TABLE OF CONTENTS

Department of Education Directory ........................................................................................................ 3
Transition to Teaching Program Overview .............................................................................................. 4
Program Requirements ............................................................................................................................ 5
Elementary Program .............................................................................................................................. 6
Secondary/P-12 Program .......................................................................................................................... 8
Mission Statement .................................................................................................................................. 10
Conceptual Framework .......................................................................................................................... 11
General Program Requirements ............................................................................................................. 13
State Licensure Requirements ................................................................................................................ 14
Frequently Asked Questions .................................................................................................................. 15
General Information
Advisement .............................................................................................................................................. 18
Teacher Education Committee .............................................................................................................. 18
Grading System ....................................................................................................................................... 18
Financial Aid ......................................................................................................................................... 19
Transfer Credit from Other Institutions ............................................................................................... 19
Student Teaching Waiver ....................................................................................................................... 19
Course Extensions and Re-takes .............................................................................................................. 19
Candidate Disclosure Policy .................................................................................................................. 19
APA Format ............................................................................................................................................ 19
Academic Grievance Policy ................................................................................................................... 20
Academic Integrity ................................................................................................................................. 21
Field Experiences .................................................................................................................................... 23
Field Experience Placement Form .......................................................................................................... 24
Field Experience Observation Form ....................................................................................................... 25
Diverse Field Placement Information Form ........................................................................................... 26
Student Teaching Requirements
Student Teaching Application Process ................................................................................................. 27
Placement Information ............................................................................................................................ 28
Student Teaching Application ................................................................................................................ 33
Portfolio Information ............................................................................................................................... 38
INTASC Principles .................................................................................................................................. 39
Student Teaching Portfolio Assessment Rubric ....................................................................................... 40
Portfolio Evaluation ................................................................................................................................. 41
Student Teacher Evaluation .................................................................................................................... 42
<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Dr. Pamela Medows</td>
<td>765-998-5145</td>
<td>Director of TTT/Licensure Programs</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
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<td>Dr. Ben Hotmire</td>
<td>765-998-4312</td>
<td>Chair, Department of Education</td>
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<tr>
<td>Assistant Professor</td>
<td></td>
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<tr>
<td>Mrs. Kim Overbey</td>
<td>765-998-5286</td>
<td>Indiana Certification Licensure Testing</td>
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<tr>
<td>Director of Teacher Certification</td>
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<tr>
<td>Mrs. Carrie Meyer</td>
<td>765-998-4554</td>
<td>Director of Online Learning</td>
</tr>
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<td>Mrs. Leah Kimbrell</td>
<td>765-998-4132</td>
<td>TTT/Licensure Programs Advisor</td>
</tr>
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<td>Mrs. Shannon Shilts</td>
<td>765-998-5147</td>
<td>Department Support</td>
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<tr>
<td>Program Assistant</td>
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</table>
Transition to Teaching Program Overview

Transition to Teaching is a program designed for those individuals who have previously earned an undergraduate degree and wish to pursue a teaching career. It is a process by which one can obtain an Indiana teaching license after completing a required number of education courses. The Transition to Teaching program at Taylor University offers two tracks, an elementary and a secondary/P-12, in an online format.

Applicants must have a bachelor’s degree from an accredited institution. Candidates who meet all qualifications will be granted full acceptance into the program. Provisional status may be granted to those who are working to meet testing requirements.

The elementary program is designed for those individuals who wish to obtain a teaching license for grades K-6 and requires 24 hours of graduate level courses with 6 hours focused upon reading instruction. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.

The secondary program is designed for those individuals who wish to obtain a teaching license for grades 5-12 in a specific content area. In certain content areas (foreign languages and physical education), candidates can license in P-12. The secondary/P-12 program requires 18 hours of graduate level courses. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.
## TRANSITION TO TEACHING
### PROGRAM REQUIREMENTS

### Elementary Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>TTT 510</td>
<td>Introduction to the Education Profession</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 20-24 hours</td>
<td></td>
</tr>
<tr>
<td>TTT 520</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 12-15 hours of tutoring</td>
<td></td>
</tr>
<tr>
<td>SED 520</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: Teacher Interview</td>
<td></td>
</tr>
<tr>
<td>TTT 540</td>
<td>Mathematics in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 5-10 hours</td>
<td></td>
</tr>
<tr>
<td>TTT 551</td>
<td>Classroom Management for Elementary Teachers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 6-8 hours</td>
<td></td>
</tr>
<tr>
<td>TTT 560</td>
<td>Early Literacy Experiences and Assessments: K-3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 12 hours</td>
<td></td>
</tr>
<tr>
<td>TTT 565</td>
<td>Middle Childhood Literacy and Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 10 hours of tutoring</td>
<td></td>
</tr>
<tr>
<td>TTT 581</td>
<td>Elementary Methods</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 3-6 hours</td>
<td></td>
</tr>
<tr>
<td>TTT 590</td>
<td>Student Teaching (10 weeks full-time)</td>
<td>3</td>
</tr>
<tr>
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</tr>
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</table>

### Secondary/P-12 Program

<table>
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<tr>
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<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>TTT 510</td>
<td>Introduction to the Education Profession</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 20-24 hours</td>
<td></td>
</tr>
<tr>
<td>TTT 520</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 12-15 hours of tutoring</td>
<td></td>
</tr>
<tr>
<td>SED 520</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: Teacher Interview</td>
<td></td>
</tr>
<tr>
<td>TTT 535</td>
<td>Reading in the Content Area for Secondary Teachers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 3-6 hours</td>
<td></td>
</tr>
<tr>
<td>TTT 552</td>
<td>Classroom Management for Secondary Teachers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Field Experience: Principal/teacher interviews</td>
<td></td>
</tr>
<tr>
<td>TTT 555</td>
<td>Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience: 12-15 hours</td>
<td></td>
</tr>
<tr>
<td>TTT 590</td>
<td>Student Teaching (10 weeks full-time)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**Field Experiences:** Field Experience Placement locations and times are determined mutually between candidate and instructor. Field Experience Placement forms are to be signed by an appropriate school official to verify the field placement. Forms are then forwarded by the candidate to be placed in the candidate’s file in the Taylor University Education Department Office.
Transition to Teaching
Elementary Program

TTT 510 - Introduction to the Education Profession (3 hours)

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school, P-12, in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Assignments are commensurate with graduate level work. Includes 20-24 hours of field experience.

TTT 520 - Educational Psychology (3 hours)

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. The course includes a 12-15 hour field experience.

SED 520 - Exceptional Children (3 hours)

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Assignments are commensurate with graduate level work. Prerequisites: TTT 510 and TTT 520.

TTT 540 - Mathematics in the Elementary Classroom (3 hours)

TTT 540 is a content-methods course for elementary teacher preparation. The course is a study of number systems, operations, geometry, measurement, data analysis/probability, and state accountability requirements in math (NCLB). There is a special reference to teaching materials, laboratory methods and pedagogy, including classroom use of manipulatives and technology. Assignments are commensurate with graduate level work. Includes 5-10 hours of field experience. Prerequisites: TTT 510 and TTT 520.
TTT 551 – Classroom Management for Elementary Teachers (1 hour)

This course is designed to assist candidates preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes 6-8 hours of field experience. Prerequisites: TTT 510 and TTT 520.

TTT 560 - Early Literacy Experiences and Assessments: K-3 (3 hours)

This course is an examination of current methods, materials, and media used in teaching and assessing literature in a multicultural society. Literacy skills instruction and the development of literacy reading skills are studied in relationship to the total range of student needs. Topics include how language is acquired and developed, reading process, hierarchy of reading skills, technology to instruct and reinforce reading skills, and methods used to instruct reading. Assignments are commensurate with graduate level work. Includes a 12-hour field component. Prerequisites: TTT 510 and TTT 520.

TTT 565 - Middle Childhood Literacy and Assessment (3 hours)

This course is designed to examine current methods, materials, and media used in teaching literacy for grades 3-6 and to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assist reading problems of elementary school children in these grades. Teaching methodologies in language art and literature-based programs are addressed. Students prepare plans of correction for elementary school children’s weaknesses in reading. Assignments are commensurate with graduate level work. Includes a 10-hour tutoring component. Prerequisites: TTT 510 and TTT 520.

TTT 581 – Elementary Methods (2 hours)

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning and integration of elementary subject areas. Assignments are commensurate with graduate level work. Includes 3-6 hours of field experience. Prerequisites: TTT 510 and TTT 520.

TTT 590 - Student Teaching (3 hours)

Student teaching is a ten week full-time teaching experience under the supervision of public and/or private school and college personnel. Candidates will create lesson plans/units and gain experience using appropriate assessment and discipline strategies. A portfolio is required to obtain credit. A student teaching application should be submitted a full semester before the anticipated start date of the student teaching experience. All courses in the TTT program are to be successfully completed before candidates can be approved for student teaching.

The elementary licensure program has a statute limit of 24 credit hours.
Transition to Teaching
Secondary/P-12 Program

TTT 510 - Introduction to the Education Profession (3 hours)
A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school, P-12, in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Assignments are commensurate with graduate level work. Includes 20-24 hours of field experience.

