



TAYLOR UNIVERSITY DEPARTMENT OF EDUCATION

Transition to Teaching Student Handbook

*Developing Competent, Caring, and Reflective Teachers
Prepared for World Service*

Taylor University
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DEPARTMENT OF EDUCATION DIRECTORY
Transition to Teaching Program

Taylor University Department of Education
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Transition to Teaching Catalogue Description

Transition to Teaching is a program designed for those individuals who have previously earned an undergraduate degree and wish to pursue a teaching career. It is a process by which one can obtain an Indiana teaching license after completing a required number of education courses. The Transition to Teaching program at Taylor University offers two tracks, an elementary and a secondary, in an online format.

The elementary program is designed for those individuals who wish to obtain a teaching license for grades K-6. The applicant must have a bachelor's degree from an accredited institution with a grade point average of 3.0 or above for full acceptance into the program. Provisional acceptance could be granted to candidates with a 2.5 to 3.0 grade point average. Candidates with a grade point average lower than 2.5 will be considered on an individual basis. The elementary program requires 24 hours of graduate level courses with 6 hours focused upon reading instruction. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.

The secondary program is designed for those individuals who wish to obtain a teaching license for grades 5-12 in a specific content area. In certain content areas (foreign languages, health, physical education), candidates can license in P-12. The applicant must have a bachelor's degree from an accredited institution with a grade point average of 3.0 or above for full acceptance into the program. Provisional acceptance could be granted to candidates with a 2.5 to 3.0 grade point average. Candidates with a grade point average lower than 2.5 will be considered on an individual basis. The secondary program requires 18 hours of graduate level courses. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.

TRANSITION TO TEACHING PROGRAM REQUIREMENTS

Elementary Program

TTT	510	Introduction to the Education Profession Field Experience: 20-24 hours	3 hours
TTT	520	Educational Psychology Field Experience: 12-15 hours tutoring	3 hours
SED	520	Exceptional Children Field Experience: Teacher Interview	3 hours
TTT	540	Mathematics in the Elementary Classroom Field Experience: 5-10 hours	3 hours
TTT	551	Classroom Management for Elementary Teachers Field Experience: 6-8 hours	1 hour
TTT	560	Early Literacy Experiences and Assessments: K-3 Field Experience: 12 hours	3 hours
TTT	565	Middle Childhood Literacy Assessments Field Experience: 10 hours tutoring	3 hours
TTT	581	Elementary Methods Field Experience: 3-6 hours	2 hours
TTT	590	Student Teaching (10 weeks full-time)	<u>3 hours</u> 24 hours

Secondary Program

TTT	510	Introduction to the Education Profession Field Experience: 20-24 hours	3 hours
TTT	520	Educational Psychology Field Experience: 12-15 hours tutoring	3 hours
SED	520	Exceptional Children Field Experience: Teacher Interview	3 hours
TTT	535	Reading in the Content Area for Secondary Teachers Field Experience: 3-6 hours	2 hours
TTT	552	Classroom Management for Secondary Teachers Field Experience: Principal/teacher interviews	1 hour
TTT	555	Secondary Methods Field Experience: 12-15 hours	3 hours
TTT	590	Student Teaching (10 weeks full-time)	<u>3 hours</u> 18 hours

Field Experiences: Field Experience Placement locations and times are determined mutually between candidate and instructor. Field Experience Placement forms are to be signed by an appropriate school official to verify the field placement. Forms are then forwarded by the candidate to be placed in the candidate's file in the Taylor University Education Department Office.

Transition to Teaching Elementary Program

TTT 510 - Introduction to the Education Profession (3 hours)

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school, P-12, in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Assignments are commensurate with graduate level work. Includes 20-24 hours of field experience.

TTT 520 - Educational Psychology (3 hours)

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. The course includes a 12-15 hour field experience.

SED 520 - Exceptional Children (3 hours)

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Assignments are commensurate with graduate level work. Prerequisites: TTT 510 and TTT 520.

TTT 540 - Mathematics in the Elementary Classroom (3 hours)

TTT 540 is a content-methods course for elementary teacher preparation. The course is a study of number systems, operations, geometry, measurement, data analysis/probability, and state accountability requirements in math (NCLB). There is a special reference to teaching materials, laboratory methods and pedagogy, including classroom use of manipulatives and technology. Assignments are commensurate with graduate level work. Includes 5-10 hours of field experience. Prerequisites: TTT 510 and TTT 520.

TTT 551 – Classroom Management for Elementary Teachers (1 hour)

This course is designed to assist candidates preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes 6-8 hours of field experience. Prerequisites: TTT 510 and TTT 520.

TTT 560 - Early Literacy Experiences and Assessments: K-3 (3 hours)

This course is an examination of current methods, materials, and media used in teaching and assessing literature in a multicultural society. Literacy skills instruction and the development of literacy reading skills are studied in relationship to the total range of student needs. Topics include how language is acquired and developed, reading process, hierarchy of reading skills, technology to instruct and reinforce reading skills, and methods used to instruct reading. Assignments are commensurate with graduate level work. Includes a 12-hour field component. Prerequisites: TTT 510 and TTT 520.

TTT 565 - Middle Childhood Literacy & Assessment (3 hours)

This course is designed to examine current methods, materials, and media used in teaching literacy for grades 3-6 and to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assist reading problems of elementary school children in these grades. Teaching methodologies in language art and literature-based programs are addressed. Students prepare plans of correction for elementary school children's weaknesses in reading. Assignments are commensurate with graduate level work. Includes a 10-hour tutoring component. Prerequisites: TTT 510 and TTT 520.

TTT 581 – Elementary Methods (2 hours)

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning and integration of elementary subject areas. Assignments are commensurate with graduate level work. Includes 3-6 hours of field experience. Prerequisites: TTT 510 and TTT 520.

TTT 590 - Student Teaching (3 hours)

Student teaching is a ten-week, full-time teaching experience under the supervision of public and/or private school and college personnel. The course is graded as credit or no credit, and a portfolio is required to obtain credit. Prerequisites: (a) approval by the Teacher Education Committee; and (b) completion of all prerequisite requirements and required program courses.

The elementary licensure program has a statute limit of 24 credit hours.

Transition to Teaching Secondary Program

TTT 510 - Introduction to the Education Profession (3 hours)

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school, P-12, in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Assignments are commensurate with graduate level work. Includes 20-24 hours of field experience.

TTT 520 - Educational Psychology (3 hours)

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. The course includes a 12-15 hour field experience.

SED 520 - Exceptional Children (3 hours)

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Assignments are commensurate with graduate level work. Prerequisites: TTT 510 and TTT 520.

TTT 535 – Reading in the Content Area for Secondary Teachers (2 hours)

Designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. Some field experience is required. Prerequisites: TTT 510 and TTT 520.

TTT 552 – Classroom Management for Secondary Teachers (1 hour)

This course is designed to assist candidates preparing for the secondary or P-12 classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. Prerequisites: TTT 510 and TTT 520.

TTT 555 - Secondary Methods (3 hours)

This course is designed for secondary education/P-12 candidates in the Transition to Teaching program. All aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments are discussed. Aspects of adolescent literacy are included. Content specific assignments are included. The course includes a 12-15 hour field experience. Prerequisites: TTT 510 and TTT 520.

TTT 590 - Student Teaching (3 hours)

Student teaching is a ten-week, full-time teaching experience under the supervision of public and/or private school and college personnel. The course is graded as credit or no credit, and a portfolio is required to obtain credit. Prerequisites: (a) approval by the Teacher Education Committee; and (b) completion of all required program requirements and courses.

The secondary licensure program has a statute limit of 18 credit hours.

**TAYLOR UNIVERSITY
DEPARTMENT OF EDUCATION**

MISSION STATEMENT

The Taylor University Department of Education provides students with a rigorous professional preparation in the areas of elementary and secondary education. This occurs within a reflective framework of evangelical Christian values that integrates faith with liberal arts and professional training. Students will be equipped and empowered to have a profound influence on the educational growth of the students they teach in public, private and/or overseas school settings.

Realizing that the preparation of teachers is a university-wide responsibility, the Department of Education cooperates and collaborates with all other departments to ensure the development of high-quality general education and major fields of study. This comprehensive liberal arts curriculum structured within the general education requirements provides the foundation for subject-matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession.

Interwoven into the professional preparation program is the demonstration of excellence in teaching as well as the emulation of the servant-leader model by faculty. As a result, students will be equipped to meet the needs of a diverse, pluralistic, global community.

**TRANSITION TO TEACHING
TAYLOR UNIVERSITY
GENERAL PROGRAM REQUIREMENTS**

1. Complete the application process with all required information
 - a. Fill out online application
 - b. Submit transcripts to Director of TTT
 - c. Secure current (within the last year) criminal background check
 - d. Pay \$100 application fee

2. Successfully demonstrate basic and content area competencies

3. Complete required courses

4. Maintain a 2.7 grade point average throughout the program and earn at least a C- in all coursework

5. Successfully complete the student teaching experience and the student teaching portfolio

State Licensure Tests

The Indiana Department of Education has established certain test requirements for admission to a teacher education program at an Indiana institution.

Basic Competency Skills: In order to proceed beyond TTT 510 and TTT 520, candidates must demonstrate basic competency in one of the following manners:

- A. ACT with a score of at least 24 based on Math, Reading, Grammar, and Science
- B. SAT with a score of at least 1100 based on Critical Reading and Math
- C. GRE with a score of at least 1100 based on Verbal and Quantitative prior to 08/01/11
- D. GRE with a score of at least 301 based on Verbal and Quantitative after 08/01/11
(ACT, SAT, and GRE scores do not include writing)
- E. Master's Degree from a regionally accredited institution
- F. Pearson CASA test (taken after August 31, 2013) at the state qualifying scores
- G. Praxis I tests (reading, writing, math) at the state qualifying scores OR a composite score of 527 (taken by August 31, 2013)

Content Area Assessment: Subject assessments measure your content knowledge of the subject(s) you will teach. Both elementary and secondary programs have content area tests. In order to proceed beyond TTT 510 and TTT 520, secondary candidates with GPA's lower than 3.0 or pursuing licensure in a content area different from their undergrad degree must pass their content area assessment. Secondary candidates with at least a 3.0 GPA and an undergraduate major in their content area and elementary candidates take their content area assessment toward the end of the program.

