

CALUMET
COLLEGE
of
St. Joseph

2010-2011



*Empowering Individuals
to Become Effective Educators*

Education Department
Cooperating Teacher
and
Student Teacher
Handbook

The Cooperating Teacher and Student Teacher Handbook of the Education Department at Calumet College of St. Joseph (CCSJ) is designed to provide necessary information and documents about the clinical experiences related to student teaching for the supervising, cooperating, and student teachers.

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Introduction

Rooted in a liberal arts foundation, Calumet College of St. Joseph (CCSJ) has been preparing students for teaching careers since its inception in 1951. The collaborative efforts of the CCSJ faculty with teachers from neighboring public, charter, and parochial school systems provide students with a quality curriculum. This linkage has resulted in the sharing of resources and collaboration for pre-service teacher department evaluation, practicum placements, continuous assessment, teaching, community learning experiences, and research efforts.

With accredited departments based on the requirements established by the Indiana Department of Education (IDOE) – Division of Professional Standards (DPS), the elementary and secondary curricula make a commitment to excellence through the implementation of the CCSJ mission and goals coupled with the Education Department mission and goals.

Calumet College of St. Joseph History of the Institution

Calumet College of St. Joseph (CCSJ) has enjoyed a unique beginning as a small Catholic college. Founded in 1951 as a two-year urban extension in Lake County, Indiana, of Saint Joseph's College in Rensselaer, Indiana, CCSJ today is a private, Catholic, coeducational, Commuter College that offers certificate, associate and bachelor degree Departments to students from the sprawling Calumet Region. This region includes southeast Cook County, Illinois, and the highly industrialized complex that is Northwest Indiana. Throughout its fifty-five year history, Calumet College of St. Joseph has remained true to its Mission of serving the varied educational needs of its diverse commuter population.

For nine years after its founding, CCSJ led a nomadic existence as it offered classes in rented facilities in Hammond and East Chicago, Indiana. Known then as the Calumet Center, the College conducted most of its courses in borrowed classrooms provided by Bishop Noll Institute and St. John the Baptist Church in Hammond. Nine years later, in 1960, Saint Joseph's College Board of Control authorized the expansion of this two-year extension into a full four-year, degree-granting college. The institution thus became the first college in Lake County to offer Baccalaureate degrees. At that time, Saint Joseph's College Calumet Campus moved into a new home, a former furniture store in East Chicago. For the next three years, this building housed the College's classes and administration offices. Later, the building served as the Administration Building for fifteen years. This East Chicago campus continued to grow throughout the 1960's. Buildings were donated or acquired on Indianapolis Boulevard and Olcott Avenue to provide classroom and office space, a library, laboratories, a theater, a communications center and student recreational facilities.

In the summer of 1971, the College changed its name to St. Joseph Calumet College. The College was officially separated from Saint Joseph's College on November 16, 1973 after Articles of Incorporation were filed with the State of Indiana. The North Central Association approved the transfer of accreditation to Calumet College. The next comprehensive evaluation was scheduled for the 1982/1983 academic year.

On December 31, 1973, American Oil Company (Amoco) deeded its research and development facilities and 256 acres of land in Hammond to CCSJ. Known as Calumet College from 1973

through 1986, the College was renamed Calumet College of St. Joseph in 1987 to re-identify its Catholic heritage.

Over the years, the College has looked for more effective ways to be of service to its students. In 1991, administrative restructuring resulted in the merger of the offices of admissions, financial aid, registrar, academic advising, chaplain, campus ministry, career services and the Skills Assessment Center into the Division of Enrollment Management. This consolidation of all student services into one division provided closer planning and coordination of activities leading not only to the admission of new students but also to the retention of current students as they progress to graduation.

Tutoring Center

The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation and note taking. In addition, students are provided with tutoring support to help pass a course, to improve a GPA, and to help prepare for continued education or a career. Tutors have a specific charge: to help students learn how to learn subject matter and to develop effective learning skills. Tutoring is open to CCSJ students, at no charge, and is available in most introductory courses. Tutoring in other levels of CCSJ courses may also be available. For more information or to setup an appointment, you can contact the Tutoring Center at (219) 473-4287.

Further services such as the College-Level Examination Program (CLEP) tests are offered for successful students to earn credit for required classes through Student Support Services. In addition, a vocational interest inventory of career interests is available through Career Services. To contact Student Support Services and Career Services for consultations, please call (219) 473-4352.

CCSJ offers Departments that are practical and diverse, including master degrees, baccalaureate degrees, two-year associate degrees, and certificates. In addition to daytime offerings, the College offers a full evening Department to accommodate the needs of its working student population. As part of a pledge to serve the educational needs of the area's residents, the College endeavors to eliminate time and space barriers that limit the educational opportunity to its area citizens. Thus, it offers weekend classes, credit for life experience through the Life Experience Assessment Department (LEAP), course offerings at various sites in Northwest

Indiana, and video-assisted instruction (VAI/telecourses). These telecourses were innovative as the first Department of its kind to be offered in Northwest Indiana.

Perhaps the most successful example of innovation is the Degree Completion Department (DCP), started in September 1987, and now flourishing in opportunities throughout Northwest Indiana and Chicago. Adults with two years of college attend class one night a week at a location near home or work and in approximately 18 months can earn a baccalaureate degree in Organization Management, Healthcare Management, or Law Enforcement Management.

Responsive to student needs and requests, CCSJ continues to seek opportunities to collaborate with business and industry, identifying initiatives that will continue to expand its educational influence. The CCSJ 2005-2011 strategic plan, *Designing Our Future 2005-2010*, indicates potential undergraduate and a new graduate initiative.

Calumet College of St. Joseph Mission Statement

Calumet College of St. Joseph is a degree-granting, Catholic institution of higher education sponsored by the Missionaries of the Precious Blood (C.P.P.S.). The College prepares graduates for careers and graduate school with academic and professional programs based on a strong foundation in the liberal arts and sciences. Our programs are designed to empower graduates to improve their lives and the lives of their families. In an academically challenging and flexible environment dedicated to student learning, the College acknowledges and respects the dignity and worth of each individual. Serving a richly diverse student population, the College encourages differing views, fosters personal growth, and promotes the formation of spiritual, moral and ethical values in support of social justice and personal responsibility.

Calumet College of St. Joseph

Academic Principles

The teaching and learning community at Calumet College of St. Joseph (CCSJ) recognizes the need for an educational process that prepares competent, scholarly, and confident leaders. Rooted in the CCSJ mission and complemented by educational theory, all curricular and co-curricular Departments will be defined, informed and characterized by the following principles:

Competency Based Education

Competency based education incorporates multiple assessment practices that provide the learner opportunities to demonstrate the specific and measurable competencies for each course and Department. Competencies, coupled with quality assessment practices, prepare students as knowledgeable, reflective practitioners in a specific discipline or profession and as life-long learners. Information obtained from assessment practices is utilized for continuous quality improvement in each academic Department.

Social Justice

A fundamental commitment to the understanding and practice of gospel centered social justice is infused throughout each academic Department. This commitment is evidenced in course content, internships, practicum experiences, teaching methodology, and in each and every relationship within the academic community. The practice of social justice principles contributes to a distinctive climate, a commitment to service and to constructive and long-lasting change in local neighborhoods and communities.

Technology and Scholarly Skills

Technological expectations for the 21st Century include the abilities to garner appropriate information, interpret value, critically solve problems, evaluate potential utilization, and design new strategies incorporating synthesis skills. Quality thinking and problem-solving skills, complemented by the application of technological competency, prepare students to address and adapt to unprecedented challenges for the future.

Integration

Academic Departments reflect an integrated and holistic world view. The learner is challenged to examine phenomena from both a multi-disciplinary and multi-cultural perspective, thereby acknowledging the linkages rather than the divisions traditionally common to learning. This global perspective complemented by scholarly thinking skills, competency education, and a social justice commitment assists students to develop characteristics that are distinctive of an education at CCSJ.

Calumet College of St. Joseph Goals

The goals of Calumet College of St. Joseph are expressed in terms of students' skills, subject matter knowledge, and human and professional values.

Section I. The mastery of the arts of discovery, persuasion, demonstration, and creation:

1. Students will be able to analyze texts and write grammatically correct, persuasive, and logically compelling prose.
2. Students will be able to listen with an open and critical mind to arguments made by others, as well as, to make and defend their own compelling oral arguments.
3. Students will be well versed in the basic operations and language of mathematics necessary for their individual fields and future studies.
4. Students will be able to perform computer applications and understand contemporary forms of information processing necessary in their individual fields and future studies.
5. Students will have the opportunity to express and develop their creativity, to see and solve problems creatively, and to create expressions of and responses to the human experience.
6. Students will learn how to make decisions on the basis of their best perception of the truth, even if the truth must be continually searched for and can only be provisionally comprehended.
7. Students will recognize the need for ongoing critical reflection and the importance of continuing intellectual maturation.
8. Students will acquire an understanding of the scope, basic concepts, methods of learning, and forms of expression of their chosen major field.

Section II. The comprehension and integration of the accumulated wisdom of humanity:

1. Students will develop knowledge of the literary, artistic, and musical traditions of human civilizations as a historical expression of humanity's search for truth.
2. Students will develop knowledge of human civilizations and history, as well as, the problems of modernity and historical consciousness.
3. Students will develop knowledge of mathematics, its creative possibilities, and the insight it offers into the physical universe.

4. Students will develop knowledge of the principles, methods and conclusions of ongoing debates in the physical, biological, and social sciences. In particular, they will be able to evaluate claims made regarding the impact of technological developments and social structures on the integrity of the ecosystems and the development of human capacities.
5. Students will develop knowledge of the principles, methods, and major conclusions of philosophy, including the debates on the nature of human knowledge, the existence of God, the transcendental principles of value (e.g., truth, beauty, goodness, and unity), and the right, virtuous, and just.
6. Students will develop knowledge of the religious dimensions of human life, especially through engagement with the sources, methods, and principle conclusions of Christian theology, both classical and modern. Because of the college's Catholic commitments, students will develop this knowledge in an ecumenical and critical atmosphere, drawing particularly upon the rich resources of Catholic theological tradition.
7. Students will develop knowledge of their major field, including an awareness of the historical development in that discipline, current questions and schools of thought, and the connections of that discipline with other areas of human knowledge.

Section III. The ability to apply skills and knowledge gained in public and private areas:

1. Students will gain an understanding of their personal identities, self-worth, positions in their community, and the deep interdependence of all life.
2. Students will develop the ability to empathize with others and respect their dignity through the study of many philosophies, historical events, and peoples.
3. Students will be able to make conscientious ethical decisions based on their best grasp of principles and prudential judgments regarding the application of those principles to particular situations.
4. Students will have the ability to build and exercise power which is the capacity to pursue the common good and achieve the ends of human life.
5. Students will develop an understanding of the specific questions about ethical and professional standards which pertain to their major area of study.
6. Students will prepare to practically apply their studies in their major field to future study or professional work.

Profile of CCSJ Student

Since its founding in 1951, Calumet College of St. Joseph (CCSJ) has been preparing students for teaching careers. Initially, the college operated under the accreditation of its parent institution, St. Joseph's College in Rensselaer, Indiana. CCSJ became independent in 1973 and achieved its first accreditation in 1968.

