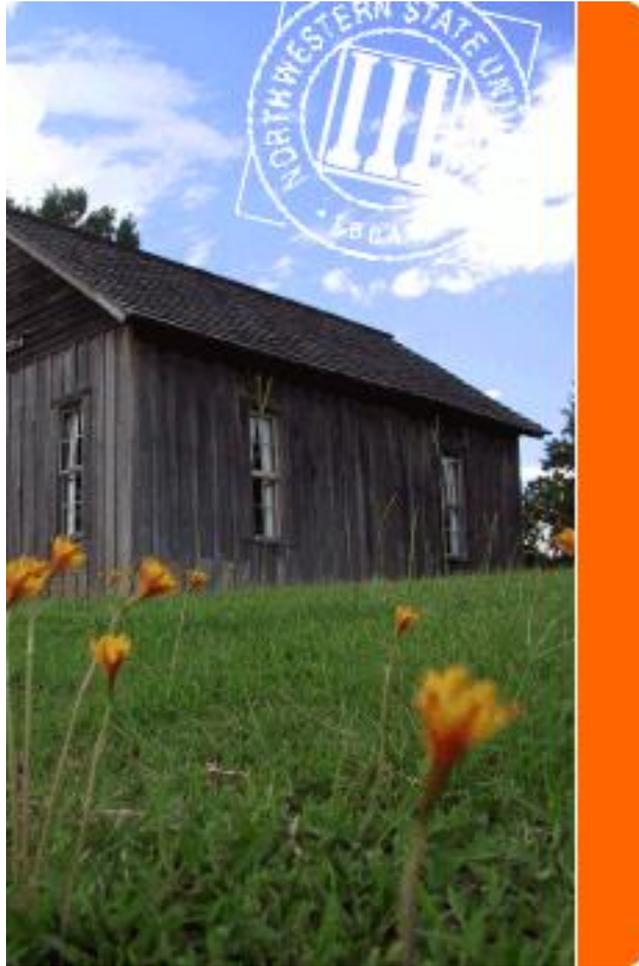


Student Teaching Handbook



NSU Old Schoolhouse

*Northwestern State University
Gallaspy College of Education & Human Development
Office of Field Experience & Clinical Practice
Fall Semester 2017 / Spring Semester 2018*

Student Teaching Handbook



*Prepared by
Office of Field Experience and Clinical Practice
Gallaspy College of Education & Human Development
Northwestern State University
Natchitoches, Louisiana
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PREFACE

Northwestern State University was founded in 1884 when the state legislature chartered the Louisiana State Normal School. For over 130 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 Gallaspy 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 Gallaspy College of Education & Human Development 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 school districts and 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 Practice.

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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.

COMPASS- the Louisiana educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance. Compass is based on the Danielson Framework for Teaching

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.

Danielson Framework for Teaching - a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility: 1) Planning and Preparation; 2) Classroom Environment; 3) Instruction; and 4) Professional Responsibilities.

Director of Field Experience and Clinical Practice - University faculty member with administrative responsibility to organize and coordinate the Gallaspy College of Education & Human Development's program of field experiences, clinical practice, and internships

Dual Placement – a student teaching assignment split between two academic areas and/or levels with different cooperating/mentor teachers. Examples: PK-3, HHP, and MUED.

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; video 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.

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.

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. Also called Level 1 Field Experience.

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. Also called Level 2 Field Experience.

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

Regular Assignment – A 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.

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. Also called Level 3 Field Experiences.

University Liaison – A cooperating teacher/administrator from a cluster school who 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

CONCEPTUAL FRAMEWORK MODELS FOR LEARNING

Northwestern State University's Gallaspy College of Education and Human Development (COEHD) has adopted a conceptual framework that reflects a centrality of affirmed principles, beliefs, and practices that guide the Unit's work with candidates, schools, and communities.

A Model is someone who serves as a standard of excellence worthy of imitation. Our candidates have the knowledge, skills, and dispositions needed to become exemplars—ideal models—for learning.