- A. Pearson content assessments taken after May 31, 2014
- B. Praxis II tests taken by May 31, 2014

Pedagogy Assessment: Both elementary and secondary candidates must pass the Pearson pedagogy assessment for their developmental area before they can apply for their Indiana license.

For additional information, contact any of the following:

Mrs. Kim Overbey, Director of Teacher Certification, kmoverbey@taylor.edu, 765-998-5286
Dr. Pam Medows, Director of Transition to Teaching, pmmedows@taylor.edu, 765-998-5145
Pearson Testing website: <http://www.in.nesinc.com/>

Transition to Teaching: Frequently Asked Questions

1. Are there any grade point requirements for admission to the program?

Yes, applicants must have a bachelor's degree from an accredited institution with a grade point average of 3.0 or above for full acceptance into the program. Provisional acceptance could be granted to candidates with a 2.5 to 3.0 grade point average. Candidates with a grade point average lower than 2.5 will be considered on an individual basis.

2. How many credit hours must I take?

Candidates must meet standards prescribed by the Indiana Department of Education. For the elementary program, candidates can meet standards with 24 credit hours, and for the secondary program, candidates can meet standards with 18 credit hours.

3. Does this program contain field experiences and student teaching?

Yes, the program contains several courses in which field experiences are mandatory requirements for the course. A full ten-week student teaching experience is required to complete the program.

4. How long will it take to complete the program?

The program is designed to be flexible depending upon the individual candidate. The program could be completed in approximately one and one-half to two years if candidates are willing to commit time to the program.

5. Must I pass state tests?

Yes, all candidates must demonstrate basic competencies and pass the appropriate content area tests. The pedagogy test at the appropriate developmental level must also be passed.

6. How can I take the required courses?

Courses are offered through Taylor University Online.

7. What content areas are available?

An elementary K-6 grade program

Secondary programs (5-12) in the following areas: Math, English, biology, physical science, earth & space science, physics, chemistry, business, historical perspectives, psychology, geography, economics, government, and sociology.

All-grade (P-12) in the following areas: physical education, health, and foreign languages

8. Do I need to maintain a grade point average in the program?

Yes, candidates must maintain a 2.7 grade point average and earn at least a C- in all coursework

9. When do I apply for student teaching?

The candidate should apply a full semester before the anticipated start date of the student teaching experience.

Application due date – Feb. 1	for an August-October placement
Application due date – April 1	for an October-December placement
Application due date – Sept. 1	for a January-March placement
Application due date – Nov. 1	for a March-May placement

10. How are student teaching placements made?

The candidate and the instructor of TTT 590 will work together to secure a placement that is appropriate for each individual situation.

11. Can TTT courses be waived based on previous coursework taken?

Yes, the Director of the Transition to Teaching program will evaluate any coursework taken at other universities to see if it covers required content. Courses must have been taken within the last ten years to be considered.

12. Can TTT 590 Student Teaching be waived?

Yes, if a candidate has been teaching full-time in their licensure area for at least 2-3 years, it might be possible to waive student teaching, based on required documentation. Substitute teaching and/or working as an instructional aide does NOT qualify to waive student teaching.

13. Can I take a class during student teaching?

No, student teaching is the capstone class in the program and must be taken only after all other classes are completed.

CONCEPTUAL FRAMEWORK OUTLINE

VISION: The Taylor University teacher education graduates will be competent, caring and reflective teachers prepared for world service.

MISSION: The Taylor University Department of Education will:

1. Provide candidates with rigorous professional preparation in the areas of elementary and secondary education.
2. Integrate faith and Christian values with liberal arts and professional training.
3. Cooperate and collaborate with all other departments to ensure the development of high-quality general education and major fields of study.
4. Demonstrate excellence in teaching as well as the emulation of the servant-leader model by faculty.

GOALS: The Taylor University teacher education candidates and graduates will meet the following goals:

1. To develop competency in personal qualities, general education, ethical and moral dispositions, subject matter, and professional skills.
2. To strive to become caring teachers who are learner-centered and respondents to the intellectual, social, emotional, and physical developmental needs of each student.
3. To become reflective teachers who are thoughtful individuals motivated to analyze a situation, set goals, plan and monitor actions, evaluate results and reflect on their own professional thinking.
4. To become equipped with the knowledge, understanding, performance skills, and attitudes for developing a global perspective that values and appreciates the contribution of a diverse student population in public, private, and/or international settings in the community for which they serve.

COMPETENCIES: The Taylor University teacher education candidates and graduates will demonstrate the following five primary competencies which are mastered through their integration of the academic and spiritual objectives of the university.

1. Personal Competencies:
Teacher education candidates and graduates will develop those aspects of personality and interpersonal relationship skills that will enhance effective classroom teaching and contribute to society.
2. General Competencies:
Teacher education candidates and graduates will exhibit knowledge of respect for and an application of the liberal arts as these relate to teaching, positive involvement in the world, and personal enrichment.

3. *Ethical Competencies:*
Teacher education candidates and graduates will consistently use Christian and professional ethics and will demonstrate a caring commitment to self, the profession, and to the people with whom they work.
4. *Subject Matter Competencies:*
Candidates and graduates of the teacher education program will demonstrate a level of proficiency in their chosen subject matter discipline that will allow them to be competent teachers of that discipline.
5. *Professional Competencies:*
Teacher education candidates and graduates will understand and apply the reflective, factual, theoretical, and practical knowledge of the educational process as related to the specific academic level.

GENERAL INFORMATION

Advisement

Students in the Transition to Teaching program are advised by Taylor University Online. This academic advisor will continue to advise the student throughout the program. While advising is available, much of the student's planning is self-directed.

Teacher Education Committee

Faculty committees of Taylor University are given the responsibility to consider and formulate university policies and to make decisions with those policies. The members of the Teacher Education Committee are given the responsibility of overseeing the teacher education program which includes the Transition to Teaching program. As listed in the Taylor University Faculty and Administrative Staff Handbook, the duties of the Teacher Education Committee are the following:

- 1) recommend or establish policies regarding the teacher education program,
- 2) coordinate all aspects of the teacher education program,
- 3) recommend to the curriculum management committee any course changes affecting the teacher education program,
- 4) evaluate periodically the entire teacher education program and report to the academic policy committee,
- 5) administer standards of admission and retention in the teacher education committee,
- 6) work in concert with the Dean, School of Professional and Graduate Studies and report to the faculty.

Applications for admission to the student teaching program are reviewed by the director of the program. Recommendations from the director are presented to the Teacher Education Committee and formal admission to the student teaching program is determined by the Teacher Education Committee.

Financial Aid

Transition to Teaching students may be eligible to borrow money through the Federal Direct Stafford Loan program to help with the costs of the TTT program. Taylor University follows federal laws and regulations concerning financial aid. Students interested in financial aid should contact the Financial Aid Office at 765-998-5441.

Transition to Teaching Permit

This is a three-year, non-renewable permit available to candidates enrolled in a Transition to Teaching program and hired by a school corporation. Candidates need to be accepted and remain active in the program to retain their eligibility for this permit.

Certification

All teacher education programs have been designed to meet Indiana licensure requirements and have been approved by the Indiana Department of Education. Students who complete an approved teacher education program, successfully meet basic competency requirements, pass content area and pedagogy tests, and complete CPR and suicide prevention training will be eligible for an Indiana teaching license. The teacher certification office is responsible for verifying to the Indiana Department of Education that all requirements for licensure have been met and for processing all applications for licensure.

Students should contact the Education Department Teacher Certification Office during the final course to obtain information about applying for an Indiana license. Links to other states' reciprocal license procedures are found at <http://online.taylor.edu/transition-to-teaching/tests.shtml>.

Transfer Credit from Other Institutions

Students seeking admission to the Transition to Teaching program may have course credits that are applicable to the program, which will be determined by the initial transcript audit. Any eligible courses must have been taken within the last ten years.

APA Format

All written materials submitted for professional education courses must use the guidelines of the Publication Manual of the American Psychological Association (APA). These guidelines include production of text as well as documentation of print and electronic sources.

Student Teaching Waiver

Some candidates may be or have been employed as classroom teachers; therefore, the director has the authority to waive student teaching based upon 2-3 years of experience and positive teacher evaluations by the candidate's principal. It will be the candidate's responsibility to provide documentation of successful classroom experience. Substitute teaching and/or working as an instructional aide does NOT qualify to waive student teaching.

Course Extensions

If a student is not using financial aid, he or she is eligible for one 4-month extension per course. The fee for a four month extension is \$125. Extension requests and payment of the fee must be received prior to the expiration date of the course.

If a course is not completed within the original enrollment period and the student does not request an extension, or if a student cannot complete the course by the end of the extension period, a grade of "F" is issued. Students have the option of re-enrolling in the course and, while the old course and grade remains on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics. Students are allowed only one opportunity to re-take a course.

FIELD EXPERIENCES

Field experiences with all students are considered a vital part of teacher preparation. In both the elementary and secondary TTT programs beginning with the first professional education class (TTT 510) and continuing throughout both programs, field experiences are required. The culmination of these field experiences occurs with a ten-week, full-time student teaching experience. During the student teaching experience, a candidate is expected to assume the total responsibilities of a classroom teacher.

Field Experience Forms

Candidates are required to submit various forms for each field experience. The forms are to be completed by the candidate and electronically forwarded to the TTT professor and Director of the TTT program at Taylor University. The form will be placed in the candidate's file.

Diverse Field Placement Information

Candidates are required to submit a Diverse Field Placement Information Form for each field experience. The form is to be completed by the candidate from school demographic data. The form is to be electronically forwarded to the Director of TTT program. The form will be placed in the candidate's file in the TTT office at Taylor University. The Student Teaching course instructor will review the previous diverse field placement settings to help select an appropriate student teaching setting to ensure a candidate's opportunity to work with students in diverse school settings.

