

**M420 Student Teaching Seminar: Understanding Schools (1-2 credits)**  
**2009-2010 Academic Year**

Professor of Record: Jill Shedd  
 Assistant Dean for Teacher Education  
 Office of Student Teaching  
 W.W. Wright Education Building 1040  
 Bloomington, IN 47405-1006  
 (812) 856-8013  
 jshedd@indiana.edu

Student Teaching  
 Office contact  
 information: Jane Henson, Coordinator  
 Teacher Education Assessment  
 Office of Student Teaching  
 W.W. Wright Education Building 1057  
 Bloomington, IN 47405-1006  
 (812) 856-8035  
 henson@indiana.edu

Laura Carpenter  
 Graduate Assistant  
 Office of Student Teaching  
 W.W. Wright Education Building 1020B  
 Bloomington, IN 47405-1006  
 (812) 856-8589  
 lajcarpe@indiana.edu

**Seminar Description**

The purpose of this seminar is to serve as a forum for the student teaching triad to evaluate and discuss the student teacher's learning and professional development. It will provide the student teacher with an opportunity to develop his/her reflective practice and professional demeanor, and to display his/her teaching skills. In addition, the seminar will provide faculty in the School of Education with information related to student teachers' strengths and weaknesses. Upon completion of the M420 Student Teaching Seminar, the student teacher will have demonstrated:

1. Independent reflective practice as an entry-level teacher.
2. Professional communication skills, verbal and written, adequate for an entry-level teacher.
3. Independent assessment skills indicative of entry-level teaching ability.
4. Independent unit/lesson planning skills indicative of entry-level teaching ability.
5. Evidence of his/her impact on student learning.

**Fulfilling Seminar Requirements**

Student teachers' university supervisors will grade seminar assignments. Following review with the university supervisor, the student teacher is to upload his/her Culminating Activity components to the M420 OnCourse website to drop box folders established for this purpose. **Failure to complete any of the following activities/tasks will result in an incomplete grade for the seminar until all activities/tasks are completed.** Although the overall seminar is graded on a Satisfactory/Failing basis, point allocation to achieve a grade of satisfactory will be as follows (a minimum of 106 points (60%) is required for passing the M420 student teaching seminar):

Activity/Task	Possible Points
Culminating Activity: <ul style="list-style-type: none"> <li>• Unit Plan</li> <li>• Examples of Students' Work</li> <li>• Assessment Documentation</li> <li>• Reflective Analysis</li> </ul>	105
Weekly Journal 1	12
Weekly Journal 2	12
Instructional Snapshot 1	24
Instructional Snapshot 2	24
Professionalism Activity: Register with IU Career Services (includes resume creation)	S/F
<b>Total</b>	<b>177</b>

**ALL ASSIGNMENTS ARE DUE BY THE END OF THE STUDENT TEACHER'S PLACEMENT.**

## Description of Assignments

### **Culminating Activity**

The Culminating Activity consists of four components:

1. **Unit Plan:** see p. 41 in Student Teaching Handbook for an example.
2. **Samples of students' work: low, average, and high achievers:** student teachers should submit ONE example each of work from a low, an average, and a high achiever in their classroom. The document should be scanned and labeled accordingly (e.g., saved as "High Achiever" for the document name).
3. **Assessment samples:** ONE example of an assessment used by the student teacher.
4. **Critical analysis:** a reflective document highlighting the chosen unit plan and incorporating reflection related to the Six Guiding Principles.

#### **Miscellaneous Information Regarding the Culminating Activity**

- Assessment samples and samples of students' work may or may not be the same document. However, the submission must clearly show evidence of the student teacher's awareness/identification of the students' different abilities. A multiple-choice test from three different students is not acceptable as both an example of assessment and student work.
- Remove all identifying information (i.e., students' names, pictures of students)
- All work for the Culminating Activity should relate to the same unit.

### **Weekly Journal**

The weekly journal is a chance to reflect critically on the ongoing student teaching experience. The goal is to provide to the university supervisor an insightful analysis of events, in addition to a simple "diary" of what happened. The university supervisor will formally evaluate two of these reflections based on the rubric provided in this document. In addition, see the appendix for a list of suggested journal topics.

