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Preface

The professional semester at Marian College is required for any student seeking licensing as a teacher. Generally the last semester of college work, this experience allows the beginning teacher to demonstrate his/her knowledge and skills in actual teaching. Prior to the semester, a student teacher completes multiple teaching experiences and coursework to ensure competency to take on the role of classroom teacher.

Students seeking a high school license complete a degree in their content area plus courses in foundations, development, psychology, literacy, and methods. Students also have the option of adding a middle school license. Students seeking a license at the elementary education level must student teach in both primary and intermediate levels. Students may add a kindergarten endorsement to the Elementary Education license. Students may also take classes in order to add Exceptional Needs: Mild Intervention to their license.

The theme of the teacher education program is Teacher as Model and Mentor: *Ever Teaching, Ever Learning, Ever Changing*. Each student's personal and professional growth is facilitated by a faculty member who models and mentors in a supportive community with care and compassion, yet still holding high expectations for students. A strong liberal arts curriculum and a participatory approach to teaching are integrated with early and diverse field experiences.

The teacher education program relies on 11 program standards to set the level of expectations. These standards are explicit regarding what student teachers should know and be able to demonstrate throughout the professional semester. The standards are based on the work of the Division of Professional Standards, reflecting the consensus of national reform organizations and professional content area organizations. All evaluative documents used during the professional semester are based on these 11 program standards. The program standards are listed in Appendix A.

These standards reflect the knowledge, skills, and dispositions needed to be an effective and moral classroom teacher. Student teachers are expected to demonstrate knowledge of child development and behavior and content knowledge. They are expected to demonstrate the ability to plan, organize, communicate, teach and assess students in respectful and moral ways. They are expected to collaborate with peers, parents and families, and the community at large. They are expected to reflect on their teaching, learning from their mistakes and from the guidance of their mentors. They are expected to demonstrate their understanding of the teaching and learning process through a student teaching portfolio.

The mission of the college reflects a commitment to the intellectual, spiritual, moral, and social development of all its students, guided by the Franciscan sponsorship values of Dignity of the Individual, Peace and Justice, Reconciliation, and Responsible Stewardship. Student teachers are expected to demonstrate these values throughout student teaching.

Marian College is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education (NCATE).

The college encourages mentoring relationships and remains committed to providing guidance through a variety of mentoring projects.

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Conceptual Framework

The Marian College Teacher Education Program knowledge base ensures that the professional education programs are focused on essential knowledge, professional skills, and dispositions that reflect caring and competent beginning teachers. The School of Education embraces the vision of the college to provide education that profoundly transforms lives, society, and the world.

To do this, the college prepares graduates who are

- *Knowledgeable and professional;*
- *Inquisitive in a broad, multi-dimensional and critical way;*
- *Ethically informed and holistic in perspective;*
- *Spiritually mature*

To support this vision, the college embraces the following mission: to be a Catholic college dedicated to excellent teaching and learning in the Franciscan and liberal arts traditions. As part of a liberal arts institution that intends to transform Marian College students' lives, the School of Education embraces a complementary vision: to prepare teachers who can transform the lives of their students, families, and the wider community. The foundation for these visions is based on four Franciscan core values of *dignity of the individual, responsible stewardship, reconciliation, and peace and justice*. These form part of the basis for candidate and program assessment. Taken together, these items inform the department's philosophy statement:

The process of becoming a teacher through the Marian College Education program begins with our teacher candidates learning to take responsibility for themselves and others. This process continues with their building upon inherited values and developing their own understanding of the world. Each candidate's personal and professional growth is facilitated through inquiry, interaction, and independent application. This growth is supported by a faculty that models and mentors candidates in a supportive and caring community. The completed preparation process provides a foundation that enables powerful learning experiences for children.

The program theme is

***Teacher as Model and Mentor:
Ever Teaching, Ever Learning, Ever Changing***

This theme suggests that School of Education faculty consciously and deliberately design curriculum and instruction in ways that model best practice. At the same time, faculty reflect on their practice, using this reflection to inform their own teaching and provide feedback to their teaching peers.

GENERAL EDUCATION

The General Education program at Marian College is an important element in the transformation of the student's mind and character. It is designed to provide a common educational experience within the Catholic Franciscan tradition. To assist teacher candidates in the pursuit of their education, the faculty has identified five areas of competency which they believe are central to intellectual, moral, social, physical, and spiritual development. The courses which support these areas of competency are designed to provide a basis so that teacher candidates can explore new areas of learning; acquire a deeper understanding of previously encountered areas; recognize their place in world developments; and examine both their social and spiritual existence. This core educational experience is intended to establish the beginning point of a lifetime of learning, analysis, and contemplation.

The following five categories represent the areas of competency identified for a liberal education at Marian College:

MORAL REASONING Goal: Within the context of a Catholic and Franciscan college, to demonstrate an understanding of religious faith and philosophy regarding values and ethics in social and personal experience

SCIENTIFIC AND QUANTITATIVE UNDERSTANDING Goal: To achieve an understanding of the concepts of science and mathematics and their relationship to contemporary life

INDIVIDUAL AND SOCIAL AWARENESS Goal: To recognize how the actions and thoughts of individuals are affected by and can affect their social, political, and economic milieus

CULTURAL AWARENESS Goal: To demonstrate an understanding and appreciation of the arts, history, literature, languages, and faiths of both Western culture and other world cultures

EFFECTIVE COMMUNICATION Goal: To develop college-level proficiency in oral and written communication as a basis for constructive human interaction

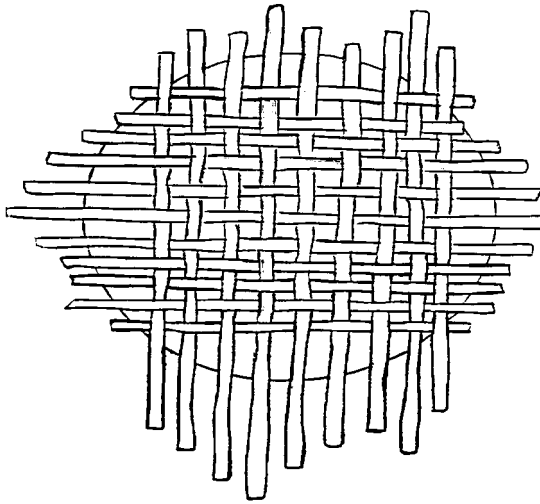
As part of their preparation, candidates study subjects to meet expectations in these five core areas. They study extensive coursework in their majors and minors to ensure competency in the subject area. Content is as important as pedagogy in preparing effective teachers. Darling-Hammond in a recent NCTAF report suggests what's important. Highly qualified teachers

- possess a deep understanding of the subjects they teach;
- evidence a firm understanding of how students learn;

- demonstrate the teaching skills necessary to help all students achieve high standards;
- create a positive learning environment;
- use a variety of assessment strategies to diagnose and respond to individual learning needs;
- demonstrate and integrate modern technology into the school curriculum to support student learning;
- collaborate with colleagues, parents and community members, and other educators to improve student learning;
- reflect on their practice to improve future teaching and student achievement;
- pursue professional growth in both content and pedagogy; and
- instill a passion for learning in their students.

Ingersoll (1999) suggests that ill-preparation of secondary teachers in their content leads to low achievement of students. Ball (2000) suggests that the teacher who has strong content knowledge can understand what students are saying, can contend with classroom challenges, and can attend to student differences.

WARP Threads (vertical)
 Moral Reasoning
 Scientific and Quantitative Reasoning
 Individual and Social Awareness
 Cultural Awareness
 Effective Communication



Weft Threads (horizontal)
 Subject Matter
 Child/Adolescent Development
 Diversity
 Environment
 Effective Communication
 Instruction
 Assessment
 Curriculum and Context
 Reflectivity
 Collegiality
 Moral Commitment

PROGRAM MODEL: A TAPESTRY

At Marian College, we view teaching and learning as processes like those involved in weaving a tapestry. While there are important skills and knowledge to be learned, an individual, because of differences in background, personality, and motivation, will create a unique, personal tapestry. Marian College is the loom, providing the work space for the learning that takes place during the college years.

There are two basic types of thread that are woven together to form a tapestry. The vertical or **warp** threads form the foundation on which the other threads are woven. The knowledge, skills, and dispositions gained from the general education liberal arts courses (as defined by general education goals) are the warp threads forming the foundation for the pedagogical learning of our teacher education candidates. These threads also include the four Franciscan core values. The knowledge, skills, and dispositions gained from the professional education courses form the horizontal or **weft** threads. These strands include the four core Franciscan values and the 11 core program principles which emphasize helping the beginning teacher to

1. Know subject matter well.
2. Use knowledge of child development to enhance student learning.
3. Use knowledge of diverse learners to adapt instruction.
4. Promote critical thinking, problem-solving and performance skills in instruction.
5. Create an environment that enhances student learning.
6. Use effective communication.
7. Plan curriculum based on contextual factors.
8. Use a variety of assessment strategies.
9. Practice reflection to grow professionally.
10. Develop collegial relationships especially with parents and families.
11. Understand that teaching is a moral commitment to others.

Specialty studies, including subject area majors for secondary students, elementary education, minor areas for students, including exceptional needs, form the design that each student chooses to weave into the tapestry, making it his/her own specialized creation. Each strand of thread is an important and integral part of the fabric of the tapestry. Additional threads in our model are depicted without labels to indicate that

there are other unique embellishments and designs the students weave throughout their tapestry, representative of their individualized personal development.

Because a weaver works on the reverse side of the tapestry and does not see the completed design until the work is cut free from the loom, a small hand mirror is often used to catch glimpses of the right side of the work to see how it is progressing. Field experiences allow small glimpses of how theory and practice are being interlaced in the development of the beginning teacher.

Before the work is removed from the loom, the selvages, or reinforced outer edges of the tapestry, must be completed. A weaver's skill is often judged by how straight the selvages are. Metaphorically, student teaching is much like the selvages, for it serves as the culminating capstone experience that ties together the learning from general education courses, specialty studies courses, and professional education courses. Once the final selvedge is complete, the tapestry is removed from the loom. This long awaited "freeing from the loom" is the performance that verifies program completion for recommendation of licensure from Marian College.

Even though the tapestry is removed from the loom, it still is not completed. There are a number of small slits or gaps that must be sewn together by hand. Marian College graduates will continue lifelong learning to refine and embellish the tapestry they have created.

The circle surrounding the tapestry represents the unit's knowledge base which emerges from six thematic areas: intentionality of action, developmental appropriate practices, best practices in the content areas, modeling and mentoring, transcultural approaches to address the diversity of students, and reflective practice. These six themes reflect the framework of knowledge upon which the teacher candidates weaves important skills and dispositions. The **product** of weaving can be a beautiful tapestry; however, the intricate **process** involving the gift of self makes the product that much more beautiful.

WE ARE RESPONSIBLE

We are responsible for children who put chocolate fingers everywhere,
who like to be tickled,
who stomp in puddles and ruin their new pants,
who sneak popsicles before supper,
who erase holes in math workbooks,
who can never find their shoes.

And we are responsible for those who stare at photographers from behind barbed wire,
who can't bound down the street in a new pair of sneakers,
who never "counted potatoes",
who are born in places we wouldn't be caught dead,
who never go to the circus,
who live in an x-rated world.

We are responsible for children who bring us sticky kisses and fistfuls of dandelions,
who sleep with the dog and bury goldfish,
who hug us in a hurry and forget their lunch money,
who cover themselves with Band-aids and sing off-key,
who squeeze toothpaste all over the sink,
who slurp their soup.

And we are responsible for those who never get dessert,
who have no safe blanket to drag behind them,
who watch their parents watch them die,
who can't find any bread to steal,
who don't have any rooms to clean up,
whose pictures aren't on anybody's dresser,
whose monsters are real.

We are responsible for children who spend all their allowance before Tuesday,
who throw tantrums in the grocery store and pick at their food,
who like ghost stories,
who shove dirty clothes under the bed,
and never rinse the tub,
who get visits from the tooth fairy,
who don't like to be kissed in front of the carpool,
who squirm in church and scream in the phone,
whose tears we sometimes laugh at
and whose smiles can make us cry.

And we are responsible for those whose nightmares come in the daytime,
who will eat anything,
who have never seen a dentist,
who aren't spoiled by anybody,
who go to bed hungry and cry themselves to sleep,
who live and move, but have no being.

We are responsible for children who want to be carried and for those who must,
for those we never give up on
and for those who don't get a second chance,
for those we smother...
and for those who will grab the hand of anybody
kind enough to offer it.

(Children's Defense Fund)

Philosophy of Professional Semester

The professional semester provides the intensive time student teachers need to be able to integrate their knowledge and skills in a supportive environment. Student teaching should provide a quality experience in a relatively safe learning environment, should allow the student teacher time to self-reflect and improve skills and knowledge, should build successful experiences in preparation for the internship year, and should provide adequate data to predict the student's capabilities as an independent beginning teacher.

The professional semester is often a time of intense learning as well as frustration. The student teacher often goes through great soul-searching regarding the choice of profession, beginning to realize that teaching is more than a job. It is a vocation, a calling to serve. However, the student teacher has also made that choice because of the joy she or he has experienced in working with children.

