparaiso University is dedicated to superior teaching based on excellent scholarship. As a scholarly community it actively engages in the exploration, transmission and enlargement not only of knowledge but also of the cultural and religious heritage of human society, and it is proud to prepare men and women for professional service. This community values respect for learning and truth, for human dignity, for freedom from ignorance and prejudice, and for a critically inquiring spirit. The University aims to develop in its members these values, together with a sense of vocation and social responsibility. It holds that these values receive their deepest meaning and strength within the context of the Christian faith.

These basic commitments enable Valparaiso University to graduate students whose individual achievements and aspirations are linked invariably to larger social, moral, and spiritual horizons of meaning and significance. Proud of all its alumni who have carried its values into leadership roles in their communities, the church, social institutions, the nation and the world, it aims to continue graduating such potential leaders.

Description of the College of Arts and Sciences

The College of Arts and Sciences is the largest college of the university. It consists of 21 departments and provides the university with its program of general education for all students as well as advanced liberal arts and science course work as well as courses in several professional areas. These programs are described in full detail in the 2011-2012 General Catalog.

College of Arts and Sciences Mission Statement

In its central role in shaping the academic community of the University, the College provides a learning environment for students to develop their intellectual, critical, imaginative, physical, ethical, and spiritual capacities that promote human wholeness and an engagement in learning for life. Strong teaching, active scholarship, and careful attention to the development of students for intellectual engagement, leadership, and service are the hallmarks of the College's curricular and co-curricular programs.

Description of the Department of Education

The Department of Education, one of 21 departments in the College of Arts and Sciences, offers programs of study leading to certification for elementary, middle level, and secondary school teaching. Additionally, other specializations may be studied so that upon completion of the undergraduate teacher preparation program, teacher candidates may be licensed in several teaching areas, including special education. All undergraduate secondary education students have declared at least one academic specialization in another department in the College of Arts and Sciences.

Graduate programs in the Department of Education are designed to provide educators and other qualified persons the opportunity to update and deepen their knowledge of teaching and learning, to enhance their professional standing, and/or to prepare themselves for positions in education-related settings that require additional or advanced preparation. The department offers these post-baccalaureate degree programs: Master of Education: Initial Teaching Licensure Program – Lutheran Education Alliance with Parochial Schools (LEAPS); Master of Education: Initial Teaching Licensure Program – General Track; Master of Education Degree Programs with concentrations in Teaching and Learning; Special Education (Early/Middle Childhood and Mild Exceptional Needs, Early Adolescence and Mild Exceptional Needs, and Adolescent/Young Adult and Mild Exceptional Needs); Master of Science in Special Education; Master of Education/Education Specialist Program in School Psychology.

Graduate level non-degree programs are offered so that teachers may add various teaching minors or endorsements to their teaching licenses, including special education, junior high/middle school, and academic content areas. Graduate level non-degree course work is available for teachers needing credits to renew their teaching licenses, for teachers seeking to professionalize teaching licenses, and for professional development.

Candidate Proficiencies Aligned with Professional and State Standards

The VU Department of Education expectations for candidate performance are based upon and aligned with the National Council for Accreditation of Teacher Education (NCATE) standards for beginning teachers in developmental areas, the Indiana Professional Standards Board (IPSB) Standards, content area standards articulated by the respective professional organizations, the IPSB Content Area Standards, and the VU Conceptual Framework and Expected Learning Outcomes. Graduate level programs at VU use the National Board for Professional Teaching Standards (NBPTS).

Assessments of field experience and student teaching are based directly on the INTASC Principles, giving candidates and the department both formative and summative feedback on candidate attainment of professional standards.

INTASC Principles & IPSB Developmental and Content Standards

INTASC is a consortium of state education agencies, higher education institutions and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. The state of Indiana is participating in INTASC. Other participants include: Alaska, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Missouri, New York, North Carolina, Ohio, Oklahoma, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, Wisconsin. (See website at <http://www.ccsso.org/gridproj.html>).

Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. As stated in the consortium's web page, one basic premise guides their work: *An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.* (See website at <http://www.ccsso.org/intasc.html>.)

The ten core INTASC principles are meant to describe the competencies of successful beginning teachers. They serve as a framework for the systemic reform of teacher preparation and professional development. The core principles are currently being translated into principles for discipline-specific teaching.

The ten core INTASC principles are:

1. **Learner and Learning**

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

- a. **The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development.**

- b. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- c. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
The teacher understands how learning occurs, how learners construct knowledge, acquire skills and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.
- d. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learner's strengths and needs.
- e. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- f. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- a. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- b. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

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.

- a. The teacher designs, adapts and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs.
- c. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- d. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- e. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- f. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
- g. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

- h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- i. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- j. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions as well as language, culture, family and community values.
- k. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
- l. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.
- n. The teacher makes learners feel valued and helps them learn to value each other.
- o. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

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.

- a. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.
- b. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- c. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- d. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- e. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- f. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- g. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environment through applying effective interpersonal communication skills.
- h. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-directions and ownership of learning.
- i. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- j. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

- k. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- l. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- m. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- n. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- o. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- p. The teacher seeks to foster respectful communication among all members of the learning community.
- q. The teacher is a thoughtful and responsive listener and observer.

4. Content Knowledge

The teacher understands the central concept, 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.

- a. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- b. The teacher engages students in learning in experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- c. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- d. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- e. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- f. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- g. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- h. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- i. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.
- j. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) she/he teaches.
- k. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- l. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- m. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

- n. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) she/he teaches.
- o. The teacher realizes that content knowledge is not a fixed body of facts but, is complex, culturally situated and ever evolving. She/he keeps abreast of new ideas and understanding in the field.
- p. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- q. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- r. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

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.

- a. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- b. The teacher engages in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- c. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- d. The teacher engages learners in questioning and challenging assumptions approaches in order to foster innovation and problem solving in local and global contexts.
- e. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- f. The teachers engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- g. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- h. The teacher develops and implements supports for learner literacy development across content areas.
- i. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.
- j. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- k. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- l. The teacher understands how to use digital and interactive technologies for effectively achieving specific learning goals.

- m. **The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.**
- n. **The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.**
- o. **The teacher understands creative thinking processes and how to engage learners in producing original work.**
- p. **The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.**
- q. **The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.**
- r. **The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.**
- s. **The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.**

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.

- a. **The teacher balances the use of formative and summative assessment as appropriate to support, verify and document learning.**
- b. **The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.**
- c. **The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.**
- d. **The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.**
- e. **The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.**
- f. **The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.**
- g. **The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.**
- h. **The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.**
- i. **The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.**
- j. **The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.**
- k. **The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.**
- l. **The teacher knows how to analyze assessment data to understand patterns of gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.**

- m. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- n. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- o. The teacher knows when and how to evaluate and report learner progress against standards.
- p. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- q. The teacher is committed to engaging learners actively in assessment processes and to developing each learners capacity to review and communicate about their own progress and learning.
- r. The teacher takes responsibility for aligning instruction and assessment with learning goals.
- s. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- t. The teacher is committed to using multiple types of assessment processes to support, verify and document learning.
- u. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- v. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

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.

- a. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- b. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- c. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- d. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- e. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- f. The teacher evaluates plans in relation to short and long range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
- g. The teacher understands content and content standards and how these are organized in the curriculum.
- h. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

- i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- k. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- l. The teacher knows when and how to adjust plans based on assessment information and learning responses.
- m. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
- n. The teacher respects learner's diverse strengths and needs and is committed to using this information to plan effective instruction.
- o. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- p. The teacher takes professional responsibility to use short and long term planning as a means of assuring student learning.
- q. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

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.

- a. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- b. The teacher continuously monitors student learning, engages learning in assessing their progress, and adjusts instruction in response to student learning needs.
- c. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- d. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- e. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- f. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- g. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate and apply information.
- h. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing and other modes.
- i. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

- j. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.**
- k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.**
- l. The teacher knows when and how to use appropriate strategies to differentiate instructions and engage all learners in complex thinking and meaningful tasks.**
- m. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression and build relationships.**
- n. The teacher knows how to use a wide variety of resources, including human and technological, to enhance students in learning.**
- o. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy and effectiveness.**
- p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.**
- q. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication**
- r. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.**
- s. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas and needs.**

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.

- a. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.**
- b. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school and system.**
- c. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.**
- d. The teacher actively seeks professional, community and technological resources, within and outside the school, as supports for analysis, reflections, and problem-solving.**
- e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.**
- f. The teacher advocates, models, and teaches safe, legal and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.**

- g. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- h. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- i. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- k. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance and school and system wide priorities.
- l. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- n. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- o. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

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.

- a. The teacher takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- b. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- c. The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- d. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- e. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- f. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

- g. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.**
- h. The teacher uses and generates meaningful research on education issues and policies.**
- i. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.**
- j. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.**
- k. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.**
- l. The teacher understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.**
- m. The teacher understands that alignment of family, school and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.**
- n. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.**
- o. The teacher knows how to contribute to a common culture that supports high expectations for student learning.**
- p. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.**
- q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.**
- r. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.**
- s. The teacher takes responsibility for contributing to and advancing the profession.**
- t. The teacher embraces the challenge of continuous improvement and change.**

Valparaiso University has adopted the core INTASC principles and measures the success of its student teachers against these principles through a variety of performance based assessments: field experience evaluations, successful completion of methods courses with a minimum grade of C+ and a 3.0 GPA requirement in these classes, pre-student teaching and graduation portfolios, etc,

IPSB Development and Content Standards:

The Indiana Professional Standards Board (IPSB) has prepared sets of developmental and content standards that will be used to assess new teachers. These standards can be found at the IPSB website, <http://www.state.in.us.psb>. Student teachers need to download and review the standards appropriate to their subject area/grade level of interest. These developmental and content standards correlate with INTASC principles.