The CCSJ students tend to be first generation, non-traditional college students who come from "blue collar" backgrounds. Non-traditional students exhibit one or more of the following characteristics:

- The student is more than thirty-two years old at the time of enrollment.
- The student has multiple life responsibilities generally involving work and family obligations.
- The student has previously attended a post-secondary institution.
- The student is pursuing post-secondary education in order to enhance his/her economic and/or social position.

These characteristics define CCSJ students accurately. Specifically, there are an equal number of males (53%) and females (47%) who are students at CCSJ, the majority of students are Catholic (44%), and reside in Lake County, Indiana (52%) with 8.4% in other Indiana counties and 38.4% from Illinois. Only 27% of the students are married. Many CCSJ students attend night classes: However, as the traditional student population grows, more students opt to attend classes during the day.

CCSJ students have consistently been mature students who are returning to school in order to better themselves. In the past 10 Fall terms, the average age of students has been 32.9, these non-traditional students bring a breadth of work, family, and life experience to their coursework.

Throughout its history, CCSJ has served as a model of cultural diversity. Calumet College of St. Joseph was ranked #1 in campus diversity among private Midwest Master's Universities, according to the U.S. News and World Report "Best Colleges" study. CCSJ enjoys this diversity and celebrates the role of creating an educational environment that encourages various viewpoints and perspectives.

Student enrollment has been consistent throughout the years. CCSJ has averaged approximately 1,138 Undergraduates (excluded Graduate Students) in the last 10 Fall terms. CCSJ offers two

types of programs, traditional college and Degree Completion Programs. As of Fall 2008, 59% of CCSJ students are enrolled in the traditional college and 26% in the Accelerated Undergrad Programs. (The majority of the student population attends the college part-time (54%); 46% are full-time students).

Education Department Mission

The Education Department of Calumet College of St. Joseph supports the mission of the College to prepare a diverse population for professional careers and graduate education. Guided by a Catholic vision of social justice, the education program empowers teacher candidates to improve their personal lives and to create a more equitable society through education. Our mission, therefore, is to implement educational experiences for our teacher candidates and professional educators that reflect current theory and best practice in the profession according to these three essential and interrelated pillars of professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.

Education Department Vision

The Education Unit is deeply committed to the Calumet College of St. Joseph mission to provide quality education for its diverse population which fulfills an essential goal of the College mission: the formation of academic, spiritual, moral, and ethical values in support of social justice and personal responsibility. Through quality education, teacher candidates can contribute to the just transformation of values and social structures within society, promoting human dignity, freedom, responsibility, and creativity. Thus, the Education Unit contributes to the building of a socially just society wherein the inherent dignity and rights of the individual person are respected and protected in solidarity with others in community.

Drawing from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), the vision of the Unit empowers teacher candidates to become effective P-12 educators through the processes of preparation, reflection and transformation. These effective educators demonstrate academic and ethical values and teach students to be morally responsible individuals who prize the acquisition of knowledge for the sake of transforming society towards justice.

Education Department Goals

Five major objectives have been defined under the three pillars: Preparation, Reflection and Transformation that graduates are required to demonstrate:

1. Understanding of How Students Learn and How they Differ
2. Knowledge of What to Teach
3. Demonstration of How to Teach Effectively
4. Effective Implementation of Technology
5. Continuous Personal and Professional Growth

Graduates of the Education Department at Calumet College of St. Joseph will be prepared to:

1. Demonstrate competency in core knowledge and skills essential to the various disciplines: English, mathematics, theology, philosophy, humanities, sciences, social sciences, and the fine arts.
2. Demonstrate competency as skilled, reflective teaching professionals, cognizant of their role in transforming self, students, and community.
3. Demonstrate knowledge of current standards (INTASC, NCTM, etc.) theories and theorists that establish the framework for educational methodology and pedagogy for a diverse student population.
4. Develop a deep respect for the values inherent in various religions, educational, and cultural traditions.
5. Develop a commitment to life-long spiritual and professional growth with an understanding of one's own system of values and ethics.
6. Develop personal responsibility to transform society for the common good based on values and principles that insure social justice.
7. Demonstrate integration of reflection, analysis, evaluation, synthesis, and communication skills in problem solving situations.
8. Collaborate with community resources and services to provide quality educational experiences and opportunities to meet the future needs of all students.
9. Incorporate the best media and technology in planning, organizing, and assessing student needs.

10. Demonstrate professional skill and educational leadership in addressing evolving educational trends.

Conceptual Framework Overview

Overview

The unit is deeply committed to the Calumet College of St. Joseph educational mission to prepare diverse candidates for professional careers and graduate education. Consonant with the mission, the unit contributes to the building of a socially just society so that the inherent dignity and rights of the individual are respected and protected. Through quality education, teacher candidates are challenged to engage in the transformation of values and social structures within the community. The result is the flourishing of human dignity, freedom, responsibility, and creativity, fulfilling an essential tenet of the College mission: the formation of academic, spiritual, moral, and ethical values in support of social justice and personal responsibility.

Drawing vision from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), this conceptual framework empowers teacher candidates to become effective P-12 educators, demonstrating the requisite knowledge, dispositions, and performances outlined in the guiding principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). The conceptual framework of the Education Unit consists of three essential and inter-related pillars: 1) professional preparation, 2) continuous and critical reflection, and 3) ongoing personal and professional transformation.

The pillar of professional preparation provides teacher candidates with appropriate content knowledge and skills that reflect current scholarly research on effective teaching and best practices in the field. The pillar of continuous and critical reflection affords teacher candidates opportunities to evaluate research based best practices with a view towards appropriating the knowledge, dispositions, and performances that will foster effective teaching. The pillar of ongoing personal and professional transformation engages teacher candidates in a dual process of becoming an effective professional educator and consciously applying social justice values to service as quality involvement in society.

Student Teaching Acceptance Criteria

Student teaching is the culminating experience in the professional preparation of teachers. Building on a competence based professional preparation, the student teacher experiences classroom teaching responsibilities to prepare for entrance into the education profession.

Even though the Education Department has prepared the student teacher for this process, new and challenging situations will occur. Alternatives to handling classroom situations are varied, and the cooperating teacher in conjunction with the supervising teacher provides counsel to the student teacher. This collaborative arrangement seeks to provide opportunities for professional growth through the sharing of intellectual stimuli, ideas, options and accomplishments.

The teacher candidate must complete and submit a student teaching application (**Refer to Attachment 1: Student Teaching Application**) by the beginning of the semester prior to student teaching. In addition to submitting the application the teacher candidate must successfully meet the following criteria:

- Current resume
- Updated Philosophy of Education
- Presentation Electronic Portfolio
- Praxis I
- Interview by the Education Committee
- Minimum cumulative grade point average of 2.75/4.00
- Minimum grade point average of 3.00/4.00 in Professional Education and Content Area courses after acceptance into the Education Department
- Current Criminal History clearance
- Completion of prerequisite education and major content courses

Note: If a teacher candidate's application has not been accepted, an appeal may be filed as defined in the CCSJ Student Handbook.

Student Teacher Placement

The teacher candidate may choose up to three preferences of school districts/grade level(s)/subject in which he or she would like to be placed via the student teaching application. Every attempt will be made to secure placement of choice providing it meets the following criteria:

Student teaching placement schools must meet the following requirements:

1. Environment is culturally diverse
2. Technology is implemented throughout the classroom curriculum
3. The school services students with exceptionalities
4. The highly qualified cooperating teacher has at least five years of teaching experience (in developmental/content area) in accredited schools
5. A conflict of interest does not exist (as determined by the Education Committee).
6. Placement is within a 35 mile radius of campus
7. Placement is full-time for 12 weeks or 360 clock hours (minimum)
8. In the event that a student has a an additional content area, placement will be split between disciplines

Role of the Cooperating Teacher

I. Qualification

- A. A. To qualify as a cooperating teacher, the teacher must meet the standards of a highly qualified teacher, hold a practitioners or advanced practitioners license, have a minimum of five years experience in the subject/grade being requested and be recommended by the building administrator of the school as well as the Director of Elementary or Secondary Education for that particular school district.
- B. The cooperating teachers attend an orientation provided by CCSJ on general guidelines and timelines associated with student teaching placement. More importantly the cooperating teacher is in-serviced to provide productive and on-going feedback to the student teacher, how to counsel the student if necessary, and procedures for completing the mid-term and final student teaching inventories.

II. Fostering Relationship with Student Teacher

- A. The student teacher may have a feeling of insecurity and uncertainty, even though he/she has completed previous clinical and field experience. It is often a difficult process to acquire the poise and confidence needed for a good appearance. The cooperating teacher is encouraged to foster a comfortable relationship with the student teacher as quickly as possible, so that the student can see the cooperating teacher as a supportive ally.
- B. As the cooperating teacher prepares for the student teacher's arrival, the following is recommended:
 - 1. Inform the class(es) of the student teacher's arrival, indicating the purpose of the student teaching experience, and acquaint the pupils of their role with the student teacher.
 - 2. Provide a place for the student teacher in the classroom. A desk can give the student teacher a sense of security and belonging.
 - 3. Acquaint the student teacher with the school and community policies, emphasizing punctuality, school loyalty, conservative use of materials, good human relationships with the professional staff, participating in extracurricular activities, and playground class or hall supervision, and so on.
 - 4. Discuss with the student teacher: school emergency plans, illness procedures for both cooperating and student teachers, school policy on medication distribution, and school policy on alcohol, tobacco, or drugs as well as legal implications on these issues.

5. Allow the student teacher to observe your teaching using the *Guidelines for Class Observation* form provided (Refer to Attachment 2: Observation Guidelines).
 6. Give direction for involvement in classroom activities when necessary, while working collaboratively with the student teacher as an equal in the classroom.
- C. If possible, the cooperating teacher should set aside particular time daily to confer with the student teacher. During conference time, the student teacher should/is to review plans and explain his/her class outlines and specific goals.

III. Observation

- A. During the first week of observation the cooperating teacher demonstrates a variety of teaching methods, e.g., the discussion lecture, small group reports, audio-visual presentations, and so on. **(Refer to Attachment 3: Classroom Observation Form)**
- B. The cooperating teacher is responsible for observing the student teacher on a daily basis and provides on-going feedback on how the student teacher can continue to improve.

IV. Teaming

- A. The Cooperating teacher and student teacher should collaborate the planning of lessons together. The student is responsible for completing lesson plans according to CCSJ guidelines and should submit prepared lesson plans to the cooperating teacher prior to implementation. Lesson plans for each subject/content area taught should be submitted to the cooperating teacher weekly. (Refer to Attachment 4: Lesson Plan Template)
- B. It is important that K-12 students do not suffer academically due to instruction delivered by the student teacher. At times, it may be necessary for the cooperating teacher to engage in a team teaching situation with the student teacher to ensure that learning is taking place for both the K-12 students as well as the teacher candidate.

V. Counseling

- A. Scheduled counseling occurs at two times during the student teaching experience. 1) At the mid-term evaluation period and 2) at the final evaluation period. The cooperating teacher should schedule time with the student teacher to review the mid-term or final evaluation. The cooperating teacher should explain in detail, deficiencies that the student

teacher has and provide strategies by which he or she can improve. (Refer to Attachment 5: Student Teaching Inventory)

- B. Extensive counseling occurs when the cooperating teacher or the student teacher reveals that a problem exists which was not able to be resolved between the cooperating teacher and the student teacher. The supervising teacher should be notified anytime an investigation or decision needs to be made regarding the student teaching experience.
- C. If the situation warrants serious actions or further counseling the supervising teacher will notify the Director of the Education Department to intervene.