Those who are asked to be cooperating teachers during this semester are asked to do more than release their classes to the Marian student teacher. They are asked to mentor their student teachers in careful and particular ways. They are asked to model as well -- demonstrating best practice. And they are asked to support and provide specific feedback to assist the student teachers' learning.

Student teachers are expected to assume the duties and responsibilities of the mentoring teacher. They are expected to devote their full time to teaching, participating in school events, managing the classroom and instruction for students, and working with parents and families productively.

Preparing for the Student Teacher

(Cooperating Teacher)

Before the student teacher arrives in your classroom, the teacher education program asks that you prepare in the following ways:

- Develop a list of goals and expectations that you have for a student teacher in your classroom.
- Organize an area for the student teacher: a desk, if possible, and books for reference.
- Provide a notebook that includes seating plans, class lists, school rules and policies, schedules, fire-drill procedures, grading policies, curriculum guides, duplicating room rules, map of the school, student handbook, supervisory duties, sample of report card and progress reports, students with health or special needs, support personnel names and phone numbers.
- Think about how you will introduce the student teacher to your students (calling the student teacher a teacher or co-teacher helps with credibility).
- Provide a letter to colleagues and parents introducing the student teacher and providing a little background on the person and length of stay.
- Prepare questions for the college supervisor regarding areas of supervision and concern.
- Develop a plan for weekly meetings and regular dialogue with the student teacher.

As part of preparation for the professional semester, student teachers in elementary education will conduct a small inquiry project for their senior seminar research course. This project will enable the student teacher to learn about the children in the classroom and to get to know the cooperating teacher better. Student teachers will do the inquiry project in only one of their placements. Secondary students conduct their inquiry through a seminar in their major content area. They may choose to work in their student teaching placement.

Mentoring the Student Teacher

The cooperating teacher is the most important part of a successful student teaching experience. The task is a complex one. Consider the following areas for modeling and mentoring the beginning teacher:

Content Knowledge:

- Demonstrate love of the content area/ developmental level of the child
- Share curriculum materials and trade books that can guide a student teacher
- Encourage the student teacher to use the Internet to search for resources and ideas

Instruction:

- Model, share, and demonstrate effective teaching and learning ideas
- Provide opportunities for the student teacher to try ideas out
- Assist the student teacher in being student-centered
- Talk about the challenges of teaching honestly and directly
- Review weekly plans with the student teacher to ensure adequate planning
- Demonstrate high expectations for all students
- Encourage alternative assessment and self-assessment by students

Classroom Environment:

- Model fair treatment of all students
- Discuss issues of classroom bias
- Provide the student teacher with classroom management ideas as well as ideas for disciplining disruptive students
- Assist the student teacher in learning about all students in the classroom

Professional Responsibilities:

- Include the student teacher in non-instructional duties
- Model effective communication techniques with supervisors, colleagues, and parents and families
- Maintain a mentor approach, demonstrating enthusiasm, encouragement, and patience
- Meet with the student teacher regularly
- Provide specific feedback orally and in writing
- Encourage on-going reflection by talking with the student teacher often about his/her learning, and perhaps keeping a dialogue journal with the student teacher
- Help the student teacher set specific goals for improvement
- Structure the phasing in and phasing out of independent teaching
- Assist the student teacher in documenting his/her teaching for the student teaching portfolio

The first meeting with the student teacher...

The following topics serve as a guide for discussion at the first meeting between the cooperating teacher and the student teacher:

1. Discuss the basic responsibilities of the student teacher
2. Orient the student teacher to the classroom
3. Give the student teacher a tour of the school
4. Review the college requirements
5. Review special calendar notes
6. Discuss daily routines, schedules, duties
7. Review lesson plan format for daily planning and conceptual planning (MC guide)
8. Discuss possible feedback strategies, including the MC observation form and the final evaluation form
9. Review journaling and self-evaluation expectations
10. Share discipline code for the classroom and the school
11. Discuss substitute teacher policy
12. Review due dates for evaluation forms and attendance policy

General Expectations for Student Teachers

1. Visit other classrooms and special area teachers during phasing in and phasing out of student teaching. Keep reactions in their journals as part of regular reflecting writing.
2. Participate in the teacher duty schedule/study halls/playground duties
3. Attend parent conferences and make phone calls home
4. Attend faculty meetings with the cooperating teacher
5. Develop class project/curriculum unit with rubrics to assess and evaluate student work
6. Maintain a daily plan book
7. Develop instructional plans, using the Marian College planning guide
8. Keep a journal that records self-assessment and includes sample student work, assignments, tests with short commentary
9. Do self-evaluations as requested by the cooperating teacher and the college supervisor
10. Develop a student teaching portfolio
11. Other activities designed by the cooperating teacher...

Responsibilities of a Student Teacher

Dispositional Expectations:

- Being conscientious in observing school policies, rules and regulations
- Being well prepared for teaching responsibilities
- Taking initiative in supporting the learning of children in the classroom
- Accepting and completing tasks responsibly
- Displaying enthusiasm and interest in student teaching and the profession of teaching

Specific responsibilities to the students in the class:

- Being prepared with lively lessons and interesting activities
- Respecting all students in the class
- Providing feedback to students with accuracy and timeliness
- Maintaining an open mind toward the diversity of students and learning styles
- Expecting great things of all children

Specific responsibilities to the college supervisor:

- Submitting requested material by established due dates
- Providing the week's teaching schedule by the Friday before
- Keeping a notebook that records daily teaching plans, conceptual instructional plans, journal entries and formal observations
- Taking initiative to address difficulties as they arise

Specific responsibilities to the cooperating teacher:

- Preparing instructional plans in a timely way
- Reviewing plans with the cooperating teacher to allow time for revision
- Preparing learning activities in a timely way
- Maintaining classroom routines
- Asking questions of the cooperating teacher to assist students' learning
- Taking responsibility for the learning of the children
- Leaving prepared plans the day before, in case of absence
- Calling the cooperating teacher in case of an emergency
- Dressing, speaking and behaving according to the school corporation guidelines
- Refraining from gossip
- Attending meetings, conferences, and professional development activities required of the school staff
- Participating in school and community activities, as requested by the cooperating teacher
- Being punctual to school and meetings

Procedural Information

Because student teachers and their supervisors are invited guests in the school, they will comply with regulations, procedures, professional courtesies, and personal commitment to the students, teachers, parents, and communities of the school. Conflicts that arise should be addressed as quickly as possible with the cooperating teacher, student teacher, and college supervisor in a three-way meeting.

Appearance: The student teacher's dress and grooming must be consistent with the standards of the school.

Attendance: Student teachers should treat the professional semester as employment. Daily attendance is required, and the student teacher follows the same calendar as the cooperating teacher for vacations. The student teacher should follow the same daily and weekly schedule as the cooperating teacher. In case of illness or emergency, the student teacher is to notify the cooperating teacher and the college supervisor. No absences are permitted, except for the regional interview day and illness. Arrangements for making up absences must be handled through the college supervisor. All absences must be made up at the end of student teaching. If a student teacher exceeds, five days, his/her case will be reviewed by the college supervisor, the cooperating teacher, and the Coordinator for Student Teaching.

Snow Days: If the school is dismissed for snow or another emergency and the faculty is not expected to report, the student teacher is not expected to report on that day. Student teachers should clarify with their cooperating teachers how they will be notified of school closings.

Vacations: Student teachers observe the vacation schedule of the school, not the Marian College vacation schedule.

Employment/Coursework/Other activities: Student teaching is rigorous and a full-time commitment. Therefore, students are discouraged from taking additional classes and being employed more than a few hours a week. Supervisors and cooperating teachers notice that students who have extensive outside commitments fail to prepare adequately for their teaching. The Education Department expects students to make student teaching a priority.

Athletics: Student teachers involved in athletics are requested to participate in the professional semester after completing their obligations to the college.

Substitute teaching: Marian College student teachers should not serve as substitute teachers with or without pay at the assigned school. If the cooperating teacher is not present, a substitute teacher from the school system must be assigned to the class. Using the cooperating teacher as a substitute in another classroom before the student teacher is teaching independently is not permitted by the program except in cases of immediate and brief emergency situations until other arrangements are made.

Stipends: Student teachers may not receive any payment from the school system during the student teaching experience.

Strikes: Student teachers will not report to the school in the event of a strike. The student teacher should contact the college supervisor should this occur. A student teacher may not serve as a substitute in the classroom of a striking teacher.

Transporting students: Student teachers may not transport students in personal vehicles under any circumstances.

Discipline issues: Student teachers may not administer corporal punishment to children, nor may they act as witnesses to someone else administering the punishment. Student teachers should follow the disciplinary procedures of the classroom and the school.

Responsibilities of the College Supervisor

The college supervisor serves as a liaison between the college and the school personnel. The college supervisor visits the school and keeps in touch with the student teacher and the cooperating teacher.

Supervisors are expected to...

- Present a professional and caring attitude
- Provide information and resources to the student teacher, cooperating teacher, building administrator, and college faculty as needed and/or requested
- Participate in orientation meetings with the student teachers and cooperating teachers
- Make a substantial (1-2 hour) classroom visit/observation at least once every 7-10 days
- Provide written feedback to the student teacher and cooperating teacher with every visit
- Review instructional plans, journals and notebooks at each visit, providing feedback.
- Prepare a written summary of the student teacher's performance for the student teacher
- Confer with the student teacher and cooperating teacher at each visit
- Schedule and coordinate a midpoint three-way conference and a final three-way conference
- Return phone calls and e-mail promptly
- Set up an e-mail list to increase communication with the student teachers
- Maintain an individual file on each student teacher's progress
- Provide consultation to the student teacher on ethics, employment services, and job seeking skills
- Meet with the principal of the school, if appropriate
- Support the student teacher in developing the student teaching portfolio
- Conduct an exit interview with the student at the end of student teaching

The first meeting with the college supervisor...

The following topics serve as a guide for discussion at the first meeting between the college supervisor and the cooperating teacher:

1. Exchange phone numbers, fax numbers, and e-mail
2. Review grading policies and attendance policies
3. Review basic responsibilities of the supervisor and the cooperating teacher
4. Review the evaluation forms and protocol for sharing the information
5. Schedule the three-way reviews at midpoint in the teaching and at the end of the teaching
6. Discuss the phasing in and out process
7. Discuss the role of cooperating teacher during scheduled observations (stay in the room? leave?)
8. Discuss how observations by both mentors will be shared with each other as well as with the student teacher

Structure of Student Teaching

The professional semester is comprised of three phases of activities: observation, shared responsibility, and independence. These phases frequently overlap, and the cooperating teacher should determine how quickly a student teacher becomes independent, after consulting with the student teacher him/herself and the college supervisor. Listed below is a general timeframe:

8 weeks: 2 weeks observing and planning instruction for independent teaching
1 week co-teaching
4 weeks teaching independently
1 week observing other classrooms and reflecting

16 weeks: 2 weeks observing and planning instruction for independent teaching
2 weeks co-teaching
11 weeks teaching independently
1 week observing other classrooms and reflecting

The teacher education program believes that co-teaching and team teaching are important to model for students. In giving the student teacher shared responsibility for teaching, the cooperating teacher demonstrates confidence in the student teacher. The cooperating teacher is also able to coordinate instruction and supervise more closely at the beginning when the student teacher is in the most need of support and direction. Readiness to begin co-teaching and independent teaching is based on the judgment of the cooperating teacher in consultation with the college supervisor. Independent teaching should be gradually introduced with the student teacher taking on one new class or subject each day during one week until the student teacher has the full schedule. The cooperating teacher should gradually remove herself/himself from the classroom when it appears that the student teacher has the ability to manage the classroom independently. If a cooperating teacher has a particularly challenging class, she/he should consult with the college supervisor regarding the best plan for moving to independent teaching.

The program asks the cooperating teacher to support the student teacher in documenting his/her teaching for the student teacher portfolio. See the *Portfolio Handbook* Appendix for an explanation of criteria.

Evaluation Guidelines

The cooperating teacher, the college supervisor, and the student teacher are expected to maintain ongoing discussion regarding the student teacher's strengths and work areas. A formal, three-way conference should be held midway through the student teaching and at the end of student teaching. At this time, the formal evaluation documents should be shared. Student teachers are expected to do self-assessment at the midway point and at the end.

Informal feedback: Cooperating teachers should provide ongoing, daily feedback for the student teacher.

Formal feedback: Cooperating teachers should complete at least one formal observation each week, using the observation guide in this handbook. College supervisors must provide written feedback to the student at least once every 7-10 days of student teaching. Student teachers should keep the formal observations in their notebook so that the cooperating teacher and the college supervisor may be able to read comments. (Form A)

Midpoint evaluation: Midway in the student teaching phase, both the cooperating teacher and the college supervisor should provide students with a list of strengths and work areas. Each student teacher should do a written self-evaluation for the college supervisor. A three-way meeting to discuss these should be held. College supervisors should keep a record of all evaluations. Any concerns should be given in writing to the Coordinator for Student Teaching. (Form B)

Final evaluation: At the end of student teaching, a formal evaluation must be completed by each college supervisor, student teacher and cooperating teacher. A three-way meeting to review these documents should be held the last week of student teaching for each phase. There are four evaluations for this purpose, each evaluating a specific placement: Elementary Education, Exceptional Needs, Middle School and High School. **It is imperative that the appropriate evaluation be completed based on the teacher candidate's placement.** These documents can be found on-line at the following addresses:

Elementary: http://education.marian.edu/dev/evaluations/eled_evaluation.asp

Exceptional Needs: http://education.marian.edu/dev/evaluations/sped_evaluation.asp

Middle School: http://education.marian.edu/dev/evaluations/mslp_evaluation.asp

High School: http://education.marian.edu/dev/evaluations/hslp_evaluation.asp

**Please make sure that you print a copy of the form to bring to your three-way conference after submitting it to the college.

