



IUPUI

School of Education
Undergraduate Early Childhood Education
Program

Indianapolis Campus

**STUDENT TEACHER HANDBOOK
2020/2021**

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Mentor Teacher Program

What is a Mentor?

The term 'Mentor' is used to describe a knowledgeable, experienced, highly proficient teacher who works with and alongside a Student Teacher or less experienced colleague; quite closely at first then gradually diminishes as the Student Teacher becomes more capable and confident. Mentors play an important supporting role for student teachers as they navigate their way into the early childhood profession.

The role of a Mentor Teacher:

As a Mentor, you offer Student Teachers an anchor of support in an often challenging, demanding and sometimes chaotic transition as they learn to put theory into practice.

Why do we need Mentors?

The research is clear on the need for Mentors. Having regular access to a Mentor is profoundly important to new teachers and their development as proficient teachers. Without Mentor support, Student Teachers can flounder and may leave a profession they have spent years preparing. Effective mentoring has a formative influence on the Student Teacher and has a significant impact on the level and depth of learning and development among children of early career teachers. The right mentoring approach can contribute a great deal to an early childhood program.

What a Mentor Teacher can offer:

- An ear to listen- being interested rather than interesting.
- Identify, acknowledge and appreciate what your beginning teacher brings to the classroom.
- Passion, positivity, and professionalism in your work with new teachers- offering a strong role model while becoming a trusted colleague.
- Encourage Student Teachers to make decisions and to exercise an appropriate degree of autonomy to learn the art of putting theory into practice.

Benefits for a Mentor Teacher:

- Gives you an opportunity to increase your professional growth, self-reflection, and problem-solving capacity.
- Contribute exponentially to the greater community committed to the positive development of children.
- Prepares you for future leadership.

*There is an old proverb that encourages us to **lift as we climb**: “While you climb a mountain, you must not forget others along the way.*

Mentor Teacher Program Roles and Responsibilities

Mentor Teacher

Minimum Requirements:

- A. Minimum of three years of experience teaching young children (0-8)
- B. Early Childhood/Elementary Teacher permit, or higher level
- C. Bachelor’s degree in Early Childhood or related field
- D. Work at current center/school minimum of one year
- E. Letter of recommendation from Director reflecting leadership qualities
- F. Be in good standing as an employee

Responsibilities:

Each Mentor teacher has been carefully chosen according to experience, education, quality of teaching, the ability to work with others, and a sincere commitment to preparing future teachers. Mentor Teachers selected to supervise Student Teachers will commit to:

- A. Attending meetings with Mentor teacher team/ ECE Program Director
- B. Pursue professional growth opportunities according to Indiana Department of Education guidelines
- C. Communicating with Student Teachers through email or scheduled appointments on an as-needed basis
- D. Complete Rubric evaluations for Student Teachers
- E. Adhere to Mentor Teacher Rubric standards

Mentor Collaboration with Student Teacher

Collaboration is developing a working relationship with the student teacher and creating an inclusive environment where they develop their teaching skills alongside a skilled mentor. Some aspects of including student teachers are:

- A. Welcoming a student teacher into the group
- B. Provide teaching philosophy
- C. Orientate student teacher with classroom flow
- D. Scaffold student teaching experiences
- E. Allow student teachers to shadow/observe, engage/interact alongside, and then work independently in certain areas

- F. Student teachers are available to support teaching staff with classroom procedures, such as cleaning or organizing. *However, this is not their primary role.

The Role of the ECE School of Education Coach

- A. Meet all teaching requirements for the course.
- B. Observe and confer with the Student Teacher regularly to ensure the student's satisfactory progress. Provide written feedback following each observation.
- C. Meet Mentor Teacher and exchange contact information to facilitate communication; meet regularly regarding Student Teacher's progress.
- D. Provide a suggested timeline which approximates how the average student should progress through the experience.
- E. Address problems or concerns immediately through open dialogue with the Student Teachers, Mentor Teacher, and Administrator.
- F. Evaluate student's performance by completing a Culminating Teaching Rubric and Final Evaluation.
- G. Maintain all students' records in conjunction with the student teaching experience.
- H. Comply with all policies and procedures, and requirements outlined in the Supervising Teacher/Student Teaching Handbook.

The Responsibilities of the EDUC M425 Early Childhood Education Student Teacher

1. Abide by the University's and facility site's policies and regulations.
2. Attend the IUPUI School of Education scheduled seminars/class sessions for student teaching (EDUC M425-ECE Section).
3. Keep accurate daily Time Sheet signed by the Mentor Teacher.
4. Make a copy of fieldwork hours for instructor at the end of the semester and keep original.
5. Notify the school, Mentor Teacher, and University Coach in the event of an absence.
6. Establish on-going communication with the Mentor Teacher, including a weekly reflection/planning meeting.
7. Demonstrate initiative in collaboration with assigned teacher.
8. Assume increasing responsibility for all aspects of classroom teaching, including planning / implementing/ assessing individual and age appropriate curriculum and

classroom management.

9. Create a learning environment that demonstrates understanding and sensitivity to the needs of children of varied socio-economic, cultural, ethnic, and racial background.
10. Refer all questions and concerns from parents to Mentor Teacher.
11. Participate in the on-going process of self-reflection and evaluation of progress.
12. Address problems or concerns immediately through open dialogue with university Instructor and master teacher and/or administrator. Follow the appropriate chain of command when addressing any issue.
13. Demonstrate the entire IUPUI School of Education professional dispositions.