Learning is the process of acquiring knowledge, skills, and dispositions from study, instruction, and experiences. Believing that individuals learn in varied ways, the Unit subscribes to an eclectic approach with an emphasis on cognitive, observational (social), learning style, and human development learning theories.

Beliefs

As members of the professional education Unit, we believe that:

- Individuals learn in different ways, and cognitive and developmental psychology provide a knowledge base for understanding learning processes;
- All students can learn;
- Educators can and should be exemplars or models for learning; we all teach, model for, and learn from each other;
- Educators as Models for Learning demonstrate responsibility taking, problem solving, creative and critical thinking, and decision making; and
- Diversity is such an important factor in our immediate society that we must make concerted efforts to ensure that educators understand and respect differences and provide positive, effective learning experiences for diverse groups.

Encompassing Principles:

Four encompassing principles—Problem Solving, Creative and Critical Thinking, (Assessment-based) Decision Making, and Responsibility Taking—support and enhance the theme, Models for Learning. These principles focus on competencies identified as essential for the highly qualified educator and are interrelated, not distinct entities. Pervasive throughout is a commitment to expanding candidates' sensitivity to diversity, by recognizing individual differences and developing multicultural awareness, and to integrating technology appropriately as an intellectual tool to enhance and augment learning.

Vision

We are Models for Learning.

Mission

The College of Education and Human Development offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors

For additional information about Models for Learning, visit <http://education.nsula.edu/conceptual-framework-2/>

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 & Preparation, Classroom Environment, Instruction,** and **Professional Responsibilities** and incorporate the **Danielson Framework for Teaching, Compass**, the Louisiana educator support and evaluation system, **content area professional standards** 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 engagement 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, Beauregard, Bossier, Caddo, Desoto, Grant, LaSalle, Natchitoches, Rapides, Red River, Sabine, Vernon, and Winn**. Criteria used to select cooperating schools include: recommendation by district school 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 UNIVERSITY SUPERVISORS

University Supervisors for all initial clinical practice settings are approved by the Director of Field Experiences & Clinical Practice and employed by the University as adjunct instructors. Clinical practice supervisors must have:

- recommendation as a teacher leader by university faculty or district administration
- minimum of 5 years successful classroom experience
- a Master's degree or above preferred
- experience in supervision and/or mentoring of adults

Some supervisors served as cooperating teachers in their own classrooms, some were district-level supervisors. All supervisors are required to have recommendation from unit faculty or district administration.

SELECTION OF COOPERATING TEACHERS

In accordance with state guidelines for supervising faculty, Cooperating Teachers selected for participation in the student teaching program at Northwestern State University have:

- Building principal or District approval; recognition as a master teacher or educational professional
- 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.

Additionally, Cooperating Teachers must meet state requirements:

- Valid Type A or Level 3 Louisiana certificate in subject area/grade level **or**
- Valid Type B or Level 2 Louisiana certificate in subject area/grade level **and at least one of the following:**
 - Successful completion of three-hour course in the supervision of student teaching

- Successful completion of assessor training through the Louisiana Teacher Assistance and Assessment Program or other approved mentor training
- National Board Certification in the field of supervisory assignment

The Director of Field Experience & 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 & Clinical Practice; and (4) recommendation and input from district personnel and/or principal on possible cooperating teachers for each student teacher candidate.

At the end of every semester, student teachers and interns provide feedback on the effectiveness of their supervisors. The Director of Field Experiences & Clinical Practice uses this information to determine whether or not to continue the use of any supervisor.

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 Practice 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 & Clinical Practice 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 Practice, 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.

ROLES & RESPONSIBILITIES

Cooperating School

The cooperating school retains the legal responsibility for the safety and welfare of its pupils. Additionally, the cooperating school assures that cooperating teachers and student teachers understand and follow established local school district and school policies and procedures. The placement of a student teacher does not relieve the classroom mentor teacher or the host school and district of the ultimate responsibility for the operation of the classroom.