### **Instructional Snapshot**

An instructional snapshot is based on work that has been completed in the classroom such as a specific lesson or sequence of lessons. Identify the components of the lesson(s) and reflect on their effectiveness in terms of strengths, weaknesses, and ideas for improvement. Ideally, the instructional snapshot will correlate with a structured observation conducted by the supervising teacher and could reflect some aspect of the work towards the culminating activity. The university supervisor will formally evaluate two of these instructional snapshots based on the rubric provided in this document. In addition, see the appendix for further grading guidelines.

### **Professionalism Activities**

Requirements for the professionalism portion of the M420 seminar consist of the IU Ed Career Services/Resume requirements outlined below, in addition to the Professional Writing component of the Culminating Activity and Instructional Snapshot rubrics.

#### **M420 Ed Careers and Resume Requirements**

1. Visit the IU ED Careers web site
  - a. <http://site.educ.indiana.edu/Default.aspx?alias=site.educ.indiana.edu/carsrv>
2. Register with IU ED Careers and create a profile

3. Prepare a resume before your mid-term evaluation
  - a. See suggestions at the IU ED Careers web site
4. Submit the resume to IU ED Careers web site for review and suggestions
5. Update resume and re-submit to your profile at the IU ED Careers web site
6. Provide an Ed Careers approved copy of your resume for your university supervisor

The student teacher's creation of a resume and registering with the IU Ed Careers Office is graded by the university supervisor on a satisfactory/fail basis. A satisfactory grade on these two activities is achieved by successfully completing the two tasks and showing documentation to the university supervisor.

**Professionalism Writing**

University Supervisors should reflect on the student teacher's overall performance on all written communication throughout the student teaching experience when completing this portion of the rubrics.

**Transfer the total score to the Summation Sheet (page 13) of this document.**

**Appendix A: Grading**

**CULMINATING ACTIVITY**

University supervisors should consider **all four pieces identified above** (i.e., the unit plan, the samples of student work, the assessment samples, and the critical analysis) when completing the following rubrics. The rubrics incorporate the Six Guiding Principles as well as an assessment of the student teacher’s dispositions.

**Culminating Activity: Knowledge Rubric**

Rating → Indicator ↓	1 Minimal	2 Satisfactory	3 Proficient	Score
Knowledge – appropriateness	Content is inappropriate for most students. Resources used were not relevant or integrated into lesson.	Content presented is appropriate for most students. Resources used were generally relevant and integrated into the lesson.	Content presented is appropriate for all the students. Resources were relevant to objectives and integrated effectively in the lesson.	
Knowledge – assessments	Assessments do not match objectives, and little or no feedback is provided to, or collected from students.	Assessments are varied and matched to objectives, and adequate feedback is provided to, and collected from students.	Multiple assessments match objectives and feedback provided to, and collected from students is timely and constructive.	
Knowledge - alignment	Lessons are incomplete, with no connection to state standards or the existing curricular framework.	Lessons are sufficient, with some connection to state standards and the existing curricular framework	Lessons are well organized and comprehensive, with a clear connection to state standards and the existing curricular framework	
Knowledge – effectiveness	Minimal understanding expressed about the effectiveness of planning, implementation, and evaluation of student learning	Good understanding expressed about the effectiveness of planning, implementation, and evaluation of student learning	In-depth, integrated analysis of the effectiveness of planning, implementation, and evaluation of student learning	
Professional Writing	Quality of writing is consistently poor, including grammar or spelling errors that undermine professional communication; lacks fluency and organization	Quality of writing is adequate, occasional grammar or spelling errors that undermine professional communication; good fluency and loose organization	Quality of writing is excellent, no grammar or spelling errors that undermine professional communication; clear fluency and organization	
COMMENTS				Total