Student Teacher Requirements

State Requirements

- Current (within one year) negative TB test
- Pertussis and Measles Immunizations
- Influenza Vaccination
- Fingerprint clearance
- Criminal Record Statement

Hour Requirements

The EDUC M425 Early Childhood Student Teaching course is a program requirement for graduation. ***IUPUI Requires 16 Weeks in Student Teaching Placement completed at IUPUI**

**Student Teaching hours will be completed outside of paid working hours.*

	Location/Setting	# Hours	Age Group
Field Experience *EDUC 330 (3 credits) or Previous Course from Community College	Infant & Toddler	16 weeks *3 hours per week in infant toddler classroom	0-3

Student Teaching EDUC M425 (14 credit hours)	In PreK/K and Grades 1-3. At least one placement in a diverse, urban setting is required	16 weeks 40 hours per week	3-5 or 5-8
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In order to meet **NAEYC Standard 7**, the two field experiences selected for this chart must demonstrate that candidates have field or clinical assignments in at least two of the three early childhood age groups and in at least two different early education settings. Age groups are defined as: Birth through age 3, 3 through 5 years, and 5 through 8 years. Locations or Settings are defined as: Primary or elementary school, child care center or home, and Head Start.

Special Education Dual Licensure:

Course requirements

To get certified, you must take the following 18 credit hours in the appropriate sequence. You will also complete (7 Credit Hours) during student teaching to meet the requirements of this licensure program at IUPUI. You will also complete (7 Credit Hours) in ECE General Education student teaching at IUPUI) *student teaching **may not** be transferred in from another university/college

- EDUC K448: Families, School and Society (3)
- EDUC K453: Classroom Management and Behavior Supports (3)
- EDUC K465: Collaboration and Service Delivery (3)
- EDUC K420: Assistive Technology in Special Education (3)
- EDUC K426: Assessment & Instruction I - Mild (3)
- EDUC K441: Transition Across the Lifespan (3)

You will also spend part of your student teaching experience working with students with disabilities.

ENL Dual Licensure Coursework

Course Requirements

To get certified, you must take the following 18 credit hours in the appropriate sequence. You will also complete (7 Credit Hours) during student teaching to meet the requirements of this licensure program at IUPUI. You will also complete (7 Credit Hours) in ECE General Education student teaching at IUPUI) *student teaching **may not** be transferred in from another university/college

- EDUC-L 441 Bilingual Education
- ENG-Z 432 Second Language Acquisition or ENG-Z 205 Introduction to English Grammar

- EDUC-L 403 Assessment Literacy for Cultural and Linguistic Diversity
- EDUC-L 436 Methods and Materials for ESL
- EDUC-L405 Second Language Learner, Literacy, and Instruction

Profiles of Learning for Undergraduate Success at IUPUI-University

Each Profile will provide you with various opportunities to deepen disciplinary understanding, participate in engaged learning, and refine what it means to be a well-rounded, well-educated person prepared for lifelong learning and success.

Communicators convey their ideas effectively and ethically in oral, written, and visual forms across multiple settings, using face-to-face and mediated channels. Communicators are mindful of themselves and others, observe, read thoughtfully, listen actively, ask questions, create messages with an awareness of diverse audiences, and collaborate with others and across cultures to build relationships.

Problem solvers work individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.

Innovators build on experiences and disciplinary expertise to approach new situations and circumstances in original ways, are willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems to make a difference in the civic life of communities and to address the world's most pressing and enduring issues.

Community contributors are active and valued on the campus and in communities locally and globally. They are personally responsible, self-aware, civically engaged, and look outward to understand the needs of society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities, both local and global.

Expectations of Student Teachers

Confidentiality

Confidentiality is one of the cornerstones of professionalism and ethics in Early Childhood Education. Confidentiality ensures that information about individual children and their families remain private and are only shared on a “need to know” basis. Student Teachers have the responsibility at all times to protect the confidentiality of

children and families with whom they interact during the student teaching practicum.

Refraining from Gossip

Student Teachers are to refrain from speaking about or listening to others speaking about any team member without that member's presence. Student Teachers are expected to demonstrate professionalism even if others around them do not. It is the student's responsibility to question the intent of any conversation that appears to be gossip.

Appearance

Student Teachers are representatives of the IUPUI School of Education, and the field of Early Childhood Education. As such, Student Teachers must not only adhere to guidelines outlined in this handbook, but also strive to be models of professionalism, practicality, and safety during their student teaching experience. Student Teachers are expected to follow the site's dress code.

Respectful Behavior

Student Teachers are expected to behave respectfully toward each person in the environment at all times. Losing your temper, raising your voice, walking away from a conversation, or engaging in retorts to other staff members are all unprofessional behaviors. Your frustrations should be shared in private with the University Instructor. Your frustrations will be heard, and all attempts will be made to mediate the source of the frustration to a satisfactory end. Disagreements hurt feelings and misunderstandings need resolution. Do not let these situations lie **unattended**. Continuous negativity about programs, children, teacher, etc. becomes disrespectful behavior. When real problems exist, your professional responsibility is to problem solve with the appropriate individuals.

Attendance

It is our belief that children's physical, social and emotional health is best maintained by regular and consistent caregivers. Therefore, it is our goal for each student teacher to maintain a consistent work schedule. Student teachers are expected to arrive on time, on their scheduled days, ready for work. Regular attendance is required. Absence and tardiness are grounds for dismissal. See "Grounds for Dismissal" for specific criteria.

Absence Policy

Student teachers who are too ill to work are expected to give at least four (4) hours notice in advance – the night before if possible. Any absence of three (3) days or longer requires a note from your physician concerning the nature of the illness, medications prescribed, and a recommended length of convalesce. **Students must contact site and instructor each time when absent.**

Personal Effects

Student Teachers are responsible at all times for all of their personal effects. The Site, Site personnel, the IUPUI School of Education personnel are not liable for any damage to or loss of personal property.

