

**Student Teaching in Mathematics Education**  
**Purdue University**  
**Spring 2014**

This handbook provides details related to the student teaching experience in mathematics education at Purdue University. We are grateful to supervisors and cooperating teachers who take the time to work with our students and hope that this information will clarify Purdue's expectations and procedures.

Student teaching dates for Spring 2014 are officially February 24 – May 9. I understand that this may vary for some schools depending on their schedule. Student teachers do not get Purdue holidays (they follow their school's schedule) and it is the student teacher's responsibility to document any absences on the official form from the OFE website.

As part of student teaching, students are required to attend weekly seminar sessions on Purdue's campus (Monday evenings 6:30-8:20 pm) and to develop an electronic portfolio that includes all of their student teaching assignments. Participation in the seminar is 5% of their grade, their portfolio is 15% of their grade, and their student teaching grade (determined by the Purdue supervisor with input from the cooperating teacher(s) makes up the other 80% of the final grade.

Some important forms are included in this handbook as appendices – others (especially those in pdf format) are included as separate attachments.

Thanks again for your help – your efforts are greatly appreciated! Please don't hesitate to contact me with any comments/questions.

Sincerely,

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## **Description of Documents**

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appendix A | <p><b><i>Goals for Student Teaching</i></b></p> <ul style="list-style-type: none"><li>• Student teachers will establish goals for student teaching by the second week of student teaching. This document details information about setting and documenting these goals.</li></ul>                                                                                                                                                                     |
| Appendix B | <p><b><i>Student Teaching and Observation Schedule</i></b></p> <ul style="list-style-type: none"><li>• Student teachers are observed regularly by their cooperating teachers and supervisors. This document provides particulars about these schedules.</li></ul>                                                                                                                                                                                     |
| Appendix C | <p><b><i>Supervisor Checklist</i></b></p> <ul style="list-style-type: none"><li>• The supervisor tasks can seem somewhat overwhelming; this form organizes them according to time, alerting supervisors to when each task becomes a priority.</li></ul>                                                                                                                                                                                               |
| Appendix D | <p><b><i>Supervisor Observation Form: Secondary Mathematics Education</i></b></p> <ul style="list-style-type: none"><li>• This form is used by Purdue supervisors for the five student teaching observations.</li></ul>                                                                                                                                                                                                                               |
| Appendix E | <p><b><i>Purdue Lesson Plan Components</i></b></p> <ul style="list-style-type: none"><li>• Student teachers use this template for lesson planning (particularly for the lessons that are observed).</li></ul>                                                                                                                                                                                                                                         |
| Appendix F | <p><b><i>Cooperating Teacher Evaluation Form</i></b></p> <ul style="list-style-type: none"><li>• Cooperating teachers evaluate student teachers weekly using this form – the feedback should be discussed and taken into consideration when planning future lessons.</li></ul>                                                                                                                                                                        |
| Appendix G | <p><b><i>Student Teaching Assignments (to be posted on Taskstream)</i></b></p> <ul style="list-style-type: none"><li>• Each student teacher produces an electronic portfolio during their student teaching experience. The assignments included in this appendix are posted in this portfolio.</li></ul>                                                                                                                                              |
| Appendix H | <p><b><i>Guidelines for Grade Assignment</i></b></p> <ul style="list-style-type: none"><li>• These guidelines should be used by the cooperating teacher and Purdue supervisor for determining the student's grade for the student teaching experience. It is helpful to refer to these descriptors throughout the semester to provide information for the student teacher on their progress, areas of strength, areas for improvement, etc.</li></ul> |
| Appendix I | <p><b><i>Candidate Disposition Assessment Process</i></b></p> <ul style="list-style-type: none"><li>• This process is utilized in the event that a student teacher has demonstrated a deficiency with regard to professional conduct.</li></ul>                                                                                                                                                                                                       |

- Attachment 1      ***Professionalism Agreement***
- All student teachers have signed this form and are responsible for conducting themselves professionally.
- Attachment 2      ***Launch-Explore-Summary Teaching Model***
- We encourage student teachers to use the L-E-S teaching model in order to engage students in the lesson, provide opportunities for students to investigate mathematical ideas, and encourage students to share their ideas with the class toward the goal of summarizing the important mathematics from the lesson.
- Attachment 3      ***Midterm/Final Evaluation Form***
- Student teachers are evaluated in the middle and at the end of their student teaching experience. The student teaching team should meet in both cases to finalize the evaluation form.

## Appendix A

### Goals for Student Teaching

You should begin to establish your goals for student teaching during the final weeks of EDCI 426. It is expected that you will still have a great deal of room for growth once you've completed student teaching. However, during this experience your university supervisor and cooperating teacher are looking for evidence that demonstrates you have the tools, resources and skills needed to continue your development. This means that it is critical that you work with your university supervisor and cooperating teacher in an initial assessment of your performance (your first observation) at the very beginning of your student teaching experience. Areas of existing strength should be identified, and a plan formulated to address areas in need of improvement. Your progress in the identified areas will be monitored, and by the end of the 10 weeks, your supervisor with input from your cooperating teacher will determine if improvement has occurred. Working with your student teaching supervisor, you should finalize these goals and your plan to achieve them not later than the end of the second week of student teaching. Add them to your Gate D portfolio. To help guide you in the development of your goals, the following section from the Student Teaching Supervisor's Handbook is provided. You should have a *minimum* of one goal in each critical area.