### Culminating Activity: Learning Environment Rubric

Rating → Indicator ↓	1 Minimal	2 Satisfactory	3 Proficient	Score
Environment – resources	Lessons reflect a lack of preparation and organization of resources and materials.	Lessons reflect adequate preparation and organization of resources and materials.	Lessons reflect comprehensive preparation and organization of resources and materials.	
Environment – engagement	Analysis includes minimal understanding expressed about student engagement and its impact on instruction	Analysis includes good understanding expressed about student engagement and its impact on instruction	Analysis includes an in-depth, integrated analysis of student engagement and its impact on instruction.	
Environment – time management	Minimal understanding expressed about the effective use of instructional time including transitions between activities.	Good understanding expressed about the effective use of instructional time including transitions between activities.	In-depth, integrated analysis of the effective use of instructional time including the quality of transitions between activities.	
Environment - effectiveness	Minimal understanding expressed about the impact of the learning environment on student learning including factors such as space, resources, time, and behavior	Good understanding expressed about the impact of the learning environment on student learning including factors such as space, resources, time, and behavior	In-depth, integrated analysis of the impact of the learning environment on student learning including factors such as space, resources, time, and behavior	
Professional Writing	Quality of writing is consistently poor, including grammar or spelling errors that undermine professional communication; lacks fluency and organization	Quality of writing is adequate, occasional grammar or spelling errors that undermine professional communication; good fluency and loose organization	Quality of writing is excellent, no grammar or spelling errors that undermine professional communication; clear fluency and organization	
COMMENTS				Total

### Culminating Activity: Personalized Learning Rubric

Rating → Indicator ↓	1 Minimal	2 Satisfactory	3 Proficient	Score
Personalization – differentiation	Little evidence of differentiation for individual student ability levels.	Some evidence of general differentiation among individual student ability levels.	Strong evidence of differentiation for individual student ability levels.	
Personalization – strategies	Lessons lack creativity, are not engaging; activities address primarily only one learning style.	Lessons reflect basic level of creativity, are somewhat engaging; activities address more than one learning style.	Lessons are creative; activities are engaging and reflective of student interest	
Personalization – relationships	Minimal understanding expressed about the rapport and respect reflected in a professional relationship with students.	Good understanding expressed about the rapport and respect reflected in a professional relationship with students.	In-depth integrated analysis of the rapport and mutual respect reflected in a professional relationship with students.	
Personalization – effectiveness	Minimal understanding expressed about the impact of the differentiated instruction on the success or shortcomings of the unit; vague examples for improving differentiated instruction	Good understanding expressed about the impact of the differentiated instruction on the successes and shortcomings of the unit; general examples for improving differentiated instruction	In-depth, integrated analysis of the impact of the differentiated instruction on successes and shortcomings of the unit; insightful and relevant examples for improving differentiated instruction	
Professional Writing	Quality of writing is consistently poor, including grammar or spelling errors that undermine professional communication; lacks fluency and organization	Quality of writing is adequate, occasional grammar or spelling errors that undermine professional communication; good fluency and loose organization	Quality of writing is excellent, no grammar or spelling errors that undermine professional communication; clear fluency and organization	
COMMENTS				Total

### Culminating Activity: Community Rubric

Rating → Indicator ↓	1 Minimal	2 Satisfactory	3 Proficient	Score
Community – parents	No evidence of parent communication regarding class activities or student performance.	Communicates with parents to provide information about class activities and/or student performance.	Creatively provides information about class activities, to encourage involvement, and to report students' performance.	
Community – resources	Minimal evidence presented of resources used or connections made to the community	Good understanding of the resources available in the community, some integration into the unit.	Utilizes available community resources in the unit, effectively engaging community members, information, or perspectives	
Community – integration	Demonstrates little effort to include the input or resources of colleagues in the unit.	Shows some initiative in understanding and including the school community in the unit planning and implementation.	Takes initiative to make connections and integrates the school community into the unit in meaningful ways.	
Community - effectiveness	Minimal understanding expressed about the impact of the community on the success or shortcomings of the unit; vague examples of planned improvements	Good understanding expressed about the impact of the community on the successes and shortcomings of the unit; general examples of planned improvements	In-depth, integrated analysis of the impact of the community on successes and shortcomings of the unit; insightful and relevant examples of planned improvements	
Professional Writing	Quality of writing is consistently poor, including grammar or spelling errors that undermine professional communication; lacks fluency and organization	Quality of writing is adequate, occasional grammar or spelling errors that undermine professional communication; good fluency and loose organization	Quality of writing is excellent, no grammar or spelling errors that undermine professional communication; clear fluency and organization	
COMMENTS				Total