TTT 520 - Educational Psychology (3 hours)
The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. The course includes a 12-15 hour field experience.

SED 520 - Exceptional Children (3 hours)
This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Assignments are commensurate with graduate level work. Prerequisites: TTT 510 and TTT 520.

TTT 535 – Reading in the Content Area for Secondary Teachers (2 hours)
Designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. Some field experience is required. Prerequisites: TTT 510 and TTT 520.
TTT 552 – Classroom Management for Secondary Teachers (1 hour)

This course is designed to assist candidates preparing for the secondary or P-12 classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. Prerequisites: TTT 510 and TTT 520.

TTT 555 - Secondary Methods (3 hours)

This course is designed for secondary education/P-12 candidates in the Transition to Teaching program. All aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments are discussed. Aspects of adolescent literacy are included. Content specific assignments are included. The course includes a 12-15 hour field experience. Prerequisites: TTT 510 and TTT 520.

TTT 590 - Student Teaching (3 hours)

Student teaching is a ten week full-time teaching experience under the supervision of public and/or private school and college personnel. Candidates will create lesson plans.units and gain experience using appropriate assessment and discipline strategies. A portfolio is required to obtain credit. A student teaching application should be submitted a full semester before the anticipated start date of the student teaching experience. All courses in the TTT program are to be successfully completed before candidates can be approved for student teaching.

The secondary/P-12 licensure program has a statute limit of 18 credit hours.
TAYLOR UNIVERSITY
DEPARTMENT OF EDUCATION

MISSION STATEMENT

The Taylor University Department of Education provides students with a rigorous professional preparation in the areas of elementary and secondary education. This occurs within a reflective framework of evangelical Christian values that integrates faith with liberal arts and professional training. Students will be equipped and empowered to have a profound influence on the educational growth of the students they teach in public, private and/or overseas school settings.

Realizing that the preparation of teachers is a university-wide responsibility, the Department of Education cooperates and collaborates with all other departments to ensure the development of high-quality general education and major fields of study. This comprehensive liberal arts curriculum structured within the general education requirements provides the foundation for subject-matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession.

Interwoven into the professional preparation program is the demonstration of excellence in teaching as well as the emulation of the servant-leader model by faculty. As a result, students will be equipped to meet the needs of a diverse, pluralistic, global community.
CONCEPTUAL FRAMEWORK OUTLINE

VISION: The Taylor University teacher education graduates will be competent, caring and reflective teachers prepared for world service.

MISSION: The Taylor University Department of Education will:

1. Provide candidates with rigorous professional preparation in the areas of elementary and secondary education.

2. Integrate faith and Christian values with liberal arts and professional training.

3. Cooperate and collaborate with all other departments to ensure the development of high-quality general education and major fields of study.

4. Demonstrate excellence in teaching as well as the emulation of the servant-leader model by faculty.

GOALS: The Taylor University teacher education candidates and graduates will meet the following goals:

1. To develop competency in personal qualities, general education, ethical and moral dispositions, subject matter, and professional skills.

2. To strive to become caring teachers who are learner-centered and respondents to the intellectual, social, emotional, and physical developmental needs of each student.

3. To become reflective teachers who are thoughtful individuals motivated to analyze a situation, set goals, plan and monitor actions, evaluate results and reflect on their own professional thinking.

4. To become equipped with the knowledge, understanding, performance skills, and attitudes for developing a global perspective that values and appreciates the contribution of a diverse student population in public, private, and/or international settings in the community for which they serve.

COMPETENCIES: The Taylor University teacher education candidates and graduates will demonstrate the following five primary competencies which are mastered through their integration of the academic and spiritual objectives of the university.

1. Personal Competencies: Teacher education candidates and graduates will develop those aspects of personality and interpersonal relationship skills that will enhance effective classroom teaching and contribute to society.

2. General Competencies: Teacher education candidates and graduates will exhibit knowledge of respect for and an application of the liberal arts as these relate to teaching, positive involvement in the world, and personal enrichment.
3. **Ethical Competencies:**
   Teacher education candidates and graduates will consistently use Christian and professional ethics and will demonstrate a caring commitment to self, the profession, and to the people with whom they work.

4. **Subject Matter Competencies:**
   Candidates and graduates of the teacher education program will demonstrate a level of proficiency in their chosen subject matter discipline that will allow them to be competent teachers of that discipline.

5. **Professional Competencies:**
   Teacher education candidates and graduates will understand and apply the reflective, factual, theoretical, and practical knowledge of the educational process as related to the specific academic level.
TRANSITION TO TEACHING
TAYLOR UNIVERSITY
GENERAL PROGRAM REQUIREMENTS

1. Complete the application process with all required information
   a. Fill out online application
   b. Submit official transcripts to Director of TTT
   c. Secure current (within the last year) criminal background check
   d. Submit ACT/SAT, GRE, or Praxis I scores
   e. Pay $100 application fee

2. Successfully demonstrate content area competencies
   In order to be fully accepted and proceed beyond TTT 510 and TTT 520, secondary/P-12 candidates with GPA's lower than 3.0 or pursuing licensure in a content area different from their undergraduate degree must pass their content area assessment. Secondary/P-12 candidates with at least a 3.0 GPA and an undergraduate major in their content area and elementary candidates take their content area assessment toward the end of their program.

3. Complete required courses

4. Maintain a 2.7 grade point average throughout the program and earn at least a C- in all coursework

5. Successfully complete the student teaching experience and the student teaching portfolio

TRANSITION TO TEACHING PERMIT

The TTT permit is a three-year, non-renewable permit available to candidates enrolled in a Transition to Teaching program and hired by a school corporation. CPR certification and suicide prevention training are requirements for this permit. If pursuing secondary or P-12 licensure in a content area other than their undergraduate degree, a candidate will be required to pass the content area test before qualifying for a TTT permit. Candidates need to be fully accepted and remain active in the program to retain their eligibility for this permit.
State Licensure Requirements

The Indiana Department of Education has established certain requirements in order to apply for a license.

**Content Area Assessment:** Subject assessments measure your content knowledge of the subject(s) you will teach. Both elementary and secondary/P-12 programs have content area tests.

A. Pearson content assessments taken after 05/31/14

B. Praxis II tests if taken by 05/31/14

**Pedagogy Assessment:** Elementary, secondary, and P-12 candidates must pass the Pearson pedagogy assessment in their developmental area before they can apply for their Indiana license.

**CPR Licensure Requirement**
Per Indiana Code 20-28-5-3(c), applicants applying for a TTT permit or an initial teaching license must have successfully completed training in:

- Cardiopulmonary resuscitation that includes a test demonstration on a mannequin,
- Removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver;
- Beginning July 1, 2011, the use of an automated external defibrillator (AED); and
- Hold a valid certification in each of these procedures from either the American Red Cross or the American Heart Association or other providers as approved by the department.

An initial teaching license is the first license issued to an applicant, regardless of content area or setting. Effective July 1, 2012, the requirements above must be met for all license and permit renewals. Applicants for initial licensure of any type and applicants for all renewals must show proof of valid CPR/AED/Heimlich certification.

**CPR-Heimlich Maneuver training may be delivered primarily online, but it must include a "hands-on" training/demonstration component with a mannequin.**

**Suicide Prevention Training**
Effective July 1, 2013, the department may not issue a TTT permit or an initial teaching license (includes instructional, student services and administrative licenses) at any grade level to an applicant unless the applicant shows evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide.

For additional information, contact any of the following:

Mrs. Kim Overbey, Director of Teacher Certification, kmoverbey@taylor.edu, 765-998-5286
Dr. Pam Medows, Director of Transition to Teaching, pmmedows@taylor.edu, 765-998-5145
Pearson Testing website: [http://www.in.nesinc.com/](http://www.in.nesinc.com/)
1. **Are there any grade point requirements for acceptance into the program?**
   Yes, applicants must have a bachelor’s degree from an accredited institution with a grade point average of 3.0 or above for full acceptance into the program. Provisional acceptance could be granted to candidates with a 2.5 to 3.0 grade point average. Candidates with a grade point average lower than 2.5 will be considered on an individual basis.

2. **Are there any test requirements for acceptance into the program?**
   For all candidates, full acceptance into the program requires submission of a nationally normed test (ACT/SAT, GRE, or Praxis I). Secondary/P-12 candidates may also need to demonstrate proficiency in their content area based upon their undergraduate GPA and major.

   *Provisional* acceptance may be granted, allowing students to enroll in their first two classes while meeting any test requirements.

   Each candidate will receive an audit which will clarify individual testing requirements.

3. **What is a Transition to Teaching permit, and am I eligible to receive one?**
   TTT permits are valid for three years and granted by the Indiana Department of Education. Candidates may be eligible for a TTT permit if they are hired by a school corporation, have been granted full acceptance (meeting GPA and testing requirements) into a TTT program, and are currently enrolled in at least one course.