VI. Assessment

- A. The Cooperating Teacher assesses the teacher candidate on three levels:
 - 1. Daily Observation – The cooperating teacher observes the teacher candidate and provides on-going feedback to assist the student teacher in improving.
 - 2. Mid-Term Evaluation – The cooperating teacher completes the mid-term evaluation during the 6th week of student teaching (week 3 for a dual placement.). The cooperating teacher is responsible for reviewing the evaluation with the student teacher and supplying both the student teacher and the supervising teacher with a copy. **(Refer to Attachment 5: Student Teaching Inventory)**
 - 3. Final Evaluation – The cooperating teacher completes the final evaluation during the 11th week of student teaching (week 6 for a dual placement.) The cooperating teacher is responsible for reviewing the evaluation with the student teacher and supplying both the student teacher and the supervising teacher with a copy. (Refer to Attachment 5: Student Teaching Inventory)

VII. Mentoring

- A. Each student teacher brings an intricate combination of strengths and areas of expertise to the classroom. Therefore, skillful guidance will help the student teacher prepare for classroom duties. The student teacher will share with the cooperating teacher a list of strengths and areas of proficiency challenge. Experiences should be arranged to assist the student teacher with these areas of challenge.
- B. Specific help in the area of planning may be needed to show the hierarchy and interrelatedness of lessons to emphasize individual differences, classroom conditions, and curriculum responsibilities.

- C. Refining professionalism in the student teacher is an important aspect of the student teaching experience. The cooperating teacher is encouraged to gently challenge the student teacher in areas of inconsistency. Sharing resources and materials is encouraged.
- D. The student teacher has many theoretical resources while the cooperating teacher has classroom resources.

VIII. Compensation

Cooperating Teachers are compensated at a rate of \$300.00 per student teacher.

Cooperating teachers are responsible for providing the Education Department with an invoice, a copy of their driver's license and social security card during the student teacher/cooperating teacher orientation.

IX. Professional Development

In accordance to Rules 2002, the cooperating teacher can receive up to 25 points for the student teaching experience, providing it matches the goal.

Role of the Student Teacher

I. Observation

The actual period of introduction and observation varies from student teacher to student teacher. The cooperating teacher and the student teacher candidate can best decide the time when the student teacher should enter into more hands-on experiences. Two weeks of observations are suggested at the start of the student teaching experience: one week observation of the cooperating teacher at the beginning of the student teaching experience and one week observation with other recommended quality teachers at the end of the student teaching experiences. (**Refer to Attachment 3: Classroom Observation Form**).

II. Instruction

The student teacher is embarking on one of the last phases of professional preparation before assuming the full-time role as a teacher. The student teacher needs to be aware of the following guidelines:

- Lesson plans must be submitted to the cooperating teacher for review at least one week before implementation.
- The student teacher must read the faculty and student handbooks (including union agreements if applicable) and comply with all policies and procedures, such as professional dress and conduct.
- All learning activities should be relevant, well planned and organized.
- Various learning resources, aids, and technology should be used.
- Various pedagogical theories should be practiced.
- Inquiry and creativity are encouraged.
- Learning experiences should be conducted to ensure success for all students.
- Positive professional rapport with students and colleagues is developed and maintained.
- The student teacher should consult with the cooperating teacher on a daily basis regarding lesson plans, instructional growth, student concerns, assessment issues, and general overall professional development.

- The student teacher should actively seek direction from both teaching mentors, that is, the supervising and cooperating teachers.
- The student teacher should vigilantly maintain a positive learning environment for all students.
- The student teacher is strongly encouraged to use comprehensive assessment utilizing both traditional and alternative methods. **(Refer to Attachment 6: Performance Evaluation)**

III. Teaming

The Education Department of CCSJ encourages the “team” approach for student teaching. This approach emphasizes that the student and the cooperating teacher share ideas and pool resources in planning, implementing, and evaluating the various teaching and learning experiences.

- A. The cooperating teacher and student teacher should collaborate the planning of lessons. The student is responsible for completing lesson plans according to CCSJ guidelines.
- B. It is important that K-12 students do not suffer academically due to instruction of the student teacher. At times, it may be necessary for the cooperating teacher to engage in a team teaching situation with the student teacher to ensure that learning is taking place for both the K-12 students as well as the teacher candidate.

IV. Assessment

Multiple assessments of student teaching and clinical practice support the requirements for student teaching, including the systematic documentation and analysis of student learning. Student teaching also provides the opportunity for personal professional development and reflection that many school systems expect of their teachers. **(Refer to Attachment 7: Assessment Timelines)**

- A. **Lesson Plans** – Teacher candidates are required to write daily lesson plans in accordance with CCSJ guidelines. Lesson plans are submitted to the cooperating teacher one week prior to the lesson being taught. A copy of the lesson plans should be made available to

the supervising teacher at the time of each bi-weekly visit. **(Refer to Attachment 8: Lesson Plan Rubric)**

- B. **Instruction** – Teacher candidates are required to teach in accordance with CCSJ guidelines and the school curriculum. Teacher candidates must effectively demonstrate:
1. Understanding of how students learn and how they differ
 2. Knowledge of what to teach
 3. How to teach effectively
 4. Effective implementation of technology
 5. Continuous personal and professional growth **(Refer to Attachment 6: Performance Evaluation)**
- C. **Mid-Term Evaluation-** The cooperating teacher is responsible for observing and evaluating the student teacher via the student teaching inventory based on instruction, lesson plans and effective communication. **(Refer to Attachment 5: Student Teacher Assessment Inventory)**
- D. **Journal** – Teacher candidates are responsible for reflecting and journaling on a daily basis. Teacher candidates continually evaluate the effects of their choices and actions on others through instructional delivery and continuous contact with school faculty and administration. They are able to analyze and provide themselves feedback about the effectiveness of instructional delivery in reference to a lesson while addressing strengths and weaknesses. Teacher candidates reflect on parent conferences concerning student progress and how professional development such as workshops, in-services and faculty meetings correlate with professional growth and the effectiveness of an educator. **(Refer to Attachment 9: Journal Guidelines and Rubric).**
- E. **Case Study** – Teacher candidates are responsible for conducting a case study on one student. The teacher candidates should consult with the cooperating teacher regarding a candidate for this assignment. The K-12 student should be one who has been identified as having an academic and or social need or excels beyond required standards in some way. Teacher candidates will record day-to-day events about the chosen student for approximately thirty days and then create a narrative about data collected. **(Refer to Attachment 10: Case Study Guidelines and Rubric)**

- F. **Video Tapes/Reflections** – Being able to observe oneself teaching provides remarkable feedback and opportunities for growth. Teacher candidates are responsible for video taping their instruction on three separate occasions: at the beginning, middle and end of the student teaching experience. Student teachers are required to reflect about each video taped lesson to ensure maximum opportunity for critiquing and improving instruction. Prior to video taping an academic lesson, the teacher candidate must secure written permission from parent/guardian of the K-12 students. **(Refer to: Attachment 11: Video Guidelines and Rubric) (Refer to: Attachment 12: Notice of Videotaping).**
- G. **Final Evaluation** - The cooperating teacher is responsible for observing and evaluating the student teacher via the student teaching inventory based on instruction, lesson plans and effective communication. **(Refer to Attachment 5: Student Teacher Assessment Inventory)**

V. Participation

Educational experiences for the student teacher during the initial phase of participation include:

- A. **Classroom activities** such as taking attendance and performing other routines; preparing bulletin boards, grading tests and other papers, assisting with homeroom activities, guiding learning activities for individual pupils and/or small groups, and, on occasion, teaching a lesson.
- B. **Extra-class activities** such as attending school club meetings, musical events, sports events and plays, supervising the lunchroom, hall and/or playground, taking field trips with students.
- C. **Professional activities** such as attending faculty, professional, school committees and PTA/PTO/HSA meetings, and participating in parent-teacher conferences.
- D. **On-site workshops** that provide opportunities for student teachers to share with other student teachers, discuss classroom challenges, and learn practical issues related to planning, classroom management and assessment. Teacher candidates are responsible for attending on-site workshops with their supervising teacher on a bi-weekly basis during the evening. **(Refer to Attachment 13: Syllabus for Student Teaching)**

VI. Professionalism

A. Attire

1. Ties (at a minimum), dress slacks and preferably a suit or sport coat are appropriate professional attire for male teacher candidates. Dresses, skirts, or dress slacks are appropriate professional attire for female teacher candidates. Short skirts, shorts, sandals or revealing casual outfits are considered inappropriate.
2. Jeans are not considered appropriate professional attire for a Calumet College of St. Joseph teacher candidate during student teaching.

The above professional dress codes may not be required in the school where the student teacher is placed. You are, however, a representative of the Education Department of Calumet College of St. Joseph and not an employee of the school in which you are student teaching. This means that the student teacher is responsible to meet both (a) the expectations of the school and cooperating teacher and (b) those set by the Education Department of Calumet College of St. Joseph with the expectations of CCSJ taking precedence. Failure to comply with the dress code could have an effect on the student teaching grade.

Note: If there are “extenuating circumstances” that will not allow you to fulfill this policy, please contact your supervising teacher as soon as possible.

B. Communication

Written and verbal communication must always be appropriately constructed. Teacher candidates must have the ability to articulate oral communication effectively and write according to grade, school, and district guidelines. Teacher candidates should have the ability to stimulate a discussion and allow for student questions and feedback. They are aware of the cognitive and affective domain of their students and provide opportunities for classifying and constructing questions and feedback based on this criteria. Instructional delivery must be presented professionally with the use of correct grammar and syntax. When communicating with parents, teacher candidates should utilize effective techniques for providing information about student progress and classroom performance. Teacher candidates should communicate student behavior through some kind of contract or strategy with the parent that has been developed collaboratively with the cooperating teacher. Teacher candidates must utilize technology as an ongoing form of communication

throughout the student teaching field experience to enhance student learning with understanding.

C. Attendance

During the period of student teaching, no personal days off or absences are permitted, except in cases of severe illness and emergencies. The student must be present whenever the school class meets, even though CCSJ may officially be on vacation. Any planned absence must be reported to the school where the candidate is student teaching, their cooperating teacher, and the college student teacher supervisor prior to the absence. A first unexcused absence will result in a serious warning, and the second absence may result in dismissal from Student Teaching. Habitual tardiness is unprofessional and, therefore, is not acceptable.

The student teacher must notify in advance his/her cooperating teacher and supervising teacher of any tardies or absences. The student teacher is required to make up absences with the approval of the Director of Field Experience.

If an absence is extended over a period of time preventing continuation in the student teaching assignment, the supervising teacher and the Director of Field Experience along with the cooperating teacher, will evaluate work (on an individual basis). Credit cannot be given for work not completed. If possible, the opportunities to resume the assignment in the same situation for completion will be allowed. If this not possible, the student teacher will be required to initiate the experience in another classroom for a full 12 weeks. Any teacher candidate, who experiences anxiety or personal difficulties during the student teaching experience, should contact your Student Teaching Supervisor or the Director of Field Experience immediately. Do not abruptly abandon your assigned placement or discontinue the student teaching experience with conferencing with your Student Teaching Supervisor and the Director of Field Experience. Discontinuance of student teaching without implementing appropriate steps may result in immediate Academic Withdrawal from Student teaching without the opportunity to reapply for three years.

