

CALUMET
COLLEGE
of
St. Joseph

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*Empowering Individuals
to Become Effective Educators*

Education Department
Cooperating Teacher
and
Student Teacher
Handbook

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

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Introduction

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Introduction

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

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

Calumet College of St. Joseph History of the Institution

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

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

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

On December 31, 1973, American Oil Company (Amoco) deeded its research and development facilities and 256 acres of land in Hammond to CCSJ. Known as Calumet College from 1973 through 1986, the College was renamed Calumet College of St. Joseph in 1987 to re-identify its Catholic heritage.

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

Tutoring Center

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

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

Calumet College of St. Joseph has the facilities to serve more than 3,000 students during a given semester. Service to the students also includes a library that has grown to over 105,000 volumes, 3,500 microforms, 1000 video recordings and DVDs, and 300 print

periodicals. In addition to the print subscriptions, the library offers electronic access to nearly 18,000 periodicals in over 44 databases, and that number is growing daily.

The library's most important print holdings include: 10,000 items dealing with contemporary theology, 8,000 items relating to education, nearly 6,000 items pertaining to American history (including some 3,000 that relate to Native American history), as well as the Missionaries of the Precious Blood collection and archives. The library also has a collection of archival material from Northwest Indiana. Parking is ample and free.

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

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

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

Calumet College of St. Joseph Mission Statement

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

Calumet College of St. Joseph

Academic Principles

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

Competency Based Education

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

Social Justice

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

Technology and Scholarly Skills

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

Integration

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

Calumet College of St. Joseph Goals

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

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

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

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

1. Students will develop knowledge of the literary, artistic and musical traditions of human civilizations as a historical expression of humanity's search for truth.
2. Students will develop a knowledge of human civilizations and history, as well as the problems of modern and historical consciousness.

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

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

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

professional standards, which pertain to their major area of study.

5. Students will prepare to practically apply their studies in their major field to future Study or professional work

Profile of CCSJ Student

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

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

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

These characteristics define CCSJ students accurately. Specifically, the majority of students at CCSJ are female, (54%), Catholic (46%), and reside in Lake County, Indiana (53.8%) with 7.4% in other Indiana counties and 38.7% from Illinois. Only 32.7% of the students are married. Many CCSJ students attend night classes: However, as the traditional student population grows, more students opt to attend classes during the day.

CCSJ students have consistently been mature students who are returning to school in order to better themselves. In the past 10 Fall terms, the average age of students has been 33.1; these non-traditional students bring a breadth of work, family, and life experience to their coursework.

Throughout its history, CCSJ has served as a model of cultural diversity. For the sixth straight year, Calumet College of St. Joseph has a ranking of #1 in campus diversity according

to the U.S. News and World Report “Best Colleges” study. CCSJ enjoys this diversity and celebrates the role of creating an educational environment that encourages various viewpoints and perspectives.

Student enrollment has been consistent throughout the years. CCSJ has averaged approximately 1,101 Undergraduates (excluded Graduate Students) in the last 10 Fall terms. CCSJ offers two types of programs, traditional college and Degree Completion Programs. As of fall 2007, 54% of CCSJ students enrolled are in the traditional college and 29.0% in the Accelerated Undergrad Programs. (The majority of the student population attends the college part-time (60.0%); 40% are full-time students.

The faculty is committed to the teacher candidates, to the schools of Northwest Indiana, and to the improvement of society through education. The Education Department faculty at CCSJ is committed to the development of teacher candidates. The Education Department’s responsiveness to the special demographics and unique needs of the teacher candidates prompt awareness by the faculty to assure that candidates are able to meet the Department requirements, entering the profession prepared to meet the challenges of the 21st Century. Therefore, the faculty prepares educators for the 21st Century, a serious challenge that involves preparing teacher candidates who are reflective and seek to affect positive changes in society.

The Education department faculty promotes and fosters positive values and dispositions through a variety of educational experiences that include planned academic courses, a hierarchy of field experiences, and Department activities designed to assist education candidates in the process of educational transformation, In addition, the faculty provides service to students, schools, the profession, and society. As models for teacher candidates, the faculty works to develop the concept of service to the schools and communities where teacher candidates live and work.

Education Department Mission

The Education Department of Calumet College of St. Joseph supports the general educational mission of the college to prepare a diverse student body for professional careers and graduate education. Guided by a Catholic vision of social justice, it empowers students to improve their personal lives and to create a more equitable society. The Education Department seeks to implement educational experiences for its teacher candidates and professional educators that reflect current educational theory and best practice in the profession according to the threefold stage of:

- Professional Preparation
- Critical Reflection
- Ongoing Personal and Professional Transformation

The Education Department prepares teacher candidates to become effective professional educators of K-12 students and provides licensed teachers with ongoing professional development. Graduates of the Department will be prepared to serve the diverse population of K-12 students in the schools of Northwest Indiana. They will help transform the community by:

- Preparing students to master the knowledge and skills requisite to meet state educational standards
- Fostering in students critical reflective thinking skills
- Encouraging students to work towards personal transformation and to be change agents for the just transformation of society.

Education Department Vision

Rooted in the Catholic tradition, the Education Department of Calumet College of St. Joseph

- Values the dignity & worth of each teacher candidate
- Shapes attitudes and values
- Strives for social justice
- Instills a sensitivity for the poor and the powerless
- Refines professional competency and scholarship in every teacher candidate

At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

Education Department Goals

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

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

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

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

9. Incorporate the best media and technology in planning, organizing, and assessing student needs.
10. Demonstrate professional skill and educational leadership in addressing evolving educational trends.

Conceptual Framework

Overview

The Education Department is deeply committed to the Calumet College of St. Joseph urban educational mission to prepare a diverse student body for professional careers and graduate education. Consistent with the mission of the College, this conceptual framework empowers teacher candidates to become effective educators, demonstrating the requisite knowledge, dispositions, and performances outlined in the guiding principles of the Interstate New Teacher Assessment and Support Consortium (INTASC).

The Education Department contributes to the building of a socially just society so that the inherent dignity and rights of the individual are respected and protected. Through quality education, teacher candidates are challenged to engage in the transformation of values and social structures within the community. The result is the flourishing of human dignity, freedom, responsibility, and creativity, fulfilling an essential tenet of the College mission: *the formation of spiritual, moral, and ethical values in support of social justice and personal responsibility.*

The conceptual framework of the Education Department offers three essential and inter-related pillars: *professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.*

The pillar of professional *preparation* provides teacher candidates with appropriate content knowledge and skills that reflect current research on effective teaching and best practices in the field. The pillar of *continuous and critical reflection* challenges teacher candidates with opportunities to evaluate best practices and research with a view towards appropriating the knowledge, performances, and dispositions that will foster effective teaching. The pillar of *ongoing personal and professional transformation* engages teacher candidates in the dual process of personal evaluation of the skills and dispositions of an effective teacher, leading to professional transformation, and the application of Catholic social justice values that lead to quality involvement in society.

Preparation

An overarching focus of the Education Department is to develop exemplary educators grounded in a liberal arts education. Candidates require relevant content knowledge in the academic disciplines in conjunction with critical knowledge of the field of education. Teachers must know both the subject matter and state mandated teaching standards for content areas to ensure that young people learn the subject matter of the various content disciplines and can apply their learning in a constructive manner. As Vito Perrone notes in his *Letter to Teachers*, education is a matter of facilitating the construction of new meanings for the ultimate purpose of creating a “more productive community-oriented life” (Perrone, 1991). Understanding the social context of schooling assists teachers in creating a bridge between the content of the school curriculum and the lives of their students.