Cell Phones

No cell phone use in classrooms. Additional site rules on phone use will be provided.

Child Abuse Reporting

Student Teachers are mandated to comply with Indiana child abuse reporting requirements. If a Student Teacher has knowledge or reasonably suspects abuse on a child, the Student Teacher must report such known or suspected instance of child abuse to a child protective agency (i.e. – police or sheriff’s department, a county probation department, or a county welfare department). The Student Teacher will inform the IUPUI School of Education EDUC M425 Instructor/Coach and Site Director by providing a brief verbal description of what was observed.

Grounds for Dismissal from EDUC M425 Early Childhood Education Student Teaching

After a written or verbal notice, a **repeat** infraction of **any** of the following will result in expulsion from the program

- Failure to follow instructor’s or Mentor teacher’s instructions
- Field work absence without notification
- Excessive absences from field work and course sessions
- Failure to keep up with assignment due dates.
- Inability to work effectively with co-workers
- Failure to attend to other duties assigned which benefit the children and program
- Failure to notify lab site **and** instructor of absence
- Time card/sheet errors
- Inappropriate Dress
- Gossip

Infractions, which may result in immediate expulsion from the Student Teaching program

- Failing to maintain a safe and healthy environment for children
- Mistreatment and abuse of children including inappropriate language or discipline
- Use of abusive or profane language and inappropriate voice tone
- Discussing children’s behavior with parents
- Second field work absence without notification
- Theft or dishonest acts or any damage to site property
- Possession of weapons

- Possession, use, or sale of alcohol or illegal drugs
- Gambling or disorderly conduct that violates common decency or morality
- Creating or ignoring fire safety or health hazards
- Smoking on site
- Direct insubordination
- Plagiarism in any form
- Falsification of time sheet

National Association for the Education for the Education of Young Children (NAEYC) Standards

NAEYC has developed standards for Early Childhood Professional Preparation Programs. As such a program, the IUPUI Early Childhood Education program adheres to the following NAEYC standards in the EDUC M425 course:

- **Standard 1:** Child Development and Learning in Context
- **Standard 2:** Family-Teacher Partnerships & Community Connections
- **Standard 3:** Child Observation, Documentation, & Assessment
- **Standard 4:** Developmentally, Culturally, & Linguistically Appropriate Teaching Practices
- **Standard 5:** Knowledge, Application, & Integration of Academic Content in the Early Childhood Curriculum
- **Standard 6:** Professionalism as an Early Childhood Educator

*The mentor program focuses on early childhood student teaching experiences and integrates components of standards one through six.

NAEYC Standards can be reviewed: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/professional_standards_and_competencies_for_early_childhood_educators.pdf

**Aligned with InTASC Model Core Teaching Standards: Early childhood educators work in concert with the rest of the birth through grade 12 teaching workforce. As such, the Professional Standards and Competencies for Early Childhood Educators are aligned with the larger education field's understanding of effective teaching, as expressed through the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

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Appendix A

IUPUI Early Childhood Education STUDENT INFORMATION

NOTE: All information will remain confidential.

Name: _____ Phone # _____

Address: _____

Please list (in order of preference) persons, and their relationship to you, to be notified in an emergency:

NAME	RELATIONSHIP	PHONE #	WORK #
1.			
2.			
3.			
4.			
5.			

Physician's Name: _____ Phone # _____

Address: _____

Insurance: _____ Policy # _____

Please describe any medical conditions, allergies, etc., that the site should be aware of in the event of an emergency (i.e. – seizures, allergic to bee stings, etc.).

Please list any other information that could be of help at the time of an emergency:

Appendix B
IUPUI
ECE Program

STATEMENT OF GOOD HEALTH

The signed Statement of GoodHealth is to certify that I am in good health and can work with young children without any restrictions.

Signature

Date: _____

Print name

Appendix C

InTASC STANDARDS

InTASC Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

InTASC Standard #6: Assessment

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

InTASC Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context.

InTASC Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix D
Statement of Confidentiality

During the semester, candidates will have various opportunities to develop competencies in all areas of an early childhood educational program. Through conversations with staff and children, planning with instructional staff, involvement with the assessment process of children, contact with parents, and other activities, students must ensure that all information about children, their families, and staff are handled in a confidential way.

For all assignments and in class discussions, students are required to use a pseudonym (change the name of a child, family member, or staff person's real name) to protect identities. Students may only use the real name of a staff person if he/she has given written permission.

I _____, have read the Statement of Confidentiality and agree to ensure all information will be safeguarded at all times. Under no circumstances will children's, families', or teaching staffs' first or last names be used in any papers, reports, in class discussions, or presentations.

Signature

Date

Print Name

Appendix E

Sequence of Coursework Activity for IUPUI School of Education Undergraduate Early Childhood Education Student Teacher Program

Orientation:

- Attend Orientation to School & Classroom
- Observe daily schedule and routines of assigned classroom
- Observe positive guidance techniques of supervising teacher
- Learn the names of children and staff
- Participate in daily schedule and routines of classroom
- Observe children in an outdoor and indoor area. Write an anecdotal note for each area observed. Share anecdotes with supervising teacher (You will find this helpful in planning an emergent lesson.)
- Observe a developmental area in one child such as social/emotional development, cognitive development or physical development. Write an anecdotal note for the behaviors or skills that the child is demonstrating. Share anecdotes with supervising teacher (This anecdote will be used for one journal reflection.)