*Purdue University College of Education has identified three critical areas for the professional growth of student teachers. These may be useful in selecting the areas in which the student teacher will focus efforts for improvement:*

#### **Curriculum in Context**

- *Connections are made within and among learning experiences across mathematics lessons, across mathematics topics, between mathematics and other disciplines, and between mathematics and the real world.*
- *Appropriate varieties of activities, materials and teaching methods are used to pursue different curricular goals and purposes.*
- *Lessons are created to make particular aspects of mathematical knowledge meaningful for students.*
- *The student teacher has a sound grasp of the mathematics relevant to the teaching of middle and high school curriculum.*

#### **Attention to Learners**

- *Learning experiences are planned to address diverse developmental levels and interests of students from a variety of backgrounds.*
- *Classroom students are encouraged to question and interpret ideas, and to share a diversity of perspectives.*
- *A positive learning community is created in which individual differences are respected, and all students have an opportunity to learn.*

- *The teacher monitors and adjusts the planned classroom experiences in response to learner feedback.*

### ***Commitment to Professional Development***

- *The student teacher interacts with colleagues, students and other community members in a professional manner.*
- *The student teacher evaluates the effects of his or her choices and actions on others, and uses the information to modify subsequent choices and actions?*
- *The student teacher varies her or his role in the instructional process (e.g., being the instructor, the facilitator, the audience) in relation to the content and purpose of instruction, and the needs of students.*
- *The student teacher examines the effectiveness of his or her teaching, and continually seeks to adapt the teaching to better help students.*
- *The student teacher is aware of professional organizations, and planning participation in professional activities.*

## Appendix B

### Student Teaching Timeline and Observation Schedule

The time line for taking on teaching responsibilities is flexible and will depend on individual class scheduling, your level of comfort, and the wishes of your cooperating teacher(s). Ideally, you will gradually assume classroom responsibilities. It is often practical for you to begin full responsibility for a class at the beginning of a new unit or some other natural breaking point. You should have full responsibility for the classes assigned to you, including teaching entire class periods, lesson planning, grading, attendance, etc. You are also expected to participate in non-class responsibilities such as parent/teacher conferences and other faculty events. These additional responsibilities will be determined by the school site and reflect the normal activities of the cooperating teacher. A typical timeline for taking on responsibilities follows:

| Week | Student Teaching Activities                                                                                                                                                                                                           |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Observe cooperating teacher and other teachers, limited class involvement (teaching isolated/partial lessons or activities, collaborative lesson planning, helping students individually, grading, helping in class with group work). |
| 2    | Work with your cooperating teacher to transition to you responsibility for 1-2 classes. This might include co-teaching, working together on lesson planning, or if you ready, assumption of all teaching responsibilities.            |
| 3    | By week three you should have taken responsibility for 1-2 classes and continue to maintain/extend involvement in other classes                                                                                                       |
| 4-6  | Continue responsibility for 1-2 classes and increase responsibility for others.                                                                                                                                                       |
| 7-9  | Take full responsibility for all classes                                                                                                                                                                                              |
| 10   | Complete teaching responsibilities, observe other mathematics teachers                                                                                                                                                                |

Your cooperating teacher will evaluate your progress weekly by completing the “Cooperating Teacher Evaluation Form.” You are expected to review this feedback and reflect on it when planning for upcoming lessons.

During your student teaching you will be observed by your university supervisor on several occasions. These observations are intended to help you develop as teacher and should be structured that way. You should expect to receive information on both strengths and weakness noted by the supervisor and you are encouraged to ask questions and seek advice. Please have available for the supervisor, at the beginning of the lesson, a copy of the lesson plan (Purdue Lesson Plan Components), student handouts and text book (if used). You should work with your supervisor and cooperating teacher to schedule the observations. The student teaching team (student teacher, cooperating teacher, and Purdue supervisor) should schedule a meeting to review the mid-term and final evaluations. A suggested timeline is provided here:

- Week 1-2: Initial Observation – basis for finalizing student teaching goals
- Week 3-4: Second Observation
- Week 5-6: Third Observation/Mid-Term Evaluation

Week 7-8: Fourth Observation

Week 9-10: Fifth Observation/Final Evaluation

The administrators at your school may also observe your teaching formally or informally. If that does not happen you are encouraged to request that he/she observe you during the later weeks of your student teaching. Not only does that give you another source of feedback on your teaching, but it provides the administrator with personal knowledge of you as a future teacher should he/she be contacted later by a fellow administrator who is considering hiring you.

