Student Teaching Handbook

Northwestern State University
College of Education & Human Development
Office of Field Experience & Clinical Practice
Fall Semester 2010
Student Teaching Handbook

Prepared by
Office of Field Experience and Clinical Practices
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Northwestern State University was founded in 1884 when the state legislature chartered the Louisiana State Normal School. For the past 125 years NSU has been involved in preparing young men and women for a career in education. We truly believe that the future of our nation rests largely in the quality of our schools, and that the quality of our schools is primarily determined by the competency of the teacher in the classroom.

The NSU College of Education & Human Development is committed to providing our students with a positive, professional, and practical student teaching experience. University supervisors and cooperating/mentor teachers are the professionals who work with student teachers to ensure a successful student teaching experience which will encourage our pre-service teachers to enter the education profession as enthusiastic and effective teachers.

This Handbook for Student Teaching is a guide to policies and procedures for all persons involved with the student teaching program at Northwestern State University. Roles and responsibilities of Student Teachers, Cooperating teachers, Cooperating Principals, and University Supervisors are delineated. All persons involved with the student teaching program at Northwestern should carefully read and adhere to the policies and procedures outlined in this Handbook. The National Education Association’s Code of Ethics of the Education Profession is included in the Appendix, and represents the professional conduct expected of Student Teachers and all those working with Student Teachers.

The purpose of this handbook is to provide general information to students and supervisory personnel concerning an ongoing educational process and is intended as a guide only. By adoption or promulgation of this guide, it is not the intent of the College of Education or Northwestern State University to confer any additional rights of substantive or procedural due process not mandated by law.

The student teaching program is primarily a collaborative effort between the University and the participating schools and is continuously reviewed and evaluated for any needed changes as the teacher education program conceptual framework - MODELS FOR LEARNING - is implemented. Any suggestions or recommendations concerning expectations and/or procedures included in the Handbook should be directed to the Office of Field Experience and Clinical Practices.
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I. STUDENT TEACHING GLOSSARY

Artifacts- artifacts are documents or pieces of evidence that are used to support portfolio entries. Good artifacts should demonstrate the active thought processes of students, not the ability to recall facts. See evidence.

Assessment of data- Assessment of data includes the collection and analysis of a variety of student performances in order to make inferences about the level of student understanding.

Conference - When the Student Teacher meets with Cooperating teacher, principal, and/ or University Supervisor to discuss observed teaching experiences or other matters relating to student teaching. Weekly formal conferences should be conducted by the Cooperating Teacher with the Student Teacher.

Context for teaching- a description of the community, school, and students that are the focus of the instruction and is found in Entry II of the Professional Portfolio. Form A1 is the description of the context for teaching.

Cooperating Principal - On-site principal at the cooperating school to which the Student Teacher is assigned.

Cooperating School - Regionally accredited, University-approved P-12 school which provides an instructional setting and opportunities for student teaching, practica, and other field experiences.

Cooperating Teacher - Certified and experienced practitioner who provides on-site supervision and guidance during student teaching.

Coordinator of Teacher Certification - University staff/faculty member with administrative responsibility to monitor state certification requirements and admission to candidacy for a degree in teacher education at Northwestern State University.

Director of Field Experience and Clinical Practices - University faculty member with administrative responsibility to organize and coordinate the College of Education's program of field experiences.

Dual Assignment - Sixteen-week student teaching assignment split between two academic areas and/or levels. Examples: PreK-3 certification and Special Education add-on.

Evidence- Evidence is used in the Professional Portfolio to support portfolio entries. Examples might include materials that were used in the course of instruction; lesson plans; samples of student work; videotapes of activities; written records of activities and assessments. See artifacts.

Interstate New Teacher Assessment and Support Consortium (INTASC) – A consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, the primary constituency of NTASC is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.
**Louisiana Components of Effective Teaching (LCET)** - Criteria for assessment of teachers in Louisiana developed from the professional knowledge base on teaching and "craft knowledge" acquired by experienced educators. Consists of Domains (major areas of teaching responsibilities), Components (critical functions within a Domain), and Attributes (behaviors that relate to and help to define Components).

**Louisiana Teacher Assistance and Assessment Program (LaTAAP)** - Uniform statewide program of assessment for new teachers entering service for the first time in a Louisiana Public School System; planned program of support from experienced educators and an assurance of effective professional performance by beginning teacher; Louisiana Components of Effective Teaching are the basis of the assessment of criteria.

**Observation** - When the Student Teacher purposefully watches and collects data on a teaching-learning situation implemented by the Cooperating teacher. Observations of the assigned class(es) should begin immediately and continue throughout the semester.

**Participation** - When the Student Teacher is actively involved and assisting the Cooperating teacher in school, classroom, and professional activities, other than direct teaching by the Student Teacher. Activities would include: performing duty responsibilities with the Cooperating teacher, attending faculty meetings, and performing housekeeping tasks, such as grading papers, preparing instructional materials, etc.

**PRAXIS: Professional Assessment for Beginning Teachers** - Standardized teaching aptitude tests prepared by Educational Testing Service required of teacher candidates by Louisiana Department of Education and Northwestern State University. Included are Pre-Professional Skills Tests, Principles of Learning & Teaching Tests, and Specialty Area Tests. See Section III.

**Professional Portfolio** – An edited, integrated collection of evidence that a teacher candidate has acquired the identified teacher education program outcomes. It is a document that may be presented to prospective employers during job interviews and provides a unique marketing tool for a teacher candidate’s skills and attitudes.

**Regular Assignment** – A sixteen-week student teaching assignment in one academic area and/or grade level.

**Specialized Academic Area** - Subject matter or content area of emphasis in teacher education program, e.g., social studies, mathematics, elementary education, etc.

**Student Teacher** - Teacher education candidate approved for student teaching assignment in specialized academic(s) and grade level(s) in a school-based setting.

**Student Teaching** - One-semester, school-based experience for the teacher education candidate to be completed in specialized academic area(s) and grade level(s) in the regionally accredited, University-approved P-12 schools, supervised by University and cooperating school personnel.

**MODELS FOR LEARNING** - Northwestern State University’s teacher education program conceptual framework model, based on program outcomes of Essential Knowledge--General Knowledge, Professional Knowledge (Pedagogy), and Subject Matter Knowledge--and processes of Creative/Critical Thinking, Assessment-Based Decision Making, Responsibility Taking, and Problem Solving.
Teacher Education Program - Accredited and approved program of studies comprised of (1) Professional education courses: Required courses in education, reading, educational psychology, and special education; (2) Specialized academic courses: Required subject matter or content area courses; and (3) General education and University core courses: Required University courses for teacher education majors including communications, mathematics, science, fine arts and humanities, social science, and health and personal fitness.

Teaching - When the Student Teacher assumes responsibility for teaching pupils in the teaching-learning situation. The Student Teacher is required to have written, approved plans for any lesson taught. At least ten (10) days of “all-day” teaching is required in which the Student Teacher is in full charge of all activities during a school day.

University Liaison – A Cooperating teacher from each cluster school that will serve as a liaison between the University Supervisor and the cluster of Student Teachers at that school.

University Supervisor - University faculty member assigned to collaborate with the Cooperating teacher in the supervision and direction of the Student Teacher.
II. NORTHWESTERN STATE UNIVERSITY STUDENT TEACHING PROGRAM

MODELS FOR LEARNING

Northwestern State University's College of Education envisions each graduate of the teacher education program as a MODELS FOR LEARNING. The MODELS FOR LEARNING framework promotes academic, personal, and social development in students, enabling them to function in an ever-changing world through REFLECTIVE PROBLEM SOLVING, CREATIVE AND CRITICAL THINKING, ASSESSMENT-BASED DECISION MAKING AND RESPONSIBILITY-TAKING, based on ESSENTIAL KNOWLEDGE. This vision provides the framework for all components of the University's teacher education program. Northwestern State University's teacher education model is shown on Page 18.

The College of Education strongly promotes and sustains collaboration between the University and local schools in the planning and implementation of the student teaching program. School practitioners are regarded as field-based teacher educators whose experience and expertise are a critical element in the professional preparation of pre-service teachers.

CONCEPTUAL FRAMEWORK

We believe that teachers are models for learning.
We believe that we impart the knowledge, skills, and dispositions of successful practice by embodying them.
We believe that the daily practice of responsibility taking, problem solving, creative and critical thinking, and assessment based decision-making creates an environment for lifelong success.
We believe that every teacher, at every level, can become a model for learning: we all teach, model for, and learn from each other.

SHARED VISION

The College of Education at Northwestern State University (NSU) has a long and rich history in preparing teachers and other professional school personnel for the schools of Louisiana and surrounding states. Founded in 1884 as Louisiana Normal, the University continues to value teacher education as one of its most prominent missions.

The College of Education assumes the major role in program and curriculum development, teaching the majority of the pedagogy coursework, directing the field experiences, and administering most of the programs. Due to the formal administrative structure of the University, three programs are housed in departments outside the College of Education; therefore, preparing MODELS FOR LEARNING is accomplished through the combined efforts of varied departments and colleges at NSU. Since all colleges, departments, programs, and faculty of the University
contribute to candidates possessing the knowledge, skills, and dispositions necessary to serve as educators in today’s schools, the distinction between the College of Education, and The Unit for Professional Education is accommodated within the shared governance structure of the Unit.

Early childhood education is housed in the Department of Family and Consumer Science and the K-12 health and physical education program is housed in the Department of Health and Human Performance in the College of Science and Technology. The secondary education components of mathematics, the pure sciences, and industrial technology are taught by departments within the College of Science and Technology. Music education is housed in the School of Creative and Performing Arts in the College of Liberal Arts. English, social science, speech, and journalism content coursework is the major responsibility of departments within the College of Liberal Arts. The knowledge base for business education is delivered by the College of Business. Where pedagogy courses are offered in colleges apart from the College of Education, specific faculty members have been appointed. Those faculty members share membership in College management committees and contribute regularly to the formation of pedagogical decisions at every level.

Although the content and pedagogy coursework are shared among various departments of the University, the concept of shared vision does not end on our campus. The College of Education has established two Professional Development Schools and two University Laboratory Schools in partnership with the Natchitoches Parish School Board. NSU Elementary Laboratory School (grades PK-5) and the NSU Middle Lab School (grades 6-8) are located on the NSU campus. North Natchitoches Elementary School and Natchitoches Junior High School are located a short distance from the campus. Methods students and Student Teachers are placed in these schools, and on-going school-University collaboration, shared expertise, and exceptionally close working relationships between faculties exist.

Collaboration among school partners has continued in the placement of Student Teachers in area school systems. Cooperating schools and teachers routinely serve on University committees and engage in reflective decision-making. These schools’ teachers and other professional school personnel are asked to work in conjunction with NSU to improve the knowledge, skills, and dispositions of students who the University recruits and the candidates it places into the school systems.

The Unit works diligently to base its coursework and other candidate experiences on theory, research, and the wisdom of practice. These foundations of education are best described in the guidelines and standards of national groups, such as NCATE, INTASC, and ISTE. The Louisiana Components of Effective Teaching (LCET), which drive the Louisiana Teacher Assistance and Assessment Program (LaTAAP), and the standards and benchmarks of the Specialized Professional Associations provide foundations for curriculum development.

The final stakeholders in this shared vision are the candidates preparing to enter the education profession, either as teachers, counselors, reading specialists, principals, or other roles. They continually seek to develop the knowledge, skills, and dispositions that are a part of the programs and experiences provided by the University. They are educated about, and become staunch believers in, the Conceptual Framework that drives teacher education and the goal of MODELS FOR LEARNING. They must be an integral part of this shared vision before the circle is complete.
COHERENCE

The College of Education prepares teachers, administrators, and other professional school personnel to enter and serve the teaching profession. As MODELS FOR LEARNING, our candidates are prepared to model critical and creative thinking (Winocur & Maurer, 2002; Wallas, 1926, as cited in Davis, 1992), problem solving (Howell & Nolet, 2000), assessment-based decision-making (Wise & Leibband, 2001), and responsibility taking behaviors, all of which are found in INTASC standards. These common threads can be seen in our curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.

Common expectations for candidates are found in course syllabi, instruction, field experiences requirements, clinical practice expectations, and assessment based decision-making. Candidates are given assignments to assess their knowledge, skills, and dispositions. Courses are performance driven and include the use of reflective journals to facilitate learning. Instruction includes the use of technology and cooperative learning with the sharing of information gained from field experiences.

The College requires a thorough knowledge of content for candidates in their professional area. From knowledge of content to knowledge of technology and leadership, candidates must first possess the content knowledge for success in the education profession. The PRAXIS I and Specialty Area exams ensure that this content knowledge is met.

The College requires candidates possess the essential skills for their positions. Candidates must demonstrate problem-solving techniques; assessment based decision-making skills, critical and creative thinking, and responsibility-taking for their actions. The PRAXIS Principles of Learning and Teaching exam ensures that these skills are evident.

From the development of a professional philosophy of education to a reflective professional portfolio, a growing awareness of their professional attributes and characteristics for the teaching profession become evident. Candidates become aware of their dispositions and must be able to demonstrate these characteristics in professional settings.

Professional Commitment and Disposition

The unit is committed to preparing teacher and other professional school personnel candidates by providing a framework that enables candidates to draw on their dispositions to implement and assess effective social and professional contexts for student learning and professional success.

The valued importance of the awareness of professionalisms and dispositions identified as indicators inherent to be successful in the education profession and to help all students learn is a critical component to all programs (Taylor & Wasiesko, 2000). Leithwood (1990) and Reiman and Thies-Sprintall’s (1998) analysis of research found that teachers at the highest levels of professional expertise and psychological development were reflective, capable of understanding the assumptions, beliefs, and value behind choice; capable of balancing the student’s intellectual achievements and interpersonal learning in the classroom; used a collaborative approach with students to control the classroom; and encouraged creativity and flexibility.

The unit indicators of collaboration, reflection, respect for and value of diversity, responsibility, creativity, and enthusiasm for the profession and ethical practice are the foundations upon which candidates are assessed on various levels. The candidates are evaluated.
by various assessment methods on dispositions in both initial and advanced programs throughout the College of Education.

Candidates are expected to show growth in these identified dispositions throughout each unit preparation program, initial and advanced. This growth is encouraged by the demonstrated commitment that each faculty member exhibits. Each of the unit faculty not only serves as a professional role model for program preparation but also can immediately identify dispositions that may be problematic in the candidate's professional development. Evaluations by the unit faculty to strengthen desirable dispositions and change or weaken undesirable dispositions are cohesive components of each program.

Commitment to Diversity

The College of Education acknowledges and respects the value and importance of a diverse university community. Faculty seek to create an atmosphere of mutual respect, tolerance and fellowship among faculty, candidates, and K-12 partners. Behaviors that are expected of candidates are modeled and candidates are provided with the necessary tools to become models of these behaviors for a diverse student population. Respect for diversity can be found embedded within the curriculum, field experiences, and clinical practices of candidates.

It is the goal of the College of Education to create an environment in which candidates are able to create instruction for a diverse student population. Candidates implement the knowledge, skills, and dispositions relative to diversity to meet the needs of students of different cultures, genders, and exceptionalities. In this nurturing environment candidates are able to develop an understanding of and awareness of the importance of differences that make up the rich, cultural tapestry of our daily lives. The College expects candidates to be aware of themselves as members of this diverse society and to extend their self-awareness to include awareness of others. By becoming more aware of others as members of a global society, candidates will be able to create an atmosphere conducive to global learning.

The College requires candidates to use appropriate strategies, services, and resources to meet the needs of students of diverse learning styles and exceptionalities. Candidates will challenge students of all ethnicities, races, genders, and exceptionalities through instructional conversation and develop culturally relevant instructional strategies and activities that are culturally relevant.

The College strives to create an atmosphere that welcomes and encourages collaboration and partnership with diverse faculty, candidates, and K-12 partners. It is our commitment to foster full educational opportunities for both faculty who teach here and candidates who learn here. Ultimately, it is our goal to prepare our candidates to be effective leaders in a pluralistic society.

Commitment of the Unit to Teaching and Learning with Technology

Every member of the Unit demonstrates a commitment to technology in every phase of professional life. The Technology Plan sets the stage for the role of technology in Unit activities.

The context for instruction within the College of Education emphasizes field-based experiences and grounding within the world of practice. Recognizing that educational practice increasingly requires skill in the design and use of technological solutions, the College requires of all graduates an appropriate level of technological competence. (College Technology Plan, 2004, p. 1)
Since the commitment to technology forms an integral part of the Unit’s Conceptual Framework, teachers, as models for learning, have become models for learning both with and about technology. That commitment begins with this vision:

The College of Education is committed to being the leader in educational technology for the State of Louisiana. We recognize the growing use of technology as an integral part of contemporary instruction. Our vision involves actively engaging both faculty and students as users, designers, and instructors in every facet of educational technology. (Dean’s Vision Statement; Unit Technology Plan, 2004)

Candidates use technology in every phase of their preparation. Each face to face class is accompanied by a conferencing software section for tests, reference material, grade posting, and peer discussion. As mandated by the state of Louisiana Department of Education, BlackBoard is used as the conferencing software. Faculty development, both provided by University direction and requested by individual members, focuses on including technology in teaching and learning. Faculty learning with technology includes a faculty committed to the collaborative learning and designed instruction that technology encourages.

Significant institutional investment in library resources and personnel, The PassPort management system, BlackBoard instructional support, and an evolving campus network for every instructional site testify to institutional commitment.

The commitment to technology does not begin or end with investments in equipment, however. The interactive, experience-enriched learning relationships (Tascott, 1998) of technology education, generally, are reinforced in every phase of the MODELS FOR LEARNING that drives the entire Unit.

The Conceptual Framework for preparing its graduates combines professional preparation with general and subject-specific knowledge in a way that provides well-rounded practitioners and lifelong learners. Within the University environment, the College of Education focuses on the preparation of education professionals to meet the needs of schools and other employers, and to meet or exceed certification and professional accrediting standards.

Recent restructuring across the Unit’s area of service, from core courses to field partners, illustrates that the commitment to learning and teaching with technology drives deep within the curriculum (Newby, T., et al., 2000). The implementation of the PassPort system for student portfolio and evaluation marks an enhanced commitment to technology as a broad and persistent vehicle for professional development. PassPort portfolios will permit an interactive and career-long, technology-facilitated professional biography for each candidate, richly documented by artifacts of both student performance and Unit guidance.

The context for instruction within the College of Education emphasizes field-based experiences and grounding within the world of practice. Recognizing that educational practice increasingly requires skill in the design and use of technological solutions, the College requires of all graduates an appropriate level of technological competence. The commitment to technology is written across the budget, across each syllabus, and deeply within the research and instructional practice of each Unit faculty member. In this case, as with every other, the models for student performance are the values and performance of their teachers.
Alignment with Professional & State Standards

Our Conceptual Framework has as its foundation the body of standards espoused by our institution, state, and professional associations. Candidates develop not only an in-depth knowledge of the standards, but they also learn how to apply them in the real world.

Candidates develop a wide knowledge base of general education research (i.e., content, pedagogy, and technology) that is derived from both state and professional standards. Not only is the candidates’ knowledge assessed according to state standards and the Louisiana Components of Effective Teaching (LCET). But also the candidates are held accountable for standards set forth by NCATE and by appropriate Specialized Professional Associations.* Further, candidates develop in-depth knowledge about learners and the learning environment (i.e., management, theories, research, diversity/individual differences, and assessment). This research aligns with standards developed by LCET, NCATE, and appropriate specialized professional associations.

Second, candidates have extensive opportunities to apply knowledge and expand their skills (methodology and teaching). Candidates align their planning skills with LCET, State standards, specialized professional associations, and NCATE as they learn to implement Louisiana Content Standards and Benchmarks, write objectives, design student-centered activities, utilize non-standard materials, integrate technology, and facilitate higher order thinking skills (e.g., problem solving, critical and creative thinking, assessment-based decision making, and responsibility taking). They also learn appropriate strategies for addressing diversity and individual differences as well as implementing appropriate assessments and evaluations.