Self-assessment: The student teacher should identify his/her strengths and work areas at the beginning, the middle, and the end of student teaching. These should be used as part of the midterm and final assessment discussions.

Surveying: The Coordinator for Student Teaching will survey cooperating teachers at the end of the student teaching phase. College supervisors will also evaluate the individual experience of their student teachers. The student teachers will evaluate their experience and their supervision. This information is used to improve the student teaching program.

STUDENT TEACHING IS PASS/FAIL AT MARIAN COLLEGE. RECOMMENDATION FOR LICENSURE IS THE RESPONSIBILITY OF THE COLLEGE SUPERVISOR AND THE COORDINATOR FOR STUDENT TEACHING. THE MARIAN COLLEGE LICENSING ADVISOR WILL MAKE THE LICENSING RECOMMENDATION TO THE DIVISION OF PROFESSIONAL STANDARDS.

Required Products

The Notebook, Instructional Plans, Self-Evaluations, and the Portfolio

Planning to teach includes short-term and long-term, daily and weekly planning. It also includes reflection and self-analysis. Because student teachers are at the beginning of their transition to teaching, the college expects them to maintain a detailed record of their planning during their professional semester. This documentation provides the basis for setting goals, reviewing progress, and determining ability to plan and implement teaching ideas. Student teachers should be able to provide a written plan to account for all of their teaching.

The Notebook

Each student teacher is required to keep a notebook that documents student teaching activities. The notebook should contain all instructional plans and reflections regarding implementation; personal reflections asked for by the college supervisor and/or the cooperating teacher, samples of assignments, tests, and rubrics; written observation reports from the cooperating teacher and the college supervisor; and any other written information that provides evidence of the student teacher's "work" during the professional semester.

Instructional Planning

The Education Department has adopted a five-part instructional planning guide that should be used by the student teacher. This is comparable to the concept of a unit plan in that it should document the student teacher's plans to develop more than 1-2 days of lessons. The Education Department requires student teachers to think through their planning for 1-2 weeks of time based on a concept or idea that is being emphasized. The "parts" of the plan are explained on a separate guide sheet in this handbook. The student teacher should describe the teaching plan, using the categories on the sheet.

Daily plans may be handled in a variety of ways, with guidance from the cooperating teacher and the college supervisor. A student teacher must keep daily plans that target the learning goal and connection to the school curriculum, detail the activities of the day, and allow for reflection on the success of the lesson(s).

Both the conceptual plans and the daily plans should be reviewed by the cooperating teacher prior to implementation to allow for revision. They should be kept in a notebook or binder so that the college supervisor may review them during observation.

Self-Evaluations

The student teacher is required to complete a midterm and final evaluation. The midterm self-evaluation should also include reflection on growth and accomplishment of goals. At the end of the semester, each student teacher will meet with a college faculty member as part of an "exit" review.

The Portfolio

During student teaching, student teachers are asked to document a lesson that they have taught. There is a specific protocol they must follow that includes a 10 to 15-minute videotape. This portfolio is not an idiosyncratic collection of work samples but a carefully documented portfolio that reflects the student teacher's understanding of the teaching and learning process. Guidelines are included in the back of this handbook. Cooperating teachers are asked to assist the student teacher in the process. Student teachers are supported in this process through the seminar meetings.

Seminars and Meetings on Campus

During the professional semester, student teachers participate in a variety of support activities, including an orientation, scheduled support seminars, a midpoint retreat, and a final retreat. Student teachers are expected to attend each of these, unless an event at their assigned schools creates a conflict.

Orientation

The orientation session is designed to address expectations for the professional semester. Student teachers participate in August Experience, where they observe the first day of school at their assigned sites. The semester prior to student teaching, they participate in a series of orientation meetings to prepare them for full-time teaching.

Support Seminars

During the professional semester of student teaching, the student teachers will meet periodically to discuss their experience, explore more detailed aspects of meeting the needs of all students, and preparing the portfolio.

Midpoint Retreat

For all student teachers there is a retreat scheduled between the phases of student teaching (at the 8 week mark). Students will take time to reflect on their progress, how well they are meeting their goals, and problem solving for concerns they are still wrestling with as beginning teachers.

Final Retreat

At the conclusion of the professional semester, student teachers will meet with their college supervisors in an exit interview regarding their experience. They will also meet as a group to debrief their preparation for student teaching, to evaluate the support they received from their mentors, and to make recommendations to the program. This information is then synthesized for the faculty for changes in the next year.

Marian College
Education Department
Primary and Intermediate Developmental Standards
Based on the DPS Early Childhood and Middle Childhood Standards

Standard 1	The teacher understands the central concepts, tools of inquiry, and structures of the discipline and can create learning experiences that make these aspects of subject matter meaningful for students. <i>The graduate:</i>
1.1	Understands child growth and development and sets appropriate expectations
1.2	Is skilled in observation of children and effective in meaningful use of information
1.3	Understands the foundations of learning and roles in planning curriculum
1.4	Knows essential concepts of the subjects taught
1.5	Knows key resources in subject areas
1.6	Recognizes the interdisciplinary nature of knowledge
1.7	Connects content to personal experiences and future life of students
1.8	Applies the concepts of learning and inquiry to create experiences that inspire excitement of learning, foster risk-taking, and promote collaboration
1.9	Uses effective questioning techniques and responds clearly to student' questions
1.10	Can explain concepts in multiple ways
Standard 2	The teacher understands the concepts, tools and structures of the discipline and can create meaningful learning experiences for the students. <i>The graduate:</i>
2.1	Can recognize and apply developmental theories
2.2	Understands and applies current information on learning styles, multiple intelligence theory, and recent brain research
2.3	Identifies unique physical, cognitive and social characteristics of K-6 children
2.4	Can create and modify learning opportunities and environments that respect individual and group developmental stages as well as language acquisition and development based on research and reflective practice
2.5	Considers student interests, needs, and experiences when planning learning opportunities
2.6	Establishes, plans and implements appropriate long-term goals for each age group
2.7	Uses developmentally appropriate practice in the context of a variety of curricular and program models
Standard 3	The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners. <i>The graduate:</i>
3.1	Understands and demonstrates sensitivity to various family structures, cultures, language, and gender differences
3.2	Knows basic components of laws relating to children with special needs, including the roles of special service providers, IEPs, and the importance of collaboration with others

3.3	Knows strategies to help children and families with stress and crises
3.4	Knows how to gather data and assess situations, making needed modifications
3.5	Formulates adaptations for a full spectrum of needs in an inclusive classroom
3.6	Provides opportunities to celebrate diversity
Standard 4	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. <i>The graduate:</i>
4.1	Encourages children to understand, question, and interpret ideas from diverse perspectives
4.2	Uses developmentally appropriate resources and instructional strategies (small groups, open-ended questions, inquiry, and play) to help children develop curiosity, make decisions, and become successful learners
4.3	Uses a variety of learning resources, including technology, to foster inquiry and support learning of all children
4.4	Understands the many ways that children communicate and express their learning
Standard 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 <i>The graduate:</i>
5.1	Exhibits an enthusiasm for learning in general that sparks curiosity and a love of learning
5.2	Establishes learning goals which motivate children to achieve
5.3	Demonstrates enthusiasm for the curriculum and engages children in active learning experiences
5.4	Uses effective classroom management and conflict resolution techniques to promote positive relationships, cooperation, and purposeful learning in the classroom
5.5	Interacts effectively in relationships with others: children, peers, parents and supervisors
5.6	Responds effectively to common changes and life events that children might encounter
Standard 6	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom <i>The graduate:</i>
6.1	Speaks and writes clearly and correctly
6.2	Listens carefully and attentively to students', parents' and colleagues' ideas, valuing an openness to discussion and a respect for differences
6.3	Knows how to use a variety of communication strategies and techniques (newsletters, conferences, parent message lines, e-mail, etc.)
6.4	Can explain concepts to children in developmentally appropriate ways and can communicate meaningful purpose for the curriculum plan
6.5	Uses questioning and discussion techniques effectively

Standard 7	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. <i>The graduate:</i>
7.1	Creates short-range and long-term plans that are linked to student needs and performance
7.2	Adapts plans to ensure and capitalize on student progress and motivation
7.3	Plans for learning opportunities that recognize and address variation in learning styles
7.4	Uses cultural events and news events in the curriculum
7.5	Responds with flexibility to unexpected changes in scheduling and adjusts plans accordingly
7.6	Communicates appropriate philosophies/theories of primary and intermediate childhood to colleagues and parents
7.7	Demonstrates use of information from outside activities, meetings, parent and professional conferences
Standard 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 <i>The graduate:</i>
8.1	Understands the many ways children communicate and express their learning
8.2	Uses multiple assessments to support the development of each child, focusing on the growth of children over time
8.3	Appropriately selects, uses, and interprets a variety of formal and informal assessment techniques (observation, portfolios, videotape, teacher-made tests, performance tasks, inventories, projects, student self- and peer-assessments, and standardized testing)
8.4	Uses assessment information to enhance knowledge of learners, to monitor student progress and performance, to communicate with and involve parents, to support children in self-assessment, and to modify teaching/learning strategies
8.5	Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly to students and parents
Standard 9	The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally <i>The graduate:</i>
9.1	Utilizes self-assessment as a basis for professional growth
9.2	Chronicles achievements as evidenced in a portfolio or other holistic assessment instrument
9.3	Assesses the environment and its effect on student learning
9.4	Is reflective about her/his classroom practice and continually assesses and evaluates the effects of her/his instructional choices in view of her/his understanding about learning theory and personal beliefs about teaching and learning
9.5	Shares ideas and experiences with colleagues and pursues ongoing professional development opportunities that will impact student learning

9.6	Utilizes research and resources to construct, implement and monitor a professional development plan
Standard 10	The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being <i>The graduate:</i>
10.1	Establishes and maintains respectful, effective, professional communication with others
10.2	Demonstrates the ability to collaborate and reflect with others to ensure well-being and progress of children
10.3	Exhibits professional, ethical behavior (respects students and adults, demonstrates commitment, maintains confidentiality, etc.) and responds appropriately to constructive feedback
10.4	Identifies and uses community resources to facilitate student learning
10.5	Uses information (as educationally and legally appropriate) about students' experiences, family behavior, needs, and progress as solicited from family members, colleagues, and the students themselves
10.6	Uses knowledge of laws and policies in order to act as an advocate for students
Standard 11	The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches <i>The graduate:</i>
11.1	Models self-control and positive social interaction and is proactive in promoting the same in the learning environment
11.2	Serves as a model who values learning
11.3	Develops methods that encourage children to be respectful of each other and to solve their disagreements peacefully
11.4	Develops a philosophical stance toward teaching that reflects a moral commitment to children, including the use of the Franciscan values
11.5	Is able to connect service learning to instructional planning as part of curriculum and instruction
11.6	Understands and supports legal and ethical principles in a variety of situations and maintains confidentiality when appropriate

Marian College
Education Department
Elementary Content Standards
Based on the NCATE/DPS Elementary Generalist Standards

Standard 1	<p>Development, Learning and Motivation</p> <p>Teachers of Early and Middle Childhood know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p> <p>See the Marian College Primary/Intermediate Developmental Standards</p>
Standard 2	<p>Curriculum</p> <p>Teachers of Early and Middle Childhood know, understand, and use the central concepts, tools of inquiry, and structures of content for students and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.</p> <p>See the Marian College Primary/Intermediate Developmental Standards</p>
Standard 2a	<p>Mathematics</p> <p>Teachers of Early and Middle Childhood know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data. Teachers know what mathematical preconceptions, misconceptions, and error patterns to look for in elementary (primary and intermediate) student work as a basis to improve understanding and construct appropriate learning experiences and assessments.</p> <p><i>Teachers help students...</i></p>
2a.1	Explore, conjecture, and reason logically using such words as all, some, and none
2a.2	Solve non-routine problems
2a.3	Communicate about and through mathematics by writing and orally using everyday language and mathematical language, including symbols
2a.4	Connect ideas within mathematics and between mathematics and other intellectual activity
2a.5	Understand and use measurement systems (including time, money, temperature, two and three dimensional objects using non-standard and standard customary and metric units); to explore pre-numeration concepts, whole numbers, fractions, decimals, percents and their relationships
2a.6	Apply the four basic operations (addition, subtraction, multiplication, and division) with symbols and variables to solve problems and to model, explain, and develop computational algorithms
2a.7	Use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs, as well as collect, organize, represent, analyze, and interpret data by use of tables, graphs, and charts

