

BUTLER

COLLEGE *of*
EDUCATION

Student Teaching Handbook

A Reference Guide for:
Student Teachers
Cooperating
Teachers University
supervisors
Cooperating
Principals

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All undergraduate and graduate programs in the College of Education at Butler University are accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) and the State of Indiana. The licensure programs are nationally recognized by their Specialized Professional Association.

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Introduction

The Butler University College of Education (COE) is committed to providing our students with a positive, supportive, practical, and rewarding student teaching experience. Most educators will agree that the clinical experience of student teaching is of prime importance in developing teachers who will enter the profession as enthusiastic and effective teachers.

At Butler, the student teaching experience affords the candidate an opportunity to continue to develop and reflect on the skills, knowledge, and dispositions critical to student learning. Throughout the candidates' preparation program, their field and clinical experiences reflect both a significant quantity of hours and high quality practice. In the Elementary Education program, which includes full-time student teaching for an entire year, candidates will spend more than 1,500 hours in classrooms during their licensure program. All Middle/Secondary and K–12 candidates will spend a minimum of 800 hours in classrooms throughout their program. However, just the number of hours in classrooms is not enough to reflect the quality of the experience gained. Candidates are scaffolded in their field and clinical experiences throughout the four COE Cores, so that observation leads to working one-on-one or with small groups of K–12 learners. They then progress on to curriculum development for aspects of the instructional day and finally to the intensive clinical experience of the senior capstone. In all cases, field and clinical experiences that are imbedded into coursework are directly tied to assessment measures; experienced faculty teaches all courses. Finally, the Specialized Professional Associations (SPA) process, which requires that all licensure programs document impact on student learning, has led to each of our 12 programs receiving national recognition.

The Butler COE teacher preparation program is a co-teaching process. We recognize the presence of two educators in the classroom as a resource asset that allows for both remediation and enrichment opportunities and creates a setting where learning is enhanced with rich creativity of collaborative instructional design. The student teacher becomes an important member of the school community, working with an expert or master teacher/mentor and under the supportive direction of a University supervisor, who has expertise in content and a developmentally appropriate instructional approach.

Student teaching at Butler University is a collaborative process from the partnership of placement to the supervision and reflection on growth that takes place along the way. Each student has the opportunity for student teaching experiences in two different settings. Elementary education student teachers will have two student teaching settings of one semester each. Middle/Secondary and K–12 student teachers will also have two different settings of eight weeks each. The variety of settings addressing both content and developmental levels ensures a well-rounded, competent teacher education graduate.

It is important to note that the College of Education recognizes the world as our community and intentionally develops an appreciation for and knowledge of our global neighbors. We create an inviting learning environment for people of all cultures. The College provides curricular and co-curricular opportunities to cultivate awareness of diversity, expanding into firsthand experiences in global citizenry. We seek the support of our local and global partner schools, our cooperating teachers, and University supervisors in achieving this goal throughout our students' professional preparation.

This “Student Teaching Handbook” is meant to be a resource guide with practical information for those who are a part of our capstone experience. It is by no means meant to be comprehensive. We constantly revise and update information, especially as we receive your feedback and suggestions.

We extend our gratitude to the public, private, and international schools that accommodate our Butler students and provide the learning community for our candidates. We also extend our thanks to the professional teachers and University supervisors, who provide support and mentoring throughout the capstone experience

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Mission Statement

The Mission of the College of Education is to prepare individuals to be highly qualified professionals who challenge the status quo and exemplify our core values by:

- Engaging in interactive and intentional experiences that foster honoring differences and seeing similarities
- Creating a learning community that supports opportunities to model teaching, learning, and mentoring by faculty, students, and professional partners
- Valuing the development of theoretical knowledge and its integration into practice in order to support the transformation of schools and society
- Developing a standard for professional dispositions that is based on an ethic of care rooted in both integrity and responsibility

Vision Statement

We need a valid vision.

We need the will.

With vision and will, everything is possible.

-Asa G. Hilliard III

The College of Education believes we must prepare our students for schools as they should be, not simply perpetuating schools as they currently exist. We must be willing to explore with our students the difficult issues of inequities that exist in our schools and society and to help them to become agents of change. This, of course, means that as faculty we must examine our own beliefs, be willing to keep our hearts and minds open to the ideas of others, live our lives with integrity, and model how great teachers take risks, challenge the status quo, and advocate for the rights of all students.

Ours is a college that continually changes because learning is a transformational experience. Members of the College embrace what Parker Palmer described as a “capacity for connectedness.” Palmer stated:

Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves. (Courage to Teach, p. 11)

The College of Education’s learning community presents transformational experiences that allow students to create their own tapestries. As an intention of their preparation, students invest in school-communities that differ from theirs. They are challenged to examine their assumptions about other people, how children from diverse experiences learn, and reflect about the responsibilities of innovative educators. Exemplary teachers mentor education students by modeling best practice, supporting leadership, and demanding courage.

Participants in the learning community engage in scholarship that supports teaching as inquiry. As investigators, they become constructors of knowledge that seek to connect theory with

practice. As a function of scholarship, students use technology applications to discern strategies for learning, creating, modeling, and assessing. Faculty and students take advantage of opportunities to study abroad and have new experiences that help them become better global citizens.

As faculty and students weave their unique tapestries, they gather regularly to discuss instructional strategies and the implications of new research. We celebrate the successes of the learning community's participants and encourage them to reach new heights.

College of Education Core Values (Including Technology Proficiencies)

The Appreciation of Diversity and Similarity

- Candidates have a defined set of values and principles and demonstrate behaviors, attitudes, and skills that enable them to work effectively in a culturally and linguistically responsive manner with all members of the educational community.
- Candidates integrate multiple perspectives of cultural and individual differences into their professional practices,
 - 1) By implementing instructional and assessment strategies that value cultural and individual differences, 2) by communicating in a culturally responsive and respectful manner, and 3) by fostering a classroom environment that embraces cultural and individual differences and similarities.
- Candidates demonstrate the capacity to engage in self-reflection, support actions, and advocate for the equity of opportunity and services for all students.

The Excitement of Teaching Learning and Mentoring

- Candidates demonstrate breadth and depth of content knowledge with connections to other areas of the curriculum areas.
- Candidates plan, teach, and assess developmentally appropriate content in multiple ways for diverse learners.
- Candidates facilitate instruction so that it results in positive social interaction.
- Candidates develop caring and respectful relationships within a community of learning.
- Candidates communicate effectively with students, parents, and other members of the learning community.
- Candidates serve as an advocate for students, the school community, and the profession of education.

The Challenge of Integrated Practice and Collaboration

- Candidates will combine content knowledge, pedagogical knowledge, and best practices to provide clear and coherent and measurable instruction according to students' needs.
- Candidates utilize a variety of instructional techniques and resources that are appropriate for the development of knowledge and the examination of thoughts, values, and practical experiences.
- Candidates' questions are of uniformly high quality, with adequate time for students to respond thoughtfully. Students formulate many of their own questions.
- Candidates are aware of questions and personal values and how those values are manifested in knowledge and teaching practices.

- Candidates' response to students and colleagues is proactive and sensitive to individual needs and personal context.

The Strength of Integrity and Responsibility

- Candidates model enthusiasm for teaching and learning.
- Candidates make standards of conduct clear to all students and consistently enforces them in a fair and respectful manner.
- Candidates seek and utilize feedback and suggestions from a variety of sources, including students and colleagues.
- Candidates make a thoughtful and accurate self-assessment of professional practices and makes adjustments accordingly.
- Candidates have good rapport with all P-20 school and community stakeholders.
- Candidates' works to their highest potential in all academic and dispositional requirements.

Technology Proficiencies

- Candidates understand and actively engage in the flow and trend of emerging technology to remain current.
- Candidates employ consistent and creative use of technology to enhance instruction.
- Candidates use technology to improve their efficiency.
- Candidates use technology to support their ongoing professional development.

Glossary

Candidates: Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from students in P–12 settings. (In this document, student teachers/candidates are one in the same.)

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Cooperating Teacher: The classroom teacher who directly supervises and mentors a student teacher in the classroom setting. He or she assists in providing professional experiences and guiding student development based on co-teaching principals.

Cooperating Principal: The principal of the school for the student teaching placement.

Core Values: The four core values of the College of Education are: Appreciation of Diversity and Similarity; The Excitement of Teaching, Learning, and Mentoring; The Challenge of Integrated Practice and Collaboration; The Strength of Integrity and Responsibility.

Developmental and Content Standards: The recognized sets of developmental and content standards that will be used to assess new teachers. All program frameworks are under continual review. Each Initial program area in the College also has a knowledge base and program goals based upon our four core values, and course objectives are matched to the values as well as state and content specific standards.

Dispositions: Professional attitudes, behaviors, and public appearance displayed by the pre-service teacher. These are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Elementary Education Program: This program prepares students for teaching and instructional leadership in elementary schools. Based in a comprehensive liberal arts background, the elementary education majors are prepared to meet state licensing requirements for early childhood (beginning with kindergarten) and middle childhood settings.

Licensure: The official professional recognition by a state.

Middle/Secondary Education Program:

The Middle/Secondary Education program enables students to combine the strength of in-depth preparation in an academic content area with the professional teacher education skills necessary for success in the classroom. A middle/ secondary program (grades 5–12) may have the following content area major (36–54 hours depending on individual major requirements):

English, Foreign Language (French, German, or Spanish), Mathematics, Sciences (primary areas in Biology, Chemistry, Physics, or Social Studies). Or, a secondary program may be for all grade (K–12) licensure in: Music Education (choral and/or instrumental), Physical Education and Health (K–12) licensure (Human Movement and Health Science Education).

Performance-Based Assessment: A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and professional disposition, including their abilities to have positive efforts on K–12 student learning.

Portfolio: A cohesive accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or other school professional. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, and comments by cooperating teachers or internship supervisors, and samples of student work. These artifacts and samples, explanations, and reflections are meant to portray an accurate picture of the teacher’s competencies and style.

Student Teacher/Candidate: Butler University students who have met all of the standards for admission to our Teacher Education Program, and CORE I, II, and III may apply to the student teaching program. They share the classroom and school/community responsibilities with the cooperating teachers.

Student Teaching: Pre-service clinical practice at K–12 levels for candidates preparing to teach. The Butler student teaching model is a co-teaching model supporting the growth and success of K-20 learners.

University supervisor: Employee of Butler University who shares responsibility with the cooperating teacher/mentor teacher for the professional growth of the student teacher. University supervisors regularly visit and confer with the student teacher.

Goal of Student Teaching

The goal of the student teaching experience is to prepare teachers who are competent and confident in their knowledge, both subject and pedagogical, and in their skills to teach all children. Through a planned, carefully supervised, and mentored student teaching experience candidates are supported in their professional development process. They are expected to exhibit dispositions of a competent, independent, and effective practitioner. Performance-based goals are aligned to state, NCATE, and SPA standards.

The student teaching experience provides the teacher education candidate with the optimum opportunity for growth and development as a beginning teacher and a time to develop his or her own style through co-teaching, collaboration, and collegiality between the student, University personnel, and school personnel. Using the co-teaching model as the model of best practice for teacher preparation and P-20 success, the cooperating teacher shares the classroom and students with the candidate so that a variety of strategies can be utilized such as targeted instruction, differentiated instruction, station teaching, parallel teaching, team teaching and more. This model allows for the candidate to be actively integrated into the cooperating teacher's classroom promoting an effective utilization of two teachers working in tandem to ensure student success.

A part of facilitating the growth of student teachers is the assessment/evaluation process. Each candidate is observed throughout her or his experience. Observation forms are included in this handbook. The observations are to be shared between the candidate, cooperating teacher, and University supervisor.

The midterm evaluation is done at approximately half way through the professional phase. Timing for this varies by program. It is done to reflect on the candidate's progress up to that point. Feedback and support from both the cooperating teacher and the University supervisor are important to the process, along with the self-reflection of the candidate. The midterm evaluation is shared and is to be used as a tool to assist and guide further development of the candidate with the goal of continual professional growth.

The final evaluation should be the basis of a formal conference at the conclusion of the student teaching experience. The University supervisor assumes final responsibility for submitting the teaching evaluation to the student's program area.