Additionally, candidates align their instructional skills with LCET, state standards, specialized professional associations, and NCATE as they learn to implement research-based practices, integrate technology, and implement student-centered activities. They also participate in standards-based learning as they engage in higher order thinking, explore how to address diversity, and implement appropriate assessments.

Third, candidates have multiple opportunities to develop the dispositions necessary to be effective educators. In order to meet LCET, State, NCATE, and specialized professional association standards*, candidates engage in a variety of experiences that enhance their dispositions relating to professional and school development.

* Professional Associations: NAEYC, ACEI, NASM, NASPE, NCTE, NCTM, NSTA, NCSS, CEC
References


INTASC Standards (http://www.dpi.state.nc.us/pbl/pblintasc.htm)

ISTE INTECH Standards (http://www.iste.org)

ISTE NETS Standards (http://www.iste.org)


NSU Unit Strategic Plan, 2004-2009.


GOALS AND OBJECTIVES

During the student teaching experience, prospective teachers are provided the opportunity to practice instructional skills, to apply knowledge from specialized academic areas, and to develop personal interaction styles in actual classroom situations. Overall goals of the student teaching program at Northwestern are to provide experiences that will enable the Student Teacher to:

- Develop entry-level competence in the full range of teaching skills and functions.
- Apply a reflective, analytical approach to teaching.
- Enhance personal self-worth and professional growth.
- Apply essential knowledge bases to classroom experiences.
- Demonstrate an understanding and acceptance of pupil and cultural diversity.
- Base informed instructional decisions on creative, critical thinking and assume responsibility for decisions.
- Integrate instructional technology into student learning activities.
- Demonstrate a commitment to the professional goals of the teacher education program's MODELS FOR LEARNING.
Specific performance objectives for the Student Teacher are in the major areas of **PLANNING, MANAGEMENT, INSTRUCTION, and PERSONAL/PROFESSIONAL CHARACTERISTICS** and incorporate the **Louisiana Components of Effective Teaching** (Louisiana Department of Education, 1995) and the characteristics of the **MODELS FOR LEARNING**. Northwestern State University Student Teachers are expected to:

- Plan effectively.
- Maintain an environment conducive to learning. Maximize time available for instruction.
- Manage learner behavior to provide productive learning opportunities. Deliver instruction effectively.
- Design and develop student learning activities that integrate instructional technology.
- Present appropriate content.
- Provide opportunities for student involvement in the learning process.
- Assess student progress continuously.
- Establish a classroom environment that reflects an understanding and acceptance of cultural diversity and exceptionalities.
- Display evidence of professional growth and development.
- Exhibit appropriate interpersonal and communication skills.
CONTRACTUAL AGREEMENTS WITH PARTICIPATING SCHOOL DISTRICTS

Northwestern State University and cooperating school systems identified for student teaching assignments have entered into written contractual agreements. Selection of cooperating schools and teachers, qualifications of Cooperating Teachers, and the University's responsibility to cooperating school systems and teachers are outlined in the agreement. Copies of current agreements are on file with parish school boards.

SELECTION OF COOPERATING SCHOOLS

Northwestern State University Student Teachers are assigned to cooperating public schools in the following school districts: Avoyelles, Bossier, Caddo, DeSoto, Grant, LaSalle, Natchitoches, Rapides, Red River, Sabine, Vernon, and Winn. Criteria used to select cooperating schools include: recommendation by parish school board administrators; regional accreditation and state approval status; availability of certified Cooperating teachers; geographic location and proximity to Northwestern; existence of culturally diverse and exceptional populations; and curricular emphases.

SELECTION OF COOPERATING TEACHERS

Cooperating teachers selected for the student teaching program at Northwestern State University must have:

- Recommendation by parish school board administrators and Cooperating Principal and
- Valid Louisiana certificate in subject area/grade level and
  - Master's degree or
  - Certification endorsement as supervisor of student teachers or
  - LATAAP Assessor trained or
  - National Board Certification
- Minimum of three years of successful teaching experience in subject area/grade level
- Capacity to have a positive impact on student learning.
- Capacity to mentor an adult.

The Director of Field Experience and Clinical Practice has the primary responsibility for the placement of student teachers. Placement decisions for student teacher candidates are based on numerous factors including: (1) data on field experiences of the teacher candidate prior to student teaching; (2) recommendations and feedback from methods faculty and cooperating teachers concerning the teacher candidate; (3) teacher candidate interview with Director of Field Experience; and (4) recommendation and input from district personnel and/or principal on possible cooperating teachers for each student teacher candidate.

The selection of cooperating/mentor teachers is made by the Director of Field Experience from a database of teachers recommended for this assignment by school and district level personnel.
EMPLOYMENT BY NORTHWESTERN STATE UNIVERSITY

Cooperating teachers and principals are employed on a semester basis. Upon initial employment, Cooperating teachers and principals must complete all data forms and furnish information requested by the Personnel Department and the Office of Field Experience and Clinical Practices at Northwestern.

Stipends paid to cooperating teachers and principals are in accordance with established state guidelines. Payment of stipends to cooperating teachers and principals in schools in the area will be made at the end of the semester and included in a regular paycheck issued by the respective employing parish school board. The process is detailed as follows:

Each semester, the Director of Field Experience and Clinical Practices will furnish to the respective parish school a list of employed cooperating teachers and principals and the amount of the stipend to be paid to each participant according to the established guidelines. The school board office will review the list and note appropriate deductions—retirement, Medicare, etc. DROP participants will also be noted. When the approved list has been returned to the Office of Field Experience and Clinical Practices, a single check will be prepared by the Business Office and submitted to the appropriate parish school board office. The parish will then be responsible for making payment to each cooperating teacher and principal. Payment will be made with the next regular paycheck with the amount and source of extra pay indicated on the check stub.
RESPONSIBILITIES

Cooperating School

The cooperating school retains the legal responsibility for the safety and welfare of its pupils. Additionally, the cooperating school assures that the Cooperating teachers and Student Teachers understand and follow established parish policies and procedures.

Student Teachers must be under the constant and daily supervision of a qualified Cooperating teacher employed by Northwestern. Student Teachers are not to serve as substitute teachers during the student teaching assignment. In the absence of the Cooperating teacher, a substitute teacher may need to assume the ultimate responsibility for the operation of the classroom.

Cooperating Teacher

Cooperating teachers employed by Northwestern State University are expected to:

- Indicate willingness to participate in and uphold the policies of the student teaching program and exhibit a positive attitude toward working with Student Teachers, University Supervisors, and Northwestern State University.
- Demonstrate characteristics of MODELS FOR LEARNING—a master teacher and professional educator.
- Model effective teaching behaviors while allowing the Student Teacher to develop his/her own teaching style.
- Induct the Student Teacher into classroom procedures as completely as possible and work toward an assumption of full teaching responsibility by the Student Teacher.
- Develop a teaching and observation schedule for the duration of the student teaching assignment, after conferring with the Student Teacher concerning subject matter competencies and preferences. Copies of the schedule should be furnished to the Student Teacher and University Supervisor as soon as possible after the beginning of the assignment.
- Confer with the Student Teacher on a daily basis concerning lesson plans and procedures. Approve all lesson plans developed by the Student Teacher before the lessons are taught. Acquaint the Student Teacher with available instructional technology and instruct the Student Teacher in its use.
- Evaluate the performance of the Student Teacher as indicated in Section VI. Supervision and Evaluation.
- Confer with the Student Teacher concerning pupil evaluation and grading policies and procedures; check tests prepared by Student Teacher in advance of test administration to ensure fairness and validity.
- Attend inservice conferences for cooperating personnel that are held at the University.
- Contact the University Supervisor or Director of Field Experience and Clinical Practices immediately if major weaknesses are detected in a Student Teacher's performance.
- Supervise any needed remediation plans for strengthening performance of a marginal Student Teacher.
University Liaison

University liaisons employed by Northwestern State University are expected to:

- Adhere to all guidelines for Cooperating Teachers.
- Conduct bi-weekly after school staff development sessions with the Student Teachers with the assigned agenda item.
- Communicate bi-weekly with the assigned University Supervisor.

Cooperating Principal

All Cooperating Principals employed by Northwestern State University are expected to:

- Acquaint Student Teachers with the local school plant, policies of the local school system, and rules concerning student and teacher conduct.
- Orient Student Teachers with respect to the traditional beliefs and mores of the community served by the school and the uniqueness of the school-community relationship.
- Encourage the regular school staff and student body to accept and respect Student Teachers in the same manner as regular staff.
- Evaluate each Student Teacher as described in Section VI. Supervision and Evaluation.
- Conduct conferences with Student Teachers and University Supervisors as needed.
- Recommend qualified outstanding teachers to serve as cooperating teachers and uphold the policies of the student teaching program.
- Attend inservice conferences and professional development sessions for cooperating school personnel held at the University.

University Supervisor

All Northwestern State University student teaching supervisors are expected to:

- Assume responsibility for direct supervision of designated Student Teachers and uphold the policies of the student teaching program.
- Evaluate the performance of Student Teachers as indicated in Section VI. Supervision and Evaluation.
- Maintain and document close contact with each assigned Student Teacher on a weekly basis, by e-mail, telephone or personal visit.
- Confer regularly with the Student Teacher, the Cooperating Teacher, the university liaison, and the Cooperating Principal concerning the Student Teacher's performance and progress. Contact the Director of Field Experience and Clinical Practices immediately if major weaknesses are detected in a Student Teacher's performance. Develop and monitor any needed remediation plans for strengthening performance of a marginal Student Teacher.
On a regular basis, collect all evaluation forms completed by Cooperating Teacher and Principal, the weekly **STUDENT TEACHING ACTIVITY LOG**, and the **SUMMARY OF STUDENT TEACHING ACTIVITIES** completed by Student Teachers and promptly return to the Office of Field Experience and Clinical Practices for recording and filing.

Contact recent graduates who are beginning teachers employed in schools where Student Teachers are placed. If a need for assistance is identified, make a referral to the Dean of the College of Education.

Participate in planning and conducting in-service conferences for University and cooperating school personnel.

Attend inservice conferences and professional development sessions for University Supervisors held at the University.

**Director of Field Experience and Clinical Practices**

Responsibilities of the Director of Field Experience and Clinical Practices are to:

- Organize and coordinate clinical and field-based experiences, in collaboration with faculty from all teacher preparation programs, Cooperating Teachers, Cooperating Principals, and university placement committee.
- Establish and monitor policies and procedures for the College of Education's field-based experiences.
- Collaborate with school district officials to make placement decisions for student teachers, including the selection of cooperating schools and appointment of cooperating teachers.
- Monitor policies and procedures relative to admission to student teaching and internships.
- Organize and chair the Field Experiences Advisory Board.
- Serve on College and University committees relating to field-based experiences.
- Assign University Supervisors to perform supervisory responsibilities.
- Organize orientation programs for Student Teachers and supervisory personnel.
- Monitor evaluation procedures for Student Teachers and supervisory personnel.
- Serve as budget unit head for the Office of Field Experience and Clinical Practices.
- Maintain data relative to employment of supervisory personnel.
- Administer travel arrangements for supervisory personnel.
- Develop forms, documents, and other materials for program of field experiences.
- Conduct conferences with Student Teachers and supervisory personnel as needed.
- Participate in professional organizations related to supervision and field-based experiences.
- Maintain student teaching records and documents for verification by the Louisiana Department of Education and various accrediting agencies.
- Establish and maintain a calendar for student teaching program.
III. REQUIREMENTS FOR STUDENT TEACHING

ADMISSION TO STUDENT TEACHING

In order to be eligible for admission to student teaching, a candidate must:

1. File an APPLICATION FOR STUDENT TEACHING with the Office of Field Experience and Clinical Practices before the scheduled deadline for each semester.

2. Obtain verification from Coordinator of Teacher Candidacy and Certification that requirements for retention as a candidate for a degree in teacher education have been met and coursework, not including student teaching, required for certification has been completed. Criteria for admission to candidacy for a degree in teacher education are:
   - Complete Education 2020 (MUED 2020 for music education majors) and all first year courses as defined by the catalog in effect the semester the student enrolls as an education major.
   - Maintain a 2.5 overall grade point average (excluding activity and remedial courses).
   - Complete each of the following with a grade of "C" or higher:
     a. Courses used to satisfy University core requirements.
     b. Degree-applicable professional education courses.
     c. Degree-applicable specialized academic courses.
   - Achieve minimum required scores on PRAXIS I: Pre-Professional Skills Test -Professional Assessment for Beginning Teachers or achieve a composite score of 22 on the ACT or a combined Verbal and Math score of 1030 on the SAT.
   - Initiate and complete an application form for admission to candidacy.
   - Favorable evaluations of Professional Skills & Dispositions for admission to candidacy.
   - Achieve minimum required scores on the PRAXIS II Principles of Learning & Teaching test for certification area
   - Achieve minimum required scores on the PRAXIS II content area test as required for certification area

3. Complete professional methods course(s) at Northwestern prior to student teaching.

4. Complete content courses required prior to student teaching.
APPLICATION FOR STUDENT TEACHING

Students are to submit an APPLICATION FOR STUDENT TEACHING form the semester immediately preceding the anticipated semester for enrollment in student teaching. Application deadlines are: Mar 1 for Fall Student Teaching Oct 1 for Spring Student Teaching

NOTE: If, at any time, the student needs to cancel, postpone, or make any changes in the application for student teaching, he/she should immediate contact the Office of Field Experience and Clinical Practices and present change(s) in writing.

The APPLICATION FOR STUDENT TEACHING and PERSONAL DATA RECORD forms and the deadlines for each semester are available in the Office of Field Experience and Clinical Practices. A copy of the forms and instructions are available online at http://education.nsula.edu/.

REGISTRATION FOR STUDENT TEACHING

During pre-registration or regular registration, Student Teachers should request registration for nine (9) semester hours of student teaching and three (3) hours of EDUC 3220 or EDUC 3210, which constitutes a full academic load. Student Teachers may enroll in an additional three (3) semester hours only if scheduled after regular hours of student teaching.

Student Teachers should request registration in the appropriate student teaching course(s) through the Office of Field Experience and Clinical Practices.

PERMISSION TO ENROLL IN COURSE WITH STUDENT TEACHING

For approval to enroll in additional coursework with student teaching, students are to submit PERMISSION TO ENROLL IN COURSE WITH STUDENT TEACHING form to the Office of Field Experience and Clinical Practices before the deadline to enroll in classes. The form is available from the Office of Field Experience and Clinical Practices and online at http://education.nsula.edu/ Student Teachers may enroll in an additional three (3) semester hours only if scheduled after regular hours of student teaching.

SUCCESSFUL COMPLETION OF STUDENT TEACHING

Student Teachers must complete the nine (9) semester hours of student teaching and EDUC 3210 or 3220 with a grade of C or higher to apply for certification and graduation. In the case of dual assignments, where Student Teachers are pursuing more than one area of certification, e.g., Special Education/Mild-Moderate and Elementary, Student Teachers must be successful in the first teaching assignment before being officially enrolled in the second teaching assignment. Student Teachers must successfully complete both teaching assignments with a grade of C or higher.
GRADUATION REQUIREMENTS

The Office of Teacher Candidacy and Certification in the College of Education monitors: (1) eligibility for admission to candidacy for a degree in teacher education and admission to student teaching; and (2) completion of teacher education program requirements and state certification requirements. Any questions relating to these requirements should be directed to the Office of Teacher Candidacy and Certification.

No later than the semester prior to student teaching, students should complete an APPLICATION FOR GRADUATION and submit to the Dean of the College of their major. Degree program requirements for graduation will be checked by the Dean of the College or his/her representative. Applications are available at the Office of Field Experience & Clinical Practice.

The Registrar’s Office should be contacted for information concerning diplomas, academic regalia, and procedures for the graduation ceremony. All other information regarding graduation will be available from the Dean of the College of the candidate’s major.

TEACHING CERTIFICATE APPLICATION

The Office of Teacher Candidacy and Certification in the College of Education monitors student progress in meeting certification requirements and processes teaching certificate applications. In order to apply for a teaching certificate, a student must have: (1) met all course requirements for the teaching major and second teaching area (if applicable); (2) met all grade point average requirements; and (3) achieved minimum scores on the PRAXIS tests applicable to the major. Specific procedures are for students to:

- Complete APPLICATION FOR TEACHER’S CERTIFICATE at the Program Evaluation Day at the end of the student teaching semester. Applications will be given to student teachers at Program Evaluation Day.

- Sign a form (completed at Program Evaluation Day) to release official Northwestern transcript to be forwarded to the State Department of Education with teaching certificate application.

- Furnish to the Office of Teacher Candidacy & Certification for forwarding to the State Department of Education with teaching certificate application:
  - Official scores on applicable PRAXIS exams.
  - Money order in the amount of $50.00 made payable to Louisiana Department of Education.

After all necessary materials have been received, approval is obtained from the Dean of the College of Education, the Dean of the major’s College or academic department head (if applicable), and the Registrar before the application is forwarded to the State Department of Education. Applications forwarded to the State Department of Education will be processed and returned to Northwestern within four to eight weeks. The teaching certificates are then forwarded immediately to each Student Teacher by registered mail.
ADD-ON AREAS OF CERTIFICATION

If a student elects to add another area of certification, he/she should contact the Office of Teacher Candidacy & Certification for a current listing and the PRAXIS exams required for the additional area of certification.

Student Teachers are required to complete student teaching in all areas for which certification is initially sought. The APPLICATION FOR STUDENT TEACHING should indicate add-on or second teaching areas since this information is critical to appropriate student teaching placement. Contact the Office of Field Experience and Clinical Practices concerning additional details about dual assignments during the student teaching semester.
**PRAXIS Student Teaching Requirements**

The following requirements must be met prior to admission to student teaching:

- Achieve a cumulative GPA of 2.5 or higher on all courses pursued.
- Complete with a grade of C or higher all professional education courses required for certification.
- Submit passing scores on the PRAXIS Pre-Professional Skills Test (PPST), the applicable PRAXIS II content test(s), and the PRAXIS II pedagogy test.

<table>
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<tr>
<th>CERTIFICATION AREA</th>
<th>NAME &amp; NUMBER OF PEDAGOGY TEST</th>
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<tr>
<td>PK-3</td>
<td>Early Childhood Education</td>
<td>510</td>
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<tr>
<td>Elementary 1-5</td>
<td>Principles of Learning &amp; Teaching K-6</td>
<td>161</td>
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<tr>
<td>Middle 4-8</td>
<td>Principles of Learning &amp; Teaching 5-9</td>
<td>154</td>
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<td>Secondary 6-8</td>
<td>Principles of Learning &amp; Teaching 7-12</td>
<td>161</td>
</tr>
<tr>
<td>Mild/Moderate Special Education *</td>
<td>Education of Exceptional Students: Core Content Knowledge</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>AND Education of Exceptional Students: Mild to Moderate Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

* Candidates who passed either the NTE Professional Knowledge or PRAXIS Principles of Learning and Teaching exam by December 31, 2004, do not have to take these two Special Education tests.

For PRAXIS registration information: [www.ets.org/praxis](http://www.ets.org/praxis)
IV. STUDENT TEACHING ASSIGNMENT

ASSIGNMENT PROCEDURES

Northwestern State University Student Teachers are placed in regionally accredited, University-approved P-12 public schools in the following school districts: Avoyelles, Bossier, Caddo, Desoto, Grant, LaSalle, Natchitoches, Rapides, Red River, Sabine, Vernon, and Winn. Considerations in placement of a Student Teacher in schools in these school districts include accessibility of the site for supervision of the Student Teacher, availability of qualified cooperating teachers, consideration of a teaching schedule which will meet certification requirements for the Student Teacher, and recommendations of school district administrators. Student Teachers will, when possible, be clustered in schools recommended by district personnel.

On the APPLICATION FOR STUDENT TEACHING, the candidate is to indicate first and second choices for school district assignment. Any special circumstances to be considered by the Office of Field Experience when making placement decisions must be submitted in writing and with the APPLICATION FOR STUDENT TEACHING. Special placement requests in the case of extenuating circumstances will be considered on an individual basis.