2a.8	Identify and apply number sequences and proportional reasoning, predict outcomes and conduct experiments to test predictions in real-world situations
2a.9	Make estimations and check the reasonableness of results
2a.10	Select and use appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulatives and visual materials, calculators, computers, electronic information resources, and a variety of other appropriate technologies to support the learning of mathematics
Standard 2b	<p>English Language Arts</p> <p>Teachers of Early and Middle Childhood demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. They teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), the context (semantic and syntactic), and meaningful text.</p> <p><i>Teachers...</i></p>
2b.1	Are adept at teaching the fundamentals of the English Language Arts
2b.2	Model the effective use of the English language, including its syntax, lexicon, history, varieties, literature, and oral and written composing processes
2b.3	Understand how elementary (primary and intermediate) children develop and learn to read, write, speak, and listen effectively
2b.4	Use this knowledge and understanding of language, language development, and the language arts to design instructional programs and strategies that build on students' experiences and existing language skills and result in their students becoming competent, effective users of language provide both instruction in and opportunities for elementary (primary and intermediate) students to develop effective writing and speaking skills so that they can communicate their knowledge, ideas, understanding, insights, feelings, and experiences to other students and to parents, teachers, and other adults
2b.5	Teach students to read competently and encourage students' enjoyment of reading through multiple instructional strategies, traditional and emerging technologies, and a variety of language activities
2b.6	Teach students a variety of strategies to monitor their own reading comprehension
2b.7	Are familiar with, able to use, and recommend to students many different reading materials based on different topics, themes, and situations and consisting of many different types, including stories, poems, biography, non-fiction, and texts from various other subject areas; encourage elementary (primary and intermediate) students' understanding of their individual responses to what they read and sharing those responses
2b.8	Help students think critically about what they read
2b.9	Provide their students with many different writing and speaking experiences in order to teach the skills of writing and speaking
2b.10	Enable students to explore the uses of different types of writing and speaking with different audiences and in different situations.
2b.11	Help students develop their capacities to listen so that they understand, consider, respond to, and discuss spoken material, including non-fiction, stories, and poems
2b.12	Know what preconceptions, error patterns, and misconceptions they may expect to find in students' understanding of how language functions in communication

2b.13	Are able to help students correct their misunderstandings of the development and uses of language
2b.14	Use formative and summative assessment to determine the level of students' competence in their understanding of and use of language
2b.15	Use the results of such assessment to plan further instruction
Standard 2c	<p>Science</p> <p>Teachers of Early and Middle Childhood know, understand, and use the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.</p> <p><i>Teachers...</i></p>
2c.1	Have a broad general understanding of science
2c.2	Teach elementary (primary and intermediate) students the nature of science and the content and fundamentals of physical, life, earth and space sciences, and their interrelationships
2c.3	Are familiar with, and teach, the major concepts and principles that unify all scientific effort and that are used in each of the science disciplines: (1) systems, order, and organization; (2) evidence, models, and explanation; (3) change, constancy, and measurement; (4) evolution and equilibrium; and (5) form and function
2c.4	Engage elementary (primary and intermediate) students in the science inquiry process that involves asking a simple question, completing an investigation, answering the question, and presenting the results to others
2c.5	Introduce students to understandings about science and technology and to distinctions between natural objects and objects made by humans by creating experiences in making models of useful things, and by developing students' abilities to identify and communicate a problem, and to design, implement, and evaluate a solution
2c.6	Know naive theories and misconceptions most children have about scientific and technological phenomena and help children build understanding
Standard 2d	<p>Social Studies</p> <p>Teachers of Early and Middle Childhood know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)--to promote elementary (primary and intermediate) students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p> <p><i>Teachers...</i></p>
2d.1	<p>use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction for the study of major themes, concepts and modes of inquiry drawn from academic fields that address:</p> <ol style="list-style-type: none"> culture; time, continuity, and change; people, places, and environment; individual development and identity; individuals, groups, and institutions;

	<ul style="list-style-type: none"> f. power, governance, and authority; g. production, distribution, and consumption; h. science, technology, and society; i. global connections; and j. civic ideals and practices.
2d.2	<p>use their knowledge of social studies to help students learn about academic fields of knowledge, as well as major themes that integrate knowledge across academic fields; develop experiences to help elementary (primary and intermediate) students learn about the historical development of</p> <ul style="list-style-type: none"> a. democratic values; b. the past, present, and future; c. spatial relations; d. the development of nations, institutions, economic systems, culture, and cultural diversity; e. the influences of belief systems and of the humanities
2d.3	Help students read, write, discuss, and research to build background knowledge
2d.4	Examine a variety of sources (e.g., primary and secondary sources, maps, and statistical data)
2d.5	Acquire and manipulate data
2d.6	Analyze points of view
2d.7	Formulate well-supported arguments, policies, and positions
2d.8	Construct new knowledge and apply knowledge in new settings
2d.9	Use formative and summative assessments in planning and implementing instruction
Standard 2e	<p>Fine Arts</p> <p>Teachers of Early and Middle Childhood know, understand, and use--as appropriate to their own understanding and skills--the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary (primary and intermediate) students.</p> <p><i>Teachers...</i></p>
2e.1	Understand distinctions and connections between arts study and arts experiences
2e.2	Encourage the kind of study and active participation that leads to competence and appreciation
2e.3	<p>Work alone, with arts specialist teachers, and/or with other qualified arts professionals enabling students</p> <ul style="list-style-type: none"> a. to communicate at a basic level in the four arts disciplines--dance, music, theater, and the visual arts-- including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each arts discipline; b. to develop and present basic analyses of works of art from structural, historical, and cultural perspectives; c. to have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; d. to relate basic types of arts knowledge and skills within and across the arts disciplines, and e. to make connections with other disciplines
2e.4	Understand that student competence at a basic level serves as the foundation for advanced work
2e.5	Understand that there are many routes to competence, that elementary (primary and intermediate) students may work in different arts at different times, that their study may take a variety of approaches, and that their abilities may develop at different rates

Standard 2f	<p>Health Education</p> <p>Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health.</p> <p><i>Teachers...</i></p>
2f.1	Understand the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition
2f.2	Help students understand the benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that may contribute to disease
2f.3	Are alert to major health issues concerning children and the social forces that affect them, and of the need to impart information on these issues sensitively
2f.4	Address issues in ways that help students recognize potentially dangerous situations, clarify misconceptions, and find reliable sources of information
Standard 2g	<p>Physical Education</p> <p>Teachers of Early and Middle Childhood know, understand, and use--as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary (primary and intermediate) students.</p> <p><i>Teachers...</i></p>
2g.1	Understand physical education content relevant to the development of physically educated individuals
2g.2	Structure learning activities to ensure that students demonstrate competence in many movement forms
2g.3	Can apply movement concepts and principles to the learning and development of motor skills
2g.4	Know that physical inactivity is a major health risk factor in our society and recognize the critical importance of physically active life styles for all students Help students develop knowledge and skills necessary to achieve and maintain a health-enhancing level of physical fitness
2g.5	Appreciate the intrinsic values and benefits associated with physical activity
2g.6	Are able to structure movement experiences that foster opportunities for enjoyment, challenge, self-expression, and social interaction, and that elicit responsible personal social behavior and respect for individual differences among people in physical activity
Standard 2h	<p>Connections between Technology and the Disciplines</p> <p>Teachers of Early and Middle Childhood know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary (primary and intermediate) students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues</p> <p><i>Teachers...</i></p>

2h.1	Make connections in their instruction across the disciplines and draw on their knowledge of developmental stages to motivate students
2h.2	build understanding, and encourage the application of knowledge, skills, and ideas to lives of elementary (primary and intermediate) students across fields of knowledge and in real world situations
2h.3	Make use of the relationships that exist between technology and the subject disciplines. learn the power of multiple perspectives to understand complex issues and to demonstrate a. a desire to know, b. constructive questioning, c. use of information and systematic data, d. acceptance of ambiguity where it exists, e. willingness to modify explanations, f. cooperative manner in responding to questions and solving problems, g. respect for reason, imagination, and creativity and h. honesty
Standard 3	Instruction Teachers of Early and Middle Childhood plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. See the Marian College Primary and Intermediate Developmental Standards
Standard 3a	Teachers of Early and Middle Childhood understand how elementary (primary and intermediate) students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners. See the Marian College Primary and Intermediate Developmental Standards
Standard 3b	Teachers of Early and Middle Childhood understand and use a variety of teaching strategies that encourage elementary (primary and intermediate) students' development of critical thinking, problem solving, and performance skills. See the Marian College Primary and Intermediate Developmental Standards
Standard 3c	Teachers of Early and Middle Childhood use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. See the Marian College Primary and Intermediate Developmental Standards
Standard 3d	Teachers of Early and Middle Childhood use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary (primary and intermediate) classroom See the Marian College Primary and Intermediate Developmental Standards Standard 4. Assessment
Standard 4	Teachers of Early and Middle Childhood know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary (primary and intermediate) student. See the Marian College Primary and Intermediate Developmental Standards
Standard 5	Teachers of Early and Middle Childhood understand practices and behaviors that identify and develop the competence of a professional career teacher. See the Marian College Primary and Intermediate Developmental Standards

Standard 5a	<p>Teachers of Early and Middle Childhood are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>See the Marian College Primary and Intermediate Developmental Standards</p>
Standard 5b	<p>Teachers of Early and Middle Childhood know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.</p> <p>See the Marian College Primary and Intermediate Developmental Standards</p>
Standard 5c	<p>Teachers of Early and Middle Childhood foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</p> <p>See the Marian College Primary and Intermediate Developmental Standards</p>

Marian College
Education Department
Standards for Teachers of Students with Exceptional Needs
Based on the DPS Content Standards

Standard 1	FOUNDATIONS: Educators of students with exceptional needs understand the field of special education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues.
	Performances
1.P.1	Articulates the benefits, strengths, and constraints of special education services.
1.P.2	Communicates and models a philosophy of special education that embodies advocacy and self-reflection.
1.P.3	Conducts educational and other professional activities in compliance with federal, state and district laws, policies and procedures.
1.P.4	Recognizes the impact of differences in values, customs and language in establishing respectful, productive relationships with students, families, and colleagues.
1.P.5	Accesses professional resources to remain current on state and federal regulations and evidence-based practices regarding special education services and procedures.
	Knowledge
1.K.1	Understands the theories and philosophies that provide the basis for special education.
1.K.2	Understands how factors in the student's environment, such as beliefs, traditions, and values, vary across cultures and affect relationships between and among students, families, schools, and communities.
1.K.3	Understands state and federal regulations, local level policies and procedures, and due process requirements as they relate to assessment, eligibility, and placement of students with exceptional needs.
1.K.4	Knows the rights and responsibilities of parents, students, educators, and other professionals as they relate to students with exceptional needs.
1.K.5	Understands the concepts of free, appropriate, public education (FAPE) and least restrictive environment (LRE).
1.K.6	Understands philosophies, theories, models, definitions, and issues related to the education of individuals requiring mild interventions.
1.K.7	Understands factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals requiring mild interventions.
1.K.8	Understands the purpose of general education intervention.
	Dispositions
1.D.1	Respects the historical and philosophical framework of special education.
1.D.2	Respects diversity among students and families.
1.D.3	Values evidence-based techniques and strategies.
Standard 2	DEVELOPMENT AND CHARACTERISTICS OF LEARNERS: The educator of students with exceptional needs is knowledgeable of human growth and development and uses this knowledge to provide meaningful learning opportunities.
	Performances
2.P.1	uses knowledge of how children develop and learn to provide learning experiences that support the physical, social, emotional, communicative, and cognitive development of all students.

	Knowledge
2.K.1	Understands typical and atypical human growth and development.
2.K.2	Understands variances in developmental progressions and the uniqueness of each individual.
2.K.3	Knows the educational implications of various disabilities, including sensory, cognitive, communication, physical, emotional, and health impairments.
2.K.4	Understands the effects of various medications on cognition, communication and performance.
2.K.5	Understands causes and characteristics of autism spectrum disorders (ASD), emotional disabilities (ED), learning disabilities (LD), mild mental disabilities (MiMD), moderate mental disabilities (MoMD), orthopedic impairments (OI), traumatic brain injuries (TBI), and other health impairments (OHI).
	Dispositions
2.D.1	Respects the unique talents of all learners.
2.D.2	Values using students' strengths as a basis for growth.
Standard 3	INDIVIDUAL LEARNING DIFFERENCES: The educator of students with exceptional needs has an in-depth understanding of the unique characteristics and specialized needs of students and the implications for academic, social, and emotional planning necessary to support continuous skill development and to maximize independence throughout life.
	Performances
3.P.1	Identifies learning styles, motivation styles, strengths and challenges of each student.
3.P.2	Develops relationships with the learner's family to gain awareness of cultural beliefs and values, and to support realistic outcomes.
3.P.3	Utilizes knowledge of individual students to design and implement purposeful, meaningful activities.
3.P.4	Utilizes understanding of the impact of various disabilities on student academic, behavioral and/or social development in planning instruction.
3.P.5	Adapts content and activities to build upon the learner's intellectual, physical, sensory, communication and emotional abilities.
3.P.6	Uses evidence-based practices to support areas of need based on knowledge of individual students' strengths.
3.P.7	Develops significant opportunities to model, rehearse and develop social skills necessary to participate in the community.
3.P.8	Designs individualized educational plans focusing on incremental growth.
3.P.9	Plans for skill development leading to desired, quality adult life options.
3.P.10	Plans for student choice based on learning styles and abilities.
3.P.11	Ensures that materials and activities are meaningful and purposeful to the content and to the learner's identified strengths and needs.
3.P.12	Designs instruction that links new ideas with the learner's prior knowledge and experiences.
3.P.13	Relates levels of support to the needs of the student.
3.P.14	Plans for transitions based on the individual's and family's desired outcomes.
	Knowledge
3.K.1	Knows students as individuals and is aware of the influence of their previous experiences, family, culture, and learning profiles.