Policies and Procedures

Qualifications for Student Teaching

All candidates are advised that they are subject to a criminal background/history check. The type of check depends on the district(s) where the candidates are placed. It is the responsibility of each candidate to follow expected procedures for each district in which they are student teaching.

Acceptance into student teaching, the final phase of the teacher education program, requires the demonstration of readiness and the completion of the following:

- ED CORE I, II, and III and full admission to Teacher Education – See College of Education Undergraduate Transition Points in the Student Resources section of our website.
- Recommendation by the program for admittance to ED CORE IV: Student Teaching. (No grade below C will be accepted for licensure in the major, minor, or professional education.)
- Senior or graduate standing.
2.5 A cumulative grade point average of 2.5 or better, and a GPA of 2.75 in the teaching content major and a GPA of in all education courses.
- At least 15 semester hours at Butler University to qualify for admission to Teacher Education and Student Teaching.
- Attendance at one of the posted Student Teaching Information sessions prior to submission of the application.
- Submission of the Student Teaching Application to the adviser for his or her approval and signature.
- The complete Student Teaching Application with official transcripts attached submitted (by the student) to the Director of Student Personnel Services by the due date.

Placement of Student Teachers

Teacher education candidates should apply for student teaching by the posted due date of the academic year prior to student teaching. Applications for student teaching are available on the College of Education website in the Student Resources section under student teaching.

Student teaching placements are made in terms of providing the best experience possible. Students will have two placements that offer diverse experiences. Final decision for placement is based on a variety of factors. Student teaching assignments will likely not be made where conflicts of interest exist, such as:

- In schools attended by the student teacher or from which the student teacher graduated within the previous 15 years
- In school buildings where the student teacher has substitute taught for more than 20 days during the previous year prior to placement
- In school buildings where the student teacher has been employed within five years prior to placement
- With cooperating teachers who were former teachers of the student teacher or are close relatives
- In school buildings where relatives work and/or school corporations where relatives hold

- a position of authority (e.g., administrator, board of directors, etc.)
- In school buildings where close relatives (i.e., children, siblings, nieces/nephews, grandchildren, etc.) are currently attending
- In school buildings/corporations where there is another conflict of interest that could potentially reduce the quality of the student teaching experience

Exceptions to this policy should be discussed with the Director of Student Personnel Services, who will make all final determinations in cooperation with program faculty.

Student teaching assignments are made in terms of providing the best experience possible. Preferences are considered, but factors such as the availability of high quality classrooms—which reflect best practices within a school—and supervisory loads must also be considered. It is the goal that, during student teaching, our candidates are placed with high-quality mentors, teach in high-needs areas, teach diverse pupils, and show impact on P–12 learning. Candidates must be willing to accept the assignment as determined by the College to be both in the student’s best interest and within the resources that are available to provide proper supervision and a quality student teaching experience.

The College of Education at Butler University with the cooperation of area schools places candidates for student teaching in public, private, or parochial school classrooms in the greater Indianapolis metropolitan area. This area could include Marion and the contiguous counties. The program also provides opportunities for student teaching abroad.

When a corporation accepts a student teacher, a signed contract is returned to the College of Education. It is possible that a request for student teaching placement may have to be submitted to several school districts before a placement is confirmed. Some reasons that an applicant may not be accepted by a corporation are the following:

1. Poor quality of application (spelling, grammar)
2. Marginal grades in professional education and/or content area
3. School corporations requiring a 3.0 or better
4. Late applications (Many school corporations have completed their student teaching assignments in late spring and contact our office with the message that they will not take any more student teachers for the coming year.)
5. Some corporations only permit their teachers to take one student teacher per year.
6. Some corporations take only a limited number of student teachers.
7. School corporations have several levels of review, and the application may be stopped at any level by a superintendent, personnel director, principal, department head, and the classroom teachers.

Candidates will receive confirmed placement information prior to the academic year of student teaching. Candidates will be sent additional confirming emails.

Prerequisite Assignment: Placement Introduction

Prior to the start of student teaching, the candidate should make contact with the cooperating teacher and principal.

The Prerequisite Assignment: Placement Introduction Checklist

1. Contact the teacher and arrange a convenient time to meet. Call or email the teacher at school.
2. At the meeting with the teacher:
 - Exchange phone numbers, emails, and addresses
 - Confirm with the cooperating teacher the first day to report to school
 - Determine whether to meet again with the cooperating teacher before student teaching begins.
 - Pick up any supporting materials to be used (e.g., teacher editions of textbooks, workbooks, planning overviews, CDs, websites, etc.)
 - If possible, determine what parts of the curriculum, courses, subjects, or units you will be responsible for teaching
 - Request classroom rules, guidelines, and the student handbook
 - Obtain a copy of the faculty handbook and/or department policies
3. Contact the principal and clarify what type of criminal background/history check is required by their district, and who should receive it. If you have two placements, at different schools, contact the principal or central office administration at each school regarding this important matter.

Important Contact Information			
School Corporation Website:			
Person	Name	Email	Phone
University supervisor			
Cooperating teacher			
Principal			

School Orientation and Observation

Orientation to the school community is critical to the student teacher's comfort, confidence, and ultimate success in student teaching. The student teacher/candidate and supervising teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and observation will set the foundation for success in the student teaching experience.

The *Orientation* should include:

A review of teaching responsibilities

- Parent nights, open houses, faculty meetings, department meetings, committee meetings
- Duties (bus, hallway supervision, lunch supervision)
- Computer accounts, lunch accounts, parking pass information
- Tour of the building

A review of school policies and procedures

- Student handbook (discipline and attendance policies, writing passes)
- Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, and emergency procedures such as fire drills, school nurse procedures, and universal precautions)

A review of classroom policies and procedures

- Classroom rules and management plan (discipline referral procedures)
- Recording absent and tardy students
- Writing hall passes

An introduction to instructional resources

- Media center, computer labs, and technology coordinators
- Computer use expectations
- District and school websites
- State standards for the course or grade level
- Appropriate instructional materials
- Lesson plan and student assessment expectations
- Community resources to enhance instruction

A discussion about community and student needs

- General socioeconomic and cultural background of the student population
- After-school student activities and opportunities for student teacher involvement
- Parent involvement in the school, expectations for communicating and working with parents
- Allergies or specific health/participation restrictions of any students

Length of Assignment

Elementary education student teachers complete two semesters of student teaching, following the calendar of the school corporation to which they are assigned. Because of the length and intensity of a two-semester student teaching program, elementary student teachers will also be given the Butler Thanksgiving break during the fall semester and the Butler spring break during the spring semester.

Middle/Secondary and K–12 student teachers complete a full semester of student teaching with two placements of eight weeks each, following the calendar of the school corporation to which they are assigned. The Director of Student Personnel Services, in conjunction with program faculty, must approve exceptions to the length of any student’s assignment.

Length of Day

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

Absences

Daily attendance is required. There are no excused absences from student teaching other than the two University-sanctioned Teacher Candidate Interview Days in the spring semester. All

absences may be required to be made up in consultation with the University supervisor and cooperating teacher. The student teacher is responsible for notifying the cooperating teacher, University supervisor and, if necessary, the building principal, if he or she will be absent. Excessive absences for any reason will result in termination or an extension of the student teaching period.

Athletic Involvement During Student Teaching

If a student is involved in a Butler University athletic program during student teaching, the student must make arrangements to bring together the cooperating teacher, University supervisor, coach and Director of Student Personnel Services at the beginning of the student teaching semester. At this meeting, all aspects of the schedule for the semester should be discussed.

Employment During Student Teaching

Student teaching is the student's primary responsibility and should be viewed as a full-time job. Candidates are strongly urged to arrange their schedules so that they are not employed during student teaching.

Enrollment in Additional Courses During Student Teaching

Student teaching is the candidate's primary responsibility and should be viewed as the full semester load. Other college activities should not interfere with teaching responsibilities. Most student teachers find that it is difficult to take additional classes during this experience. Student teachers are strongly advised not to attempt additional coursework during this period. Under exceptional circumstances, candidates will be permitted to register for additional credit hours upon approval of their adviser. If it appears that the additional course load beyond student teaching is jeopardizing the success of the student teaching experience, the candidate will be given the option of dropping either the additional course(s) or student teaching.

Mediation Procedures Related to Student Teaching Placement

The student teacher is expected to fulfill teaching responsibilities to the best of his or her abilities. Any student teacher who experiences conflict or discomfort with the placement will be expected to discuss the issue(s) directly with the cooperating teacher. If, after such an interaction, the conflict has not been resolved, the University supervisor should be contacted and informed of the problem. At that time, the cooperating teacher, University supervisor, and student teacher will arrange a meeting to further address the issue(s) of concern. The program coordinator and other area faculty may also be included. The Director of Student Personnel should be contacted if a resolution has not been determined after the student teacher, cooperating teacher, and University supervisor have met. Student teachers are expected to follow the same protocol of a professional educator; it is the candidate's responsibility to handle sensitive situations in a confidential, ethical, and appropriate manner.

Required Seminars

After the initial orientation meeting, student teachers will have various required seminars during the semester. These will be in addition to the courses that are part of the student teaching program. Attendance and active participation are required of all student teachers.

Disruption of Instructional Processes

During disruptions of instruction (e.g., student unrest, bomb threats, etc.), student teachers should comply with the policies and procedures of the school corporation and the directives of law enforcement officials. A student teacher should report any disruptions to his or her University supervisor for direction as soon as is practical. Should such circumstances cause a disruption to the point that the student teaching assignment must be terminated, the procedures under “Termination of Placements” will be followed.

In the event of a teacher strike, the student teacher is not to report to the school, but instead, should contact the University supervisor or Director of Student Personnel Services for direction. Candidates may not participate in any job action, such as strikes or picketing.

Conferencing with Students

Student teachers/candidates should always conference with students in an open, visible, and easily accessible place.

Substitute Teaching

Student teachers are students of Butler University and are not employees of the school corporation for any purpose. Whenever the cooperating teacher is absent, the school must provide a substitute teacher, another fully licensed teacher, or administrator in the building to oversee the student teacher in carrying out her or his planned responsibilities.

Process for Placing a Student on Academic Contract for Completion of Student Teaching

The cooperating teacher and/or the University supervisor should notify the program faculty and the Director of Student Personnel Services as early as possible when a student teacher is experiencing difficulties in meeting satisfactory ratings in one or more areas during the student teaching placement. Each case or situation will be handled individually.

A student teacher whom the cooperating teacher and University supervisor determine is not making sufficient progress may be put on a specific student teaching contract. This contract may include:

- Specific areas of needed improvements
- Strategies for implementation
- Specific outcomes expected
- Assessment tools that will be used to monitor performance
- Specified persons responsible for assessing outcomes
- A timeline with specific deadlines
- Consequences for not completing the plan adequately
- Date and signature of the student teacher, University supervisor, cooperating teacher, and Director of Student Personnel Services

The student teacher, University supervisor, cooperating teacher, and Director of Student Personnel Services will each receive copies of the plan.

Strategies for implementation of the contract may include but are not limited to:

- Added contact between the University supervisor and the student teacher through

increased journaling and/or other University supervisor-appropriate assignments and additional observations and conferences

- Added contact between the University supervisor and the cooperating teacher to monitor progress and provide additional interventions
- Observation and/or evaluation by qualified individuals, such as the cooperating principal or University faculty
- Referral to appropriate areas for testing and/or counseling
- Requirement of additional coursework or tutoring
- Modifications and/or accommodations that are deemed appropriate

The University supervisor, cooperating teacher and Director of Student Personnel Services will document **all** interactions in the process. This documentation must include a description of major points of discussion, conclusions reached, and dates.