## **Appendix C**

### **Supervisor Checklist**

Courtesy Kim Rechkemmer  
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1. Meet with student teacher early in the semester to:
  - a. Obtain contact information: e-mail, phone number, home address
  - b. Obtain bell schedule
  - c. Obtain teaching schedule (what class in what period in what room)
  - d. Obtain school holiday schedule
  - e. Obtain Taskstream username and password
  - f. Discuss observations (including lesson plans and observation form)
  - g. Discuss mid-term/final evaluation form
  - h. Discuss grades
  - i. Discuss student teaching timeline
  - j. Discuss expectations including absences
2. Meet with cooperating teacher early in the semester to:
  - a. Obtain contact information: e-mail, phone number
  - b. Discuss student teaching timeline
  - c. Discuss observations
  - d. Discuss mid-term/final evaluation form
  - e. Discuss absences
  - f. Discuss grades
3. Observations:
  - a. Check-in at the main office upon arrival to learn procedures for parking and visiting school
  - b. Approximately every two weeks
  - c. Discuss student teaching goals at first meeting or at first observation
  - d. Let student teacher decide day/time
  - e. Vary the time of day for each observation
  - f. Have lesson plan available when I arrive
  - g. Take notes during observation
  - h. Discuss observation with student as soon as possible (either immediately afterwards in person or on telephone)
  - i. Ask what student teacher's impressions of lesson are (what went well, what didn't go so well, what would they do differently next time)
  - j. E-mail observation form by the next day
4. Non-observation weeks:
  - a. Check in with student teacher and cooperating teacher

- b. Journal due
  - c. Check Taskstream to make sure documents are being uploaded
- 5. Mid-term/Final Evaluations:
  - a. Complete mid-term evaluation after 3<sup>rd</sup> observation, have it signed and provide copy to student teacher and cooperating teacher
  - b. Complete final evaluation after 5<sup>th</sup> observation, have evaluation signed and given to student teacher and cooperating teacher
  - c. Arrange meeting with student teacher and cooperating teacher to discuss the final evaluation and course grade
- 6. Final week:
  - a. Complete paperwork
  - b. Arrange final meeting with student teacher and cooperating teacher to discuss final evaluation, discuss grade, obtain signatures
  - c. Encourage student teacher to observe in as many different settings as possible
  - d. Type letters of recommendation
  - e. Turn in Student Teaching Verification card, mileage, grades, copies of documents

## Appendix D

### Supervisor Observation Form: Secondary Mathematics Education

Student Teacher:

School:

Cooperating Teacher:

Subject:

University Supervisor:

Grade Level:

Date:

Time:

1. Did the student teacher have a lesson plan available for the supervisor? (Please Attach)
2. What was the goal of the lesson?
3. Describe how the content was developed with the students.
4. What did you observe? Use 4 (Exclusive), 3 (Heavy), 2 (Medium), 1 (Light), 0 (None) to indicate the amount you observed of the following:

The student teacher:

- ☐ Lectured
- ☐ Used lecture notes
- ☐ Used concrete models
- ☐ Posed problems
- ☐ Asked questions
- ☐ Responded to questions

The students:

- ☐ Listened
- ☐ Worked independently
- ☐ Worked together
- ☐ Talked about the teacher-given task
- ☐ Talked about/did things unrelated to intent
- ☐ Not engaged (quiet)
- ☐ Not engaged (disruptive)

5. Describe the student teacher's use of the Launch-Explore-Summary model.
6. What evidence of student assessment did you see as the lesson progressed?
7. Areas of Strength.
8. Suggestions for Improvement.
9. General Comments.
10. Discuss your observation with the student teacher and write a brief summary of your conversation.

## Appendix E

### Purdue Lesson Plan Components

Lesson plans submitted for EDCI 425, EDCI 426 and EDCI 498M should include these components.

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- **Lesson Title**
- **Course Title** (e.g., Geometry, AP Calculus, 8<sup>th</sup> grade Pre-Algebra, etc.)
- **Time Frame** – The anticipated length that it will take to teach this lesson (e.g., one day, one day [block-scheduling], etc.)
- **Topic/Concept** – The mathematical concept or topic on which this lesson centers
- **Prerequisite/Prior Knowledge** – The mathematical concepts that students should understand upon beginning this lesson. This information should inform the design of your Launch. (See Launch section)
- **Lesson Overview** – A brief description of what will happen in this lesson. (e.g., In this lesson on slopes, the students will participate in instructional activities that ...) About one paragraph should suffice.
- **Purpose and/or Goal(s)** – The overall goal(s) of the lesson. What do you want students to know and/or be able to do as a result of this lesson?
- **Objectives** – List the specific, knowledge, competencies, dispositions, etc. that students should acquire as a result of this lesson (i.e., what do you want students to know and be able to do?). These should include both conceptual and procedural objectives.
- **Standards** – Key *Common Core State Standards for Mathematics (CCSSM)* content standards and standards for mathematical practice that are addressed in the lesson. Indicate where these standards are being addressed in the lesson.
- **Materials Needed** – Materials needed by the teacher and students. This includes equipment, and you may wish to list transparencies here.
  
- **Launch** –In the first phase, the teacher launches the problem with the whole class. This involves helping students understand the problem setting, the mathematical context, and the challenge. The launch phase is also the time when the teacher introduces new ideas, clarifies definitions, reviews old concepts, and connects the problem to past experiences of the students. It is critical that, while giving students a clear picture of what is expected, the teacher leaves the potential of the task intact. He or she must be careful to not tell too much and consequently lower the challenge of the task to something routine, or to cut off the rich array of strategies that may evolve from a more open launch of the problem. Questions to consider when planning this phase:
  - How will I launch this problem?
  - What prior knowledge do the students need to know to understand the story and the challenge of the problem?
  - What advantages or difficulties can I foresee?
  - How can I keep from giving away too much of the problem?
  - How can I make it personal and relevant to the students?
  - How long will this part of the lesson take?
  - What can I do to ensure that the launch matches the scope of the problems and the goals of the exploration?