3.K.2	Is aware of the communicative, intellectual, physical, and emotional abilities of each student.
3.K.3	Is knowledgeable of family expectations of and for the learner.
3.K.4	Knows evidence-based practices to address the unique learning styles of individuals.
3.K.5	Knows a variety of resources/materials/activities matched to students' learning styles, strengths and needs to enhance skill development.
3.K.6	Knows the potential impact of various disabilities on learning.
3.K.7	Understands that the dispositions and actions of educators affect the learning, behavior and self-esteem of the learner.
3.K.8	Understands the impact of sensory and environmental stimuli on learning.
3.K.9	Knows effective means of supporting transitions across environments.
Dispositions	
3.D.1	Is enthusiastic about each learner's gifts and talents.
3.D.2	Values knowing learners as individuals and appreciates their unique learning styles and strengths.
3.D.3	Values and respects the diversity of students in planning learning activities.
3.D.4	Values and respects the role of students as partners in making choices about their learning.
3.D.5	Values and respects the uniqueness of families and the impact of diverse cultural perspectives on education and disabilities.
3.D.6	Values utilizing a variety of evidence-based techniques in planning for contingencies and transitions.
Standard 4	INSTRUCTIONAL STRATEGIES: The educator of students with exceptional needs possesses a repertoire of evidence-based instructional strategies and knowledge of technology, and selects, adapts, and uses these strategies and technologies to promote positive learning results.
Performances	
4.P.1	Utilizes the academic standards and the general education curriculum as the basis for student instruction.
4.P.2	Selects and utilizes appropriate instructional strategies and assistive technologies to address the strengths and needs of learners.
4.P.3	Teaches students social skills necessary to participate in instructional opportunities.
4.P.4	Effectively implements individualized educational programs including behavioral intervention plans and transition plans.
4.P.5	Teaches and remediates basic skills as identified in the individualized educational programs.
4.P.6	Teaches students to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
4.P.7	Provides accommodations and modifications to facilitate learning at levels appropriate to the intensity of need.
4.P.8	Utilizes resources and technologies from local, regional, state, and federal sources.
4.P.9	Uses strategies to facilitate maintenance and generalization of skills across environments.
4.P.10	Uses scientifically-based, research-supported instructional methods to teach reading, language arts, mathematics, science, and social studies.
4.P.11	Teaches learning strategies, study skills, and test-taking strategies to help students acquire academic content.

4.P.12	Identifies advantages and limitations of mild intervention instructional strategies and practices.
4.P.13	Uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
Knowledge	
4.K.1	Knows the academic standards and general education curriculum appropriate to the grade levels, content areas, and developmental levels of students.
4.K.2	Knows competing theories for teaching reading, language arts, mathematics, science, and social studies.
4.K.3	Knows a variety of instructional strategies, accommodations, modifications, assistive technologies, and resources to support the unique needs of learners.
4.K.4	Knows learning strategies, study skills, and test-taking strategies based on the individualized education program.
4.K.5	Knows resources and techniques to support transitions within school and out of school.
Dispositions	
4.D.1	Believes that all students can learn when given appropriate instructional support.
4.D.2	Values high expectations for all learners.
4.D.3	Values designing and implementing the least intrusive strategies to support student learning.
Standard 5	LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS: The educator of students with exceptional needs is cognizant of the importance of active learning environments and collaboratively designs settings that foster an enriching, nurturing, and safe climate where diversity and risk taking are valued.
Performances	
5.P.1	Creates a safe, equitable, positive and supportive learning environment in which diversity is valued.
5.P.2	Identifies realistic expectations for personal and social behavior in various settings.
5.P.3	Identifies supports needed for inclusion in various settings.
5.P.4	Designs learning environments that encourage active participation in individual and group activities.
5.P.5	Modifies the learning environment to manage behaviors.
5.P.6	Uses performance data and information from all stakeholders to make or suggest modifications in learning environments.
5.P.7	Establishes and maintains rapport with colleagues, students, and families.
5.P.8	Models and teaches self-advocacy skills to increase independence.
5.P.9	Uses effective, varied, and least intensive behavior management strategies consistent with the needs of students.
5.P.10	Designs and manages daily routines.
5.P.11	Organizes, develops, and sustains learning experiences that support positive intercultural and intra-cultural experiences.
5.P.12	Mediates conflicts among students.
5.P.13	Structures, directs, and supports the activities of para-educators, volunteers, and tutors.
5.P.14	Uses universal precautions when caring for the health needs of students.
5.P.15	Plans instruction for one-on-one, small-group, large-group, and co-teaching settings.

	Knowledge
5.K.1	Understands the demands of learning environments.
5.K.2	Understands evidence-based classroom management theories and strategies.
5.K.3	Understands how teacher dispositions and behaviors influence students
5.K.4	Understands the impact of cultural differences on student interactions.
5.K.5	Knows strategies for crisis prevention and intervention.
5.K.6	Knows guidelines for universal precautions.
5.K.7	Knows strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
5.K.8	Understands ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
5.K.9	Is aware of ways of adapting the physical environment to support individual learning needs.
5.K.10	Knows methods for ensuring individual academic success in one-on-one, small-group, large-group, and co-teaching settings.
5.K.11	Know a variety of approaches to designs positive learning environments.
	Dispositions
5.D.1	Appreciates the uniqueness of each learner.
5.D.2	Accepts responsibility for educating the whole child in a positive environment.
5.D.3	Values and respects the diversity of students in planning learning activities.
5.D.4	Values and respects the role of students as partners in making choices about their learning.
5.D.5	Appreciates the value of humor, play, and enjoyment in the learning environment.
Standard 6	COMMUNICATION: The educator of students with exceptional needs understands typical and atypical language development and uses individualized strategies to enhance language development and teach communication skills.
	Performances
6.P.1	Recognizes typical and atypical language development.
6.P.2	Uses a variety of strategies to support and enhance communication skills.
6.P.3	Uses augmentative, alternative, and assistive technologies to support and enhance communication skills.
6.P.4	Uses communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not English.
6.P.5	Supports students in understanding that communication may be interpreted in a variety of ways.
6.P.6	Teaches students strategies for producing effective expressive and written language.
	Knowledge
6.K.1	Understands the developmental nature of communication skills needed for participation in community and educational environments.
6.K.2	Understands the effects of cultural and linguistic differences on growth and development.
6.K.3	Understands how one's own culture and use of language may differ from others, create barriers, or lead to misunderstanding.
6.K.4	Understands the impact of students' communication skills on quality of life.
6.K.5	Is familiar with augmentative, alternative, and assistive technologies to support and enhance communication.

6.K.6	Understands the impact of communication skill deficits on academic and non-academic achievement.
6.K.7	understands typical language development and how that may differ for individuals with autism spectrum disorders (ASD), emotional disabilities (ED), learning disabilities (LD), mild mental disabilities (MiMD), moderate mental disabilities (MoMD), orthopedic impairments (OI), traumatic brain injuries (TBI), and other health impairments (OHI).
	Dispositions
6.D.1	Respects individual differences in communication styles.
6.D.2	Appreciates the impact of one's own communication skills on students' learning.
6.D.3	Is committed to supporting students in their use of low- and high-tech communication devices and strategies.
Standard 7	INSTRUCTIONAL PLANNING: The educator of students with exceptional needs understands that individualized planning is at the center of special education practice.
	Performances
7.P.1	Develops individualized educational plans including goals, objectives, and benchmarks based on learners' abilities, needs, prior knowledge, cultural background, and curriculum standards.
7.P.2	Writes goals which are observable and measurable.
7.P.3	Prepares appropriate lesson plans informed by learners' abilities and needs, curriculum standards, learning theory, and evidence-based best practice.
7.P.4	Plans for appropriate adaptations of curriculum, instruction, and assessment to address learners' intellectual, physical, and emotional abilities.
7.P.5	Utilizes knowledge of community and school resources in designing relevant learning opportunities which transfer to the individual learner's current and future life.
7.P.6	Utilizes knowledge of learners' families to support realistic expectations of students.
7.P.7	Creates activities that enable students to develop intellectual curiosity and become problem solvers and lifelong learners.
7.P.8	Adjusts instructional plans based on results of continuous assessment.
7.P.9	Plans with colleagues and families for successful transitions for learners.
7.P.10	Plans for the effective use of support personnel to promote student learning and well-being.
7.P.11	Uses functional behavioral assessments to develop behavioral intervention plans.
7.P.12	plans for the transfer of skills from educational to real-life settings.
7.P.13	Selects and designs technology, materials, and resources to meet student needs.
7.P.14	Integrates academic instruction, affective education and behavior management.
7.P.15	Provides instruction on the use of alternative and augmentative communication.
7.P.16	Develops strategies for teaching students to self-manage health-related conditions.
	Knowledge
7.K.1	Knows learning theories and evidence-based best practices that form the basis of curriculum development and instruction for learners with typical and exceptional needs.
7.K.2	Understands the legal requirements, policies and procedures for completing appropriate Individualized Educational Plans.
7.K.3	Is familiar with state academic standards for students.

7.K.4	Understands the importance of prior knowledge, cultural background, family expectations, and learning styles when planning for individual students.
7.K.5	Knows the roles and responsibilities of support personnel related to instruction.
7.K.6	Understands the transition planning process.
7.K.7	Is aware of appropriate interventions and services for students with autism spectrum disorders (ASD), emotional disabilities (ED), learning disabilities (LD), mild mental disabilities (MiMD), moderate mental disabilities (MoMD), orthopedic impairments (OI), traumatic brain injuries (TBI), and other health impairments (OHI).
Dispositions	
7.D.1	Believes that effective planning is essential to providing appropriate instruction.
7.D.2	Values the availability of the full continuum of placement options based on the student's communication needs.
Standard 8	ASSESSMENT: The educator of students with exceptional needs is competent in selecting, administering, and interpreting a variety of formal and informal assessment tools and utilizes this information to design, implement, and evaluate instruction and to guide students in self-assessment.
Performances	
8.P.1	Engages in ongoing assessment by administering formal and informal assessment procedures appropriately.
8.P.2	Interprets and applies information obtained from both formal and informal assessment.
8.P.3	Uses a variety of data collection tools and techniques specific to student needs to complete a functional behavioral assessment.
8.P.4	Utilizes functional behavioral assessments to design positive behavioral interventions and supports.
8.P.5	Collaborates effectively with all parties involved in the assessment process.
8.P.6	Communicates assessment results effectively to all involved parties.
8.P.7	Collects and maintains accurate assessment data.
8.P.8	Prepares students and family members to be effective participants in the assessment process.
8.P.9	Assesses the use of technology, materials, and resources appropriate to the abilities, desires and anticipated outcomes of the individual.
8.P.10	Teaches students to utilize assessment data and self-assessments to become more effective learners.
8.P.11	Implements recommended and permissible accommodations and modifications in individual and group assessment.
8.P.12	Selects, adapts and uses assessment tools and methods to address the abilities and needs of the student.
Knowledge	
8.K.1	Knows basic terminology used in assessment.
8.K.2	Knows the legal process and ethical obligations related to the assessment process.
8.K.3	Understands the basic concepts of measurement.
8.K.4	Is familiar with a variety of instruments and procedures used to assess students' abilities, attitudes, interests, and performance.
8.K.5	Understands the rationale for and processes involved in completing an functional behavioral assessment.
8.K.6	Recognizes the limitations of assessment instruments.
8.K.7	Knows screening, pre-referral, referral, and classification procedures.
8.K.8	Knows that the purpose of ongoing assessment is to inform teaching.

8.K.9	Recognizes how environmental conditions impact the assessment process.
8.K.10	Knows recommended and permissible assessment accommodations and modifications in individual and group assessment.
8.K.11	Understands the issues involved in identifying students with exceptional needs including the needs of individuals and families from culturally and/or linguistically diverse backgrounds.
8.K.12	Knows eligibility requirements for student participation in state mandated assessment.
Dispositions	
8.D.1	Respects the legal provisions and guidelines involved in student assessment.
8.D.2	Values the rights and involvement of students and parents in the assessment process.
8.D.3	Values accuracy and timeliness in selecting, administering, interpreting, and reporting results of assessment.
8.D.4	Values the confidentiality of assessment information.
8.D.5	Respects the input from related service personnel, para-educators, and other school staff in the assessment process.
Standard 9	PROFESSIONAL AND ETHICAL PRACTICE: The educator of students with exceptional needs understands reflective and ethical practices and the importance of ongoing professional development to promote student growth.
Performances	
9.P.1	Complies with the Council for Exceptional Children (CEC) Code of Ethics and other professional codes of practice.
9.P.2	Upholds high standards of competence and integrity and exercises sound judgment in the practice of the profession.
9.P.3	Acts ethically in advocating for appropriate services.
9.P.4	Conducts professional activities in compliance with applicable laws and policies.
9.P.5	Demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of students and families.
9.P.6	Practices within one's skill limit and obtains information or assistance as needed.
9.P.7	Reflects on one's practice to improve instruction and guide professional growth.
9.P.8	Participates in professional activities and organizations that benefit individuals with exceptional needs, their families, and one's colleagues.
9.P.9	Engages in and promotes colleagues' participation in research and incorporates this research into daily practice.
9.P.10	Uses available and innovative resources and technologies to enhance personal productivity and efficiency.
9.P.11	Utilizes methods to remain current regarding evidence-based practices.
9.P.12	Maintains student, familial, and collegial confidentiality.
Knowledge	
9.K.1	Understands how personal cultural biases and differences affect one's teaching and learning.
9.K.2	Is aware of professional organizations relevant to practice.
9.K.3	Is aware of the Division of Professional Standards professional growth plan process and implications for lifelong learning.
9.K.4	Understands that the needs and well-being of the student drive all decision making.
9.K.5	Knows evidence-based instructional practices.