Possible outcomes from the steps outlined above include:

- The student teacher satisfactorily meets the requirements of the contract and is allowed to complete the student teaching experience.
- The student teacher makes significant progress but does not make adequate progress in some or all identified areas for improvement. The Director of Student Personnel Services in consultation with cooperating teacher, University supervisor, and faculty/University/program representation may choose to extend this student teaching experience with the agreement of the cooperating teacher, cooperating principal, and University supervisor or may assign the student to an additional student teaching experience in the same or subsequent semester. In the latter case, a grade of I (incomplete) will be assigned until the completion of the additional student teaching experience.
- The student teacher makes little or no progress in remediating the identified area(s) of concern. Under these circumstances, the student teaching assignment will be terminated and the Director of Student Personnel Services and other appropriate University personnel will discuss consequences (regarding grades, future enrollment options, degree options, etc.) and other options (e.g., personal counseling, career counseling, degree, etc.) with the student teacher.
- The student teacher may decide to withdraw from student teaching. Under these circumstances, the Director of Student Personnel Services and other appropriate University personnel (i.e., University supervisor, cooperating teacher, program faculty, and/or others) will discuss consequences and options (e.g., personal counseling, career counseling, the Bachelor of Education degree without licensure, etc.) with the student teacher.

Termination of Placements

The Director of Student Personnel Services may terminate a student teaching assignment under the following situations:

- Cooperating teacher or cooperating principal requests termination.
- University supervisor recommends termination.
- The student teacher requests withdrawal.
- A major disruption at the school hinders completion of the assignment.
- It is determined that the presence of the student teacher is an impediment to the education of the pupils in the assigned teaching classroom.

- The student teacher has made little or no progress in remediating identified area(s) of concern.
- Other good cause is determined.

The Director of Student Personnel Services will place a notice of termination in the student teacher's file and send a written statement concerning the termination to:

- The student teacher/candidate
- The cooperating teacher
- The cooperating principal
- The University supervisor
- The Dean of the College

A candidate is dismissed from the program by the consensus of the program faculty.

A candidate is not permitted to enroll more than twice for student teaching in order to pass with validation.

Grading

Student teaching is graded on a pass/fail (P/F) basis. In order to be recommended for licensure, a candidate must receive a PV (pass with validation) grade. A grade of P indicates that the candidate passed the experience, but will not be recommended for licensure. In this case, credit is earned toward graduation. An F indicates that the candidate does not pass and does not receive credit.

Appeal and Reinstatement

The administrative team, with the Associate Dean acting as chair, is the appeals body of the College of Education. A candidate who wishes to appeal a decision of the College of Education, such as dismissal from student teaching, should write a letter of appeal to the Associate Dean, in which the student clearly specifies a rationale for the appeal. The Associate Dean then convenes and chairs the administrative team that considers the appeal. A final appeal may then be addressed to the Dean of the College, if the student so chooses. It is the candidate's responsibility to initiate the appeal and meet all deadlines.

Qualifications for Recommendation for Initial Licensure

In order for student teachers to successfully complete Butler University's program with a recommendation for initial licensure in the state of Indiana, candidates will:

- Meet all University requirements for graduation or completion of a non-degree graduate licensure program
- Receive favorable final evaluations from the cooperating teacher and University supervisor with a grade of Pass with Validation (PV) assigned by the appropriate faculty member
- Document basic skills competency at the time of admission to the teacher preparation program, and attain passing scores on the appropriate exams and any other standardized tests that are required
- Complete and submit all license application materials, including the required CPR/Heimlich/AED certification and Suicide Prevention online at license.doe.in.gov

Criminal Background/History Check

1. Candidates are advised that they will be required to obtain and submit to the school corporation the results of a criminal background/history check prior to beginning their placement. **In addition some districts may require that you submit a full criminal background/history check or local criminal background/history check. No student will be permitted to start student teaching until they have complied with the district policy on criminal background checks.**
2. Candidates are advised that persons who have been convicted of a felony that does not result in the inclusion on the Indiana Sex and Violent Offenders Registry may not, in the long term, be eligible for a license to teach in the state of Indiana or, in the immediate term, be accepted for placement in an Indiana school corporation.
3. Students are advised that if, during the course of the placement, the student is convicted in Indiana or any other jurisdiction of any of the following offenses: Murder; causing suicide; assisting suicide; voluntary manslaughter; reckless homicide; battery; aggravated battery; kidnapping; criminal confinement; a sex offense under I.C. 35-42-4; carjacking; arson; incest; neglect of a dependent; child selling; contributing to the delinquency of a minor; an offense involving a weapon under I.C. 35-47 or I.C. 35-47.5; an offense relating to controlled substances under I.C. 35-48-4; an offense relating to material or a performance that is harmful to minors or obscene under I.C. 35-49-3; an offense relating to operating a motor vehicle while intoxicated under I.C. 9-30-5; an offense that is substantially equivalent to any of the offenses listed in this subsection in which the judgment of conviction was entered under the law of any jurisdiction or an attempt to commit anyone of the foregoing offenses, the student must immediately notify the University and the School Corporation of such fact.

Zachary's Law

1. Candidates are advised that persons who have been convicted of a felony that results in their inclusion on the Indiana Sex and Violent Offenders Registry shall not, in the long term, be eligible for a license to teach or to hold a teaching position in the state of Indiana and, in the immediate term, be accepted for placement in an Indiana school corporation.
2. University shall immediately notify the school corporation and shall terminate its activities with regard to placing a prospective student teacher or participant or shall offer its assistance in removing a currently placed student teacher or participant from the placement if the Director of Student Teachers learns that a student teacher or participant is on the Indiana Sex and Violent Offenders Registry

The Art of Being a Cooperating Teacher

A Guide for Selecting Pre-service Teach Mentors

Our Goal – Remarks by Dr. Ena Shelley, Dean

The College of Education takes pride in preparing teachers to create schools as they should be, not to perpetuate the status quo. Therefore we believe our students must be able to think critically, understand the connection between theory, development, and practice, and be passionate about learning.

In Dr. John Goodlad's definitive research study, the *Study of the Education of Educators (SEE)*, the student teaching experience was found to have the most influence on the pre-service educator. Mentoring a student teacher is, therefore, a privilege and an enormous responsibility.

For the student teacher, student teaching is a time for practice, synthesizing learning and beliefs, reflecting on their teaching and the role of the teacher and learner. It is analogous to preparation in other professional fields such as medicine. Future surgeons are mentored by master surgeons and learn through practice standing shoulder-to-shoulder and side-by-side. They do not enter their internships or residencies at the mastery level, nor do student teachers. Our student teachers are to be mentored, shoulder-to-shoulder with master teachers so that they are ready to enter the field of teaching.

Qualities of an Outstanding Pre-service Teacher Mentor

Perhaps one of the greatest challenges in selecting cooperating teachers is the recognition that outstanding teachers do not always make outstanding mentors. Just as all teachers recognize their strengths in teaching particular developmental levels, the ability to teach and learn from a pre-service teacher is something that not everyone excels at nor enjoys. As you consider faculty that would be ideal in this role, please think about the following:

Cooperating Teachers are able to...

- ❖ Reflect on their own practice in order to better inform the pre-service teacher about why they do things and not just what they are doing
- ❖ Model positive professional relationships with other teachers and administrators
- ❖ Guide development in a constructive manner, provide consistent positive feedback, and identify opportunities for growth
- ❖ Utilize child-centered approaches in their teaching and are willing to let pre-service teachers test their new ideas in a safe setting
- ❖ Learn from themselves, their students, and the pre-service teacher
- ❖ Embrace diversity and positively support all learners in the classroom
- ❖ See teaching as a wonderful profession and want to share that enthusiasm with a future teacher

Cultivating a Colleague

The Journey from Student Teacher to Practitioner

The student teaching experience for Butler candidates is not meant to be a scripted process or “one size fits all” plan. Instead, we encourage you to use the ideas below to guide your journey. The best experiences are ones that are rooted in clear communication and positive relationships between the cooperating teacher, student teacher, and University supervisor. When in doubt about how things are going or what to do next, it is always best to just ask!

1. We ask that a conversation occur **in the first week (or before)** between the student teacher and cooperating teacher to **develop a general backward map for how the placement will progress**. Together, the student teacher and the cooperating teacher should create clear, measurable objectives for the placement as well as how and when feedback and mentoring will occur between the cooperating teacher and student teacher. **Growth is more easily recognized when goals are clearly stated and few in number**. Looking at the overall expectations as outlined on the student teaching rubric can be overwhelming. We encourage the cooperating teacher, student teacher, and University supervisor to set goals along the way. We know that three-to-five specific goals to work on every two weeks are easier to focus on and achieve than trying to have 30 goals for the entire placement. This backward map plan should include a **projected calendar and/or schedule of teaching topics**, as well as a plan for **co-teaching and co-planning responsibilities**. The goal is to create a road map for the journey (even though there may be detours along the way!). We know that the plan will likely change many times, but we hope that creating a backward map of the placement will remind our student teachers that all strong instruction begins with a plan. Student teachers will be responsible for sharing a copy of the plan with the University supervisor and lab instructor after the first week of the placement.
2. **Students in a classroom can never have too many qualified adults available to assist them in their learning**. Therefore, **we encourage a co-teaching and co-planning model**. Think of it in some ways as a dance—there is usually someone leading, but both are required to do the job well. Who is leading may ebb and flow, but the partners in the classroom working together will serve the children before them in ways that could not happen if a student teacher wasn't present, including a significant reduction in the teacher-to-student ratio. In this handbook, we've also included some different models of co-teaching that may help provide a shared vocabulary for discussing teaching responsibilities as the student teacher and cooperating teacher develop the placement plan.
3. **Curricular planning and instructional approaches will always be closely aligned with the context and expectations of the school/district**. We recognize that planning in a Montessori kindergarten class will look much different than an Advance Placement course in a high school. We do expect our student teachers to plan daily, and we do ask that, when possible, **a student teacher be allowed to utilize researched based pedagogy he or she has learned during the teacher preparation as long as it supports the curricular goals**. This might include the use of content literacy strategies, workshop or project approaches, hands-on problem solving in math, teacher-crafted assessments, or even formal assessments such as Running Records.

4. **We ask that the student teaching experience operate from a framework of Asset-Based Thinking.** The text we use to guide us in the Butler College of Education is *Change the Way You See Everything* by Kathryn Cramer and Hank Wasiak. This means we focus on:
 - **Opportunities** rather than problems: “What would this challenge look like if it were solved?”
 - **Strengths** more than weaknesses: “What is going well, and how can we build on that?”
 - **What can be done** instead of what can’t: “How do we move beyond the ‘Yeah, but?’”
5. Finally, we ask that all involved in cultivating our newest colleagues remember that **teaching is inherently a joyful profession.** No one gets into teaching because they want to be unhappy. So remember to find something each day to laugh about, celebrate, or feel passionate about. **Help our newest professionals become that hopeful, enthusiastic colleague that we would love to have in the classroom next door.**

Butler University Student Teaching: A Co-Teaching Approach

The Elementary, Middle/Secondary, and K–12 teacher preparation programs at Butler University value the ongoing and direct involvement of our cooperating teachers throughout the student teaching experience. With high stakes testing and decreased funding, our partner schools are under continuous pressure to meet all learners' needs with fewer support resources. We recognize the presence of two educators in the classroom as a resource asset that allows for both remediation and enrichment opportunities and creates a setting where learning is enhanced with rich creativity of collaborative instructional design.

A more traditional view of student teaching follows a phasing process for gradual release of responsibility from cooperating teacher to the student teacher. Typically, this approach has periods for passive student teacher observation, followed by gradual increased responsibility for planning and instructing classes, usually starting with one or two classes and increasing those responsibilities until the student teacher is fully planning, instructing, and assessing all classes for an extended period of time. In this model, the cooperating teacher allows the student teacher “freedom” to teach independently as a sign of confidence in the student teacher’s ability. We strongly feel that this sign of confidence actually sends the wrong message to a novice teacher—a message that suggests “good teachers” do things alone and without help, and that seeking advice is a sign of insecurity or lack of preparedness.

A co-teaching approach in the student teaching experience will support expanding district expectation that cooperating teachers will continue to work with groups or subgroups within the classroom. Cooperating teachers’ knowledge, enthusiasm, and caring for P–20 students and their learning have provided strength, role modeling, and real success in the partnership. We all learn from and with each other. This collaborative model for preparing highly qualified teachers is one we would like to more fully embrace with our partners.

In the co-teaching student teaching framework, balance exists between the co-teachers. Both the cooperating mentor and the student teacher recognize and deeply appreciate the value each person brings to the relationship and respects the other’s role and responsibility for P–12 student learning. There are models we may turn to for framing student teaching as a co-teaching experience. In their 2004 study, professors Marilyn Friend and Lynne Cook provide an excellent definition and overview of a multidimensional approach to co-teaching. Using their definitions as a framework, Butler University student teachers could be actively socialized into the cooperating teacher’s classroom promoting an effective utilization of two teachers working in tandem to ensure P–12 student success.