Implementation:

- Meet with supervising teacher to discuss lesson plan implementation.
- Finalize plans to begin service learning project
- Conduct an activity in an interest area (i.e. –blocks, dramatic play, etc.) based on documentation from anecdotal notes. This will be good practice for writing and implementing a lesson plan with the children.
- Meet with supervising teacher to discuss lesson plan implementation.
- Continue to participate in daily schedule and routines of classroom
- Meet with supervising teacher to discuss lesson plan implementation

Evaluation:

- Plan culminating date and share culminating plan with supervising teacher.
- Meet with university course instructor to discuss Final Evaluation
- Display Showcase in site.

APPENDIX F

Mentor Teacher Timeline

EDUC M-425 (14 Credits) or EDUC M-425 (7 Credits)

Add Dates	First day of Clinical Teaching on assigned campus
	Submit 1st Formative Assessment of Clinical Teacher and Attendance Report 1 (get from clinical teacher) Please scan both into one email and send to brdjames@iu.edu
	Submit 2nd Formative Assessment of Clinical Teacher and Attendance Report 2 (get from clinical teacher) Please scan both into one email and send to brdjames@iu.edu
	Submit Summative assessment of Clinical Teacher and Attendance Report 3 (get from clinical teacher) Please scan both into one email and send to brdjames@iu.edu
	Cooperating Teacher Evaluation of Clinical Teacher Form Please scan and email to brdjames@iu.edu
	Last day of full day clinical teaching on assigned campus *students may attend until week 16 if they desire additional experiences.

The cooperating teacher is encouraged to make modifications in this calendar as necessary.
ECE Program Coordinator-Brandy James, PhD brdjames@iu.edu

APPENDIX G

ECE Clinical Teacher Timeline for Assignments

EDUC M-425 (14 Credits) or EDUC M-425 (7 Credits)

Week 1	<ul style="list-style-type: none"> • Clinical teacher begins observing and performing simple classroom tasks (e.g., checking roles, handling out supplies, monitoring students). • Clinical teacher prepares lesson plans for teaching one class/ subject the entire following week. Cooperating teacher gives advice. • The cooperating teacher allows time for discussions of school policy and classroom discipline
Week 2	<ul style="list-style-type: none"> • Clinical teacher teaches one subject or one class period every day for this week. Cooperating teacher supervises and provides feedback. • Clinical teacher begins planning for the following week. • The cooperating teacher allows time to discuss plans with the clinical teacher and to provide explanations for teaching and management strategies.
Week 3	<ul style="list-style-type: none"> • Clinical teacher continues to teach the class/subjects from the previous week and add one more. • Cooperating teacher continues to provide supervision and feedback. • Clinical teacher should begin plans for the following week.
Week 4	<ul style="list-style-type: none"> • Clinical teacher adds a third/subject.
Week 5	<ul style="list-style-type: none"> • Clinical teacher analyzes progress with university school liaison and cooperating teacher.
Week 6	<ul style="list-style-type: none"> • Add a fourth class if university school liaison and cooperating teacher agree
Week 7-13	<ul style="list-style-type: none"> • Clinical teacher assumes responsibility for the entire workday. • Cooperating teacher may wish to leave the classroom more frequently during this time. • The cooperating teacher may videotape one or more classes for discussion with the clinical teacher and the university school liaison if possible. • Week 13 the cooperating teacher gradually begins to assume classes
Week 14	<ul style="list-style-type: none"> • Cooperating teacher gradually begins to assume classes back. • Cooperating teacher should arrange for clinical teacher to observe in other classrooms during this week.
Week 15	<ul style="list-style-type: none"> • Cooperating teacher will complete the summative evaluation and discuss it with the student/ clinical teacher

The cooperating teacher is encouraged to make modifications in this calendar as necessary.
ECE Program Coordinator-Brandy James, PhD brdjames@iu.edu

APPENDIX H

IUPUI Early Childhood Education
 Student Teaching and/or Practicum Time Log
 EDUC M423 (Practicum) or EDUC M425 (Student Teaching)

Name: _____ Semester/Year: _____

School: _____ Grade: _____ Mentor Teacher _____

Instructions: Keep this report weekly, have it verified by your cooperating teacher, and turn it in to your college supervisor at the end of your student teaching. This form is to be filed in the Office of Field Experiences. Round off hours to nearest half -hour expressed in tenths (1 1/2 hours = 1.5 hours). Most school days are approximately 7.0 hours.

	Observation/Participation*	Teaching*	Planning*	Conference with Mentor Teacher(s)*	Out of Classroom Activities*	Weekly Total	Hours Absent	Mentor Teacher Initials
Week1								
Week2								
Week3								
Week4								
Week5								
Week6								
Week7								
Week8								
Week9								
Week10								
Week11								
Week12								
Week13								
Week14								
Week15								
Week 16								
Total								

* See examples on back of sheet

Signature of Mentor Teacher: _____ Date: _____

Signature of Student Teacher: _____ Date: _____

EXAMPLES

Observation/Participation: observation of teacher teaching, team teaching, visiting other classrooms, parent-teacher conferences

Teaching: individual, small groups, large groups, whole class instruction, supervision of students

Planning: preparing lesson plans, with teacher or individually; preparing unit lessons and activities (**all during school hours**)

Conference with Mentor Teacher: before and after school meetings to discuss instructional practices, school-wide issues

Out of Classroom Activities: faculty meetings, ball games, board meetings, in-service workshops, committee meetings, special programs, extra-curricular activities, lunch with students, bus duty, lunch duty

APPENDIX I
University Coach Observation Form

Teacher Candidate _____ Date/Time _____
 Content Area _____
 Observation # ___ Video # ___

Plans for Instruction and Assessment

- _____ appropriate objectives/targets are included (developmental and content)
- _____ objectives/targets are measurable
- _____ appropriate assessment/s included
- _____ plan is appropriately aligned to state standards
- _____ appropriate instruction planned for lesson content & needs of all children
- _____ instruction is connected to research and theory
- _____ instruction is appropriately aligned to objectives/targets
- _____ resources and materials are appropriate and connect to instruction
- _____ connects to prior knowledge
- _____ includes higher order thinking / problem solving
- _____ connects to real-world experiences
- _____ differentiation appropriately supports learner development

