Student Teaching Handbook

School of Education

PURDUE UNIVERSITY
FORT WAYNE

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Definitions

Student Teaching

Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified experienced teacher and a University Supervisor. The primary objective of student teaching is to provide the candidate the opportunity for acquisition and demonstration of instructional competence. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing candidates in schools with carefully selected and qualified Cooperating Teachers.

Supervision is regarded as absolutely essential and is a mutual responsibility of the Cooperating Teacher and the University Supervisor, who are proven successful classroom teachers. While all candidates should assume full class responsibilities, the extent and length of actual student teacher involvement rests upon the mutual agreement of the candidate, the Cooperating Teacher, and the University Supervisor, who make up the Student Teaching triad.

The basic role of the triad members is to work as a team through constant communication to support, enhance, and prepare the student teacher to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.

Cooperating Teachers

Cooperating teachers have been selected by the school district and/or school principal to provide day-to-day supervision, guidance, and mentoring to student teachers. Each cooperating teacher has a minimal of 5 years of successful classroom experience as well as a desire to foster the education and skill attainment of future colleagues.

University Supervisors

University supervisors are either current Purdue Fort Wayne faculty or former teachers or school administrators. They have been carefully selected because they all possess extensive understanding of and experience in P-12 settings. Many have been administrators at one level or another. University supervisors will periodically visit student teachers to make classroom observations or will use GoReact for virtual video observations. Then, they will speak with both the cooperating teacher and the student teacher (either individual or jointly) about what they observed, points of noted strengths, and questions or concerns that they have.

University Personnel and their Responsibilities

Academic Advisor and Director of Licensing

Mr. Jim Beard is responsible for advising candidates in various teacher education programs. He also assists students in obtaining their initial teaching licensing and may help with future licenses. He will review all student teaching applications and be sure the candidate has completed all of their program requirements. Email: jfbeard@pfw.edu Phone: 260-481-4100

Director of Assessment

Dr. Michael Flory is responsible for sending and collecting midterm and final evaluations, as well as other necessary evaluations. Once final evaluations are submitted, you will receive two emails at that time – one with the evaluation results and one with the PGP certificate. Email: mflory@pfw.edu Phone: 260-481-0437/15772

Director of Student Teaching

Prof. Teri Hogg is a faculty member who is responsible for the academic components of the student teaching experience. She will determine the timing and content of the seminars; coordinate communication between student teachers, cooperating teachers, and university supervisors; and assist with resolving issues as they arise. In addition, she will work with university supervisors and cooperating teachers to determine final grades for each student teacher. Email: thogg@pfw.edu Phone: 260-481-6521

Field Experience Coordinator

Ms. Mindy Esparza is the Field Experience Coordinator who will process all field experience and student teaching placement requests, communicate regarding placements with school districts, and will be responsible for sending & receiving contracts from cooperating teachers. She will process received forms for honorariums which will be sent from the Purdue West Lafayette office. Email: mstiles@pfw.edu Phone: 260-481-4137

Information Access

Forms, policies, final evaluations, and other information needed by student teachers, university supervisors and cooperating teachers can be found at: https://sites.pfw.edu/education/

Student teachers and university supervisors will also have important modules located in Brightspace under *My Courses* and selecting the term and EDU 40100, e.g., Spring 2026 EDU 40100 Student Teaching Seminar. Use your PFW credentials to access the course.

Important Contact Information		
Cooperating teacher	name:	
	email:	
	phone:	
School Secretary	name:	
	email:	
	phone:	
Principal	name:	
	email:	
	phone:	
Professor/University Supervisor	name:	
	email:	
	phone:	
Academic Advisor and Director of Licensing	name:	Jim Beard
	email:	jfbeard@pfw.edu
	phone:	260-481-4100
Field Placement Coordinator	name:	Mindy Esparza
	email:	mstiles@pfw.edu
	phone:	260-481-4137
Director of Assessment	name:	Dr. Michael Flory
	email:	mflory@pfw.edu
	phone:	260-481-0437
Director of Student Teaching	name:	Teri Hogg
	email:	thogg@pfw.edu
	phone:	260-481-6521
University Supervisor travel reimbursement	name:	Mindy Esparza
	email:	mstiles@pfw.edu
	phone:	260-481-4123

Overview

As you know, nationally and within the state of Indiana, teachers are being held more and more accountable for the learning of their students. The context is no different for teacher preparation programs – we must demonstrate to our accreditors that our candidates possess the requisite knowledge, skills, and dispositions. To that end, each program of study in the School of Education at PFW has created an assessment system. Each system is comprised of 6-8 Key Assessments. These assessments are used to evaluate 1) each individual candidate against expectations for performance set by national or state organizations and 2) program effectiveness by aggregating data for all candidates.

Logistics

The Impact on Student Learning Key Assessment will be submitted in Brightspace. **The Video Analysis Key Assessment** (for programs with this KA) will be uploaded into GoReact in the Brightspace module in order to utilize its unique features. While many of you have used this system before, training materials will be provided for those less familiar. **The Final Evaluation** is completed by both the university supervisor and cooperating teacher using Qualtrics. A link will be sent by the Director of Assessment.

Key Assessments are due on the date indicated on the course calendar and in Brightspace. If you run into special circumstances that prevent you from meeting those dates, please contact the Director of Student Teaching to request for an extension.

Criteria for Passing Student Teaching

There are three measures for passing student teaching. First, you must meet the requirements of the seminar. This includes attendance and completing the assignments.

Second, you will have key assessments to complete. The policy for successful completion of the Impact on Student Learning and the Video Analysis Key Assessments is similar to the other key assessments completed in the teacher education program. In other words, you can have one criteria area on the rubric evaluated as "U" and still be considered as "passing" that particular Key Assessment. If you have 2 or more criteria evaluated as "U," you will have one opportunity during the current semester to revise that assessment to demonstrate your learning and growth (i.e., the data will not be entered into our data management system). The faculty member who grades your key assessment will give you written or oral feedback regarding those areas deemed unacceptable so that you may improve those areas. If you do not improve your performance to meet the "passing" criteria after the revision of your first submission, **you will not be able to move on in the program until that assessment is remediated during the next semester.**

Finaly, you will be assessed by both your Cooperating Teacher and University Supervisor who will use the FLORE – ST Final Evaluation Key Assessment. The policy to pass requires that Student Teachers must Meet or Exceed at least 6 of the 7 standards, and that no standard may be scored at "*Does not Approach Standard*." Furthermore, a Student Teacher may only be rated as 'Does Not Recommend for Licensing' if they have undergone a Performance Improvement Plan (PIP) process.

KEY ASSESSMENT TABLE BY PROGRAMS				
Program	**Name of Assessment**	**Brief Description**	**Type of Assessment**	**Evaluator**
Art and Music	Impact on Student Learning	Demonstrates candidate impact on K-6 student learning.	Project	University Faculty
	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in P-12 classrooms. Aligned to national program and InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
Early Childhood	Impact on Student Learning	Demonstrates candidate impact on P-3 student learning.	Project	University Faculty
	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in P-3 classrooms. Aligned to state and InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
Elementary	Impact on Student Learning	Demonstrates candidate impact on K-6 student learning.	Project	University Faculty
	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in K-6 classrooms. Aligned to state and InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
Elementary STEM	Video Analysis	Shows candidates' ability to develop curriculum to support student learning; in STEM content areas.	Video Analysis	University Faculty
Secondary	Impact on Student Learning	Demonstrates candidate impact on 5-12 student learning; assessments vary by content area to address specific content area expectations.	Project	University Faculty
	Video Analysis	Shows candidates' ability to develop curriculum to support student learning; assessments vary by content area to address specific content area expectations.	Video Analysis	University Faculty
	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in 5-12 classrooms. Aligned to content area specific SPA or state standards as well as InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
	Professional Development (Secondary Science majors only)	Demonstrates candidates' ability to analyze their professional development experiences in terms of content knowledge and pedagogical content knowledge.	Analysis of experiences	University Faculty

Pre-Student Teaching Tasks for the Teacher Candidate

Prior to the start of student teaching, make contact with your Cooperating Teacher. This is a time to begin building relationships that will support you throughout the Practicum placement. The following items should be discussed at a first meeting.

Checklist

☐ <u>Preschool Practicum only</u>: submit copies of physical, drug screen, fingerprinting receipt to CT

☐ Contact your cooperating teacher using their work email or phone and arrange a convenient time to meet.

☐ At the meeting with the teacher, exchange preferred phone numbers, emails, and addresses and complete the Important Contact Information Sheet on page 3 of this handbook.

☐ Ask CT if they have any supporting materials that can be shared with you (i.e., teacher plans, books, planning templates, assessment tools, websites, username & password, etc. ⌊SEP⌋

☐ Request copies of any school guidelines for discipline and the school's student handbook or rules, including health policies/procedures.

☐ Confirm with the cooperating teacher the first day that teachers report to school.

☐ Ask more about what you will be teaching (e.g., curriculum, courses, subjects, units) and if there are any additional supporting materials.

☐ Request information regarding classroom rules and procedures.

☐ For those outside FW area, have remote US, or Video KA, gather signatures for the Acknowledgement of Video Recording in P-12 Schools form (See **Appendix F** and Brightspace).

☐ Confirm security procedures (keys, badges, parking, etc.). Also, obtain a copy of the faculty handbook and/or department policies (for secondary teachers).

☐ Confirm security procedures (keys, badges, parking, etc.). Also, obtain a copy of the faculty handbook. See information below for further ideas regarding school orientation.

☐ Discuss course assignments such as observation visits AND recording of yourself facilitating learning experiences with students.

☐ Discuss a date and time for an orientation between self, the Cooperating Teacher, and the University Supervisor.

Orientations

Seminar 1 Orientation

Student Teachers

Check your PFW email for announcements concerning the student teaching seminars because **they start before the university's academic start date.**

You will be required to have read the short book Seven Simple Secrets: What the Best Teachers Know and Do! by Annette Breaux and Todd Whitaker. You have FREE access through the Helmke Library HERE and in the Brightspace link.

Cooperating Teachers and University Supervisors

All cooperating teachers and university supervisors will be invited to Seminar #1 – Orientation. While this is optional, it will provide you the opportunity to meet PFW faculty, the university supervisor or cooperating teacher, and to connect with the student teacher. You will also be asked to read a chapter from Seven Simple Secrets. A PDF copy will be emailed.

Triad Orientation

The process begins with the Supervisor contacting the student teacher and cooperating teacher (by email or phone) before the start of student teaching. The Student Teacher should be prepared to provide initial information about the location and daily schedule of the class. In turn, the Supervisor will indicate some possible dates for the first visit. Because of the required conversation between the university supervisor and cooperating teacher, the site visit should occur outside of class time at a time convenient for all.

After conferring with the cooperating teacher and student teacher, the university supervisor should set up an orientation visit or Zoom call.

The orientation should take place the week prior to the start of student teaching (or first week of school if in the spring semester) and may include:

- ☐ Introductions
- ☐ Discussion of the handbook (if CT did not attend or view an orientation)
- ☐ Go over Final Evaluation
- ☐ Other (setting up visits, use of checklist, lesson plan expectations, video recording (virtual observations or KA if applicable), the importance of dedicated feedback time on student learning and ST practice, etc.)

School Orientation

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

The following lists provide some idea that will help to orient the student teacher to the school.

Teaching Responsibilities

- ☐ Appropriate instructional materials including textbooks and supplemental resources
- ☐ Lesson plan expectations
- ☐ Community resources to enhance instruction
- ☐ Parent nights, open houses, faculty meetings, department meetings, committee meetings
- ☐ Duties (bus, hallway supervision, lunch supervision)

School Policies and Procedures

- ☐ School's Student Handbook (discipline and attendance policies, writing passes etc.)
- ☐ Teacher Handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, i.e., fire drills, school nurse procedures, universal precautions) and district health policies/procedures
- ☐ Computer accounts, lunch accounts, parking pass information
- ☐ Tour of the building and security measures

Classroom Policies and Procedures

- ☐ Classroom rules and management plan (discipline referral procedures)
- ☐ Recording absent and tardy students
- ☐ Instructional Resources
- ☐ District and school websites
- ☐ State standards for the course or grade level
- ☐ Media center, computer labs, and technology coordinators
- ☐ Computer use expectations

Community and Student Characteristics

- ☐ General socioeconomic and cultural background of the student population
- ☐ After school student activities and opportunities for your involvement
- ☐ Expectations for communicating and collaborating with parents
- ☐ Allergies or specific health/participation restrictions of any students
- ☐ Responsibilities to special need students in class
- ☐ Student reading levels and available support

Student Teaching Models

The School of Education offers two pathways for student teaching. The first pathway is described as the "traditional" model (preferred). Along this pathway, the student teacher slowly progresses toward full control of the classroom. The second pathway is described as the "co-teaching" model. Along this pathway, the student teacher and the cooperating teacher work as a cohesive unit, sharing responsibilities and working together to teach the class.

Each model has its own unique advantages and progression towards assuming the full responsibilities of the classroom teacher. Cooperating teachers typically choose their preferred model, unless the principal or other leader in the school district decides for the building/district. Whether in a traditional model or co-teaching model, the experience should result in a seamless integration of the teacher candidate into the daily classroom routine of the Cooperating Teacher.

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Being comfortable with the selected model is key because the cooperating teacher remains the only person in the traditional or co-teaching model who is both legally and contractually responsible for the instruction and learning in the classroom.

The following pages provide graphic and written representations of how the pathways might play out. It is important to note this only serves as a guide. Specific lengths and activities of each phase will be determined collaboratively by the student teaching triad. All members of the triad will evaluate the student teaching experience.

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Pathway 1: The Traditional Model (Preferred)

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In the traditional model, the student teaching experience should follow a natural progression of increasing the teacher candidate's immersion into the full instructional responsibilities of a teacher. This includes planning learning experiences, facilitating whole group and small group experiences, and any other instructional responsibilities.

TRADITIONAL MODEL			
WEEKS	**PHASE 1**	**PHASE II**	**PHASE III**
16 WEEKS	**Week 1 - 3**	**Weeks 4 – 6 (Half-time) 7 – 14 (full time)**	**Weeks 15 - 16**
10 WEEKS	**Week 1 - 2**	**Weeks 3 – 4 (half-time) 5 – 9 (full time)**	**Week 10**
6 WEEKS	**Week 1**	**Weeks 2 – 3 (half-time) 4 – 5 (full-time)**	**WEEK 6**
	Orientation into the classroom culture with gradual teaching responsibility	Increase content instructional responsibility as Teacher with eventual full instructional responsibility. Midterm evaluation Week 7 – 8; 6-week = no midterm	Transition CT back to full responsibility. Observe other classes Final Evaluation

Traditional Model Phase I: Phasing In

This period allows the student teacher to become familiar with the set expectations for the class and individual students via observation and reflection. Then, conversations between the student teacher and the cooperating teacher allow important issues regarding expectations to be visible to both parties. Student teachers should begin to facilitate and lead some teaching tasks.

Traditional Model Phase II: Participation and Instruction

This phase of student teaching is vital towards growth and development as a teacher. It provides necessary immersion into the classroom teaching experience. The two aspects of Phase II-- participation and instruction---will vary in duration and intensity.