School district board administrators and cooperating principals in school districts in the Northwestern State University service region are contacted for their recommendations based on the requirements for cooperating teachers.

Student teachers’ preferences are honored, if feasible. However, the University reserves the right to make assignments deemed to be in the best interests of all involved parties. To maintain certification and teacher education program standards, numerous factors are considered in making student teaching assignments. Student teachers are not assigned to schools where:

- They attended as K-12 students
- They have immediate family or relative(s) employed
- A member of their immediate family is in attendance

Student teachers may be removed from the assignment at any time if it is determined by the cooperating school district or the Director of Field Experience and Clinical Practices that the assignment is detrimental to pupils, or if it is determined that the Student Teacher would be better served by removal. Actions of removal by the Director of Field Experience and Clinical Practices may be appealed to the Dean of the College of Education.
ASSIGNMENT NOTIFICATION

Upon receipt of the completed APPLICATION FOR STUDENT TEACHING and PERSONAL DATA RECORD, the Office of Field Experience and Clinical Practice notifies the Coordinator of Teacher Candidacy and Certification. The Coordinator of Teacher Candidacy and Certification reviews the academic records of the applicants to determine eligibility for student teaching. The applicants are notified by the Coordinator of Teacher Candidacy and Certification by letter of any deficiencies for admission to student teaching. It is the responsibility of the applicant to contact his/her advisor to determine the procedure to satisfy deficiencies.

If a candidate meets all admission requirements for student teaching, the Director of Field Experience and Clinical Practices contacts the school districts and cooperating schools for tentative placement. The Student Teacher will receive a letter from the Director of Field Experience and Clinical Practices identifying a tentative placement. Notification is generally made no later than the last week of classes during the semester proceeding the intended student teaching semester. The PRE-STUDENT TEACHING VISIT FORM, STUDENT TEACHING CALENDAR, instructions concerning the pre-student teaching visit, and important dates are included in the notification letter.

NOTE: If, at any time, the candidate needs to cancel, postpone, or make any changes in the application for student teaching, he/she should immediately contact the Office of Field Experience and Clinical Practices and present the change(s) in writing.

RELEASE FROM STUDENT TEACHING RESPONSIBILITIES

Student teachers are to follow the established STUDENT TEACHING CALENDAR from the beginning date to the ending date. Any Student Teacher requiring deviation from the established beginning and ending dates should contact the Director of Field Experience and Clinical Practices.

Occasionally, a school district board will seek early release of a Student Teacher to meet a critical instructional need. Early release of a few days before the end of the semester may be a possibility to assist the school district in filling teaching positions. Eligibility for early release is dependent upon the successful completion of all student teaching requirements, written approval by all supervisory personnel and the Director of Field Experience and Clinical Practices, and a formal written request by the employing district school board. All documentation verifying completion of all requirements, evaluation forms, and a final letter grade must be submitted prior to early release. Additionally, the Student Teacher must return to the university campus for any required meetings and for graduation.

Any circumstance, such as pregnancy or extended illness, that may require an interruption or delay in completion of student teaching, will be addressed on an individual basis. Candidates should contact the Director of Field Experience and Clinical Practices for additional information.
THE STUDENT TEACHING SEMESTER

Student teaching is the capstone for teacher preparation programs at Northwestern State University. The 15-week student teaching semester provides the student teacher candidate the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. The student teaching semester is designed to provide the candidate with an intense opportunity to practice applying content and pedagogical knowledge and skills, and professional characteristics and dispositions in a classroom experience. Additionally, the student teacher candidates will cultivate the ability to continually reflect on personal professional practices and its impact on student development and achievement. These experiences include planning and organizing for instruction, developing instructional competencies and skills, evaluating pupil progress, participating in extra-curricular activities, working with school personnel, and utilizing school and community resources in the instructional program.

PRE-STUDENT TEACHING VISIT

The Student Teacher is required to make a pre-student teaching visit to the assigned school(s) and Cooperating Teacher(s) prior to the start of the student teaching semester. The purpose of the visit is to provide an opportunity for the Student Teacher to locate the cooperating school(s) and to confer with the Cooperating Principal(s) and Teacher(s).

Procedure for the pre-student teaching visit(s) is for the Student Teacher to:

- Contact the assigned school(s) to schedule a time convenient for meeting with the Cooperating Principal(s) and Cooperating Teacher(s).
- Have a copy of the PRE-STUDENT TEACHING VISIT FORM for each Cooperating Teacher to sign.
- Return the PRE-STUDENT TEACHING VISIT FORM to the Office of Field Experience and Clinical Practices by established due date.
- Exchange home telephone number and address information with the Cooperating Teacher(s) so that contact can be made, if necessary, before the student teaching semester begins.
- Obtain a copy of the school handbook and bell/class schedule and request permission from the Cooperating Teacher(s) to borrow sample lesson plans, textbooks, or other instructional materials that may assist in preparing for the student teaching assignments.

RESPONSIBILITIES OF THE STUDENT TEACHER

During the student teaching experience, Student Teachers are to assume responsibility for completing the following tasks and assignments:

- Complete a STUDENT TEACHING AGREEMENT at the orientation meeting at the beginning of the semester.
- Accept and follow through on recommendations and suggestions made by Cooperating Teachers, Cooperating Principals, and University Supervisors relating to improving instructional effectiveness.
- Complete an electronic Student Teacher Professional Portfolio and submit for evaluation by the established due date.
• Teach at least 180 hours and observe at least 100 hours during the semester of student teaching. The 180 hours of teaching and 100 hours of observing represent a minimal requirement. Responsibilities for teaching, observing, participating, and conferring with supervisory personnel continue throughout the assignment until the last day of student teaching. Any deviation from this procedure must be approved by the Director of Field Experience and Clinical Practices.

• On a daily basis, record hours of teaching, observing, participating, and conferring with supervisory personnel on the **STUDENT TEACHING ACTIVITY LOG** and on PASS-Port. At mid-semester and at the end of the semester, record cumulative hours in teaching, observing, participating, and conferring with supervisory personnel on the **STUDENT TEACHING SUMMARY ACTIVITY LOG**.

• Log hours of field experiences on the PASS-Port system as determined by the Director of Field Experience and Clinical Practices.

• Submit completed weekly **STUDENT TEACHING ACTIVITY LOG** to the University Supervisor on a regular basis and the **STUDENT TEACHING SUMMARY ACTIVITY LOG** at mid-semester and at the end of the semester. Retain a copy of each weekly log to keep on file for preparing the summary logs. Student Teachers with dual assignments are required to maintain a weekly log for each assignment.

• Prepare lesson plans in advance for all lessons taught and submit lesson plans, using required format, in a timely manner to the Cooperating Teacher for review and approval. Specific instructions concerning lesson plans and required lesson plan notebooks are included in this handbook.

• Be available either before or after school for conferences with the Cooperating Teacher on a regular basis.

• Prepare an electronic Professional Portfolio as per guidelines.

• Attend parent-teacher meetings, faculty meetings, professional development workshops, and extracurricular activities at the cooperating school.

  **NOTE:** STUDENT TEACHERS ARE ENCOURAGED TO ATTEND PROFESSIONAL CONFERENCES AND MEETINGS, AND SHOULD CONTACT THE DIRECTOR OF FIELD EXPERIENCE AND CLINICAL PRACTICES FOR APPROVAL TO ATTEND MEETINGS THAT CONFLICT WITH THE STUDENT TEACHING SCHEDULE.

• Attend the orientation meeting, Teacher Job Fair, Program Evaluation Day, and other required meetings sponsored by the University.

• Fully utilize available instructional technology and other available resources in teaching. Create instructional materials in the absence of suitable materials.

• Express imagination and creativity in teaching, while following the policies set forth by the cooperating school district for instruction and state-approved curriculum guides and textbooks.

• Seek to acquire an understanding of the cultural diversity and characteristics of the school and community.
LOCAL SCHOOL POLICIES

Since the Student Teacher is expected to assume certain teaching responsibilities in the school system, it stands to reason that the Student Teacher must adhere to the local school district and school policies. The following areas are normally addressed by local district and school-level policies: punctuality; handling of absences; personal and professional conduct (refer to CODE OF ETHICS OF THE EDUCATION PROFESSION); dress and grooming; attending to assigned responsibilities such as monitoring duty with the Cooperating Teacher; professional knowledge and competence; and discipline and classroom control. Any questions concerning local school district or school-level policies should be directed to the Cooperating Principal.

Appropriate Dress for the Student Teacher

As teacher education majors are aware, the mode of dress is considerably more conservative on the public school campus than on the college campus. Certain styles of dress and accessories are considered inappropriate on school campuses; therefore school districts have specific dress codes for teachers and pupils.

Early in the assignment, Student Teachers should become well-informed of the school district dress code policies. It is not possible to describe exactly what the "well-dressed" Student Teacher wears because of the various settings for student teacher placement. The question of "What should I wear?" as a Student Teacher is a frequent one.

The first recommendation is to consult with the Cooperating Teacher or Cooperating Principal for guidelines. Another recommendation is to note the dress of the faculty as a group in the assigned school. The attire and grooming of the student teacher should meet or exceed accepted local professional practices.

In all cases, Student Teachers are well advised to be conservative in the choice of attire. Neat, clean, tailored, and well-fitting clothing will be appropriate in any situation. Any type of dress or accessories (e.g., body piercing) that would be distracting to pupils or considered inappropriate by University or parish supervisory personnel should be avoided.

Professional Attitudes and Behaviors

Student Teachers are expected to demonstrate professional attitudes and behaviors during the student teaching semester. In addition to adhering to the CODE OF ETHICS, the student teacher should be cognizant of the following:

- Practice confidentiality. Do not discuss or identify your students by name outside the school context, including any personal websites and/or blogs (i.e. Facebook, MySpace).
- Remain professional in discussions of school issues and school faculty and staff, including any personal websites and/or blogs.
- Model correct language usage and appropriate behaviors for a professional educator.
- Respect and learn from differences among students and faculty.
- Maintain professional relationships with students and employees of the school.
Monitor electronic communications (personal websites, blogs, e-mail and e-mail addresses) and be mindful of content and context that could be perceived by others as less than professional or give cause to form negative opinions.

NOTE: NORTHWESTERN STATE UNIVERSITY STUDENT TEACHERS MUST NOT ADMINISTER NOR SERVE AS AN OFFICIAL WITNESS TO CORPORAL PUNISHMENT.

INSURANCE

Health and Accident Insurance

Health and accident insurance is NOT provided for Student Teachers by NSU or by the district in which Student Teachers are placed for fieldwork and student teaching. The Student Teacher should check to insure personal health insurance is in effect and will provide coverage.

Liability Insurance

Neither Northwestern State University nor the school districts provide liability coverage to student teachers. The Office of Field Experience & Clinical Practice requires all student teachers to carry personal insurance policies that provide protection in the event of a personal injury and damage to or theft of personal possessions. Student teachers must purchase their own professional liability insurance policies which are available from various professional organizations as well as from independent insurance agencies.

Student teachers should not transport students in their personal vehicles at any time. All arrangements for transporting students should be made through the school.

STUDENT TEACHING CALENDAR

The Director of Field Experience and Clinical Practices prepares a STUDENT TEACHING CALENDAR for each student teaching semester, indicating specific beginning and ending dates of the student teaching experience and dates important to the student teaching assignment.

Student teaching is the length of the NSU academic semester. Student Teachers will begin student teaching as indicated on the STUDENT TEACHING CALENDAR, and then will follow the calendar of the cooperating school district for holidays during the semester. The final day of student teaching is determined by the Director of Field Experience and Clinical Practices and is reported on the STUDENT TEACHING CALENDAR each semester. Any deviations from these dates must be approved by the Director of Field Experience and Clinical Practice.
ABSENCES

Absences from student teaching are considered equally as critical as absences for a regularly employed teacher. **Only in cases of extreme emergency should a Student Teacher be absent from assigned responsibilities and expected duties at the cooperating school.** When absences cannot be avoided, such as a family emergency or personal illness requiring a doctor's appointment or hospitalization, the Student Teacher must contact the Cooperating Teacher, Cooperating Principal and University Supervisor prior to the absence or as soon as possible after the occurrence of the emergency. The form, **REPORT OF ABSENCE IN STUDENT TEACHING,** must be completed for each absence and submitted to the Office of Field Experience and Clinical Practices. The Student Teacher is to obtain a written doctor's excuse or written documentation of family emergency and attach to the **REPORT OF ABSENCE IN STUDENT TEACHING.** The Office of Field Experience should be contacted by the Cooperating Teacher after 2 absences, as extra days may need to be added to the student teaching experience.

Unexcused absences, excessive tardies, or leaving early are unacceptable during the student teaching semester. In the case of unexcused absences, excessive tardies or consistent early departures the Cooperating teacher and/or University Supervisor should immediately contact the Office of Field Experience and Clinical Practices. The Student Teacher will be required to report to the Office of Field Experience and Clinical Practices concerning the unexcused absences or excessive tardies. All absences are to be recorded on the **SUMMARY OF STUDENT TEACHING ACTIVITY LOG,** which will become part of the permanent student teaching file.

In cases of prolonged or repeated absence, the Director of Field Experience will determine whether the student teacher's placement will be terminated or extended.

**ORIENTATION MEETING**

At the beginning of the semester, Student Teachers are required to attend an orientation meeting. The purpose of the meeting is to acquaint Student Teachers with the policies and procedures of student teaching and to distribute needed forms.

Student Teachers should consult the current **STUDENT TEACHING CALENDAR** for the date and location of the orientation meeting. In case an emergency prevents attendance, the Student Teacher should notify the Office of Field Experience and Clinical Practices.

**PROFESSIONAL DEVELOPMENT MEETINGS**

Student Teachers are required to attend ALL meetings at the University during the student teaching experience. The Student Teacher should consult the **STUDENT TEACHING CALENDAR** for these required meetings. Attendance at these meetings is mandatory. The Office of Field Experience and Clinical Practices should be contacted **prior** to the meetings to report absences due to emergency or illnesses.
TEACHING SCHEDULE

The Louisiana Legislature mandated through House Bill 733 specific requirements concerning the number of hours spent in student teaching. Requirements as stated in Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, for each teacher education major are:

The applicant shall have spent a minimum of 280 clock hours in student teaching with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual teaching shall be on an all-day basis. (Bulletin 746, pages 12, 15, 19, 17B, and 32)

The Northwestern requirements for student teaching exceed the minimum state requirements of 10 weeks of student teaching. Student Teachers must complete a full semester of student teaching which includes: minimum of 180 hours of teaching, minimum of 100 hours of observation, 10 days of all-day teaching, and daily participation in school activities. In accordance with state requirements, the student teaching experience must be under the direct supervision of a certified Cooperating teacher employed by Northwestern State University.

Student Teachers are expected to report to the cooperating school on a daily basis, at the time regular teachers are expected to arrive and remain at school until the regular school day ends and/or until conferences with the Cooperating Teacher are completed. After a short period of orientation and observation, the Student Teacher should begin assuming teaching responsibilities. A regular schedule of planning, teaching, and evaluation is critical to success in student teaching. Observation of teaching and participation in school activities continues on a daily basis throughout the semester. See the APPENDIX for a model to guide the teaching schedule of the Student Teacher.

Each Student Teacher should teach all day a minimum of 10 days during the semester. At least five of the 10 days should be consecutive. In dual assignments, e.g., Special Education Mild/Moderate Elementary, Student Teachers should include some all-day teaching in both assignments for a total of 10 days for the entire semester.

**NOTE:** The Council for Exceptional Children, the specialty organization for special education, specifies 10 weeks of student teaching to be completed in special education settings. In order to meet this requirement, special education majors schedule two weeks of student teaching in special education in addition to the 16 weeks completed during the regular student teaching semester. Special education majors should contact the Special Education faculty for instructions about the two-week assignment. Student Teachers are to submit a report of the two-week assignment to the Office of Field Experience and Clinical Practices for filing in student teaching folder.
PLANNING

As soon as possible after the student teaching assignment begins, the Cooperating Teacher should furnish a semester teaching and observing schedule to the Student Teacher and University Supervisor. The teaching assignments and/or classes to be assigned to the Student Teacher are determined by the supervisory personnel, in consideration of the preferences of the Student Teacher, and to ensure completion of required hours.

Lesson Plans
Lesson planning is a mandatory part of student teaching at Northwestern State University. Student teachers are to have complete lesson plans for every lesson they teach or are responsible for in the K-12 classroom. Even if the cooperating teacher does not write lesson plans, the student teacher is required to do so and should keep the lesson plans in a binder for the university supervisor to review at each observation. Lesson plans are a working document and after a lesson is taught should be used for reflection, notes, and ideas for improving the lesson.

Use of a university- approved lesson plan template is required for all formal observations by the University Supervisor, the Cooperating Teacher, and the Cooperating Principal. Copies of the lesson plan should be attached to the evaluation of classroom instruction. For other lessons, student teachers are not required to use the template but lesson plans formats should include these items: the academic standards, benchmarks, and grade level indicators that are being taught in the lesson, anticipatory set (attention getter), teaching/learning activities, materials and resources, accommodations for special learners, and assessment (formal and informal).

Student Teachers should:

- **Maintain a loose-leaf notebook** containing copies of all lesson plans with handouts, assessments, evaluation reports, and conference notes with cooperating teacher and university supervisor. Cooperating teacher and University Supervisor will review notebook periodically during the semester.

- **Prepare lesson plans on approved lesson plan formats** for all lessons taught and submit to Cooperating Teacher for approval 3-5 days in advance of the lesson. Make revisions as necessary before lessons are taught. Lesson plans must be approved by the Cooperating Teacher before being taught by the Student Teacher.

- **Actively participate in planning conferences** with the Cooperating Teacher and follow through on suggestions and recommendations.

- **Follow the required format and follow a defined procedure for submitting the lesson plans** to the Cooperating Teacher for review and approval. The required format is designed to prepare Student Teachers for the Louisiana Teaching Assistance and Assessment Program (LATAAP). Lessons should be carefully planned and include adequate information to assist the Student Teacher in satisfactorily meeting instructional needs of the pupils. Consult the Cooperating Teacher or University Supervisor for assistance.

- **Furnish a copy of the day’s lesson plan and student handouts, per established procedure**, to the University Supervisor when he/she visits to observe and evaluate teaching performance.
Explanation of the Required Lesson Plan Format

Specific lesson plan formats are used by Northwestern teacher preparation programs. The lesson plan formats align with the expectations for a beginning teacher in Louisiana Teacher Assistance and Assessment Program (LATAAP), INTASC standards, and professional content area standards. The adopted lesson plan formats also represent a response to superintendents throughout the Northwestern State University service region who requested that graduates be prepared for expectations of LATAAP. Components of the lesson plan are to engage the student teacher in becoming familiar with and developing skill in the teaching behaviors required for achieving satisfactory competency and permanent certification through LATAAP and for meeting content area standards.

**OBSERVATION**

**Observation** is defined as **purposefully** watching a teaching-learning situation. Observations of the Cooperating Teacher and the assigned student teaching class should begin immediately and continue **throughout the semester**. Since observations begin the first day and continue throughout the semester, Student Teachers generally complete more than the minimal requirement of 100 hours. Documentation and a brief description of observations should be recorded on the **STUDENT TEACHING ACTIVITY LOG**.

Student Teachers are required to complete four (4) **OBSERVATION/REFLECTION FORMS** during the student teaching semester. Two (2) **OBSERVATION/REFLECTION FORMS** should be completed by mid-semester and the additional two by the end of the semester. Observations should be made of the Cooperating Teacher and other approved teachers, allowing the Student Teacher to observe in diverse settings and observe a variety of subjects and grade levels. The **OBSERVATION/REFLECTION FORMS** are to be TYPED and included in the Professional Portfolio.

Through observations scheduled for the first few days of the placement, Student Teachers should become thoroughly familiar with classroom routines, materials, equipment, and school policies and procedures. Student Teachers are encouraged to keep a record of written observations for discussion with the University Supervisor and/or Cooperating teacher.