Dress Code: Appearance Reflects a Professional Image

Since teachers are highly visible to students and to the general public, they are expected to be dressed appropriately. Some school districts have dress codes for their teachers. Taylor University students who are pursuing teaching licenses must also be prepared to function as teachers, which means they must behave, dress and carry their responsibilities in a proper manner.

To maintain and promote these essentials, Taylor University students seeking a license to teach are expected to know and adhere to the following guidelines while visiting public or private schools at any time during field experiences.

What is Appropriate?

1. Be physically clean, neat, and well groomed
2. Dress in a manner consistent with responsibilities
3. Dress in a manner that communicates to others pride in personal appearance
4. Dress in a manner that does not cause ill-feelings to others in the school
5. Be groomed in such a way that dress, hair style or jewelry does not disrupt the education process or cause a health or safety hazard
6. Dress in accordance with host school requirements

Consequence:

Students who choose not to adhere to these policies under any circumstances **MAY BE REMOVED** from the field experience.



ONLINE

TRANSITION TO TEACHING Field Experience Placement

This form is to verify the field experience request by the teacher education student. The student will not proceed with observation requirements in the classroom prior to the signing of this form.

_____ has been assigned to a classroom to observe interaction and activities
(Candidate Name)
as a field experience requirement for _____ hours.

School Official's Signature

Date

Title

Printed School Corporation Name

Classroom Teacher's Name

Grade Level

Note: Student must return this form to the TTT professor and the Director of the Transition to Teaching Program at Taylor University.

07/16



ONLINE

TRANSITION TO TEACHING Field Experience Observation

Candidate: _____ TTT Course: _____

School: _____ Date: _____

Time: _____ Grade/Subject: _____ Number of students: _____

Dominant Activity: _____

5—Outstanding 4—Above Average 3—Average 2—Below Average 1—Unsatisfactory NA—Not Applicable

Element Observed

Comments

- _____ 1. Demonstrates care/concern for students
- _____ 2. Dresses appropriately
- _____ 3. Uses appropriate grammar and vocabulary
- _____ 4. Demonstrates appropriate written skills
- _____ 5. Displays enthusiasm in voice and gestures during lesson or activity
- _____ 6. Prepares adequate plans for activity or lesson
- _____ 7. Utilizes time, materials, ideas, and physical environment effectively
- _____ 8. Presents activity or lesson in well-organized sequence
- _____ 9. Gives directions clearly and checks for student understanding
- _____ 10. Monitors student performance throughout activity or lesson
- _____ 11. Demonstrates knowledge of subject matter
- _____ 12. Responds appropriately to student questions
- _____ 13. Stops student misconduct appropriately
- _____ 14. Uses sufficient wait time during questions
- _____ 15. Asks questions that require higher order thinking skills

Additional Comments: (Please conduct a debriefing session with the candidate after each observation.)

This observation form is to be completed by the supervising classroom teacher, and the candidate will return this observation form to the TTT course instructor. For electronic observation, this form will be completed by the TTT course instructor. Feedback will be provided to the candidate for all observations.



TRANSITION TO TEACHING Diverse Field Placement Information

Candidate: _____ TTT Course: _____

P-12 School: _____ Date: _____

Elementary: Middle School: Secondary School:
(Please check appropriate school setting)

School Address: _____ City: _____ Zip: _____

Candidates are to complete the following information concerning the demographics of the field experience school setting. Use percentages of the student population for the school setting data.

Total number of students in the school: _____

Gender Male: _____ % Female _____ %

Racial Composition White _____ % Hispanic _____ %

African-American _____ % Native American _____ %

Asian _____ % Other _____ %

Socio-economic Composition Free Lunch _____ % Reduced Lunch _____ %

Special Needs Composition Special Education _____ % ENL (non-English speakers) _____ %

Return this form to:

Taylor University
Education Department
Transition to Teaching Director
236 W. Reade Ave.
Upland, IN 46989-1001
Fax: 765-998-4313
pmmedows@taylor.edu

ACADEMIC GRIEVANCE PROCEDURE FOR STUDENTS

Academic Grievance and Grade Changes

Procedures have been established to provide fair process of any academic complaint registered by a student. These procedures are part of the University's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a student. The first step for students who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the student should discuss the issue with the Taylor University Online office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an extension) are initiated by the student with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for the course (exam or lesson).

Program Withdrawal

The withdrawal process requires the student to provide Taylor University Online with written notification. The date of withdrawal is the date on which the letter, fax, or email notification of withdrawal is received by Taylor University Online. Once withdrawn, the student must submit the readmission form should they desire to reenter the degree program. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Program withdrawal will occur automatically for any student not actively enrolled in at least one course per year.

Readmission Procedure

Students who wish to reenter the TTT program must submit an updated application for acceptance. If changes are made to the program while the student is withdrawn, the student will be required to follow the catalog for the year of re-admittance. Students will be subject to the current tuition rate at the time of readmission.

ACADEMIC INTEGRITY

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to the Office of the Provost and the Office of Student Affairs. Departments and/or professors may have discipline- or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge^[1]) material without giving appropriate credit to the source.^[2]

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer's feedback, and plagiarism: collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered *for* the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor, and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (i.e. brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work *with* the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is *not* plagiarism. However, having a peer *make changes* to the organization, ideas, paragraphs, or sentences *for* the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Some examples of plagiarism:

1. Not giving credit to the original source—electronic or print
2. Copying passages or phrases without attributing them
3. Not using quotation marks where needed
4. Having a peer alter the paper *for* the student
5. Downloading a paper electronically from a web source or from another student
6. Intentionally aiding another student's act of plagiarism

¹**Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

²**Adapted from the Writing Program Administrators:** "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://www.wpacouncil.org>>.

Policy: All major acts of plagiarism must be reported by the faculty to the Office of the Provost and the Office of Student Affairs. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both Academic Affairs and Student Affairs and will be viewed and used *solely* by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in Academic Affairs' and Student Affairs' offices will be destroyed along with all other student records according to their respective policies.

Best practices for avoiding plagiarism^[3]:

Students will avoid plagiarism by learning:

1. how to summarize and paraphrase appropriately.
2. how to give appropriate acknowledgement of all sources and ideas, even when what is appropriate may change depending on the discipline.
3. to contact the faculty member whenever they are unsure about appropriate acknowledgement of sources or ideas.

Faculty will teach students how to avoid plagiarism by:

1. including a plagiarism statement in course syllabi and discuss that statement with students (in all appropriate courses).
2. teaching the requirements and procedures for properly citing sources within the discipline.
3. modeling recognition of sources whenever appropriate on materials you obtained from another source (e.g., handouts, any image or text you put on PowerPoint).
4. trying to create assignments that make it unlikely that students would plagiarize.

Administrators will encourage a climate of academic integrity by:

1. publicizing all policies related to academic integrity, including ethical research, copyright practices, special internet issues, and plagiarism.
2. providing adequate support services for students who need extra help in learning how to conduct academic research (Zondervan Library, Academic Enrichment Center, and Writing Center).
3. providing opportunities for students to discuss plagiarism issues.

^[3] **Adapted from the Writing Program Administrators:** "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://www.wpacouncil.org>>.

Transition to Teaching Student Teaching Requirements Student Teaching Application Process

1. Application initiated by student at least one full semester prior to student teaching according to the following schedule:

Application due date – Feb. 1	for an August-October placement
Application due date – April 1	for an October-December placement
Application due date – Sept. 1	for a January-March placement
Application due date – Nov. 1	for a March-May placement

2. Application sent to the Director of TTT
3. Director of TTT reviews candidate's progress in the program and presents application to the Teacher Education Committee for approval
4. Instructor of TTT 590 contacts the student to discuss placement options
5. Student notified of the placement for the ten-week student teaching experience
6. Student completes portfolio as a portion of the student teaching experience

STUDENT TEACHING PLACEMENT INFORMATION

Placements

Candidates will have a 10-week student teaching placement at their developmental level (K-6, 5-12, or P-12). Secondary and P-12 candidates will also be placed in their specific content area. All candidates will be observed by a university supervisor.

Placement Policy

Candidates will be assigned to a school that is conveniently located under the mentorship of a qualified, licensed teacher. Every effort to accommodate requests made by the candidate will be made but it must be noted that the school/district makes the final decision for placement. A preferred placement would be in a school that doesn't employ close relatives or educate the candidate's children, but exceptions may be made on an individual basis.

Attendance

Professionalism is a major goal of the student teaching program at Taylor University. It is essential that student teachers be instructed in those areas that the profession deems important. The issues of attendance and punctuality are among those criteria of professionalism. It is believed that teachers should be punctual and meet the needs of both students and administration by their daily attendance. Therefore, attendance and punctuality of student teachers are areas of prime concern to all supervisory personnel involved with the student teaching experience. While illness may occur, the student teacher is advised to use absences only in an emergency. If you are sick and will be absent from school, contact your classroom supervisor and university supervisor immediately to notify them of your absence. Personal business is not an appropriate reason for a student teaching absence. Exceptions require prior approval from the course instructor. Exceptions will not be granted on the day prior to, nor the day following a regularly scheduled closing of the school. It is imperative that the student teacher effectively communicates with the classroom supervisor concerning any absence.

Dress Code: Appearance Reflects a Professional Image

Since teachers are highly visible to students and to the general public, they are expected to be attired in a professional manner. In fact, some school districts have dress codes for their teachers. Transition to Teaching candidates who are pursuing teaching licenses must also be prepared to function as a teacher, which means they must behave, dress and carry their responsibilities in a proper manner.

To maintain and promote these essentials, Taylor University students seeking license to teach are expected to know and adhere to the following guidelines while visiting public or private schools at any time during field experiences.

What is Appropriate?

1. Be physically clean, neat, and well groomed
2. Dress in a manner consistent with responsibilities
3. Dress in a manner that communicates to others pride in personal appearance
4. Dress in a manner that does not cause ill-feelings to others in the school
5. Be groomed in such a way that your dress, hair style or jewelry does not disrupt the

education process or cause a health or safety hazard

Consequence:

Students who choose not to adhere to these policies under any circumstances **MAY BE REMOVED** from the field experiences.