4. **How many credit hours must I take?**
   Candidates must meet standards prescribed by the Indiana Department of Education. For the elementary program, candidates meet standards with 24 credit hours, and for the secondary/P-12 program, candidates meet standards with 18 credit hours.

5. **Does this program contain field experiences and student teaching?**
   Yes, the program contains several courses in which field experiences are mandatory requirements for the course. A full ten-week student teaching experience is required to complete the program.

6. **How long will it take to complete the program?**
   The program is designed to be flexible depending upon the individual candidate. The program could be completed in approximately one to two years if candidates are willing to commit time to the program.
7. **What content areas are available?**  
An elementary (K-6) grade program

Middle school programs (5-9) in the following areas:  
English Language Arts  Science  
Mathematics  Social Studies

Secondary programs (5-12) in the following areas:  
Business  Geographical Perspectives  Life Science  
Chemistry  Government and Citizenship  Mathematics  
Earth/Space Science  Health  Physical Science  
Economics  Historical Perspectives  Physics  
English Language Arts  Journalism  Psychology  
Chemistry  Government and Citizenship  Sociology

All-grade (P-12) in the following areas:  
Physical Education  
World Languages

8. **Do I need to maintain a grade point average in the program?**  
Yes, candidates must maintain a 2.7 grade point average and earn at least a C- in all coursework

9. **When do I apply for student teaching?**  
The candidate should apply a full semester before the anticipated start date of the student teaching experience.

   Application due date – Feb. 1  for an August-October placement  
   Application due date – Mar. 1  for an October-December placement  
   Application due date – Sept. 1  for a January-March placement  
   Application due date – Oct. 1  for a March-May placement

10. **How are student teaching placements made?**  
The candidate and the instructor of TTT 590 will work together to secure a placement that is appropriate for each individual situation.

11. **Are there additional fees for student teaching?**  
Candidates student teaching in Indiana are not assessed additional fees. If a candidate is student teaching out of state, there may be additional fees to cover supervision expenses.

12. **Can education courses taken at other institutions transfer into our program?**  
Yes, courses will be reviewed on an individual basis to see if they meet content criteria. Only courses with a grade of B or higher and taken within the last ten years can be considered.

13. **Can TTT 590 Student Teaching be waived?**  
Yes, if candidates have taught full-time in their licensure area for at least two years, it might be possible to waive student teaching. Documentation of effective teaching and administrative recommendations will be required. Substitute teaching and/or working as an instructional aide does NOT qualify for a student teaching waiver.
14. **Can I take a class during student teaching?**
No, student teaching is the capstone class in the program and must be taken only after all other classes are completed.

15. **What does the state of Indiana require for licensure?**
- Completion of an approved TTT program
- Passage of all required licensure tests
- Valid CPR certification
- Suicide-prevention training
- Submission of application and fee to the Department of Education
GENERAL INFORMATION

Advisement
Taylor University is committed to the success of its students, and advising is an important part of that process. As such, all students will be assigned an advisor to guide them through the program.

Teacher Education Committee
Faculty committees of Taylor University are given the responsibility to consider and formulate university policies and to make decisions with those policies. The members of the Teacher Education Committee are given the responsibility of overseeing the teacher education program which includes the Transition to Teaching program. As listed in the Taylor University Faculty and Administrative Staff Handbook, the duties of the Teacher Education Committee are the following:

1) recommend or establish policies regarding the teacher education program,
2) coordinate all aspects of the teacher education program,
3) recommend to the curriculum management committee any course changes affecting the teacher education program,
4) evaluate periodically the entire teacher education program and report to the academic policy committee,
5) administer standards of admission and retention in the teacher education committee,
6) work in concert with the Dean, School of Social Sciences, Education, and Business and report to the faculty.

Applications for admission to the student teaching program are reviewed by the director of the program. Recommendations from the director are presented to the Teacher Education Committee and formal admission to the student teaching program is determined by the Teacher Education Committee.

Grading System
The following grades and quality points are assigned to graduate students at Taylor University in calculating the GPA:

<table>
<thead>
<tr>
<th>Grade Meaning</th>
<th>Quality Points</th>
<th>Calculated in GPA</th>
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<tbody>
<tr>
<td>A Superior</td>
<td>4.00</td>
<td>Yes</td>
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<td>A-</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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</tr>
<tr>
<td>B Satisfactory</td>
<td>3.00</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Yes</td>
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<tr>
<td>C+</td>
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</tr>
<tr>
<td>WF Withdrawn/failing</td>
<td>0</td>
<td>Yes</td>
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Financial Aid
Transition to Teaching students may be eligible to borrow money through the Federal Direct Stafford Loan program to help with the costs of the TTT program. Taylor University follows federal laws and regulations concerning financial aid. Students interested in financial aid should contact the Financial Aid Office at 765-998-5441.

Transfer Credit from Other Institutions
Students seeking admission to the Transition to Teaching program may have course credits that are applicable to the program, which will be determined by the initial transcript audit. Only courses with a grade of B or higher and taken within the last ten years can be considered.

Student Teaching Waiver
Some candidates may be or have been employed as classroom teachers; therefore, the director has the authority to waive student teaching based upon at least two years of experience, positive teacher evaluations, and recommendations from administration. It will be the candidate’s responsibility to provide documentation of successful classroom experience. Substitute teaching and/or working as an instructional aide does NOT qualify to waive student teaching.

Course Extensions and Re-takes
A student is eligible for one 4-month extension per course. The fee for a 4-month extension is $250. Extension requests and payment of the fee must be received prior to the due date of the course. If a course is not completed within the original enrollment period and the student does not request an extension, or if a student cannot complete the course by the end of the extension period, a grade of “F” is issued.

Students are allowed only one opportunity to re-take a course. Students have the option of re-enrolling in the course and, while the old course and grade remain on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics.

Candidate Disclosure Policy
Candidates in teacher education courses are required to self-report in writing any criminal legal proceeding in which the candidate is involved. Moreover, after being accepted into the TTT program, the program participant must also self-report in writing any criminal legal proceeding in which he/she becomes involved. The self-report should be submitted to the Director of TTT. For purposes of this policy, a “criminal legal proceeding” means an arrest or conviction for a criminal offense of any kind. A self-report pursuant to this policy must be made as soon as the candidate or program participant becomes aware of the criminal legal proceeding. Failure to self-identify as required by this policy may result in consequences deemed appropriate by the university including, but not limited to, immediate removal from the TTT program.

APA Format
All written materials submitted for professional education courses must use the guidelines of the Publication Manual of the American Psychological Association (APA). These guidelines include production of text as well as documentation of print and electronic sources.
ACADEMIC GRIEVANCE PROCEDURE FOR STUDENTS

Academic Grievance and Grade Changes
Procedures have been established to provide fair process of any academic complaint registered by a student. These procedures are part of the University’s commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a student. The first step for students who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the student should discuss the issue with the Taylor University Online office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an extension) are initiated by the student with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for the course (exam or lesson).

Program Withdrawal
The withdrawal process requires the student to provide Taylor University Online with written notification. The date of withdrawal is the date on which the letter, fax, or email notification of withdrawal is received by Taylor University Online. Once withdrawn, the student must submit the readmission form should they desire to reenter the degree program. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Program withdrawal will occur automatically for any student not actively enrolled in at least one course per year.

Readmission Procedure
Students who wish to reenter the TTT program must submit an updated application for acceptance. If changes are made to the program while the student is withdrawn, the student will be required to follow the catalog for the year of re-admittance. Students will be subject to the current tuition rate at the time of readmission.
ACADEMIC INTEGRITY

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student’s academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student’s work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to the Office of the Provost and the Office of Student Affairs. Departments and/or professors may have discipline- or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else’s ideas, language, or other (not common-knowledge\(^1\)) material without giving appropriate credit to the source.\(^2\)

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer’s feedback, and plagiarism: collaboration and getting feedback on one’s own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor, and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (i.e. brainstorming with other classmates for ideas). Writer’s feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is not plagiarism. However, having a peer make changes to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Some examples of plagiarism:
1. Not giving credit to the original source—electronic or print
2. Copying passages or phrases without attributing them
3. Not using quotation marks where needed
4. Having a peer alter the paper for the student
5. Downloading a paper electronically from a web source or from another student
6. Intentionally aiding another student’s act of plagiarism

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\(^1\)Common knowledge means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

Policy: All major acts of plagiarism must be reported by the faculty to the Office of the Provost and the Office of Student Affairs. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both Academic Affairs and Student Affairs and will be viewed and used solely by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in Academic Affairs’ and Student Affairs’ offices will be destroyed along with all other student records according to their respective policies.

Best practices for avoiding plagiarism\(^3\):

Students will avoid plagiarism by learning:
1. how to summarize and paraphrase appropriately.
2. how to give appropriate acknowledgement of all sources and ideas, even when what is appropriate may change depending on the discipline.
3. to contact the faculty member whenever they are unsure about appropriate acknowledgement of sources or ideas.

