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## LESSON PLAN

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College of Business, Education and Human Development Faculty

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The mission of the LSUS School of Education is **cultivating responsible professionals who are committed to diversity, critical thinking, and pedagogy.**

**Responsible Professionals** are those who encourage the academic and personal growth of leaders committed to outstanding teaching, community development, and public service in a global community where intellectual resources and skills are enhanced in a cultural, technological, and social learning environment. **Responsible professionals** are ethical life-long learners who demonstrate initiative; participate in collaboration and professional development; and display professional dispositions.

The School of Education at Louisiana State University in Shreveport (LSUS) believes that the teacher candidate gains ability to apply knowledge, skills, and dispositions learned in the University courses only through working with children and youth in real-world classroom settings. Therefore, the Teacher Preparation Program maintains as its primary goal the development of teachers who are responsible professionals through a purposefully sequenced variety of courses and field experiences.

In order to meet this goal, LSUS makes provisions for early and ongoing field experiences beginning with the first education course taken by candidates and culminating with the Student Teaching semester (Student Teaching) or Internship year. These experiences are a cooperative effort by the candidate, the University, and the school communities in which candidates are placed. Candidates who successfully complete the Teacher Preparation Program at LSUS will have the knowledge, skills, and dispositions which will commend him or her to the teaching profession.

This *Handbook for Field Experiences* includes policies and procedures for all persons involved with field experiences in courses, methods, O & P, clinical experiences, and Internship at LSUS. Roles and responsibilities of candidates, student teachers, interns, Cooperating Teachers, and College Supervisors are delineated. Appropriate forms, rubrics, and other evaluation criteria are also included in this handbook.

**To Candidates**

Becoming a teacher is at once rewarding, frustrating, exciting, bewildering, and challenging. As you begin to read this handbook, you are initiating your passage from the role of a candidate to the role of a responsible professional with all the emotion-packed moments the climb will include. The number of positive feelings you experience and the degree of success you realize will largely depend on you—on your motivations and your personal involvement. However, yours is not a totally individual effort. The Department of Education faculty, the cooperating personnel in the school settings, and the children and youth with whom you will work are all components of the field
experiences in which you will engage as a part of your preparation to becoming a teacher. Each will contribute toward your destination of professional status.

The schools are natural laboratories where you may apply the knowledge, skills, and dispositions of the University classroom. To receive optimum benefit from your field experiences, you are encouraged to study the information in this handbook and utilize it to make your experiences valuable.

Best wishes for an exciting, rewarding experience!

**To Student Teacher Supervisors**

LSUS has asked you to become part of a cooperative team working to prepare responsible professional educators. Your selection for participation in this program is the result of our assessment of your record and credentials as a responsible professional. The professional educator in the field is an essential part of our Teacher Preparation Program. Our philosophy is that the best experiences candidates may have are those gained in real-world settings.

Your acceptance of this additional responsibility is appreciated. We believe that you will find the experience highly satisfying.

**Regulations for Field Experiences**

Field experiences are a shared responsibility among the following agencies:

- The **National Council for Accreditation of Teacher Education**, NCATE [www.ncate.org](http://www.ncate.org), is a nonprofit, non-governmental alliance of 33 national professional education and public organizations which serves as an accrediting body for schools, colleges, and departments of education.
- The **State Department of Education** [www.louisianabelieves.com](http://www.louisianabelieves.com) is the administrative and supervisory agency charged with implementing Board of Education and Secondary Education policies.
- The **School Boards** in Region VII (Caddo, Bossier, Webster, Bienville, DeSoto, and Red River) provide diverse settings for field experiences.
- The **University** [www.lsus.edu](http://www.lsus.edu) provides candidates with learning opportunities in general education and education studies, including field experiences.

Field experience hours will be designated by course. All field experience hours must be logged on TaskStream.
I. Glossary

**Ability grouping** - the practice of grouping students by academic potential or past achievement.

**Accountability** - The process of requiring students to demonstrate mastery of the topics they study as measured by standardized tests as well as holding teachers responsible for their students' performance.