Once familiar with the classroom, the student teacher will begin working with the cooperating teacher to fully participate in the life of the classroom. This includes a wide variety of possible activities in that are a part of the daily expectations of the classroom teacher, ranging from supporting individual pupils, working with small groups, to teaching the whole class both individually and collaboratively. It also can include such tasks as grading, assessing, preparing resources, developing lesson plans, arrival and dismissal duties, grade level collaborations, etc.

Participation is planned and executed within the context of enabling the student teacher to assume full instructional responsibility. Full instructional responsibility demands commitment on the part of both the student teacher and the cooperating teacher. The student teacher should expect to commit the necessary time and resources for student learning under the guidance of the cooperating teacher. The cooperating teacher should allow some flexibility in planning for the student teacher making sure that student learning remains the top priority. The cooperating teacher remains the final authority in terms of students' academic progress. Observations, reflections, discussions, and continuous feedback from the cooperating teacher are vital to the student teacher's success. Involve the university supervisor in both successes and concerns. Solo teaching, with the cooperating teacher leaving the room for reasonable amounts of time, is expected during phase II.

Traditional Model Phase III: Phasing Out

The final phase of student teaching should conclude with the cooperating teacher transitioning back to their instructional and non-instructional roles and responsibilities. This may include:

- Preparing students for the departure of the student teacher; saying goodbye.
- Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the cooperating teacher.
- Completing a few observations of teachers in and out of the grade level or content area in the school building.
- Shadowing other professionals or investigating other activities in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.
- As a way to holistically reflect of your student teaching experience, you should
  - Review all observations completed on your teaching.
  - Discuss the student teaching final evaluation with your cooperating teacher and university supervisor.
  - Prepare a personal development plan to address areas for continued growth in preparation for seeking employment as a teacher. Share this with your principal.

Pathway #2: The Co-teaching Model

The co-teaching experience should result in a seamless integration of the student teacher into the daily classroom routine of the cooperating teacher. The student teacher will equally share instructional responsibilities, conducting whole group, small group, and one on one instruction. The intent of the co-teaching model is to allow the student teacher to develop the instructional habits of mind required for successful teaching without detaching the cooperating teacher from the class. This model is useful in Montessori classrooms or with some secondary teaching loads.

CO-TEACHING MODEL			
WEEKS	PHASE 1: Teach & Assist	PHASE II: Parallel Teaching	PHASE III
16 WEEKS	Week 1 - 3	Weeks 4 – 12 (co-teach) 13 – 14 (full time)	Week 15-16
10 WEEKS	Week 1 - 2	Weeks 3 – 4 (co-teach) 7 – 9 (full time)	Week 10
6 WEEKS	Week 1	Weeks 2 – 3 (co-teach) 4 – 5 (full-time)	WEEK 6
	Orientation into the classroom culture with teach and assist	Increase content instructional responsibility as Teacher with eventual full instructional responsibility. Midterm evaluation Week 7 – 8; 6-week = no midterm	Transition CT back to full responsibility. Observe other classes Final Evaluation

Co-Teaching Phase I: Phasing-in

The phasing in will be with the assigned cooperating teacher. This phasing in period allows the student teacher to become familiar with the set expectations of the class and students. It also allows the student teacher time to practice and reflect with the cooperating teacher on both of their practices and to communicate important issues regarding expectations. Student teachers should begin to facilitate and lead some teaching tasks.

Co-Teaching Phase II: Parallel Teaching

This phase of student teaching is vital towards growth and development as a teacher. The student teacher and the cooperating teacher participate in collaborative lesson planning and teaching, with the instructional responsibility and classroom leadership split equally. During this phase, the cooperating teacher should allow the student teacher for a one-to-two-week period to have complete control over the classroom, demonstrating responsibility for leading all aspects of the work.

Once familiar with the classroom, the student teacher will work collaboratively with the cooperating teacher. . This includes a wide variety of possible activities in that are a part of the daily expectations of the classroom teacher, ranging from supporting individual pupils, working with small groups, to teaching the whole class both individually and collaboratively. It also can include such tasks as grading, assessing, preparing resources, developing lesson plans, arrival and dismissal duties, grade level collaborations, etc.

Participation is planned and executed within the context of enabling the student teacher to assume full instructional responsibility. Full instructional responsibility demands commitment on the part of both the student teacher and the cooperating teacher. The student teacher should expect to commit the necessary time and resources for student learning with the help of the cooperating teacher. The cooperating teacher remains the final authority in terms of students' academic progress. Observations, reflections, discussions, and continuous feedback from the cooperating teacher are vital to the student teacher's success. Involve the university supervisor in both successes and concerns. Solo teaching, with the cooperating teacher leaving the room for reasonable amounts of time, is expected during phase II.

Co-Teaching Phase III: Teach and Assist

The final phase of student teaching should conclude the student teaching experience. The student teacher will still play an active role in the classroom, but will start to phase out of their teaching role to allow the cooperating teacher to transition back to their instructional and non-instructional responsibilities. This may include:

- Preparing students for the departure of the student teacher; saying goodbye.
- Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the cooperating teacher.
- Completing a few observations of teachers in and out of the grade level or content area in the school building.
- Shadowing other professionals or investigating other activities in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.
- As a way to holistically reflect of your student teaching experience, you should
    o Review all observations completed on your teaching.
    o Discuss the student teaching final evaluation with your cooperating teacher and university supervisor.
    o Prepare a personal development plan to address areas for continued growth in preparation for seeking employment as a teacher. Share this with your principal.

SECTION 4: TRIAD RESPONSIBILITIES

Each member of the triad (i.e., student teacher, cooperating teacher, and university supervisor) has unique responsibilities as well as shared responsibilities. The following tables outline each member's responsibilities.

Student Teacher Responsibilities

As an important member of the triad, the student teacher has many roles and responsibilities, some that are outlined below and some that will be shared by other members of the triad (i.e., cooperating teacher and university supervisor) based on school setting, developmental level, or other needs.

Student teachers who are successful share the characteristic of being responsible for their own learning. As such, they seek and remain open to feedback, reflect on their own practices, and locate resources to enrich their learning experiences for their students. In other words, they don't wait around for their cooperating teacher to tell them what to do or when to do it.

STUDENT TEACHER'S RESPONSIBILITIES TO THEIR STUDENTS	
ROLE MODEL	Be a good role model to students in appearance, mannerisms, language use, and behavior. The quality of your professionalism is vital at all times because some schools and/or districts keep their own documentation and files on your student teaching experience
INTEREST	Get to know students' interests, abilities, and activities, as well as external and internal stressors in order to best facilitate academic and social/emotional/behavioral learning. Be patient with student progress, none of this happens overnight.
TITLE	Encourage students to address you with a title such as Mr., Mrs., Ms. or Teacher (Last name). In addition, encourage students to learn to pronounce your name.
PERSONAL	Handle all personal and student/family information professionally and confidentially.
IMPROVEMENT	Do you best to understand and remedy any areas that need improvement or that are articulated as

	part of a Professional Improvement Plan (see Appendix A), especially those items that impact student learning or quality teacher-student interactions.
STUDENT TEACHER'S RESPONSIBILITIES TO THE COOPERATING TEACHER	
ACCESS	Communication with your cooperating teacher is vital regarding electronic access to school computers, curriculum and student data. Work with your teacher to learn about the school or teacher's desired protocol for accessing electronic information. Make sure that you have a plan for returning any shared electronic documents or electronic information at the end of your placement.
FEEDBACK	Actively reflect on your own practices and then seek feedback from the cooperating teacher. Communicate proactively and professionally. Ask for help when you need it – you are not expected to know everything at this point.
LESSON PLANS	Formal daily lesson plans are required for each Monday over each content area that you will teach until both your cooperating teacher and university supervisor agree that your planning is sufficient and can move to a weekly plan used in your classroom. All plans will be emailed to both your cooperating teacher AND university supervisor by Sunday night before the next week begins. Friday is better. The PFW Teacher Education Department has a lesson plan form in **Appendix C** and in Brightspace that you must complete for your formal observations by either you or for their university supervisor planned visits.

PROFESSIONALISM	You are expected to perform each aspect of the teaching profession, such as attending professional development or collaboration meetings, working with families, or staying late to complete work assignments or preparation. Student teachers are also expected to act professionally when working with the cooperating teacher, the university supervisor, professional colleagues, and students to strengthen your skills and knowledge as a teacher.
	    o Behave professionally to ensure credibility among your colleagues.
	    o Dress in compliance with local culture and school policy on dress code.
	    o Follow all school/corporation policies associated with professional conduct, student interaction, and academic responsibilities.
	    o If you are finding yourself under-prepared, reflect on what is causing your challenge and then address it. Problem-solve on your own by asking question such as: Are you arriving in plenty of time to organize your day or are you staying long enough to prep all materials? If you are unsure how to solve your issue with time management, work with your CT to help address your specific workflow and/or issue of meeting expectations in a timely fashion.
	
	Do you best to understand and remedy any areas that need improvement or that are articulated as part of a Professional Improvement Plan (see **Appendix G**).

SCHOOL POLICIES	Be open-minded about the policies and procedures of the cooperating teacher and the school. Demonstrate respect for them by looking for multiple perspectives on why a policy or procedure might be beneficial.
TEAM PLAYER	Be a meaningful part of the teaching staff by volunteering to help with activities when you recognize a need exists, i.e., housekeeping, routine duties, and other ways to help within the class. In addition, participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
WORK SCHEDULE	Observe the same daily contracted work schedule of the Cooperating Teacher (at minimum), arriving early and staying late, as necessary to meet your responsibilities.
STUDENT TEACHER'S RESPONSIBILITIES TO THE UNIVERSITY SUPERVISOR	
FIRST-VISIT COMMUNICATION	School information: where to park, check-in procedures, classroom location Concerns and questions Student Teacher wishes to discuss with the Supervisor. Concerns or issues the Student Teacher would like the Supervisor to discuss with the Cooperating Teacher.
LESSON PLANS	Formal daily lesson plans (See **Appendix C**) are required for each Monday over each content area that you will teach until both your cooperating teacher and university supervisor agree that your planning is sufficient

	and can move to a weekly plan (See **Appendix C** or use template used by CT**)**. All plans will be emailed to both your cooperating teacher AND university supervisor by Sunday night before the next week begins. Friday is better. Email lesson plans and any requested materials following the guidance of your university supervisor prior to their planned observation visits. The PFW Teacher Education Department has a lesson plan form in **Appendix C** that you must complete for your formal observations by either you or for their university supervisor planned visits.
JOURNAL	Your will send a weekly journal to your University Supervisor by Sunday 11:59 pm. You may use one of the journal suggestions in Brightspace or your US may provide one of their own.
FEEDBACK & CONFERNECING	Actively ask for feedback from your cooperating teacher and university supervisor; communicate proactively, regularly, and professionally. Actively participate in discussion following observations, seeking clarity of professional standards and/or suggestions for improvement.
Mid-Term Evaluation	You will complete a Mid-term evaluation on yourself in a 10-week or 16-week placement. Cooperating Teachers will also complete a mid-term evaluation on the teacher candidate who are in 10 and 16-week placements. An assignment is associated with this assessment using the following guidelines. • The CT and Teacher candidate complete a paper copy of the FLORE-ST rubric (See **Appendix D**) based on the overall proficiency of the student teacher as to what has been observed and the growth that has been made to this point. • The CT and ST compare scores and discuss areas both areas of similarity and ares of discrepancy. • The CT and ST develop goals and action steps. • The CT will enter their individual score into the provided Qualtrics link. • The ST will upload their goals/action steps into Brightspace.
PROFESSIONALISM	Treat university supervisors with the same professional respect as your cooperating teacher in the school setting. Each university supervisor and student teacher combination are different and will have different expectations and requirements that will best fit the needs of the situation. This is common and to be expected. Avoid comparing your experience with your US/CT with other STs because that can lead to unnecessary stress for you. Communicate regularly with your US. Share joys as well as concerns. They are here to support and guide you. Ask for help from your US whenever you need it while seeking a balance to become a professional. Do you best to understand and remedy any areas that need improvement or that are articulated as part of a Professional Improvement Plan (see **Appendix G**).
VIRTUAL OBSERVATIONS	Upload your video to Brightspace in the GoReact module for each remote Single Observation. See Brightspace for more details.
STUDENT TEACHER'S RESPONSIBLITIES TO PFW	
ABSENCES	Keep track of each and every absence, late arrivals, and early departures. You are required to complete an absence form that includes your email address, the CT and US email address. Absences are reported HERE. Notify the school, your CT via phone, text and email. Notify your US in case of absence, closing, school delays on an observation day.

	All Teacher Candidates may need to miss at least one day of teaching in order to take the pedagogy test required for licensure. Teacher candidates should schedule their test at least 2 weeks in advance. Thus, they should communicate the date/time to everyone at least 2 weeks in advance.
AGREEMENT	Complete the Professional Expectations Agreement, if you didn't sign it as part of your student teaching application. See **Appendix E** for a copy of this agreement.
COMPLETE	Complete Student Teaching Partnership Feedback form
CPR/QPR	Complete CPR and Suicide Prevention trainings

Cooperating Teacher's (CT) Responsibilities

Cooperating teachers are master teachers who have a minimum of 5 years of successful teaching experience. They have graciously agreed to share their knowledge and skills with the next generation of colleagues. They provide on-going support and guidance to help the student teacher develop into a productive member of our honorable profession.

COOPERATING TEACHER'S RESPONSIBILITIES TO THE STUDENT TEACHER	
WELCOME	Provide a welcoming atmosphere for your "second teacher" by preparing your students and their families positively for the new teacher's arrival. Create desk and closet space for their things and think of other ways to make them feel welcome.
ORIENTATION	Orient the student teacher with the building, school policies and procedures and introduce the student teacher to faculty, staff, school, and local communities. The preservice teacher should become familiar with the information or procedures for accessing materials and equipment, school and classroom technology, teacher's files and guidance office files on students, discipline procedures and attendance responsibilities.
AUTHORITY	Define the extent of the student teacher's authority and responsibilities in your classroom and school. Specifically consider how you want the student teacher to communicate with family members.
MATERIALS	Provide the preservice teacher with textbooks, class and school schedules, plan books, handbooks, curriculum documents, faculty bulletins, and any other relevant materials.
FIRST DAY	At the beginning of the semester, allow observation time in order to acclimate the preservice teacher to the school and students. At the same time, help to establish the preservice teacher as "the second teacher" in the room. It is advisable to involve the preservice teacher in assisting and/or assuming some teaching responsibilities from the very first day.
ADDING RESPONSIBILITY	Add teaching responsibilities as the candidate develops confidence and competence in handling routine matters in the classroom and shows proficiency in teaching. Gradually increase responsibility so that by week 7 in a 16-week placement or week 5 in a 10-week placement they are teaching full-time. We recommend that the student teacher have at minimum **four weeks of solo teaching** within the full-time block. See the Models section for practicums.
PROFESSIONALISM	Throughout the student teaching experience, engage the student teacher in discussions of professional standards and how those standards become meaningful in practice.
CLASS MANAGEMENT	Setting expectations and consistently following through is a skill that the teacher candidate needs to develop. You can help by modeling a variety of effective teaching management and behavioral guidance techniques.
TIME MANAGEMENT	Some student teachers are very good at managing their time, while others have come to rely on external structure or reminders from others. A sample template for time management (**Appendix D**) is included in the appendices. If this is needed to reduce the number of reminders or to minimize frustrations from the student teacher being unprepared, please tailor the template to fit your school, grade level, and needs.
LESSON PLANS	Time should be set aside daily for collaborative planning meetings. Discuss lesson plans during the first days of student teaching. Agree on the form to be used and on the amount of lead time you would like for lesson plans to be shared with you for review and comments indicating approval or necessary changes.