The following areas are normally addressed by district and school-level policies: punctuality; handling of absences; personal and professional conduct; dress and grooming; attending to assigned responsibilities such as hall duty with the cooperating teacher; professional knowledge and competence; and discipline and classroom control.

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.

- Participate in professional development provided by the University.
- Contact the University Supervisor or Director of Field Experience and Clinical Practice *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 school staff development sessions with the Student Teachers as needed.
- Communicate with the Director of Field Experience & Clinical Practice & University Supervisors about areas of concern.

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 Practice *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 Practice for recording and filing. All forms available on Student Teaching Moodle Site.
- 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.
- Participate in meetings and professional development sessions for University Supervisors provided by the University.

Director of Field Experience and Clinical Practice

Responsibilities of the Director of Field Experience and Clinical Practice 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 Gallaspy College of Education & Human Development'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.
- 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 Practice.
- 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 Practice 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 all first year courses as defined by the catalog in effect the semester the student enrolls as an education major.
 - Maintain the required cumulative grade point average or higher (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, s/he should immediate contact the Office of Field Experience and Clinical Practice and present change(s) in writing.

The [*Application for Student Teaching*](#) should be submitted to the Office of Field Experience and Clinical Practice the semester prior to the anticipated student teaching semester on or before required due dates.

STUDENT TEACHER APPLICANT MEETING

The Director of Field Experience & Clinical Practice conducts a meeting for all student teacher applicants the semester prior to student teaching. The mandatory session addressing requirements for the upcoming student teacher semester. Applicants receive and review the Student Teacher Calendar, discuss expectations requirements for meeting with cooperating/mentor teachers, and complete necessary documentation at this meeting.

REGISTRATION FOR STUDENT TEACHING

During pre-registration or regular registration, Student Teachers should request registration for requisite semester hours of student teaching as per program and any additional courses required as co-requisites with student teaching.

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

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 Practice before the deadline to enroll in classes. Student Teachers may enroll in an additional three (3) semester hours only if scheduled for online or after regular PK-12 school hours.

SUCCESSFUL COMPLETION OF STUDENT TEACHING

Student Teachers must complete all semester hours of student teaching and co-requisite courses as determined by program with a grade of C or higher to apply for certification and graduation.

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 Gallaspy College of Education & Human Development 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 as per instructions of the Office of Teacher Candidacy & Certification
- Sign permission form 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 appropriate amount made payable to Louisiana Department of Education.

After all necessary materials have been received, approval is obtained from the Dean of the Gallaspy College of Education & Human Development, 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 within four to eight weeks teaching certificates will be available on the [TeachLouisiana](#) website.

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.

PRAXIS Student Teaching Requirements

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

- Achieve the required cumulative GPA 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.

Contact the Office of Teacher Candidacy & Certification for information on which tests are required for your content/certification area: 318-357-6144 or shawk@nsula.edu

For PRAXIS registration information: 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 may indicate choices for school district assignment. **Candidates may not request specific schools or cooperating teachers.** 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 recommend potential cooperating teachers based on state requirements for experience and certification, as well as the teacher's impact on student achievement and ability to mentor adults.

Student teachers' preferences for district placements 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 Practice 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 Practice 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 **through NSU e-mail** 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 Practice contacts partner school districts and cooperating schools for **tentative** placement. The Student Teacher will receive a letter from the Director of Field Experience and Clinical Practice identifying a **tentative** placement. 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, s/he should immediately contact the Office of Field Experience and Clinical Practice 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 Practice.

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 Practice, 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 Practice for additional information.

V .THE STUDENT TEACHING SEMESTER

Student teaching is the capstone for teacher preparation programs at Northwestern State University. The 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 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). Forms needed for this visit are given at the Student Teacher Applicant Meeting.

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 Practice 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:

- Adhere to the *Student Teaching Agreement* completed at Student Teacher Applicant meeting the semester prior to student teaching
- 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.
- Complete at least 180 Level 3 teaching hours and a combination of 100 Level 1 observation and Level 2 participation hours during the semester of student teaching. The 180 hours of teaching and 100 hours of observing/participating 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 Practice.
- On a daily basis, record hours of teaching, observing, participating, and conferring with supervisory personnel on the *Student Teaching Activity Log* and on Taskstream 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 Taskstream system as determined by the Director of Field Experience and Clinical Practice.
- 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 extra-curricular 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 Practice for approval to attend meetings that conflict with the student teaching schedule.