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

**Alignment to Standards** - A listing of the Grade Level Expectations (GLE) with which the lesson will be aligned.

**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.

**Assessment for Learning** - The use of assessments to support and increase student learning. These short assessments are given at the end of each daily lesson to determine if the students have met the objectives for the day. They may include independent practice, a constructed response, short written work, journal entries or performance assessments. In the case where students are unable to write, a drawing or individual oral response may be appropriate.

**AYP** - Adequate Yearly Progress - The measure by which schools, districts, and states are held accountable for student performance under Title I of the No Child Left Behind Act of 2001.

**Benchmark** - A statement of process and/or content to develop lesson; are sources from which GLEs are derived.

**Closure** - A formal summary of the lesson given by the teacher. It must include questions to determine if students understand the entire lesson, not just the activity. It precedes assessment so that any misunderstandings can be cleared up before assessment. It should include all learners, not just a few.

**College Supervisor (CS)** - University faculty (full-time or adjunct) member assigned to collaborate with the Cooperating teacher in the supervision and direction and evaluation of the student teacher.

**Common Core State Standards (CCSS)** - Rigorous, more focused standards that define what students need to learn in reading, writing and math in each grade to stay on track for college and careers.

**Communicate Purpose & Relevance** - The ST should orally state the purpose and importance of the lesson to the students. Ex: "The purpose of today's lesson is . . . it is
important for you to learn this because ...”

**COMPASS** - the state’s educator support and evaluation system designed to provide all teachers with regular, meaningful feedback on their performance.

**Conference** - When the candidate meets with Cooperating teacher or principal or university faculty member to discuss observed teaching experiences or other matters relating to placement. The Cooperating teacher should conduct formal conferences with the candidate on a recurring basis during placement and at least weekly during Student Teaching.

**Constructed Response** - An assessment item which provides a paragraph, picture, table, graph, or drawing and requires the student to answer questions about said paragraph, picture, table, graph or drawing.

**Cooperating School** - University-approved P-12 school which provides an instructional setting for opportunities field experiences.

**Cooperating Teacher (CT)** – Certified and experienced practitioner who provides on-site supervision and guidance during field experiences and Student Teaching.

**Cooperative learning** - Teaching strategy in which small teams use hands-on activities to improve their understanding of a subject. Each member of a team is given a specific job and is responsible not only for completing that job, but also for helping teammates learn, thus creating an atmosphere of achievement.

**Curriculum** - Everything that teachers teach and students learn in schools. The content to be taught in schools.

**DIBELS** Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS are administered through school districts. See [https://dibels.org/dibels.html](https://dibels.org/dibels.html)

**Direct Instruction** – Instruction that is skills-oriented, emphasizing the use of small-group, face-to-face instruction by teachers using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly.

**Director of Field Experience** - University faculty member with administrative responsibility to organize and coordinate the Department of Education’s program of field experiences.

**Diverse Learners** - This category includes the students with special needs. There are many possibilities; each class of students will differ. Some of these needs include visually impaired, hearing impaired, physically handicapped, learning disabled, etc. You must identify the need of the student and how you plan to accommodate the need. Do not use the student’s name. You may need to identify more than one special need depending on your class. Ex: “My legally blind student will receive enlarged copies of the materials.” Ex: “My learning disabled student will have the test administered in the resource room by the resource teacher.” Ex: “My slower students will be given additional time to complete the assignment.” Ex: “My hearing impaired student will sit closer to the front of the room.” At minimum, the lesson must address needs of visual, auditory, kinesthetic, and tactile, learners.

**Dual Assignment** – Fifteen-week Student Teaching assignment in two academic areas and/or levels. Examples of dual assignments are (1) Early Childhood Education majors complete seven and one half weeks in a pre-kindergarten assignment and seven and one half weeks in
an elementary assignment, and (2) Art, Foreign Language, and HPE majors complete seven and one half weeks in a secondary assignment and seven and one half weeks in an elementary assignment.