	Formal lesson plans (See **Appendix C**) are required for each Monday over each content area that they will teach until both you and the university supervisor agree that their planning and implementation is sufficient and they can move to the regular weekly form used in your classroom.
CONFERENCING	Hold regular times for informal feedback and conferencing. This time is extremely valuable to the preservice teacher and may include discussing lesson plans; evaluating the preservice teacher's progress, including guiding the preservice teacher in achieving competencies and eliminating weaknesses; and encouraging the preservice teacher to discuss any phase of the student teaching experience. Preservice teachers expect and value constructive criticism; you should not hesitate to offer it or make any suggestions for outside reading and professional development.
INFORMAL OBSERVATION	Much learning will happen through daily, informal observations and conversations. However, we strongly encourage you to make periodic written observations while the preservice teacher is teaching and to then share them with the preservice teacher. At least twice, observe a full lesson using either the PFW's Teacher Education's observation form (See **Appendix B**), or your school's teacher observation rubric. Often, evaluating your student teacher with your school's observation tool is a valuable learning experience for your student teacher.
PROGRESS CHECKLIST	We encourage you to keep an individual file of the teacher candidate's progress. Use the Cooperating Teacher Checklist in **Appendix A** from the start of the placement to chart your actions and supports of your student teacher in order to keep you on track. Some teacher and teacher candidate pairs have found a shared notebook to be helpful for regular Q&A's that may come up during the day or week. This will be helpful when the teacher candidate asks you for a letter of recommendation when he/she begins the job search process.
MID-TERM EVALUATION	The Director of Assessment, Michael Flory, will send the Qualtrics link to you via email toward the mid-term of the placement. Cooperating Teachers will complete a mid-term evaluation on the teacher candidate who are in 10 and 16-week placements. An assignment is associated with this assessment using the following guidelines. • The CT and Teacher candidate complete a paper copy of the FLORE-ST rubric (See **Appendix D**) based on the overall proficiency of the student teacher as to what has been observed and the growth that has been made to this point. • The CT and ST compare scores and discuss areas both areas of similarity and ares of discrepancy. • The CT and ST develop goals and action steps. • The CT will enter their individual score into the provided Qualtrics link. A copy of the evaluation will be shared automatically with the student teacher, cooperating teacher and University Supervisor. Evaluation links can also be accessed at: https://sites.pfw.edu/education/
FINAL EVALUATION	The Director of Assessment, Michael Flory, will send the Qualtrics link to you via email toward the end of the placement. The final evaluation, the FLORE-ST rubric (See **Appendix D**) is completed after the last US observation visit and is a summative measure of overall proficiency of the student teacher. It reflects a compilation of what has been observed and the growth that has been made. The final evaluation should be completed in collaboration with the University Supervisor using the following guidelines. • Each (US & CT) should complete a paper copy of the FLORE-ST rubric of the candidate based on a compilation of what has been observed over the course of the placement. • A norming meeting should be set either in person or virtually to compare scores and determine a final score for each criterion. They will determine whether the candidate is recommended for licensing based on the criteria. • Each (US & CT) will enter the determined score separately into Qualtrics and write their own comments. A copy of the final evaluation will be shared automatically with the student teacher, cooperating teacher

	and University Supervisor. Final evaluation links can also be accessed at: https://sites.pfw.edu/education/
COOPERATING TEACHER'S RESPONSIBILITIES TO THE UNIVERSITY SUPERVISOR	
COMMUNICATION	Communicate frequently with the University Supervisor to support and evaluate the student teacher. Set up specific dates to discuss the ST with the US. Ideally, after three weeks, mid-semester, and near the end. This can be virtually, by phone, or in person.
CONFERENCING	You should expect to participate in three meetings. These may be in person or virtual. One should take place at the beginning of the placement with your preservice teacher and their university supervisor. The first will be held as part of the orientation meeting and will include time to clarify expectations, establish communication strategies, and discuss assignments. The second conference will occur at midterm after you and the preservice teacher have completed midterm evaluations. This meeting, initiated by the university supervisor, is a time to compare observations about the preservice teacher's strengths and areas for growth. **At any time, if you have concerns about your preservice teacher's performance that should be addressed immediately, please contact the university supervisor to arrange a meeting**. **Please do not wait.** The sooner that you can give us a heads-up that there may be a concern, the sooner we can help.
COOPERATING TEACHER'S RESPONSIBLITIES TO PFW	
ABSENCES	We ask that you keep track of each and every absence, late arrivals, and early departures. The student teacher is required to complete an absence form that includes your email and the US email address. If you don't receive notification about an absence, please remind ST and then, if not resolved, contact the Early Childhood Coordinator.
FINAL EVALUATION	You will provide a formal evaluation two times throughout the semester. You can find a program specific evaluation form in **Appendix B**. At midterm, you will be prompted to complete a mid-point evaluation for your student teacher using this form. This is a formative evaluation, and areas marked "developing" or "unacceptable" become target growth areas for the student teacher. At the end of the student teaching experience, the cooperating teacher is responsible for completing this as summative final evaluation. **Please do not mark "Recommend for Licensing With Reservations"** unless you've already met with the university supervisor about concerns.
HONORARIUM	An email will be sent to your school email address before the beginning of the semester that contains your contract with Purdue Fort Wayne for mentoring a student teacher. You will need to fill these forms out and return them as soon as you can. NOTE: Ohio Cooperating Teachers will not receive an honorarium due to an Ohio law that prohibits such payment. The honorarium will be sent to your school corporation instead.
PGP POINTS	An email will automatically be sent to your school email address at the end of the semester. It will contain an attachment which is your certificate for PGP points. The body of the email will also let you know when you can expect to receive your honorarium payment and who to contact if you have any questions/ concerns.
SURVEY	Student Teaching Partnership Feedback form.
TERMINATION	Our goal is for everyone to have a positive and productive experience in the mentoring of your student teacher. However, we recognize that the final authority for your classroom student's academic progress rests with you, the Cooperating Teacher. If the student teaching experience is detrimental to students, based on observations, documentation, and discussions with the University Supervisor and Early Childhood Coordinator, the student teaching experience should be terminated. Please consult with the Director of Student Teaching so we can determine the best termination process for you and your school.
COOPERATING TEACHER'S RESPONSIBLITIES TO THEIR STUDENTS	
AUTHORITY	Our goal is for everyone to have a positive and productive experience in the mentoring of your student teacher. However, we recognize that the final authority for your classroom student's academic progress rests with you. If there is evidence based on observations, documentation, and discussions with the University Supervisor and Director of Student Teaching that student learning is being jeopardized, the student teaching experience can be terminated. Work with the Director of Student Teaching to determine the best termination process.

University Supervisor's (US) Responsibilities

University supervisors are either current PFW faculty or former teachers and/or school administrators. They are specialists in education and in their individual academic areas, having taught and spent time in a variety of classrooms to gain a deep understanding of quality education.

A university supervisor will be assigned to every PFW student teacher, serving as the link between the cooperating school and the university. They will observe, evaluate, and confer with each student teacher and cooperating teacher. They will help facilitate effective learning procedures and the creation of professional working relationships.

UNIVERSITY SUPERVISOR'S RESPONSIBILITIES TO THE STUDENT TEACHER	
INITIAL VISIT	Schedule an introductory visit is to meet the principal and CT and to see the student teacher in the school setting. Scheduled during the first two weeks of the placement, the focus is on reviewing the roles, responsibilities, and expectations of the CT/ST and answering any questions.
JOURNALS	To help you better understand the weekly events of the classroom and for you to see growth, determine a method for the student teachers to provide you with weekly journal reflections. This is also an opportunity for the student teacher to ask you questions or give you particular things to watch for when you observe. Use examples on Brightspace or provide your own to the ST. Due Weekly to you. Provide feedback.
OBSERVATION VISITS	A minimum of four observations (for 16- & 10-week placements; three for 6-week. Music will have 1 initial visit and two observations), including written reports of student teachers, should occur during the student teaching experience. More observations or assessments can occur if the student teacher is experiencing difficulty or if all professional standards have not been observed and assessed. Observations should be scheduled when the student teacher is engaged in teaching activities so that the professional standards can be observed fully.

Two scheduled observations should be made prior to the midpoint in the experience Observing Checkpoints 1 & 2 in the evaluation. Remaining observations can be unscheduled and be distributed throughout the rest of the ST placement in order to observe remaining items on the evaluation. On some occasions, a University Supervisor may need to conduct a remote observation. Please see the Brightspace University Supervisor Module – GoReact for procedures. |
CONFERENCING	After observing the teacher candidate, the University Supervisor meets with the teacher candidate within 24 hours to discuss progress meeting toward meeting professional standards and to offer constructive advice. As part of this advice, the University Supervisor should be able to share some positive things that they observed and what else they are looking for in the next visit. Because this is a discussion, the teacher candidate should actively participate and verbally analyze the observation as well. All comments and constructive suggestions should be based on the principle that the University Supervisor is to help the teacher candidate develop and improve as a teacher.
OBSERVATION REPORT	After each observation of the candidate's teaching, the University Supervisor will complete an observation report using the FLORE-ST form. It will be emailed to the candidate and Cooperating Teacher. The candidate will upload the form into Brightspace. The US will then upload the scores using a Qualtrics link.
SUPPORT	Develop a collaborative approach to support everyone involved in the student teaching experience.
LESSON PLANS	The university supervisor should review all lesson plans submitted by the end of each week and those used during the observation. Incorporate feedback on the strengths and areas of improvement to the student teacher in your observation form.
Formal lesson plans (See **Appendix C**) are required for each Monday over each content area that they will teach until both you and the CT agree that their planning and implementation is sufficient and they can move to the regular weekly form used in the classroom.
MID-TERM EVALUATION	University supervisors **do not complete** a mid-term evaluation. Instead, they receive a copy of the evaluation completed by the CT and ST. When reviewing the evaluation, note any areas marked "*Does Not Approach Expectations*" or "*Approaches Expectations*" and seek input from the

	cooperating teacher to understand them better. Then, if warranted, contact the Director of Student Teaching so that a meeting can be called with all triad members and the Director of Student Teaching. This meeting will focus on identifying mechanisms and support to build the student teacher's proficiencies through a Professional Improvement Plan (PIP).
FINAL EVALUATION	The final evaluation (See **Appendix B**) is completed after the last observation visit and is a summative measure of overall proficiency of the student teacher. It reflects a compilation of what has been observed and the growth that has been made. The final evaluation should be completed in collaboration with the cooperating teacher using the following guidelines. • Each (US & CT) should complete a paper copy of the evaluation of the candidate based on a compilation of what has been observed over the course of the placement. • A norming meeting should be set either in person or virtually to compare scores and determine a final score for each criterion. They will determine whether the candidate is recommended for licensing based on the criteria. • Each (US & CT) will enter the determined score separately into Qualtrics and write their own comments. The Director of Assessment, Michael Flory, will send the Qualtrics link to you via email toward the end of the placement. A copy of the final evaluation will be shared automatically with the student teacher, cooperating teacher and Director of Student Teaching. Final evaluation links can also be accessed at: https://sites.pfw.edu/education/
UNIVERSITY SUPERVISOR'S RESPONSIBILITIES TO THE COOPERATING TEACHER	
INITIAL VISIT	Cooperating teachers are trained and supported through our university supervisors. During the introductory meeting, review with the Cooperating Teacher the policies, guidelines, expectations, and administrative tasks of the student teaching experience as presented in this handbook.
CONFERENCING	You should arrange at least three formal meetings and regular informal conversations. These may be in person or virtual. Arrange the first meeting at the beginning of the placement with your preservice teacher and their cooperating teacher. The first will be held as part of the orientation meeting and will include time to clarify expectations, establish communication strategies, and discuss assignments. The second conference will occur at midterm after the cooperating teacher and the preservice teacher have completed midterm evaluations. This meeting, initiated by you, is a time to compare observations about the preservice teacher's strengths and areas for growth. **At any time, if you have concerns about your preservice teacher's performance that should be addressed immediately, please contact the cooperating teacher or the Director of Student Teaching to arrange a meeting**. **Please do not wait.** The sooner that you can give us a heads-up that there may be a concern, the sooner we can help. The third should take place near the end of the semester to discuss the final outcome of the teacher candidate and scoring of the final evaluation. Informal conversations should happen before or after each in-person observation visit and through emails or phone calls.
COMMUNICATION	Keep in email communication to discuss visit dates, quick updates, and the ST readiness moving from writing and submitting the Monday formal lesson plans + weekly plans to weekly plans only. The CT should never feel that they do not hear from you.
UNIVERSITY SUPERVISOR'S RESPONSIBILITIES TO PFW	
REPORT ABSENCES	Student Teachers are responsible for reporting each and every absence. If you are not notified of an absence, please contact the Student Teacher. If that doesn't resolve the issue, please contact the Director of Student Teaching
FORMS	• Complete a minimum of 4 single observations forms (3 for Practicums). • Complete the Final Evaluation Form. • Complete the mileage form throughout the semester so that you can be reimbursed. Contact

	Mindy Esparaza mstiles@pfw.edu 260-481-6449
	• Complete the Student Teaching Partnership Feedback form. Forms can be found at: https://sites.pfw.edu/education/
SHARE INFORMATION	Report any amazing successes to the ECE Program Coordinator. Similarly, notify the ECE Program Coordinator as soon as you are aware of a problem for a student teacher. The sooner we have a heads-up about potential difficulties, the sooner we can intervene and make a positive difference. We may formalize the intervention as a Professional Improvement Plan (see **Appendix G**).

PFW Responsibilities

PFW RESPONSIBILITIES TO COOPERATING TEACHER	
HONORARIUM	An email will be sent to your school email address before the beginning of the semester that contains your contract with Purdue Fort Wayne for mentoring a student teacher. You will need to fill these forms out and return them as soon as you can. These will be processed by the business office and mailed near the end of the semester. NOTE: Ohio Cooperating Teachers will not receive an honorarium due to an Ohio law that prohibits such payment. The honorarium will be sent to your school corporation instead.
ORIENTATION	The Director of Student Teaching provides an orientation whether virtually or by video, support, and guidance to facilitate success in the role for Cooperating Teachers. The orientation goes over the handbook, documents, and evaluation forms.
PGP POINTS	An email will automatically be sent to your school email address once you submit your final evaluation. It will contain an attachment which is your certificate for PGP points. The body of the email will also let you know when you can expect to receive your honorarium payment and who to contact if you have any questions/ concerns.
PFW RESPONSIBILITIES TO UNIVERSITY SUPERVISOR	
ORIENTATION	The Director of Student Teaching provides training, support, and guidance to facilitate success in the role for all new and continuing US. When onboarding a university supervisor, the Director of Student Teaching meets with them to go over the handbook, supervising handouts, our website, and evaluation forms.