D. Management

The purpose of classroom management is to effectively support student learning. An inviting classroom environment is a positive classroom environment. Characteristics of a well managed classroom include such variables as:

- students on task, little time wasted changing tasks, and a work oriented climate that is relaxed and pleasant (Wong p. 86).
- The teacher candidate develops procedures and routines and displays these for students.
- It is evident that students are aware of procedures and routines and implements these daily.
- The environment is conducive to learning and the teacher candidate is organized and it is evident that materials, resources, and lesson plans that will be utilized for instructional delivery have been previously prepared and are available at all times.
- Rapport and voice level/tone is professional and developmentally appropriate and positive verbal feedback is provided during instruction.
- Teacher candidates make adjustments of plans to meet the needs of students and responds to misconduct appropriately and in accordance with guidelines developed by the teacher candidate and/or cooperating teacher.
- Area and/or classroom space has been developed to meet the needs of the students as a group and individually in order to minimize potential problems and maximize student engagement in the learning process.

V. *Disposition*

Teacher candidates should display professional behavior and disposition throughout the Education Department. Teacher candidates are required to meet the following criteria and guidelines to be considered as having an appropriate disposition for educators: (**Refer to Attachment 14: Disposition Rubric**)

- Committed, positive and enthusiastic
- Truthful and trustworthy
- Well-prepared
- Warm, friendly, and supportive of others
- Demonstrates intrinsic motivation

- Exhibits the ability to face challenging situations and then rebound back with a means to improved performance
- Develops productive and positive relationships with others while respecting and appreciating diversity
- Maintains the ability to cooperate, support the decisions of others, and make relevant contributions to discussions
- Develops professional goals and objectives that correlate with required standards for educators
- High expectations for achievements
- Responds appropriately and professionally to adverse situations

Role of the Supervising Teacher

The supervising teacher is a CCSJ faculty member with education content expertise and elementary and/or secondary classroom experience. Each student teacher will have a supervising teacher who will serve as a liaison between CCSJ and the cooperating school. Working cooperatively, the student, cooperating teacher, and the supervising teacher form a team to provide meaningful experiences and evaluations for the student teacher to experience a successful pre-service teacher practicum.

I. Supervision Visits

- The supervising teacher visits/observes the student teacher on a minimum of four visits.
- The supervising teacher evaluates the student teacher's performance.
- The supervising teacher meets with the cooperating teacher and the student teacher to discuss the progress of the student teacher.

II. Support for Cooperating Teacher

- The supervising teacher aids the cooperating teacher and other school personnel in understanding the student teacher and the concerns that the dual role as a student and a teacher imply.
- The supervising teacher is responsible for ongoing communication with the cooperating teacher regarding the student teacher's progress.

III. Support for Student Teacher

- The supervising teacher offers ideas, feedback, and evaluation of assignments.
- The supervising teacher helps develop effective ways of working together in the interest of the student teacher candidate and of the school corporation in the light of the total Education Department.
- The supervising teacher provides support to the student teacher candidate during the first year of teaching at the graduate teacher's request.
- The supervising teacher counsels the student teacher on professional placement procedures.

IV. Assessment

Student teachers are evaluated by the supervising teacher on the basis of disposition; classroom participation; video evaluation; journal reflections; professional development participation; instruction; rapport with students, parents, colleagues and administration; lesson plans; case study; and classroom management. The cooperating teacher assesses the student teacher candidate daily and uses the student teaching inventory for the mid-term and final evaluation. The supervising teacher visits the teacher on a bi-weekly basis and uses the student teaching assessment book to evaluate the candidates' performance. Both the cooperating and supervising teacher provide ongoing written and verbal feedback to assist the student teacher in improvement. When counseling is necessary, the cooperating teacher and supervising teacher meet with the student teacher together to discuss concerns and strategies for improvement. If significant improvement does not occur after counseling, the Director of Field Experience observes the student teacher candidate and meets with all parties involved. The Education Department Director makes the final decision as to whether the student teacher is able to continue the assignment. Each case is evaluated on its uniqueness: in some cases students are removed without the option to reapply; others may have the student teaching experience extended over the twelve-week period to allow for additional observation, team teaching and guided instruction.

V. Professional Development

The Director of Field Experience is responsible for arranging on-site classroom instruction that cover special topics such as lesson planning, classroom management, assessment and licensing. The Director of the Education Department and the Director of Field Experience are responsible for assisting in the student teaching orientation and the training of the cooperating teacher.

Portfolio

CCSJ Education Department students are required to develop and maintain a portfolio of their pre-service teacher candidate experiences to use as a resource during placement and professional development. The portfolio is to be organized according to the INTASC principles.

Criteria for Licensing

Teacher candidates must meet the following criteria to apply for an Indiana State License:

Procedure for Licensure

Teacher Candidate

CCSJ Licensing Advisor

DPS

Step 1	Successfully complete Student Teaching
Step 2	Successfully complete Praxis II (Reading Specialist for Elementary)
Step 3	Successfully complete Electronic Portfolio (allow 2 weeks for review)
Step 4	Successfully complete Cardio-Pulmonary Respiratory (CPR) certification program (approved through Red Cross or American Heart Association). Education Office will copy original certification
Step 5	Licensing Advisor (L.A) will access and verify: <ul style="list-style-type: none"> ○ Transcript ○ Praxis II scores (if on file) ○ CPR certification (if on file)
Step 6	Teacher Candidate enter information via Teacher On-line Licensing System (TOLS) https://dc.doe.state.in.us/DPSWeb/ 1st time register (to receive login and password) Use major credit card for fee (30 day hold) Notify L.A. (Dr. Patterson) that you have applied
Step 7	L.A. will approve and code individual application for licensing through database. L.A. will mail status letter to teacher candidate
Step 8	Application uploaded into DPS Database
Step 9	Limited Criminal History Clearance updated by DPS
Step 10	License printed at DPS and mailed to Teacher Candidate within 30 days

Note: Transition to Teaching Candidates must meet the above criteria.

Liability and Legal Issues

Student teaching is recognized by the states of Indiana and Illinois as a licensing requirement; the legislature has defined guidelines for the establishment of agreements between colleges, universities, and school systems outlining the roles and responsibilities during the student teaching assignment. CCSJ maintains current agreements with neighboring parochial and public school systems in which student teachers are placed.

Student teachers should review all relevant handbooks to learn school policies and procedures, legal guidelines, liability definitions, and any pertinent school laws.

One of the first items for discussion between the cooperating and student teacher should be the response to emergency situations such as medical emergencies, drug overdose, pupil fights, fires, etc., in the classroom, as well as, school policies regarding these incidents.

Clear understanding of the appropriate course of action prior to such emergencies will promote a more effective response by the student teacher.

Substitute Teaching

CCSJ does not allow the student teacher to be assigned as a substitute teacher.

Student teachers are required to work under conditions of direct supervision. Student teaching is not a paid assignment. For these two reasons, the student teacher is not permitted to serve as a paid or unpaid substitute teacher in any classroom. As the experience progresses, the student teacher may be left more and more on his/her own, but the cooperating teacher or a substitute teacher must be in attendance, in the building, and available to supervise the student teacher.

However, in emergency situations and for a brief period of time, the student teacher may continue in the assignment in the absence of the cooperating teacher if the school provides sufficient supervision.

The lack of a cooperating or substitute teacher being present is a violation of CCSJ's agreement with the school corporation, and the Education Department Director should be notified if such a situation arises.

In the case of prolonged absence of the cooperating teacher, the supervising teacher will work with the school administration to reassign the student teacher to another cooperating teacher.

Alternative Student Teaching

Holding a long-term teaching position via Emergency Permit or long-term substitute teaching may be a form of alternative student teaching whereby the teacher candidate receives a mentor instead of a cooperating teacher who will evaluate his/her teaching abilities. The criteria for acceptance, as well as the processes and procedures of traditional student teaching remain the same.

Transportation

The student teacher is responsible for transportation to and from the student teacher assignment. The student teacher is prohibited from driving a student/students for any purposes, including field trips, special school functions, etc. The student teacher may be held personally liable for any accident, which might occur when transporting students if this restriction is ignored.

Teacher Strike/Work Stoppage

Although teacher/employee strikes rarely occur, the student teacher is not to report to the assigned school and must report to the supervising teacher should a strike occur. If the strike extends for more than three days, the supervising teacher will determine further action.

Problems/Reassignment

If any problem should arise with the cooperating teacher or assignment, the student teacher should notify the supervising teacher immediately. Generally, problems are resolved if they are addressed promptly. Request for a change of assignment will be considered and evaluated by the supervising teacher and Education Department Director with input from the cooperating teacher.

Termination

Professional conduct is a major requirement for student teaching. Any student teacher that jeopardizes the welfare of student(s) through unprofessional attitude, conduct, or lack of skills will be removed immediately from the assignment. If, after a careful review of the case, the Education Department Director recommends that the student teacher be removed from the Department, the Education Committee will review the case and make final recommendations. Although the student teacher will be given every consideration, if the conditions warrant that a student be dropped from student teaching, she/he will not be permitted to continue as a teacher candidate. The student can appeal the Education Committee's decision through the process defined in the CCSJ Student Handbook.

Supervisory Consultations

The CCSJ supervising teacher consults with the student teacher a minimum of four times during the student teaching experience to evaluate the progress of the student teacher. During an on-site visit, normal classroom procedures should continue. If the schedule permits, these occasions also provide a convenient time for a conference between the cooperating teacher and supervising teacher.

Concluding Remarks

Student teaching plays a major role in the development of the pre-service teacher. For over forty years, Calumet College of St. Joseph has guided competent students into the professions who have continued as exemplary teachers. This tradition continues as the Education Department adapts to the changing responsibilities of education professionals.

The Education Department Director welcomes any comments or suggestions for the improvement of this handbook. Your commitment and efforts to making student teaching a beneficial and memorable experience are greatly appreciated.

The Education Department of Calumet College of Saint Joseph has made a commitment to prepare teachers for the challenges of the future-teachers who are prepared, reflective, and transformational professionals.

Attachments

Attachment 1:	Student Teaching Application
Attachment 2:	Observation Guidelines
Attachment 3:	Classroom Observation Form
Attachment 4:	Lesson Plan Template
Attachment 5:	Student Teaching Assessment Inventory
Attachment 6:	Performance Evaluation
Attachment 7:	Assessment Timelines
Attachment 8:	Lesson Plan Rubric
Attachment 9:	Journal Guidelines and Rubric
Attachment 10:	Case Study Guidelines and Rubric
Attachment 11:	Video Guidelines and Rubric
Attachment 12:	Notice of Videotaping
Attachment 13:	Syllabus for Student Teaching
Attachment 14:	Disposition Rubric
Attachment 15:	Professional Electronic Assessment Guide
Attachment 16:	Student Teaching Placement Cancellation Request
Attachment 17:	Intervention Report

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Attachment 1: Student Teaching Application



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PART FOUR: Teacher Candidate Licensing Information:

1. When I complete the Education Department at Calumet College, I expect to be licensed in:

Developmental Area (Age)	Content Area(s)
Developmental Area (Age)	Content Area(s)
Developmental Area (Age)	Content Area(s)

2. I would, therefore, like to teach the following grades and/or content areas:

Developmental Area (Age)	Content Area(s)
Developmental Area (Age)	Content Area(s)

3. I request that the Education Department place me in one of the following approved schools, listed in order of my preference. (All line items must be complete.)