The Education Department faculty prepares teacher candidates to use appropriate instructional approaches and authentic assessment procedures to ensure that all students meet Indiana’s state standards. Teacher candidates learn to appreciate the importance of cultural diversity and multiple learning styles. They develop the ability to address diversity through various instructional methodologies. Candidates understand learning theory, curriculum development and effective ways to incorporate educational technology in assisting K-12 students to achieve quality outcomes.

In addition to acquiring a knowledge base for professional education, teacher candidates must have the professional dispositions (e.g., values, commitments) that help students learn to become fully effective as professional educators by understanding the affective nature of education. The dispositions of successful educators include enthusiasm for the discipline they teach, a commitment to lifelong learning, high achievement expectations for K-12 students, and an ability to develop productive, caring, and respectful relationships with families from diverse backgrounds. When candidates align content knowledge, pedagogical expertise and affective understanding, K-12 students benefit from an environment conducive to quality learning. According to Fenstermacher and Soltis (1998), the teacher’s manner can be “grouped under the heading of moral and intellectual virtues” (p. 42). Thus, manner is part of the instructional process, since while imparting content the teacher also demonstrates an

approach to the content. A second component of teacher manner focuses on character traits that are taught largely through modeling rather than by direct instruction.

Particular attention to the needs of the richly diverse population of students in Northwest Indiana requires that CCSJ teacher candidates be prepared with a variety of multicultural educational experiences. They must be able to appreciate and build upon the various forms of diversity in today's schools, e.g. ethnicity, race, religion, class, gender, family, language and exceptionality, to facilitate learning and promote critical thinking and tolerance. It is essential that future educators be prepared to provide an equitable environment that enhances achievement for exceptional K-12 students and those who are non-native speakers of English. In addition, all teacher candidates must be prepared to address various learning styles throughout the curriculum, including those influenced by cultural factors. They must also utilize effective classroom management techniques to ensure that all K-12 students achieve at high levels.

Teacher candidates must demonstrate a theoretical and functional understanding of how learning occurs (knowledge construction, skill acquisition, and habits of mind). Candidates utilize instructional strategies and assessments that promote student learning while aware of the multiple factors that impact a student's social, emotional, moral and cognitive development. This requires that the Education Department faculty prepare teacher candidates to know and apply developmentally appropriate practices and motivational principles to make accurate curricular and methodological decisions when planning lessons. Teacher candidates must also understand the uses, advantages, and limitations of various assessment procedures when selecting, constructing, and utilizing developmentally appropriate assessment strategies for the evaluation of learning outcomes.

Empowering Individuals

to Become Effective Educators

The Education Department faculty structures each course syllabus to provide measurable mechanisms for assessing teacher candidate progress in demonstrating the knowledge, skills, and dispositions requisite for the effective urban professional educator. Teacher candidates are provided with various experiences in designated courses throughout the Department that encourage them to demonstrate competence in implementing Indiana State Developmental Standards and the INTASC principles.

Reflection

Reflective teachers are thoughtful practitioners who continuously evaluate their professional thinking and behavior to improve educational performance. Reflective practitioners engage in what Paolo Freire (1970) refers to as *praxis*, education that connects theory with reflection and action. These reflective teachers must be motivated to analyze educational situations in a critical manner, set goals, plan and monitor activities, analyze and evaluate results, and reflect on their professional thinking, behaviors, and values. Moreover, teacher candidates are expected to illustrate their knowledge of democratic and ethical principles as they consider the long-term social and ethical implications of daily decisions. In their mimetic role as teachers, candidates must reflect on the transformative nature of education and their importance as role models for students (Jackson, 1986). Therefore, the Department engages teacher candidates in the development of the art of reflective thinking that enhances professional growth, provides opportunity to reflect on ways to address the diversity of students, and increases the likelihood of success for all students.

The Education Department faculty provides multiple mechanisms for teacher candidates to develop the skills and attitudes needed to be reflective practitioners including participation in field experiences throughout the Department and mentoring by experienced teachers. Using observation forms developed by the Education Department, teacher candidates are required to observe classroom teaching throughout the Department and interview experienced teachers. Written reflective assignments provide the students valuable opportunities to analyze, synthesize, and evaluate the effectiveness of educational practices. These reflective field experiences also provide the Education Department with valuable data on the teacher candidates' classroom experiences.

All teacher candidates attend required professional development seminars several times each semester. The seminars provide an opportunity for students to reflect on current critical issues germane to the teaching profession. Education Department faculty members extend these reflections into discussions and activities within their courses.

Teacher candidates develop personal philosophies of education after analysis of major educational theories and philosophical approaches to education. These philosophies reflect the teacher candidates' reasoned judgment concerning what is most important for learning and

how children best achieve educational goals. Subsequent to the study of philosophers and theories, candidates analyze, reflect, and evaluate a practicing teacher's philosophy after a classroom observation and interview.

Recognizing that knowledge and reflection prompt transformation, teacher candidates revisit and revise these statements prior to student teaching so that a final philosophy of education accurately reflects *praxis* on the part of the candidate. Candidates document progress through an electronic portfolio, analyzing their ability to assess reflectively and critically their own performance and growth in matching their practices to state standards, developmental standards, and INTASC principles.

The culminating reflective activity for teacher candidates occurs during the student teaching experience. Teacher candidates begin student teaching by observing the pedagogy of their cooperating teacher and writing daily reflections in their journal. Education Department field supervisors and cooperating teachers model reflective skills through regular written observations throughout the duration of the candidate's placement. In a collaborative effort, the combination of reflection and feedback through journals, video taped lessons and conferences create an ideal environment for professional development.

Transformation

The transformation of teacher candidates into committed, caring, socially conscious, and effective teachers requires a lifelong commitment. This transformation begins with the initiation of the candidates into the Education Department of Calumet College of St. Joseph and develops throughout the teacher candidate's student teaching experience and educational career. Recognizing this formational approach, the Education Department faculty not only offers a curriculum of preparation to potential teacher candidates, but also regularly offers the wider community of professional educators the opportunity to participate in enriching courses.

The transformation of teacher candidates is a foundational tenet of the Education Department, influencing teacher candidates to transform through education the lives of the K-12 students who will be eventually under their care. The Education Department faculty assists teacher candidates in their transformative efforts to acquire and apply to the professional world of education the knowledge, skills, and dispositions as clear indicators of effective teaching identified in the literature and professional educational organizations such as INTASC. In this

manner, well-prepared, reflective teacher candidates from the Education Department will transform the lives of K-12 students by positively and effectively facilitating the achievement of identified Indiana standards outcomes.

These positive outcomes will serve the educational needs of the community in such a manner as to foster the achievement of “larger hopes” (Perrone, 1991). Such larger hopes would include the creation of classroom environments that, in the words of Piaget, prepare children to mature into “men and women who are capable of doing new things, not simply repeating what other generations have done – men and women who are creative, inventive, and discoverers ... who can be critical, can verify, and not accept everything they are offered” (quoted in Greene, 1978, p. 80).