SECTION 5: POLICIES & PROCEDURES

As a student teacher, you are in the last stage of transitioning to being a professional. Previous courses and field experiences have set a foundation for learning about professional behaviors. Now is the time to continue building them. Thus, PFW candidates will engage in professional and personal conduct that is appropriate to the integrity of the university and the profession.

Examples of this are spelled out in the **Professional Expectations Agreement (see Appendix D)**, so please read that document carefully and ask questions if you are unsure of what an item means. Even as a student teacher off-campus, you also are obligated to follow PFW's **Student Rights, Responsibilities, and Conduct.**

While professional behavior has many different aspects, we will highlight different ones from what was discussed previously.

Policies & Procedures

Absences

Working in educational settings can often result in acquiring illnesses. Because there is **no formal number of approved absences** (e.g., sick or personal days) provided to all student teachers, notify everyone as soon as you can about the rare situations where you cannot attend your placement immediately. If the number of absences experienced causes concern for the cooperating teacher, university supervisor, or Director of Student Teaching, a meeting of the triad will be called to determine possible solutions (e.g., extending the experience).

Approved Absence

You may need to miss one 1⁄2 day of teaching in order to take the pedagogy test required for licensure. Please communicate the date/time to everyone at least 2 weeks in advance.

Unapproved Absence

You may *not miss* any part of ST (P-12 classroom or seminar) to retake a content test required for licensure, to attend CPR training, or to attend QPR (suicide prevention) training.

3-STEP PROCEDURE FOR REPORTING ABSENCES

1. N**otify the school office by 6:15 a.m.** if you are going to miss a day.

2. **Notify the *Cooperating Teacher* and *University Supervisor*** via their preferred method (e.g., phone, text and/or email) about the absence.

3. **Fill out the "Reporting Student Teacher Absences" form** on the PFW student teacher website, under the heading "Student Teaching Forms" Then select the "Reporting Student Teacher Absences" link.

    https://sites.pfw.edu/education/

Calendar/Vacations/School Closings

PFW policy requires candidates to follow the calendar of the respective school district. Fall student teachers will report the first Teacher Day of the school district. Spring student teachers will report the first day back from break and also will honor the corporation's spring break.

Your experience will end, though, based on the PFW academic calendar, subject to adjustments by the Director of Student Teaching.

When the school experiences a delay or early dismissal due to, for example, fog, snow, emergency shut down, etc., notify your university supervisor via email immediately. This does not, however, require a report via the Absence form.

Digital Etiquette, Communication

You will participate positively in digital etiquette (through the use of electronic devices and social media). To protect the safety and well-being of you and the children/adolescent(s), you shall participate in communications with minors that are *public* in nature. This means that all communication should include your cooperating teacher and university supervisor and, ideally, the student's parents/guardians. In addition, all communication should come through the school district's approved email system, approved apps, or the school's LMS (learning management systems, such as Canvas). In other words, you are to NOT engage with students or parents/guardians in private conversations, private photo exchanges, etc. on any app, website, social media, or electronic devices. If you have questions about appropriateness, ask your school personnel before engaging in this. This is not an area you want to mess up on.

If you receive a request from student to "friend," connect or communicate through a personal social media site, please decline the request. Here is a recommended response that you can adapt to your situation. Please cc: your cooperating teacher and supervisor in the process.

> *"Please do not be offended, but I cannot accept your request (or respond further to this personal email, etc.). As a teacher, I need to communicate through the school's_____ (email, website, LMS such as "Canvas", etc.) which can be found at_____. Thank you for understanding."*

Documentation For Licensing

Student teachers are responsible for maintain all records needed for licensing or obtaining a job, now and in the future. PFW does not maintain copies of the following forms in our student records. These records include:

1. Final Evaluations from <u>both</u> your cooperating teacher and your university supervisor. Many districts require these for your job application.
2. Test scores for licensure
3. CPR Certification (renewed every 2 years)
4. Suicide Prevention Training
5. Child Abuse and Neglect Training (Brightspace)
6. Human Trafficking and Indiana Youth Training (Brightspace)

Family Responsibilities

Child care or family responsibilities should not affect the student teachers' arrival time or departure time or their responsibilities during the school day. As stated previously, you will follow, at a minimum, your CT's daily schedule for arrival and departure. However, it is recognized that emergencies do arise and they are expected to be handled in a professional manner.

Grading

The evaluation of the student teacher is a shared responsibility involving the cooperating teacher, the university supervisor, and Director of Student Teaching. Although each of these individuals is expected to make a contribution to the evaluation of student teaching performance, the Director of Student Teaching is charged by the university with final authority and responsibility for assigning the course grade. All student teaching is graded on an S/F basis.

All final grades are based on the *successful* completion of the following: (a) required key assessments (b) the Final Evaluation (i.e., performance-based assessment) completed by the cooperating teacher and the university

supervisor, (c) weekly lesson plans and reflections, to CT and US (d) components related to student teaching seminars, including the Midterm reflection and plan for improvement, (e) professional expectation agreement, (f) attendance, and (g) improvement plans, if applicable.

The Final Evaluation is especially important in determining the final course grade as it represents a *summative assessment* of your performance on standards for both pedagogy and content knowledge over the capstone experience. The cooperating teacher and university supervisors also draw a final conclusion about your readiness to have your own classroom.

You will pass the capstone experience with a "Recommend for licensing." Having a "Do not recommend for licensing" would mean that you will receive an "F" in the capstone course (e.g., EDU 40100) and will need to redo your student teaching.

If you do not pass, you may remediate by extending the student teaching experience or repeating part or all of the student teaching experience in a future semester. The student teacher will be required to pay tuition and fees for the next semester.

Safety, Well-Being, and Reporting

Children and adolescents can experience, both inside and outside of school, events that cause them or adults concern (e.g., abuse, neglect, bullying, suicide idealization). To protect the safety and well-being of you and the children/ adolescents, you should be knowledgeable of state mandates as well as school policies and reporting procedures.

You are a state-mandated reporter of suspected abuse. Thus, if you observe or suspect any child behavior that is worrisome, problematic or questionable, *immediately* alert your cooperating teacher and principal, as well as your university supervisor. Then, report your suspicions to your school resource officer, the local police, or Child Protective Services (https://www.in.gov/dcs/contact-us/child-abuse-and-neglect-hotline/) depending on details of the specific situation. The *best* way that you can help a student is by alerting the appropriate authorities who can help. You are not trained to do anything more than that.

Other situations require that you keep your doors "open" (according to school policy) and keep colleagues alerted and close by. Minimize putting yourself into any circumstance that could be a he-said/she-said position (whether this is with students or parents). Keep your cooperating teacher and administrator in the loop, whether it is to report good things or if anything is not feeling right. Your cooperating teacher and administrator may know more about the history of a particular individual or parent than you do and can provide valuable guidance.

SECONDARY ONLY ISSUE: Dual Credit, Honors or AP Courses

If a Secondary student teacher has a period that is a dual credit, AP or Honors, then the Teacher of Record needs to be the one teaching the high school students.

If this is a fully designated dual or AP section, then the student teacher will need to notify Purdue Fort Wayne that he /she will be teaching in a different class or just assisting the teacher. If this is a full honors section, we will leave it up to the school administration to decide if the student teacher may teach the course.

If this is a mixed section where some of the students are dual, AP or honors and some are not, then the student teacher shall use the Co-Teaching Model, such that the student teacher is teaching the non-dual credit students and the cooperating teacher is teaching the dual credit students.

The purpose of this is to meet the requirements stated by the state that dual credit courses are taught by teachers with at least 18 hours of master's credit in the content area and that AP teachers have completed specific training for that role.

Revised 02.02.26

Substitute Teaching

Candidates shall not take on other, non-academic responsibilities while student teaching. Thus, you should not be a coach or other extracurricular activities, as they take away from the academic commitments of the student teaching experience. We do, however, have a policy concerning being a substitute teacher once you have successfully completed 10 weeks of the capstone experience.

The implementation of this policy must be initiated by a school administrator. The entire policy is on the PFW Student Teaching website. *The parts that are of particular importance to the Student Teacher have been repeated below.*

Eligibility

The school district may employ the student teacher as a substitute teacher during the academic year in their currently assigned student teaching classroom as long as each of the following requirements are met:

- Student teacher is completing a 16-week placement. In other words, student teachers with10-week and 6-week placements are not eligible.
- Student teacher has a substitute teaching license.
- Student teacher has successfully completed 10 weeks of student teaching, is in good academic standing, does not have a midterm evaluation or other documentation that indicates concerns, and is not on an active Professional Improvement Plan.
- Student teacher is up to date on assignments and Key Assessment submissions.

Student teachers working as substitutes must:

- Notify their university supervisor any time they serve as a substitute for their cooperating teacher.
- Track and report days and partial days they work as a substitute on the Substitute Teaching Tracking Form on OneDrive. Failure to report this will jeopardize a student teacher's opportunity to continue.
- Report each day of substitute teaching to Dr. Isabel Nunez (isnunez@pfw.edu) via email.

TERMINATION and REASSIGNMENT

Termination

Although it is not expected that a student be terminated from their placement, it is understood that this event may occur. For that reason, it is imperative that the student, university supervisor, and cooperating teacher keep documentation regarding the events that transpire within the classroom setting. Generally, this is initially handled by the creation of a Professional Improvement Plan (PIP) by the Director of Student teaching with input provided by the cooperating teacher and university supervisor. By reviewing such documentation, the cooperating teacher, university supervisor and the Director of Student Teaching can determine where issues arose and how they could have been or could be resolved through the PIP process.

If after a PIP has failed or the cooperating teacher has determined that the student teacher remaining in the classroom is detrimental to the students, a final determination will be made to terminate the placement thus failing student teaching and seminar. The Director of Student Teaching will send a letter of final determination to the student teacher, cooperating teacher, and PFW faculty and staff who are involved. The student teacher will

either repeat another semester of student teaching and seminar at their expense or may decide to switch to another program of study.

Reassignment

It is expected that even though a student may not like everything about a site, they will fulfill the commitments agreed to in the initial contract. As emerging professionals, it is expected that all students will act in a professional and competent manner. Therefore, reports of failure to fulfill obligations or responsibilities will be taken seriously. Through the evaluation and feedback provided by both cooperating teacher and the university supervisor, students should have a good working knowledge of whether or not they are meeting expectations. If at any time, students suspect that their evaluations are not actually reflective of their work at the setting, they should meet with the university supervisor to discuss the issue.

On exceedingly rare occasions, an assignment is not a good fit for the student teacher and a reassignment to another placement is warranted. If the cooperating teacher is not meeting expectations and creates an extreme environment that is detrimental to the teacher candidate or fails to provide them with feedback regarding performance, the student should meet with the university supervisor and the Director of Student Teaching to discuss the issue to determine if a reassignment is warranted and possible. A placement reassignment may require additional time for the teacher candidate.

Work, Coaching, & Volunteering

Candidates shall not take on other, non-academic responsibilities while student teaching. Thus, you should not be a coach or volunteer in other extracurricular activities, as they take away from the academic commitments of the student teaching experience.

It is understood that some teacher candidates may decide to work or volunteer even though it is highly discouraged. If so, a teacher candidate cannot work in another capacity within the school district in which they are student teaching. This includes coaching, before or after-school programs, tutoring, or any other position that is offered at that district. If work or volunteer opportunities begin to impact the student teacher's progress negatively, they will be asked to step down from that position in order to focus on finishing successfully.

Appendix A: Cooperating Teacher Checklist (10- or 16-Week Placement)

In order to help you to do your best possible job as a Cooperating Teacher for Purdue University Fort Wayne students, please check off each item as you complete it. If you have any questions about an item, please contact the Director of Student Teaching, Mrs. Teri Hogg at (260) 481-6521 or hoggt@pfw.edu.

Week 0

_____ Discuss Student Teaching Handbook, school policies, employee handbook, etc. with Teacher Candidate as a way to review expectations

_____ Provide Teacher Candidate with school orientation, introduction to staff school culture, materials, etc.

Week 1/2 (10 week/16-week placements)

Have Teacher Candidate complete:

_____ 1 formal observation of your CT teaching using FLORE-ST Observation form; debrief together

Midterm

_____ Observe teacher candidate using PFW FLORE-ST observation form; debrief together; Submit as Midterm on Qualtrics

_____ *after* ST & CT complete midterm; discuss similarities and differences in ratings; guide ST in developing goals/action steps

Week 8/13 (10 week/16-week placements)

_____ One formal observation of teacher candidate using Flore-ST observation form; debrief together

Final Evaluation

_____ Meet with US during candidate's final week after completing a paper form of FLORE-ST, to norm and calibrate scores

_____ Submit Final Evaluation on Qualtrics

Cooperating Teacher Checklist 6-Week Placement

Week 0

_____ Discuss Student Teaching Handbook, school policies, employee handbook, etc. with Teacher Candidate as a way to review expectations

_____ Provide Teacher Candidate with school orientation, introduction to staff school culture, materials, etc.

Week 1

Have Teacher Candidate complete:

_____ 1 formal observation of your teaching using FLORE-ST Observation form; debrief together

Week 3

_____ One formal observation of teacher candidate using FLORE-ST observation form; debrief together

Week 5

_____ One formal observation of teacher candidate using FLORE-ST observation form; debrief together

Final Evaluation

_____ Meet with US after completing paper form of FLORE-ST, to norm and calibrate scores

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_____ Submit Final Evaluation on Qualtrics

Appendix B: Lesson Planning

"*The most effective teachers know that if you want to have a great lesson, you need to plan a great lesson*" (Breaux & Whitaker, 2015, *Seven Simple Secrets*, p. 2)

Part 1: Monday's Lesson Plans + Weekly Plans

Lesson plans are tools for thinking. As such, you will use the lesson plan template on the next page and in Brightspace to demonstrate your ability to plan engaging, effective lessons and learning experiences for all learners. This will start Week 2, meaning that planning will take place in Week 1. Each week, you will add a content area to plan for until your first University Supervisor observation visit. You and your cooperating teacher will determine which content area to start with and which to add each week. For Tuesday through Friday, you will use your cooperating teacher's weekly planning template or the one provided here or in Brightspace. Both types of plans are due to your university supervisor and cooperating teacher on the last day of each week.

Directions

- All Lesson Plans are due on Friday at 11:59 pm. Email them to your cooperating teacher and your university supervisor.
- Plan one formal lesson plan for each content area that you teach for each Monday. You may use the cooperating teacher's lesson plan form for Tuesday – Friday.