9.K.6	Is familiar with specific services, networks, organizations, and publications for individuals with autism spectrum disorders (ASD), emotional disabilities (ED), learning disabilities (LD), mild mental disabilities (MiMD), moderate mental disabilities (MoMD), orthopedic impairments (OI), traumatic brain injuries (TBI), and other health impairments (OHI).
Dispositions	
9.D.1	Believes that effective self-assessment and reflection on daily practice form the basis for decisions about programs and instructional strategies.
9.D.2	Values the importance of research in improving the practice of teaching.
9.D.3	Believes that professional growth is the practitioner's responsibility.
9.D.4	Respects the legal and ethical issues regarding confidentiality.
9.D.5	Appreciates the effect of personal assumptions, values, and beliefs on teaching practice.
9.D.6	Embodies the characteristics of a competent, caring, and qualified educator.
9.D.7	Is committed to developing best practices that promote desired quality-of-life outcomes for students.
Standard 10	COLLABORATION: The educator of students with exceptional needs collaborates with families, colleagues, related service providers, and community members in culturally responsive ways to support students' learning.
Performances	
10.P.1	Communicates effectively in verbal, non-verbal, and written modes.
10.P.2	Initiates, establishes and supports direct, on-going relationships with parents.
10.P.3	Collaborates with families to define expectations and establish goals and quality life outcomes.
10.P.4	Establishes plans for regular, meaningful communication between home and school.
10.P.5	Establishes purposeful, on-going communication with other teachers and related service personnel to coordinate services.
10.P.6	Participates in multidisciplinary teams to provide integrated services.
10.P.7	Ensures that all parties are informed of goals, outcomes, behavior plans, changes in status or medications, conferences/meetings, and other related issues.
10.P.8	Identifies community agencies that offer quality services to individuals with exceptional needs.
10.P.9	Plans and collaborates with community agencies, families and professionals to facilitate smooth transitions.
10.P.10	Supports families in meeting timelines, understanding processes and advocating for needed services from community agencies.
10.P.11	Uses conflict resolution, negotiation, and problem solving to enhance collaboration.
10.P.12	Collaborates, advocates for and facilitates the implementation of appropriate curricular adaptations.
10.P.13	Seeks out innovative resources and technologies from local, regional, state, and federal sources to support the needs of students and families.
10.P.14	Uses available and innovative resources and technologies to enhance personal productivity and efficiency.
10.P.15	Selects, plans, and coordinates activities of paraprofessionals and all other support personnel involved in implementation of students' individualized education program.
10.P.16	Collaborates with parents to implement behavior management and instructional programs.

10.P.17	Collaborates with families to utilize similar behavior management techniques, establish routines, and maintain expectations across environments.
	Knowledge
10.K.1	Knows the elements of effective communication.
10.K.2	Understands various models of collaborative teaching.
10.K.3	Knows how to develop and implement individualized educational program as part of a collaborative team.
10.K.4	Is aware of a wide variety of community resources and knows how to access services to support student needs.
10.K.5	Is aware of the programs and services available in school and community environment.
10.K.6	Knows how to make appropriate referrals for services provided by school districts, and community and state agencies.
10.K.7	Is familiar with parent education programs and resources.
10.K.8	Knows the roles and responsibilities of professional groups and referral agencies in identifying, assessing, and providing services to students.
	Dispositions
10.D.1	Values collaborative relationships.
10.D.2	Respects the dignity and privacy of students and families.
10.D.3	Values parents as full partners in educational planning.
10.D.4	Values the role of stakeholders in the design, implementation and review of individualized educational plans.
10.D.5	Respects the constraints of community agencies.
10.D.6	Is receptive to new ideas that enhance student learning.

Marian College
Education Department
Middle School Teaching Standards
Based on the DPS Early Adolescent Generalist Standards

Standard 1	<p>Young Adolescent Development: The early adolescence generalist understands the range of developmental characteristics of early adolescence within social, cultural, and societal contexts and uses this knowledge to facilitate student learning</p> <p><i>The graduate:</i></p>
1.1	Creates learning opportunities that are appropriate and challenging for all young adolescents
1.2	Creates positive classroom environments where developmental differences are respected and supported and where individual potential is encouraged
1.3	Adapts curriculum, instruction, resources, and assessment to provide for the range of differences in young adolescents
1.4	Understands the major concepts, principles, theories, and research of young adolescent development (physical, social, emotional, cognitive, and moral)
1.5	Understands the range of individual differences which exists in young adolescents and the influence of this range on young adolescent behaviors and learning
1.6	Knows how to develop learning activities that take into consideration the range in developmental characteristics of young adolescents
1.7	Understands the social, cultural, and societal context in which young adolescents develop
1.8	Appreciates the natural life progression of which early adolescence is a part
1.9	Is positive, enthusiastic, and committed to students in this developmental period
1.10	Respects and appreciates the range of individual developmental differences
1.11	Holds high expectations that are realistic for individual students' behavior and learning
Standard 2	<p>Healthy Development of Young Adolescents: The early adolescence generalist demonstrates an understanding of the risk behaviors of young adolescents and the changes in family setting and society that affect their development by establishing a learning environment that promotes positive, productive, healthy development</p> <p><i>The graduate:</i></p>
2.1	Creates opportunities for young adolescents to make decisions, create personal goals, and identify their place within the context of the larger society
2.2	Engages students in activities related to their interpersonal, community, and societal responsibilities
2.3	Creates a supportive classroom environment for discussion of issues of healthy development
2.4	Utilizes school and community resources to support the healthy intellectual, social, and personal development of young adolescents
2.5	Understands issues of young adolescent health and sexuality
2.6	Recognizes potential risk behaviors that impact the healthy development of

	young adolescents
2.7	Is aware of changes in society that may put young adolescents at risk
2.8	Understands the range of family structures and the role the family plays in a young adolescent's healthy development
2.9	Is aware of school and community resources which can support the healthy intellectual, social, and personal development of young adolescents
2.10	Is enthusiastic about being a positive role model, coach, and mentor for young adolescents
2.11	Is attentive to indications of challenges or difficulties that may affect healthy development
2.12	Takes responsibility for establishing a caring environment that supports the healthy development of young adolescents
2.13	Is committed to working with families and other adults to promote healthy development of young adolescents
Standard 3	Middle School Philosophy and School Organization: The early adolescence generalist understands the philosophical foundations of developmentally responsive middle schools and the unique school organization these schools employ and can work successfully within these organizational features <i>The graduate:</i>
3.1	Cooperates with other teachers to schedule instructional time effectively, matching learning priorities with the blocks of time necessary for student mastery
3.2	Teams with colleagues to discuss students' needs and to develop units and programs which address the developmental needs of young adolescents
3.3	Creates interdisciplinary learning experiences that allow students to link knowledge, skills, and methods of inquiry from several subject areas
3.4	Serves in an advisory capacity to young adolescents, advocates healthy development of students, and makes appropriate referrals to professionals within the school and community
3.5	Designs and implements exploratory activities to engage students in a variety of learning experiences
3.6	Provides orientation to students in transition from an elementary school, from another middle grades school, or to a secondary school
3.7	Understands and articulates the underpinning rationale and characteristic features of middle grades schools which are organized according to the needs of young adolescents
3.8	Is knowledgeable of the various historical models of schooling for young adolescents, including the advantages and disadvantages of each
3.9	Identifies the best practices for schooling young adolescents in a variety of middle grades settings
3.10	Is committed to the application of sound middle grades' practices
3.11	Is committed to the creation of programs responsive to the needs of young adolescents
Standard 4	Middle School Curriculum: The early adolescence generalist understands and can implement the established middle school curriculum <i>The graduate:</i>
4.1	Implements the middle school curriculum for which he or she is responsible

4.2	Integrates current knowledge and skills from multiple subject areas and includes literacy and critical thinking skills in designing the curriculum
4.3	Plans curriculum activities that address varied intelligences, learning styles, and modes of expression
4.4	Incorporates learners' ideas, interests, and questions into a curriculum which expands students' views of the world
4.5	Develops curriculum that encourages students to observe, question, and interpret ideas from diverse perspectives
4.6	Develops assessment strategies as a part of curriculum planning
4.7	Possesses both a breadth and depth of content area knowledge for which s/he is responsible
4.8	Knows how to incorporate literacy (reading, writing, listening, speaking, and critical thinking) skills into the subject area(s) being taught
4.9	Understands the interdisciplinary nature of knowledge, and knows how to make connections among subject areas
4.10	Recognizes different models for organizing curriculum
4.11	Understands how to use assessment as a part of curriculum planning
4.12	Values the ever-changing nature of subject knowledge and the need to revise curriculum
4.13	Realizes the importance of connecting curriculum to students' experiences
4.14	Realizes the need for being knowledgeable and current in the curriculum areas being taught and assessed
4.15	Is committed to an interdisciplinary curriculum that accommodates and supports all students' learning
Standard 5	Middle School Instruction: The early adolescence generalist understands the breadth of instructional options available to the middle school teacher and the research base that underlies these options and employs a variety of instructional strategies which are developmentally appropriate for the varying learning abilities and styles of young adolescents <i>The graduate:</i>
5.1	Uses a variety of instructional strategies and resources that are motivational and appropriate for young adolescents
5.2	Uses a variety of formal and informal assessment techniques to evaluate the progress of students and to modify teaching and learning strategies
5.3	Creates learning experiences that encourage exploration and problem solving so that the learner is actively engaged in applying ideas
5.4	Plans effective instruction individually and in cooperation with colleagues
5.5	Participates in professional development activities to be current in her/his practice
5.6	Establishes a positive learning climate in the classroom and works to maintain such a climate through a classroom management plan
5.7	Understands the principles of instruction and assessment as well as the research behind these principles
5.8	Knows how to use different assessment methods to evaluate instruction
5.9	Knows how to vary instruction and assessment to motivate and meet the needs of students
5.10	Knows how to facilitate and motivate learning through the use of a wide variety of materials and resources

5.11	Understands effective classroom management techniques for young adolescents
5.12	Values both long- and short-term planning as an individual and as a member of a team
5.13	Values the use of ongoing and varied assessment strategies and realizes the importance of basing instruction, materials, and methods on assessment data
5.14	Believes that plans must be adjustable, revisable, flexible, and based upon student needs and changing circumstances
5.15	Believes classroom practice must be current, knowledge-based, and supported by research
5.16	Values a classroom environment which promotes the understanding that all students can learn
Standard 6	Family Involvement: The early adolescence generalist has a thorough understanding of the role of the family in a student's educational development and is able to use this knowledge to assist and support both young adolescents and their families in the young adolescent's education <i>The graduate:</i>
6.1	Connects instruction to the students' experiences, bringing multiple perspectives to classroom discussions
6.2	Takes into account unique family needs that affect student learning
6.3	Establishes and sustains mutually respectful and productive relationships with parents in order to promote student learning and well-being
6.4	Understands the diversity and uniqueness of families
6.5	Understands how students' learning is influenced by prior learning, differing experiences, cultural background, and unique family make-up
6.6	Understands the need for involving the family in the students' learning
6.7	Understands the challenges that families may encounter in contemporary society and is knowledgeable of support services/networks in the school or community that can assist families
6.8	Knows how to communicate with parents to gain support for student learning and well-being
6.9	Respects students and their families and realizes the importance of privacy and confidentiality of information
6.10	Values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents, and interests of students
6.11	Realizes the importance of communicating the needs and accomplishments of the student with the families
6.12	Is willing to provide or seek support for both students and families
Standard 7	Community Involvement: The early adolescence generalist understands the importance of the community in the education of the young adolescent and can work cooperatively with resource persons and community groups to promote student learning <i>The graduate:</i>
7.1	Identifies and uses community resources to foster student learning
7.2	Acts as an advocate for students in the larger community, as well as in school
7.3	Participates in activities designed to enhance educational experiences beyond the school walls