- **Explore**– In this section, you will describe a student-centered exploration for your students. The nature of the problem suggests whether students work individually, in pairs, in small groups, or occasionally as a whole class to solve the problem during the explore phase. As students work, they gather data, share ideas, look for patterns, make conjectures, and develop problem-solving strategies. This is their chance “to get messy with the math.” The teacher’s role is to move from table to table and listen closely. See what solutions your students are coming up with. Help students who are stuck or who are ready to move ahead, mainly through questions to stimulate their thinking. For students who are interested in and capable of deeper investigation, the teacher may provide extra questions related to the problem. The explore part of the instruction is an appropriate place to attend to differentiated learning. Describe the tasks that students will be engaged in and your expectations for what you and the students will be doing during this phase. The following questions can help you prepare for the explore phase:
  - *How will I organize the students to explore this problem, and why? (Individuals? Pairs? Groups? Whole class?)*
  - *What materials will students need?*
  - *How should students record and report their work?*
  - *What different strategies can I anticipate they might use?*
  - What questions can I ask to encourage student conversation, thinking, and learning?
  - *What questions can I ask to focus their thinking if they become frustrated or off-task?*
  - *What questions can I ask to challenge students if the initial question is "answered"?*
  - *How can I help without giving away the solution?*
  
- **Summary** – In this phase you will describe how you will guide the students to reach the mathematical goals of the problem and to connect their new understanding to prior mathematical goals and problems in the unit. In this phase, students present and discuss their solutions as well as the strategies they used to approach the problem, organize the data, and find the solution. During the discussion, the teacher helps students enhance their conceptual understanding of the mathematics in the problem and guides them in refining their strategies into efficient, effective, generalizable problem-solving techniques or algorithms. Students should play a significant role by posing conjectures, questioning each other, offering alternatives, providing reasons, refining their strategies and conjectures, and making connections. As a result of the discussion, students should become more skillful at using the ideas and techniques that come out of the experience with the problem. If it is appropriate, the summary can end by posing a problem or two that checks students' understanding of the mathematical goal(s) that have been developed at this point in time. Some questions to consider and address in this section include:
  - How can I orchestrate the discussion so the students summarize the thinking in the problem?
  - What needs to be emphasized?
  - What ideas do not need closure at this time?
  - How can we go beyond this lesson? What rules can we generalize?
  - What new questions might arise?
  - What will I do to follow up, practice or apply the ideas after the summary?
  - What advantages or difficulties can I foresee?

- **Assessment** – Description of informal and formal assessments. For informal assessments, it is insufficient to say “the students will be assessed informally.” Rather, provide details on when and how you will assess students informally, and provide examples of the types of questions that you will ask students during informal assessment. Include any formal assessments (e.g., homework, quiz) in an appendix along with the rationale used to make the selection.
    - Other questions to be answered in this section are: What will you use to determine whether and to what extent students *understand* the content? What does it mean to understand with respect to the particular content? Does understanding move beyond memorization? What is needed to demonstrate understanding?
  - **Accommodations** – Always include the following general statement “Accommodations will be provided as required by an IEP (individualized education program). In addition, describe at least one specific accommodation that you could make for a particular situation (e.g. students with hearing or visual disabilities, or students who cannot read, or ELL students, etc.).
  - **References**– References of websites, books, etc. that you utilized in the development of your lesson plan (use APA). Not doing so properly may qualify as plagiarism.
  - **Appendices** – Handouts, Transparencies, etc. Refer to appendices throughout the lesson plan as appropriate.
- 

- **Reflections**
  - **During EDCI 498M** your reflections should address (1) an analysis of student learning using student work to support your conclusions and (2) an analysis of your impact on student learning; what worked, what didn’t, what would you do different next time you teach this lesson?