Valparaiso University and Department of Education's Policies and Procedures

- **Student Teaching Application Policies and Procedures**
- **Length of Assignments**
- **Length of Day**
- **Absences**
- **Excused Absence Form**
- **Enrollment in Additional Classes during Student Teaching**
- **Employment during Student Teaching**
- **Family responsibility during Student Teaching**
- **Cooperating Teacher's Presence in Classroom**
- **Substitute Teaching**
- **Disruption of Instructional Process**
- **Termination of Placements**
- **Appeal Process**
- **Lesson Plans and Quality Instruction**
- **Sample Lesson Plan Formats**
- **Reflective Journal Writing**
- **Reflective Tools**

VALPARAISO UNIVERSITY

Department of Education

Student Teacher Placement Request

If you wish to make a request for placement in a specific School Corporation/school building, **please submit a letter describing your request and the attached Student Teacher Placement Request Form** to the Student Teaching Placement office. These requests should be limited to area school corporations and priority will be given to those school corporations who have accepted placements from Valparaiso University in the past.

The Placement Department will do everything possible to comply with these requests; however, there is **no guarantee** that these requests will be met due to circumstances beyond our control. The following statements constitute some reasons for denial of the requested placement:

1. All students making specific requests for placement in a School Corporation of their choice must make an appointment by November 3, 2011 with the Coordinator of Professional Development and Placement to discuss this request and its possibilities.
2. No placement for Student Teaching will be considered at the secondary school where the student graduated.
3. No placement for Student Teaching will be considered at a school where close relatives of a student are employed.
4. All placements must be within a reasonable driving time of Valparaiso University.
5. Each student should show experience with a diverse student population during some portion of their field/student teaching experiences.
6. Some School Corporations may not be available for Student Teaching placement due to many reasons beyond the control of the parties involved in the decision.
7. Any School Corporation reserves the right to deny a request for reasons not to be questioned.
8. The Valparaiso University Professional Development and Placement Department may deny a request if it appears it would not be in the best interests of the student.
9. All requests must be approved by the Valparaiso University Professional Development and Placement Department, the requested School Corporation and Valparaiso University Education Department.

VALPARAISO UNIVERSITY
Department of Education
(For Department Use Only)
Student Teacher Placement Request

Student Name _____ E-mail address _____ Date _____

Please select a choice of a school corporation category or area from the following:

URBAN _____ SUBURBAN _____ RURAL _____ PAROCHIAL _____ OR
AREA _____ SPED _____

Elementary Grade Level Request: (Please indicate your first and second choices by using a 1 or 2 in the space provided: Grades 1 – 2 _____ 3 – 4 _____ 5 – 6 _____)

If you have a preference, please list your choices of specific School corporations in order of preference:

First Choice: NAME: _____
ADDRESS: _____
CITY: _____, STATE _____

Second Choice: NAME: _____
ADDRESS: _____
CITY: _____, STATE _____

Third Choice: NAME: _____
ADDRESS: _____
CITY: _____, STATE _____

Discussion between applicant for Student Teaching and Coordinator of Professional Development and placement was held on:

Date

Coordinator of Professional Development and Placement

Length of Assignment

All student teachers complete one semester of student teaching with starting and finishing dates set by the Placement office. Student teachers follow the calendar of the school corporation to which they are assigned. Student teachers, therefore, observe the vacation periods of the school rather than Valparaiso University vacation schedule. Vacation days do not count as student teaching days. Regularly scheduled faculty workdays, in-service training, and field trips are regarded as student teaching days.

With the approval of the cooperating teacher, student teachers may choose to visit the classroom or participate in additional activities (i.e., summer teacher in-service training, spring semester student teachers participating in the first days starting the school year, etc.) outside the semester period. Such activities are worthwhile but are considered voluntary. They are highly recommended for inclusion in the one semester student teaching calendar.

Length of Day

Student teachers are expected to keep the same daily schedule as a regular full-time teacher, excluding extra-curricular responsibilities. Student teachers should be excused to leave school early if necessary to arrive at the student teaching seminars or university field supervisor sessions.

Absences

Student teachers are expected to be present for each day of the one semester teaching assignment.

Anticipated absences: Student teachers may request an excused absence in advance for anticipated absences from student teaching experience or seminar by completing a “Request for Excused Absence” form. When a student teacher wishes an excused absence, the form must have the agreement and signatures of the cooperating teacher and university field supervisor before being submitted to the Coordinator of Professional Development and Placement for review. When a student teacher wishes an excused absence from seminar, the form must have the agreement and signature of the Coordinator of Professional Development and Placement. The Coordinator of Professional Development and Placement will evaluate the request, grant or deny it as an excused absence, approve the make-up day(s) or assign another activity as deemed appropriate.

Unanticipated absences: If a student teacher is absent or tardy due to illness or other unanticipated critical circumstances, the student teacher is expected to notify the cooperating teacher and the university field supervisor at the earliest possible opportunity. The student teacher assumes responsibility for providing the cooperating teacher with all plans and materials for instructional responsibilities during absences. The student teacher reports these arrangements to the university field supervisor.

Unanticipated absences due to illness and other critical circumstances will typically be excused with the completion of the “Request for Excused Absence” form including appropriate signatures. The Coordinator of Professional Development and Placement retains the right to determine if such absences are excused or unexcused.

In all cases of anticipated and legitimate unanticipated absences, the student teacher is responsible for appropriately completing the “Request for Excused Absence” form and distributing copies to the

cooperating teacher, university field supervisor and Coordinator of Professional Development and Placement.

Unexcused absences from school or seminars/university field supervisor sessions are not tolerated. Each case will be handled individually based on the specifics of the situation. In general, some options that the Coordinator of Professional Development and Placement may consider include:

- Assigning make-up work to be completed by a specified date.
- Extending the student teaching assignment.
- Removing the student teacher from the student teaching assignment and/or
- Assigning a failing grade for student teaching.

Valparaiso University Department of Education Request for Excused Absence
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Directions: This form should be used to request an excused absence for any anticipated absences from either the student teaching experience or Student Teaching Seminar. This form is also used for unexpected absences or tardiness due to such things as sudden illness, or accidents.

- When the student teacher will **miss part or all of the school day for an anticipated absence**, the form should have the agreement and signature of the cooperating teacher before being submitted to the Coordinator of Professional Development and Placement for review. Please note it is the student teacher's responsibility to provide the cooperating teacher with all plans and materials during any absence.
- When the student teacher will **miss a Student Teaching Seminar**, the form must have the agreement and signature of the Coordinator of Professional Development and Placement before the seminar.
- The form must be submitted **before** the **anticipated absence**. Acquire signatures as indicated below. The Coordinator of Professional Development and Placement will evaluate the request, grant or deny it as an excused absence, and make adjustments as necessary.
- For **unexpected absences** submit this form ASAP **after** the absence. Record the date, time and reason for the absence from school or seminar. Provide a copy of the completed form to the Cooperating Teacher, University Field Supervisor and Coordinator of Professional Development and Placement for confirmation.

Section A: *To be completed by the Student Teacher*

Name _____ Date _____
 Home Telephone _____ E-mail _____
 School _____ School Corporation _____
 Semester ___ Fall ___ Spring Year ___ Cooperating Teacher _____

Dates	Time (Select One)	Reason for Absence	Absent From:
	___ Full Day or from ___ to ___		___ School ___ Seminar
	___ Full Day or from ___ to ___		___ School ___ Seminar
	___ Full Day or from ___ to ___		___ School ___ Seminar

Section B: *Signatures indicate agreement*

Request for Absence from School	Request for Absence from Seminar
_____ Cooperating Teacher's Signature Date	_____ University Field Supervisor's Signature Date

Section C: *To be completed by Coordinator of Professional Development and Placement*

Request for excused absence is ___ granted ___ denied
 Make-up assignment _____

 Coordinator of Professional Development and Placement Date

Enrollment in Additional Courses during Student Teaching

Student teaching is the student's primary responsibility and should be viewed as a **full-time job**. Other college activities should not interfere with teaching responsibilities. Most student teachers find that it is difficult to take additional classes during this experience. Therefore, student teachers are strongly advised not to attempt additional coursework during this period. Under exceptional circumstances students will be permitted to register for not more than three (3) additional credit hours upon approval of the Coordinator of Professional Development and Placement. If it appears that the additional course load beyond student teaching is jeopardizing the success of the student teaching experience, the student will be given the option of dropping either the additional course(s) or student teaching.

Employment during Student Teaching

Student teaching is the student's primary responsibility and should be viewed as a full-time job. Most student teachers find it difficult to hold another job during this experience because of time demands both in and out of the classroom and seminar/university field supervisor sessions. Student teachers are, therefore, strongly urged to arrange their schedules so they are not employed during student teaching. If it appears that employment is jeopardizing the success of the student teacher's experience, the student will be given the option of terminating either his/her student teaching or employment.

Family Responsibility during Student Teaching

Childcare or family responsibilities should neither affect the student teacher's arrival or departure time from school nor responsibilities during the day. Student teachers should pre-arrange and have a back-up plan for the care of their own children and other family responsibilities that must be met during their student teaching semester.

Cooperating Teacher's Presence

Leaving student teachers alone in the classroom promotes confidence and skills. Cooperating teachers should use professional judgment about the class and success of the student teacher to determine when and how long to leave the student teacher in charge of the classroom. Cooperating teachers should drop in and out of the room periodically. Student teachers should never be left alone for several hours or asked to substitute teach except in emergency situations with supervision provided by another classroom teacher or the cooperating principal.

Substitute Teaching

Student teachers are students of Valparaiso University and are not employees of the school corporation for any purpose. Whenever the cooperating teacher is absent, the school corporation should make every effort provide a quality substitute teacher to oversee the student teacher in carrying out his/her planned responsibilities. In an extreme emergency, the student teacher can be used as a substitute for a coordinating teacher provided that someone is designated to serve in a supervisory capacity and the student teacher has demonstrated a reasonable degree of competence.

An extreme emergency is a situation in which:

- A regular faculty member has not been able to notify the school administrators that he/she is unable to arrive at school on time.
- A regular faculty member becomes ill suddenly
- A regular faculty member is called away from school because of an urgent family need, or
- Any other similar situation.

A student teacher should not be used as a substitute for more than one day and may not be taken from a class in which he or she is regularly working to serve as a substitute in another class.