Furthermore, consonant with the larger mission of the College as both Catholic and committed to the principles of social justice in a predominantly urban environment, the Education Department faculty seeks to transform the lives of teacher candidates by stimulating awareness of and appropriation of professional dispositions and ethical values. Education at its best has been described as both a moral and intellectual endeavor (Nelson, Polansky and McCarthy, 2000). The Education Department advocates not only the valuing of education itself but also the enduring moral values that can serve as a foundation to help shape a just and caring society. Noddings (1992) has called for an “ethic of care” to shape the conditions of the classroom. She argues that “schools should be committed to a great moral purpose: to care for children so that they, too, will be prepared to care” (p. 65). For this reason, the Education Department faculty addresses both character education and multicultural education and the need for schools to address the societal power structure that has historically subordinated groups and rationalized their school failure (Gay, 1997).

Transformation of teacher candidates into educational advocates for the values of social justice is a particularly significant focus of the Education Department. An ethic of social justice strives for an ideal where all students have equal access to a high quality education (Johnson, Dupuis, Musial, Hall & Gollnick, 2002). In their course of studies, teacher candidates are therefore exposed to and made aware of the inequalities present in society and in the current educational system, and encouraged to work towards the personal

empowerment of their K-12 students and the social transformation of the schools in Northwest Indiana.

Anyon (2001) has stressed the importance of high quality teaching in inner cities as a vital prerequisite to social change. She has found in her work with exemplary urban teachers that they are characterized by a belief in the capacity of their students to learn and to make a positive contribution to society. These exemplary teachers also demonstrate caring by showing a willingness to learn about their students' languages, cultures and histories. The Education Department faculty fosters these dispositions in teacher candidates as well by incorporating diverse perspectives in the curriculum through participatory, experiential activities. These mechanisms assist the teacher candidates in achieving not only professional transformation into more effective teachers but also into persons committed to valuing education as one means of achieving social justice in their communities.

Conclusion

The curricular design of teacher preparation seeks to transform well-prepared candidates into reflective, committed, and socially conscious professional educators. The student teaching experience guided by close and supportive Education Department faculty and cooperating professionals, culminates in the transformation of teacher candidates into truly effective professional teachers. Personal and professional transformation requires an ongoing educational process that encompasses the development of knowledge, skills, dispositions, and performances requisite for effective teaching. This process of critical reflection on contemporary educational theory, principles and standards, as well as the values of social justice in service to the larger hopes of the richly pluralistic educational community of Northwest Indiana remains the foundational Education Department goal.

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Student Teaching Acceptance Criteria

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

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

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

- Current resume
- Updated Philosophy of Education
- Professional electronic portfolio
- Praxis I
- Interview by the Education Committee
- Documentation of attendance at Education Seminars as required
- Minimum cumulative grade point average of 2.75/4.00
- Minimum grade point average of 3.00/4.00 in Professional Education and Content Area courses after acceptance into the Education Department
- Current Limited Criminal History clearance
- Completion of prerequisite education and major content courses

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

Student Teacher Placement

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

Student teaching placement schools must meet the following requirements:

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

Role of the Cooperating Teacher

I. Fostering Relationship with Student Teacher

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

- C. If possible, the cooperating teacher should set aside particular time daily to confer with the student teacher. During conference time, the student teacher should/is to review plans and explain his/her class outlines and specific goals.

II. Observation

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

III. Teaming

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

IV. Counseling

- A. General counseling occurs at two times during the student teaching experience.
 - 1) At the mid-term evaluation period and 2) at the final evaluation period. The cooperating teacher should schedule time with the student teacher to review the mid-term or final evaluation. The cooperating teacher should explain in detail, deficiencies that the student teacher has and provide strategies by which he or she can improve. **(Refer to Attachment 5: Student Teaching Inventory)**

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

V. Assessment

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

VI. Qualification

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

VII. The Student Teacher is A Teacher

- A. Each student teacher brings an intricate combination of strengths and areas of expertise. Therefore, skillful guidance will help the student teacher prepare for classroom duties. The student teacher will share with the cooperating teacher a list of strengths and areas of non-proficiencies. Experiences should be arranged to assist the student teacher with areas of non-proficiencies.
- B. Specific help in the area of planning may be needed to show the hierarchy and interrelatedness of lessons to emphasize the individual differences, classroom conditions, and curriculum responsibilities.
- C. Refining professionalism in the student teacher is an important aspect of the student teaching experience. The cooperating teacher is encouraged to gently challenge the student teacher in areas of inconsistency. Sharing resources and materials is encouraged.
- D. The student teacher has many theoretical resources while the cooperating teacher has classroom resources.

VIII. Compensation

Cooperating Teachers are compensated at a rate of \$200.00 per student teacher. Cooperating teachers are responsible for providing the Education Department with an invoice, a copy of their driver's license and social security card during the student teacher/cooperating teacher orientation.

IX. Professional Development

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

Role of the Student Teacher

I. Observation

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

II. Instruction

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

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

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

III. Teaming

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

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

IV. Assessment

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

- A. **Lesson Plans** – Teacher candidates are required to write daily lesson plans in accordance with CCSJ guidelines. Lesson plans are submitted to the cooperating

teacher one week prior to the lesson being taught. A copy of the lesson plans should be made available to the supervising teacher at the time of each bi-weekly visit. **(Refer to Attachment 8: Lesson Plan Evaluation)**

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

chosen student for approximately thirty days and then create a narrative about data collected. **(Refer to Attachment 10: Guidelines for Case Study Assignment)**

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

VII. Participation

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

- A. **Classroom activities** such as taking attendance and performing other routines; preparing bulletin boards, grading tests and other papers, assisting with homeroom activities, guiding learning activities for individual pupils and/or small groups, and, on occasion, teaching a lesson.
- B. **Extra-class activities** such as attending school club meetings, musical events, sports events and plays, supervising the lunchroom, hall and/or playground, taking field trips with students.
- C. **Professional activities** such as attending faculty, professional, school committees and PTA/PTO/HSA meetings, and participating in parent-teacher conferences.

- D. *On-site sessions* provide the opportunities for student teachers to share with other student teachers, discuss classroom challenges, and learn practical issues related to planning, classroom management and assessment. Teacher candidates are responsible for attending on-site sessions with their supervising teacher on a bi-weekly basis during the evening. (**Refer to Attachment 13: Student Teaching Syllabus**)

VIII. Professionalism

A. Attire

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

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

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

B. Communication

Written and verbal communication is appropriately constructed. Teacher candidates have the ability to articulate oral communication effectively and write according to grade, school, and district guidelines. Teacher candidates have the ability to stimulate a discussion and allow for student questions and feedback. They are aware of the cognitive and affective domain of their students and provide opportunities for

classifying and constructing questions and feedback based on this criteria.

Instructional delivery is presented professionally with the use of correct grammar and syntax. When communicating with parents, teacher candidates have the ability to utilize effective techniques for providing information about student progress and classroom performance. Teacher candidates communicate student behavior through some kind of contract or strategy with the parent that has been developed collaboratively with the cooperating teacher. Teacher candidate utilizes technology as an ongoing form of communication throughout the student teaching field experience to enhance student learning with understanding.

C. Attendance

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

The student teacher must notify in advance his/her cooperating teacher and supervising teacher of any tardies or absences.

The student teacher is required to make up absences with the approval of the Director of Field Experience.