Observations of other teachers and classrooms in the assigned school should be made during the student teaching semester. Permission must be obtained from the Cooperating Principal to observe classes or teachers outside the assigned classroom. Student Teachers may not go unannounced to observe other teachers in the assigned school, or in other schools without permission from the principal.

The Student Teacher should also make every effort to observe a variety of diverse teaching-learning situations. Special programs for elementary majors to observe would include: resource, gifted and talented, Headstart, academic readiness, and special reading programs. Programs suggested for secondary majors to observe are: other curriculum areas, athletic events, musical or theatrical performances, and student club meetings.
PARTICIPATION

Participation is defined as assisting the Cooperating Teacher in all activities included in a teaching-learning situation except for direct teaching. Participation experiences identified by Henry and Beasley (1996) in which Student Teachers can be involved are:

**Faculty Duties**
- Faculty meetings
- Hall, cafeteria, playground, and/or homeroom supervision
- Reports and other required information for parent conferences
- Attendance at school functions
- After-school assistance to pupils for rehearsals and practices
- Conferences and faculty meetings

**Professional Activities**
- Professional development activities or workshops
- Professional organization activities
- Committee assignments
- Attendance at professional meetings and/or conferences

**Extracurricular Functions**
- Athletic contests
- Student social activities
- Faculty functions, drama activities, and/or musical events
- Community functions

Student Teachers should have intensive participation in instructional tasks and professional development activities throughout the student teaching experience. Activities classified as participation should be recorded daily on the **STUDENT TEACHING ACTIVITY LOG**.
THE PROFESSIONAL PORTFOLIO

As part of the requirements for student teaching, candidates will prepare and submit a Professional Portfolio. The Professional Portfolio will be a compilation of evidence of a candidate's accomplishments of the identified program outcomes of the College of Education. Northwestern State University's Teacher Education Conceptual Framework, *Models For Learning*, the teaching competencies outlined in the Louisiana Components for Effective Teaching (LCET), Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and the Louisiana New Teacher Portfolio Handbook form the basis for the documents that are included in the portfolio. LCET and INTASC represent best practice and research-based teaching competencies expected of beginning teachers in Louisiana who are assessed through the Louisiana Teacher Assistance and Assessment Program. The Student Teacher portfolio will reflect these requirements and will take a form similar to the portfolio completed by new teachers in the state of Louisiana.

The required Professional Portfolio is an edited, integrated collection of evidence that a teacher candidate has acquired the identified teacher education program outcomes. The purpose of a portfolio is to provide tangible evidence that supports the development of a teacher candidate's broad range of knowledge, skills, and attitudes as a teaching professional. It reflects understanding of content, pedagogy, and the ability to impact student learning. The Professional Portfolio is a collection of documents that may be presented to prospective employers during job interviews and provides a unique marketing tool for a teacher candidate's skills and abilities.

As the signature assessment for the student teaching semester, the Professional Portfolio should indicate competency in all areas of teaching. With this expectation in mind, a score of 80% or better must be earned on the Professional Portfolio for successful completion of the student teaching.

See *PROFESSIONAL PORTFOLIO HANDBOOK* for each certification areas for instructions, examples, and Professional Portfolio Rubric.

PROGRAM EVALUATION DAY

At the end of the semester, Student Teachers are required to attend Program Evaluation Day. The purpose of this meeting is for Student Teachers to provide feedback concerning the teacher education program and various University services and programs. In addition, Student Teachers complete confidential evaluations of the Cooperating teacher, Cooperating Principal, and University Supervisor. *EVALUATION OF STUDENT TEACHING FORMS* are available in *APPENDIX*.

ESTABLISHING A PLACEMENT FILE

Counseling and Career Services at Northwestern provides services to teacher education majors in establishing a credentials file and assistance in securing a teaching position. Initially, Student Teachers will need to prepare a resume for the credentials file. A professional, attractive resume is of utmost importance in representing qualifications and experiences to potential employers and securing job interviews. Students are encouraged to contact Counseling and Career Services for assistance in resume preparation.

The Student Teacher should obtain recommendations from the Cooperating Teacher and University Supervisor for his/her credentials file.
TEACHER JOB FAIR

Teacher education majors, both methods and student teaching candidates, participate in the Teacher Job Fair conducted on the Natchitoches campus each spring. Counseling and Career Services sponsors and organizes the Teacher Job Fair and should be contacted for specific information for establishing a credentials file and registration for the Teacher Job Fair. Opportunities are provided for students to interview with personnel directors from parishes throughout Louisiana and numerous other states during the Teacher Job Fair.

FOLLOW-UP DATA/RELEASE OF INFORMATION

At Program Evaluation Day, Student Teachers will complete the FOLLOW-UP DATA/RELEASE OF INFORMATION FORM which will be filed in the Office of Field Experience and Clinical Practices. With the release approval, the Office of Field Experience and Clinical Practices will assist in requests from employers seeking to fill teaching positions. The FOLLOW-UP DATA/RELEASE OF INFORMATION FORM is included in the APPENDIX.
VI. SUPERVISION AND EVALUATION

The Student Teacher is kept informed of progress in student teaching through formal and informal evaluative feedback from the supervisory personnel. The Cooperating Teacher is the primary source of continuous, daily guidance and substantive weekly conferences with the Student Teacher. Every effort should be made to ensure that instructions and suggestions for improvement are clearly communicated in a positive manner and understood by the Student Teacher.

PERFORMANCE BASED ASSESSMENT

Assessment of the student teacher is based on performance indicators derived from the Louisiana Components of Effective Teaching (Louisiana State Department of Education, 1998) and the Teacher Preparation Components of Effective Teaching developed by the Louisiana PK-16+ Consortia of the Blue Ribbon Commission, 2001. Both formative and summative evaluations of the student teacher are based on:

<table>
<thead>
<tr>
<th>Components of Effective Teaching</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. PLANNING</td>
<td>Plans effectively</td>
</tr>
<tr>
<td>II. MANAGEMENT</td>
<td>Maintains an environment conducive to learning. Maximizes the time available for instruction. Manages learner behavior to provide productive learning opportunities.</td>
</tr>
<tr>
<td>III. INSTRUCTION</td>
<td>Delivers instruction effectively. Integrates instructional technology into student activities. Presents appropriate content. Provides opportunities for student involvement in the learning process. Assesses student progress continuously. Demonstrates an understanding and acceptance of pupil and cultural diversity.</td>
</tr>
<tr>
<td>IV. PROFESSIONAL DEVELOPMENT</td>
<td>Displays evidence of professional growth and development. Exhibits appropriate interpersonal and communication skills.</td>
</tr>
</tbody>
</table>

Formative evaluations are conducted by the Cooperating Teacher, Cooperating Principal, and University Supervisor, using the **CLASSROOM OBSERVATION FORM**.

Additionally, Student Teachers will be assessed using the **PROFESSIONAL DISPOSITIONS & CHARACTERISTICS SCALE**. This formative evaluation will be completed by the Cooperating Teacher four (4) times during the semester.
CONFERENCES

Much of the formal and informal supervision of the Student Teacher takes place in the supervisory conference. The supervisory conference should be a "professional mirror" where the Cooperating Teacher, University Supervisor, or Cooperating Principal reflects a Student Teacher's performance by providing accurate feedback (Henry & Beasley, 1996). Although the supervisor has the main responsibility in structuring and determining content of the conference, the Student Teacher should be an active participant and an attentive listener. Student teachers are urged to keep written notes of recommendations and suggestions made by supervisors and should follow up on the recommendations by reporting progress back to the respective supervisor.

Both informal and formal conferences are an integral part of the student teaching experience. Early conferences will be needed to orient the Student Teacher to the school and the classroom. Conferences taking place later in the semester will focus more on the development and refinement of the teaching skills of the Student Teacher.

INITIAL CONFERENCES

A variety of topics should be included in early conferences. A student teaching notebook, prepared by the Cooperating Teacher, will be invaluable in orienting the Student Teacher to the classroom and school. The Cooperating Teacher should ensure that the following topics are fully discussed and explained to the Student Teacher:

- Orientation to the school and classroom
- Philosophy of the school program
- School rules
- Explanation of the Student Teacher's role
- Student Teacher activities during the first few days
- Information about supplies and equipment
- Information about the classes and pupils
- Information about the school and community
- Extracurricular activities

DEVELOPMENTAL CONFERENCES

Developmental conferences include both formal and informal exchanges between the Student Teacher and Cooperating Teacher, Cooperating Principal, or University Supervisor. The content of the conferences will depend on the Student Teacher's developmental rate and experience level. Many times the needs of the moment dictate the developmental conference agenda. Included in developmental conferences are the conferences that precede and follow observation of a Student Teacher's performance and completion of CLASSROOM OBSERVATION FORMS by Cooperating Teacher, Cooperating Principal, and University Supervisor. If the total score earned by the Student Teacher on any single CLASSROOM OBSERVATION FORM is below acceptable, a PLAN FOR IMPROVEMENT will be completed by the Student Teacher and approved by the Cooperating Teacher at the conference.
Conference topics include:
- Reflective analysis and discussion of any of the required four (4) observations made by the Student Teacher, using the OBSERVATION/REFLECTION FORMS.
- Evaluation of the Student Teacher’s performance
- Discussion of CLASSROOM OBSERVATION FORM, PROFESSIONAL DISPOSITIONS & CHARACTERISTICS SCALE and, if applicable, PLAN FOR IMPROVEMENT.
- Classroom management procedures
- Planning-lesson plans and long-range plans
- Personal concerns
- University and/or school policies and procedures

SUMMARY CONFERENCES

Final conferences provide opportunities to review the student teaching experience, evaluate the Student Teacher’s progress, and to project future directions. Topics will include:
- Review and analysis of the FINAL EVALUATION FORM
- Review and analysis of the Professional Portfolio
- Reflection on the goals of the student teaching experience and teaching in general
- Discussion of strengths and areas of improvement for the Student Teacher
- Future plans for employment
- Letters of recommendation
INFORMAL EVALUATION OF STUDENT TEACHER

Early in the semester, before formal observations and evaluations are conducted, the Cooperating Teacher is encouraged to observe and evaluate the Student Teacher informally, using the INFORMAL EVALUATION OF INSTRUCTION, found in APPENDIX. The INFORMAL EVALUATION OF INSTRUCTION provides the opportunity for "practice" observations that will assist the Student Teacher in preparing for the formal observations that the Cooperating Teacher, Cooperating Principal, and University Supervisor conduct using the CLASSROOM OBSERVATION FORM.

FORMAL EVALUATION OF STUDENT TEACHER

At the beginning of the semester, the Cooperating Teacher, Cooperating Principal, and University Supervisor will receive formal evaluation forms from the Office of Field Experience and Clinical Practices. Contact the Office of Field Experience and Clinical Practices for needed additional forms. Cooperating Teachers, Cooperating Principals, and University Supervisors should follow formal procedures of evaluation as described below:

- Student Teachers are observed for the duration (beginning to end) of an instructional activity in his/her assigned classroom
- Factual, detailed data gathered during the observation are recorded on the CLASSROOM OBSERVATION FORM.
- Specific strengths, weaknesses, and recommendations for improvement are also recorded on the CLASSROOM OBSERVATION FORM.
- Factual and detailed information regarding the Student Teacher's dispositions are recorded four (4) times by the Cooperating Teacher covering the time since the last form was completed and one (1) evaluation during the semester by the University Supervisor on the PROFESSIONAL DISPOSITIONS & CHARACTERISTICS SCALE.
- Conferences are held with the Student Teacher after each observation, to discuss the written evaluation and make plans for improvement. The Student Teacher should sign both forms following the conference to indicate that he/she clearly understands the ratings and suggestions for improvement.
- Should the score earned by the Student Teacher fall lower than acceptable, a PLAN FOR IMPROVEMENT should be completed and signed by the Cooperating Teacher and Student Teacher.
- Copies of the completed forms are distributed according to the code specified on the carbon-set, colored forms:
CLASSROOM OBSERVATIONS OF STUDENT TEACHER

Observations/evaluations of the Student Teacher completed by the Cooperating Teacher, Cooperating Principal, and University Supervisor using the CLASSROOM OBSERVATION FORM are described below:

a. Cooperating Teacher - The required number of observations are completed by the Cooperating Teacher, using the CLASSROOM OBSERVATION FORM. For a full semester student teaching assignment, the Cooperating teacher generally observes the Student Teacher and completes forms on a bi-weekly basis. A minimum of eight (8) formal observations are completed by the Cooperating Teacher during the student teaching semester. The Cooperating Teacher will also complete a PROFESSIONAL DISPOSITIONS & CHARACTERISTICS SCALE four (4) times during the semester covering the period of time since the last evaluation was done.

Following the completion of each observation and completion of the forms, the Cooperating Teacher confers with the Student Teacher relative to the evaluation, and the Student Teacher signs at the bottom of the observation forms acknowledging the forms have been read. The Cooperating Teacher provides the Student Teacher with a copy of each and gives two (2) copies to the University Supervisor. For a regular assignment, a minimum of four (4) observations are submitted by midterm; the remaining four (4) are submitted prior to the last day of student teaching. The University Supervisor immediately submits the completed forms to the Office of Field Experience and Clinical Practices for recording and filing.

If on any CLASSROOM OBSERVATION FORM the Student Teacher earns a score lower than 73, a PLAN FOR IMPROVEMENT must be completed and signed by the Student Teacher and Cooperating Teacher. Documentation must be presented that the plan was implemented.

b. University Supervisor - The required number of formal observations are completed by the University Supervisor, using the CLASSROOM OBSERVATION FORM. Refer to the APPENDIX, SUMMARY OF REQUIRED OBSERVATIONS AND FORMS, for the number of required observations/evaluations by the University Supervisor for each type of assignment. The University Supervisor confers with the Student Teacher relative to the evaluation, provides a copy to the Student Teacher, the Cooperating Teacher, and the Office of Field Experience and Clinical Practices. The University Supervisor is urged to submit completed observation forms to the Office of Field Experience and Clinical Practices in a timely manner, to assist in keeping accurate and up-to-date records on each Student Teacher.

If on any CLASSROOM OBSERVATION FORM the Student Teacher earns a score lower than 73, a PLAN FOR IMPROVEMENT must be completed and signed by the Student Teacher and Cooperating Teacher. Documentation must be presented that the plan was implemented.

c. Cooperating Principal - A minimum of one (1) formal observation/evaluation is completed by the Cooperating Principal for each Student Teacher, using the CLASSROOM OBSERVATION FORM. In dual assignments, the Cooperating Principal will need to complete a formal observation of the Student Teacher in each different assignment, i.e., kindergarten and elementary. The Cooperating Principal confers with the Student Teacher relative to the observation, furnishes a copy to the Student Teacher, the University Supervisor, and the Office of Field Experience and Clinical Practices.
If on any CLASSROOM OBSERVATION FORM, the Student Teacher earns a score lower than 73, a PLAN FOR IMPROVEMENT must be completed and signed by the Student Teacher and Cooperating Teacher. Documentation must be presented that the plan was implemented.

MOCK LATAAP OBSERVATION & CONFERENCE

It is suggested that one of the classroom observations be in LATAAP form. The observation of instruction should be scripted with the observers completing LATAAP assessment forms as they would with first year teachers. General scores should be transferred to the university evaluation forms. The Cooperating Teacher, Cooperating Principal, and University Supervisor should confer to determine who will complete this observation.

PROFESSIONAL SKILLS & DISPOSITIONS

In addition to content area and pedagogical knowledge and skills, Student Teachers should demonstrate professional skills and dispositions necessary for to help all students learn. The ratings for the PROFESSIONAL DISPOSITIONS & CHARACTERISTICS SCALE provide feedback on professional characteristics and provide opportunity for narrative documentation of ratings assigned. Factual and detailed information regarding the Student Teacher’s dispositions are recorded four (4) times by the Cooperating Teacher covering the time since the last form was completed and one (1) evaluation during the semester by the University Supervisor on the PROFESSIONAL DISPOSITIONS & CHARACTERISTICS SCALE.

If on any PROFESSIONAL DISPOSITIONS & CHARACTERISTICS SCALE, there is a significant concern, a PLAN FOR IMPROVEMENT must be completed and signed by the Student Teacher and Cooperating Teacher. Documentation must be presented that the plan was completed.
EVALUATION OF STUDENT TEACHER PERFORMANCE

Midterm Evaluation

Midterm evaluations will be based upon feedback from the Cooperating Teacher, Cooperating Principal and University Supervisor through informal and formal classroom observations and Professional Characteristics and Dispositions evaluations. Review and evaluation of lesson planning and conferencing documentation and Professional Portfolio entries will also be part of the midterm evaluation. At midterm, a Remediation Plan may be designed for student teacher candidates with significant areas of concern.

Student teacher candidates lacking required documentation by the midterm date will be dropped from student teaching.

Final Evaluation/Conference

A final student teacher evaluation form is completed collaboratively by the Cooperating Teacher and the University Supervisor at the end of each student teaching assignment. The Cooperating Teacher and University Supervisor should hold a conference BEFORE the end of the student teaching assignment to collaborate on the final student teacher evaluation form. A conference should be conducted by both the Cooperating Teacher and the University Supervisor with the Student Teacher before the end of the student teaching placement to share the ratings on the final student teacher evaluation form. The Student Teacher should be given a complete and thorough review of his/her strengths and areas needing improvement.

The final student teaching grade is based on the weighted scores received on 1) the thirteen (13) classroom observations made during the student teaching semester by the Cooperating Teacher, the Cooperating Principal, and the University Supervisor; 2) the four (4) professional skills and disposition forms completed by the Cooperating Teacher; 3) the final evaluation form, and 4) the professional portfolio as evaluated by University Supervisor and College of Education faculty.

The final student teacher evaluation form must be signed by the Student Teacher, Cooperating Teacher, and University Supervisor before submitting to the Office of Field Experience and Clinical Practices. The final student teacher evaluation form must be submitted before or on the due date set by the Office of Field Experience and Clinical Practices. The Registrar's Office sets the date for submission of final grades for degree candidates and must be followed for the Student Teacher to graduate at the end of the semester.
GRADING PROCEDURES

Student Teachers receive letter grades at the end of each student teaching assignment. Letter grades of A, B, or C indicate successful performance in student teaching. Letter grades of D and F are not accepted as passing grades for student teaching or for certification by the State Department of Education. Grades of D or F should be fully documented by both the Cooperating Teacher and the University Supervisor through evaluation of classroom instruction, professional characteristics and dispositions, and the professional portfolio.

The final letter grade represents a weighted system of the following items: (1) evaluation of classroom instruction through the CLASSROOM OBSERVATION FORMS completed during the semester by the Cooperating Teacher, Cooperating Principal, and University Supervisor (2) evaluation of the planning, instruction and assessment in the PROFESSIONAL PORTFOLIO and (3) evaluation of professional characteristics and dispositions through the EVALUATION OF PROFESSIONAL CHARACTERISTICS AND DISPOSITIONS FORMS; through participation in university sponsored professional development; and the comprehensive assessment of student teacher performance on the STUDENT TEACHER FINAL EVALUATION FORM.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>30%</td>
<td>Evaluation of Classroom Instruction by Cooperating Teacher &amp; Principal</td>
</tr>
<tr>
<td>30%</td>
<td>Evaluation of Classroom Instruction by University Supervisor</td>
</tr>
<tr>
<td>25%</td>
<td>Professional Portfolio</td>
</tr>
<tr>
<td>15%</td>
<td>Professional Characteristics &amp; Dispositions</td>
</tr>
</tbody>
</table>

If the Cooperating Teacher and University Supervisor do not agree on the final evaluation score, the University Supervisor should consult with the Director of Field Experience and Clinical Practices concerning the final evaluation score. The Director of Field Experience and Clinical Practices may schedule a conference with the Cooperating teacher and University Supervisor to discuss this evaluation.