**Early Finishers/Enrichment** - Students that complete independent assignments early need an activity to complete while the other students or groups of students complete the original assignment. Since many early finishers are unidentified gifted students, the activity must be at a higher level of Bloom’s taxonomy than the original activity. Early finisher activities must be aligned with and extend the objective.

**ESL/ELL** – English as a Second Language/ English Language Learners. Learners with a native language different from English who use or study of English.

**Establish Prior Knowledge**: A check for understanding of previous learning, knowledge, or experiences that are relevant to lesson objective and/or content. Must include questions asked of the students by the teacher.

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

**Formative assessment** - Assessments which occur within instruction of a unit of study. Formative assessments check for understanding along the way and guide teacher decision making about future instruction and provide feedback to students so they can improve their performance.

**GLE** – Grade level expectations. Louisiana’s Grade-Level Expectations (GLEs) identify what all students should know or be able to do by the end of each grade from prekindergarten through grade 12 in math, English, science and social studies.

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

**IEP** - The Individualized Education Program (IEP) is a written plan developed for each student eligible under IDEA that describes how the school district will address the educational needs of a student. The IEP is the tool used to determine what services a student receives and what a free, appropriate, public education means for that student.

**Informal Assessment** – Techniques used to determine student learning within the lesson without interfering with instruction. Techniques include whole group questioning, individual or group interviews, monitoring student work, thumbs up/.thumbs down, checking for understanding. These assessments are not written by students, but may include a checklist used by teachers.

**Inclusion** – The complete integration of special needs children into regular classrooms.
Intern- Teacher candidate who has been admitted to an Internship in the alternate certification program.

Internship- Two semester, school based experience for the alternate certification teacher education candidate to be completed in specialized academic area(s) and grade level(s) in University-approved P-12 schools, supervised by University and cooperating school personnel.

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, INTASC's primary constituency 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. http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html

Intervention- An action by a teacher designed to increase student learning in an area where the student is weak. OR An action by a teacher designed to improve student behavior.

Level I field experience- Candidates purposefully watch and collect data on a teaching-learning situation implemented by the Cooperating teacher, also called observation.

Level II field experience- Candidate is actively involved and assisting the CT in school, classroom, and professional activities, including individual and small group tutoring. These activities would not require an approved lesson plan. Activities would include tutoring, housekeeping tasks, grading papers, preparing instructional materials, etc. Level II field experiences are also called participation.

Level III field experience- Candidate assumes primary responsibility for teaching pupils in the teaching-learning situation. Teaching requires an approved candidate generated lesson plan for any lesson taught.

Louisiana Components of Effective Teaching (LCET) - Criteria for assessment of teachers in Louisiana developed from the professional knowledge base on teaching and "craft knowledge" acquired by experienced educators. Consists of Domains (major areas of teaching responsibilities), Components (critical functions within a Domain), and Attributes (behaviors that relate to and help to define Components). http://www.doe.state.la.us/lde/uploads/5564.pdf

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

Motivation - A beginning procedure to create interest of pupils in the following lesson. Ex: poem, newspaper article, pictures or cartoon, any type of "show and tell," a math brain teaser, a song, etc. The motivation is designed to be a very short "grab" to get the students interested in learning the content of the lesson.

NCLB – No Child Left Behind. The Federal framework on how to improve the performance of America's elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school. http://ed.gov/nclb/overview/intro/execsumm.html
Objectives - A statement of what the learner will know and be able to do at the end of a lesson. Verbs must be observable and measureable.

Observation - The candidate purposefully watches and collects data on a teaching-learning situation implemented by the Cooperating teacher. (See Level I field experience.)

Participation - The candidate is actively involved and assisting the CTin school, classroom, and professional activities, other than direct teaching by the candidate. 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. (See Level II field experience.)