Comments for planning:

Creates and Maintains a Positive Learning Climate

- _____ organized, manages schedules, materials ready & easily accessible
- _____ language and directions stated clearly
- _____ uses positive behavioral strategies appropriately and consistently
- _____ uses instructional time and materials effectively and efficiently
- _____ supports child diversity / addresses individual needs and contributions
- _____ rapport and respect are clearly established between candidate and children and supported among children
- _____ collaborates effectively with all adult team members (where appropriate)

Comments for positive learning climate:

Delivers Instruction

- _____ follows lesson plan
- _____ provides brief overview to the lesson (articulates learning objectives)
- _____ uses a variety of instructional strategies
- _____ engages children during instruction/maintains child attention
- _____ provides frequent opportunities for child responding
- _____ uses appropriate cues and prompts to guide child learning
- _____ appropriately checks for understanding and adjusts instruction as needed
- _____ responds appropriately to child responses during instruction
- _____ maintains appropriate pacing during instruction
- _____ presents accurate content during instruction
- _____ facilitates higher order thinking and problem solving
- _____ appropriately integrates technology (when available and where appropriate)
- _____ engages children in the use of technology (as appropriate)
- _____ provides brief summary of lesson
- _____ facilitates smooth transitions into, out of, and during lesson

Comments for instructional delivery:

Assesses and Communicates Learning Results

_____ provides frequent, descriptive, and individualized feedback to children

APPENDIX J

STUDENT TEACHING IMPROVEMENT PLAN

This Student Teaching Improvement Plan is created in order to support student teachers and provide specific instructions for student teachers to follow in order to successfully complete student teaching.

Intern:	Date:
Mentor:	Coach:
Grade Level:	School:

The following expectations are to be met:

- Insert exact and concrete expectations here in bullet form.

I have read and understand the items on this Student Teaching Improvement Plan. I understand that I must meet these expectations to the satisfaction of my coach and my mentor teacher in order to successfully complete and pass student teaching. I understand that my student teaching placement may be ended early and/or extended if the conditions listed above are not met.

Intern Signature		Date
Mentor Teacher Signature		Date
Coach Signature		Date
Clinical Experiences Coordinator Signature		Date

APPENDIX K

Student Teaching Evaluation Rubric

Student Teacher: _____

Mentor Teacher: _____

Placement Site: _____

Grade Level: _____

Date: _____

I. Planning Instruction: The teacher plans instruction based upon: (1) knowledge of students' learning needs and interests; (2) knowledge of community, school, and classroom factors; (3) the subject matter focus of the unit/lesson(s); and (4) the focus of student assessments; in order to support student learning.

Criteria	1: Beginning <i>(little or no evidence)</i>	2: Developing <i>(limited evidence)</i>	3: Proficient <i>(sufficient evidence)</i>	4: Expert <i>(clear, consistent, and convincing evidence)</i>	Rating <i>(circle one)</i>
Knowledge of Students' Learning Needs and Interests	Teacher Candidate displays NO understanding of how student characteristics (e.g., development, special learning needs, interests, culture), approaches to teaching and learning, and connections to prior knowledge may affect learning.	Teacher Candidate displays LITTLE understanding of how student characteristics (e.g., development, special learning needs, interests, culture), approaches to teaching and learning, and connections to prior knowledge may affect learning.	Teacher Candidate displays SOME understanding of how student characteristics (e.g., development, special learning needs, interests, culture), approaches to teaching and learning, and connections to prior knowledge may affect learning.	Teacher Candidate displays RELEVANT and SPECIFIC understanding of how student characteristics (e.g., development, special learning needs, interests, culture), approaches to teaching and learning, and connections to prior knowledge may affect learning.	Mid-term 1 2 3 4
					Final 1 2 3 4
Knowledge of Family, Community, School and Classroom Factors	Teacher Candidate displays NO understanding of the characteristics of the family, community, school, and classroom that may affect learning.	Teacher Candidate displays LITTLE understanding of the characteristics of the family, community, school, and classroom that may affect learning.	Teacher Candidate displays SOME understanding of the characteristics of the family, community, school, and classroom that may affect learning.	Teacher Candidate displays a COMPREHENSIVE understanding of the characteristics of the family, community, school, and classroom that may affect learning.	Mid-term 1 2 3 4
					Final 1 2 3 4
Knowledge of Developmentally Appropriate Early Curriculum with Emphasis on the Child	Teacher Candidate DOES NOT design a child focused, developmentally appropriate, comprehensive curriculum.	Teacher Candidate RARELY designs a child focused, developmentally appropriate, comprehensive curriculum with instruction and learning outcomes that are vaguely aligned with program, school, district, state, and/or federal goals.	Teacher Candidate SOMETIMES designs a child focused, developmentally appropriate, comprehensive curriculum with instruction and learning outcomes that are somewhat aligned with program, school, district, state, and/or federal goals.	Teacher Candidate REGULARLY designs a child focused, developmentally appropriate, comprehensive curriculum with instruction and learning outcomes that are clearly aligned with program, school, district, state, and/or federal goals.	Mid-term 1 2 3 4
					Final 1 2 3 4
Focus of Student Assessments	Teacher Candidate DOES NOT include assessment strategies that target learning outcomes and meet	Teacher Candidate RARELY includes assessment strategies that target learning outcomes and meet individual needs	Teacher Candidate SOMETIMES includes a variety of assessment	Teacher Candidate REGULARLY includes a complex variety of assessment strategies that target learning	Mid-term 1 2 3 4
					Final 1 2 3 4

	individual needs of students.	of students.	strategies that target learning outcomes and are appropriately adapted for individual needs of most students.	outcomes and are appropriately adapted for individual needs of almost all students.	1 2 3 4
Midterm comments for standard I:					
Final comments for standard I:					

II. Teaching and Learning Experiences: The teacher coordinates teaching and learning experiences based on well-developed plans and: (1) sound instructional strategies, including the use of technology; (2) a positive learning environment; and (3) student communication opportunities; in order to support student learning.