- Attend the orientation meeting, monthly professional development meetings, 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 social media sites.
- Remain professional in discussions of school issues and school faculty and staff, including any personal websites and/or social media sites.
- 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, social media sites, 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

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 Practice prepares a Student Teaching Calendar for each student teaching semester, indicating specific beginning and ending dates of the student teaching experience, professional development meetings and dates important to the student teaching assignment.

Student teaching placements are made for Northwestern State University academic semesters for fall and spring. **Student teachers begin placements on start dates of assigned schools** and follow the district calendar for holidays during the semester. Student teachers are to follow the established Student Teaching Calendar. Any student teacher requiring deviation from the established beginning and ending dates should contact 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 Practice. 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 Practice. The Student Teacher will be required to report to the Office of Field Experience and Clinical Practice 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 & Clinical will determine whether the student teacher's placement will be terminated or extended.

ORIENTATION MEETINGS

Student Teacher Interview: During the semester prior to student teaching, student teacher applicants schedule a conference with the Director of Field Experience & Clinical Practice to review the candidate's field experience prior to student teaching and to discussion of his/her expectation of the student teaching semester.

Student Teacher Applicant Meeting: A meeting for all student teacher applicants is held at the end of the semester prior to student teaching. Requirements for and updates for the upcoming student teaching semester are addressed. Materials including the Student Teaching Calendar are distributed.

Student Teacher Orientation: The week before the start of the student teaching 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.

PROFESSIONAL DEVELOPMENT MEETINGS

Student Teachers are required to attend ALL professional development 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 Practice 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 State University student teaching requirements exceed the minimum state requirements of 10 weeks of student teaching. Student Teachers must complete a minimum 15-week 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 begin placements on start dates of assigned schools. 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.

Northwestern State University advocates a co-teaching approach to the student teaching semester. Each student teacher, however, should assume primary responsibility for instruction a minimum of 10 days during the semester. Some, but not all, of these days should be consecutive. In dual assignments, student teachers should include some all-day teaching in both placements.

PLANNING

As soon as possible after the student teaching assignment begins, the cooperating teacher should conference with the student teacher to develop a tentative schedule of teaching hours for the semester. 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. **Revisiting the schedule throughout the semester** is important to ensure that the student teacher is on track for completing the required number of teaching hours.

Lesson Plans

Lesson planning is a mandatory part of student teaching at Northwestern State University. Student teachers are to have **written 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 the 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 NSU 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). **Written plans required for all Level 3 instruction.**

The Student Teacher 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 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. 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 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 NSU teacher preparation programs. The lesson plan formats align with INTASC standards, professional content area standards, and the Louisiana COMPASS evaluation. Lesson plan components are designed to engage the student teacher in developing proficiency in the teaching behaviors and skills necessary to meet certification standards and should be used for all formal observations of instruction. The Cooperating Teacher should also provide direction to the student teacher about planning formats used by the district.

Observation: Level 1

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 to 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- Level 2

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 Practice
- 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.

Teaching: Level 3

Teaching hours, or Level 3 field experience hours, are defined as instruction in which the student teacher candidate assumes primary responsibility for the **development and implementation** of instruction in a **small or whole group** teaching-learning situation. **A candidate-generated written lesson plan is required for all instruction considered as Level 3 or teaching time.**

Teaching time can begin in small increments, such as warm-ups, bell work, or small group or sectional activities. Even for limited instructional time, the student teacher must have a written plan.

THE PROFESSIONAL STUDENT TEACHER PORTFOLIO

As part of the requirements for student teaching, candidates will prepare and submit an electronic Student Teacher Professional Portfolio. The Student Teacher Professional Portfolio will be a compilation of evidence of a candidate's accomplishments of the identified program outcomes of the Gallaspy College of Education & Human Development. Northwestern State University's Teacher Education Conceptual Framework, *Models for Learning*, the teaching competencies outlined in the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, professional content area standards, and state standards.