## Appendix F

### Cooperating Teacher Evaluation Form

Week of \_\_\_\_\_ Student Teacher \_\_\_\_\_

|                                                                                                | <b>Progress</b>      |              |                       |
|------------------------------------------------------------------------------------------------|----------------------|--------------|-----------------------|
|                                                                                                | Needs<br>improvement | Satisfactory | Above<br>Satisfactory |
| <b>Preparation</b>                                                                             |                      |              |                       |
| A. Fluent knowledge of subject matter                                                          |                      |              |                       |
| B. Well organized lesson plan                                                                  |                      |              |                       |
| C. Strikes a good balance between concepts and skills                                          |                      |              |                       |
| D. Anticipates student problem areas and questions and addresses them in a proactive manner    |                      |              |                       |
| <b>Presentation</b>                                                                            |                      |              |                       |
| A. Clear statements of goal or desired outcome                                                 |                      |              |                       |
| B. Steps toward goal are logical and coherent                                                  |                      |              |                       |
| C. Organization of ideas                                                                       |                      |              |                       |
| D. Connections to big picture – (mathematics, real life, etc.)                                 |                      |              |                       |
| E. Use of a variety of pedagogical teaching strategies.                                        |                      |              |                       |
| F. Flexibility - adapts to unexpected situations and adapts questioning to meet student needs. |                      |              |                       |
| G. One-on-one instruction                                                                      |                      |              |                       |
| H. Classroom discourse – group interaction                                                     |                      |              |                       |
| <b>Classroom Control</b>                                                                       |                      |              |                       |
| A. Classroom appearance                                                                        |                      |              |                       |
| B. Classroom Presence                                                                          |                      |              |                       |
| C. Organized classroom routine                                                                 |                      |              |                       |
| <b>Professionalism</b>                                                                         |                      |              |                       |
| A. Overall attitude                                                                            |                      |              |                       |
| B. Relationship with colleagues                                                                |                      |              |                       |
| C. Treatment of students                                                                       |                      |              |                       |
| D. Time commitment                                                                             |                      |              |                       |
| E. Appearance                                                                                  |                      |              |                       |

**Student Teaching goals:**

**Comments:**

**Commendable things have I have seen this week...**

**Recommendations for improvement...**

## Appendix G

### **Student Teaching Assignments** ***(to be posted on TaskStream by student teachers)***

- ⇒ **Student Teaching Goals** (10 pts.) *(less than a page, double spaced)*  
In conjunction with your university supervisor, develop a list of 3-5 goals for your student teaching experience.

- ⇒ **Student Teacher Journal** (5 pts. each) *(less than a page, double spaced)*  
***Due on the weeks you are not observed by your supervisor***

Submit your journal entries on TaskStream and to your supervisor. Your journal entries should be brief and address the following:

- What classes did you teach this week? (Brief – just titles)
- Describe specific teaching techniques and activities that worked well for you this week. Why do you think they were successful?
- Describe a situation that occurred this week where you have learned something new about teaching or students' learning.
- Discuss your progress towards meeting your student teaching goals.
- List any special activities you participated in or new responsibilities you assumed.

- ⇒ **Student Teaching Observations** (10 pts. each)  
***Due on Sunday of the weeks you are observed by your supervisor***

For each observation include the following:

- Your lesson plan
- University Supervisor observation report
- Your reflection on the effectiveness of the lesson. Include specific examples from your teaching *(less than a page, double spaced)*.

- ⇒ **Analysis of Students' Learning (ASL)** – For this project your task is to develop a plan for assessing students before (pre-assessment), during (formative assessment) and after (summative assessment) on several learning objectives over a period of time (a section or unit of instruction). Your project should contain the following four sections:
- Planning for Assessment (10 pts.) (1-2 double-spaced pages)
    - ⇒ What learning objectives are you going to assess?
    - ⇒ What type of assessments is appropriate for your students?
    - ⇒ What adaptations are needed for your students?
    - ⇒ What opportunities will you give students to demonstrate a deep understanding of the concepts, skills or tasks?
    - ⇒ How are your learning objective(s), instructional strategies and assessments aligned?
  - Assessment Methods (10 pts.) (1-2 double-spaced pages + copies of assessments and scoring tools)

- ⇒ Clearly explain how you will evaluate or score the assessments to determine if the students' performance meets the learning objectives.
- ⇒ Consider a variety of assessments modes and discuss why your choices are appropriate for your students
- ⇒ Describe how your formative assessments will help determine student progress and readiness to move on.
- ⇒ Provide copies of the assessments you plan to use. This could include, paper and pencil tasks, prompts, pre-planned discussion questions, project descriptions, etc. Also include copies of scoring rubrics, observation checklist, rating scales, answer keys, etc.
- Analysis of assessment data (20 pts.) (2-3 double-spaced pages + student work samples)
  - ⇒ By Class: Analyze the progress of your class through a graphic summary that shows the progress your students made toward the objectives. Protect the confidentiality of your students by using a code or pseudonym to identify them. Summarize what the data tells you about your students' learning.
  - ⇒ By Subgroups: Are there differences in student achievements within different groups, e.g., gender, ethnicity, language, etc?
  - ⇒ As Individuals: Select two students who demonstrated different levels of performance. Analyze their work with a focus on the effectiveness of your teaching. Include selected samples of student work to support your discussion.
- Conclusions (10 pts.) (1-2 double-spaced pages + student work samples)
  - ⇒ What learning goal(s) did your student have the greatest success? Why do you believe your students succeeded? How did your planning, instruction and assessment contribute? Support your conclusions with selected samples of student work.
  - ⇒ What learning goal(s) did your student have the least success? Why do you believe your students struggled? How did your planning, instruction and assessment contribute? Were there factors outside your control that contributed? Support your conclusions with selected samples of student work.
  - ⇒ Discuss the implications of this experience to you as a teacher. What did you discover about your students? What strengths did you discover about yourself? What challenges do you face? What professional development goals emerged for you?
- ⇒ **Professional Development** (10 pts.) (1 to 2 double-spaced pages)
  - Reviewing curriculum materials or internet sites (outside the adopted curriculum materials at your school) for use in your classroom.
  - Summary of any professional development experiences you attended (school sponsored, ICTM or NCTM conferences, etc.)
  - Summary of any professional readings or research you have done.