<u>FIRST CHOICE</u>	
Name of School Corporation:	
Name of School:	
Address of School:	
Phone number of School:	
Principal of School:	
<u>SECOND CHOICE</u>	
Name of School Corporation:	
Name of School:	
Address of School:	
Phone number of School:	
Principal of School:	
<u>THIRD CHOICE</u>	
Name of School Corporation:	
Name of School:	
Address of School:	
Phone number of School:	
Principal of School:	

PART FIVE: Required Application Documents:

Before your application for student teaching placement is approved, the following documents must be CURRENT and ATTACHED to this application/file. Please check each item below, indicating that the corresponding documentation is attached. Applications submitted without ALL documentation listed below will not be processed.

____ ____ I have attached a *current* version of my resume to this application.
Yes No

____ ____ I have attached a *current* version of my philosophy of education to this application.
Yes No

____ ____ I have attached a *current* version of my criminal history clearance to this application.
Yes No Please note: A *current* criminal history clearance form has a date that is valid one year from the date issued. (The criminal history clearance should not expire prior to completion of student teaching.)

PART SIX: COURSES:

1. List the courses you are *currently* taking:

Course no.	Course name:

2. List *outstanding* courses (those that you have to take in the future):

Course no.	Course name:

PART SEVEN: ASSESSMENT:

The following must be answered “yes” to qualify for student teaching:

____ ____ I have taken and passed ALL of the Praxis I/PPST (Reading, Writing and Math).
Yes No

____ ____ I have a minimum overall GPA of 2.75 *and* a GPA of 3.0 in my content and pedagogical area.
Yes No

PART EIGHT: Student Candidate Commitment to Student Teaching:

I, the undersigned, hereby attest that this application is complete and is accompanied by the required documentation as detailed above...

Signature

Date

I, the undersigned, hereby request to be enrolled in student teaching for the period indicated above and to be placed in a student teaching assignment corresponding to my licensing goals. I agree to follow the expectations for student teachers outlined by the Education Department of Calumet College of St. Joseph in the current Student Teaching Handbook.

Signature

Date

I understand that once I am placed in a student teaching assignment, I am financially obligated to pay any cost that the institution has incurred on my behalf. If I subsequently cancel my student teaching placement or if I have an outstanding balance which prevents me from registering for student teaching, I will be required to submit a Student Teaching Cancellation Request and pay a cancellation fee of \$444.00, to be paid prior to making additional arrangements for further coursework or future student teaching assignments.

Signature

Date

Name (printed)

Date

PART NINE: FOR EDUCATION DEPARTMENT USE.

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Attachment 2: Observation Guidelines



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Observation Guidelines

A. Beginning the class

1. How does the teacher get the attention of the class?
2. How is the attendance taken?
3. How are the initial activities related to previous activities?
4. What is the attitude and general response of the students toward the initial activities?

B. Teaching methods

1. What types of teaching methods are used?
2. What is the purpose of the activity?
3. How does the teacher make the transition from one activity to the next?
4. How does the teacher meet the needs of individual differences?
5. What roles do the teacher and students assume during the class?
6. What group processes are present?
7. When and how are the assignments given?
8. Are the students expected to do the assignments in class or at home?

C. Content

1. What indication is there that the teacher has tried to select subject matter suited to the varying abilities of the students?
2. How does the teacher organize the subject matter?

D. Materials

1. What procedures are used in handling supplies and completed assignments?
2. What materials are supplied by the teacher and/or students?

E. Students

1. What are the ability levels of the students?
2. How does the teacher provide for students with special needs?
3. How are the students self-directed?
4. Is the classroom atmosphere conducive to learning? Why or why not?
5. What is the relationship between teacher and students; students and their peers?

F. Closure

1. How are the class activities concluded?
2. How are the student outcomes assessed?
3. How are the students dismissed?
4. How does the teacher prepare for the next class?

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Attachment 3: Classroom Observation Form



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CLASSROOM OBSERVATION FORM

TEACHER: _____	DATE: _____	
Start Time: _____	End Time: _____	Subject being taught _____

Observed by: _____

Techniques Observed:

- | | | |
|--------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> A Lesson | <input type="checkbox"/> Organization | <input type="checkbox"/> Room Management |
| <input type="checkbox"/> An activity | <input type="checkbox"/> Environment | <input type="checkbox"/> Other: _____ |

Students Were:

- | | | |
|--|---|---|
| <input type="checkbox"/> On Task | <input type="checkbox"/> Well Behaved | <input type="checkbox"/> Actively involved |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Reading | <input type="checkbox"/> Working cooperatively |
| <input type="checkbox"/> Presenting | <input type="checkbox"/> Listening | <input type="checkbox"/> Engaged in "real world activities" |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Making choices | <input type="checkbox"/> Performing investigations |

Teacher Was:

- | | | |
|---|---|--|
| <input type="checkbox"/> Directly teaching | <input type="checkbox"/> Reading to students | <input type="checkbox"/> Facilitating cooperative learning |
| <input type="checkbox"/> Leading discussion | <input type="checkbox"/> Giving clues | <input type="checkbox"/> Asking higher level questions |
| <input type="checkbox"/> Giving corrections | <input type="checkbox"/> Challenging students | <input type="checkbox"/> Praising and supporting students |
| <input type="checkbox"/> Justifying answers | <input type="checkbox"/> Monitoring students | <input type="checkbox"/> Verbally assessing students |

I Saw:

- | | | |
|---|---|--|
| <input type="checkbox"/> An agenda on board | <input type="checkbox"/> Morning Exercise | <input type="checkbox"/> Standardize test format |
| <input type="checkbox"/> Objectives taught followed school's goal | | |
| <input type="checkbox"/> Classroom environment was motivational and conducive to learning | | |

Positive Classroom Climate Was Shown By:

- | | |
|---|--|
| <input type="checkbox"/> Lots of students' works on display | <input type="checkbox"/> Bulletin board that support instruction |
| <input type="checkbox"/> Obvious well organized lesson | <input type="checkbox"/> Evidence of mutual respect |

Other Comments:

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Attachment 4: Lesson Plan Template



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Lesson Plan Template

Teacher Name:	Date:	Grade:
	Behavior Objective:	
Day:	Learning Objective:	
State Standard: ____/____/____	Instructional Strategies	
Materials		
Homework		
Assessment		
Teaching Method		
Day:	Learning Objective:	
State Standard: ____/____/____	Instructional Strategies:	
Materials		
Homework		
Assessment		
Teaching Method		
Day:	Learning Objective:	
____/____/____	Instructional Strategies	
Materials		
Homework		
Assessment		
Teaching Method		
Day:	Learning Objective:	
____/____/____	Instructional Strategies	
Materials		
Homework		
Assessment		
Teaching Method		
Day:	Learning Objective:	
____/____/____	Instructional Strategies	
Materials		
Homework		
Assessment		
Teaching Method		

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*Attachment 5: Student Teaching
Assessment Inventory*



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Student Teaching Assessment Inventory

Form to be completed by the Cooperating Teacher

Date Completed: _____

Student Teacher Name: _____

Last

First

Cooperating Teacher: _____

Last

First

Content Area: _____

Grade(s): _____

Circle One: MIDTERM FINAL

Score each statement according to the criteria listed below.

- 4= Excellent, exceeds INTASC Standards
- 3= Good, meets INTASC Standards
- 2= Adequate, minimally meets INTASC Standards
- 1= Unacceptable, does not meet INTASC Standards

N/A= Not Applicable

Communication Skills

- _____ 1. The teacher candidate considers and appreciates cultural diversity in communication when responding to all students in the classroom.
- _____ 2. The teacher candidate utilizes appropriate eye contact when communicating with students.
- _____ 3. The teacher candidate knows how to stimulate and facilitate a purposeful discussion.
- _____ 4. The teacher candidate utilizes effective verbal and non-verbal communication skills.
- _____ 5. The teacher candidate understands how to utilize a variety of communication techniques to communicate effectively with students.

Total _____

Professionalism

- _____ 6. The teacher candidate is in attendance and prompt on a daily basis.
- _____ 7. The teacher candidate dresses according to cooperating school and university guidelines.
- _____ 8. The teacher candidate communicates and collaborates with other professional colleagues and administration.
- _____ 9. The teacher candidate is enthusiastic about teaching.
- _____ 10. The teacher candidate accepts criticism positively and makes changes accordingly.

Total _____

Preparation and Planning

- _____ 11. The teacher candidate plans with the cooperating teacher daily.
- _____ 12. The teacher candidate develops lesson plans to meet the academic and developmental needs of the students.
- _____ 13. The teacher candidate has a lesson plan for every subject that is being taught.
- _____ 14. The teacher candidate acquires and prepares materials necessary to implement daily lessons.
- _____ 15. The teacher candidate is efficient in utilizing classroom time for instruction.

Total _____

Classroom Management

- _____ 16. The teacher candidate's strategies are consistent with the classroom management plan.
- _____ 17. The teacher candidate uses positive reinforcement to promote appropriate behavior.
- _____ 18. The teacher candidate makes decisions about student discipline based on individual occurrences.
- _____ 19. The teacher candidate handles administrative duties efficiently.
- _____ 20. The teacher candidate documents and maintains accurate records.

Total _____

Knowledge, Disposition and Performance

- ___21. The teacher candidate understands the central concepts of the academic discipline taught and how they influence learning.
- ___22. The teacher candidate is enthusiastic about teaching, learning and applies learning experiences to real life situations.
- ___23. The teacher candidate creates learning experiences that allow students the opportunity to integrate knowledge, skills and methods of inquiry.
- ___24. The teacher candidate understands how students learn and uses instructional strategies that promote learning.
- ___25. The teacher candidate recognizes strengths of the learners and utilizes these strengths to assist meeting educational standards.
- ___26. The teacher candidate assesses group and individual student performance in order to develop instructional strategies that will meet the needs of all students.
- ___27. The teacher candidate understands how to develop learning experiences based on diversity.
- ___28. The teacher candidate has high expectations for all learners and develops teaching strategies based on individual student needs.
- ___29. The teacher candidate makes instructional provisions based on student needs.

- ___30. The teacher candidate understands how to gather a variety of materials to support teaching and learning.
- ___31. The teacher candidate promotes critical thinking and problem solving through instructional delivery.
- ___32. The teacher candidate modifies teaching instruction based on student feedback.

- ___33. The teacher candidate recognizes and appreciates continuous and cumulative development of student abilities.
- ___34. The teacher candidate organizes and manages instruction based on adjustments needed to enhance socialization skills and/or group participation.
- ___35. The teacher candidate understands how to support language in the learning process.
- ___36. The teacher candidate encourages several forms of communication.

- ___37. The teacher candidate utilizes a variety of communication strategies during instruction.
- ___38. The teacher candidate understands the subject matter that is being taught and plans accordingly.
- ___39. The teacher candidate considers student needs and plans lessons based on those needs.
- ___40. The teacher candidate implements lesson plans that meet the individual and developmental needs of students.
- ___41. The teacher candidate understands multiple assessment methods.

- ___42. The teacher candidate considers the strengths and weaknesses of the students during the development of assessments.
- ___43. The teacher candidate maintains documentation of student work and can evaluate student progress based on this documentation.
- ___44. The teacher candidate understands how to research the most current resources available for professional growth.