Example

- Week 2 = Monday – Math Plan (Addition Facts to 20) + weekly plan
- Week 3 = Monday – Math Plan (Subtraction Facts to 20) + Interactive Reading Plan + weekly Plan
- Week 4 = Monday – Math Plan (Double Digit Addition) + Interactive Reading Plan/Writing Plan + Weekly Plan
- Week 5 = Move to Weekly Plan only

Part 2: Weekly Plans

After the first observation conducted by the US, the CT and US will discuss your strengths and areas of improvement when planning and implementing lessons. They will determine if you will continue to complete Lesson Plans using the template for one or more content area/class period or if you will move to using the Weekly Planning template. If warranted, the Director of Student Teaching may be invited into the conversation.

If you are having difficulty planning or implementing the lessons, the Cooperating Teacher, University Supervisor, and/or Director of Student Teaching may recommend additional information to be included in the lesson plans. If difficulties persist, a Professional Improvement Plan shall be implemented to address the issues.

Part 3: University Supervisor Observations

You will use the formal lesson plan template for each observation by your university supervisor even if you have moved on to weekly plans. This is to be emailed to your supervisor at least 2 days prior to the observation.

Weekly Lesson Planning Template

	Monday	Tuesday	Wednesday	Thursday	Friday
Content area[1]:					
Lesson Description:					
IN State Standard(s):					
Learning Objectives:					
Materials (link as able):					
Formative Assessment:					
Content area[2]:					
Lesson Description:					
IN State Standard(s):					
Learning Objectives:					
Materials:					
Formative Assessment:					

[1] Label each content area as appropriate for developmental level. Early childhood and elementary might be, for example, reading, writing, phonics, science, social studies, and mathematics. Middle School and High School might be, for example, prealgebra, Calculus, AP American History, Sociology, Biology, or Earth Science.
[2] Continue to add to the table until you have rows for each content area you teach.

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Lesson Plan

Teacher Candidate Completes

Context
Briefly describe the prior lesson and the prior knowledge you expect them to have.
•

Standards that Drive Instruction		
(Add mor lines if needed)	**Standard Reference**	**Standard language/description**
1.		
2.		

Learning Objectives (SLOs) and Assessments (Complete in table below.)			
Objectives - 1-3 objectives per lesson: Learning objectives must be observable and measurable (allowing you to see and assess how well students are doing). Write the objectives in terms of what an individual student will do, not the group. Align each objective to a standard and the formative assessment used to measure the objective. Make sure your objectives use similar language as found in the standards. **Formative Assessment/Evaluation/Monitoring Strategies**: Describe the methods you will use to assess whether students are meeting the lesson objective: For example: minute paper, "3 things," self-assessment rubric, game, Poll Everywhere, participation cards, entry/exit ticket, among others.			
Standard Alignment (#)	Learning Objectives:	Formative Assessment Type Used (insert photo if applicable):	Describe Assessment:
Academic Language: List & define in a student-friendly manner the vocabulary you will use that is crucial to understanding the lesson content.			
•			
Instructional Resources, Materials, & Technology: Attach all documents and images of materials to the lesson plan. Whenever possible, include primary sources.			
Technology:			

Instructional Resources:	
Materials:	

Students with IEPs/504 Plans & Students with Specific Language or Other Learning Needs		
Student (initals or first name only)	**IEP/504 Plans/Language: Classification/Needs**	**Describe differentiation strategies to make the lesson accessible for this student**
Ex: ST Ex: MG, PR, BM	Ex: Visual processing Ex: ELL with only a few words in English	Ex:Close monitoring, large print text, window card to isolate text Ex: Pre-teach words and phrases through examples and

Instructional Strategies
The entire lesson must be scripted. Include questions or prompts that you will use to promote higher-order thinking.
If adding photos, split the blank cells, inserting photos in one cell and writing in the other.

Opening (5 minutes): The beginning of the lesson should be designed to capture students' interest and tap into their existing knowledge.
Hook: How will you link the content/skills covered in your lesson to your students' current lives rather than their future?

-

Middle (20-40 minutes): This section contains the activities/instructional strategies used to teach the content. Provide a detailed, step-by-step explanation of how you will teach the learning outcomes. Emphasize when and how you will use the previously selected formative assessments to check for understanding throughout the entire lesson. Include how you will intentionally support multiple perspectives and positive social interactions. Additionally, make sure to include open-ended questions designed to encourage students to think about key concepts in your lesson. To manage your time effectively, divide this section into smaller segments (e.g., 5 minute).

-
-

Closing (5-10 minutes): How do you plan to have the students demonstrate (by telling or showing) what they learned?

-
-

Appendix C: Observation Forms

Observation Form

Evaluator Completes Observation Form

Time	Observation Notes	Comments/ Standards

PFW Student Teaching ECE/ELED Observation Form: Literacy

Instructional Observations (check all that apply): ● Explicit and systematic instruction (I Do, We Do, You Do) ● Whole group instruction ● Small group instruction ● Individualized instruction/supports ● Technology integration ● Assessment implementation	Comments:
Literacy components (please check all observed): ● Phonemic awareness ● Phonics ● Vocabulary ● Comprehension ● Fluency ● Writing ● Oral Language	Comments:
Evidence observed for Language Comprehension and Word Recognition (please check all observed): Language Comprehension ● Background knowledge ● Vocabulary ● Language structures (syntax, semantics, etc.) ● Verbal reasoning (inference, metaphor, etc.) ● Literacy knowledge (print concepts, genres, etc.) Word Recognition ● Phonological Awareness (syllables, phonemes, etc.) ● Decoding (alphabetic principle, letter-sound correspondences) ● Sight Recognition (of familiar words)	Comments:

FLORE-ST OBSERVATION Checklist

Refer to the Field Based Observation Rubric for Evaluation: Student Teaching (FLORE-ST) (Goal: 5-7 per observation)

OBSERVATION 1	OBSERVATION 2	OBSERVATION 3	OBSERVATION 4
Standard 1a	Standard 1b	Standard 1c	Placeholder, if Standard 1a-c is not met.
Standard 2a	Standard 2: 2b	Standard 2: 2c	Placeholder, if Standard 2a-c is not met.
Standard 3a & 3b	Standard 3: 3c, 3f	Standard 3: 3d, 3e	Placeholder, if Standard 3a-f is not met.
Standard 4a	Standard 4a & 4b	Standard 4a & 4b	Standard 4a & 4b
Standard 5a	Standard 5a	Standard 5a & 5b	Standard 5a & 5b
Standard 7 (if lesson observed)	Standard 7 (if lesson observed)	Standard 7 (if lesson observed)	Standard 7 (if lesson observed)
ARTIFACTS	**ARTIFACTS**	**ARTIFACTS**	**ARTIFACTS**
Standard 3a & 3b: Lesson Plan **Standard 4a**: Formative Assessments **Standard 5a**: Documentation and communication of classroom rules and/or expectations	**Standard 3c & 3d**: Formative Assessments? **Standard 4b**: Use of Formative & Summative Assessments **Standard 5b**: Documentation or records of applying classroom rules and/or expectations **Standard 6a:** parent email or phone call documentation of academic/social/emotional growth **Standard 6c:** IEP notes or evidence of meeting participation; evidence of discipline referrals; follow-through/evidence of adhering to student handbook	**Standard 1c:** colleague and/or family email or phone call documentation w/ students exceptionalities **Standard 3e & 3f**: Materials and Resources? **Standard 4b**: assessment or data specific family email or phone call documentation to support learning **Standard 6b:** notes and/or documentation of in-service learning; departmental meetings	Placeholder, if artifacts are not submitted in Observations 1-3

Appendix D: FLORE – ST Evaluation Rubric

Field-based Learning Observation Rubric for Evaluation: Student Teaching (FLORE: ST)

Overview and Rationale

This Field-based Learning Observation Rubric for Evaluation – Student Teaching (FLORE-ST) measures student teaching performance at the completion of the educator preparation program. The tool is intended to apply across all initial licensure programs at Purdue University Fort Wayne School of Education. The tool is motivated, in part, by recommendations from a 2024 Indiana Department of Education (IDOE)-mandated review of Science of Reading instruction at Purdue Fort Wayne. The external review recommended developing a single tool for observing student teachers across programs and throughout field placements prior to student teaching. (Note the FLORE-ST is only for student teaching; future versions will be adapted for use with pre-clinical field placements.)

A committee consisting of faculty and staff representing a cross-section of the School of Education developed the tool during the Spring 2025 semester. Roles represented included: Teacher Education Department Chair, Counseling and Graduate Education Department Chair, Student Teaching Coordinator, Transition to Teaching Director, Special Education Director, Early Childhood Education faculty, Elementary Education faculty, Secondary Education faculty, Science of Reading subject matter expert, and Assessment and Analytics Director. The committee drafted the rubric then made revisions were based on feedback from the whole faculty, field-based university supervisors, and cooperating teachers.

The rubric is derived from the P-12 Indiana Development Standards (IDS).[3] These standards represent the general pedagogical skills and content knowledge that a candidate who is completing an educator preparation program (EPP) should possess when designing and delivering instruction, as well as what the EPP should prepare that candidate to do. The P-12 IDS address the needs of candidates and programs across the entire P-12 grade span. The rubric further aligns to other IDS sets for specific grade spans, which are very similar to the P-12 IDS. Beyond Indiana, the rubric aligns to InTASC standards and ISTE technology education standards. See tables 1 and 2 below for alignment. Faculty are encouraged to develop a brief addendum if they need to evaluate specific standards for a given program that are not met by the general rubric below.

The P-12 IDS have seven standard areas, each with multiple indicators. This rubric adopts the seven primary standards of P-12 IDS. The rubric condenses the indicators into two to six criteria per standard based on common constructs. In total, the rubric has 22 criteria. Each criterion has a general description of the skill or knowledge that a candidate should demonstrate. The language for each description mirrors the P-12 IDS as closely as possible, with an emphasis on performance rather than understanding. The rubric describes four levels of performance: Exceeds Expectations, Meets Expectations, Approaches Expectations, and Does Not Approach Expectations. Additionally, evaluators may select "Not observed" if the criterion was not relevant for a given observation. Language for each performance level clearly differentiates the activities candidates should engage in, how consistently they perform the activities, and

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[1] Please reference this file as: Flory, M. A., Conwell, S., Hogg, T., Hullinger, H., Leatherman, J., Oliver, B., & Rodesiler, L. (2025). *Field-based Learning Observation Rubric for Evaluation: Student Teaching (FLORE: ST)* [Unpublished measurement instrument]. Purdue University Fort Wayne.

[2] Retrieved from https://www.in.gov/doe/educators/educator-licensing/indiana-educator-standards/ on March 20, 2025.

how well they implement the activities. Language for these performance levels was informed by published student teaching rubrics.[4]

Additional supplemental materials are available to accompany this rubric. In particular, the Look For documents should be helpful in identifying how users may interpret and apply the rubric across different grade spans or content areas. There is also a file with Definitions of common terms.

Descriptive tables

Items in the FLORE-ST are aligned to multiple sets of standards. The following tables summarize the number of criteria aligned to specific standards (Table 1) and indicate the correlation between individual criteria with standards (Table 2). Rubric criteria may align to multiple standards, and a small number of P-12 IDS indicators are excluded from the rubric to maintain a concise tool.

Table 1: Number of criteria aligned to specific standards sets

IDS		InTASC		ISTE	
Standard	Criteria	Standard	Criteria	Standard	Criteria
1	3	1	4	1	0
2	3	2	3	2	2
3	6	3	2	3	0
4	2	4	1	4	0
5	2	5	2	5	0
6	3	6	2	6	0
7	3	7	2		
		8	3		
		9	2		
		10	1		

Table 2: Correlation matrix of FLORE-ST to Standards

Standard	Item	Criterion	IDS (P-12)	InTASC
1. Student Development and Diversity	1a	Student Development	1.1, 1.3	1
	1b	Student Diversity	1.2, 1.4	2
	1c	Students with Exceptionalities	1.5, 1.6	2
2. Learning Processes	2a	Approaches to Learning	2.1, 2.2, 2.3	1, ISTE 2
	2b	Influences on Learning	2.4, 2.5, 2.10	1, 2
	2c	Student Achievement	2.6, 2.7, 2.8, 2.9	1
3. Instructional Planning and Delivery	3a	Curriculum	3.1, 3.2, 3.3	7
	3b	Instructional Approaches	3.4, 3.5	5, 8
	3c	Differentiation	3.6, 3.7, 3.8, 3.9, 3.10	8
	3d	Content: Instruction	NA	4
	3e	Content: Application	3.11	5, 8
	3f	Resources	3.12, 3.13, 3.14	7, ISTE 2
4. Assessment	4a	Assessment Design	4.1, 4.2	6
	4b	Monitoring Student Progress	4.3, 4.4, 4.5	6

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[4] Kansas Student Teacher Assessment Rubric (STAR, Retrieved from https://soehs.ku.edu/current-students/field-experience); Ohio State Candidate Preservice Assessment of Student Teaching (CPAST, private communication); Texas Teacher Evaluation and Support System (T-TESS, Retrieved from https://teachfortexas.org/Resources)

5. Learning Environments	5a	Environment and Culture	5.1, 5.2, 5.3	3
	5b	Classroom and Behavior Management	5.5, 5.6	3
6. Professional Environment	6a	Collaboration and Communication	6.1, 6.2, 6.3, 6.4, 6.5	10
	6b	Professional Learning	6.6, 6.7, 6.8	9
	6c	Ethics and Legal Considerations	6.9, 6.10	9
7. Reading Instruction	7a	Scientifically based Reading and Writing Instruction	7.4, 7.5, 7.6, 7.7	NA
	7b	Literacy-rich Environment	7.8	NA
	7c	Content area and Disciplinary Literacy	7.2	NA

Validation

We used three separate approaches to help maximize the validity of the rubric: derivation from the IDS, guidance from published rubrics, and consultation with expert practitioners.

First, the rubric directly uses constructs and language from the P-12 IDS. Minor modifications are made for each standard and item within the rubric for clarity and grammatic consistency, but the emphasis of each derives from the standards themselves. This process ensures that the rubric remains firmly grounded in the IDS. We intentionally built the rubric from the standards, rather than applying standards to a pre-existing rubric.

Second, in writing the first draft of the rubric, we drew language for the performance levels from existing student teaching evaluation tools (see footnote 2 above). We then modified the performance descriptions to better match the IDS language and our context. In most cases, the language changed substantially, but the original idea are still embedded within the rubric. The use of established tools helps anchor the items in the collective knowledge of the education preparation field.

Third, SOE staff sent the rubric and a survey to field-based cooperating teachers (CTs) and university supervisors (USs) who serve as mentors for our student teachers to solicit feedback. The survey used Lawshe's method to determine content validity for each item. Respondents indicated whether each item was "essential to the role of teaching," "useful but not essential," or "not necessary to the role of a teacher." The survey was sent to 174 recipients (151 CTs, 23 USs) in 84 schools across 29 school districts and 7 childcare facilities. In total, 46 people responded (36 CTs, 10 USs) for a response rate of 25%, evenly split between elementary and secondary grade spans. For each item, a content validity ratio (CVR) was calculated based on the number of "essential" responses. Overall, 19 of 23 items met the CVR threshold for validity. Of the four items considered non-essential, we removed one item (in Standard 7), significantly revised one item (in Standard 3), and kept two items with minimal changes (in Standards 1 and 3) to meet evaluation expectations. For those two items, we have added clarifying explanations in the supplemental materials. The rubric's content validity index (that is, the average CVR) across the final 22 items was 0.594.