Criteria	1: Beginning <i>(little or no evidence)</i>	2: Developing <i>(limited evidence)</i>	3: Proficient <i>(sufficient evidence)</i>	4: Expert <i>(clear, consistent, and convincing evidence)</i>	Rating <i>(circle one)</i>
Sound Instructional Strategies, Including Use of Technology	Teacher Candidate DOES NOT make instructional decisions that are pedagogically sound and DOES NOT plan for appropriate integration of technology.	Teacher Candidate RARELY makes instructional decisions that are pedagogically sound and RARELY plans for appropriate integration of technology.	Teacher Candidate SOMETIMES makes instructional decisions that are pedagogically sound (i.e., they are likely to lead to student learning). Appropriate use of technology is SOMETIMES integrated and makes a moderate contribution OR Teacher Candidate provides a rationale for not using technology.	Teacher Candidate REGULARLY makes instructional decisions that are pedagogically sound (i.e., they are likely to lead to student learning). Appropriate use of technology is REGULARLY integrated and makes a significant contribution OR Teacher Candidate provides a strong rationale for not using technology.	Mid-term 1 2 3 4 Final 1 2 3 4
Inclusive Learning Environment	Teacher Candidate DOES NOT create an environment that meets the needs of and engages all students.	Teacher Candidate RARELY creates an environment that meets the needs of and engages all students.	Teacher Candidate SOMETIMES creates an environment that meets the needs of and engages all students.	Teacher Candidate REGULARLY creates an environment that meets the needs of and engages all students.	Mid-term 1 2 3 4 Final 1 2 3 4
Student	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Mid-term 1 2 3 4

Communication Opportunities	DOES NOT encourage students to communicate about the subject matter.	RARELY encourages students to communicate about the subject matter.	SOMETIMES encourages students to communicate about the subject matter through assessing their own learning, describing their knowledge, defending their reasoning, and extending upon or exploring the subject matter in their own ways.	REGULARLY encourages all students to communicate about the subject matter through assessing their own learning, describing their knowledge, defending their reasoning, and extending upon or exploring the subject matter in their own ways.	1 2 3 4 Final 1 2 3 4
(Discipline Specific) Provides Nurturing Atmosphere and Safe Learning Environment	Teacher Candidate DOES NOT provide a nurturing atmosphere and safe learning environment.	Teacher Candidate RARELY provides a nurturing atmosphere and safe learning environment.	Teacher Candidate SOMETIMES provides a nurturing atmosphere and safe learning environment. This is demonstrated through positively interacting with students and adults in the environment, collaborating with other providers and families, and keeping safe physical conditions.	Teacher Candidate REGULARLY provides a nurturing atmosphere and safe learning environment. This is demonstrated through positively interacting with students and adults in the environment, collaborating with other providers and families, and keeping safe physical conditions.	Mid-term 1 2 3 4 Final 1 2 3 4
Midterm comments for standard II:					
Final comments for standard II:					

III. Assessing Learners: The teacher assesses learners based on the focus of student assessments developed while planning instruction and (1) communicating performance expectations and assessment criteria; (2) monitoring students' daily learning and adjusting instruction; (3) the summative assessment of student performance; and (4) feedback to students about the quality of their work; in order to support student learning.

Criteria	1: Beginning <i>(little or no evidence)</i>	2: Developing <i>(limited evidence)</i>	3: Proficient <i>(sufficient evidence)</i>	4: Expert <i>(clear, consistent, and convincing evidence)</i>	Rating <i>(circle one)</i>
Communicating Performance Expectations and Assessment Criteria	Teacher Candidate DOES NOT plan assessment strategies to	Teacher Candidate RARELY plans for assessment strategies or those strategies	Teacher Candidate SOMETIMES plans for assessment strategies that are	Teacher Candidate REGULARLY plans for assessment strategies that are	Mid-term 1 2 3 4

	demonstrate student achievement and growth.	are not clearly linked to learning outcomes and vaguely demonstrate student achievement and growth.	mostly linked to learning outcomes and moderately demonstrate student achievement and growth.	directly linked to learning outcomes and effectively demonstrate student achievement and growth	Final 1 2 3 4
Monitoring Students' Daily Learning and Adjusting Instruction	Teacher Candidate DOES NOT monitor ongoing student achievement.	Teacher Candidate RARELY monitors ongoing student achievement.	Teacher Candidate SOMETIMES monitors ongoing student achievement, interprets the data occasionally, and sometimes adapts instruction as needed to meet the individual needs of students.	Teacher Candidate REGULARLY uses a systematic approach to monitor ongoing student achievement, interprets the data regularly and accurately, and consistently adapts instruction as needed to meet the individual needs of students.	Mid-term 1 2 3 4 Final 1 2 3 4
Feedback to Students or Parents About the Quality of Their Work	Teacher Candidate DOES NOT interpret assessment data accurately nor provides feedback to students, families, and other providers regarding student achievement and growth.	Teacher Candidate RARELY interprets assessment data accurately and does not often provide feedback to students, families, and other providers regarding student achievement and growth.	Teacher Candidate SOMETIMES interprets assessment data mostly accurately and provides somewhat relevant feedback to students, families, and other providers regarding student achievement and growth.	Teacher Candidate REGULARLY interprets assessment data accurately and provides relevant and meaningful feedback to students, families, and other providers regarding student achievement and growth.	Mid-term 1 2 3 4 Final 1 2 3 4
Mid-term comments for standard III:					
Final comments for standard III:					

IV. Reflecting on Learning and Teaching: The teacher reflects on: (1) the analysis of student learning and support for conclusions; and (2) the teacher's own practice; in order to improve the teacher's impact on student learning.