A description of the rating scale used on CLASSROOM OBSERVATION FORM the is as follows:

0 = During the “snapshot” of teaching observed, no evidence is seen of the Components of Effective Teaching. The Student Teacher has made no attempt to address the components identified on the CLASSROOM OBSERVATION FORM.

1 = During the “snapshot” of teaching observed, poor examples are seen of the Components of Effective Teaching. The Student Teacher has made attempts to address the components identified on the CLASSROOM OBSERVATION FORM, but did not implement sound planning, instructional or management skills so that learning was likely.

2 = During the “snapshot” of teaching observed, examples are seen of the Components of Effective Teaching. The Student Teacher has made attempts to address the components identified on the CLASSROOM OBSERVATION FORM, and is generally successful in planning, instructional and management skills so that learning was likely. Performance is generally independent with little or no help from the Cooperating Teacher or University Supervisor.

3 = During the “snapshot” of teaching observed, good examples are seen of the Components of Effective Teaching. The Student Teacher has addressed the components identified on the CLASSROOM OBSERVATION FORM, and has implemented sound planning, instructional or
management skills so that learning is guaranteed. The Student Teacher operates independently in all areas of the component addressed.

Detailed criteria for each component are given in the **CLASSROOM OBSERVATION RUBRIC**.

The ratings for the **EVALUATION OF PROFESSIONAL SKILLS AND DISPOSITIONS** are a Likert scale with opportunity for narrative documentation of ratings assigned available on the form.

**If on any CLASSROOM OBSERVATION FORM, the Student Teacher earns a score lower than 73, a PLAN FOR IMPROVEMENT must be completed and signed by the Student Teacher and Cooperating Teacher. Documentation must be presented that the plan was implemented.**

A description of the rating scale used on the **STUDENT TEACHER FINAL EVALUATION FORM** is as follows:

0 = **Incompetent** The Student Teacher performs unsuccessfully in many areas. Responsibilities have not been fully assumed or may have been limited due to weaknesses. The Student Teacher has a lack of awareness of difficulties and has not shown progress or improvement in planning, management, or instructional skills. Several dispositions may not be met.

1 = **Below Average Competency**. The Student Teacher is aware of difficulties but needs guidance to successfully perform responsibilities in several areas. While a good effort is made in planning for and correcting problems, considerable work is still needed. Teaching performance is not consistent. One or more dispositions may not be met.

2 = **Average Competency**. The Student Teacher has occasional difficulties, but is generally independent. The Student Teacher is aware of appropriate teaching techniques but may have difficulty with implementation. Successful teaching behaviors are demonstrated consistently, but with the assistance of supervisors. One disposition may not be met.

3 = **Above Average Competency**. The Student Teacher maintains a stable and effective classroom environment during the period when teaching. If problems occur, they are usually corrected and success is experienced. Desired professional behavior is demonstrated consistently with minimal supervision. All dispositions are met with average level of competency or higher.

4= **Highly Effective**. This rating should be reserved for rating only the exemplary skills or behaviors a Student Teacher may exhibit. All dispositions are met with a high level of competency.

Letter grades are determined using a **weighted system** of the following items: the overall scores on **CLASSROOM OBSERVATION FORMS** and **PROFESSIONAL DISPOSITIONS & CHARACTERISTICS SCALE**, and **STUDENT TEACHER FINAL EVALUATION FORM** as completed by the Cooperating teacher, Cooperating Principal, and University Supervisor and the evaluation of the **PROFESSIONAL PORTFOLIO**. Letter grades assigned for the semester are described below:

**Grade of" A"** - Denotes a Student Teacher who earned **90-100% on the weighted categories and** fulfilled all student teaching requirements and performed teaching responsibilities effectively and at a level above expectations.

**Grade of 'B"** – Denotes a Student Teacher who earned **80-89% on the weighted categories and** fulfilled all student teaching requirements and performed teaching responsibilities at a satisfactory level of expectation, with minimal supervision.
Grade of "C" – Denotes a Student Teacher who earned 70-79% on the weighted categories and fulfilled all student teaching requirements but frequently needed assistance and performed teaching responsibilities at a level below expectations. A grade of "C" is acceptable for passing student teaching.

NOTE: If at any time during the semester a Student Teacher is receiving mostly "1" ratings on CLASSROOM OBSERVATION FORM the Office of Field Experience and Clinical Practices should be notified.

Grade of "D" - Denotes a Student Teacher who earned 60-69% on the weighted categories. A grade of "D" indicates failure of student teaching. The Student Teacher did not fulfill all student teaching requirements, required constant supervision, and consistently performed teaching responsibilities below expectations.

Grade of "F" - Denotes a Student Teacher who earned less than 60% on the weighted categories. A grade of "F" indicates failure of student teaching. With constant assistance, the Student Teacher was unable to fulfill student teaching requirements and perform teaching responsibilities at an acceptable level.

SUPERVISION OF MARGINAL STUDENT TEACHERS

The marginal Student Teacher is a candidate who demonstrates performance deficiencies. This Student Teacher can be identified early and will likely need continued assistance and may not be ready to manage and facilitate learning in his/her own classroom. The complete supervisory process for monitoring and accommodating marginal Student Teachers includes the following major components: identification, placement considerations, adjustments in conferences and observations, facilitation of Student Teacher self-reflection, and anecdotal record-keeping. The information provided below is designed to provide more specific articulation of the expectations for supervision of the ineffective or “marginal” Student Teacher.

A Student Teacher would be considered "marginal" if scoring less than 73 on (1) CLASSROOM OBSERVATION FORM completed by the Cooperating teacher on a bi-weekly basis, or (2) CLASSROOM OBSERVATION FORM completed by the University Supervisor, or (3) EVALUATION OF PROFESSIONAL SKILLS AND DISPOSITIONS completed by the Cooperating Teacher shows a significant concern, a Plan for Improvement must be completed and signed by the Student Teacher and Cooperating Teacher. The general procedures to follow in supervision of the marginal Student Teacher are listed below:

- Careful consideration should be given to the length of time involved in the student teaching assignment, when determining if performance of a Student Teacher is marginal. In 4-8 week assignments, the Cooperating teacher and University Supervisor are alerted to identify marginal performance early in the assignment. Efforts should be made to identify a marginal Student Teacher before midsemester in a 16-week assignment and halfway in a 4-8 week assignment.
- If a single observation or evaluation score is lower than the required score, the Student Teacher will complete a PLAN FOR IMPROVEMENT to be signed by the Student Teacher and the Cooperating teacher. The Cooperating Teacher should report the need for writing a plan to the University Supervisor. After the Cooperating Teacher has documented that the first PLAN FOR IMPROVEMENT has been successfully implemented, the Student Teacher is no longer considered “marginal.”
DEVELOPMENT OF REMEDIATION PLAN

Should any additional scores and/or evaluations fall below accepted levels, immediate attention should be given to the following procedure:

The Director of Field Experience & Clinical Practice is to be notified immediately when a Student Teacher does not appear to be progressing at a rate to allow for successful completion of the student teaching experience.

The Student Teacher, Cooperating Teacher and Principal, and Coordinator of Undergraduate Studies and the Dean of the College of Education will be notified regarding the unsatisfactory quality of the student teaching experience.

The University Supervisor schedules a three-way conference involving the Cooperating Teacher, Student Teacher, and University Supervisor. The Cooperating Principal and Director of Field Experience and Clinical Practices should be informed of the conference and may be requested for assistance if needed. During the three-way conference, documentation will be reviewed to identify specific areas of needed improvement.

If the situation is not resolved with an immediate solution, a remedial plan may be developed by the University Supervisor or the Director of Field Experience and Clinical Practice. The Director of Field Experiences & Clinical Practice, the University Supervisor, and the Cooperating Teacher will collaborate to recommend strategies for implementation.

The procedure for a remedial plan is as follows:

- Information relevant for remediation of the Student Teacher will be sought from University records and professional personnel, including but not limited to his/her advisor, Program Coordinator, or former instructors.

- The Director of Field Experiences & Clinical Practice, after consultation with the University Supervisor and the Cooperating Teacher, may design a remediation plan in conjunction with the Student Teacher. The Student Teacher, Cooperating Teacher, Cooperating Principal, and Coordinator of Undergraduate Studies will each receive copies of the remediation plan that will include:
  - identification of areas of needed improvement
  - specific strategies to implement
  - specific outcomes desired and person(s) responsible for validation of those outcomes
  - a timeline
  - consequences of not completing the plan adequately
  - date and signature of the Student Teacher, University Supervisor, and Director of Field Experience
  - a copy of the plan to the Cooperating Teacher

- After the Student Teacher and Cooperating Teacher have received formal notification regarding problems to be addressed from the University Supervisor and/or Director of Field Experiences, arrangements will then be made for the Director of Field Experience & Clinical Practice to formally observe the student teacher.

- Weekly written and oral feedback will be provided to the Student Teacher regarding his/her progress toward reaching the goals of the remediation plan.
• The corrective actions on the plan for the Student Teacher to complete will be supervised by the Cooperating Teacher and University Supervisor. Frequent observations and written evaluations of the Student Teacher's performance in the classroom will be conducted by the Cooperating teacher and University Supervisor.

• The Director of Field Experiences & Clinical Practice may arrange for other qualified professionals in the field to observe and complete written evaluations of the Student Teacher's performance.

• The University Supervisor and Cooperating Teacher will document ALL interactions in the remediation process. This documentation must include a description of major points of discussion, conclusions reached, and dates.

After a reasonable period of time, another conference will be scheduled to evaluate progress on the Student Teacher's performance and review the completion of corrective actions on the remedial plan.

Possible outcomes from the steps outlined above include:

• If significant progress has occurred, the Student Teacher may be able to continue with the student teaching assignment without further remediation.

• The Student Teacher may make significant progress toward meeting the requirements of the remediation plan but may not complete all aspects of the plan. The Director of Field Experiences & Clinical Practice may choose to either extend this experience in the same setting or may assign the student to an additional student teaching experience in the same or a subsequent semester. Should the student teaching experience extend beyond the end of the semester an incomplete grade may be assigned until the completion of the student teaching experience. Additional coursework or tutoring may be required.

• The Student Teacher may decide to withdraw from student teaching.

• If the Student Teacher’s rate of progress remains unsatisfactory during the period of remediation, conferences may be scheduled by the Director of Field Experience and Clinical Practices with all supervisory personnel and the Student Teacher to determine one of the following:
  
  (1) continued corrective action with specific timelines;
  
  (2) the Student Teacher may be advised to withdraw from student teaching; or
  
  (3) the student teaching assignment may be terminated with a grade below "C", in which case the Student Teacher is no longer a candidate for a degree in teacher education.

In remediation situations the interests of both the Student Teacher and the University will be accommodated by:

• involving the student in the decision process
• keeping extensive written documentation
• showing evidence of proceeding in a timely manner
• retaining written records

It should be noted that in some cases, due to the circumstances of the situation, a student teacher may immediately be removed from the assignment.
DUE PROCESS

In a situation where the Student Teacher has been advised to withdraw from student teaching or has been terminated from the student teaching assignment, an appeal must be filed with the College of Education Admissions and Retention Committee for readmission to student teaching. The Admissions and Retention Committee makes a recommendation to the Dean of the College of Education and the Director of Field Experiences & Clinical Practice. Approval of the Dean of Education is required for the candidate to be readmitted to student teaching. The Student Teacher may be readmitted to student teaching with conditions, e.g., (1) to engage in remediation prior to repeating student teaching, or (2) to engage in remediation during the second student teaching assignment.
VII. LOUISIANA TEACHER ASSISTANCE AND ASSESSMENT PROGRAM

LOUISIANA TEACHER ASSISTANCE AND ASSESSMENT PROGRAM (LaTAAP)

The Louisiana Teacher Assessment Program (LTAP) has been operational since August 1, 1994. In the early years of the program (1994-1998), the program consisted of a support semester and an assessment semester. During the support semester, the three-person assessor team (principal, experienced teacher, and external assessor) each visited the new teacher one time. During these visits, the assessors conducted “practice” observations and interviews, shared results with the teacher, and assisted him/her in creating a professional development plan targeting strategies to improve weaker areas in the Louisiana Components of Effective Teaching (LCET), the basis for the assessment.

In the spring of 1997, the legislation undergirding the LTAP was changed to create the Louisiana Teacher Assistance and Assessment Program (LaTAAP). The three-person assessment team has been changed to a two-member team (principal/designee and an assessor external to the school) that will function only in the assessment semester (the new teacher’s third semester). New teacher support and assistance have become the responsibility of a mentor teacher who will be assigned at the start of the semester and will remain in a mentoring role for two semesters.

Under the new legislation, the changes outlined here become operational with the 1998-99 school year. The LTAAP has two basic purposes:

1. To provide new teaching employees of the public school systems in the state with a planned program of leadership and support from experienced educators during the most formative stages of a teacher’s experience in Louisiana schools; and

2. To provide assurance to the state, prior to the issuance of a permanent Louisiana teacher certificate, that the new teaching employee demonstrates competency in the understanding and use of the LCET, the basis of the assessment criteria.

To accomplish the first purpose, data regarding the new teacher’s strengths and weaknesses will be collected during the first (support) semester by the mentor and principal, and a professional development plan will be designed, which when implemented can lead to improvement. In addition, each new teacher during the first semester and throughout the school year shall be provided a mentor who will lead professional development activities designed to enhance teacher competencies found to be essential to pupil learning.

The Mentor Teacher

A mentor is an experienced teacher who has accepted the opportunity to enhance the training and professional development of a new teacher in the LaTAAP. The mentor teacher plays a vital role in preparing the new teacher to be effective in demonstrating required competencies. The mentor is not an assessor of the new teacher, but offers the new teacher opportunities to share and to learn with an experienced colleague. Among the benefits the new teacher will receive from the mentor are:

- Feedback regarding planning, classroom, and instructional strategies;
- An in-depth understanding of the LaTAAP;
- Additional in-classroom observations with feedback in relation to the LCET;
• Positive attention, support, and encouragement; and
• Reassurance that he/she is developing professionally.

Faculty members in the College of Education at Northwestern State University have been involved in the LaTAAP since the pilot testing of the program in 1993-94. They have been trained as certified assessors and participate as external assessors on assessment teams for new teachers in local parishes. The basic philosophy and principles of the LaTAAP and the LCET are incorporated into Northwestern State University professional education courses. The required lesson plan format and the evaluation forms used for the student teaching program incorporate components of both the LCET and Northwestern Teacher Education Conceptual Framework--MODELS FOR LEARNING.

LOUISIANA COMPONENTS OF EFFECTIVE TEACHING (LCET)

The LCET is a three-tiered structure of skills and knowledge defined by Louisiana teachers, school administrators, and teacher educators as essential to successful instruction, i.e., instruction that results in high student achievement. In the LCET, a Domain is defined as a major area of teaching responsibilities. A Component is a critical function within a Domain. An Attribute is a behavior that relates to and helps to define a Component. The Domains, Components, and Attributes of the LCET are listed below:

NOTE: New as of 1998, added domain, components, and attributes shown with an asterisk (*) will be assessed beginning school year 1999-2000.

DOMAIN I. PLANNING

COMPONENT A. The teacher plans effectively for instruction.

Attributes:

I.A.1. Specifies learner outcomes in clear, concise objectives.
I.A.2. Includes activity/activities that develop objectives.
I.A.3. Identifies and plans for individual differences.
I.A.4. Identifies materials, other than standard classroom materials, as needed for lessons.
I.A.5. States method(s) of evaluation to measure learner outcomes.
I.A.6. Develops an Individual Education Plan (IEP), Individual Transition Plan (ITP), and/or Individual Family Service Plan (IFSP). NOTE: For special education teacher only.

DOMAIN II. MANAGEMENT

COMPONENT A. The teacher maintains an environment conducive to learning.

Attributes:

II.A.1. Organizes available space, materials, and/or equipment to facilitate learning.
II.A.2. Promotes a positive learning climate.

COMPONENT B. The teacher maximizes amount of time available for instruction.

Attributes:

II.B.1. Manages routines and transitions in a timely manner.
II.B.2. Manages and/or adjusts time for activities.
COMPONENT C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

II.C.1. Establishes expectations for learner behavior.
II.C.2. Uses monitoring techniques to facilitate learning.

DOMAIN III. INSTRUCTION

COMPONENT A. The teacher delivers instruction effectively.

Attributes:

III.A.1. Uses technique(s) which develop(s) lesson objective(s).
III.A.2. Sequences lesson to promote learning.
III.A.3. Uses available teaching material(s) to achieve lesson objective(s).
III.A.4. Adjusts lesson when appropriate.
*III.A.5. Integrates technology into instruction.

COMPONENT B. The teacher presents appropriate content.

Attributes:

III.B.1. Presents content at a developmentally appropriate level.
III.B.2. Presents accurate subject matter.
III.B.3. Relates relevant examples, unexpected situations, or current events to the content.

COMPONENT C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

III.C.1. Accommodates individual differences.
III.C.2. Demonstrates ability to communicate effectively with students.
III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels.
III.C.4. Encourages student participation.

COMPONENT D. The teacher assesses student progress.

Attributes:

III.D.1. Uses assessment techniques effectively.
III.D.3. Provides timely feedback to students regarding their progress.
*III.D.4. Produces evidence of student academic growth under his/her instruction.
DOMAIN IV. PROFESSIONAL DEVELOPMENT (Non-Performance)

COMPONENT A. The experienced teacher plans for professional self development.

COMPONENT B. The intern teacher plans for professional self development.

*DOMAIN V. SCHOOL IMPROVEMENT

*COMPONENT A. The teacher takes an active role in building-level decision-making.

Attributes:

*V.A.1. Participates in grade level and subject area curriculum planning and evaluation.
*V.A.2. Serves on task forces and decision-making committees when appropriate.
*V.A.3. Implements school improvement plan.

*COMPONENT B. The teacher creates partnerships with parents/caregivers and colleagues.

*V.B.1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectation, student progress, and ways they can assist learning.
*V.B.2. Encourages parents/caregivers to become active partners in their children’s education and to become involved in school and classroom.
*V.B.3. Seeks community involvement in instructional program.
REFERENCES


Application for Student Teaching

Student Teaching Semester: ___________ Year: ___________
Program: Undergraduate_____ Alternative Certification______

DEADLINES: March 1 for Fall Student Teaching / October 1 for Spring Student Teaching

Name:________________________________________________________ SSN:__________________

Last                                        First                        Middle/Maiden
Permanent Address ___________________________________________ Phone:__________________
(Street, City, State, Zip):

Local Address ___________________________________________ Phone:__________________
(Street, City, State, Zip):

Email address:____________________________________________________________________________________

Major: (Check [X] your major)

---

Early Childhood:
_____ Early Childhood (NS/K)
_____ Early Childhood (PK-3)

Elementary:
_____ Elementary Education:
_____ 1 – 5, _____ 1 – 6, or _____ 1 – 8

Middle School:
_____ Middle School Generic
_____ Middle School SST
_____ Middle School Science
_____ Middle School English
_____ Middle School Math

Secondary:
_____ Biology Education
_____ Business/Office Education
_____ Chemistry Education
_____ English Education
_____ Family/Consumer Science Education
_____ Mathematics Education
_____ Physics Education
_____ Social Studies Education
_____ Speech Education

All Levels:
_____ Music Education-Instrumental
_____ Music Education-Vocal
_____ Music Education – Vocal & Instrumental
_____ Health & Physical Education

Special Education:
_____ Special Education Mild/Moderate
_____ Special Education & Elementary 1 – 8 (undergraduate program)

Second Teaching Area or Add-on endorsement:

Please check (x) all applicable:
_____ I meet all the requirements for admission to candidacy and student teaching and will report immediately in writing any change of this application to the Office of Field Experiences.
_____ I plan to enroll in other course(s) during student teaching. (NOTE: You will need to complete and attach a permission form obtained from the Office of Field Experiences.)
_____ I plan to work part-time during student teaching.