Disruption of Instructional Processes

During disruptions of instruction (i.e., student unrest, bomb threats, etc.) student teachers should comply with the policies and procedures of the school corporation and the directives of law enforcement officials. A student teacher should report any disruptions to his or her university field supervisor for direction as soon as is practical. It is possible such circumstances causing a disruption can lead to the student teaching assignment being terminated

Difficulties During Student Teaching

The cooperating teacher and/or the university field supervisor should notify the Coordinator of Professional Development and Placement as early as possible when a student teacher is experiencing difficulties in meeting satisfactory ratings in one or more areas in the student teaching placement or in seminar/university field supervisor sessions. Each case/situation will be handled individually. In general, the following are options that may be considered:

- The Coordinator of Professional Development and Placement will assess the seriousness of the situation. This may include an on-site visit. The Coordinator of Professional Development and Placement may also discuss the situation with the cooperating teacher, the cooperating principal, and other appropriate school personnel with whom the student teacher has contact, the university field supervisor, and/or the student teacher.
- The Department Chair will be notified regarding the unsatisfactory quality of the student teacher's performance.
- Information relevant for the student teacher's remediation will be sought from university records and professional personnel.
- The student teacher will be formally notified regarding problems to be addressed by the university field supervisor or the Coordinator of Professional Development and Placement.
- Whenever feasible, the Coordinator of Professional Development and Placement, the university field supervisor, the cooperating teacher and the student teacher will develop a plan that includes:
 - specific areas of needed improvements.
 - strategies for implementation
 - specific outcomes desired
 - assessment tools that will be used to monitor performance
 - specified persons responsible for assessing outcomes
 - a timeline with specific deadlines
 - consequences for not completing the plan adequately, and
 - date and signature of the student teacher, university field supervisor, cooperating teacher, and Coordinator of Professional Development and Placement.

The student teacher, university field supervisor, coordinating teacher and Coordinator of Professional Development and Placement will each receive copies of the plan.

- Strategies for implementation may include but are not limited to:

- added contact between the university field supervisor and the student teacher through increased journaling and/or other appropriate assignments and additional observations/conferences.
- added contact between the university field supervisor and the cooperating teacher to monitor progress and provide for additional interventions.
- observation and/or evaluation by qualified individuals such as the cooperating principal or university faculty.
- referral to Student Services for testing and/or counseling.
- requirement of additional coursework or tutoring.
- modifications and/or accommodations that are deemed appropriate.
- The university field supervisor, cooperating teacher, and Coordinator of Professional Development and Placement will document ALL interactions in the remediation process. This documentation must include a description of major points of discussion, conclusions reached, and dates.
- In remediation situations, the interests of the student teacher, the University, and the teaching profession will be accommodated by:
 - involving the student teacher in the decision process,
 - providing time to make necessary growth,
 - keeping extensive written documentation,
 - showing evidence of proceeding in a timely manner, and
 - basing all final evaluations and letters of recommendation on the performance of the student teacher at the end of the experience.
- Possible outcomes from the steps outlined above include:
 - The student teacher satisfactorily meets the requirements of the plan and is allowed to complete the student teaching experience.
 - The student teacher makes significant progress but does not make adequate progress in some or all identified areas for improvement. The Coordinator of Professional Development and Placement may choose to extend this student teaching experience with the agreement of the cooperating teacher, cooperating principal, and university field supervisor or may assign the student to an additional student teaching experience in the same or subsequent semester. In the latter case, a grade of “I” (incomplete) will be assigned until the completion of the additional student teaching experience.
 - The student teacher makes little or no progress in remediation of the identified area(s) of concern. Under these circumstances, the student teaching assignment will be terminated and the Coordinator of Professional Development and Placement and other appropriate university personnel will discuss consequences (regarding grades, future enrollment options, degree options, etc.) and other options (i.e., personal counseling, career counseling, degree, etc.) with the student teacher.
 - The student teacher may decide to withdraw from student teaching. Under these circumstances, the Coordinator of Professional Development and Placement and other appropriate university personnel will discuss consequences and options (i.e., personal counseling, career counseling, the Bachelor of Education degree without licensure, etc.) with the student teacher.

Termination of Placements

The Coordinator of Professional Development and Placement may terminate a student teaching assignment under the following situations:

- Cooperating teacher or cooperating principal requests termination.

- The student teacher requests withdrawal.
- A major disruption at the school hinders completion of the assignment.
- It is determined that the presence of the student teacher is an impediment to the education of the pupils in the assigned teaching classroom.
- The student teacher has made little or no progress in remediation of identified area(s) of concern.
- Other good cause is determined.

The Coordinator of Professional Development and Placement will place a notice of termination in the student teacher's file and send a written statement concerning the termination to:

- The student teacher,
- The cooperating teacher,
- The cooperating principal,
- The university field supervisor, and
- The department chair.

In certain instances, a second placement may be sought; however, a second placement is not automatic. The Coordinator of Professional Development and Placement will make an individual determination after consultation with the cooperating teacher, university field supervisor, the cooperating principal, the Department Chair, the student teacher and others who may be able to provide valuable insight. If at least 7 weeks of the assignment remains to be completed, and if the Coordinator of Professional Development and Placement deems it advisable, another student teaching assignment may be sought during the current semester. If less than 7 weeks remains and if the Coordinator of Professional Development and Placement deems it advisable, another student teaching assignment may be sought during the following semester. The length of the second assignment plus the time already spent in the first assignment may exceed one semester.

Appeal and Reinstatement

Students who wish to appeal a dismissal from student teaching and/or the Teacher Education Program should appeal to the Valparaiso University Education Department Admission and Retention Committee.

INFORMATION AND TOOLS

This section of the handbook presents information and tools that student teachers may find useful for:

- Planning instructional lessons and units and
- Learning to monitor professional performance.

Planning Instructions

Planning is an essential part of teaching. Learning to prepare effective lesson and unit plans is critical in the development of Instructional Leadership capabilities for creating learning experiences that make subject matter meaningful in support of every pupil's intellectual, social and personal development (INTASC principles 1, 2, and 3). Student teachers are expected to learn about the curricular and community goals of their cooperating school system and plan to meet those goals in creating appropriate lessons and units of study for their pupils (INTASC principle 7). Effective lesson and unit plans include

provisions for motivating pupils to be actively engaged in learning, a variety of instructional strategies, and formal and informal strategies for assessing pupil learning (INTASC principles 4, 5, and 8).

Student teachers, as novice teachers, benefit from preparing lesson and unit plans in advance.
lesson and unit plans:

- Contribute a sense of security for student teachers
- Act as a roadmap that can be consulted during implementation and during instructional decision-making.
- Help student teachers clarify thinking processes
- Help student teachers to be able to explain the purpose of a lesson or instructional unit to others—especially pupils and their parents.
- Provide a basis for cooperating teachers and university field supervisors to see a student teacher's thinking process and make suggestions.
- Serve as a guide for analyzing the lesson and unit, and
- Help insure an effective learning environment

Lesson Plans:

Student teachers are expected to prepare written lesson plans. The Department does not have a policy regarding a standard format for lesson plans. It is not necessary to type lesson plans (unless the plan will be included in the portfolio). All unit/lesson plans must identify the INTASC, academics, and/or curriculum standards being addressed in the plan.

Student teachers should submit lesson plans to their cooperating teacher for review prior to instruction. In general, student teachers should prepare written lesson plans with adequate detail so that a substitute teacher could implement them. Cooperating teachers should make suggestions for improvements with enough time for the student teacher to alter them. Cooperating teachers should decide when lesson plans are due and communicate this to their student teacher.

Lesson plans for the lesson currently being taught, as well as the plans for lessons taught between visits, should be available to university field supervisors during each observation.

Suggestions for Effective Lesson Planning:

- Identify the INTASC principles, academic and/or school corporation curriculum standards being met in the lesson plan.
- In the early stages of student teaching, student teachers will use the cooperating teacher's lesson plans and/or the student teacher and cooperating teacher may co-plan lessons.
- The ultimate goal is for lesson plans to have adequate structure and detail to be useful guides in teaching and learning. Plans should have enough detail so that a cooperating teacher has a basis for providing input and so that a substitute teacher could implement them.
- Plans should be considered flexible documents that guide teachers in making decisions while teaching in response to pupil reactions and needs.
- Student teachers should collect all lesson plans into an organized file or binder. This collection provides a record of student teaching activities and can be used to monitor growth. This binder should be made available to the university field supervisor during each observation and at other points when requested. Lesson plans may be valuable in preparing the student teaching portfolio.

Reflective Journal

A major factor that separates experts from non-expert practitioners is the way that they think about their practice. Experts analyze and interpret. Experts “see implicit principles and represent problems in terms of them” (Anderson, 1990, p. 277). They “conduct mental experiments” (Kennedy, 1987, p.29).

Student teachers are required to keep a reflective journal as part of their field and student teaching experiences. In doing so they are urged to look at the act of teaching and learning through the eyes of a social scientist and researcher in their journals. It is important to make journaling a priority. Student teachers should regularly set aside enough uninterrupted time to write in depth. Because daily writing offers the opportunity to explore teaching and learning more fully, student teachers should try to write each day.

A reflective journal differs from a regular journal, which is a recollection of the events of a day. In a reflective journal, student teachers seek to extend beyond merely recording what they did. They seek to understand the symbiotic relationship of teaching and learning by:

- Recognizing significant occurrences
- Defining the problems encountered
- Suggesting alternative solutions to consider
- Evaluating potential outcomes
- Questioning the processes connected with teaching and learning
- Conjecturing explanations for the events of the day
- Comparing their mental model and the reality of the classroom life
- Trying to discover causes and effects
- Describing their thinking process
- Developing a set of principles through which to guide their professional practice

Anything that occurs in the teacher’s day—both in and out of the classroom—can be food for thought in a reflective journal. The important thing is that student teachers use the journal experience to write about things that are of significance to them. The journal should be a record of what they wondered about during student teaching.

The university field supervisors will evaluate the journal as part of the student teaching experience. The university field supervisor will respond and guide student teachers to develop the kind of critical thinking that expert thinkers use. The reflective journal should become a place for a student teacher and a university field supervisor to develop a dialogue about teaching and learning. Student teachers should retain a printed copy of each entry and the responses of the university field supervisor. Journal reflections may be incorporated into the portfolio.

Suggestions for Journal Writing:

- Set aside time to write daily.
- Journal writing is to be completed on the student teacher’s own time, not at the expense of helping the cooperating teacher, planning or working with pupils.
- Date each entry.