Criteria	1: Beginning <i>(little or no evidence)</i>	2: Developing <i>(limited evidence)</i>	3: Proficient <i>(sufficient evidence)</i>	4: Expert <i>(clear, consistent, and convincing evidence)</i>	Rating <i>(circle one)</i>
Teacher's Analysis of Student Learning and Support for Conclusions	Teacher Candidate DOES NOT reflect on and evaluate student learning using appropriate data.	Teacher Candidate RARELY reflects on and evaluates student learning using appropriate data and rarely uses that data	Teacher Candidate SOMETIMES reflects on and evaluates student learning using appropriate data and	Teacher Candidate REGULARLY reflects on and evaluates student learning using appropriate data and	Mid-term 1 2 3 4

		to plan future instruction and intervention.	minimally uses that data to plan future instruction and intervention.	consistently uses that data to plan future instruction and intervention.	<p style="text-align: center;">Final</p> <p style="text-align: center;">1 2 3 4</p>
Teacher’s Reflection on Practice	Teacher Candidate DOES NOT reflect on and evaluate instructional practice.	Teacher Candidate RARELY reflects on and evaluates instructional practice.	Teacher Candidate SOMETIMES reflects on and evaluates instructional practice using mostly appropriate data and somewhat uses that data to improve his or her own professional practice.	Teacher Candidate REGULARLY reflects on and evaluates instructional practice using appropriate data and consistently uses that data to improve his or her own professional practice.	<p style="text-align: center;">Mid-term</p> <p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;">Final</p> <p style="text-align: center;">1 2 3 4</p>
Mid-term comments for standard IV:					
Final comments for standard IV:					
Reference: HDFS (2009) Department, Student Teaching Manual					

APPENDIX L

Mid-Term Addendum to Early Childhood Evaluation

Teacher Candidate

_____ **Date** _____

Strengths and how they are used effectively:

Areas of challenge/suggestions for improvement:

Recommended Letter Grade _____

APPENDIX M

Final Addendum to Early Childhood Evaluation

Teacher Candidate

_____ **Date** _____

Strengths and how they are used effectively:

Areas of challenge/suggestions for improvement:

Recommended Letter Grade _____

Reflective Curriculum Plan Example

Student's Name: _____

Child's Developmental Age	
Step One: OBSERVE & REFLECT	
Pre-Assessment: (Record; what the child(ren) is doing, how the child responds to objects he encounters, or to people he interacts with, etc. Facts only, approx 1 – 2 pages.)	
Reflection: (Based on your observation reflect on the child's responses and interpret the situation. Approximately 1 page).	
DOCUMENT/DATA	
What observational data are you providing that demonstrate evidence of the child's development...notes, photos, work sample? (Data should be attached).	
Step Two: PLANNING	
Developmental Domain:	
Indiana Foundation:	
Goal of Plan: Example : Delete when you add your own goal 1. <i>To reinforce Maria's knowledge of number sense.</i>	
Objectives of Plan: Examples: Delete when you insert your own objectives. 1. <i>Maria will learn that two and three objects actually represent the number two and three.</i> 2. <i>Maria will learn to group two items of similar color</i> 3. <i>Maria will demonstrate which group of items have "more" and which group has "less."</i>	
Adaptations Made to Environment	
Materials and Resources Needed For the Lesson	
Intentional Conversations (Vocabulary, scaffolding, and open-ended questioning)	1. 2. 3.
Reflect on how your process for planning aligns with the "Respect, Reflect, and Relate" model.	
Step three: IMPLEMENT & REFLECT	
Self-Assessment of Lesson (Reflect on: teaching approach, strengths, and weaknesses, etc.).	
Further Possibilities (Based on the child's responses, interests and your personal reflections answer the following question: How can you further extend the child's exploration, problem-solving, language and interactions?) The Reflective Curriculum Planning Process is adapted from the California Infant/Toddler Curriculum Framework (2012)	

Lesson Planning Resources

Candidate:

Course #:

Content Area:	Age Group:		
Lesson Title:	Indiana Standard:		
Pre-Assessment:			
Lesson Objective:			
Post-Assessment:			
Hooks, Props, or Other Means of Introducing the Lesson			
Children's Literature	Title:	Author:	
Vocabulary	1.	2.	3.
	4.	5.	6.
Materials and Resources Needed For the Lesson			
Open-Ended Thought Provoking Questions	1.		
	2.		

	3.
Teacher-Directed Or Independent Practice	
Individualized/Differentiated Instruction	1. 2.
Extension Activities	1. 2. 3. 4.