Confidentiality

When including student work and reflections in the portfolio, the candidate will use pseudo-names and identify as such, or use the words **teacher(s)** and **student(s)** when referring to classroom teachers and/or students. Photos of students must be treated with caution – only photos that do not allow identification of the student should be used. School location and/or name of school shall not be indicated. Guidelines for confidentiality are clearly defined in the Family Educational and Privacy Act (FERPA) of 1974. Confidentiality must be maintained when using any written artifacts or any oral communication.

Guest-Host Relationship

The Taylor University Department of Education works with a large number of school corporations each year in connection with field experiences as well as supervised internships. In each instance, students are placed in a particular school corporation because that corporation has invited pre-service teachers to the corporation and has agreed to work cooperatively with university personnel in a particular segment of the teacher education program.

Teacher education students participating in field experiences, university supervisors and other personnel from Taylor University who are invited into schools are always there as guests of the host corporation.

Each school corporation with which the University has a working relationship maintains individual regulations, procedures, instructional practices, professional philosophies, and personal and professional expectancies with regard to teachers and students in teacher education working in that corporation. University representatives, as invited guests of each corporation, are requested to function within the guidelines of each individual corporation.

A teacher education student enrolling in a field experience should understand that he/she is in that school corporation as a guest of that corporation. Further, the acceptance of such an assignment by the pre-service student indicates: (1) an understanding of this guest/host relationship; and (2) an understanding that pre-service students are expected to abide by the regulations, procedures, instructional practices, and professional and personal expectancies of the particular corporation in which the student has been assigned.

Other Policies

Work Stoppage

In order to successfully provide quality student teaching experiences for Taylor University students, it is important to maintain harmonious relations with both the administration and faculty of any school district in which student teachers are placed. We must not be placed in a position of taking sides in any contract dispute between the faculty and the board of trustees of any school district. Therefore the following policy is in order:

When a disruption of normal activities occurs due to teacher strikes, or similar job action, in a school where Taylor student teachers are placed, those student teachers shall not be present at that school until after the conflict is resolved. During the period of disruption, they will observe in other schools in the area, study at the Taylor University campus or do some other suitable activity as directed by the Taylor University supervisor or Director of Field Experiences. Whenever possible, advance notice of impending job actions should be given to the Taylor University supervisor or Director of Field Experiences. If any strike or job action is not resolved in a reasonable length of time, the Director of Field Experiences will have the option of reassigning the student teacher to another school district.

Substitutes

It is the position of Taylor University that student teachers should, at all times, be under the supervision of competent professional personnel (i.e., the classroom supervisor, a licensed substitute teacher and the building principal). Under certain circumstances, a student teacher may be allowed to be the substitute teacher in their student teaching classroom and to receive pay for that service.

Corporal Punishment

Since a student teacher is an intern in the profession and may or may not have the legal status of a classroom teacher:

- A. A student teacher will not administer corporal punishment regardless of school policy, and
- B. A student teacher can administer discipline only as outlined by the classroom teacher and as approved by the policies of the building principal.

SUPERVISING TEACHER GUIDELINES

Before beginning the student teaching experience, our student teachers have received instruction in such areas as planning, organization, classroom control, etc. An admonition to the student teacher to be firm and fair to students is an abstract concept. In short, the student teacher is a novice in the profession. Only through proper supervision in the classroom and having an opportunity to experience success and failure is the student teacher able to establish a workable philosophy of education. Also, in the learning process, the student teacher is reliant on the classroom teacher for support and direction in classroom control. This requires competent and continued supervision by the classroom teacher, especially during the early weeks of the first experience.

Competent supervision does not mean that the supervisor is constantly in the classroom with the student teacher. It generally does mean that the supervisor is in the building, is available to the student teacher and knows what is happening in the classroom. It is our belief that competent supervisors should be able to leave the classroom for increasingly longer periods of time as the student teacher becomes more competent and confident.

Responsibilities for supervision of students in activities outside the classroom are probably more difficult for a student teacher than in classroom teaching. Therefore, special consideration must be given to the supervision of the student teacher in situations such as playground duties, gymnasium supervision, certain extracurricular activities or swimming pool supervision. It is our policy that the student teacher should not be asked to supervise such activities in the place of a supervising teacher. Supervision of such activities by a student teacher should be in cooperation with or under the supervision of his/her

supervising teacher.

Competent supervision is the secret to success in developing teachers for future generations. Teaching excellence in the classroom does not necessarily mean excellence in supervision. The ideal supervisor is an excellent teacher who is also a skilled mentor. Attributes of a classroom supervisor include: thorough planning skills, innovativeness, organizational skills, strong communication skills, ability to guide without rigidity, interest in promoting the profession, cooperativeness, and a commitment to lifelong learning.

It is the intent of Taylor University to acquire the best possible supervisors for its student teachers. The university will accept as supervisors, those who have:

- (1) certification in the area(s) of their teaching assignment
- (2) at least two - three years successful teaching experience,
- (3) the recommendation of the administrator.

Gradual Induction Model

To enable a student teacher to become a part of the educational process in the school, it is suggested that the supervising teacher:

- A. Involve the student teacher immediately in such tasks as attendance, construction of bulletin boards, individual instruction, records, etc.
- B. Gradually move the student teacher from observer/participant to teacher. Approximately half way through the experience, the student teacher should be carrying a full teaching load. It will be to the student teacher's advantage to have at least two to three weeks of full-time teaching.
- C. Within the last week of the experience, the supervising teacher will begin to resume direct teaching responsibilities.

It is recognized that each student teacher is different and may not fit the program described above. It is hoped that the foregoing program is sufficiently flexible, and that the supervising teacher in cooperation with the university supervisor can prescribe a program that will allow maximum growth for the student teacher.

Additional ways in which the supervising teacher can assist the student teacher are:

1. Provide INFORMATION on school policies, classroom management, pupils, and available materials.
2. Discuss STRENGTHS AND WEAKNESSES during the routine conference period.
3. Check LONG-RANGE AND DAILY LESSON PLANS in advance (long-range at least one week in advance and daily plans at least three days).
4. Provide OPPORTUNITIES TO TRY a variety of teaching methods, materials and approaches to discipline. This should be kept within reason and meet with your approval.
5. Provide PARTIAL RESPONSIBILITY IMMEDIATELY, such as checking attendance, preparing teaching materials and helping individuals or groups of students.
6. Give the student teacher FULL RESPONSIBILITY for a class as soon as readiness to manage is evident, gradually adding classes as confidence is gained. After acquiring a full load, the student teacher should maintain that responsibility for several weeks or for a period of time deemed suitable to the classroom and university supervisor.
7. Encourage ATTENDANCE AT EXTRA-CURRICULAR ACTIVITIES in which the school is involved. However, because of insurance regulations, at no time is a student teacher permitted to drive a car in which a public school pupil is a passenger.

Supervising teachers can help us maintain a professional student teaching experience by the following:

1. DO NOT EXCUSE THE STUDENT TEACHER FROM CLASSROOM RESPONSIBILITIES FOR ANY REASON EXCEPT ILLNESS. This APPLIES TO LEAVING BEFORE SCHOOL IS DISMISSED FOR VACATIONS. If circumstances warrant absence for any reason other than illness, the course instructor will grant permission to do so.
2. INFORM the university supervisor of problems before they become serious.
3. Complete the student teaching MID-WAY EVALUATION FORM (a copy is included in the supervising teacher packet or can be provided by the student teacher) about halfway through the student teaching experience. This form should remain in the notebook and should point out any strengths and weaknesses, giving the student teacher an opportunity TO IMPROVE before the FINAL EVALUATION. The FINAL EVALUATION becomes a part of the teacher candidate's credential file. This form will be delivered to you by the university supervisor toward the end of the student teaching period.

Evaluation

A continuous evaluation of the student teacher's progress is essential. This means that evaluation should help the student grow now, as well as provide ideas, attitudes and techniques which will help him/her to continue growing when no longer a student teacher. Evaluation should be a continuous and multifaceted process. A variety of evaluation opportunities such as the following may be used:

- A. Daily conferences with the student teacher
- B. Planned conferences
- C. Written evaluation of lesson plans
- D. Conferences with the university supervisor
- E. Three-way conferences

Each student teacher will be formally evaluated by the supervising teacher twice. The first evaluation will be midway through the experience. To enable the student teacher to obtain maximum growth, it is suggested that the supervisor and the student teacher complete this evaluation together. The student teacher will retain the midway evaluation in his/her notebook for easy reference. The final evaluation form will be delivered to the supervising teacher by the university supervisor near the end of the experience. When completed the final evaluation will be returned to Taylor University by mail to become part of the student's credential file.

CPR Licensure Requirement

Per Indiana Code 20-28-5-3(c), applicants applying for an initial teaching license must have successfully completed training in:

- Cardiopulmonary resuscitation that includes a test demonstration on a mannequin,
- Removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver;
- Beginning July 1, 2011, the use of an automated external defibrillator (AED); and
- Hold a valid certification in each of these procedures from either the American Red Cross or the American Heart Association or other providers as approved by the department.

An initial teaching license is the first license issued to an applicant, regardless of content area or setting. Effective July 1, 2012, the requirements above must be met for all license and permit renewals. Applicants for initial licensure of any type and applicants for all renewals must show proof of valid CPR/AED/Heimlich certification. For applications submitted and paid in LVIS on or before June 30, 2012, the current requirement will be honored even though the licenses may not be processed by licensing advisors or OELD staff until July 1, 2012, or after.

Substitute teacher permits and educational interpreter permits are exempt.

CPR-Heimlich Maneuver training may be delivered primarily online, but it must include a "hands-on" training/demonstration component with a mannequin.

Suicide Prevention Training

Effective July 1, 2013, the department may not issue an initial teaching license (includes instructional, student services and administrative licenses) at any grade level to an applicant for an initial teaching license unless the applicant shows evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide. This requirement does not apply to a completed license application submitted and paid for in the LVIS online application system prior to July 1, 2013 even though the license may not be processed by licensing advisors or OELD staff until July 1, 2013 or after.



ONLINE

TRANSITION TO TEACHING Student Teaching Application - Elementary

GENERAL INFORMATION

Name: _____

Address: _____

Phone: _____ Email: _____

Advisor: _____

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

Signature: _____ Date: _____

ACADEMIC RECORD

Undergraduate Degree: _____

University Issuing Degree: _____

Date of Degree _____ GPA (Undergrad degree) _____

Professional Education Hours: Record the date of course completion or date course is to be taken.