If an absence is extended over a period of time preventing continuation in the student teaching assignment, the supervising teacher and the Director of Field Experience along with the cooperating teacher, will evaluate work (on an individual basis). Credit cannot be given for work not completed. If possible, the opportunities to resume the assignment in the same situation for completion will be allowed. If this not possible,

the student teacher will be required to initiate the experience in another classroom for a full 12 weeks.

D. Management

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

IX. Disposition

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

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

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

Role of the Supervising Teacher

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

I. Supervision Visits

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

II. Support for Cooperating Teacher

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

III. Support for Student Teacher

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

- The supervising teacher counsels the student teacher on professional placement procedures.

IV. Assessment

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

V. Professional Development

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

Portfolio

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

Criteria for Licensing

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

Procedure for Licensure

Teacher Candidate

CCSJ Licensing Advisor

DPS

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

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

Liability and Legal Issues

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

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

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

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

Substitute Teaching

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

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

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

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

When necessary, due to prolonged absence of the cooperating teacher, the supervising teacher will work with the school administration to reassign the student teacher to another cooperating teacher.

Alternative Student Teaching

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

Transportation

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

Teacher Strike/Work Stoppage

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

Problems/Reassignment

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

Termination

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

Supervisory Consultations

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

Concluding Remarks

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

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

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

Attachments

Attachment 1:	Student Teaching Application
Attachment 2:	Education Department Observation Guidelines
Attachment 3:	Classroom Observation Form
Attachment 4:	Lesson Plan Template
Attachment 5:	Student Teaching Assessment Inventory
Attachment 6:	Instruction Evaluation
Attachment 7:	Assessment Timelines
Attachment 8:	Lesson Plan Evaluation
Attachment 9:	Guidelines for Journal Writing
Attachment 10:	Guidelines for Case Study Assignment
Attachment 11:	Guidelines for the Video Assignment
Attachment 12:	Permission to Video/Photograph
Attachment 13:	Syllabus for Student Teaching Elementary
Attachment 14:	Syllabus for Student Teaching Secondary
Attachment 15:	Disposition Rubric
Attachment 16:	Professional Electronic Portfolio Assessment
Attachment 17:	Student Teacher Placement Cancellation Request

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CALUMET COLLEGE OF ST. JOSEPH

EDUCATION DEPARTMENT

Attachment 1



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph

Education Department

Education 10494/495

STUDENT TEACHING APPLICATION

Today's Date _____

PART ONE: Overview:

As part of the Teacher Candidate preparation process of the Education Department of Calumet College of St. Joseph, you are about to apply for a student teaching assignment and be placed at a school. You are asking a school corporation, including its superintendent, central office staff, one or more of its principals, and a cooperating teacher, as well as the faculty and staff of the Education Department of Calumet College, to commit the personnel, time, and resources to you for the successful completion of your student teaching. It is, therefore, important that you are ready to take on the expectations of a student teacher for the duration of the student teaching experience.

Once placed, you are expected to commit your best energies to the school community where you will do your student teaching. Declining a student teaching placement at any time may involve serious consequences for the school corporation (which has made numerous plans to accommodate your teaching experience) and the Education Department (whose credibility in the professional community and ability to work with this school corporation in the future may be jeopardized), as well as the successful completion of your own teacher preparation program.

PART TWO: Teacher Candidate Contact Information:

Education Department: Day Cohort Evening Cohort Traditional Evening
 T2T Elementary Secondary

Name of Teacher Candidate (please print): _____

Street Address: _____

City, State, and Zip: _____

Home Phone: _____ Other Phone: _____

Current e-mail address (please PRINT carefully): _____

(Be sure to keep your e-mail address current on Blackboard many communications about student teaching come through Blackboard.)

PART THREE: Student Teaching Start Date Request:

I am requesting to begin my student teaching experience on _____, _____, _____
(month) (day) (year)

Note: (Check Blackboard and/or Education Department announcements for exact student teaching start dates.)



PART FOUR: Teacher Candidate Licensing Information:

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

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

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

_____	_____
Developmental Area (Age)	Content Area
_____	_____
Developmental Area (Age)	Content Area

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

<u>FIRST CHOICE</u>	<u>ADDITION</u>
a. Name of School Corporation _____	_____
b. Name of School: _____	_____
c. Address of School: _____	_____
d. Phone number of School: _____	_____
e. Principal of School: _____	_____

<u>SECOND CHOICE</u>	<u>ADDITION</u>
a. Name of School Corporation: _____	_____
b. Name of School: _____	_____
c. Address of School: _____	_____
_____	_____
d. Phone number of School: _____	_____
e. Principal of School: _____	_____

<u>THIRD CHOICE</u>	<u>ADDITION</u>
a. Name of School Corporation: _____	_____
b. Name of School: _____	_____
c. Address of School: _____	_____
_____	_____
d. Phone number of School: _____	_____
e. Principal of School: _____	_____



PART FIVE: Required Application Documents:

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

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

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

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

Yes No I have attached copies of passing Praxis scores.

PART SIX: COURSES:

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

(course #)	(course name)

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

(course #)	(course name)



PART SEVEN: ASSESSMENT: The following must be answered “yes” to qualify for student teaching.

____ I have taken and passed ALL of the Praxis I Tests.
Yes No

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

PART EIGHT: Student Candidate Commitment to Student Teaching:

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

Signature Date

I, the undersigned, hereby request to be enrolled in EDU 494 or EDU 495 for the period indicated above and to be placed in a student teaching assignment corresponding to my licensing goals. I agree to follow the expectations for student teachers outlined by the Education Department of Calumet College of St. Joseph in the current Student Teaching Handbook.

Signature Date

I understand that if I am placed in a student teaching assignment, and if I subsequently request a cancellation of my student teaching placement, I will be required to submit a student teaching placement cancellation request (via Blackboard or the Education Department Office) and provide a cancellation fee of \$315.00 (which must be paid *prior* to making additional arrangements for further coursework or future student teaching assignments). I also understand that I must complete my student teaching experience within two (2) years of completing Calumet College of St. Joseph Education Department courses.

Signature Date

Name (printed) Date

PART NINE: FOR EDUCATION DEPARTMENT USE.

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 2



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph
EDUCATION DEPARTMENT
OBSERVATION GUIDELINES

A. Beginning the class

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

B. Teaching methods

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

C. Content

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

D. Materials

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

E. Students

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

F. Closure

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

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 3



*Empowering Individuals
to Become Effective Educators*

CLASSROOM OBSERVATION FORM

TEACHER: _____

DATE: _____

Start Time: _____

End Time: _____

Subject being taught _____

Observed by: _____

Techniques Observed:

- A lesson
- An activity

- Organization
- Environment

- Room management
- Other: _____

Students Were:

- On task
- Writing
- Presenting
- Problem solving

- Well behaved
- Reading
- Listening
- Making choices

- Actively involved
- Working cooperatively
- Engaged in "real world activities"
- Performing investigations

Teacher Was:

- Directly teaching
- Leading discussion
- Giving corrections
- Justifying answers

- Reading to students
- Giving clues
- Challenging students
- Monitoring students

- Facilitating cooperative learning
- Asking higher level questions
- Praising and supporting students
- Verbally assessing students

I Saw:

- An agenda on board
- Objectives taught followed school's goal
- Classroom environment was motivational and conducive to learning

- Standardize test format
- Morning exercise

Positive Classroom Climate Was Shown By:

- Lots of students' works on display
- Obviously well organized lesson
- Bulletin board that supports instruction
- Evidence of mutual respect