What follows are six possible models for student teaching as a co-teaching experience. Butler student teachers and their cooperating teachers, working with University supervisors, may find that they will use one or more of these models during the course of the student teaching experience. They may also find the need to utilize a co-teaching approach that is a combination of these or something unique. The driving force for any chosen model is that it serves the students in the classroom, the current curricular needs, as well as the needs of the student teacher and the cooperating teacher as a co-teaching pair. The student teacher, cooperating teacher, and University supervisor will communicate regularly and often to create and monitor the approach that best meets the needs of all stakeholders.

Teaching and Learning Initiative: Six Approaches to Co-Teaching www.ctserc.org

Recognizing that students at all academic levels benefit from greater teacher attention, co-teaching allows for more intense and individualized instruction in the general education settings.

Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources, and joint accountability. (Friend & Cook, 2000)

Six Approaches to Co-Teaching

1. **One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
2. **One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
3. **Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
4. **Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.
5. **Alternative Teaching.** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
6. **Team Teaching.** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but also the approach that is most dependent on teachers' styles.

*Excerpt taken from a presentation given at New Mexico Public Education Department Quarterly Special Education Meeting Albuquerque, New Mexico, April 29, 2004.

<http://www.ped.state.nm.us/seo/library/qrtrly.0404.coteaching.lcook.pdf.pdf>

Role and Responsibilities of the Cooperating Teacher

Cooperating teachers are selected in collaboration with the Director of Student Personnel Services, the program faculty and the appropriate representatives of the school corporation. Cooperating teachers are chosen based on their experience, a minimum of three years, and their willingness to accept the responsibility of guiding and nurturing the professional growth of a candidate. They are looked to as a model for professionalism in its many aspects and as the school personnel who can provide diverse opportunities and information to assist the candidate to enrich his or her learning. The cooperating teacher is the foundation for the candidate's preparation program.

Expectations for the cooperating teacher include the following:

- Have a minimum of three years of teaching experience
- Develop a positive, collegial, collaborative relationship with the candidate and support the co-teaching model
- Early in the experience, discuss with the candidate school and classroom expectations, guidelines, and philosophy
- Orient the candidate to policies and procedures including schedules, curriculum materials, and health and safety precautions
- Collaborate with the both the University supervisor and candidate to develop and implement a plan for daily progress
- Guide, teach, and assess the candidate through the experience
- Provide both oral and written feedback as appropriate
- Complete the Cooperating Teacher Data form and the W-9 and return to Butler University for purposes of accreditation and payment of honoraria
- Complete the formal midterm and final evaluation and share this with the candidate and the University supervisor
- Write a letter of recommendation for the candidate's self-managed credential file, if the candidate requests

Additional or varying Elementary and Middle/Secondary program specific roles are included here in this handbook for the cooperating teachers. Please refer to the appropriate section for program details.

Required Qualifications

- Holds a valid Indiana teaching license or other teaching certification (pre-school/early childhood)
- Has completed at least three years of successful teaching experience
- Demonstrates the knowledge, dispositions, and performances for successful performance-based assessment

Preferred Qualifications

- Experienced with pre-service education students in a supervisory capacity (e.g., previously mentoring a student teacher or a field experience student) and/or is enrolled or has completed the mentor teacher training process
- Demonstrates ongoing commitment to their own professional development
- Recognizes the value of the co-teaching model of teacher preparation and willingly integrates this model into practice.

Role and Responsibilities of the Student Teacher/Candidate

The student teaching experience is one in which the candidate occupies both the position of a candidate as well as the position of a teacher charged with professional responsibility. This is a challenging experience, and candidates should plan to devote maximum energies to the experience. The experience will take place in two phases and in two different settings. Length of the placement varies depending on whether the candidate is in the Elementary or Middle/Secondary program.

Expectations for the candidate during student teaching include the following:

- Attend all orientations, seminars, and interview days scheduled by the University.
- Be familiar with and be prepared to implement all parts of the Student Teaching Handbook.
- Be familiar with the host school policy, both as it is related to faculty and students.
- Meet with the school principal/administrators to introduce yourself and to find out about expectations and procedures.
- Adhere to policies and expectations of the assigned school corporation including such things as appropriate professional dress, behaviors, language, and attitude.
- Demonstrate professional discretion. It is inappropriate to discuss outside of your professional setting any information that is learned about pupils or teachers.
- Call if you must be absent from school or late for any reason. The first call goes to your cooperating teacher, the second to your University supervisor.
- Be open-minded and recognize that, while you are developing your own unique teaching style, you must respect the policies and procedures of the school and the cooperating teacher. Be fully and actively integrated into the workings of the co-teaching model.
- Establish clear communication lines with the cooperating teacher and University supervisor.
- Establish a schedule for conferences for both planning and feedback with the cooperating teacher and University supervisor.
- Complete all required assessments and assignments, including such items as the professional portfolio.
- Complete self-managed credentials, employment applications, and submit license application to the Indiana State Department of Education through the LVIS system, if interested in licensure in Indiana.
- Follow all individual program requirements (Elementary and Middle/Secondary).

Assignments and requirements may differ by program area due to the variations between the professional semester(s) for Elementary and Middle/Secondary. Activities and a timeline as well as appropriate forms are provided for the individual programs in materials that follow.

Role and Responsibilities of the University Supervisor

The University supervisor is an employee of the College of Education at Butler University, who shares the responsibility for the professional growth and development of the candidate. The University supervisor is both an instructor and a liaison between the University and the school. He or she is accountable for working cooperatively with University faculty and the school personnel to design and implement appropriate and effective experiences for each candidate as an individual. The University supervisor serves as a source of information and support for both the candidate and the cooperating teacher.

Expectations for the University supervisor include the following:

- At the initial visit, establish procedures for easy communication between yourself, the candidate, and the cooperating teacher.
- Confer on a regular basis by phone, email, and in person with the candidate and cooperating teacher.
- Participate in conferences with the candidate and cooperating teacher as needed.
- Observe the candidate in the classroom and assess his or her performance based on standards.
- Maintain appropriate records for each student, clearly documenting each conference and observation
- At the middle of the term, evaluate your student teacher using the Midterm Evaluation form. Discuss the evaluation with the student teacher/candidate and cooperating teacher as you set goals for the remainder of the experience.
- Document and discuss any absence from student teaching.
- Provide copies of the written observations to the student teacher/candidate and cooperating teacher.
- Notify the program faculty and the Director of Student Personnel Services of any concerns as early as possible
- Write a letter of recommendation for the candidate's self-managed credential file.
- Submit mileage record sheets with the completed expense report to the Office Administrator in JH171.

Required Qualifications

- Have three years of successful teaching experience in the content area of supervision
- Demonstrate the knowledge, dispositions, and performances of a professional educator
- Know Indiana academic standards
- Be able to facilitate growth in diverse learners and provide positive and/or proactive support in the areas of instructional techniques, curriculum development, and developmentally appropriate practices
- Be well versed in the co-teaching model of teacher preparation
- Demonstrate ongoing commitment to their own professional development
- Be able to observe and meet with their candidate(s) as needed (which may exceed the minimum of six observations of the formal evaluation process).

Preferred Qualifications

- Experience with pre-service education students in a supervisory capacity (e.g., mentoring a student teacher or a field experience student)
- Knowledge or experience related to special education

University reporting forms for the University supervisor and cooperating teacher. Supervisors and Cooperating Teachers can be found starting on page 29 for Elementary and page 39 for Middle/Secondary of this handbook. by program area i.e., Elementary or Middle/Secondary.

Role and Responsibilities of the Cooperating Principal

The cooperating principal is a key to the success of the student teaching program. It is with the principal's guidance that appropriate, quality student teaching placements are made at the school site. The program depends on the professional judgment of the principal to place candidates with cooperating teachers who will model commitment to the development and support of young people entering the field of teaching.

Expectations for the cooperating principal include the following:

- Assist in the placement of student teachers
- Welcome candidates into the school and involve them as participating members of the faculty
- Assist the cooperating teacher in providing information to the candidate regarding school policy and procedure
- Communicate with the University representative as appropriate and as needed

Program Description Elementary Education

The Elementary Education program at Butler University is a comprehensive teacher preparation program for undergraduates seeking elementary licensure K–6. Elementary program faculty along with a group of program stakeholders has identified characteristics of our program that are central to our mission, integral to the experiences we offer and close to our hearts. The following synthesis is an attempt to describe these characteristics with the purpose of communicating clearly and succinctly who we are and what we're about in the Elementary program in the College of Education at Butler University.

Primacy of the Child

The Elementary Education program is built around the belief that the child is central in designing, implementing, and assessing educational experiences. Therefore we seek to prepare teachers to understand the significant role that child development plays across the early and middle childhood period. We take a social constructivist view of development, which recognizes and values the profound influences of relationships, family, culture, language, and physiology on the complex continuum of abilities and orientations that children experience in their growth over time.

Centrality of an Integrated Inquiry Curriculum

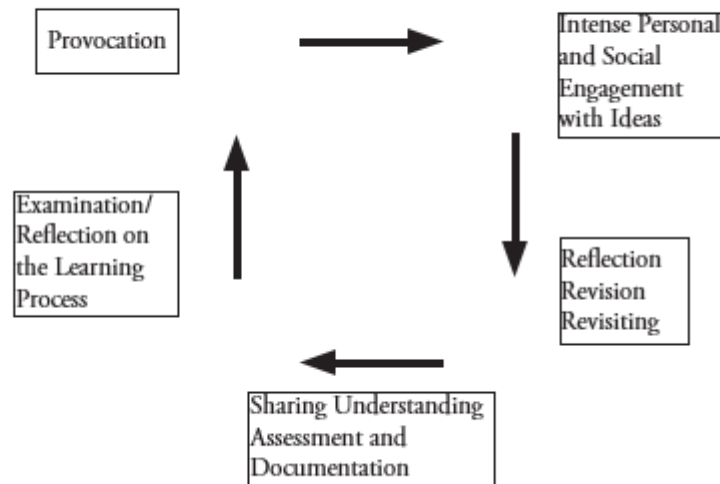
The elementary program embraces an inquiry-oriented, integrated approach to curriculum. We have adopted inquiry approach to curriculum because it is consistent with our belief that people construct knowledge through personal and social interaction. Thus we hope to prepare our pre-service teachers to develop implement and evaluate curriculum that supports children in learning by pursuing questions, investigating issues, and seeking information that is personally and socially relevant.

In one semester, for example, Butler pre-service teachers will study, construct, implement, and evaluate primary curricula that integrates language and literacy, social studies, science, math and technology through an inquiry approach. In a separate semester, Butler pre-service teachers will similarly study, design, implement, and evaluate curricular for intermediate students.

We also believe that an inquiry-oriented, integrated approach to content at the college level is appropriate and important in developing a meaningful and useful knowledge base in educational theory, curriculum, and teaching strategies. It is through such an approach that we hope to prepare teachers who understand the inherent connection between theory and practice and who can—and do—pursue questions and investigations into topic areas of their interest. We also believe that an inquiry approach helps to prepare pre-service students to teach in schools as they are, to serve as agents for positive educational change. We believe that an inquiry approach to curriculum also encourages lifelong learning in our pre-service teachers.

Our view of inquiry is based upon the following curricular model.

Inquiry Cycle



The Need for Site-Based and Collaborative Experiences

A pivotal belief of our program is that our courses must be meaningfully linked to high quality educational settings. In these settings, we develop collaborative relationships with teachers, administrators, and other site personnel, in order to provide learning opportunities for pre-service teachers, as well as to share professional development opportunities with our colleagues in the field. We value each site's uniqueness as an educational institution and use the vitality of each setting as a resource for curriculum in our program coursework. It is our goal to develop and maintain committed positive relationships in a small number of sites so that each site becomes a strong community of learners.

Moreover, we seek diverse educational settings that provide our pre-service teachers with experiences that invite them to think deeply about how differences in gender, race ethnicity, socioeconomic conditions, and language variations influence teaching and learning.