- ___45. The teacher candidate seeks out the most current educational practices.
- ___46. The teacher candidate utilizes professional resources to support professional growth.
- ___47. The teacher candidate understands how to utilize outside resources to support instruction.
- ___48. The teacher candidate values the strategies of successful others and outside resources and utilizes this to improve the overall learning environment.
- ___49. The teacher candidate utilizes community resources to promote student learning.
- ___50. The teacher candidate frequently seeks opportunities to volunteer for activities beyond his/her classroom and outside of the regular school day.

Total _____

Grand Total Score: _____

Grade: _____

Midterm: _____

Final: _____

Grading Scale:

200 – 184 = A
180 – 183 = A-
179 – 176 = B+
175 – 164 = B
163 – 160 = B-
159 - 156 = C+
155 – 144 = C
143 – 140 = C-
139 – 136 = D+
135 – 124 = D
123 – 120 = D-
119 & Below = F

Calumet College of St. Joseph Education Department

Cooperating Teacher And Student Teacher Handbook

Attachment 6: Performance Evaluation



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph Education Department



2400 New York Avenue, Whiting, IN 46394 * 219-473-4385

Performance Evaluation

Principle I: The teacher candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • TC takes initiative to implement and teach information beyond the traditional text. • TC seeks to keep abreast of new ideas and understanding in their content area and the teaching profession. • TC uses appropriate teaching method and material to make subject relevant to students. • TC uses an integrative approach to create a variety of opportunities to engage students in the learning process and promote critical thinking.
Standard	2	
Competent	3	
Master	4	

Principle II: The teacher candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • Students are engaged in activities to stimulate their thinking, test, ideas/materials and assume responsibility for shaping their learning tasks (i.e. brainstorming, decision making activities, positions, discussions) • TC lessons include deliberate opportunities for students to discover the connections between current content and life experiences. • TC provide instruction and materials that are developmentally appropriate.
Standard	2	
Competent	3	
Master	4	

Principle III: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • TC clearly articulates individual student goals and expectations. • TC incorporates individualized instruction that allows for students to succeed and be challenged. • TC actively seeks out resources from the community or professional organizations and utilizes these sources and materials for the benefit of varied learners. • TC expects students to challenge themselves by providing opportunities for choice in activities and assignments.
Standard	2	
Competent	3	
Master	4	

Principle IV: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • TC seeks out and uses resources from professional organizations or through community speakers, local business, commercial materials, etc. These resources are not just “add-ons” but fully integrated into a comprehensive curriculum. • TC facilitates inquiry through carefully planned lessons and involves students at the planning stage. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. • Motivation is evident • TC demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources and collaboration with others.
Standard	2	
Competent	3	
Master	4	

Principle V: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction and active engagement in learning and self-motivation.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • TC transitions from task to task with little or no interruption with the students accepting part of responsibility for this process. • TC manages time and materials efficiently (time-on-task) with no loss of student instruction or interests. • TC presents directions clearly. TC pays attention to the affective domain to determine how students are receiving information. • TC demonstrates pacing of lesson that is smooth, timely and in accordance with lesson plans, allowing for student feedback. • TC responds to misconduct appropriately and with sensitivity to the student and assists the students in making appropriate choices. • TC helps the group develop shared values and expectations for interactions and academic discussions creating a positive classroom environment of mutual respect.
Standard	2	
Competent	3	
Master	4	

Principle VI: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • TC's oral and written communications are well constructed with well-chosen vocabulary that enriches the lesson. • TC understands how to ask appropriate questions and stimulate discussion. • TC encourages students to ask questions. • TC takes initiative to integrate new technology formats into curriculum. Quality and depth are consistently strong. • Students assume responsibility in contributing to discussion and value others opinions.
Standard	2	
Competent	3	
Master	4	

Principle VII: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • TC's learning activities follow a well-organized progression that follows the school's curriculum requirements. • TC responds to unanticipated sources of input and evaluates plans in relation to short-and-long-term goals. • TC makes necessary adjustments to plans to meet the needs of the students. • TC demonstrates pacing of lesson that is smooth, timely, in accordance with lesson plans and allows for student feedback.
Standard	2	
Competent	3	
Master	4	

Principle VIII: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • TC involves the learner in self-assessment activities to foster awareness of their strengths/needs. TC utilizes student feedback from informal and formal assessments to determine instructional strategies. • TC creates rubrics for summative assessments and shares with students prior to assessment. • TC uses a variety of objective assessment tools to evaluate the student progress. • TC uses effective methods of communicating with students and parents about student progress and includes personal goals for learning and or behavior. • Students are involved in setting the criteria for evaluation. Feedback is prompt and individualized.
Standard	2	
Competent	3	
Master	4	

Principle IX: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • TC is able to critically analyze a lesson weighing its relative strengths and weakness. • TC routinely shares materials, resources, and ideas with colleagues. TC may volunteer to organize task or take the lead with activities within a department/team or school level. • TC demonstrates levels of leadership on a team or with faculty. May include: sharing new knowledge/skills, conducting/sharing action research in the classroom, making presentations to faculty, fully coordinating events or extracurricular activities.
Standard	2	
Competent	3	
Master	4	

Principle X: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well being.

Level of Performance		Performance Criteria
Substandard	1	<ul style="list-style-type: none"> • TC frequently seeks opportunities to volunteer for activities beyond his/her classroom or creates activities such as enrichment/remedial classes for students outside of regular school day. • TC values his/her role in making the entire school a productive learning environment. • TC is persistent in seeking to end discriminatory activity or harassment among students and teams with the classroom teacher to obtain support services. • TC demonstrates initiative in creating new avenues for connections/communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects, etc.
Standard	2	
Competent	3	
Master	4	

Key:

TC: Teacher Candidate: The **Teacher Candidate (TC)** is that individual who is under the tutelage of a master teacher in a classroom setting for the purpose of developing appropriate methodology such that educational theory is transformed into daily educational practice.

Levels of Performance Achievement in accordance with INTASC Principles:

4-Mastery:

TC performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

3-Competent:

TC performance exceeds ordinary expectations of a novice; illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

2-Standard:

TC performance meets basic expectations; conforms to the norm; no additional components/features provided to enhance teaching and learning.

1-Substandard:

TC performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement.

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Cooperating Teacher
And
Student Teacher Handbook

Attachment 7: Assessment Timeline



*Empowering Individuals
to Become Effective Educators*

Assessment Timelines

Assessment		Evaluator	Time Frame
Observations		Cooperating Teacher	Weeks 1 and 12
Performance	30%	Supervising Teacher	Bi-weekly
Conferences		Supervising Teacher	Bi-weekly
Mid-Term Evaluation	5%	Cooperating Teacher	Week 6
Lesson plan	10%	Supervising Teacher	Bi-weekly
Video Tape #1 / Reflections	5%	Supervising Teacher	Week 3
Video Tapes #2/ Reflections	5%	Supervising Teacher	Week 6
Video Tapes #3/ Reflections	5%	Supervising Teacher	Week 9
Case Study	10%	Supervising Teacher	Week 12
Final Evaluation	10%	Cooperating Teacher	Week 11
Journal	10%	Supervising Teacher	Week 12
Class Participation	10%	Supervising Teacher	Bi-weekly

Calumet College of St. Joseph Education Department

Cooperating Teacher And Student Teacher Handbook

Attachment 8: Lesson Plan Rubric



*Empowering Individuals
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Lesson Plan Rubric

Date of Plan: _____ Subject or Day _____

Level of Performance		Performance Criteria
Check level of performance		Format
<input type="checkbox"/> 1	<input type="checkbox"/> 2	Lesson plan is typed, neat and organized. All sections are clearly labeled. The following components are included: Teacher's name, Grade, Date, State Standard, Behavior objective, Learning objective, Instructional strategies, Homework, Materials and Assessment strategies.
<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Notes		
Check level of performance		Behavior Objective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	The Behavioral objective, based on Bloom's Taxonomy, is realistic and age appropriate. The behavior objective drives all the lessons on this particular topic and therefore is broadly stated. The objective clearly states what students will be able to do as a result of the total learning experience. The objective also has a personal interest for the student in that it clearly states how the student can apply information to real-life.
<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Notes:		
Check level of performance		Learning Objective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	The learning objectives are based on Bloom's Taxonomy and is reflective of one class period. It should be realistic and age appropriate. The objective is aligned to IDOE P-12 standards and clearly states what the student will be able to do as a result of that day's lesson.
<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Notes:		
Check level of performance		State Standard
<input type="checkbox"/> 1	<input type="checkbox"/> 2	The IDOE P-12 student state standard/objective should be written in three-parts: grade, standard and performance objective – in the form of numbers, with a brief summary of objective. The state standards should coincide with the behavior and learning objectives.
<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Notes		
Check level of performance		Instructional Strategies
<input type="checkbox"/> 1	<input type="checkbox"/> 2	Instructional strategies are clearly described with enough detail that an experienced TC could teach the lesson from the written description. The chronology of instruction and student activity is obvious and any special activities are fully described.
<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Notes:		
Check level of performance		Homework
<input type="checkbox"/> 1	<input type="checkbox"/> 2	Homework is provided and homework type and amount is age appropriate. Homework is challenging and an extension of what was taught in the class and used as reinforcement.
<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Notes:		

Check level of performance		Materials
<input type="checkbox"/> 1	<input type="checkbox"/> 2	All materials, technology and or resources used for the day's lesson are listed. A variety of resources are used.
<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Notes		
Check level of performance		Assessment
<input type="checkbox"/> 1	<input type="checkbox"/> 2	A description of assessment being used to determine students' understanding of the lesson. Assessment is written in three parts: class, type and description. Multiple and a variety assessment tools and methods are used. Assessment is fair and is aligned to learning objectives.
<input type="checkbox"/> 3	<input type="checkbox"/> 4	

Total Points _____

26/32(passing)

Rubric:

4-Mastery:

Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

3-Competent:

Teacher Candidate (TC) performance exceeds ordinary expectations of a novice; illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

2-Standard:

Teacher Candidate (TC) performance meets basic expectations; conforms to the norm; no additional components/features provided to enhance teaching and learning.

1-Substandard:

Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement.

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Attachment 9: Journal Guidelines and Rubric



*Empowering Individuals
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Calumet College of St. Joseph Education Department



Journaling Guidelines and Rubric

Directions: The student teacher will demonstrate performance as a reflective practitioner. By reflecting and recording their strengths and weaknesses, the student teacher can develop strategies for improving teaching practices. One method by which the student teacher can demonstrate this skill is through journal writing. The teacher candidate reflects in a bound notebook on a daily basis for a period of twelve weeks. Reflections should be aligned to the scoring criteria below.