### Culminating Activity: Reflection Rubric

Rating → Indicator ↓	1 Minimal	2 Satisfactory	3 Proficient	Score
Reflection – modifications	Changes do not seem relevant to the issues observed, no other possibilities considered, and/or no rationale given	Changes seem relevant with adequate rationale and other possibilities considered	Relevant changes based on a clear outline of several valid modifications and rationale, accurate insight into what the result of the changes will be	
Reflection – criticism	Limited evidence provided of efforts to improve as a teacher and member of the school community	Some responsiveness and incorporation of collegial advice, suggestions, or perspectives from colleagues in the school community	Internalizes and shares knowledge from professional experiences with colleagues in the school community, actively seeking ways to improve the experience	
Reflection– outcomes	Minimal understanding expressed about student outcomes with little differentiation among ability levels and very basic connections to the work samples and assessments	Good understanding expressed about student outcomes with general differentiation among ability levels and adequate connections to work samples and assessments	In-depth, integrated analysis of student outcomes with clear differentiation among ability levels based on concrete connections to work samples and assessments	
Reflection – impact on learning	Minimal understanding expressed about the effectiveness in teaching the unit in terms of impact on student learning; vague examples of potential improvements with little understanding of the impact of the changes	Good understanding of the effectiveness in teaching the unit in terms of impact on student learning; general examples of potential improvements with some understanding of the impact of the changes	In-depth, integrated analysis of the effectiveness in teaching the unit in terms of impact on student learning; insightful and relevant examples of potential improvements with realistic understanding of the impact of the changes	
Professional Writing	Quality of writing is consistently poor, including grammar or spelling errors that undermine professional communication; lacks fluency and organization	Quality of writing is adequate, occasional grammar or spelling errors that undermine professional communication; good fluency and loose organization	Quality of writing is excellent, no grammar or spelling errors that undermine professional communication; clear fluency and organization	
COMMENTS				Total

### Culminating Activity: Growth Rubric

Rating → Indicator ↓	1 Minimal	2 Satisfactory	3 Proficient	Score
Growth – professional	No areas identified, no documentation, and/or areas are not relevant	Areas for improvement are outlined generally with basic documentation included	Specific areas for improvement are outlined with clear rationale and realistic documentation	
Growth – personal	No areas identified, no documentation, and/or areas are not relevant	Areas of personal growth are outlined generally with basic documentation included	Specific areas of personal growth are outlined with clear detail and relevance	
Growth – through seminar activities	Minimal understanding expressed about areas of growth through the seminar is very limited, ambiguous, or irrelevant	Good understanding expressed about professional growth through participation in the seminar	In-depth, integrated analysis of professional growth through participation in the seminar	
Growth – effectiveness	Minimal understanding expressed about the impact of student teaching on the candidate’s potential as a member of the profession; vague examples of lessons for the first year of teaching	Good understanding expressed about the impact of student teaching on the candidate’s potential as a member of the profession; general examples of lessons for the first year of teaching	In-depth, integrated analysis of the impact of student teaching on the candidate’s potential as a member of the profession; insightful and relevant examples of lessons for the first year of teaching	
Professional Writing	Quality of writing is consistently poor, including grammar or spelling errors that undermine professional communication; lacks fluency and organization	Quality of writing is adequate, occasional grammar or spelling errors that undermine professional communication; good fluency and loose organization	Quality of writing is excellent, no grammar or spelling errors that undermine professional communication; clear fluency and organization	
COMMENTS				Total