The Significance of a Knowledge Base

The elementary program recognizes the tension between identifying and valuing a specific knowledge base in the area of teaching and learning, and the notion that such a knowledge base is ever-changing. We are dedicated to helping our pre-service teachers have a solid grounding in educational theory and practice while helping them to develop a stance of inquiry toward that knowledge base and their own teaching. For example, while we do identify and help students know, understand, and be able to implement best practices, we also are committed to helping them critique and analyze those practices and continue to seek more effective and equitable approaches to teaching and learning for themselves and their students.

An Ethic of Care

We in the Elementary Education program believe that the relational aspects of teaching and learning are significant and profoundly important. We strive to ground ourselves and the program we offer in an ethic of care, in which the positive and committed relationships we form with our students guides our practice. We endeavor to personalize the learning process for the

pre-service teachers as they develop their sense of themselves as teachers and understand the importance of appropriate nurturing as they take on new professional responsibilities.

Moreover, we believe that this ethic of care is fundamental to the relationships we have with professional in our partnership sites, as well as with the children we are privileged to interact with at those sites. We value and promote the sense joy that a life of teaching and learning can bring and hope to be models of this to the pre-service teachers our programs.

Mild Intervention License

Students in the elementary program are encouraged to include Mild Intervention in their teacher preparation program. Students choosing this option fulfill practicum requirements in each of their two semesters. For additional information including course requirements and testing requirements, see the [Elementary Education Major curriculum sheet](#).

Reading Teacher License

Students in the elementary program may also include Reading Teacher in their teacher preparation program. Students choosing this option fulfill a sequence of classes outlined on our curriculum sheets. For additional information, see the [Elementary Education Major curriculum sheet](#) for the Reading Teacher License and plan with your academic adviser.

English as a New Language (ENL) License

Student teachers in the elementary program may also include an English as a New Language (ENL) license in their teacher preparation program. Students choosing this option fulfill a sequence of coursework and complete one of their two semesters of student teaching with a licensed ENL teacher. For additional information including course requirements and testing requirements, see the [Elementary Education Major curriculum sheet](#).

Information Literacy Minor (Not a License)

ED245 and *either* ED307 or ED420 are prerequisites for other courses in the minor.

ED245: Introduction to Computers in Education (3)

ED307 or ED420: Children's Literature OR Adolescent Literatures (3)

ED371: Introduction to Information Literacy (3)

ED385: Information Literacy Practicum (2)

ED386: Information Literacy Culminating Project

(3) Total Hours: 14 hours

Butler University – College of Education - Student Teacher Observation Sheet

Student _____ Date _____ Observation #: _____
 School _____ Grade Level _____ Cooperating Teacher _____

This form should be used to document the student teacher’s progress throughout the semester. Further definition of each indicator below can be found on the midterm/final form. Evaluators should add any additional observed elements that may not be clearly defined on the form.

For each area please use the following ratings: **4**-Proficient, **3**-Competent, **2**- Basic, **1**- Emergent, **NO** – Not observed during this observation.

Lesson Observed: _____

Pedagogical Areas: Focus on the Core Value of Teaching, Learning, and Mentoring

Content					Developmentally Appropriate Teaching				
<ul style="list-style-type: none"> Explains skills and concepts clearly; restates in different ways Connections to other parts of curriculum Connections to students’ lives and prior knowledge Has knowledge of content, and concepts are taught in multiple ways Moves from concrete to more abstract ideas 					<ul style="list-style-type: none"> Language level is developmentally appropriate Content is appropriate to the developmental level Activities and instruction are planned in response to developmental level Exceptions to learning patterns are understood Genuine caring and respect for individual students is demonstrated Students exhibit respect for teacher 				
4	3	2	1	NO	4	3	2	1	NO

Learning Styles: Focus on the Core Value of Diversity and Similarity

Differentiation and Learning Styles					Student Interests and Cultural Heritage				
<ul style="list-style-type: none"> Candidate uses manipulatives, visuals, and knowledge of students’ varied approaches to learning in planning for individual needs Planning and instruction give evidence of thought to adaptations/modifications, including IEP goals Seeks collegial support if needed (ex/special education teacher) Appropriate praise and encouragement is used 					<ul style="list-style-type: none"> Displays a knowledge of students’ interests or cultural heritage Integrates students’ interests and/or heritage into lessons 				
4	3	2	1	NO	4	3	2	1	NO

Instructional Strategies: *Focus on the Core Value of Theory, Practice, and Collaboration*

Instructional Techniques <ul style="list-style-type: none"> Utilizes a variety of instructional techniques Techniques and learning activities are appropriate for the instructional goal and effective student learning Activities engage students in meaningful learning Recognition if/when a lesson needs to be adjusted and can make a major adjustment in response to student needs 					Appropriate Use of Technology <ul style="list-style-type: none"> Available technology is used to enhance learning Available technology is used to enhance instruction 					Questions <ul style="list-style-type: none"> Uniformly high quality Adequate time for students to respond thoughtfully is given Students formulate many of their own questions 				
4	3	2	1	NO	4	3	2	1	N	4	3	2	1	NO

Communication: *Focus on the Core Value of Teaching, Learning, and Mentoring*

Oral and Written Communication <ul style="list-style-type: none"> Models clear oral and written communication to parents and students Responds to questions and concerns in a timely, appropriate manner 					Positive Student Interactions <ul style="list-style-type: none"> Groups are engaged and work independently Students assume responsibility for productivity Group members are respectful of peers 				
4	3	2	1	NO	4	3	2	1	NO

Positive Learning Environment: *Focus on the Core Values of Integrity and Responsibility; Teaching Learning and Mentoring; Theory, Practice, and Collaboration*

Classroom climate <ul style="list-style-type: none"> • Models an enthusiasm for teaching/learning • Encourages students 					Classroom Standards of Conduct <ul style="list-style-type: none"> • Standards of conduct are clear to all students • Standards of conduct are consistently enforced • Students are treated in a fair and respectful manner 					Response to Behaviors <ul style="list-style-type: none"> • Highly effective response to inappropriate behavior • Sensitivity to students' individual needs • Correction with minimal interruption to learning • Proactive prevention of inappropriate behavior 				
4	3	2	1	NO	4	3	2	1	NO	4	3	2	1	NO

Planning: *Focus on the Core Values of Teaching, Learning, and Mentoring; Theory, Practice, and Collaboration*

Instructional Time <ul style="list-style-type: none"> • Directions and procedures are clear • Anticipates misunderstandings • Transitions are kept to a minimum • Materials are organized, including an efficient plan for distribution 					Lesson Structure <ul style="list-style-type: none"> • Structure is clear • Includes an introduction and closure • Flexibility for different pathways if needed • Enhances the on-going educational objectives and curricular plan 				
4	3	2	1	NO	4	3	2	1	NO

Assessment: *Focus on the Core Values of Teaching, Learning, and Mentoring; Theory, Practice, and Collaboration*

Assessment Criteria <ul style="list-style-type: none"> • Assessment criteria and standards are clear and have been clearly communicated to students • Students contribute to criteria and standards, when developmentally appropriate 					Variety of Assessments <ul style="list-style-type: none"> • Uses multiple forms of assessment that are developmentally appropriate • Results are used to differentiate instruction • Students are aware of how and why they are being assessed 				
4	3	2	1	NO	4	3	2	1	NO

Professional Development & Reflection: *Focus on the Core Value of Integrity and Responsibility*

Self-Reflection <ul style="list-style-type: none"> Thoughtful, accurate assessment of professional practice and the extent to which teacher goals and learning objectives were achieved, citing specific examples 					Applying Feedback <ul style="list-style-type: none"> Seeks and utilizes feedback from a variety of sources, including students and colleagues 				
4	3	2	1	NO	4	3	2	1	NO

Collegiality: *Focus on the Core Values of Diversity and Similarity; Integrity and Responsibility*

Collaboration <ul style="list-style-type: none"> Good rapport with cooperating teacher, team, and staff Takes leadership role in collaboration Helps to ensure that decisions are based on the highest professional standard 					Family Contacts <ul style="list-style-type: none"> Timely and substantive information to students and families is provided, as appropriate 					School Policies <ul style="list-style-type: none"> Fulfills required hours of teacher contract Volunteers to participate in school events/meetings, and makes a substantial contribution to the overall school community 				
4	3	2	1	NO	4	3	2	1	NO	4	3	2	1	NO

Butler University Student Teacher/Candidate Evaluation

Student Teacher/Candidate _____

Date _____

Cooperating Teacher _____

School _____

Supervisor _____

1st Placement _____ OR

2nd Placement _____

Is this documentation of the Midterm Conference OR Final Conference:

Is this student pursuing a Mild Intervention License? _____

DIRECTIONS

- This is an evaluation representing a snapshot of the candidate's performance at this point in his or her student teaching. **This form will become part of the documentation in the student teaching folder.** You should provide the candidate with a copy as well.
- The assessment form below focuses on 10 main areas of effective teaching. Each of the areas has also been linked to the Core Values of the Butler University College of Education and the ACEI Standards for elementary education. Please assess your candidate's performance in each area using the scale defined below:
 - N/O**—This is an area that was not observed, is not applicable, or should not be assessed at this time. **This for use during formative assessment at midterm only and is not to be used for final evaluation.**
 - (1) Emerging**—The candidate may be showing this skill occasionally but struggles with it, or the candidate should have demonstrated the skill, but did not. Performance is **not** at the anticipated level *for this point in his or her development* and still needs much improvement. Intervention is needed.
 - (2) Basic**—The candidate performs this skill at an acceptable or basic level for a candidate *at this point in his or her development* but needs to continue to grow in this area.
 - (3) Competent**—The candidate performs this skill competently *at this point in his or her development* and continues to develop in this area.
 - (4) Proficient**—The candidate is highly proficient with this skill *at this point in his or her development* and demonstrates it frequently, understands the purpose behind it, and can replicate it with ease.
- The Student Teacher (ST), Cooperating Teacher (CT), and University supervisor (US) should note their scores under each of the indicators in the boxes provided. All parties should then sign the document at the end of the conference.

I. DEVELOPMENTALLY APPROPRIATE TEACHING Core Value of Teaching, Learning, and Mentoring: The candidate understands how student this age grow and develop and uses that knowledge to support learning. ACEI – 1.0 (Development, Learning, and Motivation)

			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Gears instruction so that students are not frustrated by the level of the content, skills, or activities by taking into account the cognitive, social, physical, and emotional needs of this age group.			Candidate’s language, level of content, and choice of instructional materials displays knowledge of typical developmental characteristics of age group, exceptions to the learning patterns, and the extent to which each student follows patterns.	Candidate’s language, level of content, and choice of instructional materials displays thorough understanding of typical developmental characteristics of age group.	Candidate’s language, level of content, and choice of instructional materials displays generally accurate knowledge of developmental characteristics of age group.	Candidate’s language, level of content, and choice of instructional materials displays minimal knowledge of developmental characteristics of age group	
ST	CT	US					
B. Makes an effort to get to know students individually, cultivates interactions that are mutually respectful, and takes the students’ ages and cultures into consideration.			Candidate demonstrates genuine caring and respect for individual students. Students exhibit respect for the candidate.	Candidate-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students generally exhibit respect for candidate.	Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies , favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for candidate.	Candidate interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect to the candidate.	
ST	CT	US					

III. LEARNING STYLES Core Value of Diversity and Similarity: The candidate accounts for the different ways that students learn, including their cultural differences. ACEI – 3.2 (Adaptation to Diverse Students)

			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Demonstrates beliefs that all children can succeed and persists in helping all children achieve success by differentiating instruction and planning for a variety of learning styles.			Candidate uses manipulatives, visuals, and knowledge of students' varied approaches to learning in instructional planning for meeting individual needs. Planning and instruction give evidence of thought to adaptations and/or modifications including IEP goals. Collegial support is sought when needed. Appropriate praise and encouragement are used.	Candidate uses language and materials appropriate to individual learning styles. Planning and instruction give some evidence of thought to adaptations and/or modifications including IEP goals. Candidate uses appropriate praise and encouragement.	Candidate accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use. Occasionally makes individual adaptations and/or modifications in response to something that arises during a lesson.	Candidate is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences," and does not make individual adaptations and/or modifications. Candidate does not accept responsibility for the success of all students.	
ST	CT	US					
B. Uses materials that incorporate positive images of many cultures/races and considers the interests of students in planning and instruction.			Candidate displays knowledge of the interests or cultural heritage of students and weaves these interests into lessons.	Candidate displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge and incorporates these interests into lessons.	Candidate recognizes the value of understanding students' interests or cultural heritage but is limited or generalized.	Candidate displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	
ST	CT	US					

IV. INSTRUCTIONAL STRATEGIES

Core Value of Theory Practice and Collaboration: The candidate uses a wide array of teaching techniques.