Faculty will teach students how to avoid plagiarism by:
1. including a plagiarism statement in course syllabi and discuss that statement with students (in all appropriate courses).
2. teaching the requirements and procedures for properly citing sources within the discipline.
3. modeling recognition of sources whenever appropriate on materials you obtained from another source (e.g., handouts, any image or text you put on PowerPoint).
4. trying to create assignments that make it unlikely that students would plagiarize.

Administrators will encourage a climate of academic integrity by:
1. publicizing all policies related to academic integrity, including ethical research, copyright practices, special internet issues, and plagiarism.
2. providing adequate support services for students who need extra help in learning how to conduct academic research (Zondervan Library, Academic Enrichment Center, and Writing Center).
3. providing opportunities for students to discuss plagiarism issues.

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FIELD EXPERIENCES

Field experiences with all students are considered a vital part of teacher preparation. In both the elementary and secondary/P-12 TTT programs beginning with the first professional education class (TTT 510) and continuing throughout both programs, field experiences are required. The culmination of these field experiences occurs with a ten-week, full-time student teaching experience. During the student teaching experience, a candidate is expected to assume the total responsibilities of a classroom teacher.

Field Experience Forms
Candidates are required to submit various forms for each field experience. The forms are to be completed by the candidate and electronically forwarded to the TTT professor and Kim Overbey (kmoverbey@taylor.edu). The form will be placed in the candidate’s file.

Diverse Field Placement Information
Candidates are required to submit a Diverse Field Placement Information Form for each field experience. The form is to be completed by the candidate from school demographic data. The form is to be electronically forwarded to Kim Overbey. The form will be placed in the candidate’s file in the TTT office at Taylor University. The student teaching course instructor will review the previous diverse field placement settings to help select an appropriate student teaching setting to ensure a candidate’s opportunity to work with students in diverse school settings.

Appearance Reflects a Professional Image
Since teachers are highly visible to students and to the general public, they are expected to be dressed professionally. Some school districts have dress codes for their teachers. Taylor University students who are pursuing teaching licenses must also be prepared to function as teachers, which means they must behave, dress and carry their responsibilities in an appropriate manner.

To maintain and promote these essentials, Taylor University students seeking a license to teach are expected to know and adhere to the following guidelines while visiting public or private schools at any time during field experiences.

What is Appropriate?
1. Dress in a manner consistent with responsibilities
2. Dress in a manner that communicates to others pride in personal appearance
3. Dress in a manner that does not cause ill-feelings to others in the school
4. Be groomed in such a way that dress, hair style or jewelry does not disrupt the education process or cause a health or safety hazard
5. Dress in accordance with host school requirements
TRANSITION TO TEACHING
Field Experience Placement

This form is to verify the field experience request by the teacher education student. The student will not proceed with observation requirements in the classroom prior to the signing of this form.

_________________________ has been assigned to a classroom to observe interaction and activities as a field experience requirement for _________ hours.

_________________________ School Official’s Signature

_________________________ Date

_________________________ Title

_________________________ Printed School Corporation Name

_________________________ Classroom Teacher’s Name

_________________________ Grade Level

Note: Student must return this form to the TTT professor and Kim Overbey (kmoverbey@taylor.edu)
12/18
TRANSITION TO TEACHING
Field Experience Observation

Candidate: ____________________________  TTT Course: ________________________________

School: ________________________________  Date: ________________________________

Time: ________________  Grade/Subject: ____________  Number of students: ____________

Dominant Activity: ________________________________

5—Outstanding  4—Above Average  3—Average  2—Below Average  1—Unsatisfactory  NA—Not Applicable

<table>
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<tr>
<th>Element Observed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates care/concern for students</td>
<td></td>
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<tr>
<td>2. Dresses appropriately</td>
<td></td>
</tr>
<tr>
<td>3. Uses appropriate grammar and vocabulary</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates appropriate written skills</td>
<td></td>
</tr>
<tr>
<td>5. Displays enthusiasm in voice and gestures during lesson or activity</td>
<td></td>
</tr>
<tr>
<td>6. Prepares adequate plans for activity or lesson</td>
<td></td>
</tr>
<tr>
<td>7. Utilizes time, materials, ideas, and physical environment effectively</td>
<td></td>
</tr>
<tr>
<td>8. Presents activity or lesson in well-organized sequence</td>
<td></td>
</tr>
<tr>
<td>9. Gives directions clearly and checks for student understanding</td>
<td></td>
</tr>
<tr>
<td>10. Monitors student performance throughout activity or lesson</td>
<td></td>
</tr>
<tr>
<td>11. Demonstrates knowledge of subject matter</td>
<td></td>
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<tr>
<td>12. Responds appropriately to student questions</td>
<td></td>
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<tr>
<td>13. Stops student misconduct appropriately</td>
<td></td>
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<tr>
<td>14. Uses sufficient wait time during questions</td>
<td></td>
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<tr>
<td>15. Asks questions that require higher order thinking skills</td>
<td></td>
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</tbody>
</table>

Additional Comments: (Please conduct a debriefing session with the candidate after each observation.)

This observation form is to be completed by the supervising classroom teacher, and the candidate will return this observation form to the TTT course instructor. For electronic observation, this form will be completed by the TTT course instructor. Feedback will be provided to the candidate for all observations.

12/18
TRANSITION TO TEACHING
Diverse Field Placement Information

Candidate: ___________________________ TTT Course: ___________________________

P-12 School: ___________________________ Date: ___________________________

Elementary: ☐ Middle School: ☐ Secondary School: ☐
(Please check appropriate school setting)

School Address: ___________________________ City: ___________________________ Zip: __________

Candidates are to complete the following information concerning the demographics of the field experience school setting. Use percentages of the student population for the school setting data.

Total number of students in the school: _______________

**Gender**
- Male: _____ %
- Female: _____ %

**Racial Composition**
- White: _____ %
- Hispanic: _____ %
- African-American: _____ %
- Native American: _____ %
- Asian: _____ %
- Other: _____ %

**Socio-economic Composition**
- Free Lunch: _____ %
- Reduced Lunch: _____ %

**Special Needs Composition**
- Special Education: _____ %
- ENL (non-English speakers): _____ %

Return this form to:
Taylor University
Education Department
ATTN: Kim Overbey
236 W. Reade Ave.
Upland, IN 46989-1001
Fax: 765-998-4313
kmoverbey@taylor.edu
12/18
Transition to Teaching Student Teaching Requirements
Student Teaching Application Process

1. Application initiated by student at least one full semester prior to student teaching according to the following schedule:

   Application due date – Feb. 1 for an August-October placement
   Application due date – Mar. 1 for an October-December placement
   Application due date – Sept. 1 for a January-March placement
   Application due date – Oct. 1 for a March-May placement

2. Application sent to the Director of TTT

3. Director of TTT reviews candidate’s progress in the program and presents application to the Teacher Education Committee for approval

4. Instructor of TTT 590 contacts the student to discuss placement options

5. Student notified of the placement for the ten-week student teaching experience

6. Student completes portfolio during the student teaching experience
STUDENT TEACHING PLACEMENT INFORMATION

Placements

Candidates will have a 10-week student teaching placement at their developmental level (K-6, 5-12, or P-12). Secondary and P-12 candidates will also be placed in their specific content area. All candidates will be observed by a university supervisor.

Placement Policy

Candidates will be assigned to schools that are conveniently located and to mentors who are qualified, licensed teachers. Every effort to accommodate candidates’ requests will be made but it must be noted that the schools/districts, in cooperation with Taylor University, make the final decisions for placements. Preferred placements would be in schools that do not employ close relatives or educate the candidates’ children, but exceptions may be made on an individual basis.

Attendance

Professionalism is a major goal of the student teaching program at Taylor University. It is essential that student teachers be instructed in those areas that the profession deems important. The issues of attendance and punctuality are among those criteria of professionalism. It is believed that teachers should be punctual and meet the needs of both students and administration by their daily attendance. Therefore, attendance and punctuality of student teachers are areas of prime concern to all supervisory personnel involved with the student teaching experience. While illness may occur, the student teacher is advised to use absences only in an emergency. If you are sick and will be absent from school, contact your classroom supervisor and university supervisor immediately to notify them of your absence. Personal business is not an appropriate reason for a student teaching absence. Exceptions require prior approval from the course instructor. Exceptions will not be granted on the day prior to, nor the day following a regularly scheduled closing of the school. It is imperative that the student teacher effectively communicates with the classroom supervisor concerning any absence.

Appearance Reflects a Professional Image

Since teachers are highly visible to students and to the general public, they are expected to be attired in a professional manner. In fact, some school districts have dress codes for their teachers. Transition to Teaching candidates who are pursuing teaching licenses must also be prepared to function as a teacher, which means they must behave, dress and carry their responsibilities in a proper manner.

To maintain and promote these essentials, Taylor University students seeking license to teach are expected to know and adhere to the following guidelines while visiting public or private schools at any time during field experiences.