Must be signed below:
Signature:_______________________________________________ Date: ______________________

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Preference for Student Teaching Location

Location: (Indicate 1 for first choice, 2 for second choice)

____ Avoyelles ______ LaSalle ______ Red River
____ Bossier ______ Grant ______ Sabine
____ Caddo ______ Natchitoches ______ Vernon
____ DeSoto ______ Rapides ______ Winn

NOTE: Students seeking special consideration/requests for student teaching placement in locations other than those listed must attach a typewritten letter explaining the need for a placement in other parishes. Placement out of the parishes listed will be considered only in rare instance, such as in the case of a transfer of spouse to another parish.

Grade Level Preference: (If applicable) ______________________

Please give description of your geographic or residence location that will assist in placement:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Please list school-age child/children (if applicable):

Name: _________________________________________ Age: _____________
Name: _________________________________________ Age: _____________
Name: _________________________________________ Age: _____________
Name: _________________________________________ Age: _____________
Name: _________________________________________ Age: _____________

School(s)/grade level(s): ____________________________________________________________
_____________________________________________________________________________

Relative(s) employed in public schools in parish requested (if applicable):

Name: _________________________________________ Relationship: _______________
School/grade level: _____________________________________________________________

Name: _________________________________________ Relationship: _______________
School/grade level: _____________________________________________________________

******************************************************************************

If you are a secondary major and attended high school in a parish requested, please complete the following:

High School attended: ___________________________________________________________________

Years of attendance: ___________ to ___________

******************************************************************************

NOTE: Student Teachers are responsible for transportation to student teaching assignment. Preferences for parish and grade level will be considered whenever feasible, but cannot be guaranteed. Placement letters will be issued by the last week of the fall semester for spring placements and the last week of the spring semester for fall placement.
# Plans for Completion of Degree

Outline your anticipated class schedule (by semester) for the completion of your degree beginning with the current semester:

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Signature: ____________________________________________ Date: ________________

*For office use only- Do not write inside box.*
PERSONAL DATA RECORD

MUST BE TYPED

Date:

Full Name (Last, First, Middle/Maiden):

Social Security Number:

Permanent Address (Street, City, State, Zip code):

Permanent Phone Number (Include Area Code):

Local Address (Street, City, State, Zip code):

Local Phone Number (Include Area Code):

Email address:

Major:

Second Teaching Area (add-on):

************************************************************************************

NOTE: The following information is voluntary and will be of assistance in your field placement:

Place of Birth:

Date of Birth:

Check (X) the following as applicable:

___ Native American
___ African-American/Black-Non-Hispanic
___ Asian
___ Hispanic
___ White/Caucasian
___ International
___ Other: ___________________
___ Male
___ Female
___ Single
___ Married
___ Divorced

Names and Ages of Children:
Educational Experience (high school to present):

Name of Institution    Location    Dates

Honors, scholarships or special recognition received in high school or college:

Extracurricular activities in college:

Special abilities (art, music, dramatics, etc.):

Work Experience During College:

Other Work Experience:

Teaching Experience (volunteer or paid):

Short-term and long-term career goals:
PRE-STUDENT TEACHING VISIT FORM

This is to acknowledge that ___________________________________________________ visited in my classroom prior to student teaching. I have received a copy of the completed PERSONAL DATA RECORD from the Student Teacher.

____________________________________
Signature of Cooperating Teacher

____________________________________
Cooperating School

____________________________________
Date

(TO THE STUDENT: This pre-student teaching visit is a requirement for student teaching. If you will be unable to visit your assigned school due to an emergency, you must notify both the Cooperating Teacher and the Office of Field Experience and Clinical Practices. Please return this completed form to the Office of Field Experience and Clinical Practices by the specified due date.)
PERMISSION TO ENROLL IN COURSE WITH STUDENT TEACHING

Semester__________Year__________

Name_________________________________________      Major__________________________________

I need to enroll in the following course during the student teaching semester:

Course/Section____________________________________________________________

Day(s)/Time_______________________________________________________________

Is the course needed for graduation?      _____Yes      _____No

NOTE: If the course does not conflict with student teaching hours (8:00 a.m. - 3:30 p.m. daily), return this form to the Office of Field Experience and Clinical Practices prior to the first day of student teaching. Please schedule an appointment with the Coordinator of Field Experiences if there will be any conflict with regular student teaching hours (8:00 a.m.- 3:30 p.m.).
REPORT OF ABSENCE IN STUDENT TEACHING

Name of Student Teacher___________________________________________________________

Date(s) of Absence________________________________________________________________

Reason for Absence________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Not Excused_____   Excused____ (attach written documentation to this form)

_______________________________________________ ___________________________
Cooperating teacher             Date

_______________________________________________ ___________________________
University Supervisor             Date

Submit to the Office of Field Experience and Clinical Practices with Student Teacher Activity Log
Pattern for Single Placement Teaching

Continuum of Required Hours of Teaching

0   30   60   90   120   150   180

All-day teaching

Teaching

Teaching

Teaching

Teaching

Teaching

Weeks of Student Teaching

Continuum of Required Hours of Teaching

»30 »60 »100
PATTERN FOR DUAL PLACEMENT STUDENT TEACHING

Continuum of Required Hours of Teaching

0  30  60  90  120  150  180

Weeks of Student Teaching

Continuum of Required Hours of Teaching

0  25  50  75  100
From your Student Teaching Practicum Activity Log completed each week, take the weekly totals (hours/mins.) and complete the following:

<table>
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<th>WK</th>
<th>Dates (ex. 08/08 – 08/12)</th>
<th>Observation Hours</th>
<th>Participation Hours</th>
<th>Teaching Hours</th>
<th>Conferences</th>
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Mid-Semester Totals

Final Semester Totals

APPROVAL:

Cooperating Teacher ___________________________ University Supervisor ___________________________
Northwestern State University – College of Education

**Student Teaching Weekly Activity Log**

Name________________________________________ School Placement ___________________ Grade & Teacher ____________________________ Week of _____________

This organizer is designed to organize your teaching and observation time in your student teaching placement. For each week of the semester you will enter your observation & participation (Level 1 & 2) and teaching (level 3) time into PASS-PORT with a paragraph outlining your responsibilities. Your signature on this form indicates all components (field experience hours and paragraph) have been loaded into PASS-PORT. Three deadlines set for loading for PASS-PORT hours are listed on the STUDENT TEACHING CALENDAR. Give all forms to your University Supervisor. **The entering of field experiences hours onto PASS-PORT is a mandatory class activity.**

<table>
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<tr>
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<th>Weekly totals</th>
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<tr>
<td><strong>Observation/Participation (Level 1 &amp; 2)</strong></td>
<td>Content # of hrs</td>
<td>Content # of hrs</td>
<td>Content # of hrs</td>
<td>Content # of hrs</td>
<td>Content # of hrs</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching with a lesson plan you developed (Level 3)</strong></td>
<td>Content # of hrs</td>
<td>Content # of hrs</td>
<td>Content # of hrs</td>
<td>Content # of hrs</td>
<td>Content # of hrs</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development/conferencing</strong></td>
<td>Description of event: # of Hours: Initials of Teacher</td>
<td>Description of event: # of Hours: Initials of Teacher</td>
<td>Description of event: # of Hours: Initials of Teacher</td>
<td>Description of event: # of Hours: Initials of Teacher</td>
<td>Description of event: # of Hours: Initials of Teacher</td>
<td></td>
</tr>
</tbody>
</table>

Include a paragraph outlining your responsibilities for the week: (may be written here and then transferred into PASS-PORT or typed directly into PASS-PORT

Cooperating teacher________________________________________
University Supervisor_________________________________________
# Summary of Required Evaluations by Supervisors

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Number of Weeks</th>
<th>Cooperating teacher (CT)</th>
<th>Cooperating Principal (CP)</th>
<th>University Supervisor (US)</th>
<th>Final Evaluation completed collaboratively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>16</td>
<td>8 – COF&lt;br&gt;4 – PCD</td>
<td>1 - COF</td>
<td>2-COF&lt;br&gt;1-PCD</td>
<td>CT /US</td>
</tr>
<tr>
<td>Early Childhood: Pre-K-3</td>
<td>8</td>
<td>4 – COF&lt;br&gt;2 – PCD</td>
<td></td>
<td>2– COF</td>
<td>CT /US</td>
</tr>
<tr>
<td>Elementary</td>
<td>8</td>
<td>4 – COF&lt;br&gt;2 – PCD</td>
<td>1- COF</td>
<td>1– PCD</td>
<td>CT /US</td>
</tr>
<tr>
<td>Special Education</td>
<td>8</td>
<td>4 – COF&lt;br&gt;2 – PCD</td>
<td>1 - COF</td>
<td>2 - COF</td>
<td>CT/US</td>
</tr>
<tr>
<td>Elementary</td>
<td>8</td>
<td>4 – COF&lt;br&gt;2 – PCD</td>
<td>1- COF</td>
<td>1-PCD</td>
<td>CT/US</td>
</tr>
<tr>
<td>All-Levels:</td>
<td>16</td>
<td>8 – COF&lt;br&gt;4 – PCD</td>
<td>1 - COF</td>
<td>4 – COF&lt;br&gt;1- PCD</td>
<td>CT/US</td>
</tr>
<tr>
<td>All-Levels: H&amp;PE</td>
<td>16</td>
<td>8 – COF&lt;br&gt;4 – PCD</td>
<td>1 - COF</td>
<td>4 – COF&lt;br&gt;1- PCD</td>
<td>CT/US</td>
</tr>
<tr>
<td>Music</td>
<td>16</td>
<td>8 – COF&lt;br&gt;4 – PCD</td>
<td>1 - COF</td>
<td>4 – COF&lt;br&gt;1- PCD</td>
<td>CT/US</td>
</tr>
<tr>
<td>Secondary</td>
<td>16</td>
<td>8 – COF&lt;br&gt;4 – PCD</td>
<td>1 - COF</td>
<td>4 – COF&lt;br&gt;1- PCD</td>
<td>CT/US</td>
</tr>
<tr>
<td>Secondary/Major</td>
<td>12</td>
<td>8 – COF&lt;br&gt;4 – PCD</td>
<td>1 - COF</td>
<td>4 – COF&lt;br&gt;1- PCD</td>
<td>CT/US</td>
</tr>
<tr>
<td>Secondary/Add-on</td>
<td>4</td>
<td>3 – COF&lt;br&gt;2 – PCD</td>
<td>1 - COF</td>
<td>2 – COF&lt;br&gt;1- PCD</td>
<td>CT/US</td>
</tr>
</tbody>
</table>

**Key to Forms:**
- **COF** – Classroom Observation Form
- **PCD** – Professional Characteristics and Dispositions Evaluation
- **FE** – Final Evaluation
### Student Teacher Informal Evaluation

#### Student Teacher ___________________________  Date __________________

<table>
<thead>
<tr>
<th>Planning</th>
<th>NI</th>
<th>S</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodates individual differences.</td>
<td></td>
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<tr>
<td>Demonstrates ability to communicate effectively with students.</td>
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<tr>
<td>Stimulates and encourages higher order thinking at the appropriate time.</td>
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<tr>
<td>Encourages student participation through questioning skills and other strategies.</td>
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<tr>
<td>Assesses student progress continuously.</td>
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</tr>
<tr>
<td>Uses formal and informal assessment techniques effectively.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Management</th>
<th>NI</th>
<th>S</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>Monitors ongoing performance of students.</td>
<td></td>
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<tr>
<td>Provides timely feedback to students regarding their process.</td>
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<tr>
<td>Demonstrates an understanding and acceptance of pupil and cultural diversity.</td>
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<tr>
<td>Increases student mastery of basic skills by using culturally relevant material.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal and Professional Characteristics</th>
<th>NI</th>
<th>S</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays evidence of professional growth and development.</td>
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<tr>
<td>Demonstrates a sense of self-worth and confidence in ability to teach.</td>
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<tr>
<td>Uses problem-solving skills to resolve issues.</td>
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<tr>
<td>Makes appropriate decisions.</td>
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<td></td>
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<tr>
<td>Accepts responsibility for decisions and actions.</td>
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<tr>
<td>Exhibits a positive attitude toward student teaching.</td>
<td></td>
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<tr>
<td>Accepts and implements suggestions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>NI</th>
<th>S</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivers instruction effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses problem-solving skills to resolve issues.</td>
<td></td>
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</tr>
<tr>
<td>Uses an effective lesson design including set induction and closure.</td>
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<tr>
<td>Makes appropriate decisions.</td>
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<tr>
<td>Sequences lesson to promote learning.</td>
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</tr>
<tr>
<td>Uses creative and critical thinking skills.</td>
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<tr>
<td>Adjusts lesson when appropriate.</td>
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<tr>
<td>Accepts responsibility for decisions and actions.</td>
<td></td>
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<tr>
<td>Integrates instructional technology into student activities.</td>
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<tr>
<td>Exhibits a positive attitude toward student teaching.</td>
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<tr>
<td>Seeks opportunities to integrate instructional technology.</td>
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<tr>
<td>Accepts and implements suggestions.</td>
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</tr>
<tr>
<td>Uses available instructional technology effectively.</td>
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<tr>
<td>Demonstrates willingness to participate in school-related meetings/activities.</td>
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<tr>
<td>Presents appropriate content.</td>
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<tr>
<td>Upholds policies and procedures of the parish and school.</td>
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<tr>
<td>Relates relevant examples, incidental learning, or current events to the content.</td>
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<tr>
<td>Demonstrates ethical behavior.</td>
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<tr>
<td>Answers questions correctly and/or direct students to additional sources.</td>
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<tr>
<td>Exhibits appropriate interpersonal and communication skills.</td>
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<tr>
<td>Provides opportunities for student involvement in the learning process.</td>
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<tr>
<td>Uses correct oral and written English.</td>
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<tr>
<td>Maintains a professional relationship with pupils and supervisory personnel.</td>
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</tbody>
</table>

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Student Teacher ___________________________  Date _____________  Cooperating teacher_________________________  Date _____________
LESSON PLAN TERMS
Adapted from K. Tollett, NLU

Assessment - Description of how the Student Teacher will obtain information from the pupils to judge instructional effectiveness of the lesson.

Benchmark - A statement of process and/or content to develop lesson; select as appropriate from www.louisianaschools.net

GLE- A grade-level expectation (GLE) is a statement that defines what all students should know and be able to do at the end of a given grade level. GLEs add further definition to the content standards and benchmarks. Available at www.louisianaschools.net

Core Curriculum- The core curriculum is aligned with state content standards, as defined by grade-level expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. Available at www.louisianaschools.net

Establish Prior Knowledge: - A summary and/or check for understanding of previous learning, knowledge, or experiences that is relevant to lesson objective and/or content. Ex: A question/answer session led by the teacher.

Communicate Purpose & Importance - The Student Teacher should orally state the purpose and importance of the lesson. Ex: “The purpose of today’s lesson is . . . and the reason today’s lesson is important . . .”

Communicate Objectives - The Student Teacher should orally state what the pupils should be able to do at the end of the lesson. Ex: “By the end of today’s lesson, you should be able to do the following . . .”

Motivation - A beginning procedure to create interest of pupils in the following lesson. Ex: poem, newspaper article, pictures or cartoon, any type of “show and tell,” a math brain teaser, a song, etc.

Performance Objectives - A performance or behavioral objective must be specific, observable, and measurable. It must include the desired learner outcome. Use Bloom’s Taxonomy to determine the thinking skill level reached by the learner. To write a performance objective, try using the following pattern:

TLW [insert Bloom’s verb] Ex: TLW solve
Next, ask the question what? after the verb. This will give the learner outcome. Ex: TLW solve subtraction facts for 7, 8, and 9's
Next, ask the question how? After the learner outcome. This will give the specific, observable, measurable behavior. Ex: TLW solve subtraction facts for 7, 8, and 9’s using calculators.

Examples: TLW solve subtraction facts for 7, 8, and 9's using calculators. (Application level)
TLW compare and contrast two characters in the story, in writing. (Analysis level)
TLW demonstrate the laws of gravity by conducting an experiment. (Application level)
Aids/Materials Column -

Aid (A) - Standard teaching aid used by the teacher to present the content of the lesson. Ex: chalkboard, textbook, write-on transparencies used in place of the chalkboard.

Supplemental Aid (SA) - Additional aids used by the teacher to present content. Ex: prepared transparencies, charts, models, computer, poems, newspaper, VCR, 16mm film, filmstrip, cassettes, etc. A supplemental aid is anything used by the teacher other than the text and chalkboard.

Material (M) - Standard materials used by the student. Ex: textbook, chalkboard.

Supplemental Materials (SM) - Additional materials provided for the student and prepared by the teacher to enhance learning. Ex: diagrams, manipulatives, maps, calculators, etc.

Evaluation Column -

Informal Evaluation - No grade is given. The teacher is checking for pupil comprehension. Ex: Observation of body language such as facial expressions, signs of frustration confusion, etc., monitoring of individual assignments, written feedback, oral responses, checklists, etc.

Formal Evaluation - A grade is recorded. There are two types of formal evaluation:

Formative Evaluation - Daily grades are given to check for student progress. Ex: quizzes, class participation, written assignments, projects, reports, journal writing, etc.

Summative Evaluation - A summary test is given. Ex: chapter test, unit test, 6-weeks test, term paper, etc.

Group Size Column - Large (L) - The class is participating as a group. Ex: class discussion.

Small (S) - Two or more students are working together. Ex: cooperative learning groups.

Independent (I) - Students completing individual assignments.

Procedure - The lesson should contain BOTH teacher (TTW) and learner (TLW) activities. To create variety, alternate the teacher, learner, and teacher/learner activities. At the end of each activity, put the approximate time you plan to spend in that activity. This will assist you in time management.

Ex: TTW introduce the cell. (10 minutes)
TTW/TLW label a cell drawing. (10 minutes)
TLW view film on the cell. (10 minutes)
TTW explain the function of each cell part. (10 minutes)

Closure - A formal summary of the lesson given by the teacher. Ex: “To close today’s lesson let me summarize what we have learned.” It may be a question and answer session led by the teacher. Ex: “To close today’s lesson let’s review what we have learned.” Note: This is a better closure than the summary because the teacher can determine from the student’s responses if reteaching is needed in the next day’s lesson. A closure may be a restatement of the lesson’s objectives in the past tense. Ex: “To close today’s lesson let’s see what you should now be able to do.”

Home Learning - Assignments should be written on the board. Students should be given an opportunity to copy the assignment. Directions should be thoroughly explained. Ex: “The assignment will be handed in for a grade. Use complete sentences to write the answers to the questions,” etc. If possible, demonstrate by giving an example of what is expected of the students. Ask students if there are any questions.

Early Finishers - Students that complete independent assignments early need an activity to complete while the other students complete the original assignment. Early finisher activities must be in the same subject and also on the same skill or concept as the original assignment.
Special Needs - This category includes the students with special needs. There are many possibilities; each class of students will differ. Some of these needs include visually impaired, hearing impaired, physically handicapped, learning disabled, etc. You must identify the need of the student and how you plan to accommodate the need. Do not use the student’s name. You may need to identify more than one special need depending on your class. Ex: “My legally blind student will receive enlarged copies of the materials.” Ex: “My learning disabled student will have the test administered in the resource room by the resource teacher.” Ex: “My slower students will be given additional time to complete the assignment.” Ex: “My hearing impaired student will sit closer to the front of the room.”

Remediation - Some students need additional drill and practice to master a skill or concept. Most teachers’ editions of textbooks have remediation or reteaching activities to assist these students. Be sure to identify the specific students that will receive the additional help. Do not use the student’s name. Ex: “Those students that have not mastered the objective will . . .”

Enrichment - Some students will master the skill or concept more quickly than the average student. These students need to be challenged or they will become bored. The enrichment activity needs to be at a higher order thinking skill level than the original activity. Be sure to identify these students without using the student’s name. Ex: “Those students that have mastered the objective will write a paragraph expressing his/her opinion on the new constitutional amendment.”
Rubric for Classroom Observation Form

In an effort to improve consistency in the evaluation of candidates’ teaching proficiencies in the classroom, the following criteria have been developed for items on the Classroom Observation Form. The 25 components of effective teaching based on LCET are aligned to INTASC standards.