			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Learning activities and materials/resources support the instructional goals and engage students in meaningful learning.			Candidate utilizes a variety of instructional techniques in which both the learning activity and materials/resources are appropriate for instructional goal and effective student learning.	Candidate's learning activities and materials/resources support the instructional goals, and most activities engage students in meaningful learning.	Some of the candidate's learning activities and/or the materials/resources support the instructional goals, and some engage students in learning.	Candidate's learning activities and materials/resources are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	
ST	CT	US					
B. Demonstrates appropriate use of media/technology to enhance instruction and incorporates students' use of technology into learning activities.			Candidate uses available technology to enhance both instruction and learning activities.	Candidate uses available technology to enhance instruction OR learning activities.	Candidate has technology available, but it is used rarely for instruction or learning activities.	Candidate has technology available but it is not utilized.	
ST	CT	US					
C. Thoughtful questions and higher-level thinking are a part of instruction and discussion.			Candidate's questions are of uniformly high quality, with adequate time for students to respond thoughtfully. Students formulate many of their own questions.	Most of candidate's questions are of high quality. Adequate time is available for students to respond in a thoughtful way.	Candidate's questions are a combination of low and high level thinking. Only some invite more than a minimal response.	Candidate's questions are all at a lower level and require only minimal response or not response at all.	
ST	CT	US					

D. Adjusts lesson in progress when necessary to accommodate student needs.			Candidate recognizes if/when adjustments in a lesson should be made and can successfully make major adjustments to lessons in response to student needs.	Candidate recognizes if/when adjustments in a lesson should be made and can make minor adjustments in response to student needs.	Candidate doesn't always recognize if/when adjustments in a lesson should be made. Attempts to adjust a lesson, but with mixed results.	Candidate adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	
ST	CT	US					

V. COMMUNICATION

Core Value of Teaching, Learning, and Mentoring: The candidate fosters positive communication and supportive interaction among students and models good communication skills. ACEI 3.5 (Communication to Foster Collaboration)

			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Models clear oral and written communication and reflect responsiveness to students and/or their families' questions/concerns.			Candidate uses effective oral and written communications with parents and students through phone calls, notes, newsletters, etc. Responses to questions and/or concerns are addressed in a timely and appropriate manner.	Candidate uses effective oral and written communications with families and students. Questions and/or concerns are generally heard and responded to appropriately	Candidate's oral and written communications are generally effective with students but lack responsiveness to parents.	Candidate's oral and written communications are not clear or responsive to student or parent's needs.	
ST	CT	US					
B. Facilitates instruction so that it results in positive social interaction among students that create meaningful learning opportunities.			Candidate facilitates groups working independently so they are productively engaged at all times, with students assuming responsibility for productivity. Group members display respectful regard for their peers.	Candidate facilitates groups working independently, and groups are managed so most students are engaged at all times. Student interactions are generally positive in tone.	Candidate facilitates groups working independently, but groups are only partially organized, resulting in some off-task behavior, and student interactions are sometimes negative in tone.	Students working with peers are not productively engaged in learning and informal interactions between students are often negative in tone.	
ST	CT	US					

VI. CREATION OF POSITIVE LEARNING ENVIRONMENT

Core Values of Integrity and Responsibility; Teaching Learning, and Mentoring; Theory, Practice, and Collaboration: Candidate proactively manages the classroom environment through efficient time management, clear expectations, and appropriate response to behaviors. ACEI – 3.4 (Active Engagement in Learning)

			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Sets a positive classroom tone by offering encouragement to all students and modeling enthusiasm for teaching/learning.			Candidate models an enthusiasm for teaching and learning and encourages students	Candidate freely yet appropriately offers encouragement and usually models an enthusiasm for teaching/ learning.	Candidate offers and models some encouragement and enthusiasm.	Candidate does not offer encouragement.	
ST	CT	US					
B. Clearly communicates standards of conduct for the classroom community.			Standards of conduct are clear to all students and the candidate consistently enforces them. Students are treated in a fair and respectful manner.	Standards of conduct are clear to all students and the candidate generally enforces them.	Standards of conduct appear to have been established, and most students seem to understand them. There are some inconsistencies in how students are treated.	No standards of conduct appear to have been established, or students are confused as to what the standards are.	
ST	CT	US					
C. Anticipates, stays aware of, and defuses inappropriate student behavior with minimal interruption to learning or loss of instructional time.			Candidate response to inappropriate behavior is highly effective and sensitive to student's individual needs and rarely results in the loss of significant instructional time. The candidate generally acts in a proactive manner to prevent inappropriate behaviors.	Candidate response to inappropriate behavior is responsive, successful and respects student's dignity, and minimal instruction time is generally lost. The candidate is aware when inappropriate behaviors occur and addresses them when needed.	Candidate attempts to respond to student's inappropriate behavior with uneven results and/or loss of instructional time. The candidate is generally aware of inappropriate behavior but misses some situations that should be addressed.	Candidate does not respond to inappropriate behavior, or the response is inconsistent, overly repressive, takes away from instructional time or does not respect the student's dignity. Or, the candidate is unaware of inappropriate behavior.	
ST	CT	US					

VII. PLANNING

Core Values of Teaching, Learning & Mentoring and Theory, Practice and Collaboration: The candidate organizes instruction to support the students and curricular goals. ACEI – 3.1, (Integrating and Applying Knowledge for Instruction)

			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Effectively manages instructional time by giving clear directions, minimizing transitions and having materials			Candidate directions are clear and can anticipate misunderstandings. Transitions are kept to a minimum. Materials are always organized, including efficient plans for distribution.	Candidate directions are clear to students and contain an appropriate level of detail. Transitions are handled effectively. Materials are organized in advance.	Directions are initially confusing or are excessively detailed. Transitions are too long. Some materials are not prepared and/or are not efficiently distributed.	Candidate directions are confusing to students. Transitions are lengthy and disruptive. Materials are not organized for lessons ahead of time.	
ST	CT	US					
B. Constructs lessons according to a plan (both long and short term) with clear and appropriate objectives.			The lesson's structure is clear, includes a clear introduction and closure, and allows for different pathways according to student needs. The lesson enhances the ongoing educational objectives and curricular plan.	The lesson has a defined structure. Lesson includes introduction & closure. Time allocations are reasonable and the lesson supports other parts of the curricular plan.	The lesson has structure, but it is not uniformly maintained throughout. Most time allocations are reasonable and it connects to other parts of the unit or curriculum.	The lesson has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic and it does not fit as part of a broader objective.	
ST	CT	US					

VIII. ASSESSMENT

Core Values of Teaching, Learning & Mentoring and Theory, Practice and Collaboration: The candidate uses a variety of assessments (quantitative, qualitative, formative, and summative). ACEI – 4.0 (Assessment for Instruction)

			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Creates assessment that is tied to clear criteria or standards.			Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards, when developmentally appropriate.	Assessment criteria and standards are clear and have been clearly communicated to the students.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated .	The proposed assessment approach contains no clear criteria or standards.	
ST	CT	US					
B. Uses a variety of assessments (May include checklists, observation notes, as well as more standardized or formal assessments that are grade level appropriate.) and uses assessment to monitor and adapt instruction.			Candidate uses multiple types of assessment and uses the results to differentiate instruction. Students are aware of how and why they are being assessed.	Candidate uses multiple types of assessment and uses the results to plan for individuals and groups of students.	Candidate uses one or two types of assessment. Candidate uses assessment results to plan for the class as a whole, but does not consider individual or small groups.	Candidate uses one form of assessment. The assessment results affect planning only minimally.	
ST	CT	US					

IX. PROFESSIONAL DEVELOPMENT AND REFLECTION							
<i>Core Value of Integrity & Responsibility: candidate engages in professional development activities including regular reflection.</i>							
			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Reflects accurately upon strengths/areas needing improvement.			Candidate makes a thoughtful and accurate assessment of professional practices and the extent to which teacher goals and learning objectives were achieved, citing specific examples.	Candidate makes an accurate assessment of professional practices and the extent to which teacher goals and learning objectives were achieved, and can cite general references to support judgment.	Candidate has a generally accurate impression of professional practices and the extent to which goals were met.	Candidate does not know if professional practices were effective or achieved its goals, or profoundly misjudges the success.	
ST	CT	US					
B. Shows efforts to use feedback from colleagues and students to improve; acts upon suggestions.			Seeks and utilizes feedback and suggestions from a variety of sources, including students and colleagues.	Seeks feedback and readily tries strategies offered by cooperating teacher and University supervisor.	Listens to suggestions given by cooperating teacher and University supervisor and attempts to try some of them.	Does not seek feedback and does not incorporated suggestions made by cooperating teacher or University supervisor.	
ST	CT	US					

X. COLLEGIALITY

Core Values of Diversity and Similarity and Integrity and Responsibility: *The candidate fosters positive relationships with all members of the school community (teachers, families, administrators, staff, students, other professionals, support agencies, etc.). ACEI 5.2 (Collaboration with families, colleagues and community agencies)*

			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Works collaboratively with cooperating teacher and other teachers and staff in the building.			Candidate has good rapport with cooperating teacher, team, and staff. Candidate takes a leadership role when collaborating and helps ensure that decisions are based on the highest professional standards.	Candidate has good rapport with cooperating teacher, team, and staff. Candidate maintains an open mind and participates in collaborative planning.	Candidate's decisions are based on limited though genuinely professional considerations.	Candidate makes decisions based on self-serving interests.	
ST	CT	US					
B. Student needs, concerns, and progress are discussed with both the student and his/her family.			Candidate provides timely and substantive information to students and their families, as appropriate.	Candidate provides information to families, as appropriate, about their student's progress.	Candidate participates in the school's activities for parent communication but offers little additional information.	Candidate provides little information about students or instructional programs to families.	
ST	CT	US					
C. Follows all school policies and actively works to be a member of the school community.			Candidate fulfills required hours of the teacher contract. Candidate volunteers to participate in school events/meetings and makes a substantial contribution to the overall school community.	Candidate fulfills required hours of the teacher contract. Candidate volunteers to participate in school events/meetings and is seen as part of the school community.	Candidate fulfills required hours of teacher contract. Candidate participates in other school events or /meetings when specifically asked.	Candidate does not consistently fulfill required hours of teacher contract. Candidate avoids becoming involved in school events/meetings.	
ST	CT	US					

ELEMENTARY ADDENDUM:

XI. CURRICULUM

Core Value of Teaching, Learning, and Mentoring: The candidate knows the subject matter and is able to teach it clearly to others.

			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
Reading, Writing, and Oral Language (ACEI 2.1)			Candidate excels the in use of English language arts. He or she knows, understands, and uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas beyond what is expected of a teacher candidate.	Candidate demonstrates a high level of competence in use of English language arts. He or she knows, understands, and uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.	Candidate demonstrates some competence in use of English language arts. He or she knows, understands, and uses concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills but does not consistently help students successfully apply their developing skills to many different situations, materials, and ideas.	Candidate is not fully competent in his/her use of English language arts. He or she does not consistently use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills nor does he/she consistently help students successfully apply their developing skills to many different situations, materials, and ideas.	