- An informal, conversational tone is acceptable. Journal entries submitted for the purpose of dialog with the university field supervisor will not be evaluated for mechanical correctness (spelling, grammar, punctuation, etc.).
- At the mid-term and final evaluation points in student teaching, take the time to read earlier journal entries to compare them with your current understandings.
- Depth, not length, is the measure of a good reflective journal.

**REFLECTIVE TOOL
For
ANALYZING INSTRUCTION**

Name _____ Date _____ Week _____

Directions: Analyze your instruction based on implementation of a specific lesson or part of a lesson using the questions below as a guide.
Optional: Ask your cooperating teacher to observe you during the same lesson or specific part of a lesson.
Both of you should complete the form separately and afterward compare your perceptions. This is a valuable learning tool if done weekly.

The best part of this lesson was.....

I think it was successful because.....

As a result of this teaching experience, some things to consider for future lessons are:

Valparaiso University and Department of Education's Professional Semester

- **Admission into the Teacher Education Program**
- **Admission into the Professional Semester**
- **The Professional Semester**
- **Important Meeting Dates**
- **Student Teacher Guidelines**
- **Professional Semester Team**
 - **The Student Teacher**
 - **The Classroom Cooperating Teacher**
 - **The University Field Supervisor**
 - **Shared Responsibilities**
- **Assessment of Lesson Plan and Implementation**
- **Schedule/Model Weekly Schedule**
- **Student Teaching Assessment and Evaluation**
- **Assessment of Professional Progress (APP)**
- **Self-Evaluation of a Lesson Plan**
- **Teacher Education Program Evaluation**
- **Student Teacher Forms**

ADMISSION TO THE TEACHER EDUCATION PROGRAM

To be admitted to this program, a student must submit a written application to the Education Department. Action on each application (admission, conditional admission or denial) is taken by the Admissions Committee of the Education Department and is based on the following criteria:

1. Grade point average: Normally an applicant must have a standing of 2.50 or higher in all course work taken at Valparaiso University, a minimum of 12 credit hours at the University, and at least 2.50 in all course work taken in the Education Department. Many school partners are now requiring a 3.00 GPA for placement into one of their schools.
2. Basic skills: An applicant must have obtained a grade point average of 2.5 or better in required composition courses and speech course at Valparaiso University. **No course may be used to meet this requirement if the course grade is below a C.** The applicant **must** also pass the Pre-Professional Skills Test (PPST). Check with the Professional Development and Placement Office for information about registration and administration of the PPST. Students are expected to maintain acceptable standards in communication skills; proficiency is monitored by professors in education courses. **If deficiencies in written or oral communication are noted, the applicant must take remedial steps under the direction of the Department.**
3. Health: An applicant shall be free of serious mental or physical health problems that might impair future teaching effectiveness.
4. Character: An applicant must have shown the social and emotional maturity, moral character, responsibility and dependability necessary for success in the teaching profession.
5. Faculty recommendation: Positive recommendations from two faculty members must be obtained by each applicant. One of these must be obtained from the Introduction to Teaching, ED 203, instructor. The other should be obtained from a professor in your major field. A third recommendation must also be received from a field experience cooperating teacher.

When applicants are noted as questionable on any of these criteria, they may be asked to meet with an admissions subcommittee before final action is taken. Appeals from the decisions of the Admissions and Retention Committee should be submitted in writing and directed to the Education Department through its Chair.

ADMISSION TO THE PROFESSIONAL SEMESTER

Preliminary application for admission to the Professional Semester (including Supervised Teaching) must be filed and completed in person with the Professional Development and Placement Office by November 3, 2011. To be eligible for supervised teaching, the student must meet the following criteria:

Official requirements for admission into the Teacher Education Program:

1. The cumulative grade point average must be at least 2.50. A grade point average of 2.50 or better must be obtained in all teaching fields. Many school partners are now requiring a 3.00 GPA FOR PLACEMENT INTO THEIR SCHOOLS
2. Continued demonstration in class of facility in oral and written communication. The applicant must have obtained a grade point average of 2.50 or better in courses used to meet this requirement.
3. Senior standing: The applicant must be within two semesters and one summer of graduation.
4. Evidence of the social and emotional maturity, moral character, responsibility and dependability necessary for success in the teaching profession.
5. Secondary student teaching candidates must have completed the coursework in Block 1, Block 2, and Block 3 and have earned a standing of 2.50 or higher in all education courses completed and have received a written recommendation from the major adviser to take the Professional Semester. If a teaching minor is to be obtained, written recommendation from the Chair of the department in which the minor is taken must be received. Students are strongly urged to take or audit the Special methods 489 course in the teaching minor area.
6. Elementary student teaching candidates must have earned a standing of 2.50 or higher in all course work in education.

To be eligible for recommendation for licensure, students must maintain the above requirements through the completion of the degree and the teacher education program.

THE PROFESSIONAL SEMESTER

The professional semester is presented as a total program aimed at the development of excellent young teachers. The program will continue to be in transition during the 2011-2012 school year as we move from students who have been prepared in the old program to students who have been prepared in the new program based on portfolio development and preparation to address standards-based curriculum and assessment issues.

At the present time, the Professional Semester for student teachers is divided into four distinct components. **The changes we are implementing will combine the four components into one total program for the Professional Semester in an effort to give our students the best preparation for certification and their first few years of teaching.** It is the intention for these changes being implemented during the professional semester to make for a more complete and meaningful experience allowing students to have a smooth and successful transition from being a student to a professional teacher. The following table best describes the program expectations during the 2011-2012 school year.

Students will need to make sure they are in the Teacher Education Program Tougaw.

COMPONENTS OF PROFESSIONAL SEMESTER

THE PROFESSIONAL SEMESTER	
ED 450 and ED 451	2 S.H.
ED 439, 449, 459, 479, or 630	10-12 S.H.
Block Four and Student Teaching Seminars	
Checkpoint III (Interview presenting program portfolio and coursework towards graduation.)	

A. UNIVERSITY INSTRUCTION – ED 451, Efficacy through Professional Praxis and ED 452, Undergraduate Research

Student Teachers will be attending **ED 451**, Efficacy through Professional Praxis, which includes topics such as classroom management, assessment, legal issues, history and philosophies of education, and expectations of your first years of teaching. **ED 452**, Undergraduate Research, will address the elementary aspects of performing and reporting research projects.

There are strong links between the ED 451/452 classes and the Student Teaching Seminar.

Attendance and participation in both these experiences is required and vital to your success as a new teacher. Readings and topics from the Student Teaching Seminar will be discussed in ED 451/452 classes and at the seminar.

C. STUDENT TEACHING MEETINGS AND SEMINARS

Elementary, Middle School and Secondary regular student teaching (ED 439, ED 459, ED 479, and ED 626) begins on the first day teachers are expected to attend for the beginning of school. The last day of student teaching will be December 6, 2011. All of Valparaiso University's student

teachers are required to complete a minimum of one semester of successful student teaching experience.

A very important ***INFORMATIONAL MEETING*** to discuss student teaching expectations and requirements is planned for **Wednesday, August 24, 2011 at 4:30-6:00 p.m. in LeBien Room 108.** ***ALL STUDENT TEACHERS ARE REQUIRED TO ATTEND AND COOPERATING TEACHERS AND FIELD SUPERVISORS ARE STRONGLY URGED TO ATTEND.***

Topics covered will be Valparaiso University's **conceptual framework, student teaching schedule, forms, evaluation tools, paperwork, professionalism expected of educators, and expectations of student teachers, cooperating teachers and field supervisors.**

There are two **required** student teaching seminars during the professional semester that are **designed to help you transition from college to your first year of teaching.** The anticipated topics to be covered in the seminar are as follows:

Student Teaching Seminar I for student teachers – Wednesday, October 12, 2011 at 4:30 p.m. to 6:00 p.m. in the Christopher Center Community Room.

Job search, certification, job interview process and placement procedures.

Student Teaching Seminar II for student teachers – Wednesday, December 7, 2011 at 8:00 to 9:30 a.m. in Miller Hall, Room 131.

Evaluation of student teaching experience, sage advice for young teachers, discussion with recent graduates teaching in the area, presentation of student teaching certificates, and final certification information.

Discussion of thoughts from student teaching, conferences, classroom management issues, certification efforts, and job searching.

A. CHECKPOINT III AND COMPLETION OF PROFESSIONAL SEMESTER

Students in the Professional Semester will be required to complete and participate in a Checkpoint III interview presenting their portfolios and work towards completion of the teacher education program.

Description of Checkpoints One, Two and Three as Part of the Teacher Education Program and the Scope and Sequence of the Program

New teacher education candidates are required to fulfill a series of three checkpoints as they progress through the Valparaiso University teacher education program. The first checkpoint must be met before admission into the teacher education program. The first checkpoint consists of completion of the appropriate coursework and field experiences and presentation of artifacts to demonstrate understanding of selected INTASC standards and the first two elements of the unit's conceptual framework. In this way, the candidates demonstrate knowledge and understanding of certain attributes believed to be present in good teachers.

The INTASC principles for the first checkpoint are standards two, five and nine found within the new Conceptual Framework. These standards are chosen because the students must understand how children learn and develop; individual and group motivation and behavior characteristics and how to be a reflective practitioner in order to benefit from discussions and coursework found in the teacher education program. In addition, students are expected to describe their understanding of the seven questions found within the new Conceptual Framework

- 1. What is the purpose of schooling?**
- 2. What am I teaching?**
- 3. Who are my students?**
- 4. How do students learn?**
- 5. In response, how do I teach?**
- 6. How can I meet diverse student needs?**
- 7. What data indicate student learning?**

The second checkpoint occurs before the candidate is allowed to enter into the professional semester (student teaching.) The requirements for completion of the second checkpoint are understanding and providing artifacts that demonstrate application of the remaining INTASC standards (1, 3, 4, 6, 7, 8 and 10), an enhanced understanding of the seven questions of the unit's conceptual framework, an understanding of the effects of cultural differences and diversity in the classroom and the use of current technology. Candidates are expected to present artifacts and written explanations documenting their understanding and application of these remaining guides to becoming an effective professional educator. Upon successful completion of checkpoint two, candidates make application to be admitted into the professional semester. The Admissions and Retention Committee examine these applications and if all requirements are satisfied, the candidate is admitted into the professional semester.