### Culminating Activity: Dispositions Rubric

Rating → Indicator ↓	1 Minimal	2 Satisfactory	3 Proficient	Score
Disposition – changes/past	Description of key dispositional changes is vague; evidence does not support changes or is not provided	Description and examples are connected loosely and show a basic understanding of dispositional changes during student teaching	Interconnected description and examples of dispositional changes show an insightful understanding of a mature professional	
Disposition – fairness	Analysis of fairness is limited or irrelevant; examples do not show an understanding of fairness	Analysis and examples are connected loosely and show a basic understanding of fairness during the unit	Interconnected analysis and examples of fairness show an insightful understanding of a mature professional	
Disposition – commitment to ALL learners	Analysis of beliefs about student learning is limited or irrelevant; resolution does not show an understanding of the belief	Analysis and examples are connected loosely and show a basic understanding of the belief that all students can learn	Interconnected description and examples of the belief that all students can learn and shows an insightful understanding of a mature professional	
Disposition – continuous improvement	Assessment of strengths is unrelated to disposition; examples unrelated to successful teaching	Assessment and examples are connected loosely and show a basic understanding of general dispositions that make teachers successful	Interconnected description and relevant examples of personal dispositions that will make teaching successful and shows an insightful understanding of a mature professional	
Professional Writing	Quality of writing is consistently poor, including grammar or spelling errors that undermine professional communication; lacks fluency and organization	Quality of writing is adequate, occasional grammar or spelling errors that undermine professional communication; good fluency and loose organization	Quality of writing is excellent, no grammar or spelling errors that undermine professional communication; clear fluency and organization	
COMMENTS				Total

**Appendix A: Grading**

**Weekly Journals**

University Supervisors should complete the following rubric for two different weekly journal entries (one BEFORE Midterm and one AFTER Midterm) and transfer the scores to the Summation Sheet (page 12) of this document.

**Journal: Formal Evaluation Rubric**

Rating Indicator → ↓	1	2	3	Score	
	Minimal	Satisfactory	Proficient	Journal 1	Journal 2
Appropriate Breadth	Majority of the topics are not addressed; quality of writing is poor	Most of the topics are addressed; quality of writing is understandable	All of the topics are addressed in a well-written, coherent way.		
Depth of Reflection	Weekly journal is a minimally descriptive, general response to the suggested topics	Weekly journal shows a good understanding of the suggested topics	Weekly journal is an in-depth, integrated analysis of the suggested topics		
Personal Relevance	The journal could apply to any teaching experience and contains very little that is specific to the student teacher and/or the setting	The journal draws on the student teacher's experience, examples are haphazard, isolated and/or not consistently applicable to the topics	The journal is closely tied to the student teacher's experience, including interrelated examples that are relevant to the topics		
Impact on Experience	Limited evidence provided of efforts to improve as a teacher and member of the school community	Some responsiveness and incorporation of collegial advice, suggestions, or perspectives from colleagues in the school community	Internalizes and shares knowledge from professional experiences with colleagues in the school community, actively seeking ways to improve the experience		
COMMENTS				Total	
Comments for <b>Journal 1</b>				Total points for Journal 1 (transfer to Seminar Scoring Guide):	
<u>JOURNAL FORMAL EVALUATION ONE</u>					
Comments for <b>Journal 2</b>				Total points for Journal 2 (transfer to Seminar Scoring Guide):	
<u>JOURNAL FORMAL EVALUATION TWO</u>					

**Appendix A: Grading**

**Instructional Snapshots**

University Supervisors should complete the following rubric for two different Instructional Snapshots (one BEFORE Midterm and one AFTER Midterm) and transfer the scores to the Summation Sheet (page 12) of this document.