Pedagogical content knowledge - The knowledge of content as well as strategies for teaching that particular content in a way that students understand.

Performance assessment - Direct examinations of students’ ability to do tasks that are relevant to life outside school.

Post-Activity Discussion – The post-activity discussion asks specific questions about the results of the activity and assures that the learners achieved the objectives of the activity.


Regular Assignment – A sixteen-week Student Teaching assignment in one academic area and/or grade level.

Remediation - Some students need additional drill and practice to master a skill or concept. Most teacher’s editions of textbooks have remediation or reteaching activities to assist these students. This is where you describe how YOU will re-teach those students who did not master the objectives.

Scaffolding - Instructional assistance on a task that teachers provide to learners to ensure success. A set of steps that are taught to a student to help him/her master a task, skill, or concept.

SES - Socioeconomic status

Student Learning Target (SLT) - a measurable goal for student achievement that reflects an ambitious but reasonable expectation of learning over a set period of time

Student Teacher - Teacher candidate who has met the prerequisites for and has been admitted for Student Teaching.

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 University-approved P-12 schools, supervised by University and cooperating school personnel.

**Summative Assessment** – Assessments which are conducted after a unit or other defined period of instruction to determine how much learning has taken place.

**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 candidate assumes responsibility for teaching pupils in the teaching-learning situation. The candidate is required to have written, approved plans for any lesson taught. At least ten (10) days of “all-day” teaching is required in which a student teacher is in full charge of all activities during a school day. (See Level III field experience.)

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

**Tenure** – A teacher's permanent job contract, granted after a probationary period of usually three years.

**Unit plan**- The Unit plan is a one-week body/unit of instruction in one subject area for one class. Teachers of PreK- 3 are required to develop Unit plans in language arts or mathematics, unless the teacher has a unique teaching situation. Unit plans are completed in O & P and first semester Internship courses.

**Value Added Model**- provides teachers and leaders with information about the extent to which students met, exceeded, or fell short of their expected performance on state tests. It is not a progress or growth measure.

**Work sample**- The work sample is a one-week body/unit of instruction in one subject area for one class. Teachers of PreK- 3 are required to develop work samples in language arts or mathematics, unless the teacher has a unique teaching situation. The work sample includes 1) plans for instruction and assessment that are aligned with the learning outcomes desired; 2) the teaching of the content; and 3) the collection, interpretation, and reflection upon evidence of student progress toward attainment of the desired learning outcomes. Work samples are completed by student teachers and second semester interns.
II. OBSERVATION AND PRACTICUM

Field Experiences Syllabus

Field Experience: Phase Assignments

For O & P this semester, you must complete:

- 15 hours of practicum in Phase I: (Secondary: 1-5)
- 20 hours of practicum in Phase II: (Secondary: 6-12 school)
- 25 hours of practicum in Phase III: (Student Teaching Placement)

Field Experience: Visiting

For each field experience location gather the following demographic data and retain for TaskStream:

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<tr>
<td>Grade level(s)/Subject(s)</td>
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</tr>
<tr>
<td>Number of students</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Female</td>
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<td>Exceptionalities</td>
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<td>Asian</td>
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<td>Hispanic</td>
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<td>Native American</td>
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<td>White</td>
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<td>Other/unknown</td>
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Each school visit must be recorded on the field experiences log and will be submitted to TaskStream at the end of the semester. At the end of the semester, a written log containing an entry for each of your school visits will be submitted. Keep field experience/activity logs with you at all times. Record field experience hours on this form and have the form signed by the mentor teacher with whom you are working. Enter all data into TaskStream before the final examination.
Field Experience-Professionalism

Classroom teachers are expected to demonstrate professional behaviors in the school setting. The field-based teachers with whom you will be working have volunteered to work with you. Your presence in the classroom means more effort, time, and work for them. Therefore, as teachers in training, you are expected to exhibit professional dispositions.