TTT 510 _____ Introduction to the Education Profession

TTT 520 _____ Educational Psychology

SED 520 _____ Exceptional Children

TTT 540 _____ Mathematics in the Elementary Classroom

TTT 551 _____ Classroom Management for Elementary Teachers

TTT 560 _____ Early Literacy Experiences & Assessments: K-3

TTT 565 _____ Middle Childhood Literacy & Assessment

TTT 581 _____ Elementary Methods

TTT 590 _____ Student Teaching

Transition to Teaching Cumulative GPA to date: _____



ONLINE

TRANSITION TO TEACHING Student Teaching Application - **Secondary**

GENERAL INFORMATION

Name: _____

Address: _____

Phone: _____ Email: _____

Advisor: _____

Major: _____

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

Signature: _____ Date: _____

ACADEMIC RECORD

Undergraduate Degree: _____

University Issuing Degree: _____

Date of Degree _____ GPA (Undergrad degree) _____

Professional Education Hours: Record the date of course completion or date course is to be taken.

TTT 510 _____ Introduction to the Education Profession

TTT 520 _____ Educational Psychology

SED 520 _____ Exceptional Children

TTT 535 _____ Reading in the Content Area for Secondary Teachers

TTT 552 _____ Classroom Management for Secondary Teachers

TTT 555 _____ Secondary Methods

TTT 590 _____ Student Teaching

Transition to Teaching Cumulative GPA to date: _____

AUTOBIOGRAPHICAL INFORMATION

WHY I WANT TO BE A TEACHER

PERSONAL TRAITS THAT WILL ENHANCE MY TEACHING EFFECTIVENESS

PLACEMENT PREFERENCES

Name: _____

Semester preference: First half FALL (August – October) Second half FALL (October – December)
 First half SPRING (January – March) Second half SPRING (March – May)

School preference:
(Please leave blank if no preference)

	District	School	Teacher
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Grade Level preference: _____

Any special circumstances that contribute to placement preference *(please describe below)*:

*Requests are subject to acceptance by the school.
A preferred placement would be in a school that doesn't employ close relatives or educate the candidate's children, but exceptions may be made on an individual basis.*

Taylor University Department of Education

Transition to Teaching Student Teaching Portfolio Information

*Developing Competent, Caring and Reflective Teachers
Prepared for World Service*

The development of a professional portfolio has become increasingly important in the field of education for teachers of tomorrow. School systems and state departments of education are considering portfolio development as a major component of initial, as well as continuing, licensing for classroom teachers.

As part of this professional development, Taylor University Transition to Teaching candidates are required to develop a portfolio, which encompasses documentation of professional growth. The portfolio is a selection of artifacts and reflective entries representing professional experiences, competencies and professional growth. The portfolio facilitates the development of reflective thinking in all aspects of teaching and student learning. The responsibility of this documentation is upon the student. A portfolio will be completed as a portion of the student teaching experience.

The student teaching portfolio is an electronic portfolio. A portfolio template will be established by the candidate as a portion of the student teaching class. The template will be on Taylor University's blackboard program. Directions for the portfolio process will be provided by the instructor of TTT 590 when the candidate applies for the student teaching course.

When including student work, photos, and reflections in the portfolio, the candidate will use pseudonyms and identify as such, or use the words **teacher(s)** and **student(s)** when referring to classroom teacher(s) and/or student(s). School location and/or name of school shall not be indicated. Guidelines for confidentiality are clearly defined in the Family Educational and Privacy Act (FERPA) of 1974. Confidentiality must be maintained when using any written artifacts or any oral communication.

The student teaching portfolio is based upon the INTASC (Interstate New Teacher Assessment and Support Consortium) Principles. These were created as model standards for the beginning teacher's licensing and development. In August 1994, the Indiana Professional Standards Board made the decision to adopt performance-based standards articulating what beginning educators should know and be able to do as the basis for revising the rules for preparation and licensure of education professionals in Indiana.

The ten INTASC statements are the principles underlying essential performances for all beginning teachers, regardless of their specialty area. They are specifically intended to address behaviors that constitute what entry-level teachers need to demonstrate. All entries must be word-processed. For each principle, "The teacher" is the university student, and not a university professor or classroom teacher. Artifacts are drawn from a variety of classes, educational forums, field experiences, and student teaching.

The InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner Development

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

Standard #2: Learning Differences

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

Standard #3: Learning Environments

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

Content Knowledge

Standard #4: Content Knowledge

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

Standard #5: Application of Content

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

Instructional Practice

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

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

Student Teaching Portfolio Assessment Rubric

The following rubric will be used to assess each of the elements in your student teaching portfolio. Each element will be assessed and scored. A total score will be compiled to determine the overall student teaching portfolio assessment. The portfolio must be assessed at a satisfactory level or greater to obtain credit for student teaching. All elements of the portfolio must be completed prior to assessment of the portfolio.

Outstanding: (4)

Artifacts have significant substance and meaning and irrefutably support the standard. Introductions, explanations and reflections provide significant information and exceptional insight about teaching, learning, and professional growth. Narratives reflect clear organization and topics are addressed succinctly. The writing reflects maturity and is free of mechanical errors.

Commendable: (3)

Artifacts are credible and support the standard. Introductions, explanations and reflections are respectably informative and provide adequate insight about teaching, learning, and professional growth. Narratives are organized but less clear. The writing reflects maturity with only a few mechanical errors.

Satisfactory: (2)

Artifacts are meaningful and adequately support the standard or category. Introductions, explanations and reflections are somewhat informative and provide adequate insight about teaching, learning and professional growth. Narratives have adequate organization. The writing reflects some maturity but there are more than a few mechanical errors.

Unsatisfactory: (1)

Artifacts lack substance, having little meaning, and do not provide adequate support for the standard or category. Introductions, explanations, and reflections provide little information and lack insight about teaching, learning, and professional growth. Narratives do not reflect adequate organization and the topic is not adequately addressed. The writing does not reflect maturity and many mechanical errors are present.



Taylor University Department of Education Portfolio Evaluation

Student Name: _____ **Evaluator:** _____ **Date:** _____

Scoring: O = 4 C = 3 S = 2 NI = 1 Enter the number in the score column and include appropriate comments.
Outstanding Commendable Satisfactory Needs Improvement

Item	Score	Comments (the cell will expand as you type)
1. Resume		
2. Autobiography		
3. STANDARD 1: Philosophy of Education		
4. STANDARD 2: Special Accommodations		
5. STANDARD 3: Classroom Management/Discipline Plan		
6. STANDARD 4: Unit Plan		
7. STANDARD 5: PowerPoint Presentation		
8. STANDARD 6: P-12 Student Learning		
9. STANDARD 7: Copies of Three Lesson Plans		
10. STANDARD 8: Personal Analysis		
11. STANDARD 9: Reflective Journal Entries		
12. STANDARD 10: Relationship/Collaboration Artifact		

<p>TOTAL POINTS</p> <p>ALL ARTIFACTS MUST BE INCLUDED TO RECEIVE A SATISFACTORY SCORE!</p> <p>NOTES:</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p style="text-align: center;">(O, C, S, NI)</p> <p>O (48-42), C (41-35), S (34-27), NI (26-0) To fulfill student teaching requirements, the portfolio must be assessed at a satisfactory or above level.</p>
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Taylor University Department of Education Student Teacher Evaluation

“Developing Competent, Caring, and Reflective Teachers Prepared for World Service” is the goal of the Taylor University Teacher Education Program. The student teaching experience is the capstone experience for the education program. Experiences provided during the student teaching experience under the direction of a practitioner in the classroom simply cannot be provided by the university; therefore, Taylor perceives those classroom supervisors as educational colleagues.

This assessment of teaching performance is based upon the ten principles developed by the Interstate New Teacher Assessment and Support Consortium (INTASC Principles) and Taylor University Education Department’s conceptual framework. These standards are a part of the accreditation process for the Indiana Professional Standards Board. The INTASC Principles purport fundamental beliefs about the practice of beginning professionals and the teaching profession. The Taylor University Education Department’s conceptual framework includes aspects of a caring attitude, reflective nature of the teacher, five basic competencies, and equipping teachers for world service. The five domains of evaluation are the five competencies for which all Taylor education candidates must demonstrate a level of mastery.

Each supervisor is an educational professional who brings knowledge and experiences to the supervision of student teachers. The supervisor should use this body of practical experiences and expertise to evaluate what it means to be a successful classroom teacher.

The evaluation scale is to be used in terms of expectations for a competent entry-level teacher: 5) distinguished, 4) proficient, 3) competent, 2) weak, and 1) unsatisfactory. **Numbers in parentheses on the evaluation refer to the INTASC Principles.**

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

Interstate New Teacher Assessment and Support Consortium. (1993). *Model standards for beginning teacher licensing, assessment and development: A resource for state dialogue*. Washington, D.C.: Council of Chief State School Officers.

College of Education, Mississippi State University. (1999). *Reference guide for student teacher: Assessment instrument*.

**Taylor University Department of Education
Student Teaching Evaluation**

Name _____ Grades or Subjects Taught _____

Directions: Circle your evaluation of the student teacher in each specific category. Please rate the student teacher in terms of expectations for a **competent entry-level teacher**. The narrative section of the evaluation is also to be completed.

A. PERSONAL COMPETENCIES

1. Displays a professional appearance for this classroom setting/subject area (9,10)

Professional dress aids a teacher as he or she establishes a professional relationship with students as well as other adults. Professional dress adds to self-confidence and contributes directly to respect from students and other professionals. Professional dress includes being well groomed, wearing appropriate clothing, and avoiding excessive jewelry.

- 5 Teacher dresses in appropriate manner well beyond what is expected.
- 4 Teacher consistently dresses in appropriate manner.
- 3 Teacher dresses in manner generally satisfactory.
- 2 Teacher dresses in manner below expectations and needs to be advised from time to time about appropriate dress.
- 1 Teacher does not wear clothing appropriate for classroom.