Candidate:
Date:

Evaluator:
Lesson #:

Lesson Planning Resource
Early Childhood Education Lesson Delivery Rubric Example

Component	1 Not Present	2 Emerging	3 Adequate	4 Exceptional	Comments
Introduction to the Lesson <ul style="list-style-type: none"> • Anticipatory Set • Hooks/props • Open-ended questions • Vocabulary 	Hooks/props, open-ended questions, and vocabulary were not present; anticipatory set is missing	Two of the criteria listed in components were not present in the lesson; anticipatory set is evident, but not engaging	Candidate used hooks/props, open-ended questions, and vocabulary to get the attention of the children prior to the activity; anticipatory set is relevant to the lesson	Candidate used hooks/props, open-ended questions, and vocabulary to get the attention of the children prior to the activity; piqued children's interest; children demonstrate curiosity and eagerness to begin lesson	
Teacher Directed or Independent Practice/ Differentiated Instruction or Individualized Curriculum	Candidate did not address lesson plan objective; differentiated instruction/ individualized instruction is not present	Candidate addresses lesson plan objective; differentiated instruction/individualized instruction is implemented but not appropriate	Candidate addresses lesson plan objective; differentiated instruction/ individualized instruction is appropriate	Candidate actively engages children with <u>sufficient opportunities to practice</u> lesson plan objectives; differentiated instruction/ individualized instruction is appropriate	
Transitions	Transitions are not provided	Candidate attempts transitions, but they are not smooth	Transitions are provided	Transitions are provided; sufficient time allotted to transitions	

Lesson Plan Rubric Resources

	Not Present 1	Emerging 2	Adequate 3	Exceptional 4	Score
Pre-Assessment	Lesson plan shows no evidence of connection between pre assessment and planning.	Lesson plan shows some evidence of connection to pre assessment, however, the lesson does not relate to the pre assessment findings.	Pre assessment logically leads to the lesson. Lesson teaches needed skill or knowledge identified in the pre assessment.	Pre assessment logically leads to the lesson. Lesson teaches needed skill or knowledge identified in the pre assessment and is based on more than one observation/insight.	
Objectives	Objective is missing, unclear, or is not related to identified standard	Objective does not provide a clear sense of what students will know and be able to do as a result of the lesson. A portion of the objective is related to the identified standard	Objective provides some sense of what students will know and be able to do as a result of the lesson. Objective relates to the identified standard	Objective provides a clear sense of what students will know and be able to do as a result of the lesson. Objective is specific and clearly relates to the identified standard	
Engagement	Hook/props were not present in the lesson	Hook/props are not related to the goal/objective/ standard	Appropriate hook/props are present in the lesson	Hook/props are present in the lesson and will engage children in the lesson and pique interest	
Implementation	Is unable to put into practice the identified standard. Lesson is inappropriate for the target group of children. Is unable to extend learning objective.	Has some ability to put into practice identified standard. Parts of the lesson are appropriate for the target group of children. Some inaccurate connections between vocabulary, focus questions and lesson activity. Limited extension of learning objective.	Has adequate ability to put into practice the identified standard. Lesson is appropriate for target group of children. Adequate connection between vocabulary, focus questions and lesson activity. Extends learning objective into other content area.	Has excellent ability to put into practice the identified standard. Lesson is appropriate for the target group of children. Solid integration of vocabulary and focus questions throughout the lesson. Extends learning objective into other content areas and plans scaffolding opportunities to build upon lesson objective.	
Post-Assessment	Post-assessment is unrelated to goal, objectives and/or standard. Post assessment does not measure what children know, or	Post-assessment is somewhat related to goal, objectives and/or standard. There are too many variables in the post assessment to effectively measure what children know or what children can do.	Post-assessment is related to goal, objectives and standard. Post-assessment is a valid tool that effectively measures what children know or what children can do.	Post-assessment is related to goal, objectives and standard. Post-assessment is a valid tool that effectively measures what children know or what children can do. Post-assessment provides opportunities for students with varying learning styles and strengths to excel	

	what children can do.				
Self-Assessment	No self-assessment is included	Self-assessment is missing one or more of the following: reflection on teaching strategies, strengths of lesson, plans for improvement	Self-assessment includes all of the following: reflection on teaching strategies, strengths of lesson, plans for improvement, and one example of how the objective was met.	Self-assessment includes reflection on all of the following: reflection on 2 teaching strategies, 2 specific strengths or weaknesses of lesson, 2 examples of how the objective was met, and 2 plans for improvement	
Individualized/Differentiated Instruction	Lacks details of modified instruction	Details for modifications are present but not appropriate	Contains appropriate modifications	Modifications exhibited a wide range of appropriate learning activities	
Extension Activities	Not identified or unrelated to the lesson's goals	Somewhat provides for enrichment opportunities	Activities further promotes the lesson concepts and goals	Activities are logical and would clearly offer either solid enrichment or remediation regarding the lesson's goals	
Grammar, Spelling, and Punctuation	Meaning is frequently confused due to many problems in sentence structure, grammar, mechanics, and word choice	Meaning is occasionally confused due to errors in sentence structure, grammar, mechanics, and word choice	Displays competence with most sentence structure; good word choice; minor errors in grammar, mechanics, spelling and word choice	Displays consistent facility with language; variety of sentence structures from simple to complex; precise, clever word choice	

Lesson Planning Resources

Domain	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional					
Activities					
<i>Foundations</i> Standards that support the Social/Emotional Activities					
Domain	Monday	Tuesday	Wednesday	Thursday	Friday
Language					
Activities					
<i>Foundations</i> Standards that support the Language Activities					
Domain	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy					
Activities					
<i>Foundations</i> Standards that support the Literacy Activities					
Domain	Monday	Tuesday	Wednesday	Thursday	Friday
Math					
Activities					
<i>Foundations</i> Standards that support the Math Activities					

Domain	Monday	Tuesday	Wednesday	Thursday	Friday
Science Activities					
<i>Foundations</i> Standards that support the Science Activities					
Domain	Monday	Tuesday	Wednesday	Thursday	Friday
Visual & Performing Arts Activities					
<i>Foundations</i> Standards that support the Music/Movement Activities					
Domain	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development Activities					
<i>Foundations</i> Standards that support the Outdoor Activities					

Early Childhood Education
IUPUI
Undergraduate Program
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"Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood." — Fred Rogers,