Checkpoint three is the culmination of the teacher education preparation experience. Candidates are expected to demonstrate proficiency in all INTASC principles and respond to interview questions assessing this proficiency. At a minimum, it will be comprised of a completed portfolio, addressing in more depth, the requirements for checkpoints one and two and an exit interview. **Candidates are required to complete Block 1, Block 2, and Block 3 requirements prior to their professional semester.**

Once candidates have successfully completed the prerequisite courses, the attending field experiences and checkpoints one and two, they are ready to be placed for their student teaching experience. Starting in the spring of 2004, candidates applying for student teaching were given four options in their application. The purpose for the four options is to provide the opportunity for candidates to gain more experience in school settings they feel will be compatible with their future employment preferences. The first option is to request placement in a certain school building with a particular teacher in that school. Candidates are asked to list three choices in order of priority to increase their chances of being placed in a school of their choice. No promises are made due to the chance these placements will not be available with no fault of the candidate or university.

The second option given to the candidates involved a selection of settings described as urban, suburban, rural and parochial. Many students select this option, as they do not know about individual school buildings or corporations. The third option is to select a region involving several school buildings or school corporations. This option is selected for various reasons involving housing and future employment opportunities. The fourth option is to allow the unit faculty to select placement according to the student's background, personalities and abilities. Our staff is experienced and knowledgeable concerning our school partners and does very well in matching our candidates with a site where they will have a successful experience.

Placement decisions are made through the collaboration of the Admission and Retention Committee, Office of Professional Development and Placement and school partners as described above. These placements are handled in different ways according to the desires of the school partners. Some school corporations require all placements be made through the central office, while others prefer placements be handled by a designated administrator and others prefer placement requests be processed through the administrators of individual schools. The building administrator is responsible for locating a qualified teacher to act as the cooperating teacher. Ideally, candidate requests are matched to those K-12 teachers in the school corporation who have indicated a desire to have a student teacher. Many of the candidates are placed within an easy driving time of the university. The standard is for candidates to be placed within 40 minutes driving time of the university. An occasional exception is made when a candidate demonstrates a hardship that requires placement closer to his/her home.

Responding to requests by K-12 cooperating teachers, field supervisors and unit's faculty, the unit has decided that all student teaching experiences should be one semester length. Candidates will participate in **ED 451, Efficacy through Professional Praxis**, and **ED 452, Undergraduate Research**, to enhance their experiences during student teaching. Elementary candidates normally have only one placement, unless they are also pursuing certification in Special Education or Middle School Education. In that case, they will combine placement in both a regular classroom and a Special Needs or Middle School setting (seven/eight weeks in each setting.) The time schedule is determined in collaboration with the local school corporation. These placements typically are in the same school; however, there may be placements requiring more than one school. Secondary candidates usually have only one placement, although a small number have two in order to have experience at both the middle and high school settings. All grade candidates are required to have two placements, one at the elementary level and one at the secondary level. Candidates are placed in clinical settings at the grade levels and content areas for which they are seeking licensure. Diversity of field experiences is maintained by examination of past field experience placements and the student teaching experience to assure as much diversity of cultural, socioeconomic and racial diversity as possible. After successful completion of student teaching and having met all other institutional and state requirements, candidates are recommended for licensure.

Student teaching experience candidates are required to keep a reflective journal. They will be encouraged to reflect and write in their journals daily about their experiences and how they have applied their knowledge, dispositions and skills in bringing about student learning and growth. Candidates will be requested by the Coordinator of Professional Development and Placement and field supervisors to go beyond a mere description of the day's activities and reflect upon what ideas worked and those that did not in this setting. Many unit field supervisors and cooperating teachers ask to read these journals and will make written and/or oral responses. In addition, many field supervisors require written lesson plans on days they visit the candidate's classroom. These lesson plans are reviewed and outcomes are discussed.

ED 451, Efficacy through Professional Praxis for the 2011-2012 school year is focused on issues facing school personnel at this time. Two sections are being taught. One section is focused on those students who were placed in elementary classrooms. The second section focuses on those students placed in middle school and secondary placements. Major topics for both sections include legal issues, assessments, a comprehensive teaching unit, and current issues facing teachers. The class offers another opportunity for reflection, as common problems and concerns are often discussed. This class provides an opportunity for candidates to interact with their classmates during their student teaching assignments. This class serves a vital role in helping candidates keep a perspective as they discuss their challenges and successes during their student teaching experience.

ED 452, Undergraduate Research, for the 2011-2012 school year is focused introducing student teachers to the essential ingredients of performing and reporting research on issues facing educators today. A research project applicable to experiences found during the Professional Semester is performed.

Cooperating teachers selected to work with candidates are experienced professionals who demonstrate the skills, knowledge and dispositions of accomplished school professionals. These teachers are selected by their school corporation and are required to have either a Master's Degree or five years of successful experience. Many hours are spent beyond class time reflecting and discussing with the candidates on the art of teaching. Although the unit provides a small honorarium to cooperating teachers, their commitment to excellence and dedication to the profession are seen as the intrinsic rewards for working with candidates.

University field supervisors for student teaching are either members of the unit faculty or are highly experienced education professionals experienced in the subject matter areas they supervise. Each candidate is visited or communicated with directly a minimum of five times with input from the field supervisor on each occasion. Two one and a half hour student teaching seminars are provided each semester focusing on resume writing and the interview process, classroom management, the certification process and discussions concerning experiences and reflections gained from the student teaching experience.

An initial candidate, cooperating teacher and field supervisor meeting/reception with great food is held early each semester. All three groups are given the appropriate paperwork and given instructions concerning expectations and requirements necessary to complete the student teaching experience. Emphasis is upon the relationship and responsibility between the candidates, cooperating teachers and field supervisors. Questions are encouraged and accessibility of the Office of Professional Development and Placement is emphasized to all three groups.

The university field supervisors support cooperating teachers and candidates over the duration of the student teaching experience. When issues arise for which the cooperating teacher or building administrator feel the need for dialogue, the university field supervisor immediately responds by telephone, in person, or via e-mail. If the situation warrants more assistance, the field supervisor contacts the Coordinator of Professional Development and Placement and they arrange a meeting with the cooperating teacher or candidate depending upon the need. There are times when the Coordinator of Professional Development and Placement will visit the classroom to observe the situation first hand. Responses from cooperating teachers and building administrators indicate they are generally pleased with this commitment to provide support of the cooperating teacher and candidates.

All cooperating teachers observe and discuss lessons with candidates regularly, mostly on a daily basis, make suggestions and give encouragement. Field supervisors observe or communicate directly the student teacher a minimum of four times during the semester. At each of these observations, an evaluation form is completed and the field supervisor meets with the cooperating teacher to obtain additional feedback. The field supervisor typically conducts a post-observation conference with the candidate. If this is not possible at the time, a discussion is held at the earliest possible time. The candidate is given a copy of the evaluation form to be used for further reflection and improvement. Feedback forms indicate that both cooperating teachers and candidates are generally satisfied with this schedule.

Important Teacher Education Program Meeting Dates for fall of 2011

DATE	TIME	EVENT	LOCATION
August 18-22, 2011		Start of Professional Semester – specifically the first day teachers are expected to report for the beginning of school at assigned site.	Placement Sites
August 24, 2011	4:30 a.m. to 6:00 p.m.	Informational Meeting for Student Teachers, Cooperating Teachers, and University Field Supervisors	LeBien Hall Room 108
October 7, 2011	4:00 p.m.	Midterm – student teachers in dual placements are to report to second placement on October 10/11, 2011	Placement Sites
October 12, 2011	4:30 a.m. to 6:00 p.m.	Student Teaching Seminar I	Christopher Ctr. in the Community Room
October 14, 2011	4:00 p.m.	Midterm Evaluations Due in Placement Office	Miller Hall Placement Office
December 6, 2011	4:00 p.m.	Final Day of Student Teaching Internship	School Partners
December 7, 2011	8:00 to 9:30 a.m.	Student Teaching Seminar II	Miller Hall, Room 131
December 12, 2011 to December 14, 2011	8:00 a.m. to 4:00 p.m.	Checkpoint III Summative Portfolio Presentations	Miller Hall Conference Rooms

STUDENT TEACHER GUIDELINES

Supervised Teaching for Elementary Education 439 (12 credit hours)
 or Special Education 449 (12 credit hours)
 or Secondary Education 459 (12 credit hours)
 or Middle level Education 479 (12 credit hours)
 or Graduate School 630 (10 credit hours)

I. Course Objectives

1. The student will develop, refine and integrate the ability to formulate and write long term and daily instructional plans. Although the format of daily plans can vary, lesson plans need to include the following components.
 - a. Objective(s) of lesson
 - b. Standards addressed
 - b. Agenda of lesson
 1. opening
 2. instruction
 3. review and practice
 4. closure
 5. evaluation/assessment
2. The student will develop, refine and integrate the ability to use a variety of instructional modes.
3. The student will develop, refine and integrate the ability to implement instructional strategies, in accordance with diversity of students and management needs of the learners.
4. The student will develop, refine and integrate competence in the total realm and responsibility of the professional teacher.

II. Course Requirements

1. Attendance and participation in special group meetings, seminars, and personal conferences as arranged by the Coordinator of Professional Development and Placement.
2. The course requires one semester of successful work for elementary, special education, middle school and secondary student teachers of full time observing, participation, and teaching. Special education students spend 7/8 weeks in a regular classroom and 7/8 weeks in a special education classroom.
3. Reports, lesson plans, journal entries, self evaluations, etc. as required by the cooperating teacher, school administrators, and the university field supervisor.

III. Course Evaluation

The final evaluation of the student teacher for the course is based upon the INTASC Principles and evidence of progress and achievement gathered from the cooperating teacher, the university field supervisor, and the student teacher.

THE PROFESSIONAL SEMESTER TEAM

Student teachers, cooperating teachers, university field supervisors, and university professors constitute the primary members of the professional semester experience. Each member of this team plays a vital role in the success of the professional semester experience independently and in concert with other members of the team. It is extremely important that each member of the team understands to expectations and responsibilities of the role they undertake. The ultimate goals of the professional semester are the success of the students in the cooperating teacher's classroom and the development of Valparaiso University's student teachers into competent, independent young teachers ready for licensure in Indiana and other states.