**Instructional Snapshot: Formal Evaluation**

Rating Indicator	1	2	3	Score	
	Minimal	Satisfactory	Proficient	Snap 1	Snap 2
Planning	Minimal understanding expressed about planning, negligible alignment of goals, activities, and assessment	Adequate planning, with loose alignment of goals, activities, and assessment	Thorough planning, with high degree of alignment between goals, activities, and assessment		
Knowledge	Minimal understanding expressed about the effectiveness of planning, implementation, and evaluation of content knowledge; plans for improvements are unclear	Good understanding expressed about the effectiveness of planning, implementation, and evaluation of content; plans for improvement are adequate	In-depth, integrated analysis of the effectiveness of planning, implementation, and evaluation of content; plans for improvement are relevant and insightful		
Learning Environment	Minimal understanding expressed about the effectiveness of managing the learning environment and student engagement; plans for improvements are unclear	Good understanding expressed about the effectiveness of managing the learning environment and student engagement; plans for improvement are general	In-depth, integrated analysis of the effectiveness of managing the learning environment and student engagement; insightful and relevant plans for improvement		
Personalized Learning	Minimal understanding expressed about the lesson in terms of different student ability levels, learning styles and lesson creativity; plans for improvements are unclear	Good understanding expressed about the lesson in terms of different student ability levels, learning styles and lesson creativity; general plans for improvement	In-depth, integrated analysis of the lesson in terms of different student ability levels, learning styles and lesson creativity; insightful and relevant plans for improvement		
Community	Minimal understanding expressed about the effectiveness of integrating aspects of a community into the lesson; vague plans for improvements	Good understanding expressed about the effectiveness of integrating aspects of a community into the lesson; general plans for improvement	In-depth, integrated analysis of the effectiveness of integrating aspects of a community into the lesson; insightful and relevant plans for improvement		
Reflection	Minimal understanding expressed about the effectiveness of the lesson in terms of the learning of various student groups; vague plans for improvement	Good understanding expressed about the effectiveness of the lesson in terms of the learning of various student groups; general plans to improve with some connection to impact	In-depth, integrated analysis of the effectiveness of the lesson in terms of the learning of various student groups; insightful and relevant plans to improve with realistic understanding of the impact		
Growth	Minimal understanding expressed about the effectiveness as a professional; vague plans for improvement	Good understanding expressed about the effectiveness as a professional; general plans to improve	In-depth, integrated analysis of the effectiveness as a professional; insightful and relevant plans to improve		
Professional Writing	Quality of writing is consistently poor, including grammar or spelling errors that undermine professional communication; lacks fluency and organization	Quality of writing is adequate, occasional grammar or spelling errors that undermine professional communication; good fluency and loose organization	Quality of writing is excellent, no grammar or spelling errors that undermine professional communication; clear fluency and organization		
COMMENTS				<b>Total</b>	
				<b>Snapshot 1</b>	
				<u>SNAPSHOT FORMAL EVALUATION ONE</u>	
				<b>Snapshot 2</b>	
				<u>SNAPSHOT FORMAL EVALUATION TWO</u>	

**Appendix B: M420 Summation Sheet**

Transfer point totals from the Rubrics in Appendix A.

The university supervisor should complete the following scoring guide, share it at the final conference, and submit it to the Student Teaching Office along with the other final conference materials.

Activity/Task	Points
Culminating Activity: <ul style="list-style-type: none"><li>• Unit Plan</li><li>• Examples of Students' Work</li><li>• Assessment Documentation</li><li>• Critical/Reflective Analysis</li></ul>	/105
Weekly Journal 1	/12
Weekly Journal 2	/12
Instructional Snapshot 1	/24
Instructional Snapshot 2	/24
Professionalism Activity: Register with IU Career Services	S/F (BY MIDTERM)
Professionalism Activity: Resume Creation	S/F (BY MIDTERM)
<b>Total</b>	<b>/177</b>

**Rating Guide**

Overall Seminar Score: \_\_\_\_\_/177 points

- 0 – 105 points: **Failing** the seminar
- 106 – 123 points: **Minimal** quality of work
- 124– 141 points: **Satisfactory** quality of work
- 142 – 159 points: **Proficient** quality of work
- 160 – 177 points: **Distinguished** quality of work

I have reviewed the items/activities listed above with the university supervisor and uploaded the appropriate items to the OnCourse website.

**Student Teacher Signature:** \_\_\_\_\_

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

I have reviewed all components listed above during the process of this student teacher's placement and found all final work to be satisfactory.