Other Comments:

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 4



*Empowering Individuals
to Become Effective Educators*

Calumet College of St. Joseph

Sample Lesson Plan

Teacher Name:	Date:	Grade: Subject:
	Behavior Objective:	
Day: _____ State Goal: _____ Performance Objective: _____	Learning Objective: Instructional Strategies:	
Materials		
Homework		
Assessment		
Teaching Method		
Day: _____ State Goal: _____ Performance Objective: _____	Learning Objective: Instructional Strategies:	
Materials		
Homework		
Assessment		
Teaching Method		
Day: _____ State Goal: _____ Performance Objective: _____	Learning Objective: Instructional Strategies:	
Materials		
Homework		
Assessment		
Day: _____ State Goal: _____ Performance Objective: _____	Learning Objective: Instructional Strategies:	

Materials	
Homework	
Assessment	
Teaching Method	
Teaching Method	
Day: _____ State Goal: _____ Performance Objective: _____	Learning Objective: Instructional Strategies:
Materials	
Homework	
Assessment	
Teaching Method	
Day: _____ State Goal: _____ Performance Objective: _____	Learning Objective: Instructional Strategies:
Materials	
Homework	
Assessment	
Teaching Method	

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 5



*Empowering Individuals
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Professionalism

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

Total _____

Preparation and Planning

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

Total _____

Classroom Management

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

Total _____

Knowledge, Disposition and Performance

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

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

- ___33. The teacher candidate recognizes and appreciates continuous and cumulative development of student abilities.
- ___34. The teacher candidate organizes and manages instruction based on adjustments needed to enhance socialization skills and/or group participation.
- ___35. The teacher candidate understands how to support language in the learning process.
- ___36. The teacher candidate encourages several forms of communication.
- ___37. The teacher candidate utilizes a variety of communication strategies during instruction.
- ___38. The teacher candidate understands the subject matter that is being taught and plans accordingly.
- ___39. The teacher candidate considers student needs and plans lessons based on those needs.
- ___40. The teacher candidate implements lesson plans that meet the individual and developmental needs of students.
- ___41. The teacher candidate understands multiple assessment methods.
- ___42. The teacher candidate considers the strengths and weaknesses of the students during the development of assessments.
- ___43. The teacher candidate maintains documentation of student work and can evaluate student progress based on this documentation.
- ___44. The teacher candidate understands how to research the most current resources available for professional growth.
- ___45. The teacher candidate seeks out the most current educational practices.
- ___46. The teacher candidate utilizes professional resources to support professional

- growth.
- ___ 47. The teacher candidate understands how to utilize outside resources to support instruction.
 - ___ 48. The teacher candidate values the strategies of successful others and outside resources and utilizes this to improve the overall learning environment.
 - ___ 49. The teacher candidate utilizes community resources to promote student learning.
 - ___ 50. The teacher candidate frequently seeks opportunities to volunteer for activities beyond his/her classroom and outside of the regular school day.

Total _____

Grand Total Score: _____

Grade: _____

Midterm: _____

Final: _____

Grading Scale:

200 – 184 = A

180 – 183 = A-

179 – 176 = B+

175 – 164 = B

163 – 160 = B-

159 - 156 = C+

155 – 144 = C

143 – 140 = C-

139 – 136 = D+

135 – 124 = D

123 – 120 = D-

119 & Below = F

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 6



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph
Education Department
Instruction Evaluation

Key:

Levels of Performance Achievement in accordance with INTASC Principles:

Mastery:

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

Competent:

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

Standard:

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

Substandard:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 7



*Empowering Individuals
to Become Effective Educators*

Assessment Timelines

Assessment		Evaluator	Time Frame
Observations		Cooperating Teacher	Weeks 1 & 12
Lesson Plan Evaluation	20%	Supervising Teacher	Weekly
Supervisor Evaluations	20%	Supervising Teacher	Bi-weekly
Conferences		Supervising Teacher	Bi-weekly
Mid-Term Evaluation	5%	Cooperating Teacher	Week 6
Video Tape #1 / Reflections	5%	Supervising Teacher	Week 3
Video Tapes #2/ Reflections/Supervised visit #3	5%	Supervising Teacher	Week 6
Video Tapes #3/ Reflections	5%	Supervising Teacher	Week 9
Case Study	10%	Supervising Teacher	Week 12
Final Evaluation	10%	Cooperating Teacher	Week 11
Journal	10%	Supervising Teacher	Week 12
Class Participation/On Campus Workshops	10%	Supervising Teacher	Bi-weekly

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 8



*Empowering Individuals
to Become Effective Educators*

Lesson Plan Evaluation

Level of Performance	Performance Criteria
Format	
Check level of performance	
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<p>Lesson plan is typed, neat and organized. All sections are clearly labeled. The following components are included: Teacher's name, Grade, Date, State Standard, Behavior objective, Learning objective, Instructional strategies, Homework, Materials and Assessment strategies.</p>	
Notes	
Behavior Objective	
Check level of performance	
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<p>Behavior objective is realistic and age appropriate. The behavior objective drives all the lessons on this particular topic and therefore is broadly stated. The objective clearly states what you want the individual to be able to do as a result of the total learning experience. The objective also has a personal interest for the student in that it clearly states how the student can apply information to real-life.</p>	
Notes:	
Learning Objective	
Check level of performance	
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<p>The learning objective is reflective on one class period. It should be realistic and age appropriate. The objective clearly states what you want the student to be able to do as a result of that day's lesson. This objective does not give specifics in materials or strategies that will be used to accomplish the goal.</p>	
Notes:	
State Standard	
Check level of performance	
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<p>The state standard should be written as a brief description and in three-part: grade, standard and performance objective – in the form of numbers and a short statement that explains the concepts being taught. The state standards should coincide with the behavior and learning objectives.</p>	
Notes	
Instructional Strategies	
Check level of performance	
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<p>Instructional strategies are clearly described with enough detail that an experienced teacher candidate could teach the lesson from the written description. The chronology of instruction and student activity is obvious and any special activities are fully described.</p>	
Notes:	
Homework	
Check level of performance	
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<p>Homework is provided and homework type and amount is age appropriate. Homework is challenging and an extension from what was taught in the class and used as reinforcement.</p>	
Notes:	
Materials	
Check level of performance	
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<p>All materials, technology and or resources used for the day's lesson are listed. A variety of resources are used.</p>	
Notes	
Assessment	
Check level of performance	
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<p>A description of assessment being used to assess students' understanding of the lesson. Multiple assessment methods are included in lesson plans (i.e. verbal, visual, quiz...); Assessment is fair and assesses the objective for the day. Assessments address a number of learning styles. (i.e. informal, (visual, verbal); formative, summative, rubric)</p>	
Notes	

Total Points _____

CALUMET COLLEGE OF ST. JOSEPH EDUCATION DEPARTMENT

Attachment 9



*Empowering Individuals
to Become Effective Educators*



CALUMET COLLEGE OF ST. JOSEPH

Education Department

GUIDELINES FOR JOURNAL WRITING

The student teacher will demonstrate their performance as a reflective practitioner. By reflecting and recording their strengths and weaknesses, the student teacher can develop strategies for improving teaching practices. One method by which the student teacher can demonstrate this skill is through journal writing.

The teacher candidate records reflections in a journal (bound notebook) on a daily basis for a period of twelve weeks.