7.4	Encourages student participation in activities designed to enhance educational experiences beyond the school walls
7.5	Establishes respectful and productive relationships and partnerships to support students' learning and well-being
7.6	Understands middle level schools as organizations within the larger community context and the relationships between other organizations and the school corporation
7.7	Is familiar with the different kinds of resources available within a community to support the schooling of its students
7.8	Understands how opportunities in the students' community environment may influence students' lives and learning
7.9	Knows what information concerning students may be shared with community members and keeps it separate from private confidential information
7.10	Understands the importance of following school corporation policy, administrative guidelines, and protocol regarding interagency partnerships and collaborates
7.11	Recognizes and acknowledges the importance of all aspects of a child's experience
7.12	Is willing to consult with other adults and professionals regarding the education and well-being of students
7.13	Respects the privacy of students and confidentiality of information
Standard 8	Teacher Roles: The early adolescence generalist understands and performs the complex role of the teacher of young adolescents within the context of young adolescent development, middle school curriculum, instruction, and school organization <i>The graduate:</i>
8.1	Models positive attitudes and appropriate behaviors for the young adolescent
8.2	Serves as an advisor to a small number of young adolescents
8.3	Acts as an advocate and mentor for young adolescents
8.4	Works as a member of a team on an ongoing basis
8.5	Engages in and supports appropriate professional practices for self and colleagues
8.6	Understands the role of the teacher within the total middle school concept
8.7	Recognizes the importance of her/his influence on young adolescents
8.8	Recognizes her/his responsibility for upholding high professional standards
8.9	Understands her/his responsibility to the community
8.10	Values and models learning as a lifelong process
8.11	Is committed to seeking out, developing, and continually refining practices that address the individual needs of young adolescent learners
8.12	Perceives her/himself as a member of a larger learning community
8.13	Believes that professional responsibilities extend beyond the classroom
8.14	Believes that the profession must maintain high standards for all teachers
8.15	Is committed to the development of thoughtful, ethical, democratic citizens

Standard 9	Collaborative Behavior: The early adolescence generalist understands the importance of collaboration with colleagues, families, resource persons, and community groups, and collaborates to improve schools for young adolescents <i>The graduate:</i>
9.1	Collaborates with colleagues and other professionals to reflect on best practices, problem solving, and new ideas to improve education
9.2	Teams with colleagues to develop interdisciplinary curriculum and instruction
9.3	Participates in team and school activities designed to create a positive and productive learning environment
9.4	Collaborates with community groups and other resource persons to promote education and achieve common goals for young adolescents
9.5	Knows how to collaborate with others in planning curriculum and instruction
9.6	Knows how to collaborate with others in designing a positive learning environment
9.7	Knows how to collaborate with others to address student difficulties
9.8	Knows how to collaborate with community groups to help promote education
9.9	Is committed to collaborating with colleagues to improve professional practice
9.10	Values and appreciates the importance of all staff members
9.11	Is committed to teaming to develop curriculum goals, create interdisciplinary themes, and promote student progress
9.12	Is committed to working with families, resource persons, and community groups to improve the overall learning environment for students

Marian College
Education Department
High School Teaching Standards
Based on the INTASC and DPS Adolescent/Young Adult Developmental Standards

Standard 1	The teacher understands the central concepts, tools of inquiry, and structure of the discipline and can create learning experiences that make these aspects of subject matter meaningful for students <i>The graduate:</i>
1.1	Knows what is expected of K-12 students based on Indiana content area proficiencies
1.2	Connects the subject to personal experiences and future life of students
1.3	Is a critical thinker regarding contemporary issues in the subject area
1.4	Demonstrates passion for the subject and conveys this to students
1.5	Is engaged in the work of the discipline itself through reading, writing, problem-solving, and hypothesizing
1.6	Recognizes the interdisciplinary nature of knowledge
1.7	Knows how to find and select materials which are developmentally appropriate for adolescents and uses these materials in proper decision-making and problem-solving
1.8	Knows the textbooks or trade books they teach with
1.9	Uses diverse and appropriate resources for teaching
Standard 2	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development <i>The graduate:</i>
2.1	Knows the key theories of development and learning
2.2	Understands and applies brain schema theory
2.3	Knows the physical timetables for males and females
Standard 3	The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners <i>The graduate:</i>
3.1	Knows adolescent development
3.2	Knows learning styles theory and multiple intelligences theory
3.3	Recognizes student needs and appropriately utilizes resources and networks of support personnel
3.4	Knows the characteristics of students with special needs, what special service providers are available and what their roles are in schools and classrooms
3.5	Understands the basics of school law as it pertains to students with special needs, and what and how an individual education plan (IEP) is developed and implemented
3.6	Values the professionalism of service providers and seeks opportunities to help all students
3.7	Knows how to gather data and assess situations, making modifications for students as needed

3.8	Recognizes and accepts differences in students, classes, schools and neighborhoods
3.9	Understands ethnic, language, and cultural differences in school settings
3.10	Recognizes her/his own biases, recognizes ethnocentricity, and works to help students understand and respect each other
3.11	Recognizes the ways that bias enters a classroom
3.12	Applies the Franciscan value of dignity of the individual
Standard 4	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills
	<i>The graduate:</i>
4.1	Articulates the appropriateness of teaching strategies for students
4.2	Develops alternative strategies for students who are not learning
4.3	Understands the influence of development on the choice of instructional strategy
4.4	Knows how to locate and use software in their discipline
4.5	Has developed a repertoire of strategies and has the ability to adapt instruction
4.6	Demonstrates she/he has high expectations for all students she/he teaches
4.7	Modifies curriculum, develops behavior contracts, and creates specialized plans
4.8	Can explain classroom decisions using a theoretical base
4.9	Uses student experiences and abilities to support individual learning
4.10	Prompts thoughtful writing and reading by students
4.11	Establishes learning opportunities like inquiry projects, learning centers, service learning, and research projects
4.12	Is able to adjust the classroom atmosphere to support problem-solving through small-group activities and long-term projects
Standard 5	The teacher uses understanding of individual and group motivation and behavior to create a positive learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
	<i>The graduate:</i>
5.1	Is able to create a safe, positive classroom
5.2	Encourages student interaction that fosters respect for self and others
5.3	Knows how to establish classroom procedures and routines
5.4	Facilitates effective student groups
5.5	Knows how to provide students with responsible choices and encourages student decision-making
5.6	Helps students set goals and manage time
5.7	Knows how to establish guidelines and frameworks that help all students to direct their own learning in purposeful ways
5.8	Respects students' views and ideas, valuing openness to critical discussion of important topics
5.9	Helps students understand others' views

Standard 6	The teacher uses knowledge of verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom <i>The graduate:</i>
6.1	Speaks clearly, listens carefully and attentively to both content and tone of student speech, recognizes body language, and responds appropriately
6.2	Knows effective communication techniques
6.3	Knows how to be consistent with students
6.4	Is aware of how technology and media aid in student learning
6.5	Can use effective technology to support learning
6.6	Uses a range of technology including video, audio, and electronic
6.7	Is able to use technology for their own learning and preparation for teaching, uses it for record-keeping and expects students to use it
6.8	Knows how to use materials to expand students' knowledge and enhance their communication skills
6.9	Is aware of ethnic diversity in language
6.10	Is aware of differences in spoken and written communication
6.11	Is aware of how context affects communication
Standard 7	The teacher plans instruction based upon knowledge of subject matter, student, community, and curriculum goals <i>The graduate:</i>
7.1	Knows the Indiana 9-12 proficiencies in her/his content area
7.2	Knows the community in which she/he teaches
7.3	Values the life experiences students bring to class
Standard 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 <i>The graduate:</i>
8.1	Knows how to develop appropriate tests for students
8.2	Knows how to use alternative assessment strategies and encourages student self-assessment
8.3	Knows how to articulate progress to parents
8.4	Has a range of assessment strategies
8.5	Can develop an appropriate grading policy
Standard 9	The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others and who actively seeks opportunities to grow professionally <i>The graduate:</i>
9.1	Is able to analyze performance accurately and make changes
9.2	Demonstrates commitment to self-improvement
9.3	Is aware of professional organizations and teaching resources

Standard 10	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being <i>The graduate:</i>
10.1	Respects colleagues' views and ideas
10.2	Has identified key communication strategies for parent/family engagement
10.3	Communicates truth and respect for students, parents, colleagues
10.4	Knows school policies
10.5	Knows the community in which he/she teaches
10.6	Collaborates with students, colleagues, parents and families, and community agencies to ensure student learning
10.7	Supports IEPs
Standard 11	The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches <i>The graduate:</i>
11.1	Serves as a model who values learning
11.2	Ensures that ALL students are well-served in her/his class
11.3	Creates a safe environment for adolescents
11.4	Respects all families
11.5	Helps students learn peaceful conflict resolution
11.6	Uses the Franciscan values as the basis for decision-making and problem-solving

**Marian College
Department of Education
Teacher Candidate Lesson Planning Template**

FORM A

Date/ Time		
Subject		
Objective(s)		
Standards		
Differentiation		
Assessment		
Materials		
Introduction		
Modeling		
Guided Practice		
Independent Practice		
Closure		
Reflection		

Marian College
School of Education
Student Teacher Observation Form

Student Teacher _____ School _____ Date _____
Grade level/ Subject Area _____

Observation Time _____ to _____ Observer _____

Please comment on the student's performance in the four domains. Comments should describe observable behavior and offer suggestions

Preparation and Planning

Materials prepared
Coherence in lesson
Appropriate content

Instruction

Clear communication
Questioning and discussion techniques
Active learning
Feedback to students
Flexibility and responsiveness
Variety in approach

Learning Environment

Positive classroom environment
Classroom procedures
Student behavior management
Positive teacher tone
Flexibility and responsiveness
Franciscan values

Professionalism

Appearance
Documentation in Notebook/Plan book
Reflection on teaching

Guidelines

Preparation and Planning

Program Principle 1, 2, 7

The teacher knows the content of the lesson well, can explain it in more than one way, answers questions clearly. The teacher has prepared materials appropriately for the age, ability, and interests of the children. The lesson has internal logic to it.

Instruction

Program Principle 3, 4, 6, 7, 8

The teacher uses a variety of strategies that foster critical thinking, problem solving, and performance skills. The teacher appeals to a variety of learning styles, adapts instruction, provides transition between activities, connects activities for students, models good listening skills and clear communication to students, provides appropriate feedback to students. The teacher paces the lesson. The teacher provides clear instructions for assignments. The teacher uses media/technology for teaching. The teacher provides instruction reflective of curricular expectations for the school, grade level, and/or course.

Learning Environment

Program Principle 5, 6, 11

The teacher uses group and individual motivation techniques, models a positive and supportive tone of voice, manages the physical classroom, attends to student disruption appropriately. The teacher encourages self-reflection, analysis, rethinking of ideas. The teacher models fairness and equity for students. The teacher demonstrates respect for students and their work. The teacher sets clear expectations.

Professionalism

Program Principle 9,10

The teacher demonstrates reflective analysis in the student teaching notebook -- the ability to discuss what he/she has learned, strengths and weaknesses. The teacher encourages critique and interaction with the cooperating teacher/college supervisor. The student teacher maintains documentation of teaching and interactions with parents/families.

**Marian College
School of Education
MID-TERM EVALUATION**

Student Teacher: _____
College Supervisor/Supervising Teacher (circle one): _____
Date: _____

Please write a narrative which describes/discusses the student teacher's strengths and areas that may be challenging or which may need improvement. Please address all four areas.

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

MARIAN COLLEGE
School of Education

Final Evaluation for Student Teachers

There are four evaluations for this purpose, each evaluating a specific placement: Elementary Education, Exceptional Needs, Middle School and High School. ***It is imperative that the appropriate evaluation be completed based on the teacher candidate's placement.*** These documents can be found on-line at the following addresses:

Elementary: http://education.marian.edu/dev/evaluations/eled_evaluation.asp

Exceptional Needs: http://education.marian.edu/dev/evaluations/sped_evaluation.asp

Middle School: http://education.marian.edu/dev/evaluations/mslp_evaluation.asp

High School: http://education.marian.edu/dev/evaluations/hslp_evaluation.asp

****Please make sure that you print a copy of the form to bring to your three-way conference after submitting it to the college.**

If you have any questions concerning these forms, please call Christine Squier at 955-6093.

Marian College

SCHOOL OF EDUCATION

Student Teaching Portfolio

Guidelines

**Marian College
3200 Cold Spring Road
Indianapolis, IN 46222**

Student Teaching Portfolio

Guidelines for Completion

Introduction

The purpose of completing this portfolio is to demonstrate your understanding of the teaching-learning process in how you work with students. The School of Education considers this portfolio one part of your final exhibition to qualify for an Indiana teaching license. This portfolio process has been designed to aspects of your ability as a beginning teacher. The department seeks evidence from you regarding what you can do in the classroom. It asks for evidence of lesson planning, student work and assessment, teaching, and self-analysis. This information can be collected from one lesson or across multiple lessons. The portfolio asks you to link your planning with your practice and calls upon your reasoning and judgment to link the success of the learner to your instructional practice.

This process is also designed to provide practice in completing a teaching portfolio as required by the Division of Professional Standards (DPS) in the second year of teaching. All beginning teachers in Indiana must complete the Beginning Teacher Assessment Program in order to receive the proficient practitioner license at the end of the second year of teaching.

Evaluation of this portfolio is based on the 11 Program Principles of the Education Department. These principles derive from the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Marian College Franciscan sponsorship values.

Getting Started

- Talk with your cooperating teacher to remind him/her that you will need to work on it during student teaching.
- Choose one class, if a secondary licensing student teacher.
- Determine what part of curriculum development and instruction you will have under your control and use as the basis for your documentation.
- You must discuss student work, showing how you gave an assignment, supported students in completing it, evaluated it, and gave students feedback. Identify two students from your class to highlight in your portfolio as evidence of your ability to do this. The students should contrast academically.
- Make sure that you have permission of the students' parents for videotaping in the classroom. The department would like you to complete the videotaping part of the portfolio by the end of the first six weeks of student teaching. Practice with the videotaping ahead of time.