Scoring

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking you to complete this evaluation form at various points during the experience. This tool is common across all PFW education programs and is based on the P-12 Indiana Developmental Standards for teacher preparation programs. There are 7 standards with a total of 22 items, each rated from "Exceeds Standards" through "Does not Approach Standards." There is also a "Not Observed" option (except for the final evaluation). You may provide comments for each standard and must provide a final narrative at the end. Thank you in advance for the time you put into this evaluation -- it is very important to us and the student teacher.

Standard 1: Student Development and Diversity				
Candidates have a comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences.				
Criterion	Description	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Approach Expectations
1a) Student Development IDS 1.1, 1.3 InTASC 1	Candidate provides instruction that is appropriate to student development. Not Observed ( )	• Consistently demonstrates understanding of each student's anticipated learning abilities and challenges. • Plans and articulates specific strategies for instruction aligned to the developmental learning level of each student and groups of students.	• Regularly demonstrates understanding of students' anticipated learning abilities and challenges. • Plans instruction that aligns to the developmental levels of most students.	• Sometimes demonstrates understanding of students' anticipated learning abilities and challenges. • Plans instruction that aligns to the developmental levels of some of the students.	• Rarely demonstrates understanding of students' anticipated learning abilities and challenges. • Plans the same instruction for all students.
1b) Student Diversity IDS 1.2, 1.4 InTASC 2	Candidate provides instruction that is responsive to student diversity. Not Observed ( )	• Consistently demonstrates familiarity with each student's diverse interests, backgrounds, cultures, and needs. • Consistently uses this information to inform instruction.	• Regularly demonstrates familiarity with students' diverse interests, backgrounds, cultures, and needs. • Regularly uses this information to inform instruction.	• Sometimes demonstrates familiarity with students' diverse interests, backgrounds, cultures, and needs. • Inconsistently uses this information to inform instruction.	• Rarely demonstrates familiarity with students' diverse interests, backgrounds, cultures, and needs. • Rarely uses this information to inform instruction.
1c) Students with Exceptionalities and English learners IDS 1.5, 1.6 InTASC 2	Candidate appropriately addresses students with exceptionalities, including high ability, twice exceptional, and/or English learner students. Not Observed ( )	• Consistently adapts plans and instruction to support students' individual learning needs to make learning accessible and challenging for all students in the classroom using a variety of methods. • Collaborates with colleagues and families (as appropriate) to help students with exceptionalities.	• Regularly adapts plans and instruction to support student learning needs, making learning accessible and challenging for students. • Collaborates with colleagues and families (as appropriate) to help students with exceptionalities.	• Sometimes attempts to adapt plans and instruction to make lessons accessible and challenging based on students' learning needs. • Communicates with colleagues and families about students with exceptionalities.	• Rarely attempts to adapt plans and instruction to make lessons accessible and challenging based on students' learning needs. • Does not communicate with colleagues and families about students with exceptionalities.
Notes for Standard 1: Strengths and Focus for next time				

		Standard 2: Learning Processes			
		Candidates have a comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.			
Criterion	Description	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Approach Expectations
2a) Approaches to Learning IDS 2.1, 2.2, 2.3 InTASC 1 ISTE 2	Candidate addresses multiple ways students learn. Not Observed ( )	• Consistently uses a variety of appropriate instructional strategies and technologies to engage and challenge students in multiple learning situations, allowing students to make choices in their own learning.	• Regularly uses appropriate instructional strategies and technologies to engage and challenge students in multiple learning situations.	• Sometimes uses appropriate instructional strategies and technologies but may not challenge students in multiple learning situations.	• Rarely uses appropriate instructional strategies or technologies.
2b) Influences on Learning IDS 2.4, 2.5, 2.10 InTASC 1, 2	Candidate addresses various influences on student learning, such as relationships with students, instructional practices, and student factors. Not Observed ( )	• Consistently connects lessons to students' prior knowledge, experiences, and future learning goals. • Consistently encourages students to apply their strengths, life experiences, knowledge, and skills to enhance their own learning.	• Regularly connects lessons to students' prior knowledge and experiences. • Regularly addresses students' strengths and gaps in life experiences, knowledge, and skills.	• Sometimes connects lessons to students' prior knowledge and experiences. • Sometimes addresses students' strengths and gaps in life experiences, knowledge, and skills.	• Rarely connects lessons to students' prior knowledge and experiences. • Rarely addresses students' strengths and gaps in life experiences, knowledge, and skills.
2c) Student Achievement IDS 2.6, 2.7, 2.8, 2.9 InTASC 1	Candidate helps students develop independent learning and higher-order thinking skills. Not Observed ( )	• Consistently engages learners in critical thinking that fosters problem solving, encourages conceptual connections, and challenges assumptions.	• Regularly engages learners in critical thinking that fosters problem solving and encourages conceptual connections.	• Sometimes introduces or models critical thinking that fosters problem solving and encourages conceptual connections.	• Rarely introduces or models critical thinking that fosters problem solving or encourages conceptual connections.
Notes for Standard 2: Strengths and Focus for next time					

Standard 3: Instructional Planning and Delivery				
Candidates have a comprehensive understanding of instructional planning and delivery and demonstrate the abilities to plan and deliver instruction that engages students, to use contemporary tools and technologies, and to help all students learn.				
Criterion	Description	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Approach Expectations
3a) Curriculum IDS 3.1, 3.2, 3.3 InTASC 7	Candidate plans lessons that meet the curricular standards. Not Observed ( )	• Creates clearly measurable objectives, lesson content, and learning tasks that align with the depth and rigor of the appropriate P-12 state learning standards. • Consistently aligns Instructional plans with developmental stages and learner needs; anticipates and adapts to individual differences with depth and precision.	• Selects measurable objectives, lesson content, and learning tasks that align with the depth and rigor of the appropriate P-12 state learning standards • Generally aligns instructional plans with developmental stages and learner needs; demonstrate sound understanding of typical progressions.	• Selects objectives, lesson content, and learning tasks that sometimes align to the appropriate P-12 state learning standards. • Partially aligns instructional plans to developmental stages; limited differentiation or awareness of individual needs.	• Rarely selects objectives, lesson content, and learning tasks that align to the appropriate P-12 state learning standards. • Does not align instructional plans to reflect developmental appropriateness.
3b) Instructional Approaches IDS 3.4, 3.5 InTASC 5, 8	Candidate uses a variety of instructional approaches to make content accessible and motivate students. Not Observed ( )	• Consistently varies instructional approaches and resources to support the aims of the lesson. • Actively engages students in learning through strategies that promote inquiry, curiosity, ownership of learning, and sustain motivation (e.g. play-based, project-based, problem-based).	• Varies instructional approaches and resources to support the aims of the lesson. • Engages students in learning through strategies that promote inquiry, supports motivation and invite active participation.	• Inconsistently uses appropriate instructional approaches and resources to support the aims of the lesson. • Attempts to engage students but strategies are inconsistent or are moderately effective in fostering motivation.	• Uses instructional approaches and/or resources that are irrelevant to the aims of the lesson or inappropriate for students. • Rarely engages students; instruction lacks strategies to support motivation, resulting in passive or disengaged learners.
3c) Differentiation IDS 3.6, 3.7, 3.8, 3.9, 3.10 InTASC 8	Candidate considers student characteristics and implements developmentally appropriate instruction. Not Observed ( )	• Differentiates instruction through evidence-based practices (e.g., Universal Design for Learning and/or Response to Intervention) to meet the needs of individual learners. • Consistently monitors the quality of student participation	• Differentiates instruction to ensure students have the opportunity to meet the needs of individual learners. • Monitors quality of student participation and performance; attempts to	• Sometimes differentiates instruction to meet the needs of individual learners • Inconsistently monitors quality of student participation and performance; attempts to	• Provides one-size-fits-all lessons. without meaningful differentiation. • Rarely monitors quality of student participation and performance; ignores the need to redirect students.

		and performance; redirects individual students as needed.	redirect individual students as needed.	redirect groups of students as needed.	
3d) Content: Instruction IDS – InTASC 4	The candidate accurately and effectively communicates knowledge in the discipline and uses vocabulary and academic language that is clear, correct, and appropriate for learners. Not Observed ( )	• Conveys a depth of content knowledge that allows for multiple explanations. • Anticipates possible student misunderstandings and proactively develops teaching strategies to address them.	• Conveys accurate content knowledge with clarity. • Identifies and seeks to address student misunderstandings.	• Conveys content knowledge. • Sometimes identifies and may or may not address student misunderstandings.	• Conveys inaccurate content knowledge. • Does not identify student misunderstandings.
3e) Content: Application IDS 3.11 InTASC 5, 8	Candidate effectively uses group activities to explore content from integrated and varied perspectives. Not Observed ( )	• Designs and implements structured small group activities that promote active collaboration to explore content from integrated and varied perspectives.	• Plans small group activities and provides guidance to explore content from integrated and varied perspectives	• Includes group activities but offers minimal guidance to explore content.	• Does not incorporate meaningful group activities.
3f) Resources IDS 3.12, 3.13, 3.14 InTASC 7 ISTE 2	Candidate selects developmentally appropriate, varied materials and resources, including digital tools and media, to promote differentiated student learning. Not Observed ( )	• Selects and integrates a wide range of high-quality, appropriate resources, including digital tools, that are purposely used to differentiate instruction.	• Selects appropriate and varied resources, including digital tools, to support differentiated learning. Resources generally demonstrate an understanding of how to adapt materials for diverse learners.	• Selects some appropriate resources but demonstrates limited variety or inconsistent alignment for student needs. Use of digital tools and differentiation strategies is emerging but not consistently applied.	• Does not demonstrate the ability to select or use appropriate resources, using digital tools to support differentiated learning.
Notes for Standard 3: Strengths and Focus for next time					

Standard 4: Assessment
Candidates have a comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

Criterion	Description	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Approach Expectations
4a) Assessment design IDS 4.1, 4.2 InTASC 6	Candidate uses assessments that are aligned to learning goals and are appropriate for all students. Not Observed ( )	• Designs and selects various assessments aligned with student needs, academic standards, and measurable learning goals. • Clearly states the assessment's purpose, its connection to instruction, and its role in the overall unit.	• Selects assessments aligned with student needs, academic standards, and measurable learning goals. • States the assessment's purpose and its connection to instruction and learning goals.	• Selects assessments partially aligned with student needs, academic standards, and/or learning goals. • Provides limited rationale for the assessment's use or its connection to learning goals.	• Selects assessments that are not aligned with student needs, academic standards, and/or learning goals. • Provides inadequate rationale for the assessment's use or its connection to learning goals.
4b) Monitoring Student Progress IDS 4.3, 4.4, 4.5 InTASC 6	Candidate uses multiple formats of assessment to monitor student learning and inform instruction. Not Observed ( )	• Consistently analyzes formative and summative assessment data to monitor progress of individual students. • Consistently uses student data (assessment and other data) to inform and adjust specific instructional strategies to meet the needs of diverse learners. • Provides specific and timely feedback to students, families, and other school personnel in relation to classroom goals to support learning.	• Regularly analyzes formative and summative assessment data to monitor progress of student groups and some individuals. • Regularly uses assessment data to inform instructional strategies to meet the needs of diverse learners. • Regularly provides timely feedback to students and families to support learning.	• Sometimes analyzes assessment (formative or summative) data to monitor whole class student progress. • Sometimes uses assessment data to inform instruction for the whole class. • Sometimes provides timely feedback to students to support learning.	• Rarely analyzes assessment data to monitor student progress. • Rarely uses assessment data to inform instruction. • Rarely provides feedback to students to support learning.
Notes for Standard 4: Strengths and Focus for next time					

Standard 5: Learning Environments					
Candidates have a comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, and safe learning environments for all students.					
Criterion	Description	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Approach Expectations
5a) Environment and Culture IDS 5.1, 5.2, 5.3 InTASC 3 Not Observed ( )	Candidate creates safe, inclusive, developmentally appropriate learning environments with a classroom culture that emphasizes high academic expectations for all students.	• Consistently designs and adapts a safe, inclusive, and developmentally appropriate learning environment. • Actively cultivates a classroom culture that promotes mutual respect, belonging, and shared responsibility for learning, informed by student voice. • Clearly communicates and reinforces high academic expectations through rigorous tasks, differentiated supports, and student engagement.	• Regularly designs a safe, inclusive, and developmentally appropriate learning environment. • Fosters a positive, respectful, and engaging classroom culture by building strong rapport with students. • Communicates academic expectations that challenge students to do their personal best.	• Attempts to create a safe, inclusive, and developmentally appropriate learning environment. • Creates a classroom culture that is largely teacher-directed, with emerging efforts to build rapport. • Communicates challenging academic expectations but may lack consistency or lower expectations for student groups.	• Fails to provide a safe, inclusive, and developmentally appropriate learning environment. • Gives minimal attention to classroom culture, with limited student engagement, support, and awareness of diverse needs. • Communicates academic expectations that are unclear, inconsistent, and/or fail to appropriately challenge students.
5b) Classroom and Behavior Management IDS 5.5, 5.6 InTASC 3 Not Observed ( )	Candidate establishes and implements clear expectations for classroom behavior to meet student learning needs.	• Consistently fosters a positive classroom climate through clear, co-constructed, and reinforced routines and procedures. • Transitions are seamless, intentional, and maximize instructional time. • Proactively fosters positive behavior through strong relationships, clear expectations, and student-centered interventions.	• Clearly communicates and reinforces routines and procedures that contribute to a positive classroom climate. • Transitions are smooth and allow for efficient use of instructional time. • Consistently identifies behavior issues and applies appropriate interventions when needed.	• Inconsistently reinforces routines and procedures, resulting in an unpredictable classroom climate. • Transitions are inconsistent and contribute to some loss of instructional time. • Inconsistently identifies behavior issues. May react with basic strategies that have limited effectiveness.	• Rarely reinforces routines and procedures, leading to a disorganized and unpredictable classroom climate. • Transitions are inefficient and contribute to a substantial loss of instructional time. • Frequently misses behavior issues, resulting in disruptions and safety, social, and/or emotional concerns.
Notes for Standard 5: Strengths and Focus for next time					