## Appendix H

### Guidelines for Student Teaching Grade Assignment

**A** = the candidate was consistently prepared and demonstrated a high degree of skill in working with students, parents, and fellow staff. The candidate effectively used tools, resources and skills needed to develop curriculum in context, to attend to learners, and to continue her/his own professional development. She/he showed constant growth, demonstrated a positive attitude and enthusiasm throughout student teaching, went beyond the supervisor's and cooperating teacher's requirements and expectations in initiative, creativity, and responsibility, and is capable of functioning effectively and independently as an entry level professional.

**B** = the candidate was usually prepared and worked well with students parents, and fellow staff. The candidate demonstrated some ability to use tools, resources and skills for developing curriculum in context, to attend to learners, and to continue his or her own professional development. She/he met the requirements and expectations of the supervisor and cooperating teacher, showed growth during the student teaching experience, and has the potential to be a skilled teacher given additional experiences with students and/or opportunities to develop confidence in his/her self in order to function effectively and independently as an entry level professional.

**C** = the candidate was sometimes prepared but lacks initiative and/or shows little enthusiasm in working with students, parents or fellow staff. The candidate needs to improve in the ability to use tools, resources and skills for developing curriculum in context, to attend to learners, and to continue her or his own professional development. The candidate met the minimum requirements of the supervisor and cooperating teacher but showed little growth and will still need considerable assistance in order to function effectively as an entry level professional.

**D** = the candidate had significant problems during student teaching, was seldom prepared and was ineffective in working with students, parents, or colleagues. Despite interventions by the head university supervisor and cooperating school administration the candidate failed to demonstrate the ability to use the tools to, resources and skills for developing curriculum in context, to attend to learners, and to continue her or his own professional development. **This candidate is not recommended for licensure as an entry level professional.**

## Appendix I

### Candidate Disposition Assessment Process

#### Introduction:

In accordance with state and national standards, teacher education candidates at Purdue University are assessed on their knowledge, dispositions, and performance. Knowledge assessment occurs primarily through courses and is reflected in course grades and the candidate's grade point average (GPA). Performance is assessed through the candidate's classroom practice, particularly the student teaching experience. Dispositions are assessed by the disposition assessment process described herein and the assessment of dispositions during student teaching. According to the National Council for the Accreditation of Teacher Education (NCATE), "NCATE expects institutions to assess teacher candidate dispositions based on observable behavior in the classroom. NCATE does not recommend that attitudes be evaluated." Therefore, this process shall apply to candidates' dispositions as reflected in field experiences and related course work.

All teacher education candidates, faculty, and academic advisors will be provided with a copy of the Dispositions to be Assessed (Form D-1) and the Disposition Assessment Form (Form D-2) via the Office of Professional Preparation and Licensure (OPPL). Candidates will be made aware that repeated violations of these dispositions will constitute grounds for a decision regarding separation from the Purdue University Teacher Education Program. This information also will be published in appropriate teacher education documents and reinforced throughout the program.

#### Procedure for Addressing Disposition Problems:

The Disposition Assessment Form (Form D-2) may be utilized by all faculty, staff, and classroom teachers to bring a deficiency with regard to professional conduct to the attention of the Teacher Education Council Special Cases Committee. Course instructors will be asked to submit a Form D-2 for any candidate who has exhibited a deficiency with respect to the INTASC dispositions listed in Form D-1. The completed form will be distributed to the candidate, the candidate's academic advisor, the appropriate department head(s), OPPL, and the Office of Field Experiences (OFE). The candidate's academic advisor will monitor each candidate's folder to ascertain if a D-2 form has been issued to the candidate on more than one occasion or for more than one specific incident. (Note: separate D-2 forms completed by different individuals about the same incident or related incidents shall be counted as only a single form for the purposes of counting as described below.) If a candidate receives **D-2 forms for two separate incidents**, the academic advisor will notify the appropriate department head and program convener within 14 days of the filing of the second form. The department head or program convener will schedule a meeting with the candidate, the academic advisor, the course instructor/coordinator of the course in which a deficiency was observed, and with the individuals submitting the Form D-2s within 14 days to discuss the specific concerns that need to be addressed. (If notification of the second form D-2 falls at the end of a term, the department head or program convener will schedule the meeting within 14 days after the beginning of the next full term in which the candidate is enrolled.) If the meeting determines that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared in memo form, and both the candidate and department head or program convener will sign the agreed course of action to be taken. A copy of the actions to be taken will be placed in the candidate's file and sent to OPPL and OFE. The candidate also may submit any additional information that s/he wishes to include in the record.