The teacher candidate reflects on events such as:

- Teaching methods
- Instructional delivery
- Cooperating teacher observation
- Student observation
- Professional development
- Faculty meetings
- Extra-curricular activities
- Video-tapes
- Parent conferences
- Mid-term evaluations
- Student teaching conferences
- Assessment
- Student achievement

CALUMET COLLEGE OF ST. JOSEPH EDUCATION DEPARTMENT

Attachment 10



*Empowering Individuals
to Become Effective Educators*



CALUMET COLLEGE OF ST. JOSEPH
Education Department

GUIDELINES FOR THE CASE STUDY ASSIGNMENT

- I. Utilize the Intervention Report Template to record day-to-day events about the student that is chosen for your Case Study. The student that is chosen should be one that has been decided by you and the Cooperating Teacher. You need to record your interventions for 30 consecutive days during your field experience.

- II. You will utilize the Intervention Report to create a narrative that includes the following information.
 - a. Introduction – state the problem and provide as much information about the student as possible, including history and background (event).
 - b. Discuss the feedback that was included in your intervention report (intervention).
 - c. Conclusion – summarize and reflect upon the intervention with the child (narrative).

- III. Focus on the following questions as you write your reflection.
 - a. Did the interventions that you utilized make a difference?
 - b. Does the school have anything in place to support the needs of the child?
 - c. Discuss what further interventions you would compose as the classroom teacher.

CALUMET COLLEGE OF ST. JOSEPH EDUCATION DEPARTMENT

Attachment 11



*Empowering Individuals
to Become Effective Educators*



CALUMET COLLEGE OF ST. JOSEPH

Education Program

GUIDELINES FOR THE VIDEO ASSIGNMENT

- IV. The teacher candidate must distribute copies of a CCSJ Videotaping Permission Form for each student in the classroom that you are assigned and submit copies to your supervising teacher.
- V. It is the responsibility of the student teacher to secure and obtain video taping resources utilizing the following mediums: VHS, VHS-C or DVD.
- VI. The teacher candidate will videotape a lesson being taught week three of the field experience and write a critical reflection.
- VII. The teacher candidate will videotape a second lesson being taught week six of the field experience and write a critical reflection. The third supervised visit will encompass a session where the supervisor and teacher candidate observe a thirty minute video taped lesson together utilizing the Student Teacher Assessment Book. The student teacher must submit the lesson plan that will be taught in correlation with the taped lesson that will be viewed during that visit.
- VIII. The teacher candidate will videotape a third lesson being taught week nine of the field experience and write a critical reflection.
- IX. The second and third critical reflection will need to illustrate by concrete example, indicators of observed professional growth during the course of the student teaching experience. Each critical reflection should build on the previous one(s).
- X. All tapings and reflections should be submitted at the end of each taping.

Note:

Critical reflection should include but not limited to:

- Strengths
- Weaknesses
- Ways to improve areas of deficiency
- Instructional strategies that are effective and non effective
- Effective and non effective classroom management

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 12



*Empowering Individuals
to Become Effective Educators*



Notice of Videotaping

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

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

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

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

_____ My child will not participate in this lesson.

Child's name _____

Parent Name _____

Date _____

Know that Calumet College of St. Joseph is grateful for your cooperation. If you have any questions, please do not hesitate to call Dr. Joi Patterson at 473-4293.

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 13



*Empowering Individuals
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Course Description: This is the culminating twelve-week practicum required of all teacher candidates who will apply for an elementary license. The teacher candidate must plan and teach appropriate classes in an accredited elementary school under the supervision of a licensed cooperating teacher and a college supervisor. All required coursework must be completed prior to student teaching. Prerequisites: EDU 300, 311, 313, 325, 342, 370, 400, 430, 481, 483, 484, 485,

Learning Outcomes/Competencies:

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

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

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

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

Assessment:

Midterm Teacher Evaluation	5%
Final Teacher Evaluation	10%
Supervisor Evaluation	20%
Class participation/collaboration/attendance	10%
Lesson Plans	20%
Journal	10%
Three Video Tapes and Reflections	15% (5% for each)
Case Study	10%

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

Class Policy for Assignments: All assignments are expected to be on time. No assignments will be accepted after the class period for which it is due unless special arrangements have been made with the instructor. All presentations are expected to

be made at the scheduled time; unless special arrangements are made prior to class, a loss in points for the presentation will occur.

Course Outline:

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

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

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

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

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

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

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

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

* NO abstract is needed (since these are relatively “short” papers)

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

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

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

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

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

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

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

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

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

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

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

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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

the classroom.

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

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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

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

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

CALUMET COLLEGE OF ST. JOSEPH EDUCATION DEPARTMENT

Attachment 14



*Empowering Individuals
to Become Effective Educators*

Course Description: This is the culminating twelve-week practicum required of all teacher candidates who will apply for a secondary license. The teacher candidate must plan and teach appropriate classes in an accredited secondary school under the supervision of a licensed cooperating teacher and a college supervisor. All required coursework must be completed prior to student teaching. Prerequisites: EDU 300, 311, 313, 325, 342, 370, 400, 430, 481, 483, 484, 485,

Learning Outcomes/Competencies:

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

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

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

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

Assessment:

Midterm Teacher Evaluation	5%
Final Teacher Evaluation	10%
Supervisor Evaluation	20%
Class participation/collaboration/attendance	10%
Lesson Plans	20%
Journal	10%
Three Video Tapes and Reflections	15% (5% for each)
Case Study	10%

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

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

Course Outline:

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

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

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

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

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

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

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

- * Title page includes your name, type of assignment, date of work, course title, and instructor (correctly spelled)
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- * Contents are double-spaced
- * Type is typically Times New Roman, 12 point
- * New paragraphs are indented
- * Page numbers are provided in the upper right
- * If a running head is used (not required in short papers), use your *last name*. In this way, if the pages come apart, they can be readily reassembled.
- * References—in APA style—appear at the end of the paper

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

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

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

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

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

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

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

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

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

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active

engagement in learning, and self-motivation.

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

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

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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

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

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

CALUMET COLLEGE OF ST. JOSEPH EDUCATION DEPARTMENT

Attachment 15



*Empowering Individuals
to Become Effective Educators*

Beginning Teachers

Rubrics for Professional Dispositions

This rubric for professional dispositions is used to guide candidates in thinking about what constitutes professional behavior and dispositions in the program and its courses. INTASC principles, IPSB standards, and Charlotte Danielson's Enhancing Professional Practice outlines the rubrics for candidate dispositions in schools.