1. Dress in a manner consistent with responsibilities
2. Dress in a manner that communicates to others pride in personal appearance
3. Dress in a manner that does not cause ill-feelings to others in the school
4. Be groomed in such a way that your dress, hair style or jewelry does not disrupt the education process or cause a health or safety hazard
5. Dress in accordance with host school requirements
Confidentiality

When including student work and reflections in the portfolio, the candidate will use pseudo-names and identify as such, or use the words teacher(s) and student(s) when referring to classroom teachers and/or students. Photos of students must be treated with caution – only photos that do not allow identification of the student should be used. School location and/or name of school shall not be indicated. Guidelines for confidentiality are clearly defined in the Family Educational and Privacy Act (FERPA) of 1974. Confidentiality must be maintained when using any written artifacts or any oral communication.

Guest-Host Relationship

The Taylor University Department of Education works with a large number of school corporations each year in connection with field experiences as well as supervised internships. In each instance, students are placed in a particular school corporation because that corporation has invited pre-service teachers to the corporation and has agreed to work cooperatively with university personnel in a particular segment of the teacher education program.

Teacher education students participating in field experiences, university supervisors and other personnel from Taylor University who are invited into schools are always there as guests of the host corporation.

Each school corporation with which the University has a working relationship maintains individual regulations, procedures, instructional practices, professional philosophies, and personal and professional expectancies with regard to teachers and students in teacher education working in that corporation. University representatives, as invited guests of each corporation, are requested to function within the guidelines of each individual corporation.

A teacher education student enrolling in a field experience should understand that he/she is in that school corporation as a guest of that corporation. Further, the acceptance of such an assignment by the pre-service student indicates: (1) an understanding of this guest/host relationship; and (2) an understanding that pre-service students are expected to abide by the regulations, procedures, instructional practices, and professional and personal expectancies of the particular corporation in which the student has been assigned.

Work Stoppage

In order to successfully provide quality student teaching experiences for Taylor University candidates, it is important to maintain harmonious relations with both the administration and faculty of any school district in which student teachers are placed. Therefore, the following policy is in order:

When a disruption of normal activities occurs due to teacher strikes, or similar job action, in a school where Taylor student teachers are placed, those student teachers shall not be present at that school until after the conflict is resolved. During the period of disruption, alternate placements may be assigned. Whenever possible, advance notice of impending job actions should be given to the Taylor University supervisor or Director of the TTT program. If any strike or job action is not resolved in a reasonable length of time, the Director of the TTT program will have the option of reassigning the student teacher to another school district.
Substitutes

It is the position of Taylor University that student teachers should, at all times, be under the supervision of competent professional personnel (i.e., the classroom supervisor, a licensed substitute teacher and the building principal). Under certain circumstances, a student teacher may be allowed to be the substitute teacher in their student teaching classroom and to receive pay for that service.

Corporal Punishment

Since a student teacher is an intern in the profession and may or may not have the legal status of a classroom teacher:

A. A student teacher will not administer corporal punishment regardless of school policy, and
B. A student teacher can administer discipline only as outlined by the classroom teacher and as approved by the policies of the building principal.

SUPERVISING TEACHER GUIDELINES

Before beginning the student teaching experience, our student teachers have received instruction in such areas as planning, organization, classroom control, etc. An admonition to the student teacher to be firm and fair to students is an abstract concept. In short, the student teacher is a novice in the profession. Only through proper supervision in the classroom and having an opportunity to experience success and failure is the student teacher able to establish a workable philosophy of education. Also, in the learning process, the student teacher is reliant on the classroom teacher for support and direction in classroom control. This requires competent and continued supervision by the classroom teacher, especially during the early weeks of the first experience.

Competent supervision does not mean that the supervisor is constantly in the classroom with the student teacher. It generally does mean that the supervisor is in the building, is available to the student teacher and knows what is happening in the classroom. It is our belief that competent supervisors should be able to leave the classroom for increasingly longer periods of time as the student teacher becomes more competent and confident.

Responsibilities for supervision of students in activities outside the classroom are probably more difficult for a student teacher than in classroom teaching. Therefore, special consideration must be given to the supervision of the student teacher in situations such as playground duties, gymnasium supervision, certain extracurricular activities or swimming pool supervision. It is our policy that the student teacher should not be asked to supervise such activities in the place of a supervising teacher. Supervision of such activities by a student teacher should be in cooperation with or under the supervision of his/her supervising teacher.

Competent supervision is the secret to success in developing teachers for future generations. Teaching excellence in the classroom does not necessarily mean excellence in supervision. The ideal supervisor is an excellent teacher who is also a skilled mentor. Attributes of a classroom supervisor include: thorough planning skills, innovativeness, organizational skills, strong communication skills, ability to guide without rigidness, interest in promoting the profession, cooperativeness, and a commitment to lifelong learning.

It is the intent of Taylor University to acquire the best possible supervisors for its student teachers. The university will accept as supervisors, those who have:
certification in the area(s) of their teaching assignment
(2) at least two - three years successful teaching experience,
(3) the recommendation of the administrator.

Gradual Induction Model

To enable a student teacher to become a part of the educational process in the school, it is suggested that the supervising teacher:

A. Involve the student teacher immediately in such tasks as attendance, construction of bulletin boards, individual instruction, records, etc.

B. Gradually move the student teacher from observer/participant to teacher. Approximately halfway through the experience, the student teacher should be carrying a full teaching load. It will be to the student teacher's advantage to have at least two to three weeks of full-time teaching.

C. Within the last week of the experience, the supervising teacher will begin to resume direct teaching responsibilities.

It is recognized that each student teacher is different and may not fit the program described above. It is hoped that the foregoing program is sufficiently flexible, and that the supervising teacher in cooperation with the university supervisor can prescribe a program that will allow maximum growth for the student teacher.

Additional ways in which the supervising teacher can assist the student teacher are:

1. Provide INFORMATION on school policies, classroom management, pupils, and available materials.

2. Discuss STRENGTHS AND WEAKNESSES during the routine conference period.

3. Check LONG-RANGE AND DAILY LESSON PLANS in advance (long-range at least one week in advance and daily plans at least three days).

4. Provide OPPORTUNITIES TO TRY a variety of teaching methods, materials and approaches to discipline. This should be kept within reason and meet with your approval.

5. Provide PARTIAL RESPONSIBILITY IMMEDIATELY, such as checking attendance, preparing teaching materials and helping individuals or groups of students.

6. Give the student teacher FULL RESPONSIBILITY for a class as soon as readiness to manage is evident, gradually adding classes as confidence is gained. After acquiring a full load, the student teacher should maintain that responsibility for several weeks or for a period of time deemed suitable to the classroom and university supervisor.

7. Encourage ATTENDANCE AT EXTRA-CURRICULAR ACTIVITIES in which the school is involved. However, because of insurance regulations, at no time is a student teacher permitted to drive a car in which a public school pupil is a passenger.

Supervising teachers can help us maintain a professional student teaching experience by the following:

1. DO NOT EXCUSE THE STUDENT TEACHER FROM CLASSROOM RESPONSIBILITIES FOR ANY REASON EXCEPT ILLNESS. This APPLIES TO LEAVING BEFORE SCHOOL IS DISMISSED FOR VACATIONS. If circumstances warrant absence for any reason other than illness, the course instructor will grant permission to do so.

2. INFORM the university supervisor of problems before they become serious.

3. Complete the student teaching MID-WAY EVALUATION FORM (a copy is included in the supervising teacher packet or can be provided by the student teacher) about halfway through the
student teaching experience. This form should remain in the notebook and should point out any strengths and weaknesses, giving the student teacher an opportunity TO IMPROVE before the FINAL EVALUATION. The FINAL EVALUATION becomes a part of the teacher candidate's credential file. This form will be delivered to you by the university supervisor toward the end of the student teaching period.

**Evaluation**

A continuous evaluation of the student teacher's progress is essential. This means that evaluation should help the student grow now, as well as provide ideas, attitudes and techniques which will help him/her to continue growing when no longer a student teacher. Evaluation should be a continuous and multifaceted process. A variety of evaluation opportunities such as the following may be used:

A. Daily conferences with the student teacher  
B. Planned conferences  
C. Written evaluation of lesson plans  
D. Conferences with the university supervisor  
E. Three-way conferences

Each student teacher will be formally evaluated by the supervising teacher twice. The first evaluation will be midway through the experience. To enable the student teacher to obtain maximum growth, it is suggested that the supervisor and the student teacher complete this evaluation together. The student teacher will retain the midway evaluation in his/her notebook for easy reference. The final evaluation form will be delivered to the supervising teacher by the university supervisor near the end of the experience. When completed the final evaluation will be returned to Taylor University by mail to become part of the student’s permanent file.
# TRANSITION TO TEACHING

## Student Teaching Application - Elementary

### GENERAL INFORMATION

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<th>Information</th>
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<td>Phone</td>
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<tr>
<td>Email</td>
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<tr>
<td>Advisor</td>
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</table>

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

E-Signature: ___________________________ Date: ________________

### ACADEMIC RECORD

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
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<tr>
<td>TTT 520</td>
<td>Educational Psychology</td>
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<tr>
<td>SED 520</td>
<td>Exceptional Children</td>
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<tr>
<td>TTT 540</td>
<td>Mathematics in the Elementary Classroom</td>
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<td>TTT 551</td>
<td>Classroom Management for Elementary Teachers</td>
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<td>TTT 560</td>
<td>Early Literacy Experiences and Assessments: K-3</td>
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<td>TTT 565</td>
<td>Middle Childhood Literacy and Assessment</td>
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<td>TTT 581</td>
<td>Elementary Methods</td>
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<tr>
<td>TTT 590</td>
<td>Student Teaching</td>
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</table>

Transition to Teaching Cumulative GPA to date: ________________
**GENERAL INFORMATION**

Name: 

Address: 

Phone: __________________________ Email: __________________________

Advisor: __________________________

Major: __________________________

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

E-Signature: __________________________ Date: __________________________

**ACADEMIC RECORD**

Undergraduate Degree: 

University Issuing Degree: 

Date of Degree: __________________________ GPA (Undergrad degree): __________________________

Professional Education Hours: Record the date of course completion or date course is to be taken.