If a candidate receives a **D-2 form for a third separate incident**, the academic advisor will notify the appropriate department head and program convener within 14 days of the filing of the form. The department head or program convener will notify the candidate and the Director of Teacher Education (Dean of the College of Education) within 7 days of the third D-2 form. The Director of Teacher Education will convene the TEC Special Cases Committee within 14 days of notification and will provide documentation regarding the three D-2 forms and the Course of Action Memo. (If notification of the third form D-2 falls at the end of a term, the department head or program convener will schedule the meeting within 14 days after the beginning of the next full term in which the candidate is enrolled.) The candidate will be asked to provide any information s/he wishes regarding the three D-2 forms in writing to the TEC Special Cases Committee. The Special Cases Committee shall meet to review the documentation provided and also meet with the candidate and his or her academic advisor. The Special Cases Committee shall provide one of three recommendations to the Director of Teacher Education within the 14-day period. The recommendations can be: continue in the program, removal from the program, or not enough evidence was provided to make a decision in which case the candidate continues in the program. Within 14 days of receiving the recommendation from the TEC Special Cases Committee, the Director of Teacher Education shall make a decision on the case and notify all parties involved including the candidate, academic advisor, department head, program convener, OPPL, OFE, and TEC. The decision of the Director of Teacher Education is final.

### **Egregious Violations of Dispositional Standards**

A candidate may be subject to expedited dismissal from the teacher education program for an egregious violation of dispositional standards. Examples of possible egregious violations include, but are not limited to: engaging in illegal or unethical conduct involving minor children or conduct which would be grounds for dismissal from a teaching position, mishandling of private and confidential student information, and serious violations of the Purdue University Code of Student Conduct. The initial determination that an egregious violation has occurred shall be made by the Director of Teacher Education, after consultation with relevant stakeholders, including the Purdue University Office of the Dean of Students. The Director of Teacher Education will notify the candidate that s/he is suspended from the Purdue teacher education program, effective immediately. The Director of Teacher Education will then follow the procedure outlined above for convening the Special Cases Committee within 14 days to review the evidence and make a recommendation for action. Within an additional 14 days of receiving the recommendation from the TEC Special Cases Committee, the Director of Teacher Education shall make a decision on the case and notify all parties involved including the candidate, academic advisor, program convener, department head, OPPL, OFE, and the TEC. The decision of the Director of Teacher Education is final.

**Purdue University**  
**Teacher Education Council Form D-1**  
**Dispositions to be Assessed**

**Note: Specific dispositions for each licensing area that are tied to the dispositions on Form D-1 may be found at the following website:**

<http://www.doe.in.gov/educatorlicensing>

**Numbers in parentheses refer to the Interstate New Teacher Assessment and Support Consortium (INTASC) principles addressed.**

1. Is sensitive to community and cultural norms, and engages in and supports appropriate professional practices for self and colleagues. (3) (9)
2. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students. (7) (9) (10)
3. Takes responsibility for establishing a positive classroom climate and recognizes the importance of peer relationships in establishing a climate of learning. (3) (5)
4. Respects students as individuals and respects students' privacy and confidentiality of information. (3) (10)
5. Treats all students fairly and equitably, valuing individual differences and experiences. (2) (3) (5) (6) (8) (9)
6. Demonstrates an awareness of all aspects of a child's well-being (cognitive, emotional, social, and physical). (3) (6) (10)
7. Shows commitment to adapting instruction to students' responses, ideas, and needs in order to facilitate the development of students' critical thinking, independent problem solving, and performance capabilities. (1) (4) (5) (9)
8. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances. (1) (4) (7)
9. Exhibits behaviors that show a commitment to planning, reflection, assessment, and learning as on-going processes. (1) (5) (7) (8) (9)
10. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening. (6)
11. Demonstrates enthusiasm for the discipline(s) taught, keeps abreast of new ideas and developments in the field, and sees connections to everyday life. (1)

## **Assessment Categories and Examples of Deficiencies**

**The following categories of dispositions will be assessed. Examples of behaviors that might be consistent with dispositional deficiencies are given. This list is meant to be illustrative of possible dispositional deficiencies but is neither intended to be exhaustive nor prescriptive. (Numbers in parentheses refer to the eleven dispositions identified above.)**

### **Legal/Ethical Conduct**

- Engages in illegal or unethical conduct involving minor children or conduct which would be grounds for dismissal from a teaching position. (1)
- Mishandles and/or fails to maintain privacy and confidentiality of student information. (4)
- Violates the Purdue University Code of Student Conduct e.g., academic dishonesty. (1)

### **Attendance/Punctuality**

- Is frequently late or absent except when excused in advance. (1)

### **Professional Appearance and Demeanor**

- Fails to act or dress according to the standards of the school where the candidate is placed. (1)
- Fails to maintain composure in the classroom. (1) (3)

### **Reliability/Dependability**

- Frequently fails to complete assignments, duties, or tasks on time. (1) (9)

### **Interactions with Others**

- Fails to interact in a positive and professional manner with students, peers, teachers, university personnel, and others. (2) (4) (5)

### **Fairness/Lack of Bias**

- Shows overt bias, prejudice, or lack of fairness toward certain students/groups of people. (3)(4)(5)

### **Safety/Responsible Conduct**

- Acts in a dangerous or irresponsible manner that might place students at risk. (1) (6)

### **Flexibility/Adaptability/Openness to Feedback**

- Is unable to adapt teaching to changing classroom circumstances. (7) (8)
- Reacts defensively or antagonistically to feedback about performance. (1) (8)

### **Communicative Effectiveness**

- Makes frequent errors in oral and/or written communications with students, peers, teachers, university personnel, and others. (10)

### **Commitment to Student Learning**

- Makes negative comments about students' abilities to learn. (6) (7) (9)
- Unable to adapt instruction to meet varying needs and abilities. (7) (8)

### **Commitment to Improving Teaching Performance**

- Makes no effort to improve instructional practices and teaching activities. (7) (8) (9) (10)

### **Commitment to Profession**

- Exhibits poor attitude toward the discipline and/or teaching profession. (1) (11)

# Purdue University

## Teacher Education Council Form D-2

### Disposition Assessment Form

This form is to be used by faculty, staff or classroom teachers who observe a teacher education candidate's dispositional deficiency as related to their teacher education program of study. For a list of dispositions and possible deficiencies, please refer to Form D-1.