2. Demonstrates enthusiasm for teaching (1,2)

Teachers who excel create an atmosphere of enthusiasm about the importance of learning. They care deeply about their students and about the subject matter, and they demonstrate a zeal and passion to help students learn. Mechanics include physical movement, voice, and body language.

- 5 Teacher consistently shows enthusiasm for teaching and learning with superior usage of mechanics.
- 4 Teacher usually conveys enthusiasm for the topic being taught.
- 3 Teacher shows enthusiasm for teaching but mechanics are average.
- 2 Teacher shows very limited enthusiasm for teaching and mechanics are below average.
- 1 Teacher exhibits no enthusiasm and mechanics are not apparent.

3. Demonstrates patience and interest in working with students and colleagues (3,7,10)

Teachers who are caring professionals demonstrate patience and interest in those with whom they are working. When working with students at all levels of education, patience is an essential component encompassing the entirety of the classroom experience.

- 5 Teacher demonstrates skills and behaviors of patience and interest well beyond expectations.
- 4 Teacher demonstrates skills and behaviors and rarely needs assistance.
- 3 Teacher demonstrates satisfactory level of skills and behaviors but needs occasional assistance.
- 2 Teacher rarely demonstrates satisfactory level of skills and behaviors, and needs considerable assistance.
- 1 Teacher did not demonstrate the level of skills and behaviors necessary for an entry-level classroom teacher.

4. Demonstrates a caring and positive attitude toward others (3,5)

Effective teachers are usually perceived by students as being caring, supportive, fair, and positive. When teachers demonstrate an attitude of caring, they become real persons to their students and so better enable them to learn.

- 5 Teacher demonstrates outstanding caring and supportive attitude which exhibits exceptional qualities.
- 4 Teacher demonstrates caring attitude which goes beyond expectations on occasions.
- 3 Teacher exhibits reasonable level of caring but needs occasional assistance to promote positive attitude.
- 2 Teacher exhibits a level of caring below expectations and needs considerable assistance to promote a positive attitude.
- 1 Teacher does not demonstrate a caring or positive attitude toward students and is non-supportive of students.

5. Displays poise and self-confidence (1,10)

Teachers that are poised and self-confident can impact the students in a positive manner as well as enhance all aspects of their classroom management skills. Poise and self-confidence better enable the teacher to impact student performance.

- 5 Teacher exhibits superior poise and self-confidence in front of students.
- 4 Teacher exhibits excellent poise and self-confidence on a regular basis.
- 3 Teacher generally exhibits poise and self-confidence but occasionally needs help.
- 2 Teacher needs considerable assistance in demonstrating poise and self-confidence.
- 1 Teacher did not exhibit poise and self-confidence in front of students.

6. Shows reliability and dependability in meeting professional responsibilities promptly, consistently, and thoroughly (9,10)

Effective teachers demonstrate skills associated with reliability and dependability in all aspects of the teaching experience. Reliable and dependable teachers promote students' sense of positive attitude toward learning as well as demonstrating skills needed to effectively work with parents and colleagues.

- 5 Teacher consistently demonstrates exceptional level of meeting professional obligations.
- 4 Teacher meets professional obligations on nearly every occasion.
- 3 Teacher meets professional obligations but needs occasional assistance.
- 2 Teacher needs considerable assistance in meeting professional obligations.
- 1 Teacher does not meet professional obligations in a prompt nor consistent manner.

7. Displays good judgment and common sense (2,9,10)

Teachers consistently judge a multitude of aspects concerning students. Without utilizing good judgment and common sense, teachers cannot effectively facilitate student learning. Not all situations affecting students are of equal value. Therefore, effective teachers demonstrate the ability to deal with various professional challenges in an appropriate manner.

- 5 Teacher displays outstanding good judgment and use of common sense in a variety of classroom situations.
- 4 Teacher displays good judgment and common sense on a regular basis.
- 3 Teacher occasionally displays good judgment and common sense.
- 2 Teacher needs considerable advice and assistance in situations calling for good judgment and common sense.
- 1 Teacher does not demonstrate good judgment and common sense.

8. Responds reasonably to challenges (5,9)

Challenges are a constant dynamic in any classroom, and teachers must respond reasonably and appropriately to challenges presented on a daily basis. The teacher builds a climate of trust and motivation with students by the way he/she responds to their challenges. Teachers who are perceived to be reasonable are effective role models for students and can expect fewer discipline problems.

- 5 Teacher effectively responds in a reasonable manner to challenges resulting in superior outcomes.
- 4 Teacher responds to challenges which exceed expectations on occasion.
- 3 Teacher responds to challenges in a reasonable manner on occasion.
- 2 Teacher responds below expectations to challenges and needs considerable assistance.
- 1 Teacher does not respond in an acceptable manner to a variety of challenges.

9. Reflects upon and analyzes own performance to increase teaching effectiveness (9)

Reflective teachers are thoughtful individuals intrinsically motivated to analyze a situation, set goals, plan and monitor actions, evaluate results, and reflect upon their own professional thinking. Critical reflection is a tool for thinking and problem solving that will enable teachers to find solutions to various educational issues presented to them in the classroom on a daily basis.

- 5 Teacher demonstrates exceptionally superior reflective qualities resulting in an improvement in the classroom learning environment.
- 4 Teacher demonstrates excellent reflective skills on a regular basis.
- 3 Teacher demonstrates reasonable reflective skills but needs occasional help.
- 2 Teacher seldom demonstrates reflective skills and needs much supervision.
- 1 Teacher did not demonstrate reflective skills or behaviors.

10. Demonstrates interest in working with the students' parents/families/guardians (10)

Research strongly supports the significance of involving families in their children's education because such involvement affects student achievement, attitudes, and behavior. Developing a successful school-home partnership can best be accomplished by increasing communication with parents, helping parents to assist their children in learning at home, and encouraging parent participation at school.

- 5 Teacher builds and sustains relationships with parents and guardians in a variety of methods well beyond expectations.
- 4 Teacher builds and sustains relationships with parents and guardians.
- 3 Teacher builds and sustains relationships with parents and guardians but needs occasional assistance.
- 2 Teacher builds and sustains relationships with parents and guardians only after encouragement by supervisor.
- 1 Teacher does not build or sustain relationship with parents and guardians.

B. GENERAL COMPETENCIES

1. Demonstrates understanding, regard, and sensitivity to individuals of diverse races, cultures, religions, disabilities, and gender (3,6)

Teachers should seek to gain an understanding of the various cultural, ethnic, socio-economic, gender and special population groups represented in the classroom. To work successfully with students of diverse backgrounds, teachers must plan and conduct activities at multiple levels to meet the developmental and individual needs of diverse students.

- 5 Teacher is aware of and celebrates diversity and demonstrates sensitivity through multiple classroom activities.
- 4 Teacher occasionally went beyond expectations in demonstrating sensitivity to diverse student population.
- 3 Teacher demonstrates sensitivity to diverse student populations reasonably well but needs occasional assistance.
- 2 Teacher seldom recognizes diversity within the classroom.
- 1 Teacher does not demonstrate skills to indicate sensitivity to diverse student populations.

2. Communicates effectively in both verbal and non-verbal terms (6,7)

Teachers must appropriately model effective verbal and non-verbal communication. Effective communication both written and oral includes correct grammatical structures, subject-verb agreement, correct spelling, and proper tense. Non-verbal communication includes eye contact, body language, gestures, silent cues, and physical proximity.

- 5 Teacher demonstrates a high level of communication at a consistently outstanding level in a multitude of classroom settings.
- 4 Teacher demonstrates a high level of communication in a multitude of settings on a regular basis.
- 3 Teacher demonstrates appropriate level of communication but needs occasional assistance.
- 2 Teacher frequently demonstrates inappropriate use of communication skills.
- 1 Teacher does not demonstrate skills and behaviors associated with effective verbal and non-verbal communication skills.

3. Incorporates knowledge and appreciation of the humanities in lessons (1,2,5)

Inclusion of the humanities into the specific subject matter enables the classroom teacher to demonstrate linkage among the various subject disciplines. Breadth of knowledge of the humanities helps promote a deeper student understanding of the world in which they live. Inclusion of human values and cultures of the world helps promote student awareness of subject matter knowledge.

- 5 Teacher demonstrates outstanding skills on a regular basis incorporating humanities into lessons in a creative and consistent manner.
- 4 Teacher regularly demonstrates skills that incorporate humanities into the classroom.
- 3 Teacher demonstrates skills that incorporate humanities but needs occasional assistance.
- 2 Teacher rarely incorporates humanities into the classroom and rarely provides students with connections to the humanities.
- 1 Teacher does not incorporate humanities into the classroom.

4. Exercises critical thinking and problem solving strategies (4)

Critical thinking refers to students' abilities to recognize, identify, understand problems and discrepancies, to propose and test solutions, to arrive at tentative conclusions based on data collected and to evaluate conclusions. Problem solving is a high-order intellectual behavior that facilitates learning. Students need opportunities to appraise a situation, acquire data, propose solutions, test solutions, arrive at tentative conclusions, and evaluate solutions.

- 5 Teacher provides students with a wide range of critical thinking problem solving activities well beyond expectations.
- 4 Teacher provides students with opportunities to utilize critical thinking skills on a regular basis.
- 3 Teacher provides students with opportunities to utilize critical thinking and problem solving skills but occasionally needs assistance.
- 2 Teacher seldom provides students with opportunities to utilize critical thinking and problem solving skills in the classroom.
- 1 Teacher does not provide students with critical thinking or problem solving classroom activities.

5. Incorporates instruction appropriately adapted to diverse learners (3,4)

Teachers plan instruction and activities at multiple levels to meet the developmental and individual needs of diverse learners. A variety of teaching techniques and strategies can help accommodate the needs of such students. Flexibility in instruction can be demonstrated in a variety of ways including using varying reading levels, audio and visual aids, interdisciplinary instruction, multiple intelligences, and culturally appropriate materials.

- 5 Teacher provides instruction that includes a multitude of classroom materials and strategies well planned to meet needs of diverse learners.
- 4 Teacher provides instruction that regularly includes multiple activities and strategies designed to meet needs of diverse learners.
- 3 Teacher provides instruction appropriately adapted to meet needs of some students.
- 2 Teacher provides instruction adapted to meet needs of only a few students.
- 1 Teacher provides instruction not adapted to meet the needs of diverse learners.