Scoring

4	Mastery	3	Competent	2	Standard	1	Substandard
----------	----------------	----------	------------------	----------	-----------------	----------	--------------------

Criteria	Objective	Score
Reflection	TC reflects about strategies and methodologies implemented during instruction. Evaluates strengths and weaknesses of instructional delivery and shares ideas for making improvement to meet the needs of students. (student assessments and achievement, video tapes, student feedback, lesson plans)	
Collaboration with faculty and staff	TC reflects about ongoing planning and collaboration with teachers and administration. Shares the outcome of faculty meetings and input to continuously maintain a positive environment. Accepts constructive feedback and is able to implement new ideas. Shares current strategies and best practices with faculty and staff. (faculty meetings, student teaching workshops, student teaching evaluations)	
Collaboration with parents and community	TC collaborates with parents and families about the ongoing performance of students. Seeks opportunities to connect/integrate activities with the community. (field trips, guest speakers, extracurricular activities, parent conferences)	
Professional Growth	TC participates in workshops and in-services that promote educational growth. Subscribes to, reads and implements research based strategies as a part of continuous learning. (faculty meetings, workshops, team meetings, articles)	

- **4- Mastery:**
Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.
- **3- Competent:**
Teacher Candidate (TC) performance exceeds ordinary expectations of a novice; illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.
- **2- Standard:**
Teacher Candidate (TC) performance meets basic expectations; conforms to the norm; no additional components/features provided to enhance teaching and learning.
- **1-Substandard:**
Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement

Must achieve 80% mastery 13/16

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Attachment 10: Case Study Guidelines and Rubric



*Empowering Individuals
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Calumet College of St. Joseph Education Department



2400 New York Avenue, Whiting, IN 46394 * 219-473-4385

Case Study Guidelines and Rubric

Scoring

4	Mastery	3	Competent	2	Standard	1	Substandard
---	---------	---	-----------	---	----------	---	-------------

Directions: Team with your cooperating teacher to choose a student who could benefit from additional intervention for academic or social concerns which may affect their academic achievement.

Criteria	Objective	Score
Introduction	State the problem and provide as much information about the student as possible, including history and background (event). Provide an overview and the general setting and/or educational plan of the student. Describe the demographics, educational background and experiences of the student. Explain why you choose this student for your case study.	
Concern	Describe the circumstances which are interfering with the educational or socialization process.	
Strategies	Describe strategies and methods used to improve the student's performance as you recorded daily occurrences. Detail the occurrences, responses, and adjustments to strategies.	
Outcome	Discuss any progress or the lack of that the student has made. Discuss interventions used that made a meaningful difference.	
Conclusion	Summarize your experience working with the student and their outcome. Describe what you have learned about you to best serve the needs of the student as it relates to the original issue.	
Writing	Writing is free of errors and has clear format that is legible and in chronological order. Document should be 3 – 5 pages and include name, title and date (see student teaching syllabus).	
Template	Using the Intervention Report Template, record the day-to-day occurrences of the student as it relates the issue. Record interventions for 30 consecutive school days during student teaching.	

4- Mastery:

Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

3- Competent:

Teacher Candidate (TC) performance exceeds ordinary expectations of a novice; illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

2- Standard:

Teacher Candidate (TC) performance meets basic expectations; conforms to the norm; no additional components/features provided to enhance teaching and learning.

1- Substandard:

Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement

Must achieve 80% mastery 22.5/28

Calumet College of St. Joseph Education Department

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Attachment 11: Video Guidelines and Rubric



*Empowering Individuals
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Calumet College of St. Joseph

Education Department



VIDEO GUIDELINES AND RUBRIC

- I. The teacher candidate must distribute copies of a CCSJ Videotaping Permission Form for each student in the classroom assigned and submit copies to the supervising teacher.
- II. It is the responsibility of the student teacher to secure and obtain video taping resources utilizing the following mediums: VHS or DVD.
- III. The teacher candidate will videotape a lesson being taught week three, six and nine of the field experience and write a critical reflection (Teacher candidates completing an alternative experience will submit taped lessons, week three and six for both experiences).

The second and third critical reflection should encompass growth over time as compared to the previous video taped lesson(s). Provide concrete examples of improvements and changes that would facilitate growth as a teacher.

- IV. All videotaped lessons and critical reflections should be submitted the week of 3, 6, and 9 in accordance with date of filming. Taping not submitted according to the required timeframe may result in an extension of the student teaching experience. For example, you will still be in week three of student teaching until you submit the first taped lesson and reflection to your supervising teacher.

VIDEO RUBRIC

Scoring

4	Mastery	3	Competent	2	Standard	1	Substandard
----------	----------------	----------	------------------	----------	-----------------	----------	--------------------

TC is able to critically analyze the following based on NBPTS.

Criteria	Objective	Score
Lesson or Activity	Teacher candidate's lessons and activities demonstrate that they understand and respect how students develop and learn by teaching according to individual differences.	
Teacher Candidate Knows Content	Teacher candidates demonstrate mastery over subject matter by teaching beyond the text and using methods and strategies that address multiple learning styles, making subject understandable and relevant to real world applications.	
Motivation and Student Learning	Teacher candidate is able to motivate and engage students in meaningful learning experiences and assess student progress in meeting instructional goals.	
Reflective and Growth	Each taping should be compared and include information that encompass growth over time. Provide concrete examples of changes that teacher candidate assesses as a result of improved performance as an educator.	
Writing	Reflection is a minimum of one full page, 1.5 space and submitted via VHS or DVD	

Must achieve 80% mastery 16/20

Calumet College of St. Joseph Education Department

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Attachment 12: Notice of Videotaping



*Empowering Individuals
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Calumet College of St. Joseph

Education Department



2400 New York Avenue, Whiting, IN 46394 * 219-473-4385

Notice of Videotaping

Calumet College of St. Joseph (CCSJ) prepares student teachers for their future positions through a variety of media. A particularly helpful means of learning for prospective teachers is to videotape a lesson. The student reviews the video and applies a set of criteria designed to indicate strong, quality teacher-student interaction. This form of self-assessment has proven quite helpful to the prospective teacher because she/he identifies areas of strength and areas for improvement. The video is then reviewed by one of the Professors for the course who also offers feedback to the student. In this manner, prospective teachers receive high-level feedback to improve their teaching strategies.

Presently a CCSJ teacher candidate is engaged in a course at Calumet College of St. Joseph that requires field experience including observation and teaching in a classroom setting. This *Notice of Videotaping* allows you, the parent, to decide if your child will be engaged in this lesson. The focus of the video is the prospective teacher, not the children in the classroom. However, in quality interaction, it might well be the case that a child may be inadvertently included on the video.

Please complete this form, indicate your position relative to this classroom learning experience and return with your child.

_____ My child has permission to participate in the videotaped lessons. I understand that my child may inadvertently be included in the video.

_____ My child will not participate in this videotaped lessons.

Child's name _____

Parent Name (Print): _____

Parent/Guardian Signature: _____

Date Signed _____

Know that Calumet College of St. Joseph is grateful for your cooperation. If you have any questions, please do not hesitate to call the Education Department at 473-4385.

Calumet College of St. Joseph Education Department

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Attachment 13: Syllabus for Student Teaching



*Empowering Individuals
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Calumet College of St. Joseph Education Department



2400 New York Avenue, Whiting, IN 46394 * 219-473-4385

SYLLABUS FOR STUDENT TEACHING: ELEMENTARY/SECONDARY EDU494/495 or MAT542/544

Course Description: This is the culminating twelve-week practicum required of all teacher candidates who will apply for an elementary license. The teacher candidate must plan and teach appropriate classes in an accredited elementary school under the supervision of a licensed cooperating teacher and a college supervisor. All required coursework must be completed prior to student teaching. Prerequisites: EDU 300, 311, 314, 325, 341, 342, 370, 430, 436, 471

Learning Outcomes/Competencies:

At the end of this course teacher candidates will . . .

- Construct a lesson plan including behavior objectives, goals, learning objectives, state goals and performance objectives
- Construct a lesson plan that reflects integration across the curriculum
- Design a lesson plan in a neat, organized, systematic, professional manner
- Understand the importance of using lesson plans as a tool for academic and social achievement
- Construct a videotape of three teaching lessons
- Understand objective assessment
- Develop a variety of assessment tools
- Understand the principle of a rubric
- Design a rubric
- Develop a lesson with a rubric
- Understand the meaning of a true professional
- Understand what makes a good teacher
- Implement practices of a true professional and good teacher

Textbook: Wong, H.K. and Wong, R. T. (2001). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry T. Wong Publications.

Learning Strategies: Group Discussions, Team Projects, and Collaborative Learning

Assessment:

Midterm Teacher Evaluation	5%
Final Teacher Evaluation	10%
Performance	30%
Class participation/collaboration/attendance	10%
Lesson Plans	10%
Journal	10%
Three Video Tapes and Reflections	15% (5% for each)
Case Study	10%

Grading Scale: A 100-90; B 89-80; C 79-70; D 69-60

Class Policy for Assignments: All assignments are expected to be on time. No assignments will be accepted after the class period for which it is due unless special arrangements have been made with the instructor. All presentations are expected to be made at the scheduled time; unless special arrangements are made prior to class, a loss in points for the presentation will occur.

Course Outline:

Class Sessions	Topics/Assignments
Class 1	Orientation/Lesson Plans
Class 2	Classroom Management
Class 3	Diversity
Class 4	Beginning Teacher Assessment Program

Class Policy on Attendance: Because of the nature of the content and process of this course, it is essential that each student attend each class.

Class Policy on Electronic Devices: Out of respect for others, cell phones, beepers, and pagers are not permitted.

Class Participation: At the beginning of each class, participants will partake in a roundtable discussion with relation to successes and challenges that you are encountering during your student teaching. You are expected to participate and listen attentively, and communicate respectfully with your colleagues. You are expected to give feedback and interact with the instructor as well as colleagues.

Portfolio: As of the 1996-97 academic year, the Education Program of CCSJ is requiring teacher candidates to develop a professional portfolio prior to the student teaching course. This portfolio should contain examples of professional development from various courses and activities. Many of the projects connected with this course would make appropriate additions to such a portfolio.

Format for Written Assignments: The professional Education community has adopted the standards delineated in the *Publication Manual of the American Psychological Association*, 5TH edition (2001). The standards described therein are those expected in the professional education community; as professional educator candidates, students of education also need to demonstrate in their writing the standards adopted by the professional education community. While this manual is not required, it is available in the Calumet College bookstore and in the Specker library (REF.BF/76.7/.P82/2001).

Specific expectations for course papers include, but are not limited to, the following:

- Title page includes your name, type of assignment, date of work, course title, and instructor (correctly spelled)
- Margins are *no less* than one-inch on all sides of the page
- Contents are double-spaced
- Type is typically Times New Roman, 12 point
- New paragraphs are indented
- Page numbers are provided in the upper right
- If a running head is used (not required in short papers), use your *last name*. In this way, if the pages come apart, they can be readily reassembled.
- References—in APA style—appear at the end of the paper

- Staple (in the upper left hand corner) pages together
- Standard, formal language is expected: be explicit, use active voice, and use correct grammar and spelling at all times.
- NO abstract is needed (since these are relatively “short” papers)

Statement of Plagiarism: If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the college. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (APA style for Education). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

Withdrawal from Classes Policy: After the last day for class changes has passed (see college calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar.

Written request for withdrawal must be received by the Registrar by the last day of classes prior to the final examination dates specified in the catalogue. Written request may be mailed to the Registrar or faxed to the college at 219.473.4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as “W” grade on the student’s transcript. Dropping a course without permission automatically incurs an “F” grade for the course (see refund schedule).

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

The ten INTASC principles listed below include specific standards for knowledge, dispositions, and performances for each principle. The principles and accompanying standards are used as part of the rubric to assess teacher candidate performance progress.

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle #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.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #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.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

For additional policies, procedures, and assignment directions, see the current edition of the *Calumet College of St. Joseph Education Program Student Teaching Handbook*.