Standard 6: The Professional Environment					
Candidates have a comprehensive understanding of professional expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in professional growth, and to adhere to legal and ethical requirements.					
Criterion	Description	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Approach Expectations
6a) Collaboration and Communication IDS 6.1 – 6.5 InTASC 10	Candidate demonstrates leadership with students, colleagues, and the community through effective communication and outreach. Not Observed ( )	• Consistently contacts parents/ guardians regarding students' academic and social/ emotional growth through various methods. • Consistently collaborates with colleagues and parents to enhance student learning and welfare.	• Regularly contacts parents/ guardians regarding students' academic and social/ emotional growth. • Regularly collaborates with colleagues to plan instruction and address student needs.	• Sometimes contacts parents/guardians (e.g., introductions, parent-teacher conferences, communication via email or online). • Sometimes collaborates with colleagues to plan instruction and address student needs.	• Rarely communicates with parents or legal guardians. • Rarely collaborates with colleagues to plan instruction and address student needs.
6b) Professional Learning IDS 6.6, 6.7, 6.8 InTASC 9	Candidate engages in goal-oriented self-reflection to improve instructional practice and advocates for their professional learning needs. Not Observed ( )	• Consistently sets, modifies, and meets professional goals based on reflection and feedback to improve practice and student performance. • Consistently advocates for their own professional learning needs.	• Regularly sets and meets goals based on reflection and feedback to improve practice. • Regularly advocates for their own professional learning needs.	• Sometimes sets and meets goals to improve practice. • Sometimes advocates for their own professional learning needs.	• Rarely sets and meets goals to improve practice. • Rarely advocates for their own professional learning needs.
6c) Ethics and Legal Considerations IDS 6.9, 6.10 InTASC 9	Candidate meets legal and ethical responsibilities (e.g., confidentiality) and expectations for professional standards (e.g., attendance, professional appearance, and behaviors). Not Observed ( )	• Behaves in accordance with legal and ethical standards. • Consistently and independently models professionalism.	• Behaves in accordance with legal and ethical standards. • Regularly demonstrates professionalism.	• Behaves in accordance with legal and ethical standards. • Sometimes needs reminders about professional behavior.	• Fails to meet or violates legal and ethical standards. • Rarely demonstrates professionalism.
Notes for Standard 6: Strengths and Focus for next time					

Standard 7: Reading Instruction				
Candidates have a comprehensive understanding of reading development and content-area literacy skills, and demonstrate the ability to plan and deliver appropriate, scientifically based reading instruction that responds to student strengths and needs.				
Criterion	Description	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Approach Expectations
7a) Scientifically Based Reading and Writing Instruction IDS 7.3, 7.4, 7.5, 7.6, 7.7	Candidate instructional practice is informed by the Science of Reading research to develop students' reading and writing skills in relevant content areas.	• Directly, explicitly, and systematically implements appropriate instructional practices informed by the Science of Reading. • Builds on individual students' prior understanding of reading, writing, listening, speaking, and other forms of communication.	• Implements appropriate instructional practices informed by the Science of Reading. • Builds on most students' prior understanding of reading and writing.	• Inconsistently implements instructional practices informed by the Science of Reading. • Builds on some students' prior understanding of reading and writing.	• Does not implement instructional practices informed by the Science of Reading. • Does not build on students' prior understanding of reading and writing.
7b) Literacy-rich Environment IDS 7.8	Candidate creates a literacy-rich environment that supports literacy and language development for diverse learners.	• Intentionally selects varied texts and/or literacy resources, designs the space to promote student interaction with language, and integrates speaking, reading, and writing to meet diverse learner needs.	• Provides appropriate texts and/or literacy resources, supports language use through classroom design, and includes regular opportunities for speaking, reading, and writing.	• Offers limited texts and/or literacy resources; classroom design and instruction provide inconsistent opportunities for language use.	• Lacks appropriate texts and/or literacy resources; classroom design and instruction do not support meaningful language or literacy development.
7c) Content-area and Disciplinary Literacy IDS 7.2	Candidate integrates content-area and/or disciplinary literacy strategies to support student learning.	• Consistently embeds content-area and/or disciplinary literacy strategies that deepen understanding.	• Regularly embeds content-area and/or disciplinary literacy strategies that deepen understanding.	• Attempts to use content-area or disciplinary literacy strategies; strategies may not match the content, discipline, or task.	• Rarely or ineffectively uses literacy strategies.
Notes for Standard 7: Strengths and Focus for next time				

Appendix E: Field-based Learning Observation Rubric for Evaluation: Student Teaching Look-Fors Document

This file contains sample practices and artifacts for each Standard and item in the Student Teaching Rubric. Cooperating Teachers and University Supervisors may find these Looks Fors in a student teacher's classroom, P-12 students' work, or in lesson plans. The practices may also be discussed in conversations with the Student Teacher or between observers. This list is not all-inclusive, nor is each example mandatory. University Supervisors and Cooperating Teachers should use their professional judgment when considering the context of the learning environment when using this document to identify relevant practices.

Standard 1: Student Development and Diversity

Criterion	Look-Fors
1a: Student Development	- Lesson content and tasks adjusted to match students' developmental stages (e.g., simpler steps for younger learners, abstract tasks for older students) - Visual or verbal cues showing teacher knows student learning styles or readiness levels - Evidence of pre-assessment - References to previous lessons - Instructional pacing adapted for individual or group needs
1b: Student Diversity	- Instructional materials that reflect students' cultural, racial, and linguistic backgrounds - Teacher makes explicit connections between lesson content and students' identities or experiences - Adjusts pacing based on readiness. Rephrases academic language for clarity - Groupings or examples that reflect cultural responsiveness (e.g., diverse names, locations, or traditions in problems or stories)
1c: Students with Exceptionalities	- Teacher uses IEP accommodations (e.g., extra time, speech-to-text tools) - Evidence of collaboration with SPED/ENL teachers (e.g., co-planning notes, shared supports) - Differentiated materials or assignments for specific students (e.g., sentence frames, graphic organizers, manipulatives, enrichment tasks for advanced learners)

Standard 2: Learning Processes

Criterion	Look-Fors
	Multiple uses of visuals, audio, movement, and/or manipulatives during instruction

2a. Approaches to Learning	- Multiple options for students to express learning (e.g., drawing, writing, verbal responses) - Use of interactive platforms (e.g., simulations, virtual labs, shared docs). - Student choice boards or menus for assignments - Flexible groupings
2b. Influences on Learning	- Teacher prompts students to recall previous lessons or real-life experiences - Questions like "Have you seen this before?" or "Where else have you used this?" - Modified examples based on student confusion - Incorporated unexpected student questions or ideas - Connections to students' cultural or home lives
2c. Student Achievement	- Tasks require students to analyze, synthesize, or justify answers - Proposed alternative solutions or debated perspectives - Teacher asks open-ended, "why" or "what if" questions that push students to explain their reasoning - Students working independently or in small groups on inquiry-based task

Standard 3: Instructional Planning and Delivery

Criterion	Look-Fors
3a. Curriculum	- Objective posted and stated verbally, aligned to state standard - Lesson plan documents show standard-objective-assessment alignment - Observable connection between posted goals and student tasks
3b. Instructional Approaches	- Use of multiple instructional strategies (e.g., direct instruction + group work + discussion) - Guided questioning to uncover and correct misunderstandings. - High student engagement (e.g., all students participating, hands-on tasks) - Students demonstrating mastery in more than one way (e.g., projects, journals, performances)
3c. Differentiation	- Small-group instruction based on student data - Modified assignments or scaffolds (e.g., sentence starters, visuals, graphic organizers) - Teacher checking in more frequently with struggling learners
3d. Content: Instruction	- Presence of multiple examples, visuals, illustrations, and/or analogies for new concepts - Preemptive clarification of confusing terms - Absence of confusing or nonessential information; summarized less critical details - Subject-specific instructional strategies to enhance student content knowledge

	∉ Probing questions and reteaching to address students' misconceptions
3e. Content: Application	∉ Group roles and goals are defined; tiered tasks ∉ Group compositions are varied to best accomplish goals of the lesson ∉ Multiple perspectives for understanding content are present in student tasks or products (i.e., exit tickets or work samples aligned with objectives)
3f. Resources	∉ Lesson plans describing purpose of resources ∉ Presence of some digital technology to aide learning and instruction ∉ Students using materials in addition to the teacher ∉ Appropriate citations of sources

Standard 4: Assessment

Criterion	Look-Fors
4a. Assessment Design	• Academic standards, student goals, and learning outcomes associated with the assessment are clearly stated (e.g., in lesson plans, on the assessment) • Multiple assessment strategies are present over time • Previous quiz or exit ticket data used for selected review activities for common gaps
4b. Monitoring Student Progress	• Use of exit tickets, quick quizzes, student self-assessments match lesson objectives • Adjustments made mid-lesson based on student understanding (e.g., reteaching, regrouping) • Documentation (lesson plan notes or digital logs) showing use of pre-assessment data • Observational notes taken while circulating the room • Specific and timely verbal or written feedback to students (e.g., on student work, rubrics or in journals) • Group or individual conferences during work time • Used questioning to prompt self-reflection or deeper thinking

Standard 5: Learning Environments

Criterion	Look-Fors
5a. Environment and Culture	- Greets students, checks in, listens respectfully to students - Routines clearly posted or modeled (e.g., entry/exit procedures, group roles) - Students demonstrate mutual respect in peer interactions - Evidence of student voice (e.g., classroom agreements, choice in tasks) - Learning tasks reflect high expectations and rigorous thinking for all learners
5b. Classroom and Behavior Management	- Uses nonverbal cues and positive reinforcement to manage behavior - Smooth transitions (e.g., timer use, prepared materials) - Clear expectations stated before group or independent work and reinforced - Students self-manage materials or cleanup - Timely start and end of activities - Students follow directions without repeated reminders - Student behavior is addressed respectfully and proactively

Standard 6: The Professional Environment

Criterion	Look-Fors
6a. Collaboration and Communication	- Evidence of teacher-parent communication (e.g., newsletters, family emails) - Collaboration with colleagues (e.g., co-planning, shared data walls) - Incorporates strategies from specialists (e.g., EL, SPED) - Facilitates, shares, or participates in team meetings about student progress
6b. Professional Learning	- Teacher references feedback from observations or coaching - Visible participation in PD (e.g., strategy use from training, PD log) - Professional growth goals posted or tracked in a journal or reflection form
6c. Ethics and Legal Responsibilities	- Teacher maintains confidentiality (e.g., student files secured, names protected) - Dress and punctuality reflect professionalism - Teacher models appropriate tone, language, and behavior at all times

Standard 7: Reading Instruction	
Criterion	**Look-Fors**
7a. Scientifically Based Reading and Writing Instruction	- Phonics routines (e.g., blending boards, Elkonin boxes) - Explicit vocabulary instruction tied to texts - Guided reading, decodable texts, or fluency practice - Used sentence frames or discussion stems. - Embedded reading or writing tasks within content. **Pre-K:** Singing rhymes and using picture cards for vocabulary during circle time. **Art:** Encouraging students to describe their artwork using descriptive words. **Music:** Introducing lyrics with highlighted vocabulary and discussing meaning before singing.
7b. Literacy-Rich Environment	- Classroom library with a range of texts by level and genre - Centers focused on reading, writing, speaking, and listening - Grade-level texts aligned to content. - Visuals, anchor charts. - Digital resources (articles, multimedia) supporting comprehension. **Pre-K:** Big books with repetitive phrases and colorful illustrations. **Art:** Picture books about famous artists or art techniques. **Music:** Songbooks or lyric sheets with simple notation for students to follow.
7c. Content-Area and Disciplinary Literacy	- Use of content-specific vocabulary walls or glossaries - Literacy strategies embedded in science/history/math (e.g., text annotation, CER responses) - Student writing or discussion demonstrating academic language in the discipline - Highlighted text features (headings, graphs). Taught sourcing and credibility checks. Guided students in claim-evidence-reasoning, writing. **Pre-K:** Using picture sequencing cards to retell a story. **Art:** Teaching students to write a short artist statement explaining their choices. Students using art vocabulary accurately when discussing their work. **Music:** Asking students to compare lyrics or identify patterns in musical notation. Students singing with correct phrasing and explaining the meaning of lyrics.

Appendix F: Field-Based Learning Observation Rubric: Glossary of Terms

This glossary helps define common terms used in the Field-based Learning Observation Rubric for Evaluation – Student Teaching (FLORE-ST). The glossary is organized in sections based on common themes: Rubric Items, Performance Frequency, General Terminology, and Science of Reading. If any terms remain unclear, or if application to a specific case is a challenge, the evaluator should feel free to use their professional judgment. These definitions are provided as guidance, but they may not always be

… definitive.

Additional guidance for using the FLORE-ST can be found in the Look Fors file and a specific Science of Reading glossary.

Rubric Items

The following terms describe components of a rubric item.

- Criterion: The primary construct to be evaluated in an item. Based on the Indiana Developmental Standards.
- Description: The specific skill(s) and/or knowledge to be demonstrated in an item.
- Exceeds Expectations: The highest level of performance. This level indicates a student teacher has gone above and beyond the skills of an average student teacher, demonstrating excellence in a particular skill. The student teacher will perform the skill the vast majority of the time in a way that helps individual students.
- Meets Expectations: The necessary level of performance to successfully begin a career as a teacher. This is considered the benchmark level. Most student teachers will score in this category at the completion of student teaching.
- Approaches Expectations: A student teacher is just short of reaching the benchmark level of Meets Expectations. They may meet some of the description in Meets Expectations but not all. It is likely that students in this category may perform the necessary skill inconsistently or partially, with room for improvement. Student teachers are most likely to be in this category through the first half of the placement.
- Does Not Approach Expectations: The lowest level of performance. Students in this category show a significant shortcoming in their teaching abilities. Any score of Does Not Approach Expectations should result in immediate corrective action.
- Not Observed: Evaluators may use this category during individual observations or for the midterm. All items must be observed and scored for the final evaluation.

Performance frequency

The following terms appear in the performance level descriptions to describe how often or how completely a student teacher demonstrates their skills or knowledge. Percentages given here are rough estimates to help calibrate your scoring.

- Consistently: The student teacher performs the task the vast majority of the time, such as more than 80%. This could be 80% of visits, or 80% of relevant opportunities within a lesson. The skill appears natural and embedded in the student teacher's repertoire. A student teacher who Exceeds Expectations will perform the described task Consistently.

- Regularly: The student teacher performs the task the more often than not, such as 60-80% of the time. The skill occurs, but the student teacher misses some opportunities or makes minor errors. A student teacher who Meets Expectations will perform the described task Regularly
- Generally: See Regularly.
- Sometimes: The student teacher performs the task but with significant gaps that affect student learning. The skill may occur 30-60% of the time or may benefit less than half the class. A student teacher who Approaches Expectations will perform the described task Sometimes.
- Inconsistently: See also Sometimes.
- Rarely: The student teacher almost never performs the task or performs in such a way that few students benefit. The skill may occur 25% of the time or less. A student teacher who Does Not Approach Expectations will perform the described task Rarely.

General Terminology

The following terms appear in multiple items.