Science (ACEI 2.2)			Candidate excels in knowledge, understanding, and use of fundamental concepts of physical, life and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science beyond what is expected of a teacher candidate.	Candidate knows, understands, and uses fundamental concepts of physical, life & earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, & convey the nature of science.	Candidate has limited understanding of physical, life, and earth/space sciences. Candidate cannot consistently design and implement age-appropriate inquiry lessons to teach science and build student understanding.	Candidate does not demonstrate an understanding of physical, life and earth/space sciences that would allow them to design and implement age-appropriate inquiry lessons to teach science.	
ST	CT	US					

Mathematics (ACEI 2.3)			Candidate excels in his or her knowledge, understanding, and uses of the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability. In doing so he or she consistently engages problem solving, reasoning and proof, communication, connections, and representation beyond what is expected of a teacher candidate.	Candidate knows, understands, and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability. In doing so he or she consistently engages problem solving, reasoning and proof, communication, connections, and representation	Candidate has limited understanding and inconsistently uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability. He or she does not often engage problem solving, reasoning or proof, communication, connections, or representation.	Candidate does not demonstrate an understanding of the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability.	
ST	CT	US					
Social Studies (ACEI 2.4)			Candidate excels in his or her knowledge, understanding, and uses of the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world beyond what is expected of a teacher candidate.	Candidate knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	Candidate has a limited understanding of the major concepts and modes of inquiry from the social studies and inconsistently uses them to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	Candidate does not demonstrate an understanding of the major concepts and modes of inquiry from the social studies.	
ST	CT	US					

Additional Comments/Goals:

Signatures

Student Teacher _____

Date_____

Cooperating Teacher _____

Date_____

University Supervisor _____

Date_____

Program Description Middle/Secondary

The Middle/Secondary program at Butler University is committed to preparing teachers to work toward achieving our College's core values and shared vision for education. We believe all our programs must prepare our candidates for schools as they should be, not simply perpetuating schools as they currently exist.

The Middle/Secondary program is a comprehensive teacher education program that combines in-depth preparation in the academic content areas of English, mathematics, science (biology, chemistry, physics), social studies, or foreign language (French, German, or Spanish) with the professional teacher education skills necessary for success in the classroom for undergraduates seeking licensure in grades 5–12. Students interested in the content areas of music and physical education may also pursue K–12 licensure. Specific curriculum requirements for each content area are available online.

The Middle/Secondary program is grounded in a set of beliefs, which serve as a compass to guide the work we do with students within our program. These beliefs are the principles that we hope will guide the work our candidates will do with their future students:

Primacy of the Learner: *Core Value—Diversity and Similarity*

- Meeting the needs of the learner through the development of caring relationships is the most important part of our work.
- Student needs are social, cultural, linguistic, developmental, physical, emotional, and cognitive in nature.
- Meeting the foregoing needs provides safe opportunities for students to take risks that lead to individual growth.
- Students come first.

Ethic of Care: *Core Value—Integrity and Responsibility*

- Our work with students, schools, teachers, the community, and each other will be grounded in an ethic of care, compassion, honesty, respect, and transparency.
- Developing caring relationships creates space for transformative experiences to happen.

Significance of Knowledge Base: *Core Value—Collaboration of Theory and Practice*

- Content knowledge and pedagogical knowledge are inextricably intertwined.
- Theory and practice are linked, but ever-changing. This means we must intentionally model life-long learning.
- Having a deep understanding of this knowledge base strengthens teachers' ability to make informed curriculum decisions in the classroom.

Integrated Inquiry Curriculum: *Core Value—Collaboration of Theory and Practice*

- Content areas are integrated through meaningful connections and shared assessments.
- Inquiry mindset is modeled by learning alongside our students and being open to living with uncertainty and yet-to-be-answered questions.

Site-Based Collaborative Experiences: *Core Value—Teaching, Learning, and Mentoring*

- Placements are purposeful, and community stakeholders are considered a part of the larger learning community.

- Relationships are nurtured with classroom teachers, University supervisors, and faculty
- Collaboration is seen as an intentional part of a teacher's work.
- Co-teaching and co-planning is our model.

Candidate Work Sample
Middle/Secondary Candidate Work Sample
Demonstrating Planning, Implementation, and Impact on Student Learning

Purpose

The Candidate Work Sample (CWS) assignment serves multiple purposes. First, it is a culminating, summative performance assessment aimed at measuring the degree to which student teachers are able to gather data and compile evidence of thoughtful content specific curriculum creation, implementation, and analysis of teaching practices and the impact on learners. To that end, the CWS also helps to measure the effectiveness of the Middle/Secondary program. Most importantly for candidates, the CWS is evidence to a potential employer of a candidate's exceptional qualifications and readiness to be an effective teacher.

A really good CWS should tell the story of a teacher's work with students like a picture book would. It should consist of more visuals than text, while providing clear evidence of the candidate's ability to plan lessons, implement instruction, assess progress, and respond to student needs in an effort to impact individual *and* whole class learning. Don't tell the reader what happen in the unit. Show it!

Process

- Early in Phase I of student teaching, identify with the cooperating teacher a unit for which the student teacher will have primary planning and lead-teaching responsibilities.
- Create a backward map of the unit, making sure to utilize thoughtful assessment and differentiation in order to meet the needs of all learners in the classroom.
- As the student teacher is teaching, she or he should be mindful of gathering plenty of visual evidence in the form of photos, documentation, and student work samples.*
- Construct a CWS that supports each of the six criteria indicators on the rubric.
- Once the CWS is near completion, print a clean copy of the CWS Practice Interview rubric.
- Schedule an interview with someone not directly familiar with your teaching, but directly related to the field of education in a capacity that supports the professional goals set by the candidate. Use this interviewer's feedback to revise the CWS before turning it in for assessment. This interview is conducted in advance of the CWS due date for this reason. This is one of two mock interviews the candidate will have prior to the Teacher Candidate Interview Date.

*Be sure to remove student names from work samples

Candidate Work Sample Rubric

Candidate _____ Score _____

Indicator	Emerging – 1	Basic – 2	Competent – 3	Proficient – 4
<p>1. Contextual Factors The candidate clearly creates a picture for the reader as to the context of the student teaching placement. The reader can gain a good sense of the contextual factors that impact student needs and the candidate’s instructional decisions.</p>	<p>The candidate does not consider relevant contextual factors in his or her teaching.</p> <p>Candidate uses a DBT lens.</p> <p>Candidate has no visuals on the page or is too text heavy.</p>	<p>Includes some community demographic information, teaching assignment details, but doesn’t connect enough to student needs.</p> <p>Candidate implies a DBT frame.</p> <p>Candidate has limited visuals and/or no captions on the page—too text heavy.</p> <p>Candidate goes beyond a single page or doesn’t provide enough context for the reader.</p>	<p>Includes some community demographic information, school environment factors, teaching assignment details, focus of the CWS unit, and ties these factors to student needs.</p> <p>Candidate uses an ABT lens to frame the context, but may slip or imply a DBT frame at times.</p> <p>Candidate has visuals on the page with captions to help tell the story of the placement.</p> <p>Candidate has done this in a single page without overwhelming the reader.</p>	<p>Includes relevant community demographic information, school environment factors, teaching assignment details, the focus of the CWS unit within the context, and ties these factors to student needs.</p> <p>Candidate uses an ABT lens to frame the context.</p> <p>Candidate has visuals including graphics and photos with captions on the page to help tell the story of the placement.</p> <p>Candidate has done this in a single page without overwhelming the reader.</p>

<p>2. Unit Plan with Student Learning Outcomes: Backward Map and Overview Candidate defines the key perimeters of the unit by providing a clearly articulated “backward map” of the unit plan. The candidate situates the unit within the broader context of his or her Professional Content Standards (NCTE, NCSS, ACIFL, NCTM, NSTA, NASPE).</p>	<p>Unit description not included. Map includes: Long range goals/SLOs, but doesn’t consider student needs or standards when creating objectives for learning. Big Ideas of the Unit Essential Questions Enduring Understandings Student Activities Only pre-post assessments</p> <p>Candidate goes beyond a single page or doesn’t provide a coherent visual for the reader.</p>	<p>Includes unit description but may not include why the unit is taught. Map includes: Long range goals/SLOs</p> <ul style="list-style-type: none"> • Ties these to academic standards OR student needs <p>Big Ideas of the Unit Essential Questions Enduring Understandings Student Activities All assessments (Formative and Summative)</p> <p>Candidate goes beyond a single page or doesn’t provide a coherent visual for the reader.</p>	<p>Includes unit description but may not include why the unit is important. Map includes: Long range goals/SLOs</p> <ul style="list-style-type: none"> • Ties these to academic and professional standards and student needs <p>Big Ideas of the Unit Essential Questions Enduring Understandings Student Activities</p> <ul style="list-style-type: none"> • Considers differentiation <p>All assessments (Formative and Summative)</p> <p>Candidate has demonstrated this in a visually coherent way.</p> <p>Candidate has done this in a single page without overwhelming the reader.</p>	<p>Includes unit description with a statement of why the content of the unit is important to teach. Map includes: Long range goals/SLOs</p> <ul style="list-style-type: none"> • Ties these to academic and professional content standards and student needs <p>Big Ideas of the Unit Essential Questions Enduring Understandings Student Activities</p> <ul style="list-style-type: none"> • Considers differentiation <p>All assessments (Formative and Summative)</p> <ul style="list-style-type: none"> • Considers multiple levels of Bloom’s <p>Candidate has demonstrated this in a visually coherent, pleasing way.</p> <p>Candidate has done this in a single page without overwhelming the reader.</p>
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<p>3. Assessment Plan The candidate uses multiple forms of assessment that are aligned with the objectives. The candidate can demonstrate use of assessments to measure what students knew before the instruction began, what students did and didn't understand during the unit, and what students knew after instruction concluded.</p>	<p>The candidate's work does not reflect consideration of an assessment plan beyond scripted curriculum assessments.</p>	<p>Candidate provides visual evidence of assessment used before (pre) and after (post) instruction. Evidence is accompanied by a caption demonstrating how the assessments align with learning outcomes. The forms of assessments taken are only formative OR summative measures. These aren't documented on a single page but rather are just copies of the assessments.</p>	<p>Candidate provides visual evidence of multiple forms of assessment used before (pre), during and after (post) instruction. Evidence is accompanied by a caption demonstrating how the assessments align with learning outcomes. The forms of assessments taken include formative and summative measures. These are documented in a single page without overwhelming the reader.</p>	<p>Candidate provides visual evidence of multiple forms of assessment used before (pre), during and after (post) instruction. Evidence is accompanied by a caption demonstrating how the assessments align with learning outcomes and are adapted to for student needs. The forms of assessments taken include formative, summative, and informal measures. These are documented in a single page without overwhelming the reader.</p>
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<p>4.Content Specific Lesson Plans: Designs for Instruction</p> <p>The candidate designs instruction in response to teaching context, student needs (differentiation), and learning outcomes. Lesson plan progression shows the ways in which the candidate approached planning to make it relevant for all learners, specifically in the response to the ongoing assessment during the unit. Candidate creates these lessons on content-specific lesson plan templates. While the candidate highlights only selected lessons in the CWS, the entire unit should</p>	<p>Candidate provides a single lesson plan.</p> <p>The candidate’s work does not reflect an understanding of instructional design that considers teaching context, student needs or learning outcomes.</p>	<p>Candidate provides a single, annotated lesson plan.</p> <p>Candidate highlights (through captions and/or annotations) evidence in the plan where the stated learning outcomes are being assessed.</p> <p>Content is covered accurately within a defined lesson structure that offers no variety/differentiation in learning experiences.</p>	<p>Candidate provides multiple, annotated lesson plans demonstrating a primarily chronological progression through the unit. The lessons highlight how the candidate adapted lessons based mostly on the outcome of the previous lesson—not necessarily student progress.</p> <p>Candidate highlights (through captions and/or annotations) evidence in the plan where the stated learning outcomes are being assessed.</p> <p>Content is covered accurately within a defined lesson structure but with only a limited amount of variety or differentiation of experiences.</p>	<p>Candidate provides multiple, annotated lesson plans demonstrating progression of the unit. The lessons are carefully selected to highlight how candidate adapted from one lesson to the next as a result of ongoing assessment of student progress.</p> <p>Candidate highlights (through captions and/or annotations) evidence in the plan where purposeful differentiation occurs to reach the stated learning outcomes.</p> <p>Content is accurately taught within a sound lesson structure—one that provides a variety of supported learning opportunities and students’ developmental and learning needs are fully considered.</p>
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<p>5. Instructional Impact—Class Achievement Evidence (Student Work Results) The candidate uses ongoing student assessment to inform instructional decisions</p>	<p>Candidate provides clear graphic for one class’s performance on pre-post assessment of single SLO. No captions identify targeted SLO and doesn’t describe the results.</p> <p>Candidate provides no individual student work.</p>	<p>Candidate provides clear graphics with captions, comparing single class’s performance on pre-post assessment of single SLO. Caption clearly identify targeted SLO but doesn’t describe the results.</p> <p>Candidate highlights “graded” individual student work with no constructive feedback.</p> <p>The visual evidence is presented as a series of too many/too few documents.</p>	<p>Candidate provides clear graphics with captions comparing multiple classes’ performance on pre-post assessment of multiple SLOs. Captions clearly identify targeted SLO and describe the results.</p> <p>Candidate highlights “graded” individual student work with limited constructive feedback. The visual evidence is presented as a series of documents.</p> <p>The visual evidence is presented in a compact and concise manner and includes photos.</p>	<p>Candidate provides clear graphics with captions communicating information about student progress and achievement for multiple classes’ performance on pre-post assessment of multiple SLOs. Captions also clearly identify targeted SLO and describe the results.</p> <p>Candidate highlights “graded” individual student work to demonstrate the kind of constructive feedback students received as they worked toward stated SLO. Candidate is able</p> <p>The visual evidence is presented in a compact and concise manner and includes photos.</p>
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<p>6. Analysis of Learning and Reflection The candidate analyzes both student performance on learning outcomes and his/her own contribution to those outcomes. The candidate reflects on data of student learning to improve teaching specifically within the context of the student teaching placement. In this way, the candidate demonstrates a deeper understanding of the contextual factors and student needs identified at the outset and connects those to his/her future practice.</p>	<p>Analysis: Candidate fails to provide analysis.</p> <p>Reflection: Candidate reflects on the process without consideration of the impact on future teaching/instruction</p> <p>Candidate has done this in a way that is too text heavy with no visuals on the page.</p>	<p>Analysis: Candidate repeats findings in section 5 with little analysis to show candidate's understanding of the instructional decisions and assessment approach used.</p> <p>Reflection: Candidate reflects on the process without consideration of the impact on future teaching/instruction</p> <p>Candidate has done this in a way that is too text heavy with no visuals on the page.</p>	<p>Analysis: Candidate interprets the assessment data to analyze specific student learning. The analysis highlights candidate's understanding of the instructional decisions and assessment approach used and the relevance of those decisions in regards to the learning outcomes.</p> <p>Reflection: Candidate uses the above elements describe impact on future teaching/instruction</p> <p>Candidate has done this in a single page with photos without overwhelming the reader.</p>	<p>Analysis: Candidate uses an ABT lens to frame and interpret the assessment data to analyze specific student learning. The analysis highlights candidate's understanding of the instructional decisions and assessment approach used and the relevance of those decisions in regards to the learning outcomes.</p> <p>Reflection: Candidate uses the above elements describe what candidate learned and how it will impact future teaching/instruction</p> <p>Candidate has done this in a single page with photos without overwhelming the reader.</p>
<p>Checklist of Project Requirements and Self-Evaluation The candidate provides all required documentation of the work sample project</p>	<p>The candidate submits the following to the instructor:</p> <ul style="list-style-type: none"> • A clean copy of CWS 	<p>The candidate submits the following to the instructor:</p> <ul style="list-style-type: none"> • A clean copy of CWS • A self-scored CWS rubric 	<p>The candidate submits the following to the instructor:</p> <ul style="list-style-type: none"> • A clean copy of CWS • Completed outside interview rubric • A thoughtful self-scored CWS rubric 	<p>The candidate submits the following to the instructor:</p> <ul style="list-style-type: none"> • Interview ready color copy of CWS • Completed outside interview rubric • A thoughtful self-scored CWS rubric with commentary.