The required electronic Student Teacher 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.

As the signature assessment for the student teaching semester, the Professional Student Teaching 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 *Student Teaching Professional Portfolio Handbook* for instructions, examples, and Professional Portfolio Rubric.

PROGRAM EVALUATION DAY

At the end of the semester, Student Teachers participate in a mandatory Program Evaluation Day. Student Teachers make formal presentations to peers and university faculty on their student teaching experience. Topics include development of instructional plan, providing differentiated instruction, assessment methods and analysis of student data. A recognition program for student teachers follows the presentations.

Student teachers provide feedback concerning the teacher education program and various University services and programs and complete evaluations of their Cooperating Teacher, Cooperating Principal, and University Supervisor through a university-based online survey.

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

Student Teachers will be asked to complete the *Follow-Up Data/Release of Information Form* which will be filed in the Office of Field Experience and Clinical Practice. With the release approval, the Office of Field Experience and Clinical Practices can assist in requests from employers seeking to fill teaching positions and to have access to value-added information.

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 are aligned with the Danielson Framework for Teaching, content area professional standards, and the state teacher evaluation, COMPASS. Both formative and summative evaluations of the student teacher are based on:

Danielson Framework for Teaching Domains	Performance Indicators
I. PLANNING & PREPARATION	<ul style="list-style-type: none"> • Demonstrates knowledge of content & pedagogy. • Demonstrates knowledge of students • Setting instructional outcomes • Demonstrate knowledge of resources • Designs coherent instruction • Designs student assessing
II. THE CLASSROOM ENVIRONMENT	<ul style="list-style-type: none"> • Creates an environment of respect & rapport • Establishes a culture of learning • Manages classroom procedures • Manages student behavior • Organizes physical space.
III. INSTRUCTION	<ul style="list-style-type: none"> • Communicates with students • Uses questions & discussion techniques • Engages students in learning • Uses assessments in instruction • Develops flexibility & responsiveness
IV. PROFESSIONAL RESPONSIBILITIES	<ul style="list-style-type: none"> • Reflects on teaching • Maintains accurate resources • Communicates with stakeholders • Shows professionalism

Formative evaluations are conducted by the Cooperating Teacher, Cooperating Principal, and University Supervisor, using the *Evaluation of Classroom Instruction*. ***(Program specific evaluation forms are provided to CT and US and are available on *Moodle* Student Teaching course.)***

Additionally, Student Teachers will be assessed using the *Professional Characteristics & Dispositions Scale*. This formative evaluation will be completed by the Cooperating Teacher two (2) 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. 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 *Evaluation of Classroom Instruction* by Cooperating Teacher, Cooperating Principal, and University Supervisor. If the total score earned by the Student Teacher on any single *Evaluation of Classroom Instruction* is below acceptable, a *Plan for Improvement* will be written, implemented and signed 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 two (2) observations outside student teaching placement made by the Student Teacher, using the Observation/Reflection forms.
- Evaluation of the Student Teacher's performance
- Discussion of *Evaluation of Classroom Instruction, 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 *End Of Semester 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 evaluations are conducted, the Cooperating Teacher is encouraged to observe and evaluate the Student Teacher informally. An informal evaluation of instruction provides the opportunity for "practice" observations that will assist the student teacher in preparing for the formal evaluations of instruction that the cooperating teacher, Cooperating Principal, and University Supervisor conduct using the Evaluation of Classroom Instruction 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 Practice. Contact the Office of Field Experience and Clinical Practice 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 *Evaluation of Classroom Instruction*.
- Specific strengths, weaknesses, and recommendations for improvement are also recorded on the *Evaluation of Classroom Instruction*.
- 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 Characteristics & Dispositions 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 EVALUATION OF INSTRUCTION OF STUDENT TEACHER

Observations/evaluations of the Student Teacher completed by the Cooperating Teacher, Cooperating Principal, and University Supervisor using the *Evaluation of Classroom Instruction* are described below:

- a. Cooperating Teacher -The required number of observations are completed by the Cooperating Teacher, using the *Evaluation of Classroom Instruction*. 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 six (6) formal observations are completed by the Cooperating Teacher during the student teaching semester. The Cooperating Teacher will also complete a *Professional Dispositions & Characteristics Scale* two (2) times during the semester.