THE STUDENT TEACHER

Student teachers are students enrolled at Valparaiso University who have been admitted into the professional semester. Student teachers should be viewed as apprentice teachers. As a vital part of the Teacher Education Program, the student teaching experience is designed to be the field experience in which students develop, refine and integrate teaching competencies as described by the Education Department's Conceptual Framework, INTASC principles, and IPBS development and content standards. This development is fostered under the joint supervision of a cooperating teacher and university field supervisor. The student teacher receives guidance and support from the university field supervisor and daily suggestions and encouragement from the cooperating teacher. Planning and reflection are major foci during the experience. At the end of the successful professional semester, it is expected that the student teacher will be capable of competent, independent teaching and be ready for licensure in Indiana and other states. **The responsibilities of the student teacher are:**

As a responsible student teacher:

- Actively participate in the placement process by attending meetings, defining teaching interests, preparing for student teaching and interviewing honestly and openly for the student teaching position.
- Attend the Student Teaching Informational Meeting.
- Read this handbook and implement all requirements.
- Teach for a minimum of one semester in an assigned classroom under the guidance of a cooperating teacher and university field supervisor.
- Actively participate in all required Student Teaching Seminars.
- Complete any requested self-evaluations (i.e., journal writing, etc.)
- Complete an acceptable student teaching portfolio as part of Checkpoint III.

As a responsible member of the instructional team:

- Plan and write long term (unit) and daily lesson plans within the format provided by the university field supervisor or the classroom teacher.
- Implement plans using a variety of appropriate instructional strategies.
- Spend time reflecting to enhance professional growth (as guided by the university field supervisor) upon the student teaching experience and in conversation with the cooperating teacher.
- Understand the classroom teacher has the responsibility to provide the best possible education to his/her students.

- Understand that we are present in the classroom as a guest and are expected to work hard to enhance the education of the students.
- Understand that the classroom cooperating teacher remains legally responsible for the students.
- Respect the cooperating teacher's and school's organizational system.
- Attend faculty meetings, and professional development opportunities, and school related events.
- Confer with the professional semester team before and/or after a lesson observation.
- Maintain attendance and punctuality according to the schools' calendar.

As a student participating in your professional semester experience:

- Notify the cooperating school (principal and cooperating teacher) and the university field supervisor if you need to be absent for a day.
- **Remember to be professional and ethical at all times.**
 - **Do not talk with others about your classroom cooperating teacher, students or other teachers.**
 - **Wear appropriate dress (according to the schools guidelines)**
 - **Refrain from imposing religious, political or gender views upon pupils.**
 - **Maintain a professional relationship with students at all times in regard to behavior and language (in the classroom and outside the classroom).**
- Consult with the cooperating teacher first regarding any question or concern. If the results are not satisfactory, contact the university field supervisor. Severe problems should be referred to the Coordinator of Professional Development and Placement.
- Adhere to the policies, schedules and philosophies of the assigned cooperating school/corporation
- Develop an understanding of the role of administrators, teachers, support staff and school boards in making decisions and determining school policies
- Display an ethical and appropriate, professional approach in dress, behaviors and attitude
- Accept and complete assigned tasks promptly and appropriately.
- Report on time for all school functions and duties. The student teacher is expected to notify the cooperating teacher and university field supervisor as early as is practical when absences, late arrivals or early departures are necessary. Lesson plans and materials should be provided to the cooperating teacher.
- Maintain confidentiality regarding student information and colleagues.
- Bring good knowledge of content, pedagogy, human growth and development and classroom management to the student teaching experience, and be prepared to regularly seek the advice, approval and support of the cooperating teacher, university field supervisor and Coordinator of Professional Development and Placement, fellow student teachers and other appropriate persons.
- Develop **detailed unit and daily lesson plans** and submit plans early for review and suggestions before implementation.
- Demonstrate competency in using technology for research, managing student records and preparing instructional materials and instruction.
- Demonstrate efforts to understand and implement necessary strategies to address the needs of students with diverse backgrounds.
- **Actively work to remediate problems identified by others.**

As a Reflective Learner:

- Exhibit an attitude of inquiry regarding the art of teaching and educational practices.
- Create a portfolio that demonstrates professional competencies in the expectations of the teaching profession.
- Thoughtfully complete evaluation forms
- Seek feedback and incorporate suggestions from the professional semester team.

THE CLASSROOM COOPERATING TEACHER

The cooperating teachers are responsible for the direct supervision of the professional field experience of the student teacher. Cooperating teachers provide an environment that allows the student teacher to experience all the essential activities of a classroom teacher. The cooperating teacher must maintain the healthy learning environment for his/her students while providing opportunities for the student teacher to experience the art of teaching. Recognizing the developmental stages of the student teaching experience, the cooperating teacher is to provide increasingly complex opportunities for the student teacher to expand and integrate a working repertoire of instructional and management skills throughout the experience.

The cooperating teacher should influence the student teacher's experience more than any other single person since the cooperating teacher is primarily responsible for mentoring and assisting the student teacher in professional growth. Also, it is expected that the student teacher will reflect in a journal upon classroom lessons, students, and events to further enhance professional growth. The cooperating teacher is encouraged to participate in the process by responding to journal entries. In essence, the cooperating teacher acts as a teacher educator.

It is strongly suggested that the cooperating teacher review the student teacher's lesson plans prior to class time and regularly make suggestions after the lesson. Student teachers especially appreciate the cooperating teacher making written notes during lessons. Also, the cooperating teacher provides valuable peer coaching when a desired teaching skill/method is modeled for the student teacher.

Later in the experience, arrangements should be made to leave the student teacher alone with the class for periods of time or a limited number of days and then to discuss this experience with the student teacher.

The principal duties of the cooperating teacher include:

- Attend the Informational Meeting (Optional) for student teachers, cooperating teachers and university field supervisors
- Orientate the student teacher to the corporation, school, classroom and students
- Assist the student teacher with completing a Proposed Plan of Implementation (PPI).
- Supervise the planning and instructional phases of student teaching.
- Evaluate the student teacher's work (i.e., midterm and final evaluations, response to journal writings and letters of recommendation, etc.)
- Assist student teachers in their professional development.
- Assist to establish rapport with the student teacher and the pupils during the directed field experience before student teaching actually begins.
- Involve the student teacher in meaningful activities that address working with students with diverse backgrounds.
- Provide needed information about and orientation to the school including the school emergency (weather) closing procedures.

- Be aware that the students remain their moral and legal responsibility.
- Do not ask the student teacher to serve as a substitute teacher without providing supervision.
- Allow the student teacher to assume teaching responsibilities gradually.
- Guide and assist the student teacher to formulate and use lesson plans and provide regular oral and written feedback. (These can be reviewed during visits from the university field supervisor.
- Allow the student teacher to develop an individual teaching style--to use creativity, to try out new ideas, to make mistakes, and to solve problems--without feedback that is depreciating.
- Support the student teacher by honestly praising and encouraging achievements.
- Expect to participate in conferences with the student teacher and university field supervisor before/after classroom observations. (It is realized that this may not be possible for each visit.)
- Use professional confidentiality regarding the student teacher's competency.
- Invite and encourage the student teacher to participate in after-school activities such as PTA meetings, school productions, and athletic events.
- Feel free to contact the university field supervisor or Coordinator of Professional Development and Placement with questions or concerns.
- Complete a mid-term and final assessment that is honest, clear, and specific.
- Mentor the student teacher in the implementation of the standards into the curriculum
- Encourage the student teacher to utilize available technology into lessons and activities.

As a professional mentor:

- Actively participate in the process of selecting a placement, familiarizing yourself with the prospective student teacher and his/her background through materials supplied by the university and interviewing the prospective student teacher
- Accept the student teacher as a professional colleague.
- Introduce the student teacher to all school personnel, policies, philosophies, calendar and schedules.
- Allow the student teacher release time from classroom duties for conferencing with university field supervisor.
- Acquaint the student teacher with socio-economic patterns and problems in the community that affect teaching and learning in the classroom.
- Complete midterm and final evaluations of the student teacher's progress.
- Write a letter of recommendation that describes the student teacher's professional experiences in your classroom and competencies for independent teaching (if requested.)

As an instructional mentor:

- Prepare the students in your classroom in advance for the student teacher's arrival.
- Introduce the student teacher in a manner that will allow him/her to achieve immediate status.
- Acquaint the student teacher with the needs and wants of the students in your classroom, making daily work, test results and other significant data available to the student teacher.
- Acquaint the student teacher with the curriculum used in your classroom and make relevant resources such as instructional materials, community resources and equipment available.
- Model and explain strategies, co-plan lessons and units of instruction and co-teach lessons especially during the initial weeks of the experience.
- Provide specific guidelines for the student teacher to follow in formatting lesson and unit plans and a time frame for review prior to implementation.

- Entrust the class to the student teacher increasingly as ability to assume responsibilities is demonstrated.
- Encourage the student teacher to increasingly incorporate original ideas in developing and implementing lesson and unit plans that are meaningfully and developmentally appropriate for pupils especially during the final weeks of the experience.
- Observe and critique the student teacher's performance regularly (oral and written) with the goal of assisting the student teacher to grow in competency.
- Make written feedback available to both the student teacher and university field supervisor.
- **Specify and measure behavioral change and academic growth in your students as an important criterion upon which to evaluate teaching performance.**

Suggestions to enhance the experience of having a student teacher:

- Establish a trusting relationship at the beginning by conveying intentions to help.
- Establish a specific time and place for conferencing, co-planning, etc.
- Model effective communication with pupils, colleagues, administrators, parents and the student teachers
- Provide the student teacher with a packet of materials (i.e., school handbook, school rules, staff lists, class lists, etc.)
- Share helpful hints and interesting anecdotes about teaching.
- Articulate reasons for choices regarding planning, instruction, assessment and classroom practices.
- Prior to offering advice, encourage the student teacher to reflect and/or articulate reasons for choices about his/her planning, instruction, assessment and classroom practices.
- Provide a rationale for suggestions or advice offered to the student teacher.
- Assist the student teacher in making arrangements to observe students and teachers at other grade levels or buildings.
- Regularly confer with the university field supervisor during visitations or by telephone/e-mail.
- **Notify the Coordinator of Professional Development and Placement of any concerns or problems as early as possible.**

Remuneration--The cooperating teacher shall receive a stipend of \$150.00 for supervising a student teacher for a complete semester. The cooperating teacher shall receive a stipend of \$75.00 for supervising a student teacher for a split (1/2) semester.