Please complete the entire form and submit it to the department or program area in which the candidate is majoring (e.g., elementary education-Department of Curriculum and Instruction) after you have discussed it with the teacher education candidate.

Candidate Name \_\_\_\_\_ Student/P.U.ID No. \_\_\_\_\_ Date \_\_\_\_\_

Form Completed By \_\_\_\_\_ Telephone Number \_\_\_\_\_

Check any category for which a dispositional deficiency has been observed.

|                                                                              |                                                                                |                                                                      |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> <b>Legal/Ethical Conduct*</b>                       | <input type="checkbox"/> <b>Attendance/Punctuality</b>                         | <input type="checkbox"/> <b>Professional Appearance and Demeanor</b> |
| <input type="checkbox"/> <b>Safety/Responsible Conduct*</b>                  | <input type="checkbox"/> <b>Interactions with Others</b>                       | <input type="checkbox"/> <b>Fairness/ Lack of Bias</b>               |
| <input type="checkbox"/> <b>Reliability/Dependability</b>                    | <input type="checkbox"/> <b>Flexibility/Adaptability/ Openness to Feedback</b> | <input type="checkbox"/> <b>Communicative Effectiveness</b>          |
| <input type="checkbox"/> <b>Commitment to Improving Teaching Performance</b> | <input type="checkbox"/> <b>Commitment to Student Learning</b>                 | <input type="checkbox"/> <b>Commitment to Profession</b>             |
| <input type="checkbox"/> <b>Other, please specify</b>                        |                                                                                |                                                                      |

\*For offenses in this category, please consult with the Purdue University Office of the Dean of Students.

For any dispositional area identified as deficient above, please describe the context of this assessment in specific, observable terms (e.g., course number and name, where situation occurred, specifically what transpired, date) and relate it to the deficiency area(s) addressed. Use the reverse side of the page and/or attach additional sheets if necessary.

Discussed on: \_\_\_\_\_

I have discussed the dispositional deficiency(ies) that has been observed. My signature below does not imply agreement, but indicates I am aware of the issue(s) and received an opportunity to present any opposing viewpoints.

\_\_\_\_\_  
Student's Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Individual who completed the form

Date: \_\_\_\_\_

**Purdue University Teacher Education Council  
Disposition Assessment Form Filing  
a.k.a. Where do I send the form?**

This checklist is designed to facilitate the filing of the disposition assessment form. Please send the disposition documents and materials to the teacher education candidate, faculty, staff, and College of Education Academic Services offices as stated in the *Candidate Disposition Assessment Process*. Also, please remember to discuss the dispositional deficiency with the candidate.

Candidate Name \_\_\_\_\_

**First D-2 Form:**

- ☐ Candidate
- ☐ Candidate's Academic Advisor (for the list of teacher education advisors, refer to <http://www.teach.purdue.edu/admissions/advising.html>)
- ☐ Program Convener (for the list of teacher education program conveners, refer to [http://www.teach.purdue.edu/pcc/pcc\\_members.html](http://www.teach.purdue.edu/pcc/pcc_members.html))
- ☐ Department Head, Curriculum and Instruction – BRNG 4108
- ☐ Office of Field Experiences – BRNG 3241
- ☐ Office of Professional Preparation and Licensure – BRNG 3229

**Second D-2 Form:**

- ☐ Candidate
- ☐ Candidate's Academic Advisor (for the list of teacher education advisors, refer to <http://www.teach.purdue.edu/admissions/advising.html>)
- ☐ Department Heads: Curriculum and Instruction and the Department in which the program resides
- ☐ Program Convener (for the list of teacher education program conveners, refer to [http://www.teach.purdue.edu/pcc/pcc\\_members.html](http://www.teach.purdue.edu/pcc/pcc_members.html))
- ☐ Office of Field Experiences – BRNG 3241
- ☐ Office of Professional Preparation and Licensure – BRNG 3229

**Third D-2 Form:**

- ☐ Candidate
- ☐ Candidate's Academic Advisor (for the list of teacher education advisors, refer to <http://www.teach.purdue.edu/admissions/advising.html>)
- ☐ Department Heads: Curriculum and Instruction and the Department in which the program resides
- ☐ Program Convener (for the list of teacher education program conveners, refer to [http://www.teach.purdue.edu/pcc/pcc\\_members.html](http://www.teach.purdue.edu/pcc/pcc_members.html))
- ☐ Office of Field Experiences – BRNG 3241
- ☐ Office of Professional Preparation and Licensure – BRNG 3229
- ☐ College of Education Dean and Director of Teacher Education – BRNG 6114
- ☐ Office of the Dean of Students – SCHL 207