C. ETHICAL COMPETENCIES

1. Exhibits a genuine commitment to teaching (9)

Genuine commitment to teaching is imperative as teachers interact with students on a daily basis. Commitment is demonstrated by teachers who are caring, competent in their subject area, and reflective. Committed teachers truly care about the physical, emotional, and intellectual development of their students. They actively engage in the improvement of instruction and demonstrate reflective qualities to assess their classroom instruction and professional growth.

- 5 Teacher demonstrates a strong commitment to teaching through multiple and regular classroom and professional growth activities.
- 4 Teacher demonstrates a commitment to teaching through professional growth activities at various times.
- 3 Teacher demonstrates a commitment to teaching but occasionally needs assistance to identify growth activities.
- 2 Teacher demonstrates less than acceptable commitment to teaching and needs considerable assistance to participate in growth activities.
- 1 Teacher does not exhibit a genuine commitment to teaching.

2. Considers needs of others before one's own personal needs (9,10)

Classroom teachers rarely find that their time is their own because of the necessity to meet the needs of students on a regular basis. Teachers must have the ability to put the needs of others ahead of their personal needs on a regular basis.

- 5 Teacher consistently demonstrates behaviors and attitudes which address needs of others well beyond what is expected.
- 4 Teacher demonstrates excellent behaviors and attitudes addressing the needs of others.
- 3 Teacher occasionally demonstrates behaviors and attitudes addressing needs of others.
- 2 Teacher seldom identifies and demonstrates behaviors needed to address needs of others.
- 1 Teacher does not place needs of others before his/her own.

3. Uses and maintains school/student information in a confidential manner (9,10)

Teachers utilize a multitude of student records which contain various privacy information. All school and student records and information must be utilized for appropriate reasons and in a confidential manner. Teachers also develop appropriate methods of recording student work and performance which address privacy and confidentiality issues.

- 5 Teacher maintains and uses school/student information in a manner which demonstrates outstanding understanding of privacy and confidentiality issues.
- 4 Teacher maintains and uses school/student information in a manner which on occasion goes beyond expectations concerning confidentiality issues.
- 3 Teacher needs occasional guidance and assistance in utilization of school/student information.
- 2 Teacher needs considerable assistance identifying necessity to use school/student information in a confidential manner.
- 1 Teacher does not use school/student information in a confidential manner.

4. Possesses and displays moral and ethical principles (5,9,10)

Ethical and moral behavior is imperative for classroom teachers as interaction with impressionable students occurs on a daily basis. Teachers serve as moral agents and moral educators in several ways on a regular basis. Teachers possess a powerful presence by which they can shape and influence desirable character traits in students.

- 5 Teacher displays superior and exceptional moral and ethical principles in a variety of experiences beyond expectations.
- 4 Teacher displays excellent moral and ethical principles usually beyond expectations.
- 3 Teacher satisfactorily displays moral and ethical principles but needs occasional assistance.
- 2 Teacher seldom displays moral and ethical principles and needs considerable guidance.
- 1 Teacher displays numerous immoral and unethical behaviors.

5. Shows respect for students, parents, colleagues, and personnel of the school (2,7,9,10)

Respect is a quality that must be earned and not demanded by the classroom teacher. Demonstrating respect for others indicates a level of respect that one has for oneself. A classroom climate built upon respect enhances the quality of instruction in that classroom.

- 5 Teacher demonstrates respect for all personnel involved in the educational experience in an exceptional manner in a variety of situations.
- 4 Teacher demonstrates respect of all individuals occasionally beyond expectations.
- 3 Teacher adequately demonstrates respect for all individuals but needs occasional assistance.
- 2 Teacher seldom demonstrates respect for individuals and needs considerable assistance.
- 1 Teacher rarely if ever demonstrates respect for individuals he/she encounters in the educational process.

D. SUBJECT MATTER COMPETENCIES

1. Demonstrates a thorough knowledge of subject matter in the teaching assignment (1,7)

Knowledge of the subject matter being taught is the foundation of effective teaching. Teachers need a rich understanding of the subject matter they teach, including the ability to present knowledge so students can understand it.

- 5 Teacher displays exceptional and extensive knowledge of the subject being taught.
- 4 Teacher displays excellent knowledge of the subject matter.
- 3 Teacher displays adequate knowledge of subject matter but needs occasional help.
- 2 Teacher displays knowledge of subject matter below expectations and needs continual supervision to teach effectively.
- 1 Teacher displays knowledge of subject far below what is needed to teach effectively.

2. Demonstrates competency through use of multiple teaching and learning strategies (1,4,5)

In order to be effective, teachers need to not only master important subject matter but also to develop the ability to integrate concepts and utilize teaching strategies responsive to the learning needs of students. Effective teachers demonstrate the ability to present subject matter knowledge so students can understand it, identify concepts, and demonstrate skills in the subject area.

- 5 Teacher demonstrates superior and extensive use of multiple teaching and learning strategies in conjunction with the subject matter.
- 4 Teacher demonstrates excellent use of multiple teaching and learning strategies.
- 3 Teacher demonstrates reasonable use of multiple teaching and learning strategies but needs occasional guidance.
- 2 Teacher demonstrates use of multiple teaching and learning strategies below expectations and needs considerable assistance.
- 1 Teacher demonstrates neither use nor understanding of multiple teaching and learning strategies.

3. Integrates content, topics, and concepts to the academic major with other areas of study (1,2,10)

Teachers develop instruction to engage students and enhance learning. When lessons integrate knowledge from other subject areas, the information presented gains a sense of cohesiveness and structure. Instruction that integrates knowledge from several subject areas may take the form of thematic units, integrated units, or interdisciplinary units.

- 5 Teacher designs and implements instruction well beyond what is expected that integrates multiple disciplines and assists students in making connections across disciplines.
- 4 Teacher frequently implements instruction that integrates multiple disciplines.
- 3 Teacher occasionally implements instruction that integrates multiple disciplines and needs additional instruction.
- 2 Teacher maintains a discipline-centered focus and needs considerable assistance to integrate other areas of study.
- 1 Teacher provides instruction that relates only to one subject and does not integrate other areas of study.

4. Pursues knowledge of the content areas and related materials (1,4,9)

Teachers can enhance their effectiveness in the classroom by pursuing their level of content knowledge as well as material related to their subject matter. Increased content knowledge can be obtained through a variety of methods including outside reading, travel, technology, and professional organizations.

- 5 Teacher exhibits exceptional and superior methods of pursuing increased knowledge in the content area and related materials utilizing a variety of processes.
- 4 Teacher exhibits excellent methods of pursuing increased knowledge occasionally going beyond what was expected.
- 3 Teacher exhibits satisfactory methods of pursuing increased knowledge and related materials but needs occasional directions.
- 2 Teacher exhibits less than satisfactory methods to pursue increased knowledge.
- 1 Teacher does not pursue methods to increase knowledge of his/her content areas.

E. PROFESSIONAL KNOWLEDGE

1. Appraises student learning levels, interests, and needs (2,3,5,8)

Teachers need to be aware of student interests, experiences, learning levels, and needs as they develop learning activities. This information can be gathered by observations, talking with students, student surveys, listening to student discussions, and feedback to lesson presentations.

- 5 Teacher demonstrates exceptional skills necessary to appraise student learning levels, interests, and needs and utilizes information in an outstanding way in classroom lessons.
- 4 Teacher demonstrates skills to appraise student learning levels, interests, and needs which occasionally go beyond expectations.
- 3 Teacher demonstrates some understanding of student learning levels, interests, and needs; and sometimes uses this information for lesson development.
- 2 Teacher rarely demonstrates understanding of student learning levels, interests, and needs; and does not use this knowledge to develop lessons.
- 1 Teacher lacks familiarity with students' learning levels, interests, and needs

2. Develops effective short and long range instructional goals and plans (4,7)

Planning is an important component for any successful classroom teacher. Effective short and long range planning enables teachers to decide what knowledge is of most importance and to choose the best strategies to teach content material.

- 5 Teacher demonstrates outstanding skills and attributes well beyond what is expected in the development of plans and goals.
- 4 Teacher demonstrates excellent planning skills and attributes beyond expectations most of the time.
- 3 Teacher demonstrates satisfactory planning skills and attributes.
- 2 Teacher lacks satisfactory planning skills and attributes and needs extensive assistance.
- 1 Teacher does not demonstrate short and long range planning skills or behaviors.

3. Develops daily plans that contain essential components (4,5,7)

The teacher must have knowledge and complete daily lesson plans for students' learning experiences. The daily lesson plans must incorporate curriculum goals and contain essential elements such as student learning objectives, materials needed, class procedures, assignment, objective evaluation, and personal reflection.

- 5 Teacher's daily lesson plans are superior and outstanding, encompassing all categories.
- 4 Teacher's daily lesson plans occasionally went beyond expectations in one or all categories.
- 3 Teacher's daily lesson plans are adequate and complete in all categories.
- 2 Teacher's daily lesson plans are below expectations, lacking in completeness and needing continual assistance.
- 1 Teacher's daily lesson plans are incomplete and do not adequately address the categories.

4. Develops lessons and activities appropriate to the maturity level and attention span of the students (3,5,7)

Appropriateness is an essential element and quality at all levels of lesson and curriculum development. Knowledge of students' maturity level and attention span enables the teacher to develop lessons which can best provide opportunities for student success.

- 5 Teacher designs and develops superior and outstanding lessons appropriate to students' maturity level and attention span.
- 4 Teacher develops excellent lessons appropriate to students' maturity level and attention span.
- 3 Teacher develops satisfactory lessons appropriate to students' maturity level and attention span.
- 2 Teacher develops lessons below expectations and needs considerable assistance to develop lessons appropriate to students' maturity level and attention span.
- 1 Teacher did not develop lessons that were appropriate to students' maturity level and attention span.

5. Integrates multicultural and global perspectives, when appropriate, in overall plans (1,3)

Multiculturalism and global perspectives present both opportunities and challenges for teachers. To maximize learning opportunities, teachers must include differing cultures and global issues in their lessons.