Distinguished	Proficient	Basic	Unsatisfactory
<u>Attitude/behavior toward work</u>	<u>Attitude/behavior toward work</u>	<u>Attitude/behavior toward work</u>	<u>Attitude/behavior toward work</u>
Actively and consistently shows high level of commitment to doing one's best work; consistently well prepared for class; in control of and ready to engage the reading and the cohort; initiates productive dialogue; observant reader. Relates readings and discussions to one another and to INTASC, IPSB, and CF. Advances discussion. Shows independent work while also engaged in collegial and collaborative work. Exhibits leadership in working with groups.	Often shows commitment to doings one's best work; well prepared for and generally in control of and ready to engage reading and cohort. Often initiates productive dialogue. Sometimes relates reading and discussions to one and to INTASC, IPSB, and CF. May advance discussion. Often exhibits independent work while usually collegial and collaborative. Contributes to group work, perhaps with guidance.	Occasionally does one's best work. Minimally prepared for class; unsure about readings and engages reading and cohort only with encouragement. May participate in dialogue. Occasionally connects readings to discussion or to INTASC, IPSB, and CF. Seldom Advances discussion. Needs prodding and continued guidance to do independent work. Absorbs from rather than contributes to group work.	Unable to do good work, by either inclination or ability. Not prepared for class. Does not respond to urgings to engage texts or class in discussion of ideas and approaches to teaching. Indifferent to INTASC, IPSB, and CF. Inhibits discussion by comments or body language. Does not respond to prodding to improve. Impedes or even sabotages group work.
<u>Attitude/behavior toward self</u>	<u>Attitude/behavior toward self</u>	<u>Attitude/behavior toward self</u>	<u>Attitude/behavior toward self</u>
Demonstrates intrinsic motivation. Seeks to actively benefit from others--authors, cohort members, and all teachers. Seeking and discovering new ideas in reading INTASC, IPSB, CF, and discussion. Uses that knowledge to "awaken teacher within" others. Intellectually engaged with educational issues both in and outside the classroom. Possesses good sense of humor. Exhibits ability to encounter obstacles and bounce back with eagerness to improve and seeks means on how to improve. Understands self extremely well and provides accurate assessment of own talents, abilities, and shortcomings. Uses knowledge of self during consistent reflection to	Generally demonstrates intrinsic motivation. Benefits from others as the occasion presents itself. Pleased to discover new ideas in reading INTASC, IPSB, CF, and discussion. Generally succeeds in using that knowledge to "awaken teacher within." Enjoys discussing educational issues but not the usually the one who initiates discussion. Laughs readily. With encouragement, encounters obstacles and improves. With guidance, understands self well and generally accurately assesses own talents, abilities, and shortcomings. Needs help in using knowledge of self to engage in entirely successful reflection to continue to improve as a teacher.	Extrinsically motivated, does as told in syllabus or class. Requires encouragement to recognize benefits that others have to offer. Discovers useful ideas in INTASC, IPSB, CF, and discussion only as pointed out by others. Not "awakening teacher within" or engaging educational issues both in and outside of classroom. Straight faced majority of the time. Has to be prodded to pay attention to obstacles and to improve. Largely indifferent to self-improvement and means for achieving that improvement. Uses knowledge of self to engage in successful reflection only when urged to so; continued reflection makes minimal difference in quality of teaching.	Demonstrates extrinsic motivation. Sees syllabus and standards as a check-off list. Not reflective about INTASC, IPSB, CF, readings, or classroom ideas. Not engaged with teaching as a calling or career. No conception of "awakening teacher within" self, let alone others. Glum. Unable to laugh at self or with others. Exhibits little or no ability to encounter obstacles; resists recognizing shortcomings in performance. Provides distorted assessment of own talents, abilities, shortcomings. Understands self less well than others understand him/her. Reflection is limited in amount and especially quality; teaching remains the same.

continue to improve as a teacher.			
Distinguished	Proficient	Basic	Unsatisfactory
<u>Attitude/behavior toward others</u>	<u>Attitude/behavior toward others</u>	<u>Attitude/behavior toward others</u>	<u>Attitude/behavior toward others</u>
Actively creates productive relationships with others, both in and out of class. Readily listens to and appreciates the perspective that others may have and is sensitive, even before speaking, to others' views. Functions as a colleague, offering challenging ideas and suggestions that reflect supportive critique. Demonstrates prudence or practical wisdom, even foresight. For instance, can apply INTASC, IPSB, CF, and readings to daily teaching or classroom, accurately and well. Helps to create a culture of respect, excitement, and collaboration. Demonstrates leadership in working with groups; reveals talent for working collegially and collaboratively. Listens well.	Enjoys more than creates productive relationships with others. May listen to others but may also talk over or past the ideas of others. Tries and generally succeeds as a colleague, offering ideas and suggestions that frequently assist others. Needs guidance on recognizing how to apply INTASC, IPSB, CF, and readings to daily teaching or classroom, accurately and well but grateful for and using insights. Wants and desires a culture of respect, insight, and collaboration. Functions well in groups, often encouraging others. Aids the group leader in promoting collegiality and collaboration but is not the leader. Listens well.	Not much inclined to work with others. When encouraged, discovers that others may have a different perspective. Hardly a colleague; gives simple advice rather than listening and thoughtfully evaluating and responding. Views INTASC, IPSB, CF, and readings as minimal help to teaching. Teaches as once taught rather than draws upon insights of others. Inclined to work in isolation rather than in a culture of collaboration. Requires prodding to work in a group. Plans counter-statements while others speak instead of absorbing perspectives and insights. Talks rather than listens.	Not a colleague; works in isolation, not contributing to group. Unwilling to help others develop their ideas or solve teaching problems and questions. Disregards INTASC, IPSB, CF, and readings. Unwilling and unable to draw upon insights of others. Values own ideas only. Works in isolation if works at all. Indifferent to group process or product. Rarely talks except to demean, devalue, or deprecate. Does not listen; tells others how to think.

CALUMET COLLEGE OF ST. JOSEPH EDUCATION DEPARTMENT

Attachment 16



*Empowering Individuals
to Become Effective Educators*

CALUMET COLLEGE OF ST. JOSEPH

Professional Electronic Portfolio Assessment

Student Name: _____
 Phone number: _____ home
 _____ cell

Submission Date: _____

Resubmission Date: _____

Resubmission Date: _____

Observed by: _____

Date of first observation _____, 2008

*Required Documents	Other Possible Evidence
Current resume	Certificates – (Such as)
Education Philosophy	• Virtus
Letters of recommendations (2)	• Substitute Teaching
	• Awards

Required Documents submitted: Yes No

Date _____	First Actual Score _____	
Date _____	Resubmission Score _____	
Date _____	Resubmission Score _____	

Approved: _____

Signatures	Date
------------	------

Approved Score: _____

Passing Scores: 30 Student Teaching Portfolio 32 Licensure Portfolio

Need to Resubmit: _____

Signature	Date
-----------	------

Needs to be Resubmitted: _____

Signature	Date
-----------	------

Principle # 1

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

Element	Possible Evidence
Knowledge of Content	Resource references in lesson plan units
Use of Interdisciplinary Approaches when teaching content (may connect to literature, writing, arts)	Learning packets that demonstrate knowledge of content/skills Lesson plans, web sites, or outlines in which concept is clearly explained Research conducted in presentation for instruction Research on various theorist Lesson plans
Selects Content to Encourage Diverse Perspectives	Work from students showing cross-curricular understandings Evidence of student involvement in planning themes units Reference or feedback from colleagues in other disciplines
Selects Content to Encourage Diverse Perspectives	Materials used (written plans and unit) Selection of materials that incorporate positive images of any ethnic group, gender, etc. Journal reflections Selection of materials to break down stereotypes

Rubric:

4-Mastery:

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

3-Competent:

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

2-Standard:

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

1-Substandard:

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

Score:	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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Principle #2:

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

Element	Possible Evidence
Developmental Characteristics of Students	Case studies or observation notes
	Examples of differentiated curriculum
	Design materials and lesson plans
	Diagnostic tools used to get to know students
	Video or audiotapes with analysis
	Samples of checklist used to record developments
	Research/Reflection on theory of child development i.e. Piaget, Vygotsky, Reflected in lesson plan.
Activates Prior Knowledge and Experiences	Written lesson and unit plans
	Video and audiotapes with analysis
	Journal reflections
	Evidence of connections to real-life experiences to the “big picture”