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<th>Course Code</th>
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<tr>
<td>TTT 510</td>
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<tr>
<td>SED 520</td>
<td>Exceptional Children</td>
</tr>
<tr>
<td>TTT 535</td>
<td>Reading in the Content Area for Secondary Teachers</td>
</tr>
<tr>
<td>TTT 552</td>
<td>Classroom Management for Secondary Teachers</td>
</tr>
<tr>
<td>TTT 555</td>
<td>Secondary Methods</td>
</tr>
<tr>
<td>TTT 590</td>
<td>Student Teaching</td>
</tr>
</tbody>
</table>

Transition to Teaching Cumulative GPA to date: __________________________
AUTOBIOGRAPHICAL INFORMATION
PLACEMENT PREFERENCES

Name: ____________________________

Semester preference:  □ First half FALL (August – October)  □ Second half FALL (October – December)
□ First half SPRING (January – March)  □ Second half SPRING (March – May)

School preference:
(Please leave blank if no preference)

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

Grade Level preference: ________________

Any special circumstances that contribute to placement preference (please describe below):

Requests are subject to acceptance by the school.
A preferred placement would be in a school that doesn’t employ close relatives or educate the candidate’s children, but exceptions may be made on an individual basis.
The development of a professional portfolio has become increasingly important in the field of education for teachers of tomorrow. School systems and state departments of education are considering portfolio development as a major component of initial, as well as continuing, licensing for classroom teachers.

As part of this professional development, Taylor University Transition to Teaching candidates are required to develop a portfolio, which encompasses documentation of professional growth. The portfolio is a selection of artifacts and reflective entries representing professional experiences, competencies and professional growth. The portfolio facilitates the development of reflective thinking in all aspects of teaching and student learning. The responsibility of this documentation is upon the student. A portfolio will be completed as a portion of the student teaching experience.

The student teaching portfolio is an electronic portfolio. A portfolio template will be established by the candidate as a portion of the student teaching class. The template will be on Taylor University’s blackboard program. Directions for the portfolio process will be provided by the instructor of TTT 590 when the candidate applies for the student teaching course.

When including student work, photos, and reflections in the portfolio, the candidate will use pseudo-names and identify as such, or use the words teacher(s) and student(s) when referring to classroom teacher(s) and/or student(s). School location and/or name of school shall not be indicated. Guidelines for confidentiality are clearly defined in the Family Educational and Privacy Act (FERPA) of 1974. Confidentiality must be maintained when using any written artifacts or any oral communication.

The student teaching portfolio is based upon the INTASC (Interstate New Teacher Assessment and Support Consortium) Principles. These were created as model standards for the beginning teacher’s licensing and development. In August 1994, the Indiana Professional Standards Board made the decision to adopt performance-based standards articulating what beginning educators should know and be able to do as the basis for revising the rules for preparation and licensure of education professionals in Indiana.

The ten INTASC statements are the principles underlying essential performances for all beginning teachers, regardless of their specialty area. They are specifically intended to address behaviors that constitute what entry-level teachers need to demonstrate. All entries must be word-processed. For each principle, “The teacher” is the university student, and not a university professor or classroom teacher. Artifacts are drawn from a variety of classes, educational forums, field experiences, and student teaching.
The InTASC Model Core Teaching Standards

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

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

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

Content Knowledge
*Standard #4: Content Knowledge*
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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

Instructional Practice
*Standard #6: Assessment*
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

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

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

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

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

The following rubric will be used to assess each of the elements in your student teaching portfolio. Each element will be assessed and scored. A total score will be compiled to determine the overall student teaching portfolio assessment. The portfolio must be assessed at a satisfactory level or greater to obtain credit for student teaching. All elements of the portfolio must be completed prior to assessment of the portfolio.

Outstanding: (4)
Artifacts have significant substance and meaning and irrefutably support the standard. Introductions, explanations and reflections provide significant information and exceptional insight about teaching, learning, and professional growth. Narratives reflect clear organization and topics are addressed succinctly. The writing reflects maturity and is free of mechanical errors.

Commendable: (3)
Artifacts are credible and support the standard. Introductions, explanations and reflections are respectably informative and provide adequate insight about teaching, learning, and professional growth. Narratives are organized but less clear. The writing reflects maturity with only a few mechanical errors.

Satisfactory: (2)
Artifacts are meaningful and adequately support the standard or category. Introductions, explanations and reflections are somewhat informative and provide adequate insight about teaching, learning and professional growth. Narratives have adequate organization. The writing reflects some maturity but there are more than a few mechanical errors.

Unsatisfactory: (1)
Artifacts lack substance, having little meaning, and do not provide adequate support for the standard or category. Introductions, explanations, and reflections provide little information and lack insight about teaching, learning, and professional growth. Narratives do not reflect adequate organization and the topic is not adequately addressed. The writing does not reflect maturity and many mechanical errors are present.
# Taylor University Department of Education
## Transition to Teaching Portfolio Evaluation

**Student Name:**
**Evaluator:**
**Date:**

**Scoring:**
- **O = 4** Outstanding
- **C = 3** Commendable
- **S = 2** Satisfactory
- **NI = 1** Needs Improvement

Enter the number in the score column and include appropriate comments.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. KNOWLEDGE OF SUBJECT MATTER Unit Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. LESSON PLANS Copies of three consecutive plans</td>
<td></td>
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</tr>
<tr>
<td>3. PERSONAL ANALYSIS Lesson plan analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. P-12 STUDENT LEARNING Documentation of Student Learning</td>
<td></td>
<td></td>
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<tr>
<td>5. SPECIAL ACCOMMODATIONS Student Assessment Documentation</td>
<td></td>
<td></td>
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<tr>
<td>6. TECHNOLOGY Artifact Showing Technology Integration</td>
<td></td>
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<tr>
<td>7. COLLABORATION/COMMUNICATION Artifact Documenting Collaboration</td>
<td></td>
<td></td>
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<tr>
<td>8. CLASSROOM MANAGEMENT and DISCIPLINE PLAN</td>
<td></td>
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<tr>
<td>9. VIDEO RECORDING Analysis of Video Recording</td>
<td></td>
<td></td>
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<tr>
<td>10. REFLECTIVE JOURNAL ENTRIES Three – five entries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

ALL ARTIFACTS MUST BE INCLUDED TO RECEIVE A SATISFACTORY SCORE!
Directions:
The Final Evaluation is to be completed near the end of the student teaching experience by the cooperating teacher.

Circle your evaluation of the student teacher in each specific category. Rate the student teacher in terms of expectations for a competent entry-level teacher. Please also complete the narrative section of the evaluation.
## Rubric Title:

Spring 2019 Student Teaching Final Evaluation

### Mapped standards:

- 

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## Rubric Structure

<table>
<thead>
<tr>
<th>Elements</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PLANNING AND PREPARATION: Demonstrating Knowledge of Content and Pedagogy. Knowledge of content, prerequisite relationships, and content-related pedagogy. (InTASC 4, 5, 7)</td>
<td>Candidate demonstrates little, to know knowledge of subject matter, relationships of ideas, and associated instructional pedagogy for the teaching assignment.</td>
<td>Candidate demonstrates a basic knowledge of subject matter, relationships of ideas, and associated instructional pedagogy for the teaching assignment. Some knowledge is lacking.</td>
<td>Candidate demonstrates a thorough knowledge of the subject matter, relationships of ideas, and associated instructional pedagogy of the teaching assignment.</td>
<td>Candidate demonstrates excellent knowledge of the subject matter, with deep development of the relationships of ideas, and associated instructional pedagogy of the teaching assignment.</td>
</tr>
<tr>
<td>2. PLANNING AND PREPARATION: Demonstrating Knowledge of Students. Knowledge of characteristics of age group, students' varied approaches of learning, students' skills and knowledge, and students' interests and cultural heritage. (InTASC 1, 2)</td>
<td>Candidate frequently errors and struggles to understand how to develop instructional materials and learning opportunities that are appropriate to the group of students based on students’ age, attention span, cognition, learning preferences, interests, socialization, and maturity level.</td>
<td>Candidate inconsistently develops instructional materials and learning opportunities that are appropriate to the group of students based on students’ age, attention span, cognition, learning preferences, interests, socialization, and maturity level.</td>
<td>Candidate develops instructional materials and learning opportunities that are appropriate to the group of students based on students’ age, attention span, cognition, learning preferences, interests, socialization, and maturity level.</td>
<td>Candidate develops instructional materials and learning opportunities that are appropriate and differentiated to the group of and individual students based on students’ age, attention span, cognition, learning preferences, interests, socialization, and maturity level.</td>
</tr>
<tr>
<td>3. PLANNING AND PREPARATION: Demonstrating Knowledge of Students. Modification and accommodation based on students’ needs. (InTASC 1, 2)</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
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<tr>
<td>Candidate frequently errors and struggles to modify and accommodate for students with various cognitive and developmental abilities, needs, preferences, knowledge, and skills.</td>
<td></td>
<td>Candidate inconsistently modifies and accommodates for students with various cognitive and developmental abilities, needs, preferences, knowledge, and skills.</td>
<td>Candidate appropriately modifies and accommodates for students with various cognitive and developmental abilities, needs, preferences, knowledge, and skills.</td>
<td>Candidate systematically modifies and accommodates for students with a high level of attunement to various cognitive and developmental abilities, needs, preferences, knowledge, and skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. PLANNING AND PREPARATION: Demonstrating Knowledge of Students. Pedagogical plans based on understanding variety and students' needs. (InTASC 1, 7)</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates minimal pedagogical understanding, implements instructional and learning strategies with little effectiveness, and fails to address the diverse learning needs of students.</td>
<td>Candidate demonstrates a basic understanding of pedagogy and implements instructional and learning strategies that address a broad range of students and are less responsive students diverse learning needs.</td>
<td>Candidate demonstrates competent pedagogy by implementing multiple instructional and learning strategies that are responsive to the diverse learning needs of students.</td>
<td>Candidate demonstrates an advanced understanding of pedagogy by implementing multiple and diverse instructional and learning strategies that are well differentiated to the diverse learning needs of students.</td>
<td></td>
</tr>
<tr>
<td>5. PLANNING AND PREPARATION: Selecting Instructional Goals for daily lesson plans. (InTASC 7)</td>
<td>Candidate develops incomplete daily lesson plans that omit lesson components and make difficult the preparation and implementation of instructional strategies.</td>
<td>Candidate develops vague daily lesson plans that include some, but not all, components or minimally refer to content standards, student learning objectives, materials needed, accommodations, class procedures, assignment, assessment, and personal reflection.</td>
<td>Candidate develops effective daily lesson plans that incorporate content standards, student learning objectives, materials needed, accommodations, class procedures, assignment, assessment, and personal reflection.</td>
<td>Candidate develops highly engaging daily lesson plans that incorporate content standards, student learning objectives, materials needed, accommodations, class procedures, assignment, assessment, and personal reflection.</td>
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<td></td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
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<tr>
<td>6. PLANNING AND PREPARATION: Selecting Instructional Goals. Learning objectives sensitive to learner needs. (InTASC 7)</td>
<td>Candidate creates learning objectives that are inattentive to the needs diverse learners and are intended instead for general instruction.</td>
<td>Candidate creates learning objectives that minimally regard to the needs diverse learners and mostly attend to the general needs of students.</td>
<td>Candidate creates learning objectives that are sensitive to the needs diverse learners.</td>
<td>Candidate creates thoughtful learning objectives that are highly sensitive to the needs diverse learners.</td>
</tr>
<tr>
<td></td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
</tr>
<tr>
<td>7. PLANNING AND PREPARATION: Designing Coherent Instruction. Sequence, communication, cognition, and engaging. (InTASC 5, 7, 8)</td>
<td>Candidate plans for student learning with lessons that are inconsistently sequenced and focused, not allowing for cognitive processing, and engages poorly with classroom content.</td>
<td>Candidate attends to student learning with lessons that are minimally sequenced and focused, allows for basic cognitive processing, and engages with classroom content.</td>
<td>Candidate supports student learning with lessons that are thoughtful, well sequenced, clearly communicated, intentionally focused, allowing for adequate cognitive processing, and engaging with classroom content.</td>
<td>Candidate supports student learning with highly engaging lessons that are systematically sequenced, clearly communicated, intentionally focused, allowing for in-depth cognitive processing, and meaningfully connect students to classroom content.</td>
</tr>
<tr>
<td>8. PLANNING AND PREPARATION: Designing Coherent Instruction. Pedagogical strategies, materials, and resources. (InTASC 8)</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
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<tr>
<td>Candidate utilizes instructional strategies, materials, educational technology, and resources that minimally meet the content and learning needs of students.</td>
<td></td>
<td>Candidate utilizes instructional strategies, materials, educational technology, and resources that inconsistently meet the content and learning needs of students.</td>
<td>Candidate utilizes a variety of instructional strategies, materials, educational technology, and resources appropriately designed to meet the content and learning needs of students.</td>
<td>Candidate strategically utilizes a variety of instructional strategies, materials, educational technology, and resources thoughtfully designed to align with content and learning needs of students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. PLANNING AND PREPARATION: Assessing Student Learning. Assessments clear, explicit, and aligned to learning objectives. (InTASC 6)</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate utilizes, but not necessarily designs, classroom assessments that lack clear expectations and are not clearly aligned to stated learning objectives/outcomes.</td>
<td></td>
<td>Candidate designs and utilizes classroom assessments that have less clear expectations and sometimes aligned to stated learning objectives/outcomes.</td>
<td>Candidate designs and utilizes classroom assessments that have clear and explicit expectations and are well aligned to stated learning objectives/outcomes.</td>
<td>Candidate thoroughly designs and rigorously utilizes classroom assessments that have clear and explicit expectations and are systematically aligned to stated learning objectives/outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. PLANNING AND PREPARATION: Assessing Student Learning. Variety of assessments, including formative and summative. (InTASC 6)</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate inconsistently integrates formative and/or summative assessments as part of the instructional process, with minimal use to inform instruction.</td>
<td></td>
<td>Candidate creates and integrates formative and summative assessments as part of the instructional process, with inconsistent use to inform instruction.</td>
<td>Candidate creates and integrates a variety of formative and summative assessments as part of the instructional process, using to inform instruction.</td>
<td>Candidate thoroughly creates and integrates a variety of engaging formative and summative assessments as part of the systematic instructional process, using to inform instruction.</td>
</tr>
<tr>
<td>11. CLASSROOM ENVIRONMENT: Creating an environment of respect and rapport. (InTASC 3)</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
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<tr>
<td>Candidate is disrespectful of students or insensitive to students due to age, culture or developmental level. Candidate does not encourage positive interaction among students.</td>
<td>Candidate is respectful of students most of the time, but occasionally shows insensitivity. Candidate attempts to connect with students with uneven results. Candidate encourages respect among students with at times students disrespect each other.</td>
<td>Candidate interacts with students in respectful ways and students reciprocate. Candidate connects with individual students. Candidate encourages respect among students.</td>
<td>Candidate interacts with students in respectful ways. Candidate connects with individual students and with the class as a whole. Candidate ensures respect among students.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. CLASSROOM ENVIRONMENT: Establishing a positive and motivational classroom learning environment. (InTASC 3)</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate does not use positive reinforcement or techniques to motivate students.</td>
<td>Candidate attempts to use positive reinforcement but has difficulty motivating students to work.</td>
<td>Candidate uses positive reinforcement and motivates students to work by providing verbal or tangible encouragement.</td>
<td>Candidate uses positive reinforcement and provides a safe, welcoming classroom environment. Candidate motivates students to work by providing verbal encouragement and making learning relevant.</td>
<td></td>
</tr>
</tbody>
</table>
13. CLASSROOM ENVIRONMENT: Establishing a culture for learning. (InTASC 3)

<table>
<thead>
<tr>
<th>Score</th>
<th>Candidate description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Point</td>
<td>Candidate does not communicate purpose for learning or emphasizes external reasons. Candidate conveys low expectations or that work is too challenging for students.</td>
</tr>
<tr>
<td>2 Points</td>
<td>Candidate attempts to communicate the purpose for learning for the immediate task, instead of the larger goal. Candidate conveys high expectations for some students.</td>
</tr>
<tr>
<td>3 Points</td>
<td>Candidate clearly communicates the purpose for learning. Candidate encourages the students to complete the task and conveys that hard work will allow them to accomplish their work.</td>
</tr>
<tr>
<td>4 Points</td>
<td>Candidate communicates passion for the subject and conveys the important of intrinsic learning. Candidate encourages students to work hard and help each other.</td>
</tr>
</tbody>
</table>