Domain I- Planning

1. Turned in lesson plan per established procedure and reflection after teaching. (INTASC 7, 9)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional plan is superficial, incomplete or inappropriate.</td>
<td>Instructional plan is adequate, but lacks elements of planning or is not in alignment</td>
<td>Creates a well organized, comprehensive instructional plan that shows alignment.</td>
<td>Creates complete, detailed instructional plan that is aligned in addressing curriculum goals, objectives, relevant and effective strategies, and assessing student attainment of objective.</td>
</tr>
</tbody>
</table>

Domain II- Management

2. Organized and used available space, materials, and/or equipment. (INTASC 2, 5, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective use of materials, time, space or equipment is lacking</td>
<td>Attempts to adequately use materials, time, space, and equipment, but may be ineffective or inconsistent.</td>
<td>Makes adequate use of materials, time, space, and equipment.</td>
<td>Makes efficient use of materials, time, space, and equipment.</td>
</tr>
</tbody>
</table>

3. Managed routines and transitions in a timely manner. (INTASC 2, 5, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows lack of management in beginning lesson, following established routines &amp; procedures, and making transitions between activities.</td>
<td>Delay in beginning lesson promptly and/or ineffective transitions between activities that results in a loss of instructional time.</td>
<td>Manages most routines &amp; procedures effectively. Transitions are competent. Minimal loss of instructional time.</td>
<td>Begins lesson promptly. Follows established routines &amp; procedures. Transitions made smoothly and efficiently. No loss of instructional time.</td>
</tr>
</tbody>
</table>

4. Managed and/or adjusted allotted time for planned activities. (INTASC 2, 5, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
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<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacing of instruction is inappropriate for students. Inability to effectively handle interruptions or to redirect student digressions results in loss of significant instructional time and/or inability to met lesson objectives.</td>
<td>Pacing of instruction is inconsistent resulting in loss of significant instructional time. One or more components of the lesson are unable to be completed as planned.</td>
<td>Pacing of instruction is appropriate, but minimal instructional time is lost. All parts of lesson are completed as planned.</td>
<td>Instructional time is utilized to its fullest extent, bell-to-bell. Instruction is at a pace that is appropriate to the students. Handles interruptions with no loss of instruction time. Able to minimize or redirect student digressions from activities.</td>
</tr>
</tbody>
</table>

5. Established and maintained expectations for learner behavior. (INTASC 2, 5, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited expectations are established. Student behavior not monitored appropriately. Teacher response is lacking or inconsistent.</td>
<td>Expectations are established for most situations. Candidate generally aware of student misbehavior. Attempts are made to respond to misbehavior but with inconsistent results.</td>
<td>Expectations are clear to majority of students. Teacher is consistently alert to student behavior. Teacher responds to misbehavior in an appropriate and successful manner, which maintains student dignity.</td>
<td>Expectations are clear to all learners. Candidate effectively maintains or reinforces expectations throughout lesson. Candidate responds effectively and is sensitive to student needs.</td>
</tr>
</tbody>
</table>
6. Actively promoted a positive learning environment. (INTASC 2, 5, 7)

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<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not foster a positive classroom environment.</td>
<td>Attempts to create a climate of support, respect, civility, openness, responsibility, and inquiry, but is inconsistent.</td>
<td>Recognizes and encourages effort, respect, support, responsibility, civility, openness, and inquiry.</td>
<td>Ensures all students are supported, respected, and treated with civility in the classroom, free to risk and inquire, so they can feel comfortable in their learning environment.</td>
</tr>
</tbody>
</table>

7. Used monitoring techniques to facilitate learning. (INTASC 2, 5, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks ability to use or uses inappropriate strategies to manage &amp; monitor the class.</td>
<td>Attempts the appropriate management strategies, but some are ineffective or additional ones are needed.</td>
<td>Establishes and follows effective management &amp; monitoring strategies so that students are engaged in learning.</td>
<td>Show exceptional skill in choosing effective management &amp; monitoring strategies that help students be in control of themselves and engaged in learning.</td>
</tr>
</tbody>
</table>

Domain III- Instruction

8. Used effective lesson design including motivation and closure. (INTASC 5, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not include effective or appropriate motivation and/or closure does not include restating of lesson objective, review of concepts/skills, or input from learners.</td>
<td>Minimal learner input required. <em>Tells, doesn’t ask.</em> Closure does not include restating of lesson objective, review of concepts/skills, or input from learners.</td>
<td>Includes both a motivation and closure. <em>Asks, doesn’t tell.</em> Strategy engages only some learners in review of lesson objectives, concepts and skills.</td>
<td>Includes both a motivation and closure that engage all learners. <em>Asks, doesn’t tell.</em> Closure reviews lesson objectives, concepts and skills and requires input from all students.</td>
</tr>
</tbody>
</table>

9. Used strategies and materials to achieve lesson objectives. (INTASC 1, 2, 3, 4, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relies on the same strategy routinely or strategies are not evident or inappropriate. and/or Uses text materials only without any attempt to provide additional resources to enhance learning.</td>
<td>Limited use of teaching strategies and/or Chooses minimal additional resources or resources that do not enhance learning or provide support for instructional strategies.</td>
<td>Demonstrates skill in choosing and using instructional strategies &amp; materials that engage most learners and lead them to an understanding of the lesson concepts and objectives or acquisition of skills.</td>
<td>Demonstrates skill in choosing and using a variety of instructional strategies &amp; materials that engage all learners and lead them to an understanding of the lesson concepts and objectives or acquisition of skills.</td>
</tr>
</tbody>
</table>

10. Sequenced lesson to promote learning. (INTASC 5, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson not presented in a sequence that moves learners to mastery of concept or skill and/or Transitions lacking between learning activities, class periods, and daily routines.</td>
<td>Lesson is not consistently sequenced to move learners to mastery of concept or skill. Information is unorganized. Transitions between learning activities, class periods, and/or daily routines are inconsistent.</td>
<td>Lesson structured in a logical, easy-to-follow sequence. Regularly provides positive transitions between learning activities, class periods, or daily routines.</td>
<td>All information and activities are presented in logical, easy-to-follow sequence. Information is organized. Consistently incorporates creative, productive transitions between learning activities, class periods, and daily routines.</td>
</tr>
</tbody>
</table>
11. Adjusted lesson when appropriate. (INTASC 7)
This criterion uses LCET terminology and does **not** refer to the pacing of the lesson.

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate doesn’t follow the written plan <strong>and/or</strong> does not make adaptations in response to learning understanding and/or motivation.</td>
<td>Creates an instructional plan and attempts to use it, but does not always follow it <strong>or</strong> struggles to adjust instruction as needed to enhance learner understanding and motivation.</td>
<td>Creates a complete and effective instructional plan and generally uses it as a basis for instruction making some appropriate and effective adjustments during instruction to enhance learner understanding and motivation.</td>
<td>Creates a complete and effective instructional plan <strong>and</strong> uses it as a basis for instruction making appropriate and effective adjustments during instruction to enhance learner understanding and motivation if needed.</td>
</tr>
</tbody>
</table>

12. Sought opportunity for and uses instructional technology. (INTASC 6)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not demonstrate use of current technologies in the design, development, and implementation of student learning activities.</td>
<td>Demonstrates a limited knowledge of current technologies and very limited use of technology in the design, development, and implementation of student learning activities.</td>
<td>Demonstrates an adequate knowledge of current technologies and employs several types of technology in the design and development of student learning activities.</td>
<td>Demonstrates an extensive knowledge of current technologies and effectively employs varied and numerous types of technology in the design, development, and implementation of student learning activities.</td>
</tr>
</tbody>
</table>

13. Presented appropriate content. (INTASC 1, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction is not aligned with state standards. Inaccurate, out-of-context, or outdated information is presented.</td>
<td>Content is aligned with state standards, but has multiple minor errors in accuracy that interferes with learner understanding of content.</td>
<td>Content is aligned with state standards, but has a minor error in accuracy or relevance that does not interfere with learner understanding of content.</td>
<td>All content presented is aligned with curriculum, accurate, up-to-date, and relevant. Adjusts lesson to compensate for text or materials that are outdated.</td>
</tr>
</tbody>
</table>

14. Answered questions correctly and/or directed students to additional sources. (INTASC 1.6)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a general lack of sufficient knowledge of content, concepts, and processes.</td>
<td>Generally has sufficient understanding of content, concepts, and process, with occasional indicators that more content knowledge is needed or gives incorrect information.</td>
<td>Demonstrates sufficient understanding of content, concepts, <strong>and</strong> processes to teach the lesson.</td>
<td>Demonstrates full understanding of content, concepts, <strong>and</strong> processes beyond what is needed to teach the lesson.</td>
</tr>
</tbody>
</table>

15. Related relevant examples, incidental learning or current events. (INTASC 2, 5)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not create connections to previous lessons, students’ prior knowledge, or everyday life.</td>
<td>Attempts to create connections to previous lessons, students’ prior knowledge, or everyday life.</td>
<td>Creates connections to previous lessons, student’s prior knowledge, or everyday life.</td>
<td>Creates connections to: □ previous lessons □ student’s prior knowledge, and □ everyday life, sometimes leading students to create their own connections as well.</td>
</tr>
</tbody>
</table>
### 16. Accommodated individual differences. (INTASC 2, 3, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation is lacking in the instructional process. One lesson is taught to all students regardless of individual differences or special needs.</td>
<td>Demonstrates limited differentiation. Lesson plan and instruction reflect minimal attempt to meet the needs of diverse learners.</td>
<td>Instruction is differentiated for many ability levels and special needs. Planning and instruction reflect a variety of strategies to support learning.</td>
<td>Instruction is differentiated for all ability levels. Students are challenged and engaged as active participants.</td>
</tr>
</tbody>
</table>

### 17. Demonstrated ability to communicate with students. (INTASC 6)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks enthusiasm and/or does not communicate effectively.</td>
<td>Attempts to use language and other communication skills effectively, but could show more enthusiasm or have language habits or actions that may distract learners.</td>
<td>Communicates enthusiastically, speaks clearly without unnecessary repetition of phrases, uses language suited to level of the learners, and models good use of standard English.</td>
<td>Shows enthusiasm throughout the lesson, uses language that maximizes learners’ understanding of lesson content and activities, and models good use of standard English.</td>
</tr>
</tbody>
</table>

### 18. Stimulated and encouraged higher order thinking skills (HOTS). (INTASC 4, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
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<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes no attempt to incorporate activities or questioning strategies in lesson planning and teaching that promote critical thinking critical thinking, problem solving, and/or performance capabilities.</td>
<td>Activities and/or questions have minimal critical thinking, problem solving, and/or performance capabilities expectations.</td>
<td>Incorporates activities that require critical thinking, problem solving, and/or performance capabilities expectations.</td>
<td>Incorporates multiple or in-depth activities and questioning strategies that lend themselves to promoting and developing critical thinking, problem solving, and/or performance capabilities.</td>
</tr>
</tbody>
</table>

### 19. Encouraged student participation through questioning and other strategies. (INTASC 3, 4, 5, 6, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not provide opportunity for learners to be actively engaged during the lesson.</td>
<td>Engages some students during the lesson or students are only engages during part of the lesson.</td>
<td>Engages and motives most students through effective and instructional strategies.</td>
<td>Engages and motivates all students throughout the lesson using multiple strategies such as effective questioning and cooperative learning.</td>
</tr>
</tbody>
</table>

### 20. Used formal and informal assessment techniques. (INTASC 7, 8)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not assess the effectiveness of instruction or assessments are not matched to the instructional objectives.</td>
<td>Administers an assessment only at the conclusion of the lesson and uses poor quality assessment materials or methods.</td>
<td>Does adequate checking for understanding and administers appropriate assessment(s) at the conclusion of the lesson.</td>
<td>Uses a variety of high quality assessments during and at the conclusion of the lesson to measure lesson effectiveness, as well as applying any appropriate previous assessments information in instructional planning.</td>
</tr>
</tbody>
</table>

### 21. Presented content at developmentally appropriate level. (INTASC 1, 2, 3, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of content is inappropriate for most students. Minimal knowledge of student development is evidenced.</td>
<td>Level of content is appropriate for most students. Some activities and assignments demonstrate understanding of student development.</td>
<td>Level of content very appropriate for the majority of students. Instructional strategies, activities, and assignments demonstrate understanding of student development.</td>
<td>Level of content is appropriate for all students and is differentiated consistently to address a range of abilities. Demonstrates strong understanding of student development.</td>
</tr>
</tbody>
</table>
### 22. Monitored ongoing performance and achievement of objective. (INTASC 6, 8)

<table>
<thead>
<tr>
<th>0-No evidence</th>
<th>1- Emerging</th>
<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate makes little or no attempt to monitor student performance and achievement during the lesson.</td>
<td>Candidate <strong>minimally</strong> or inconsistently monitors student performance and achievement throughout the lesson.</td>
<td>Candidate <strong>routinely</strong> and effectively checks for student understanding through at least three of the following: teacher questioning; teacher movement about the room for the purpose of monitoring academic progress; requests by teacher for student demonstration of understanding; teacher solicitation of student questions.</td>
<td>Candidate <strong>consistently</strong> and effectively checks for student understanding through teacher questioning; teacher movement about the room for the purpose of monitoring academic progress; requests by teacher for student demonstration of understanding; teacher solicitation of student questions.</td>
</tr>
</tbody>
</table>

### 23. Provided timely feedback. (INTASC 6)

<table>
<thead>
<tr>
<th>0-No evidence</th>
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<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no feedback is given to support student learning or feedback is consistently negative or inappropriate.</td>
<td>Feedback is consistently low level and <strong>non-specific</strong>. Acknowledgement of response mainly with no clarification of why student response was correct or appropriate.</td>
<td>Regularly uses higher level forms of <strong>specific</strong> feedback. Constructive and timely feedback are utilized effectively to support student learning.</td>
<td>Consistently uses higher level forms of <strong>specific</strong> feedback: affirmation of correct responses, corrective statements, recommendations, and praise. Interactive and constructive feedback is ongoing and timely to maximize student learning.</td>
</tr>
</tbody>
</table>

### 24. Demonstrated and understanding and acceptance of pupil and/or cultural differences. (INTASC 3, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
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<th>2-Competent</th>
<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is not aware of students’ diverse background or culture or does not use this information in planning and delivering instruction.</td>
<td>Attempts to connect to at least one student’s background/culture or uses this information in a way that does not enhance the lesson.</td>
<td>Prepares and delivers instruction based on some of the students’ background or culture or considers these students’ characteristics at a moderate level.</td>
<td>Makes innovative use of students’ diverse background and culture in planning and delivering instruction that reflects program best practices.</td>
</tr>
</tbody>
</table>

### 25. Sought opportunity for use of culturally relevant materials. (INTASC 3, 7)

<table>
<thead>
<tr>
<th>0-No evidence</th>
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<th>3- Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not include instructional resources or materials that reflects the learning community; meets the needs of a diverse population, or supports instructional objectives.</td>
<td>Attempts to utilize instructional resources and materials that reflects the learning community, meets the needs of a diverse population, or supports instructional objectives</td>
<td>Utilizes a variety of instructional resources and materials that reflects the learning community; meets the needs of a diverse population; and supports instructional objectives.</td>
<td>Utilizes a variety of instructional resources and materials that reflects both the global community and the learning community; meets the needs of a diverse population; and supports instructional objectives.</td>
</tr>
</tbody>
</table>
**Student Teacher Plan for Improvement**

If the Student Teacher earns lower than a 73 on any ONE (1) CLASSROOM OBSERVATION FORM or significant concern is documented on an EVALUATION OF PROFESSIONAL CHARACTERISTICS & DISPOSITIONS, a PLAN FOR IMPROVEMENT must be completed and signed by the Student Teacher and Cooperating Teacher. Documentation must be presented that the plan was implemented.

**As a result of the observation done on ______________ by ___________________, I will**

**implement the following plan for improvement:**

<table>
<thead>
<tr>
<th>Area(s) to be improved</th>
<th>Action Steps (Provide detailed description)</th>
<th>Timeline for Completion</th>
<th>Evidence of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Teacher Comments:**

**University Supervisor/Cooperating Teacher Comments:**

________________________    _________
Student Teacher Signature    Cooperating Teacher Signature

________________________    _________
University Supervisor Signature    Date
# STUDENT TEACHER IMPROVEMENT PLAN EVALUATION SHEET

**Student Teacher Candidate**

**Subject/Grade Placement:**

<table>
<thead>
<tr>
<th>Area(s) to be improved</th>
<th>Action Steps (Provide detailed description)</th>
<th>Satisfactory Progress</th>
<th>Action Steps Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Improvement Plan satisfied?**

- □ Yes
- □ No

(If no, recommendations must be specified in the CT/US comments)

---

**Student Teacher Comments:**

---

**Cooperating Teacher/University Supervisor Comments:**

---

**Student Teacher Signature**

**Cooperating Teacher Signature**

**University Supervisor Signature**

**Date**
**Student Teacher Remediation Plan Form**

This form is used to specify the action plan for candidates who have been identified as needing additional support and remediation. Once completed, the form must be filed with the Office of Field Experience, and copies should be given to the Student Teacher, Cooperating Teacher, Cooperating Principal, University Supervisor, and Coordinator of Undergraduate Studies.

Student Teacher _______________________________ Date ______________________________

Program ____________________________ University Supervisor ____________________________

*Meeting Participants _____________________________   _______________________________
  Name                                           Position
  ____________________________________________
  Name                                           Position
  ____________________________________________
  Name                                           Position

Summary of student teacher’s strengths and areas of concern:

Goals/standards/conditions to be met (Circle one):

Plan for meeting goals/standards/conditions:

  Method:

  Time Frame:
Method(s) of evaluation:

Support Services, if applicable:

Outcome if goals/standard/conditions are not met:

Date of next Meeting (to complete Remediation Plan Follow-Up):

________________________________________     _________________________________________
Student Teacher’s signature    Cooperating Teacher’s signature

________________________________________________      _________________________________________________
University Supervisor’s signature    Director of Field Experiences’ signature

Copies of this form must be kept by the Student Teacher and the University supervisor. The original must be filed at the Office of Field Experience.
## Evaluation of Professional Dispositions & Characteristics

**Professional Dispositions and Characteristics Scale**

<table>
<thead>
<tr>
<th>Candidate Name (Last, First, Middle):</th>
<th>CWID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Course #:</td>
</tr>
<tr>
<td></td>
<td>Instructor/ Cooperating Teacher/Supervisor:</td>
</tr>
</tbody>
</table>

**Directions:** For each attribute/characteristic, check **ONE** adjective or statement that describes the behavior the teacher candidate typically displays. Please elaborate further in the comments section when additional feedback will help the candidate continue to progress.