- Advocates: Speaking in favor of, recommending, or arguing for a cause. In this rubric, the student teacher may state what their professional goals are and request help in meeting those goals. (Item 6b)
- Collaborate/Collaboration: Working together to solve problems. Goes beyond basic communication. (Items 1c, 6a)
- Colleagues: Other education professionals. (Items 1c, 6a)
- Cooperating Teachers: Teachers in schools or childcare centers who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.
- Differentiation: The practice of tailoring instruction to meet the learning needs of all students. Learning needs may be based on a wide range of factors, including language skills, disabilities, giftedness, prior academic achievement, cultural differences, prior learning opportunities, home environment, and/or social and emotional skills.
- Formative Assessment: Assessment used intentionally and continuously throughout learning and teaching to inform instruction and improve learner achievement. (Item 4b)
- Learning Environment: Any setting where learning occurs. Environment may refer to the physical environment (e.g., the classroom), as well as management procedures that contribute to the social/emotional environment, as it relates to learning.
- Look Fors: Suggested examples of behaviors and artifacts that a student teacher is expected to demonstrate for a specific item.
- Objectives/Goals: What the student teacher hopes to accomplish in terms of instruction or student learning. In this document, the terms objectives, goals, and outcomes may be used interchangeably. (Items 2b, 3a, 4a, 4b)
- Student Teacher: (Also known as "intern") An individual participating in a full-time field experience in a P-12 classroom in order to obtain professional education licensure/certification.
- Summative Assessment: Assessment activities at the end of a given period of time (e.g., lesson, unit) to evaluate student knowledge.
- University Supervisor (US): The university instructor assigned to the student teacher who regularly observes the ST to provide feedback and evaluate their performance.

Science of Reading

All teachers in Indiana are required to be familiar with the principles of scientifically based reading instruction, also sometimes referred to as Science of Reading. A more complete list of terms associated with Science of Reading can be found at this link.

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- Science of Reading: An evidence-based body of research that informs effective reading instruction that emphasizes explicit, systematic, and sequential instruction. As noted by The Reading League, the Science of Reading provides a comprehensive understanding of how reading and writing develop, why some students struggle, and how to implement effective assessment and intervention strategies to improve student outcomes. A content-rich curriculum that builds background knowledge and vocabulary is crucial for developing language comprehension.
- Content-area Literacy: Literacy practices that can be applied across multiple disciplines to help comprehension. Examples may include skills like reading comprehension, note-taking, summarizing, and critical thinking across different subjects.
- Discipline: A specific field of study.
- Disciplinary Literacy: Literacy practices that are more specific to individual academic disciplines. Examples may include analyzing source texts in history or creating/interpreting graphs in science or math.

Appendix G: General Time Management Weekly List

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Review this week's lessons, paying specific attention to Monday.	Edit checklist for next week.	Copy materials you gathered on Monday	Plan main subjects	Evaluation and plan small groups	Write newsletter to post or handout on Monday
	Start gathering all of the activities, materials, papers to copy, and assessments for the next week	Organize copies into folders or drawers	Type lessons for team	Add information to small group folder or notebook	Distribute any leftover materials or supplies to their respective places or organize for use next week
	Gather routine items for next week such as … *Math manipulatives *Morning work *Assessments *Sight word fluency *Behavior calendars *Reading passages	Post materials for students in Canvas for next week	Enter lessons into weekly schedule	Finish any planning left	Make sure weekly planner is visible in case a sub needs to find it
	Put info in a to-do binder, folder, or drawer	Finish gathering any items not already located		Post lessons for grade level	Update new to-do list for next week

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School of Education

Weekly To-Do List

Items to copy	
Materials to gather	
Activities to create	
Assessments	
Miscellaneous tasks	
Planning ahead for next week	

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School of Education

Appendix H: Professional Expectation Agreement

Upon admission to the Teacher Education Program, I _____ (type your legal name• not nickname) understand that I have assumed added responsibilities as a pre-professional education student. I am preparing to become a teacher and to assume responsibilities for children's safety, well-being, development and learning. I agree to do *my* best in meeting the professional expectations outlined below in all pertinent aspects of my teacher education program.

As a point of information, the State of Indiana has a code of ethical conduct for all teachers in the state (Indiana code 20-6.1-3-7). It is not the intention of the School of Education to define these characteristics; however, local school officials may ask the student to leave the field or student teaching placement for any of the following reasons: immorality, misconduct in the office, incompetence, or willful neglect of duty.

Professional Expectations

Personalized learning
I respect the ways in which growth and development in individuals may differ. I promote engagement for all students. I recognize the development needs of all students. I will be sensitive to the external stressors students face. I maintain high expectations. I encourage independent, critical thinking skills.

Knowledge
I develop informed teaching practices through continual study of theory. I supplement the curriculum with authentic resources and activities. I will be flexible and responsive to Individual learner needs. I facilitate mastery of skills and concepts. I implement multiple ways of teaching and learning.

Community
I respect family and student goals, values and unique identity. I promote open communication with the family. I value the broad spectrum of cultural diversity and global interconnectedness. I encourage democratic principles in both students and colleagues. I become aware of and utilize the benefits to education that the community has to offer.

Growth and Reflection
I commit to reflective practice and planning. I value and pursue opportunities for collaborative work with colleagues and families. I pursue personal and professional growth. I maximize teaching and teaming experiences.

Learning Environment
I work towards a learning environment that optimizes student's academic, social, physical, and spiritual well-being. I use multiple assessments to identify student strengths and refine curriculum. I promote a safe and caring environment. I appreciate and manage group dynamics that contribute to the classroom.

Professionalism
I promote the privacy and confidential Information of all students, their families, and teachers unless required by state/federal law. I uphold all legal and school obligations including the professional expectations and code of ethics of faculty and staff at Purdue University Fort Wayne. I dress appropriately. I will be on time with all scheduled activities and work. I will be open to constructive criticism and make appropriate modifications upon reflection. I communicate to the best of my ability. I conduct myself as a professional. In all respects when I am working in or representing Purdue University Fort Wayne, I will treat others with respect.

I understand that as a student in the Teacher Education Program, I *may* be withdrawn from the program and/or any field placement including student teaching, for failure to comply with these professional expectations. Other disciplinary actions may include, but are not limited to, an administrative alert, an unsatisfactory grade for course or placement. dismissal from the school assignment or student teaching placement, removal from the Teacher Education Program, and/or dismissal from Purdue University Fort Wayne.

By signing this Electronic Signature Acknowledgment Form, I agree that my electronic signature is the legally binding equivalent to my handwritten signature. Whenever I execute an electronic signature, it has the same validity and meaning as my handwritten signature. I will not, at any time in the future, repudiate the meaning of my electronic signature or claim that my electronic signature is not legally binding.

Signature: _____   Date: _____
Print/Type Name: _____   PFWID#_____

Appendix I: Acknowledgment of Video Recording in P-12 Schools

We are seeking your permission to have student teachers video record their performance in the classroom. We have three separate purposes for seeking this permission: 1) students may need to be supervised remotely due to their distance from the PFW area ,2) we may not be able to recruit enough local university supervisors for in-person supervision, and 3) students need to complete a Key Assessment for graduation. The videos will be stored in GoReact, a secure, password-protected system that cannot be accessed by anyone without an account and specific authorization.

We expect our supervisors to observe primarily in-person but may incorporate some video observations, as needed. Students who are already acknowledged as distant students by their program being online degree-completion will have all observations recorded.

Regarding the Key Assessment, we have found that having our students video record lessons develops their skills as reflective, analytic practitioners. The Video Analysis Key Assessment entails planning a lesson, videoing it, and analyzing it in GoReact.

Our students have been instructed on the importance of confidentiality and will strictly follow guidelines to protect the identity of children/adolescents, teachers, and the school. They know that the video will **only** be posted to GoReact, not platforms such as YouTube, Vimeo, etc.

GoReact

  ➢ GoReact allows educators to use video of student for interactive feedback, grading, and critique of their skills.
  ➢ With just a smartphone, tablet, or laptop, and an external microphone, student teachers can capture high-quality video of their classrooms with ease. GoReact doesn't require any extra equipment or complicated training.
  ➢ Student teachers can record directly into GoReact's secure FERPA-compliant server, or they can record to their device (if dependable WIFI isn't available, for example), and then upload the recording to GoReact when they reach a more reliable signal.
  ➢ You may find a brief GoReact introduction at https://goreact.wistia.com/medias/kwpwc3yb5v
  ➢ GoReact accounts come with free top-of-the-line support to answer any questions users might have. The following is a link to security measures of the GoReact system: GoReact.com Compliance-Privacy-Security-and-Accessibility

DIRECTIONS FOR SIGNING

The Student Teacher should be in charge of collecting the signatures and uploading the completed document on Brightspace in the appropriate Assignment link. By signing below, you acknowledge and accept video recording in the classroom the use of GoReact to store that data. If you have any questions, please contact the Director of Student Teaching, Teri Hogg at hoggt@pfw.edu or 260-481-6521.

School: _____   District: _____

	Printed Name	Signature	Date
Student Teacher			
Cooperating Teacher			
Principal			

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Appendix J: Professional Improvement Plan

Purpose

The purpose of the Professional Improvement Plan is to outline the steps necessary for successful completion of the student teaching experience, for those who need additional support and guidance. It is important that the student teacher successfully completes the steps identified in the improvement plan in order to finish the capstone experience.

Procedures

1. If the cooperating teacher is starting to have concerns about the student teacher, it is vital that they contact the university supervisor.
2. It is then vital that the university supervisor contacts the Director of Student Teaching to talk about the situation and to identify possible next steps.
3. If it is determined by the Director of Student Teaching that a Professional Improvement Plan is needed, then one will be collaboratively written, based on input from the cooperating teacher, student teacher, university supervisor, and the Director of Student Teaching. The document may be written either by the university supervisor or the Director of Student Teaching.
4. The necessary form may be found at the following link: https://sites.pfw.edu/education/tedu/st/st-forms_improvplan-combined-91321- rv2.pdf

Appendix K: Substitute Teaching Policy for Student Teachers

Purpose of Document

This document is an agreement between Purdue University Fort Wayne and the school district to allow 16-week student teachers to be paid substitute teachers.

Duration of Agreement

The school district may employ the student teacher as a substitute teacher during the academic year **in their currently assigned student teaching classroom**. The student teacher shall *not* be asked to substitute teach in any other classroom(s) or course(s) until after the end of the student teaching semester.

Eligibility

Each of the following requirements must be met to participate in substitute teaching:

a. Student teacher has a substitute teaching license.
b. Student teacher has successfully completed 10 weeks of student teaching, is in good academic standing, does not have a midterm evaluation or other documentation that indicates concerns, and is not on a Professional Improvement Plan.
c. Student teacher is completing a 16-week placement.
d. Student teacher is up to date on assignments and Key Assessment submissions.

Principals who wish to employ PFW student teachers as substitutes must:

a. Confirm the interest of the student teacher in working as a substitute.
b. Verify the cooperating teacher's confidence in the student teacher's ability to manage the classroom independently.
c. Email a request for approval to Dr. Isabel Nunez (nunezi@pfw.edu), Dean of the School of Education, for this student teacher to work as a substitute.
d. Complete this form for every student teacher who works as substitute in the building.
e. Ensure that the student teacher has acquired a substitute teaching permit through their placement school district.
f. Hire and pay the student teacher as a substitute for any days spent subbing.

Student teachers working as substitutes must:

a. Notify their university supervisor any time they serve as a substitute for their cooperating teacher.
b. Track and report partial and full days they work as a substitute on the Substitute Teaching Tracking Form on OneDrive. Failure to report this will jeopardize a student teacher's opportunity to continue.
c. Report each day of substitute teaching to Dr. Isabel Nunez (nunezi@pfw.edu) via email.

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PFW Substitute Teaching Form

Student teachers may only substitute teach in their own assigned student teaching classroom. Permissible placement scenarios:

a. If the student teacher's cooperating teacher is absent, the school can hire the student as the classroom substitute.
b. If the cooperating teacher is present but can be assigned elsewhere, the school can hire the student teacher as the classroom substitute.
c. The school would need to identify and assign a building contract/supervisor for the student teacher for any extended absence of the cooperating teacher (i.e., more than 3 consecutive days).

Student teachers will submit the completed form to Dr. Isabel Nunez (nunezi@pfw.edu)

School District Information:

School District	
Human Resource Contact Name & Title	
Human Resource Contact Email Address	
Human Resource Contact Phone Number	

School Information:

School Principal	
Principal Email Address	
School Phone Number	

Signatures:

	Name:	Signature:	Date:
School Principal			
Cooperating Teacher			
Student Teacher			
Dean, School of Education	Isabel Nunez		

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Appendix L: Criteria for Approving Alternatives to Traditional Student Teaching

<u>Certification-only Students on Emergency Permit</u>

Student teaching in own classroom

- Bachelor's degree
- Emergency teaching permit
- CHR & release form with no felony convictions
- GPA meets program checkpoint requirements
- Passed licensure content exams prior to student teaching
- Register for student-teaching credits
- Attend all student-teaching seminars
- Completion of all other certification – only courses

Student teaching and practicums waived

- Bachelor's degree
- Emergency teaching permit
- Passed all required licensure exams
- GPA meets program checkpoint requirements
- 3 years of full-time teaching experience in licensure area
- 1 year of above in past 10 years
- Letter of recommendation and documentation verifying setting, content, years of experience, and success from school administrator
- Copies of satisfactory teaching evaluations if possible

<u>Undergraduate Students on Adjunct Permits</u>

Student teaching in own classroom

- 4 years of work experience in the content area or 4 years of work experience in the classroom in the licensure area in the past 10 years
- Full-time teaching experience as a long-term sub or adjunct teacher
- Adjunct teaching permit
- Adjunct teacher contract
- CHR & release form with no felony convictions
- GPA meets program checkpoint requirements
- Passed all required licensure exams
- Letter of recommendation and documentation verifying setting, content, years of experience, and success from school administrator where employed
- Copies of satisfactory teaching evaluations if possible/appropriate
- Register for student-teaching credits
- Attend all student-teaching seminars

Students in Long-term Sub Positions

Student teaching in own classroom

- 4 years of work experience in the content area or 4 years of work experience in the classroom in the licensure area in the past 10 years
- Full-time teaching experience as a long-term sub or adjunct teacher
- Long-term substitute contract covering the entire student-teaching semester
- CHR & release form with no felony convictions
- GPA meets program checkpoint requirements
- Passed all required licensure exams
- Letter of recommendation and documentation verifying setting, content, years of experience, and success from school administrator where employed
- Copies of satisfactory teaching evaluations if possible/appropriate
- Register for student-teaching credits
- Attend all student-teaching seminars

Students in Full-year Long-term Sub or Adjunct Positions

Final-semester coursework and student teaching in own classroom

- 4 years of work experience in the content area or 4 years of work experience in the classroom in the licensure area in the past 10 years
- Full-time teaching experience as a long-term sub or adjunct teacher
- Long-term substitute or adjunct contract covering the entire student-teaching semester
- CHR & release form with no felony convictions
- GPA meets program checkpoint requirements
- Passed all required licensure exams
- Letter of recommendation and documentation verifying setting, content, years of experience, and success from school administrator where employed
- Copies of satisfactory teaching evaluations if possible/appropriate
- Register for student-teaching credits and remaining coursework in both semesters
- Attend all spring student-teaching seminars

University and District Obligations for Student Teaching in Own Classroom

University Obligations

- University supervisor
- First visit scheduled; others unscheduled

District Obligations

- Assigned grade-level colleague with at least 3 years of experience with the district who will model, observe, and conference with the student teacher
- Instructional coach (or administrator) who will visit the classroom once per week and observe at least 4 lessons, providing feedback in a follow-up meeting

June 2025