14. CLASSROOM ENVIRONMENT: Managing classroom procedures. (InTASC 3)

<table>
<thead>
<tr>
<th>Score</th>
<th>Candidate description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Point</td>
<td>Candidate fails to establish efficient procedures and routines. Candidate appears disorganized with materials. Candidate does not ensure efficient transitions.</td>
</tr>
<tr>
<td>2 Points</td>
<td>Candidate establishes procedures but does not implement them smoothly. Candidate attempts to organize materials but has difficulty at times. Candidate attempts to create efficient transitions.</td>
</tr>
<tr>
<td>3 Points</td>
<td>Candidate establishes procedures and ensures that they are carried out consistently. Candidate organizes materials well. Candidate creates efficient transitions.</td>
</tr>
<tr>
<td>4 Points</td>
<td>Candidate establishes procedures that are carried by students with minimal instruction. Candidate organizes materials so that students can be independent. Candidate creates efficient transitions by using systems and technology.</td>
</tr>
</tbody>
</table>

15. CLASSROOM ENVIRONMENT: Managing student behavior. (InTASC 3)

<table>
<thead>
<tr>
<th>Score</th>
<th>Candidate description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Point</td>
<td>Candidate ignores or is unaware of student misbehavior. Candidate punishes students inconsistently or disrespectfully.</td>
</tr>
<tr>
<td>2 Points</td>
<td>Candidate attempts to maintain student behavior but has uneven success. Candidate monitors and responds to student misbehavior but does not have a system.</td>
</tr>
<tr>
<td>3 Points</td>
<td>Candidate is aware of and maintains student behavior. Candidate monitors and responds to student misbehavior appropriately and with sensitivity.</td>
</tr>
<tr>
<td>4 Points</td>
<td>Candidate maintains student behavior and helps students monitor their own behavior. Candidate responds to student misbehavior quietly, subtly, and with respect.</td>
</tr>
<tr>
<td>16. CLASSROOM ENVIRONMENT: Organizing physical space. (InTASC 3)</td>
<td>Candidate does not maintain a safe classroom. Candidate does not organize physical space well. Candidate does not utilize available technology.</td>
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<td>1 Point</td>
</tr>
<tr>
<td>17. INSTRUCTION: Communication - Directions, procedures, and purpose of the lesson; Oral and written language. (InTASC 8)</td>
<td>Candidate does not communicate the purpose of the lesson, has difficulty explaining content or has major errors in content, gives unclear or confusing directions, exhibits frequent or major errors in written and/or oral language.</td>
</tr>
<tr>
<td></td>
<td>1 Point</td>
</tr>
<tr>
<td>18. INSTRUCTION: Questioning - Quality of questions; Discussion techniques; Student participation. (InTASC 8)</td>
<td>Candidate asks lower level questions, asks questions with one answer and questions that do not encourage student participation.</td>
</tr>
<tr>
<td>19. INSTRUCTION: Engaging Students in Learning - Instructional materials and resources; Structure and pacing. (InTASC 8)</td>
<td>1 Point</td>
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<tr>
<td>Candidate uses materials, resources, and activities that are poorly aligned to outcomes, pacing is inappropriate – too fast or too slow for majority of students.</td>
<td>Candidate selects materials, resources, and activities that are partially aligned to outcomes, pacing is uneven with downtime or not enough time to complete activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. INSTRUCTION: Providing Feedback to Students - Quality and accuracy; Substantive and specific; Timeliness. (InTASC 8)</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate does not provide assessment criteria to students, provides feedback to students that is poor quality, fails to monitor student learning, provides feedback that is not timely.</td>
<td>Candidate does not provide explicit assessment criteria to students, provides vague feedback to students, monitors student learning through a single method, provides feedback but needs to be more consistently timely.</td>
<td>Candidate provides explicit assessment criteria, provides accurate feedback that is substantive and constructive, monitors student learning through formative and summative means, provides feedback that is specific and timely.</td>
<td>Candidate provides explicit assessment criteria that is fully integrated into instruction, provides feedback that is accurate, substantive, and constructive, monitors student learning through formative and summative means and differentiates instruction to address student misunderstanding, provides timely feedback that improves learning.</td>
<td></td>
</tr>
<tr>
<td>21. INSTRUCTION: Demonstrating Flexibility and Responsiveness - Lesson adjustment; Response to students. (InTASC 8)</td>
<td>Candidate does not provide appropriate adjustment to students' needs, dismisses student inquiry, lacks further instruction when students need help.</td>
<td>Candidate provides adjustment to students' needs inconsistently, responds minimally to students' questions and inquiry, attempts to provide further instruction but it is inconsistent or ineffective when students need help.</td>
<td>Candidate provides appropriate adjustment to students' needs, responds to students' questions, uses a variety of strategies when students need help.</td>
<td>Candidate provides lesson adjustment based on students' needs, encourages student inquiry, persists in providing a variety of strategies and seeks resources when students need help.</td>
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<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22. PROFESSIONAL RESPONSIBILITIES: Reflecting on teaching. (InTASC 9)</th>
<th>Candidate has difficulty evaluating the effectiveness of the lesson and whether objectives were met, provides limited suggestions for how a lesson can be improved. Has difficulty reflecting on own teaching to improve effectiveness.</th>
<th>Candidate can evaluate the effectiveness of the lesson and how well the objectives were met, has general suggestions for improving the lesson. Can reflect on own teaching but needs suggestions for how to improve effectiveness.</th>
<th>Candidate can evaluate the effectiveness of the lesson and how well the objectives were met, can cite general references to support judgment. Reflects on own teaching and has some ideas on how to improve effectiveness.</th>
<th>Candidate can thoughtfully and accurately evaluate the lesson and how well the objectives were met, cites many specific examples from the lesson to weigh the strengths of each, offers specific alternative actions evaluating the potential success of each idea. Reflects on own teaching and uses the reflection to improve effectiveness of future lessons.</th>
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<td>23. PROFESSIONAL RESPONSIBILITIES: Maintaining Accurate Records. Student completion of assignments, Student progress in learning, Non-instructional Records. (InTASC 9)</td>
<td>Candidate lacks organization or a system of maintaining student completion of assignments and student progress in learning, has difficulty with non-instructional records creating errors or confusion. Has difficulty using and maintaining student information in a confidential manner.</td>
<td>Candidate has a system that is rudimentary or ineffective for monitoring student completion of assignments and student progress in learning, has difficulty with organizing non-instructional records, but needs teacher assistance. With assistance, can use and maintain student information in a confidential manner.</td>
<td>Candidate has an effective system of organizing and monitoring student completion of assignments and student progress in learning, has an adequate system of organizing non-instructional records. Can use and maintain students information in a confidential manner.</td>
<td>Candidate has a fully functioning effective system of organizing and maintaining monitoring of student completion and student progress in learning, has a fully functioning system of organizing non-instructional records. Can use and maintain students information in a confidential manner without reminders.</td>
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<th>24. PROFESSIONAL RESPONSIBILITIES: Professional Dispositions. Response to criticism, Poise and self-confidence, Resilience and perseverance, Moral and ethical. (InTASC 9)</th>
<th>Candidate resists feedback from supervisors, is arrogant or defensive when given suggestions, lacks poise or is self-conscious, lacks perseverance when facing challenges, displays dishonesty in interactions with colleagues, students or others.</th>
<th>Candidate engages in a limited way to feedback from supervisors, accepts criticism reluctantly, demonstrates poise and self-confidence inconsistently, perseveres by discussing ways to handle challenges, displays honesty but lacks judgment at times.</th>
<th>Candidate actively engages in response to feedback from supervisors, accepts criticism and at times seeks ways to use feedback, is poised and self-confident, consistently perseveres by responding reasonably to challenges, displays honest and ethical behavior, handles confidential tasks well.</th>
<th>Candidate solicits feedback from supervisors and effectively incorporates feedback in teaching, demonstrates poise and self-confidence, consistently, perseveres by responding reasonably and consistently to challenges, takes initiative, displays honest and ethical behavior, handles confidential tasks well.</th>
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<td>25. PROFESSIONAL RESPONSIBILITIES: Demonstrating Professionalism. Service to students, Advocacy, Decision making, School policies and regulations. (InTASC 10)</td>
<td>Candidate is not aware of student needs, makes decisions that are self-serving, does not comply with school and district regulations.</td>
<td>Candidate’s attempts to serve students are inconsistent, makes decisions that are based on limited professional considerations, attempts to comply with school and district regulations, but needs reminders.</td>
<td>Candidate actively seeks to serve students, maintains an open mind in decision-making, complies fully with school and district regulations.</td>
<td>Candidate is proactive in serving students seeking resources when needed, contributes to decision-making based on the highest professional standards, complies fully with school and district regulations taking a leadership role if appropriate.</td>
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| 26. PROFESSIONAL RESPONSIBILITIES: Demonstrating Professionalism. Reliability and dependability. (InTASC 10) | Attends sporadically, not punctual on a consistent basis, has difficulty following through with tasks. | Attends on a consistent basis, punctual on a regular basis, follows through with tasks but not complete. | Attends on a consistent basis, punctual almost every time, follows through with tasks and these are complete. | Always attends as scheduled, always punctual, follows through with tasks independently. |

Overall Comments

Signature

Date