

SECTION III

THE TEACHING AND LEARNING FOUNDATION

The Six Guiding Principles of the Indiana University School of Education

Knowledge

The student teacher is expected to be well-grounded in student development, the content areas that are central to teaching, and assessment strategies.

Learning Environment

The student teacher is expected to create and nurture positive physical, social, and academic learning environments.

Personalized Learning

The student teacher is expected to understand ability levels, interests, and learning styles. The student teacher demonstrates instruction that reflects the diversity among all learners.

Community

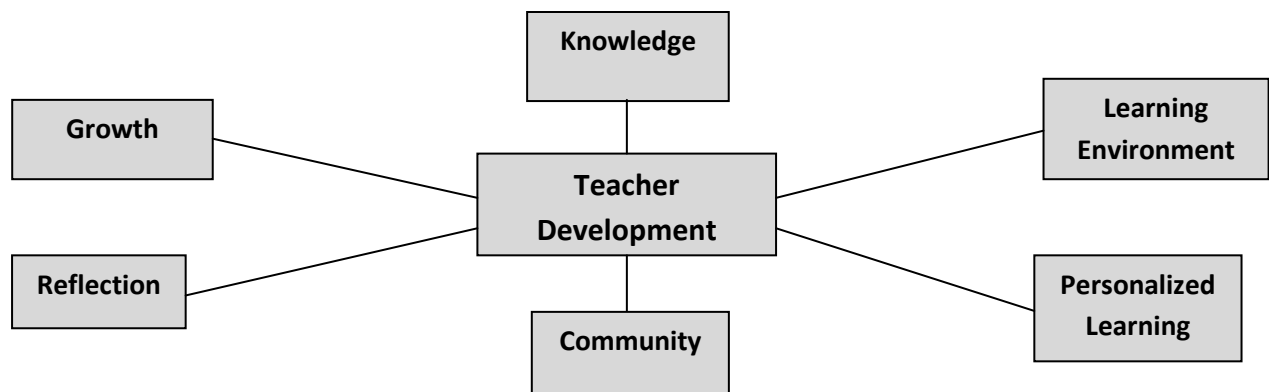
The student teacher is expected to understand and to be involved in the academic learning community. The student teacher builds and develops relationships within the school, corporation, and community.

Reflection

The student teacher is expected to reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession.

Growth

The student teacher is expected to develop a philosophy of teaching and learning, which demonstrates continuous professional growth in values, commitments, and professional judgments.