Consequences of No Completion

Student teachers must complete this portfolio by the designated deadline in order to be recommended for licensure by the Education Department. Each portfolio will be reviewed by one faculty member and one teacher from the discipline in which you are student teaching, independently of each other. Candidates that fail to meet the minimum standard in each category will be counseled regarding additional completion expectations.

Formatting

Please submit the portfolio in a binder. Type all commentaries. Double-space. Do not put pages in plastic sheets. Place the videotape (labeled) in a plastic pocket or some other material that can be placed securely in the binder. PORTFOLIOS WILL NOT BE RETURNED.

Overview of Portfolio Contents

Task	What to do	What to submit
Describe lesson	Gather relevant information about students in the class Describe students' expected learning Complete comprehensive planning (Instructional planning guide) Keep learning log to reflect classroom instruction Practice videotaping	Class profile Introduction to the Portfolio: <i>Statement of Expectations</i> Rationale for curriculum choice Instructional planning guide Daily log(s) Videotape of 20-minute portion of the lesson Commentary on the videotape
Describe accompanying assignment	Provide relevant information about nature of the assignment Describe expectations for assignment Clarify criteria for evaluation	Copy of the assignment or task The rubric used to assess student learning Rationale for assignment Videotape and commentary
Evaluate students' learning	Collect work by two students Develop profile of each student Describe background of the assessment Analyze the link between instruction and student performance	Copy of the assignment or task Profile of each student Collection of two students' work Reflective commentary
Show professional growth	Keep logs on resources, use of technology, and parent and family interactions Maintain data base of clinical site experiences	Logs List of clinical site experiences Reflective commentary

Key Evaluation Elements

1. *Beginning teacher demonstrates accurate knowledge of core material.*
2. *Beginning teacher uses knowledge about students' background and cognitive development to inform instructional choice and materials.*
3. *Beginning teacher connects and organizes content around a focus.*
4. *Beginning teacher focuses assessment on critical elements and provides insight into student understanding.*
5. *Beginning teacher uses assessment results to inform planning.*
6. *Beginning teacher provides focused feedback to students.*
7. *Beginning teacher addresses essential aspects of student learning in commentary.*
8. *Beginning teacher connects assessment with instructional goals.*

9. *Beginning teacher uses assessment criteria appropriate to the task or purpose.*
10. *Beginning teacher addresses critical aspects of student learning based on accurate knowledge of students.*
11. *Beginning teacher provides feedback to students to promote their learning.*
12. *Beginning teacher provides logs and explanation to demonstrate professional growth.*

Evaluation Categories

Category 1: Connections

How well the beginning teacher aligns goals, instruction and assessment;
How focused the beginning teacher is on problem-solving and higher order thinking;
How well the assignment logically follows from stated goals;
How well the beginning teacher develops a rubric that links with learning goals;
How consistently the beginning teacher uses the rubric to evaluate student work.

Category 2: Learner-Centeredness

How well the beginning teacher addresses students' abilities and interests;
How well the beginning teacher addresses students' developmental characteristics;
How well the beginning teacher structures/scaffolds the lesson to address student needs;
How well the beginning teacher differentiates instruction;
How appropriately the beginning teacher provides feedback to the students about their work.

Category 3: Subject Knowledge (Elementary licensing students should address the appropriate content standards for the lesson they are documenting; secondary licensing students should address the appropriate content standards for their discipline)

How well the beginning teacher demonstrates content needed for the developmental learning level;
How well the beginning teacher designs authentic and meaningful work for students;
How well the beginning teacher uses supplemental information for the lesson/assignment.

Category 4: Professional Presentation

How well the beginning teacher addresses all components in the portfolio;
How well the beginning teacher reflects on teaching and learning in the commentaries;
How well the beginning teacher meets standards language conventions and editing expectations;
How well the beginning teacher provides documentation of resources, technology, and experiences with parents.

Table of Contents

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Section 3: Analyzing My Professional Growth	
3.1 Logs and Reflections.....	p.
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Preparing each section

Label each section with the headings implied by the descriptions (“Information about...”, “Commentary on...”, “Learning Experience Record,” “Self-Evaluation,” etc.). Consecutively number the pages.

Make good choices for each part of the portfolio. What you select to demonstrate will tell the department a great deal about your teaching. You will need to choose the content to study, the students to highlight, the student work samples, and the video segment to share.

- **Content to study:** *Begin by looking at the content standards for your discipline or the subject area being highlighted in your portfolio. It is important that you focus on curriculum and instruction that goes beyond rote work.*
- **Students to highlight:** *Student work will show how your teaching strategies work. Identify students with differing levels of achievement.*
- **Student work samples:** *The student work must be directly connected to your stated learning objectives and the lesson that you planned. Keep the learning objectives in mind when planning the assessment tool (rubric) to measure student performance. Select one assessment piece that clearly demonstrates a link between learning objectives and assessment criteria. Select one other piece for each student that demonstrates how you differentiate instruction to address student differences.*
- **Video segment:** *Select a 20-minute segment of your teaching that represents how you facilitate learning in the classroom. Do not include a segment that shows you explaining the assignment, but one that shows you interacting with the whole class or a group of students.*

Section 1: My Teaching Situation

Purpose: to provide background on how you helped one group of students engage in learning about a topic in a subject area or teaching level.

Complete four parts:

1. Information about the school.
 - a. Write a context statement.
 - b. It should include descriptive and demographic information about the school where you student taught
2. Class profile
 - a. What are the characteristics of your class? How many are in the class? What are the demographics?
 - b. Who are your students and what are their needs?
3. Introduction to the Portfolio:
 - a. What are the essential idea(s), concept(s), or theme(s) that guide student activities in the period of time covered in the portfolio documentation?
 - b. How are these aligned with the Indiana academic standards?
 - c. What did you expect students to learn as a result this teaching/learning?
 - d. How does this teaching/learning segment address students' understandings, learning levels, and interests?
 - e. Describe the strategies used that allowed students to become reflective about their work.
4. The instructional planning guide
 - a. Include the actual instructional guide for the longer period of time in which this lesson takes place.

Section 2: Snapshot of My Teaching

Purpose: to document instruction and response to students.

Complete eleven parts:

1. Rationale for Curriculum Choice:

-Write an introduction about specific planning for this unit

- What you specifically intended the students to learn (from your larger goals and/or expectations)
- How you prepared them to be successful in the lesson
- How the class activities help students make sense of the content/learning
- Why you chose the materials you did (whatever that entails)
- What special opportunities the reading/activity/project/other offered the students
- What in the “work” the students seemed to connect with or be interested in
- What challenges your students faced
- What the videotape shows about your lesson

-Include written materials given to students and a copy of the assignment. Oral directions should be recorded on the *Learning Experience Record*

2. Complete the Learning Experience Record.

-The learning experience record is like a double-entry journal, with two columns running down the page (see sample). In the left-hand column, ask your cooperating teacher to record a narrative description of events that occurred in class. In the right-hand column, write an explanation of your reasoning related to these experiences. Make additional copies of the attached forms. These forms may be handwritten.

-Make sure that student actions are documented.

-Have your cooperating teacher complete the left column and sign the Learning Experience Record to verify accuracy of the descriptions.

3. Rationale for the assignment.

-Why did you choose to include this particular assignment in your portfolio?

4. Pre-test.

-Include the pre-test or beginning assessment that you gave to the students in order to determine what they already knew about the topic and what you needed to teach.

-Summarize the results for the entire class and profile the results from Student A and Student B.

5. Rubric

-Include a blank copy of the rubric used to evaluate the assignment.

6. Student profiles

- Include profile information about Student A and Student B. These should include only facts, not opinions.

7. Include two samples of student work for two students.

-Describe or provide a copy of an assignment you gave students. This may be one students prepared ahead of time, during instruction, or as follow-up instruction. The assignment can be an informal one or a formal one.

-Include the work of two selected students for the assignment, each representing a different level of performance. One student’s work should demonstrate how the student **meets** your criteria at a high level and the other should demonstrate how the work is at a lower level or does **not** meet your criteria for a successful performance. Make sure you white out students’ names. Refer to them as

Student A and B. Make sure you photocopy their work so that it is readable. Do not white out your written comments on the work.

-Include the completed rubric to show how you evaluated the assignment.

-Include one other sample of each student's work from this unit of study.

8. Post-test.

-Include a copy of the post-test or final assessment for this unit. Summarize the results and reflect on what students learned as a result of you teaching this lesson/unit. Highlight results for Student A and Student B.

9. Write a commentary about the two students' completion of the assignment. In the commentary, explain

- o Your criteria for determining whether the students' performance on the assignment was successful
- o The relationship of the rubric criteria to your instruction
- o The type of feedback you gave the students to help them understand their performance
- o What else you should have done to help these two students succeed.
- o How they succeeded on the pre-test and post-test.

10. Videotape yourself during the lesson. Then select 15 minutes for reviewers. Please cue the videotape to this section. In the experience log, explain which part is documented by the video.

- o What kinds of events might you videotape as part of your lesson?
 1. Helping the students with guided practice
 2. Leading the students in discussion
 3. Monitoring independent work
 4. Modeling an activity/task
- o Write a commentary that shows how your videotape supports your desire to facilitate students' learning. What qualities and dispositions does the videotape show about your abilities to work effectively with children? What you did well and what you need to improve. How this video shows your management skills.

9. Self-Evaluation

In light of what you know and are learning about your students, about the importance of this particular theme/unit/concept, and about your role as a teacher in your subject area or grade level; explain:

- o one or two aspects of your teaching during the documented instruction that you consider effective;
- o one or two changes you might make in the design of the experiences or assignments and/or in your own actions if you were to engage this group of students in another learning experience;
- o changes for the highlighted students and how you would adjust your teaching for them in the next lesson or set of lessons;
- o the reasons you would make those changes.

Section 3: Analyzing My Professional Growth

Purpose: to demonstrate initial professional capacity in the field.

Complete three parts:

1. Include the logs which show use of professional resources and activities, contacts with parents, and use of technology. You need to include a **reflection** after each log. The reflection should describe what you learned through this activity and not just what you did.
2. Include a final list of all your clinical experiences in a printed database (including both student teaching phases)
3. Write a commentary in which you address the following:
 - a. Initial reactions to the challenge of working with multiple groups of people (colleagues, parents, administrators, students)
 - b. Observations regarding professional responsibilities
 - c. Comparison of student teaching to previous experiences
 - d. Description of professional organizations available in your discipline/teaching level and how these will support your ongoing professional growth
 - e. Challenges you know you will face as a first-year teacher.

******BEFORE YOU SUBMIT YOUR PORTFOLIO******

Preparing the Documentation

1. Make sure all pages have writing **on only one side**.
4. Label each page with the appropriate heading (handwrite it on pieces which are not word-processed by you)
5. Remove students' names from their papers and other work
6. Clearly label the students' work and reference it clearly when you discuss it (Student A / Student B)
7. Make sure all commentaries, materials, and student work are legible to be photocopied
8. Have your cooperating teacher sign the documentation confirming authenticity of learning experiences.
9. **Proofread** your commentaries and self-evaluations (neat deletions, insertions, changes are acceptable)
10. Keep commentaries to 750 words each.

Organizing the Portfolio

Arrange the parts of each section according to the Table of Contents

Number the pages of the portfolio consecutively from front to back in the lower right-hand corner. Handwritten numbers are acceptable.

Write the page number of each piece of documentation of the Table of Contents

Include a cover page with identification

Place in a three-ring binder with dividers

Portfolios will be kept so make sure you give the department a copy. A Review Sheet will be sent to you.

Learning Experience Record

SAMPLE

Date: _____

Length of Class Lesson: _____ minutes

Description

On the left side of each page of your *Learning Experience Record*, Cooperating Teacher should record this side.

Describe the learning experiences in your classroom.

Be specific about their actions and characterize what they said. For example, you might write sentences like these:

X provided the following environment (describe)

X gave the following directions: (list)

X asked students questions like these: (give ex.)

X took the role of a scientist

X conferred with students and walked about the room, discussing what they were learning

X wrote examples on the board

Be specific about what the students did, the materials they used, and the nature of their interactions. For example, you might write sentences like these:

Students drew their ideas for an ending for the story.

Students wrote their impressions of the main character in their journals.

In groups of four, students role-played a scene from the poem.

Students did a jigsaw over reading.

Students completed a metacognitive strategy sheet....

Explanation

On the right side of your *Learning Experience*

Explain the following about the experiences that you described in the left column.

* How the experience(s) helped students to make connections with other ideas that they have encountered in your class or other disciplines.

* How the experience(s) helped students to build upon and extend their knowledge and abilities.

I wanted to make sure that students were developing their concepts in their heads

this allowed students to brainstorm ideas

I asked students to demonstrate their interpretations so that I could work on their social skills and see how well they were understanding the poem

This activity allowed me to see how well they understood what they were learning.

Learning Experience Record

Date: _____

Length of Class Session: _____ minutes

Cooperating Teacher Signature: _____

Title of Experience: _____

Description

Explanation

Parent/Community Contact Log
(Record your interactions with parents and community)

Date	With...?	Reason