<table>
<thead>
<tr>
<th>(A.1) Attendance (INTASC 9)</th>
<th>(B.) Integrity (INTASC 9)</th>
<th>(C.) Professional Appearance/Demeanor (INTASC 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4□ Exemplary</td>
<td>4□ Exemplary demonstration of strong ethics and integrity in coursework and/or the classroom setting</td>
<td>4□ Dress/demeanor always appropriate for PK-12 field experiences and required course activities</td>
</tr>
<tr>
<td>3□ Rarely absent attendance</td>
<td>3□ Consistently and appropriately demonstrates ethics and integrity in coursework and/or the classroom setting</td>
<td>3□ Dress/demeanor generally professional and appropriate for PK-12 field experiences and required course activities</td>
</tr>
<tr>
<td>2□ Frequently absent</td>
<td>2□ Inadvertent violation of confidentiality or unintentional plagiarism</td>
<td>2□ Dress/demeanor sometimes lacks professionalism and appropriateness for PK-12 field experiences and required course activities</td>
</tr>
<tr>
<td>1□ Excessively absent (10% or more - class or field experience)</td>
<td>1□ Deliberate academic dishonesty (e.g. plagiarism, cheating) and/or violation of confidentiality</td>
<td>1□ Dress/demeanor frequently lacks professionalism and appropriateness for PK-12 field experiences and required course activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(A.2) Punctuality (INTASC 9)</th>
<th>(B.E) Written Communication (INTASC 6)</th>
<th>(F.) Tact/Judgment (INTASC 18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4□ Always on time</td>
<td>4□ Written work is free of grammatical errors, and is fluent, organized and clearly expresses ideas</td>
<td>4□ Language and behavior always displays sensitivity and respect for others</td>
</tr>
<tr>
<td>3□ Generally punctual</td>
<td>3□ Written work may contain minor grammatical errors, but is fluent, organized, and clearly expresses ideas</td>
<td>3□ Language and behavior generally displays sensitivity and respect for others</td>
</tr>
<tr>
<td>2□ Frequently late</td>
<td>2□ Written work may contain frequent grammatical errors, and lacks clarity, fluency, or organization</td>
<td>2□ Language and behavior sometimes displays insensitivity or lack of respect for others</td>
</tr>
<tr>
<td>1□ Always late</td>
<td>1□ Written work lacks clarity, fluency, organization, and proper grammar</td>
<td>1□ Language and behavior frequently displays insensitivity or lack of respect for others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(D.1) Spoken Language (INTASC 6)</th>
<th>(E.) Written Communication (INTASC 6)</th>
<th>(F.) Tact/Judgment (INTASC 18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4□ Virtually no errors in grammar and usage</td>
<td>4□ Written work is free of grammatical errors, and is fluent, organized and clearly expresses ideas</td>
<td>4□ Language and behavior always displays sensitivity and respect for others</td>
</tr>
<tr>
<td>3□ Rare and minor errors in grammar and usage</td>
<td>3□ Written work may contain minor grammatical errors, but is fluent, organized, and clearly expresses ideas</td>
<td>3□ Language and behavior generally displays sensitivity and respect for others</td>
</tr>
<tr>
<td>2□ Frequent errors in grammar and usage</td>
<td>2□ Written work may contain frequent grammatical errors, and lacks clarity, fluency, or organization</td>
<td>2□ Language and behavior sometimes displays insensitivity or lack of respect for others</td>
</tr>
<tr>
<td>1□ Consistent multiple errors in grammar and usage</td>
<td>1□ Written work lacks clarity, fluency, organization, and proper grammar</td>
<td>1□ Language and behavior frequently displays insensitivity or lack of respect for others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(D.2) Verbal Communication (INTASC 6)</th>
<th>(H.) Self-Initiative/Independence (INTASC 9)</th>
<th>(I.) Self-Confidence (INTASC 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4□ Verbal responses are very thoughtful and articulate</td>
<td>4□ Creative and resourceful, independently implements plans</td>
<td>4□ Realistically self-assured</td>
</tr>
<tr>
<td>3□ Verbal responses are clear and usually show evidence of elaboration and reflection</td>
<td>3□ Has good ideas, works effectively with limited supervision</td>
<td>3□ Usually confident and comfortable</td>
</tr>
<tr>
<td>2□ Verbal responses are weak but some elaboration and reflection is evident</td>
<td>2□ Depends on others for directions, ideas, and guidance</td>
<td>2□ Overconfident; unfounded belief in abilities</td>
</tr>
<tr>
<td>1□ Verbal responses are simplistic and lack elaboration and reflection</td>
<td>1□ Often works in isolation</td>
<td>1□ Often appears self-conscious, nervous</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4□ Always attends to assigned tasks and responsibilities on schedule without prompting</td>
<td>4□ Invites and fosters collaboration with others</td>
<td>4□ Solicits suggestions and feedback from others</td>
<td>4□ Consistently exhibits attitude and uses language that indicates high expectation of growth &amp; success for all learners</td>
</tr>
<tr>
<td>3□ Rarely needs to be reminded to attend to assigned tasks and responsibilities</td>
<td>3□ Willingly shares own ideas and materials</td>
<td>3□ Receptive and adjusts performance accordingly</td>
<td>3□ Attitude and language usually indicate high expectation of growth &amp; success for all learners</td>
</tr>
<tr>
<td>2□ Sometimes needs to be reminded to attend to assigned tasks and responsibilities</td>
<td>2□ Reluctant to share own ideas and materials</td>
<td>2□ Receptive but does not implement suggestions</td>
<td>2□ Attitude and/or language often indicate low expectations for growth &amp; success of all learners</td>
</tr>
<tr>
<td>1□ Frequently fails to complete assigned tasks and responsibilities in a timely fashion</td>
<td>1□ Often works in isolation</td>
<td>1□ Unreceptive to feedback</td>
<td>1□ Exhibits a poor attitude or language that prevents all children from learning</td>
</tr>
</tbody>
</table>

Front Total Pts: **___/56**
Complete only for candidates participating in Level 2 or Level 3 Field Experiences

### (M.) Collaboration, Ethics and Relationships (INTASC 9 & 10)

<table>
<thead>
<tr>
<th>Always 4</th>
<th>Usually 3</th>
<th>Seldom 2</th>
<th>Never 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

- **Ethics** – maintains high ethical and professional standards
- **Organization** – is efficient, successfully manages multiple tasks simultaneously
- **Collaboration** – possesses professional interpersonal skills; is patient, resilient, optimistic and approachable

### (N.) Interaction with Students (INTASC 5)

<table>
<thead>
<tr>
<th>Always 4</th>
<th>Usually 3</th>
<th>Seldom 2</th>
<th>Never 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

- Actively seeks opportunities to work with students
- Relates easily and positively with students
- Hesitant to work with students
- Behavior appears threatening or antagonistic towards students

### (O.) Response to Students’ Needs (INTASC 2 & 3)

<table>
<thead>
<tr>
<th>Always 4</th>
<th>Usually 3</th>
<th>Seldom 2</th>
<th>Never 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

- Consistently attempts to respond to the learning needs of all students
- Usually attempts to respond to the learning needs of all students
- Makes moderate attempt to accommodate needs of unique learners
- Makes minimal attempt to accommodate needs of unique learners

### (P.) Ability to Self-Reflect on Performance (INTASC 9)

<table>
<thead>
<tr>
<th>Always 4</th>
<th>Usually 3</th>
<th>Seldom 2</th>
<th>Never 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

- Consistent and effective assessment, analysis, and improvement of classroom practice
- Frequent and thoughtful assessment and analysis of performance
- Superficial assessment and analysis of performance
- No attempt at self-assessment or analysis of performance

### (Q.) Professional Growth & Development (INTASC 4, 9 & 10)

<table>
<thead>
<tr>
<th>Always 4</th>
<th>Usually 3</th>
<th>Seldom 2</th>
<th>Never 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
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</tbody>
</table>

- **Commitment** – seeks and develops practices that address the individual needs of learners
- **Creativity** – seeks opportunities to develop effective instructional lessons that encourage creative and critical thinking
- **Flexibility** – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary

---

**Back Total Pts ___/36**

**TOTAL ___/92**

Should this candidate be encouraged to remain in/complete the program?

- ___ Decidedly No
- ___ Uncertain
- ___ Yes, with reservations
- ___ Decidedly Yes

*Please provide narrative documentation for the rating. Attach additional pages as needed.*

Signature Course Instructor/Cooperating Teacher/Principal/University Supervisor ____________________________

Signature Candidate ____________________________

Date ____________________________

Format revised 8/24/2010 89
I. PLANNING
A. The student teacher plans effectively.
   - Specifies learner outcomes in clear, concise objectives
   - Includes activities that develop objectives
   - Identifies and plans for individual differences
   - Identifies, selects, and/or prepares appropriate instructional materials, other than standard
   - Designs & implements lessons requiring students to think creatively/critically
   - States methods of evaluation to measure learner outcomes

B. The student teacher integrates instructional technology into student activities.
   - Organizes and uses available space, materials, and/or equipment to facilitate learning
   - Actively promotes a positive learning climate

C. The student teacher maximizes the time available for instruction.
   - Manages routines and transitions in a timely manner
   - Manages and/or adjusts allotted time for planned activities

D. The student teacher provides opportunities for student involvement in the learning process.
   - Establishes and maintains expectations for learner behavior
   - Uses monitoring techniques continuously to facilitate learning

II. MANAGEMENT
A. The student teacher maintains an environment conducive to learning.
   - Provides timely feedback to students regarding their progress
   - Increases student mastery of basic skills by using culturally relevant materials
   - Encourages student participation through questioning skills and other strategies

B. The student teacher demonstrates an understanding and acceptance of pupil and cultural diversity.
   - Demonstrates a desire to advance content and pedagogical knowledge
   - Uses problem-solving skills to resolve issues
   - Makes appropriate decisions

III. INSTRUCTION
A. The student teacher delivers instruction effectively.
   - Uses an effective lesson design including motivation, introduction and closure
   - Sequences lesson to promote learning
   - Makes instructional decisions based on assessment
   - Adjusts lesson when appropriate

B. The student teacher integrates instructional technology into student activities.
   - Uses available instructional technology effectively

C. The student teacher presents appropriate content.
   - States methods of evaluation to measure learner outcomes
   - Relates relevant examples, incidental learning, or current events to the content

D. The student teacher assesses student progress continuously.
   - Values and respects all students
   - Encourages student participation through questioning skills and other strategies

IV. PERSONAL/PROFESSIONAL CHARACTERISTICS
A. The student teacher displays evidence of professional growth and development.
   - Demonstrates a sense of self-worth and confidence in ability to teach
   - Demonstrates a desire to advance content and pedagogical knowledge
   - Uses creative and critical thinking skills

Instructions: Circle the rating (0, 1, 2, 3, or 4) that best describes the student teacher’s competency in knowledge, skills, & disposition during the grading period.
0=Incompetent, 1=Below Average Competency, 2=Average Competency, 3=Above Average Competency, 4=Highly Effective
Total – (0 – 48) Incompetent, (49 – 97) Below Average Competency, (98 – 146) Average Competency, (147– 181) Above Average Competency, (182–196) Highly Effective

Sub-Total out of 24
Sub-Total out of 24
Sub-Total out of 80
Accepts responsibility for decisions and actions
Exhibits a positive attitude toward student teaching
Accepts and implements suggestions
Demonstrates a willingness to participate in school-related meetings and activities
Upholds policies and procedures of the university, parish and school
Demonstrates ethical behavior
Displays appropriate appearance and demeanor

B. The student teacher exhibits appropriate interpersonal and communication skills.
   Uses correct oral and written English
   Maintains a professional relationship with pupils and supervisory personnel
   Conveys maturity and self-confidence when interacting with parents
   Conveys sensitively to community and cultural norms

Sub-Total
Total

STRENGTHS AREAS OF CONCERN

Student Teacher
Cooperating Teacher
University Supervisor
Date
Below is a list of roles/responsibilities of the Cooperating teacher. Using the following scale, please indicate the fulfillment of these roles/responsibilities by your Cooperating teacher.

<table>
<thead>
<tr>
<th>ROLES/RESPONSIBILITIES OF THE COOPERATING TEACHER</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated characteristics of a master teacher and professional educator.</td>
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<tr>
<td>Maintained an appropriate learning environment appropriate to student needs.</td>
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<tr>
<td>Modeled effective teaching behaviors while allowing me to develop my own teaching style.</td>
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<tr>
<td>Exhibited a positive attitude toward working with me, the University Supervisor and NSU faculty.</td>
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<tr>
<td>Assisted and advised me in the development of lesson plans; approved my lesson plans prior to teaching.</td>
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<tr>
<td>Furnished a semester teaching and observation schedule to me early in the semester.</td>
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<tr>
<td>Acquainted me with available technology and instructions for its use.</td>
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<tr>
<td>Inducted me into classroom procedures as completely as possible.</td>
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<tr>
<td>Accepted me as a professional colleague and helped me assume full teaching responsibilities during my all-day teaching.</td>
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<tr>
<td>Conferred with me concerning pupil evaluation and grading policies and procedures.</td>
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<tr>
<td>Checked tests I prepared in advance of class presentations to assure fairness and validity.</td>
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<tr>
<td>Observed my teaching and completed the required evaluation forms, with follow-up conferences.</td>
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<tr>
<td>Completed mid-semester and final written evaluations, with follow-up conferences.</td>
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<tr>
<td>Informed me of my final letter grade.</td>
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</tbody>
</table>

Comments:
Below is a list of roles/responsibilities of the Cooperating Principal. Using the following scale, please indicate the fulfillment of these roles/responsibilities by your Cooperating Principal.

<table>
<thead>
<tr>
<th>ROLES/RESPONSIBILITIES OF THE Cooperating Principal</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducted a meeting to orient me with respect to beliefs, mores, and traditions of the community served by the school and the uniqueness of the school-community relationship.</td>
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</tr>
<tr>
<td>Encouraged the regular school staff and student body to accept and respect me in the same manner as the regular staff.</td>
<td></td>
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</tr>
<tr>
<td>Periodically scheduled conferences with me, the Cooperating teacher, and/or the University Supervisor.</td>
<td></td>
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<tr>
<td>Completed a minimum of one written evaluation of my classroom teaching, with a follow-up conference.</td>
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</tbody>
</table>

Comments:

University Supervisor

Below is a list of roles/responsibilities of the University Supervisor. Using the following scale, please indicate the fulfillment of these roles/responsibilities by your University Supervisor.

<table>
<thead>
<tr>
<th>ROLES/RESPONSIBILITIES OF THE University Supervisor</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferred regularly with me and the Cooperating teacher concerning my performance and progress.</td>
<td></td>
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</tr>
<tr>
<td>At the end of the semester, conferred individually with me and the Cooperating teacher concerning evaluation.</td>
<td></td>
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</tr>
<tr>
<td>Completed required formal classroom visits and written evaluations of my classroom teaching.</td>
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<tr>
<td>Scheduled sufficient time for observing my entire lesson(s) and for conferencing following the lesson(s).</td>
<td></td>
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</tr>
<tr>
<td>Provided specific oral and/or written feedback about my performance and progress in student teaching.</td>
<td></td>
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</tr>
<tr>
<td>Was well prepared in content and teaching methods for my subject area/grade level.</td>
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</tr>
<tr>
<td>Clearly communicated his/her requirements and performance expectations to me and the Cooperating teacher.</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Established and maintained good rapport with me, the Cooperating teacher, and the Cooperating Principal.</td>
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</tr>
</tbody>
</table>

Comments:
FOLLOW-UP DATA/RELEASE OF INFORMATION

Name__________________________________________________________

(Last)                    (First)     (Maiden or Middle)

SSN_______________________________ Date of Graduation____________________________

Major______________________________ Second Teaching Area______________________________

Permanent Address__________________________________________________________

(Street or Post Office Box)

(City)      (State)       (Zip)

Permanent Telephone_____________________________________________

******************************

Have you already secured a teaching position?  _____Yes _____ No

If YES, please list employer and subject/grade level(s):

Employer_________________________________________________________

Location__________________________________________________________

Subject/grade level(s)_____________________________________________

If NO, please indicate your preferences below:

Subject(s)/grade level(s)_____________________________________________

______________________________________________________________

Louisiana:  _____Yes_____No   If YES, list parishes___________________________________

____________________________________________________________________

******************************

I hereby authorize Northwestern State University to release my phone number and mailing address to interested school systems. I also authorize the release of the confidential evaluation of student teaching information contained in my file to interested school systems who request such information.

_______________________   __________________ ____________________
OBSERVATION/REFLECTION FORM

Student Teacher______________________________ Date________________
Class Observed_____________ Lesson Topic:__________ Length of Observation_____

MANAGEMENT:

1. Describe how the classroom was organized to facilitate learning.

2. In what ways did the teacher promote a positive climate in the classroom?

3. What did you observe about management of routines and transitions during the lesson?

4. How did the teacher establish expectations for learner behavior during the lesson?

5. What monitoring techniques did the teacher use to manage learner behavior?

6. How were pupils encouraged to take responsibility during this lesson?

INSTRUCTION:

1. How did the teacher communicate the lesson objectives to the pupils? How did the teacher develop the lesson objectives?

2. How did the teacher sequence the lesson activities? Were any adjustments needed in lesson activities? Specify.

3. List standard and supplemental teaching materials and aids used by the teacher and pupils.
4. What evidence did you observe that the lesson content was at the appropriate level for the pupils?

5. How did the teacher accommodate differences in pupils during this lesson?

6. What kind of examples and events did the teacher use to explain lesson content?

7. Relate how the teacher effectively communicated with the pupils.

8. How were pupils encouraged to participate in the lesson?

9. Describe how the teacher gave specific feedback to the pupils on their performance.

10. What evidence did you see of creativity or critical thinking by the pupils during this lesson?

11. What problem solving activities did you observe?

12. How were the pupils involved in decision making during this lesson?

13. What techniques or strategies did you observe that you would like to try in your own teaching?
The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the National Education Association (NEA) and/or its affiliates for the violation of any provision of this Code shall be exclusive and do such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I-COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation of the student, the educator

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, social or cultural background, or sexual orientation, unfairly (a) exclude any student from participation in any program, (b) deny benefits to any student, (c) grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
PRINCIPLE II-COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

It is the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator

1. Shall not in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualification.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualification of a candidate for 8
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to August 19th</td>
<td></td>
<td>Make pre-visit to assigned school to meet with teacher(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit proof of liability coverage</td>
</tr>
<tr>
<td>Thursday, August 19th</td>
<td>9:00-3:00</td>
<td>Orientation – TEC Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mandatory attendance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic: First Days of School and Beyond</td>
</tr>
<tr>
<td>Monday, August 23rd</td>
<td></td>
<td>First day of the Fall Semester: All student teachers in the schools</td>
</tr>
<tr>
<td>Monday, September 13th</td>
<td>9:00-3:00</td>
<td>Professional Development-Mandatory attendance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic: The Professional Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio/PASS-Port deadline #1</td>
</tr>
<tr>
<td>Monday, September 27th</td>
<td>9:00-3:00</td>
<td>Professional Development-Mandatory attendance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic: Assessment: Analyzing Student Data</td>
</tr>
<tr>
<td></td>
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<td>Portfolio/PASS-Port deadline #2</td>
</tr>
<tr>
<td>Tuesday, September 28th</td>
<td></td>
<td>Harry Wong 1-Day Conference- Optional</td>
</tr>
<tr>
<td></td>
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<td>Natchitoches Event Center</td>
</tr>
<tr>
<td>Wednesday, October 13</td>
<td>9:00-3:00</td>
<td>Professional Development-Mandatory attendance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic: Finding a Teaching Position</td>
</tr>
<tr>
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<td></td>
<td>Portfolio/PASS-Port deadline #3</td>
</tr>
<tr>
<td>Thursday, October 21</td>
<td></td>
<td>LAATE State Conference- Optional</td>
</tr>
<tr>
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<td>LSU Campus -Baton Rouge</td>
</tr>
<tr>
<td>Monday, November 15th</td>
<td>9:00-3:00</td>
<td>Professional Development-Mandatory attendance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic: Legal Issues in Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio/PASS-Port deadline #4</td>
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<tr>
<td>TBA</td>
<td></td>
<td>Professional Portfolio Work Sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Times</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td></td>
<td>Student teachers are expected to follow the holiday schedule of the school district assigned.</td>
</tr>
<tr>
<td>Monday, November 29th</td>
<td></td>
<td>ST Professional Portfolio CDs completed and uploaded to PASS-Port</td>
</tr>
<tr>
<td>Tuesday, December 7th</td>
<td></td>
<td>Final day of student teaching at assigned schools</td>
</tr>
<tr>
<td>Wednesday, December 8th</td>
<td>9:00-3:00</td>
<td>Program Evaluation Day – TEC Auditorium – Mandatory attendance.</td>
</tr>
<tr>
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<td></td>
<td>Portfolio Presentations as assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Pass-port hours must be posted. All forms are due at this time.</td>
</tr>
<tr>
<td>Friday, December 17th</td>
<td></td>
<td>Commencement – Check with your college for time and other pertinent information.</td>
</tr>
</tbody>
</table>

*Student Teachers will observe calendars of participating school districts. University holidays may not be observed by school districts. This calendar is tentative and subject to change