Use of Candidate Work Sample in a Practice Interview

Candidate's Name

Category	Proficient	Competent	Basic	Emergent
Interviewer	The candidate selected an interviewer who is a professional educator or administrator at the appropriate licensure level. The interviewer does not know the candidate well personally and hasn't worked closely with this candidate in the professional setting.	The interviewer is a professional educator or administrator, but not at candidate's licensure level, <i>or</i> the interviewer knows the student teacher personally or professionally.	The interviewer is an educator or administrator but not at the middle or secondary level, <i>and</i> the interviewer knows the student teacher personally or professionally.	There was little thought given by the candidate in selecting an objective educator to participate in the interview.
Appearance	The candidate is dressed professionally and appropriately for a job interview, carries a confident posture, and establishes good eye contact.	The candidate is relatively professional in their appearance (teacher-attire, but not interview attire), mostly confident but nervous posture and eye contact, but improvement is needed in one of these areas.	The candidate needs additional work in presenting a professional appearance through dress, posture and eye contact. Lack of confidence or lack of preparedness is evident.	There seems to be little thought given to professional appearance by the candidate.

Use of the CWS During the Interview	Candidate uses the CWS to clearly and precisely point out supportive evidence in response to interview questions. The candidate uses the CWS to provide thoughtful, in-depth answers to questions about what they learned <i>and</i> the impact on his or her student(s).	Candidate uses the CWS to provide general support in responses to interview questions. Candidate relies on the CWS to answer questions. Candidate is well prepared, but uses the document as a crutch instead of a tool.	Candidate relies on the CWS to the point that the interviewer loses confidence that the candidate has answers to the questions asked. The CWS is not prepared in a way that is useful to the interviewer or the candidate.	Candidate seems unable to respond thoughtfully to questions asked.
Quality of the Presentation of the CWS	The quality of the CWS is professional, organized, and appears to be carefully selected to support the points being made by the candidate. Interviewer understands the CWS and can review it in the context of an interview setting.	The quality of the CWS is generally professional, organized, and relates to the points being made by the candidate, but the CWS has too much or too little evidence to be used during the interview window. Quality is still high enough to warrant a further review by the interviewer.	The quality of the CWS lacks a professional, organized and/or intentional quality. It does not support the interview and would likely not receive a second look after the interview concludes.	There is a substantial lack of preparation in the evidence that is presented.
Follow-Up Questions	The candidate shows an interest in the process by asking relevant and thoughtful questions during or after the interview.	The candidate asks questions during or after the interview.	The candidate does not have any questions during or after the interview.	The candidate demonstrates a lack of interest during the interview.

Additional Comments for Candidate:

Assessments Student Teaching Rubrics

Rationale for the Instrument and Its Use for Data Collection

Faculty in all program areas collaboratively designed the student teaching rubrics that are used in the College of Education. These include the observation forms, the formal mid-term rubric, and final student teaching evaluation rubric. The final evaluation rubric was initially crafted to evaluate candidates' ability to address the INTASC standards as well as the Core Values of our college. Now, in order to also align the student teaching rubric with specific content standards recognized by our professional organizations (NCTE, NCTM, NSTA, ACTFL, TESOL, NCSS, AAHE/NASPE), the Middle/Secondary program has crafted a content-specific final student teaching evaluation rubric for each licensure area while continuing to use the collaboratively designed rubric as the foundation.

This allows the use of the overall document to collect data on our candidates as a whole, but also allows the analysis of data that is specific to content area preparation in order to provide a context and rationale for program changes.

Rather than providing each content specific rubric in this handbook, **University supervisors and cooperating mentors will be supplied with the appropriate documents during the kick-off orientation meeting.** The rubric documents will be reviewed together and a tentative evaluation schedule may be determined at this time. The programs ask that cooperating teachers regularly observe and provide feedback to student teachers. A formal conference with the student teacher, the cooperating teacher, and the University supervision should be held during the halfway point of the placement utilizing the mid-term evaluation form. A final formal conference should be held at the conclusion of the placement to review the final rubric evaluation with the student teacher, the cooperating teacher, and the University supervisor. At this time, all parties should sign the final student teaching rubric.

Educational Placement

Self-Managed Credential Files

- The College of Education has moved to entirely self-managed credentials. Self-managed files are appropriately responsive to practice in the era of portfolios and electronic applications and communications.
- Students will be attend seminars and work independently on the development and management of their placement files. Additional information is available on the COE webpage under Student Resources

Letters of Recommendation

- Students look to their cooperating teachers to write letters of recommendation to be included in their self-managed credential files. On the following page you will find helpful tips for writing those letters of recommendation.

Testing for Licensure

- Successful completion of all licensure tests and **other standardized tests as required by the state are needed for Indiana licensure**. Go to www.doe.in.gov/licensing/teacher-testing for more information.

Licensure

- In order to be licensed in the state of Indiana, students must successfully complete an approved program and required exams and any state standardized tests required at the time. Candidates must also submit proof of current CPR/AED/Heimlich certification and Suicide Prevention certification by uploading their valid certificates to the online application. You will apply at: <http://www.doe.in.gov/student-services/licensing/lvis>
- There will be a charge of approximately \$37 at the end of the process.
- Contact Director of Student Personnel with any questions about licensure exams and requirements.
- Do not apply for Indiana license until **after** all licensure exams have been passed, degree has been posted, and all other licensing requirements have been met.

Job Search

- Students will be guided and assisted in their job search through the Office of Student Personnel Services. There will be required seminars and two required interview days.
- On Teacher Candidate Interview Day, students interact with recruiters and students from 13 universities. At Butler's campus interview day, students have one-on-one interviews with more than 40 recruiters.

Writing a Letter of Recommendation for Student Teachers: *Tips for Cooperating Teachers*

Whether it is your first or twentieth letter of recommendation for a student teacher, it can sometimes help to review what makes a great letter, and how your letter can impact a student's future career path.

1. **See what the student teacher needs.** This does not mean asking the student to write his or her own letter, but rather ask them where "holes" exist in the current body of recommendations that they have. For example, if a student is wonderful at classroom management, everyone may have noted that in their letters. However, a student might need someone to remark about her ability to differentiate. A simple way to do this is to ask the student to email you three topics she or he would *potentially* like addressed in the letter.
2. **Build the letter around strengths.** One colleague noted that, "I try to remember that this is permanent. Thus, though there are things that we all need to work on, if this student is one who will be a great teacher, then I try to focus the letter positively. " A simple way to do this is to go back through the final evaluation rubric and build from the areas that were rated most highly.
3. **Think beyond just curriculum.** Letters can certainly address lesson plans, etc., but often times it is the relational qualities of teaching that can set apart one applicant from another. A simple way to do this is to consider including at least one of the following: how they work with children, colleagues, parents, or administrators in the building.
4. **Be specific and concrete.** After reading many letters of recommendation, they can all certainly start to feel the same. One way to make a candidate's letter more personal is to be very specific and concrete with your content. A simple way to do this is to include at least one direct quote from a child, principal, parent, or colleague about the student teacher.
5. **Include professional development.** We all know that teaching is more than just the hours in the classroom, so don't forget to address the professional growth and opportunities that the student teacher had while in your classroom. A simple way to do this is to list the major topics of staff development, PBA Days, workshops attended, etc.
6. **Remember the basics.** This is a professional document, so it should reflect that in appearance as well as content. Some simple, yet essential, parameters include:
 - a. One page (if at all possible), on school letterhead
 - b. A brief description of you and your involvement with the candidate, including grade level and school demographics
 - c. A way to contact you (even when school is out of session) for additional follow-up
7. **Recognize when things aren't perfect.** We are all unfinished products in our learning and development. It may be that there is still a significant issue that you feel needs to be addressed in the letter. A simple way to handle this is to remember that there is a

big difference in defining something as a “weakness” and “an opportunity for continued growth.”

8. **Recognize when a candidate goes above and beyond.** If your student teacher has been a shining star in your classroom, you may be seeking a way to explain that to a prospective employer. A simple way to handle this is to simply state that you would want to teach with this teacher, or, if applicable, that you would want this candidate to teach your child. There really is no higher compliment than that.
9. **Make copies for now and later.** A job search is a process. Some students will find their perfect job on the first try, and others will be engaging in a second or more job searches. Keep in mind that their ability to use letters of recommendation for an extended period of time is essential. A simple way to facilitate this is to provide multiple hard copies and an electronic PDF copy either from a scan or a file saved that way on your computer.

**Thank you for supporting our
Butler University Student Teachers!**