Rubric:

4-Mastery:

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

3-Competent:

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

2-Standard:

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

1-Substandard:

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Score:	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
---------------	----------------------------	----------------------------	----------------------------	----------------------------

Principle #3:

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

Element	Possible Evidence
Teaching to Individual Abilities	Lesson plans demonstrating a variety of teaching strategies
	Feedback from support staff (special education, Title I, gifted education, etc)
	Journal entries
	Plans showing integration of multiple intelligences
	Learning centers or supplemental activities
	Samples of differentiated curriculum for select students
	Evidence of adaptations based on student's I.E.Ps
Selection of Resources to meet range of individual needs: Special education to Gifted	Evidence of implementation of diversity
	Materials listed in plans and unit
	Literary collections covering a wide variety of abilities
	Evidence of manipulatives and hands-on learning
Expectations for Learning and Achievement	Learning centers with specific objectives to challenge learners
	Objectives in plans demonstrating challenging material
	Student or parent interviews
	Journal reflections or observations

Rubric:

4-Mastery:

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

3-Competent:

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

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Score:	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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Principle #4:

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

Element	Possible Evidence
Selecting resources for general instruction	Resources listed on written plans and unit
	Study trip objectives matched to curriculum and student needs
	Unit plans: resource list and rationale
	Records of how materials were selected: your criteria
Best Practices: Multiple teaching strategies, active learning, modeling	Video or audiotapes with analysis
	Evidence of multiple intelligences in delivery of instruction and assessment
	Anecdotal observations of small group instruction or cooperative groups
	Use of learning centers or stations
	Explanation of grouping procedures used in the classroom
Student teacher role in the instructional process	Collection of pre-and-post test data to support teaching strategies used
	Journal reflections
	Video or audiotapes with analysis
	Evaluations from supervisors
	Demonstration of Bloom's taxonomy

Rubric:

4-Mastery:

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3-Competent:

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

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

Score: 4 3 2 1

Principle #5:

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

Element	Possible Evidence
Management of Transitions	Video or audiotapes with analysis
	Journal reflections
	Classroom map to demonstrate traffic flow and management of materials
	Management plan
	Procedures developed and how they are taught
Management of Time and Materials	Journal reflections
	Video or audiotapes with analysis
	Procedures for handling materials
Directions and Procedures	Written plans or procedures
	Management plan
	Video or audiotape with analysis
	Handouts from workshops with summaries/evidence of how this new knowledge was applied to the classroom
Pacing	Videotape and analysis
	Journal reflections
Performance of Non-Instructional Duties	Anecdotal or journal reflections
Positive climate for intrinsic motivation	Environmental print (display, bulletin boards, etc.)
	Documented opportunities for students to share with others
	Affective inventories with students
	Student or parent interviews
	Anecdotal observations of explicit community-building activities
	Videotapes and analysis
	Evidence of positive comments used routinely with students
Your beliefs about discipline	
Establishing Expectations and Behavior	Examples of rule-setting or clarifying experiences
	Evidence of consequences/rewards for behavior choices
	Videos, audiotapes, journal, reflections
Monitoring student behavior	Evidence of cooperative group social skills being taught and used
	Video, audiotapes, journal reflections
Response to student misbehavior	Recorded logs tracking individual behavior problems and responses
	Record keeping or notes to parents
	Comments from school support staff
	Videos, audiotapes, and journal reflections

Rubric:

4-Mastery:

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Score:	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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Principal #6:

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

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

Rubric:

4-Mastery:

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

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Score:	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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Principle #7:

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

Element	Possible Evidence
Purposeful learning activities based on essential skills/district curriculum	Proficiency statement or references in lesson plans and units
Short-and-Long-Term Planning	Lesson plans and unit plans
	Journal reflections
	Evidence of pre-test and references to prior learning to determine plans
	Planning charts or web sites i.e. Gantt charts
Lesson Plans: Monitoring and adjustment	Written expressions and/remedial plans
	Video or audiotapes with analysis, journal reflections
	Evidence of units/lesson plans that integrate one curricular goal with a goal from a different discipline (or a community project)

Rubric:

4-Mastery:

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

3-Competent:

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

2-Standard:

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

1-Substandard:

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

Score:	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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Principle #8:

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

Element	Possible Evidence
Variety of formal and informal assessment strategies	Student journal entries used for assessment
	Samples of teacher-made quiz/test/diagnostic tools
	Student rubrics for self-evaluation
	Samples of authentic/alternative assessments
	Collection of before/during/after samples showing student growth (student portfolios)
	Anecdotal records
Assessment data used in lesson planning/adjustments	Instructional decisions
	Pre-post test used to analyze instructional effectiveness
	K.W.L. charts and adjustments to plans
	Interpretations of data and adjustments made based on objectives being met
Evaluates criteria and feedback	Student journal and portfolios
	K.W.L. charts and adjustment plans
	Gantt Chart
	Written comments on students work
	Rubrics or assessment criteria
	Journal reflections
Recording and monitoring assessment data	Written evidence of regular assessments
	Use of computer for feedback or record-keeping
	Gradebook, spreadsheet, charts, graphs

Rubric:

4-Mastery:

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Score: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

Principle #9:

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

Element	Possible Evidence
Reflection to teaching	Journal reflections
	Analysis of video and audiotapes
	Evidence of personal goal-setting and subsequent results
Relationships with colleagues	Anecdotal observations from staff/administrators
	Evidence of leadership role within a teaching team
	Minutes and/or notes of successful team planning
	Material shared with colleagues
Professional growth	Articles/books read and subsequent application of knowledge
	Attendance at professional meetings and subsequent classroom application
	Active memberships in professional organization
	Examples of committee work
	Action research conducted within the classroom
	Articles written or presentations to faculty
Evidence of journal subscriptions	

Rubric:

4-Mastery:

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

3-Competent:

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

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Score: 4 3 2 1

Principle #10:

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

Element	Possible Evidence
Participation in School/District Events and Projects	Evidence of participation in extra curricular activities
	Involving students in community projects
	Civic involvement
	Handouts or artifacts from events
	Samples of materials prepared for meetings, classes, etc., in which a leadership role was assumed
Sensitivity to students needs and awareness of community resources	Contact with support services within or outside of the school
	Documented contact with community agencies
	Anecdotal observations from school staff
Respectful and productive communications with families	Communications with parents (formal and informal)
	Newsletter and invitations
	Family learning projects
	Materials prepared for parent conferences
	Innovative connections with families
	Feedback from parents
	Logs of parent contacts and subsequent actions

Rubric:

4-Mastery:

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

3-Competent:

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Score: 4 3 2 1

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT

Attachment 17



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph

Education Department

STUDENT TEACHING PLACEMENT CANCELLATION REQUEST

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

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

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

PART ONE: Placement Data.

Name of Student Teacher (please print): _____

Date of request for student teaching placement cancellation: _____

Regarding the Student Teaching Placement:

SchoolCorporation: _____

School Name: _____

Principal: _____

Cooperating/Mentor Teacher Name: _____

Grade (and/or Content Area): _____

Beginning Date for Student Teaching Experience: _____

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