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 three (3) observations are submitted by midterm; the remaining three (3) 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 Practice for recording and filing.

If on any *Evaluation of Classroom Instruction* the Student Teacher earns a score lower than 1.5, 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 *Evaluation of Classroom Instruction*. A minimum of four (4) formal observations are completed by the University Supervisor during the student teaching semester. The University Supervisor will also complete one (1) *Professional Dispositions & Characteristics Scale* during the semester. 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 Practice. The University Supervisor is urged to submit completed observation forms to the Office of Field Experience and Clinical Practice in a timely manner, to assist in keeping accurate and up-to-date records on each Student Teacher.

If on any *Evaluation of Classroom Instruction* the Student Teacher earns a score lower than 1.5, 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 *Evaluation of Classroom Instruction*. In dual placements, only one Cooperating Principal's *Evaluation of Classroom Instruction* is required. 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 Practice.

If on any *Evaluation of Classroom Instruction* the Student Teacher earns a score lower than 1.5 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.

PROFESSIONAL CHARACTERITICS & 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 Characteristics and Dispositions 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 **two (2) times by the Cooperating Teacher** and **one (1) time during the semester by the University Supervisor** on the *Professional Characteristics and Dispositions Scale*

If on any *Professional Characteristics and Dispositions 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 *Evaluations of Classroom Instruction* and the *Professional Characteristics and Dispositions Scale*. Review and evaluation of lesson planning and conferencing documentation and the Student Teaching 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

An *End of Semester Evaluation* 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 *End of Semester Evaluation*. 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 *End of Semester Evaluation*. 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 three (3) *Professional Skills and Disposition Scale* completed by the Cooperating Teacher & University Supervisor; **3)** the *End of Semester Evaluation* form, and **4)** the professional portfolio as evaluated by University Supervisor and College of Education & Human Development faculty.

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 Practice concerning the final evaluation score. The Director of Field Experience and Clinical Practice may schedule a conference with the Cooperating Teacher and University Supervisor to discuss this evaluation.

A description of the rating scale used on the End-of-Semester Student Teacher Evaluation Form is as follows:

1 = Ineffective

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 and assistance by cooperating teacher is still required.

2 = Effective Emerging

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 may be sporadic or inconsistent.

3 = Emerging Proficient

The student teacher maintains a stable and effective classroom environment and provides effective instruction. If problems occur, they are usually corrected and success is experienced. Desired professional behaviors are demonstrated consistently with minimal supervision.

The *End of Semester Evaluation* must be signed by the Student Teacher, Cooperating Teacher, and University Supervisor before submitting to the Office of Field Experience and Clinical Practice. The *End of Semester Evaluation* must be submitted before or on the due date set by the Office of Field Experience and Clinical Practice. 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 the use of the Evaluation of Classroom Instruction, Professional Characteristics & Dispositions Scale, and the Student Teacher Professional Portfolio.

The final letter grade represents the following weighted system

- 30 % Evaluation of Instruction- CT and CP
- 30 % Evaluation of Instruction- US
- 25% Professional Portfolio
- 15% Professional Characteristics & Dispositions
Attendance, Final Evaluation, PC &D evaluations

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 Evaluations of Classroom Instruction, the Office of Field Experience and Clinical Practice 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 1.5** on any Evaluation of Classroom Instruction completed by the Cooperating Teacher and/or University Supervisor, **or documentation of significant concern** on the Professional Characteristics and Dispositions Scale completed by the Cooperating Teacher and/or University Supervisor

- 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. 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 mid-semester**.
- 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 Practice 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 Practice 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.

CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

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 no 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.