THE UNIVERSITY FIELD SUPERVISOR

Valparaiso University employs university field supervisors who share the responsibility for the professional growth of the student teacher with the cooperating teachers. The university field supervisor is both an supervisor for the student teacher and a liaison between the university and the school corporation/building. The university field supervisor is devoted to communicating and working cooperatively with school personnel in designing and implementing the most appropriate and effective experiences for each student teacher.

The university field supervisor acts as a liaison between the university, the cooperating teacher, the administration, and the student teacher. Student teachers are visited by field supervisors from the Department of Education and/or from the student's major department(s).

The field supervisor will guide, support, and direct the student teacher's experience with foci upon planning and reflecting. Thus, each field supervisor will provide appropriate formats and organization to maximize professional growth in these areas. The field supervisor will share and discuss this information during the Cooperating Teachers' Meeting or on an individual basis with each cooperating teacher and student teacher. The principal duties of the university field supervisor are:

As a supervisor:

- Participate in the Student Teaching Informational Meeting.
- Observing in the classroom and/or communicating with each student teacher a minimum of four times, more if necessary.
- Critiquing each student teacher's performance with the goal of assisting growth in competencies.
- Maintaining appropriate records for each student teacher.
- Participating in or leading conferences with cooperating teachers and student teachers as needed.
- Consider writing letters of recommendation when requested.
- Evaluating student teachers performance in the classroom and in professional semester seminars.
- Notifying the Coordinator of Professional Development and Placement of any concerns as early as possible.

As a liaison:

- Acquaint personnel in the assigned school with the nature and purposes of Valparaiso University's student teaching program and how it relates to the total Teacher Education Program.
- Establish and maintain good working relationships between university and school personnel.
- Follow site policies and procedures relevant to student teaching placements and contracts.
- Provide pertinent information concerning each student teacher to cooperating principals and cooperating teachers.
- Communicate regularly by telephone, e-mail and in person with cooperating teachers to facilitate student teacher growth.
- Clarify policy questions with cooperating teachers and student teachers.
- Provide cooperating teachers and student teachers with professional literature as needed.

- Acquaint the cooperating teacher with what may be expected from the student teacher regarding journals, seminars, lesson/unit plans, portfolios, and evaluations.
- Review the Proposed Plan of Implementation (PPI) and make suggestions.
- Encourage prompt return of midterm and final evaluations and other materials from cooperating teachers and student teachers to the Office of the Coordinator of Professional Development and Placement.
- Lead three-way conferences (midterm, final and others as requested) to facilitate communication between cooperating teacher and student teacher.
- Assist in early reassignment of a student teacher if continuation in the assignment would jeopardize the classroom students or the student teacher's professional semester successful experience.
- Provide necessary information to Coordinator of Professional Development and Placement if there appear to be issues that need addressing.

As an instructor:

- Establish procedures for student teachers to follow (i.e., for arranging observations, submitting required paper work, and relaying information regarding absences, problems or questions, etc.)
- Observe in the classroom and/or communicate with student teacher a minimum of four times (more if warranted) in a variety of teaching situations during the course of the assignment.
- Spend time communicating with the student teacher and cooperating teacher (if possible) after each observation.
- Evaluate the student teacher's performances in the classroom and seminars using the student teaching midterm and final evaluation forms and recommend a student teaching grade to the Coordinator of Professional Development and Placement.
- Maintain appropriate records of each student teacher's work.
- Recommend outstanding student teachers for recognition.

During classroom visits, the university field supervisor will:

- Read and respond to reflective writings from the student teacher and cooperating teacher (if applicable).
- Read and respond to lesson plans, student teacher self assessments of the lessons, and student assessments (when applicable).
- Observe the student teacher implement at least one lesson.
- Provide the student teacher with oral and written feedback before and/or after the observation.
- Discuss this feedback with the student teacher and cooperating teacher at least three times during the experience.
- Answer questions and plan ahead toward the next visit.

As member of the university faculty the university field supervisor will:

- Provide student teachers with information about notification procedures in the event the student teacher is ill and needs to be absent from school.
- Write a formal mid-term and final assessment.
- Notify the coordinator of a potentially difficult situation by mid-term.

- Return Log Visitation sheet to the Professional Development and Placement Office at end of term.

Shared Responsibilities of Cooperating Teachers & Student Teachers:

This team constitutes the **instructional team**. They work together daily in the classroom. They share the responsibility for teaching. Their joint responsibilities include:

- Developing a Proposed Plan of Implementation (PPI).
- Co-planning and co-delivering lessons and units of instructions that actively engage pupils in meaningful, developmentally appropriate learning.
- Conferring regularly.
- Sharing midterm and final evaluations.
- Working together to implement remediation plans when problems have been identified.

Shared Responsibilities of Cooperating Teachers & University Field Instructors:

This team constitutes the **supervisory team**. They share the responsibility for the professional growth of the student teacher. Their joint responsibilities include:

- Conferring regularly by telephone, e-mail, or in person.
- Designing an appropriate and effective experience for the student teacher.
- Recommending a final grade for the student teacher to the Coordinator of Professional Development and Placement.
- Working together (with the Coordinator of Professional Development and Placement when warranted) to identify and solve problem situations.

Shared Responsibilities of Student Teachers & University Field Supervisors:

This team constitutes the **university team**. They share the responsibility for meeting the learning needs of the student teacher and meeting university goals. Their joint responsibilities include:

- Developing and implementing a schedule for observations.
- Openly and honestly reflecting and analyzing progress through post-observation discussions, evaluation conferences, and analysis of data gathered from any of the assessment/reflective tools being implemented. Journal entries may also be used for this purpose.
- Working together (with the Coordinator of Professional Development and Placement when warranted) to develop remediation plans to problems that have been identified by the cooperating teacher and student teacher.

Responsibilities of Cooperating Principals:

The cooperating principal and other teachers with whom the student teacher is expected to work in the school setting directly and indirectly support the work of the triad. Cooperating principals play an important role in welcoming a student teacher to the school and into the teaching profession. Specifically, cooperating principals should:

- Actively take part in the process of selecting an appropriate placement and recommending only the best-qualified faculty as cooperating teachers.
- Acquaint university field supervisors with school policies regarding student teaching.
- Insure that student teachers follow the **background check** procedures appropriate for the school.
- Prepare the school staff for the arrival of a student teacher.
- Accept student teachers as participating members of the faculty.
- Familiarize student teachers with applicable school policies.
- Support the cooperating teacher throughout the student teaching experience.
- Notify the Coordinator of Professional Development and Placement of any concerns or problems as early as possible.
- Write a letter of recommendation upon request if you have sufficient knowledge of the student teacher's competencies (optional).

Responsibilities of the Coordinator of Professional Development and Placement:

The Coordinator of Professional Development and Placement will:

- Interview student teacher candidates before placement to determine readiness and a suitable placement.
- Request placements for student teaching candidates from appropriate sites.
- Conduct training for cooperating teachers.
- Conduct an orientation for student teachers and cooperating teachers prior to the start of the experience.
- Lead the student teaching seminars along with university field supervisors.
- Provide resources for cooperating teachers, student teachers and university field supervisors.
- Assist in resolving problems and concerns.
- Explain and interpret Valparaiso University Teacher Education Program, and Student Teaching policies and procedures.
- Gather documents and maintain a permanent file for each student teacher.
- Reassign or remove a student teacher from the student teaching assignment when warranted.
- Assign the final grade for each student teacher based on the documentation provided by the cooperating teacher, university field supervisors, student teacher and others when warranted.

STUDENT TEACHING ASSESSMENT

- ❖ Please note that we have enclosed a sample Elementary Student Teaching Assessment for you to view.
- ❖ Each content area will have their own Student Teaching Assessment that has been tailored to assess specific areas of knowledge and understanding.
- ❖ The cooperating teacher and the university field instructor will need to complete a mid-term and final assessment for each student’s content area as well as a disposition form.
- ❖ These forms must be completed and returned to the Teacher Placement office.



Checkpoint 4: Elementary Assessment of Student Learning Evaluation

Teacher Candidate _____
 School _____ Date _____

Rater 1 _____ Rater 2 _____

Standards: Association for Childhood Education International

ACEI Standard 4 –Assessment for Instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Candidates know, understand, and use formal and informal assessment strategies

1-Unacceptable	2-Acceptable	3- Target
<ul style="list-style-type: none"> ▪ Candidates administer both formal and informal assessments, which may or may not be aligned to instruction and learning goals 	<ul style="list-style-type: none"> • Candidates integrate assessment and instruction as integral parts of designing and aligning instruction and learning goals • Candidates administer assessments (i.e., formal and informal) to inform and to make decisions about objectives, materials, and the effectiveness of teaching strategies 	<ul style="list-style-type: none"> • Candidates integrate assessment and instruction as integral parts of designing and aligning instruction and learning goals • Candidates administer assessments (i.e., formal and informal) to inform and to make decisions about objectives and materials • Candidates use assessment data for planning and evaluating teaching strategies

Candidates demonstrate their knowledge of and ability to use assessment strategies to strengthen instruction

1-Unacceptable	2-Acceptable	3- Target
<ul style="list-style-type: none"> • Candidates know the reasons to implement certain assessments based on type (i.e., formal and 	<ul style="list-style-type: none"> • Candidates know the reasons to implement certain assessments based on type (i.e., formal and informal), use, advantage, disadvantage, 	<ul style="list-style-type: none"> • Candidates know the reasons to implement certain assessments based on type (i.e., formal and informal), use, advantage, disadvantage, limitations, and developmental appropriateness as