- 5 Teacher integrates multicultural and global perspectives throughout his/her lessons by exceptionally effective processes.
- 4 Teacher integrates multicultural and global perspectives in lessons beyond expectations.
- 3 Teacher adequately integrates multicultural and global perspectives in lessons.
- 2 Teacher superficially integrates multicultural and global perspectives in lessons.
- 1 Teacher does not integrate multicultural and global perspectives in lessons.

6. Provides prompt, frequent and accurate feedback for students to make learning tasks meaningful (4,6,8)

Effective, frequent, and accurate feedback is essential to assess student performance. The feedback should be immediate, within reason, and ongoing. Feedback can be both formal and informal including test and assignment results, verbal praise, and reinforcement.

- 5 Teacher consistently demonstrates exceptional skills in use of effective feedback by a multitude of strategies.
- 4 Teacher demonstrates excellent feedback skills occasionally beyond expectations.
- 3 Teacher demonstrates adequate and purposeful feedback skills.
- 2 Teacher demonstrates limited feedback skills.
- 1 Teacher demonstrates little or no feedback skills.

7. Uses effective questioning techniques, including higher order thinking and problem solving skills (4,5,6)

Teachers should structure and sequence questions to effectively include all students and to engage them in higher order thinking and problem solving skills. Appropriate questions from a variety of levels should be utilized on a consistent basis.

- 5 Teacher consistently asks questions which include higher order thinking skills that encourage students to think intuitively, discriminate among alternatives, hypothesize, and evaluate judgments.
- 4 Teacher asks questions which include higher order thinking skills on a regular basis.
- 3 Teacher occasionally asks questions which include higher order thinking skills but needs occasional assistance.
- 2 Teacher seldom asks questions which include higher order thinking skills and usually asks lower order, fact recall questions.
- 1 Teacher does not ask students questions at a higher order thinking level.

8. Utilizes a variety of teaching/instructional strategies (3,4,5)

A variety of teaching strategies is necessary and essential to accommodate student diversity as well as to accommodate student interests. Strategies may include cooperative learning, discussion, inquiry, projects, simulations, multiple intelligences, lectures, lab activities, and large or small group activities.

- 5 Teacher uses a multitude of instructional strategies exhibiting outstanding planning and implementation.
- 4 Teacher uses a multitude of instructional strategies that occasionally go beyond expectations.
- 3 Teacher uses a limited number of instructional strategies and needs occasional assistance implementing differing strategies.
- 2 Teacher uses very few instructional strategies and needs considerable assistance identifying and using differing strategies.
- 1 Teacher uses basically one teaching strategy and fails to recognize need to use differing strategies.

9. Utilizes appropriate technology to accompany the teaching lesson process (4,6)

Teachers effectively and appropriately incorporate technology into instruction. Appropriate technology may include computers, Internet, video cassette recorder, CD's, lasar disks, sound systems, and overhead projectors.

- 5 Teacher demonstrates exceptional and skillful use of a variety of technologies in effective lessons.
- 4 Teacher demonstrates skillful use of appropriate technology occasionally beyond expectations.
- 3 Teacher demonstrates adequate use of technology and needs occasional assistance.
- 2 Teacher seldom uses appropriate technology and needs considerable assistance.
- 1 Teacher seldom and ineffectively uses available technology to enhance learning.

10. Designs and utilizes formal and informal assessment and evaluation strategies for students (8)

Assessment of student performance is an essential component for any successful teacher. When a variety of assessment strategies are used, students have opportunities to document learning in different ways. Assessment may include written work, portfolios, journals, rubrics, student checklists, self-assessments, projects, and products.

- 5 Teacher consistently develops and uses a multitude of superior and effective assessment strategies that are both formal and informal.
- 4 Teacher develops and uses formal and informal evaluation strategies which occasionally go beyond expectations.
- 3 Teacher uses reasonable amount of differing evaluation strategies.
- 2 Teacher seldom uses differing evaluation strategies.
- 1 Teacher rarely uses more than one evaluation and assessment strategy.

11. Establishes a positive and motivational classroom learning environment (5,6)

Teachers are responsible for establishing the learning environment in their classroom. Effective teachers promote a positive learning environment in which all students are motivated to learn.

- 5 Teacher establishes and enhances a positive classroom environment utilizing a multitude of techniques, which go well beyond expectations.
- 4 Teacher establishes a positive and motivational classroom environment occasionally going beyond expectations.
- 3 Teacher satisfactorily establishes a positive and motivational classroom environment and needs only occasional assistance.
- 2 Teacher has difficulty establishing a positive and motivational classroom environment.
- 1 Teacher does not establish a positive and motivational classroom environment.

12. Utilizes effective classroom management and discipline strategies (3,5)

Effective teachers establish and enforce classroom rules and discipline as well as utilizing effective classroom management strategies to promote student learning. Teachers help foster self-discipline among students.

- 5 Teacher consistently uses a multitude of effective classroom management and discipline strategies with excellent outcomes.
- 4 Teacher demonstrates a multitude of effective classroom management and discipline strategies usually with good outcomes.
- 3 Teacher demonstrates reasonable use of effective classroom management and discipline strategies but needs occasional assistance.
- 2 Teacher needs considerable assistance to manage and discipline the classroom.
- 1 Teacher seldom uses more than one management and discipline strategy and needs constant assistance.

13. Effectively manages allocated time for instruction (4,5,7)

Teachers never have enough time to teach all that they think is vital and important. Therefore, time management becomes a crucial aspect for all classroom teachers. Allocation of time concerning long and short range planning, daily lesson planning, and pacing of a lesson is a crucial skill for all teachers.

- 5 Teacher consistently manages time in a superior and highly effective manner in which excellent pacing is evident.
- 4 Teacher manages time for instruction in an effective manner.
- 3 Teacher adequately manages time for instruction but occasional guidance is needed.
- 2 Teacher displays some unnecessary delays, and ineffective pacing and transitions between parts of the lesson.
- 1 Teacher spends substantial amount of instructional time on non-instructional activities.

14. Follows school policies and legal regulations (10)

It is imperative that teachers are aware of school policies and legal regulations. Failure to adequately make oneself aware of school policies or legal regulations can lead to potential problems with school officials as well as legal ramifications. Knowledge of school policies and legal regulations enhances the teacher's effectiveness with all school personnel.

- 5 Teacher demonstrates outstanding awareness of school policies and legal regulations and follows such without assistance.
- 4 Teacher demonstrates above average awareness of school policies and legal regulations.
- 3 Teacher demonstrates a reasonable awareness of school policies but needs occasional assistance.
- 2 Teacher demonstrates a limited awareness of school policies and legal regulations and needs substantial assistance.
- 1 Teacher does not demonstrate an awareness of school policies and legal regulations.

15. Assesses effectiveness of each lesson and makes necessary adjustments to ensure student achievement of objectives (2,3,4)

The teacher must monitor the effectiveness of each lesson and be able to make the necessary adjustments to ensure that each student reaches the learning objectives. Reflective teachers are thoughtful individuals who can analyze a lesson, evaluate results, and make adjustments. Effective teachers understand the necessity to assess effectiveness and make adjustments within a single lesson, from one class hour to the next, and after the lesson.

- 5 Teacher consistently demonstrates concepts, skills and dispositions to assess effectiveness of a lesson at a superior level, and makes necessary adjustments.
- 4 Teacher demonstrates concepts, skills, and dispositions to assess lesson effectiveness and occasionally goes beyond expectations.
- 3 Teacher satisfactorily demonstrates concepts, skills, and dispositions to assess lesson effectiveness yet needs help to make necessary adjustments.
- 2 Teacher needs close and continual supervision to assess effectiveness of lessons and to make necessary adjustments.
- 1 Teacher does not assess effectiveness of lessons and does not make necessary adjustments.

16. Makes appropriate provisions for individual students with learning differences (3,4,7)

Not all students possess the same learning styles, learning rates, or educational needs. Effective teachers can make appropriate provisions to address developmental and individual needs of students. Good teachers demonstrate awareness of learning differences and are flexible in providing appropriate provisions.

- 5 Teacher addresses individual students' learning differences in an outstanding and superior way which goes far beyond expectations.
- 4 Teacher makes appropriate provisions for individual students which occasionally goes beyond expectations.
- 3 Teacher makes appropriate provisions for individual students but needs occasional help.
- 2 Teacher makes provisions for some students but needs considerable assistance.
- 1 Teacher does not provide appropriate provisions to address needs of individual students with learning difficulties.

SUMMARY EVALUATION

1. Overall student teaching performance

The previous categories and descriptors were designed to serve as a guideline to evaluate the performance of the student teacher. Please rate the student teacher in terms of expectation for a competent **entry-level teacher**.

- 5 The student teacher demonstrated the skills, attributes, attitudes, and behaviors well beyond what is expected of a student teacher
- 4 The student teacher demonstrated excellent skills which went well beyond expectations on occasion.
- 3 The student teacher met the student teaching requirements.
- 2 The student teacher was below expectations in many areas of the experience.
- 1 The student teacher did not demonstrate the skills, attributes, attitudes, and behaviors acceptable for a beginning teacher.

2. Probable future success

After completing the student teaching experience, the supervisor can evaluate the student teacher concerning their potential future success. Please rate the student teacher in terms of probable future success for an **entry-level teacher**.

- 5 The student teacher could step immediately into any school and do an outstanding job for an entry-level teacher.
- 4 The student teacher exhibited much promise of becoming an outstanding teacher with more experience.
- 3 The student teacher did a reasonable job and will experience success in the classroom.
- 2 The student teacher will have questionable future success.
- 1 The student teacher will in all probability have very little or no future success as a beginning teacher.

SIGNATURE _____ DATE _____

EVALUATOR _____ POSITION _____

SCHOOL & ADDRESS _____

HOME ADDRESS AND PHONE _____

NARRATIVE EVALUATION OF STUDENT TEACHER

Name of Student Teacher _____ Name of Evaluator _____ Date _____

Using your word processor, please write any comments regarding the five specific professional competencies (personal, general, ethical, subject matter, and professional) and a general statement concerning this student teacher.