**University Supervisor Signature:** \_\_\_\_\_

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

## Appendix C: M420 Culminating Activity Checklist

The following table is for the use of the student teacher to ensure that all of his/her assignments for M420 are submitted in a timely manner. **It does not need to be returned to the Student Teaching Office.**

<b>M420 CULMINATING ACTIVITY CHECKLIST</b>	
<i>CHECK WHEN COMPLETE</i>	<i>REQUIREMENT</i>
___ Reviewed with supervisor ___ Uploaded to OnCourse Date Uploaded _____	<b>Unit Plan</b> - highlighting at least one week's instruction (refer to Spring 2009 Student Teaching Handbook, p. 41 for example).
___ Reviewed with supervisor ___ Uploaded to OnCourse Date Uploaded _____	<b>Examples of students' work</b> (1 example each, from this unit): <ul style="list-style-type: none"> <li>• High achievers</li> <li>• Average achievers</li> <li>• Low achievers</li> </ul> <b>**REMOVE ALL IDENTIFYING INFORMATION FROM STUDENTS' WORK**</b> <b>**DO NOT SUBMIT PHOTOS OF STUDENTS**</b>
___ Reviewed with supervisor ___ Uploaded to OnCourse Date Uploaded _____	<b>Assessment Documentation</b> (not limited to these examples, but may include any of the following): <ul style="list-style-type: none"> <li>• Rubric used during this unit</li> <li>• Quiz/test form used during this unit</li> <li>• Description of informal in-class activities used for assessment during this unit.</li> </ul>
___ Reviewed with supervisor ___ Uploaded to OnCourse Date Uploaded _____	<b>Critical/Reflective Analysis</b> - should incorporate succinctly: <ul style="list-style-type: none"> <li>• The student teacher's analysis of the unit plan;</li> <li>• Its success in terms of delivery <i>and</i> students' assessment and learning;</li> <li>• Its shortcomings, i.e., what the student teacher would do differently in the future;</li> <li>• Application of the six guiding principles (refer to 2009 2010 Student Teaching Handbook, pp. 24-31).</li> </ul>
<b>OTHER M420 SEMINAR ASSIGNMENT REQUIREMENTS</b>	
___ Reviewed with supervisor	Weekly Journal 1 due before midterm
___ Reviewed with supervisor	Weekly Journal 2 due after midterm
___ Reviewed with supervisor	Instructional Snapshot 1- due before midterm
___ Reviewed with supervisor	Instructional Snapshot 2- due after midterm
___ Reviewed with supervisor	Professionalism Activity: Register with IU Career Services at <a href="http://iuedcareers.com">iuedcareers.com</a>
___ Reviewed with supervisor ___ Uploaded to <a href="http://iuedcareers.com">iuedcareers.com</a> Date Uploaded _____	Professionalism Activity: Resume Creation (required to register with IU Career Services)

## **Appendix D: Journal Suggestions**

The specific format and means of submitting the journal reflections will be communicated to the student teacher by the university supervisor. The following are suggested topics for the weekly journal. The university supervisor may recommend a specific order of topics for the journal, may provide alternate topics for reflection, or the student teacher may create their own topic based on a unique experience.