<p>informal), use, advantage, disadvantage, limitations, and subject matter</p>	<p>limitations, and subject matter</p> <ul style="list-style-type: none"> • Candidates use assessment data to monitor learning for each student, such as the need for re-teaching or adaptations to strengthen instruction • Candidates use technology to promote the efficiency of assessment data collection and management of instruction • Candidates use assessment data to monitor their own teaching strategies 	<p>related to students' learning experiences, abilities (e.g., exceptionalities), and subject matter</p> <ul style="list-style-type: none"> • Candidates use assessment data to monitor and promote learning for each student, such as the need for re-teaching adaptations to strengthen instruction for each student • Candidates use technology to promote the efficiency of assessment data collection and management of instruction • Candidates use assessment data to monitor their own teaching strategies and behavior in terms of improving student success
<p>Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student</p>		
<p>1-Unacceptable</p> <ul style="list-style-type: none"> • Candidates draw conclusions about student development through assessment data 	<p>2-Acceptable</p> <ul style="list-style-type: none"> • Candidates adapt assessment strategies to accommodate developmental needs of students • Candidates consult with others (i.e., specialists) to gather information to identify and address the development of students with exceptionalities 	<p>3- Target</p> <ul style="list-style-type: none"> • Candidates adapt assessment strategies to accommodate and promote the developmental needs of students • Candidates consult with others (i.e., specialists) to gather assessment information to identify, address, and promote the development of students with exceptionalities

Comments:

Valparaiso University Department of Education Commitments/Dispositions Evaluation Form

VU Student Name _____ Adviser _____
 Course ED 439/459/479/630/SPED 449/TT570 (circle one) or Checkpoint # 1 2 3
 Faculty/Cooperating Teacher Name _____ Signature _____
 Date _____ Print Name _____

Rating Scale: 0 – Unsatisfactory 1 – Satisfactory
 (Please explain any score of 0 on the back of this form)

Commitment/ Disposition	Code	Behaviors demonstrating commitment/disposition	0	1	Not Obs
Equity	D4.				
Is inclusive of & responsive to diverse student <u>communities and identities</u>	01	Demonstrates sensitivity and skills needed to work with students and parents of diverse characteristics and backgrounds, including fairness and the belief that all students can learn (for example: cultural, language, religious, ethnic, socio-economic, gender-orientation, etc)			
Is inclusive of & responsive to diverse student <u>learning capabilities</u>	02	Selects and/or adapts instructional/curricular/assessment strategies based on individual characteristics, strengths, and needs of all students, including fairness and the belief that all students can learn (for example: special learning needs, student interests, personalities, learning styles, etc)			
Inquiry					
Demonstrates data-based practice	03	Accesses, evaluates, & utilizes information sources and technology in ways that safeguard &/or enhance student learning			
Efficacy					
For student learning	04	Collaborates with others (colleagues, parents, students) to improve student learning			
	05	Uses multiple instructional strategies to develop students' critical thinking, problem-solving, and performances			
For professional growth	06	Demonstrates effective interpersonal skills Works effectively and collaboratively with peers, parents, supervisors, colleagues, and communities			
	07	Demonstrates adaptability Adapts to meet the needs of all students; flexible in dealing with changing classroom and school environments			
	08	Demonstrates initiative Seeks out & accepts tasks pro-actively; takes responsibility for student Learning; initiates problem-solving for self and students			
	09	Demonstrates effective written communication skills Uses standard English with teaching professionals, parents, students			
	10	Demonstrates effective oral communication skills Uses standard English with teaching professionals, parents, students			
	11	Responds positively to feedback on own professional performance Seeks and acts on feedback to improve teaching, learning, and professionalism; revises professional practice on basis of evidence			
	12	Maintains professional appearance, behavior, and demeanor Dress, hygiene & physical behavior appropriate for classrooms; uses appropriate facial and physical behaviors, gestures & language; punctual; manages stress appropriately; meets deadlines			
13	Adheres to professional ethics Respects personal property, space, & differences; maintains confidentiality with student information; complies with school and VU policies as appropriate				

Valparaiso University Department of Education Commitments/Dispositions Evaluation Form*

Additional comments (any scores of 0 must be explained):

Commitment/ Disposition	Comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

*The department's commitments/dispositions emerge from and are responsive to our conceptual framework. The National Council for Accreditation of Teacher Education, which accredits the department's programs, expects schools of education to "assess professional dispositions based on observable behaviors in educational settings". Pre-service teachers should be able to manifest these commitments, or dispositions, in their university course assignments and in their "verbal and non-verbal behaviors with K-12 students, families, colleagues, and communities".

STUDENT TEACHER FORMS

The following forms are contained in this packet and need to be completed by the schedule specified.

<u>FORM</u>	<u>PURPOSE</u>	<u>COMPLETION SCHEDULE</u>
A. School Information--	Assists the university field supervisor to schedule visits	Prior to Student Teaching-Can be done at orientation
B. Cooperating Teacher Information Form--	Assists VU for teacher participation and issuance of honorarium	Prior to Student Teaching-Can be done at orientation
C. Student Teacher Expectation Schedule--	Assists in planning the student teaching experience	First week of student teaching Return to univ. field supervisor)
E.* Record of Student Teaching (2 pages)	Provides Teacher Placement Office a record for later requests from State Certification officials	Seminar III MUST be in by December 11, 2011.

* This form must be accurately completed, signed and returned to the Student Teaching Office. Many states and some graduate schools insist on accurate reports on periods and hours of observation, teaching, and activities. Some require the number of days and weeks.

+ Individual forms are filled out by both the cooperating teacher and the university field supervisor.

FORM A
School Information

Student Teacher _____ Subject/Grade Level _____

I. INFORMATION ABOUT THE STUDENT TEACHING ASSIGNMENT

School System _____ School Name _____

School Address _____

School Telephone _____

Building Principal _____

Cooperating Teacher Miss _____
Mrs. _____
Mr. _____

Home Telephone _____

II. VACATION SCHEDULE OF THE SCHOOL : (include parent conferences, professional development day, etc.)

III. THE DAILY TEACHING SCHEDULE: (give time)

FORM B

VALPARAISO UNIVERSITY

COOPERATING TEACHER INFORMATION

The University is required to keep current information on the education and experience of cooperating teachers. **Please complete the information and return it to the student teaching office as soon as possible. This form is necessary for you to receive your stipend.**

I. General Information Date _____

Cooperating Teacher _____
(First) (M.I.) (Last)

Home Address _____
(Street) (City) (State) (Zip)

School _____ City _____

School Address _____

Social Security Number _____

Have you previously supervised student teachers? _____

Have you supervised student teachers from Valparaiso University? _____ If so, when was your last supervision experience? _____

II. Experience in Teaching:

At present school _____ Years in Grade(s) _____ Subject _____

Other schools _____ Years in Grade(s) _____ Subject _____

Other teaching _____ Years (e.g. army teaching, private school)

III. Education of the Cooperating Teacher

<u>Degree</u>	<u>Name & Location of Institution</u>	<u>Semester Hrs.</u> <u>Graduate Credit</u>
_____	_____	_____
_____	_____	_____

Cooperating teachers are selected by the Coordinator of Professional Development and Placement and the administration of the cooperating school corporation. Approval of cooperating teachers is based on

- * valid certification
- * at least three years of teaching experience in their field of specialization
- * demonstration of professional best practice.

FORM C

Student Teacher Expectation Schedule

Valparaiso University

I. General Information: Subject/Grade _____ Date _____

Student Teacher _____ School _____

II. Student Teacher Schedule: Arrival Time _____ Leaving Time _____

Week	Teaching Expectation	Other Activities
August 8	_____	_____
August 15	_____	_____
August 22	_____	_____
September 5	_____	_____
September 12	_____	_____
September 19	_____	_____
September 26	_____	_____
October 3	_____	_____
October 10	_____	_____
October 24	_____	_____
October 31	_____	_____
November 7	_____	_____
November 14	_____	_____
November 28	_____	_____
December 5	_____	_____
Totals	_____	_____

Please return one completed copy to your Univ. field supervisor.

Form E (2 PAGES)

Valparaiso University

I. Instructions: The student teacher will keep this weekly record of experiences. Students will record observation and teaching by number of hours. All students should record related extra-curricular activities by hours. Place the number of school days in the last column. One copy of this report will be filed with the Placement Office upon completion of student teaching.

Teaching - student teacher's actual teaching in classroom.

Related activity - any professionally related activity. It does not include time spent preparing for class outside of school.

II. Student Teacher _____ School System _____
 Cooperating Teacher _____ Building _____

<u>Week</u>	<u>Teaching Hours</u>	<u>Related Hours</u>	<u>School Days</u>
August 8	_____	_____	_____
August 15	_____	_____	_____
August 22	_____	_____	_____
August 29	_____	_____	_____
September 5	_____	_____	_____
September 12	_____	_____	_____
September 19	_____	_____	_____
September 26	_____	_____	_____
October 3	_____	_____	_____
October 10	_____	_____	_____
October 17	_____	_____	_____
October 24	_____	_____	_____
October 31	_____	_____	_____
November 7	_____	_____	_____
November 14	_____	_____	_____
November 21	_____	_____	_____
November 28	_____	_____	_____
December 5	_____	_____	_____
Totals	_____	_____	_____

FORM E (2 PAGES)

Page 2

RECORD OF SUPERVISED STUDENT TEACHING

<u>Activity</u>	<u>Frequency</u>	<u>Activity</u>	<u>Frequency</u>
Attended:		Conferred with:	
Faculty Meeting	_____	Cooperating teacher	_____
Athletic Event	_____	College Supervisor	_____
P.T.A.	_____	Principal	_____
Professional Meeting	_____	Guidance Personnel	_____
Social Function	_____	Nurse	_____
Club Meeting	_____	Secretary	_____
Departmental Meeting	_____	Custodian	_____
S.E.A.	_____	Other _____	
		(please specify)	

Observed or Supervised:		Assisted With:	
Playground	_____	Field Trip	_____
Cafeteria	_____	School Publication	_____
Study Hall	_____	Community Project	_____
Fire Drill	_____	Drama Department	_____
Bus Loading	_____	Social Event	_____
Standardized Testing	_____	Other	_____
Library	_____		_____

Assessment/Evaluation of Students:

Developed assessment instruments	Objective _____
	Subjective _____

Produced A-V Materials _____

Computer Involvement: _____ Assisted Students _____

Curriculum Integration _____

Other: (please specify) _____

Cooperating Teacher _____ Date _____
(Signature)

Student Teacher _____ Date _____