THE STUDENT TEACHING TRIAD SPECIFIC RESPONSIBILITIES

	Knowledge	Learning Environment	Personalized Learning
Student Teacher	<ul style="list-style-type: none"> • Demonstrates knowledge of student learning and development. • Demonstrates knowledge of content, state standards, and resources. • Demonstrates an understanding of a variety of assessment strategies. • Demonstrates the ability to develop comprehensive lesson plans. 	<ul style="list-style-type: none"> • Plans and demonstrates classroom management. • Develops a positive physical environment through appropriate planning and use of space, materials, resources, and instructional time. • Develops a positive social environment. • Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses, and using multiple teaching strategies. • Provides positive transitions in classroom and learning communities. 	<ul style="list-style-type: none"> • Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students. • Develops lessons that are creative, engaging and appropriate for the learning community. • Develops instructional activities that address multiple learning styles. • Builds productive learning relationships with students.
Supervising Teacher	<ul style="list-style-type: none"> • Meets daily to discuss student developmental issues. • Provides examples and discusses lesson planning using standards and quality resource selections. • Reviews and reflects continuously on assessment strategies that document student abilities. • Reviews and reflects continuously on lesson plans that indicate an understanding of student development, content knowledge, state standards, and assessment strategies. 	<ul style="list-style-type: none"> • Provides examples, discusses and reflects on quality classroom management plans and strategies. • Provides examples, discusses, and reflects on using the physical environment to enhance the “Learning Environment.” • Provides examples, discusses and reflects on ways to foster a positive social environment and to engage students. • Reviews and reflects continuously on quality instruction: clear communication of expectations, student engagement, meaningful responses, and use of multiple teaching strategies. • Provides examples of effective transitions in classroom. 	<ul style="list-style-type: none"> • Provides examples, reviews, and reflects on learning objectives and assessments for the individual child (rubrics, differentiated assessment, challenging projects or problems). • Reviews and reflects continuously on appropriate ways to engage students. • Provides examples, reviews, and reflects continuously on addressing the needs of each individual student’s learning styles. • Reviews and reflects continuously on building learning relationships with students.
Indiana University Supervisor	<ul style="list-style-type: none"> • Communicates and discusses student teacher application of knowledge. • Nurtures support systems for the development of knowledge. • Discusses and reflects on the lesson plans, instruction, and assessment strategies that demonstrate an understanding of student development, content knowledge, state standards, and assessment strategies. 	<ul style="list-style-type: none"> • Communicates and discusses student teacher’s classroom management. • Discusses and reflects on lesson plans that use effectively space, materials, resources, and instructional time. • Communicates and reflects on the learning environment with the supervising teacher. • Discusses and reflects on transitions in the classroom. 	<ul style="list-style-type: none"> • Communicates and discusses student teacher’s lessons and instruction. • Discusses and reflects on the lesson plans and the incorporation of ability levels, interests, and learning styles. • Communicates with the student teacher and supervising teacher.

Community	Reflection	Growth
<ul style="list-style-type: none"> • Acquires an understanding of the community and students' lives outside of the school environment and classroom. • Becomes a productive member within the school. • Communicates with parents effectively. • Treats students and colleagues with kindness, fairness, patience, dignity, and respect 	<ul style="list-style-type: none"> • Reflects upon oneself in writing as a member of the teaching profession. • Uses reflection to improve instruction. • Identifies ways to improve as an individual, as a part of the school community, and as a part of the teaching profession. 	<ul style="list-style-type: none"> • Acts professionally and appropriately. • Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. • Accepts all professional responsibilities communicated by the supervising teacher, school, and corporation for instructional and non-instructional duties. • Demonstrates an understanding of current issues within the school community, the teaching profession, and public education. • Refines continuously an individual philosophy of teaching.
<ul style="list-style-type: none"> • Provides a list of “professional responsibilities” for the student teacher (taking attendance, supervision, parent communication, teacher meetings, etc) and reviews and reflects on those responsibilities. • Provides a list of available activities for the student teacher and reviews and reflects on the interests of the student teacher. Communicates professionalism in working with students outside of the classroom. • Reviews and reflects on different types of parent communication and provides the student teacher with the available community and school resources to help students. 	<ul style="list-style-type: none"> • Provides examples, reviews and reflects continuously on reflection from multiple data sources. • Discusses the use of reflection to improve instruction. • Discusses ways to improve as a teacher, as part of the school community, and as a member of the teaching profession. 	<ul style="list-style-type: none"> • Provides examples, reviews, and reflects on appropriate professional behavior. • Provides constructive criticism and suggestions. • Communicates all appropriate professional responsibilities. • Shares information and discusses current issues.
<ul style="list-style-type: none"> • Communicates and discusses student teacher participation in the school community. • Discusses and reflects on the importance and merit of understanding and participating in the community. • Communicates with the student teacher and supervising teacher. 	<ul style="list-style-type: none"> • Discusses reflection as an important professional attribute. • Discusses the use of reflection to improve instruction. • Communicates with the student teacher and supervising teacher. 	<ul style="list-style-type: none"> • Discusses the attributes of being a professional. • Discusses constructive criticism and suggestions provided, as well as student teacher's subsequent behavior and instructions. • Discusses and reflects on the philosophy of teaching. • Shares information and discusses current issues. • Communicates with the student teacher and supervising teacher.