### Suggested Journal Topics

1. Write a reflection based upon the means or methods that your supervising teacher employs to set the tone or establish the climate for their classroom. Consider the techniques or behaviors that the supervising teacher uses in building positive relationships with his/her students.
2. Write a reflection that concentrates on the Learning Environment component, especially classroom management. Consider how students know what the teacher's expectations are regarding their behavior/misbehavior. Study the physical environment: does it complement/enhance instruction, or does the physical environment distract or confuse certain students? Consider the techniques that the supervising teacher uses to insure that all students are engaged in instructional activities.
3. Write a reflection that is based upon your first instructional lesson in this placement. Indicate how successful the lesson seemed to you: what were your objectives, what teaching strategies did you use with this lesson, how did you rate student participation, how was the lesson assessed, etc.? Did anything happen that you did not anticipate? If so, how did you handle these surprises? In what ways will you change or adapt your preparation of daily lessons to be more effective?
4. Reflect upon the school community of which you are now a part. Consider not only the teachers with whom you are in daily contact, but also the staff: secretaries, custodians, aides, and other support personnel. Look beyond the school to the community itself. How much diversity is in evidence? What types of diversity have you found? Describe the community in which your students live. In what ways is it similar/different from the community from which you came? Does it matter to you "where you teach"?
5. Reflect upon the process of lesson planning. What have you learned about your ability to think through a lesson? What are your strengths in developing lessons and longer units of study? What aspects are most difficult for you? What kinds of teaching strategies are the easiest for you to implement? Which are the most challenging for you to utilize?
6. Reflect upon a student teaching component that seems difficult for you at this point in your teaching experience (learning environment, curriculum, personalized learning, assessments, communication with students or other professionals, etc.). Describe the situations that cause you problems, comment on the points of difficulty, and present some possible solutions. In what way is your teaching philosophy changing (or is it)?
7. Select one student who has presented you with challenges. Describe the student, highlight the problems, and reflect on the methods that you have used to deal with or meet these challenges. To what degree do you feel these methods have been effective? Does this student present the same challenge to other teachers? If so, how do they handle the situation? If not, why do you think that is?

8. One of the most unanticipated aspects of student teaching is in the area of “transitions” between learning activities, class periods, or daily routines. Why is this aspect of teaching important for any effective teacher to master? Reflect upon the problems these types of transitions may have presented for you and how you have improved in this area since starting your student teaching.
9. Reflect upon any current issue in education that you studied in college that you now see being addressed in this school or classroom (funding cuts, ISTEP and other standardized testing, bullying, etc.) What professional discussions have you been a part of regarding this issue (faculty meetings, committee work, in-service workshops, etc.)? Have you taken an active or passive role in these discussions? In general, how have your thoughts/opinions on this issue changed due to these experiences?
10. You have assessed students through a variety of strategies during the experience. As you finish your student teaching assignment, what “grade” would you receive if the students were to assess you? State the rationale they would give for their evaluation. Have some fun with this one!
11. Student teachers always find out, “they sure didn’t teach us this in our methods classes!” Reflect on some things you have learned about teaching and/or about students that you never learned in a university classroom. Do you think it is possible for a professor to “teach” these things in a university setting, or are there just some things you must learn for yourself “in the trenches”?
12. Write about how you are feeling as your student teaching experience ends. What were the most rewarding things that happened to you? What were the most surprising? What would you say was the most important thing you taught your students during the past few weeks? What is the most important thing they taught you? What “tools of the trade” will you take with you when you leave this classroom to begin your career as a teacher?
13. Design a Topic: if there is something relevant to the experience, discuss the topic with the university supervisor prior to writing about it. The topic should include both technical and critical reflection, i.e. what happened and why it happened. The journal should also include reflections related to the impact on the experience or on professional growth as an educator. Be sure that all of the items in the journal rubric have been addressed.

## Appendix E: Instructional Snapshot Guidelines

Address each of the Six Principles, along with planning, using these questions or statements:

- **Planning:** Share the lesson(s) including subject, objectives, standards, assessments, activities, and any modifications you have made for a particular student or group.
- **Knowledge:** How effectively did you plan, convey, and evaluate the content knowledge addressed in the lesson? Include reference to objectives, activities, and assessments. What could be done to improve the lesson?
- **Learning Environment:** How effectively did you manage the environment and keep students engaged during the lesson? Include reference to use of space, resources, time, and behavior. What improvements could be made?
- **Personalized Learning:** How effectively did you personalize instruction to reach all learners? Include reference to prior knowledge, ability levels, learning styles, lesson creativity. What improvements could be made?
- **Community:** How effectively did you integrate the classroom/school/local community? Include reference to resources, perspectives, relationships, and/or culture of the students. What improvements can be made?
- **Reflection:** How effective was the lesson in terms of student learning? Include reference to the objectives, outcomes, and the performance of various sub-groups. What changes could be made, and what impact would they have?
- **Growth:** How effective were you as a professional in facilitating student learning? Include examples from the preceding principles, and any other evidence that is relevant. What improvements can you make as an educator?