Calumet College of St. Joseph Education Department

Cooperating Teacher And Student Teacher Handbook

Attachment 14: Disposition Rubric



*Empowering Individuals
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Calumet College of St. Joseph

Education Department



Instructor Professional Dispositions Assessment

Candidate Name: _____

Instructors' Name _____ Semester _____

Course Name: _____ Course Number: _____

The following dispositions are believed to be essential attributes for effective teaching. All students applying to the Education Program and candidates who have been admitted to this program will be evaluated by faculty and field supervisors regarding the demonstration of these behaviors.

Directions:

Place a checkmark in the column below that best describes the student's/candidate's behavior. When a student/candidate does not consistently demonstrate one or more of these behaviors, by the end of a course or field experience, an explanation is to be included in the comments section.

The comments section may also be used to describe behavioral concerns that are not identified on the list below. Place a checkmark in the "Not Selected Column" when you have chosen not to evaluate a disposition.

Behavior			
	Constantly Demonstrates	Occasionally Demonstrates	Does Not Demonstrate
Fulfills the attendance and punctuality requirements			
Demonstrates sensitivity to all students			
Demonstrates mutual respect to all teacher candidates			
Fulfills responsibilities			
Identifies and solves problems independently			
Cooperates, works well with others			
Solicits suggestions and feedback from others			
Maintains confidentiality			
Engages in self-reflection			
Demonstrates professional dress and demeanor			
Submits assignments in a timely manner			
Communicates with instructor effectively			

Comments:

Faculty signature

Date

Calumet College of St. Joseph Education Department

Cooperating Teacher
And
Student Teacher Handbook

*Attachment 15: Professional Electronic
Assessment Guide*



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph

Education Department



2400 New York Avenue, Whiting, IN 46394 * 219-473-4385

Professional Electronic Portfolio Assessment Guide

To Be Completed by Student:

Student Name: _____ Date: _____

Student ID#: _____

Student Phone: _____ Cell Phone: _____

Student Email: _____

Department Use Only:

Review Date: _____ First Actual Score(s) _____

Initial: _____ Initial: _____ Initial: _____

Resubmit: Yes No Signature: _____

Review Date: _____ Resubmit Score(s) _____

Initial: _____ Initial: _____ Initial: _____

Resubmit: Yes No Signature: _____

Review Date: _____ Resubmit Score(s) _____

Initial: _____ Initial: _____ Initial: _____

Approval Effective 8/18/08:

Required Documents: Philosophy of Education, 2 Letters of recommendation, Current resume

Required Documents Submitted: Yes No

Presentation Portfolio **28 points** Licensing Portfolio **32 points**

Final Score: _____

Approval Signature: _____ Date: _____

Rubric:

4-Mastery:

Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

3-Competent:

Teacher Candidate (TC) performance exceeds ordinary expectations of a novice; illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

2-Standard:

Teacher Candidate (TC) performance meets basic expectations; conforms to the norm; no additional components/features provided to enhance teaching and learning.

1-Substandard:

Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement.

Levels:

Knowledge Level: Shows competency or understanding

Disposition Level: Shows attitude, feeling or value

Performance Level: Show actual ability to demonstrate

INTASC Principle I

The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

<u>Element</u>	<u>Possible Evidence</u>
Knowledge of Content	Resource references in lesson plan units Learning packets that demonstrate knowledge of content/skills Lesson plans, web sites, or outlines in which concept is clearly explained Research conducted for presentation for instruction Research on various theorists Position Papers on Content Specific Topics
Use of Interdisciplinary Approaches when teaching Content (may connect to literature, writing, the arts)	Lesson plans which clearly outlines interdisciplinary approach Work from students showing cross-curricular understandings Evidence of student involvement in planning themes units
Selects Content to Encourage Diverse Perspectives	Materials used (written plans and unit) that reflect motivation Selection of materials that incorporate positive images of any ethnic group, gender, etc.

INTASC Principle II:

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Element	Possible Evidence
Developmental Characteristics of Students	Case Studies Examples of differentiated curriculum and instruction Prepare age appropriate materials Diagnostic tools to assess student development Video or audiotapes with analysis Research/Reflection on theory of child development i.e. Piaget, Vygotsky, reflected in lesson plan. Prepare age appropriate lesson plan Classroom Environment Conducive to age
Activates Prior Knowledge and Experiences	Lesson plans which clearly outlines pre assessment Pre-assessment tools and strategies Evidence of connections to real-life experiences or the “big picture”

INTASC Principle III

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Element	Possible Evidence
Teaching to Individual Abilities	Lesson/unit plans demonstrating a variety of teaching strategies Collaboration with support staff (special education, Title I, gifted education, etc) Plans showing integration of multiple intelligences Learning centers or supplemental activities Evidence of adaptations based on student’s I.E.P Evidence of implementation of diversity
Selection of Resources to meet range of individual needs: special education to gifted	Materials listed in plans and unit Literary collections covering a wide variety of abilities Learning centers with specific objectives to challenge learners
Expectations for Learning and Achievement	Objectives in plans demonstrating challenging material Student or parent interviews group, gender, etc. Clinical experience reflections related to diverse environments Instruction reflective of culture, abilities and or gender

INTASC Principle IV

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Element	Possible Evidence
Selecting resources for general instruction	Records of how materials were selected Unit plans: resource list and rationale Resources listed on written plans and unit Instructional strategies that support critical thinking and problem solving
Best Practices: Multiple teaching strategies, active learning, modeling	Video or audiotapes with analysis Evidence of multiple intelligences in delivery of instruction and assessment Use of learning centers or stations Explanation of grouping procedures used in the classroom Collection of pre-and-post test data to support teaching strategies used
Student teacher role in the instructional process	Video or audiotapes with analysis Demonstration of Bloom's taxonomy Samples that demonstrate critical thinking, problem solving and group projects

INTASC Principle V

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.

Element	Possible Evidence
Management of Time and Materials	Video or audiotapes with analysis Management plan Knowledge and implementation of management techniques Pacing guides
Positive Climate	Print Rich environment Visual displays i.e. bulletin boards, displays, posters Evidence of positive comments used routinely with students and or parents Evidence of mutual respect
Student Behavior	Establishment of classroom rules Evidence of consequences/rewards for behavior choices Evidence of cooperative group social skills being taught and used Evidence of students on task

INTASC Principle VI

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Element	Possible Evidence
Oral and written expression	Video or audiotapes with analysis Communications with school staff, community, parents, etc.
Discussion techniques with student participation	Evidence of divergent questions in written plans Samples of student-generated questions Anecdotal observations of student discussions Student interviews and evaluations Summaries/analysis of class or community meetings
Use of media and technology: Felt/magnetic boards, charts, film/overhead projectors, computers, internet, PowerPoint, distance learning	Resources in lesson and unit plans Use of computer lab use Products created by students Samples of bulletin boards Use and implementation of various electronic software

INTASC Principle VII

The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Element	Possible Evidence
Purposeful learning activities based on essential skills/district curriculum	Video or audiotapes with analysis Lesson plans aligned to Bloom's taxonomy Unit plans aligned to school's curriculum
Short-and-Long-Term Planning	Evidence of pre-test and references to prior learning to determine plans, Planning charts or web sites i.e. Gantt charts, Departmental integration unit plans
Lesson Plans: Monitoring and adjustment	Written expressions and/remedial plans Evidence of units/lesson plans that integrate one curricular goal with a goal from a different discipline (or a community project) Adjustments based on student feedback

INTASC Principle VIII

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Element	Possible Evidence
Variety of formal and informal assessment strategies	Samples of teacher-made quiz/test/diagnostic tools Student rubrics for self-evaluation Samples of authentic/alternative assessments Collection of before/during/after samples showing student growth (student portfolios) Anecdotal records
Assessment data used in lesson planning and adjustments	Evidence of Instructional decisions based on student feedback Pre-post test used to analyze instructional effectiveness K.W.L. charts and adjustments to plans Interpretations of data and adjustments made based on objectives being met
Evaluates criteria and feedback	Rubrics or assessment criteria Use of computer software for feedback or record-keeping Improvement plan Parent conferences

INTASC Principle IX

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Element	Possible Evidence
Reflection on teaching	Analysis of video and audiotapes Evidence of personal goal-setting and subsequent results
Relationships with colleagues	Evidence of leadership role within a school setting Collaboration with colleagues Interpretations of data and adjustments made based on objectives being met
Professional growth	Articles/books read and subsequent application of knowledge Attendance at professional meetings and subsequent classroom application Active participation in professional organization Examples of committee work Action research conducted within the classroom

Professional development provided to faculty
Evidence of journal subscriptions

INTASC Principle X

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Element

Possible Evidence

Participation in School/District
Events and Projects

Evidence of participation in extra curricular activities
Involving students in community projects
Civic involvement
Samples of materials prepared for meetings, classes, etc., in which
a leadership role was assumed

Sensitivity to students needs and
awareness of community resources

Contact with support services within or outside of the school,
documented contact with community agencies

direct involvement with community organizations

Respectful and productive
communications with families

Communications with parents (formal and informal)
Classroom Newsletter and invitations
Family learning projects
Materials prepared for parent conferences
Innovative connections with families
Evidence of parent participation

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*Attachment 16: Student Teaching Placement
Cancellation Request*



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STUDENT TEACHING PLACEMENT CANCELLATION REQUEST

As part of the teacher candidate preparation process of the Education Program of Calumet College of St. Joseph, you have applied for a student teaching assignment and have been placed at a school. The school corporation, including its superintendent, central office staff, one or more of its principals, and a cooperating teacher, as well as the faculty and staff of the Education Program of Calumet College, has committed the personnel, time, and resources to you for the successful completion of your student teaching experience. It is, therefore, a serious matter to request the cancellation of a student teaching placement.

Your request to decline this student teaching placement may involve serious consequences for the school corporation (which has made numerous plans to accommodate your teaching experience) and the Education Program (whose credibility in the professional community and ability to work with this school corporation in the future may be jeopardized), as well as the successful completion of your own teacher preparation program.

Because of the serious nature of this request, you are asked to complete this form detailing the *serious need* for you to request a student teaching placement cancellation and submit it as soon as possible to the Director of Field Experience.

PART ONE: Placement Data.

Name of Student Teacher (please print): _____

Date of request for student teaching placement cancellation: _____

Regarding the Student Teaching Placement:

School Corporation: _____

School Name: _____

Principal: _____

Cooperating/Mentor Teacher Name: _____

Grade (and/or Content Area): _____

Beginning Date for Student Teaching Experience: _____

PART TWO: Detail the *serious need* for requesting a student teaching placement cancellation. (Please type your answer and attach as page two of this request.)

PART THREE: Documenting cancellation request and consequences.

I, the undersigned, hereby request the cancellation of my current Student Teaching Placement as described above and for the *serious reasons* indicated above.

Signature Date

I understand that, if my request is approved, I am to provide a \$315.00 cancellation fee (which must be paid *prior* to making additional arrangements for further coursework or future student teaching assignments).

Signature Date

In addition, I understand that I must complete my student teaching experience within two (2) years of completing Calumet College Education Program courses.

Name (printed)

Signature Date



FOR EDUCATION PROGRAM USE

Date Student Teaching Cancellation Request received: _____

Disposition of Education Program:

- Cancellation Request denied. Cancellation Request approved.
- Cancellation Request approved,
pending the following conditions:

Notes:

Director of Field Experience Date

Education Program Director Date

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Attachment 17: Intervention Report



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