Personal/Professional Appearance and Hygiene are essential. Blue jeans and/or t-shirts are not acceptable unless approved by the classroom teacher and/or school principal ahead of time. Be sure that clothing is appropriate for the activities in which you will be involved with the children. Make sure that all clothes have been laundered appropriately prior to wearing and that you wear the appropriate undergarments for the type of outer clothes that you are wearing.

Cooperation and Contributions are expected from everyone. Credit will be given for completion of class/lab assignments and activities, as well as active participation in discussion and (individual and group) activities. Take initiative when working in your school placements, and remember to collaborate and cooperate with your teaching team.

Be Fully Prepared when teaching lessons. Be sure that all materials and lesson plans are completed and approved prior to teaching lessons. Have materials and plans easily accessible and manageable as you begin teaching. Remember to have read all assignments/information prior to all classes, seminars, and lab placements.

Conduct yourself as a Professional, always. Refrain from discussing colleagues, teachers and/or students outside the confines of the methods classroom. If in doubt about information from a teacher or methods professor, go to the source for clarification rather than listen to rumors.

Enthusiasm in working with other professionals is essential to become a successful teacher. Demonstrate enthusiasm as you share information or model teaching strategies with the class. Your enthusiasm with the children in the schools will continually act as a motivation.

Field Experience: Teaching

Any teaching done in a school must be planned and documented on the LSU-Shreveport lesson plan template. The mentor teacher must approve of each lesson via email to the instructor. The candidate will upload a copy of the approved lesson plan to the designated assignment link in Moodle.

Any aids that will be constructed and used or any materials that will be given to students MUST accompany lesson plan. This includes visual organizers, posters, booklets, die cut shapes, etc.
• LESSONS ARE APPROVED FOR TEACHING ONCE YOUR PLANS HAVE INSTRUCTOR’S APPROVAL via Moodle. Any suggestions/directives for the plan MUST be incorporated into the lesson. No major changes can be made in the lesson without beginning the process again. Any minor changes in the lesson plan must be approved by the classroom teacher prior to teaching. **Failure to have the instructor’s permission to teach a lesson or changing a lesson significantly after approval will require the candidate to submit a new lesson plan for approval and teaching.**

**Teaching Assignments to be completed in this course:**

2- full lessons planned and taught (LSUS template)
   - Self-Reflection of lessons (candidate)
   - 2 evaluations from mentor teacher (purple sheet)

3- mini-lessons planned and taught (LSUS template)
   - Evaluation paragraph for each mini lesson (mentor teacher)
   - Reflection for each mini lesson (candidate)

5 Journal Assignments (posted in Moodle)
   Unit Plan

Student Reflections for each lesson should consist of at least one typed page with answers to the following questions:

• What worked in this lesson? How do I know?
• What would I do the same or differently if I could reteach this lesson? Why?
• What root cause might be prompting or perpetuating student behavior during this lesson?
• What data do I need to make an informed decision about teaching this content?
• Is this the most efficient way to accomplish the objectives of this lesson?
III. THE STUDENT TEACHING /INTERNSHIP PROGRAM AT LOUISIANA STATE UNIVERSITY IN SHREVEPORT

CONCEPTUAL FRAMEWORK

The mission of the LSUS School of Education is cultivating responsible professionals who are committed to diversity, critical thinking, and pedagogy.

*Responsible Professionals* are those who encourage the academic and personal growth of leaders committed to outstanding teaching, community development, and public service in a global community where intellectual resources and skills are enhanced in a cultural, technological, and social learning environment. *Responsible professionals* are ethical life-long learners who demonstrate initiative; participate in collaboration and professional development; and display professional dispositions.

AREA ONE: *Diversity*
- Fair and equitable treatment of all students
- Sensitive to diverse learners (cultural and also learning differences)
- Advocates for all learners and schools

AREA TWO: *Critical thinking*
- Content knowledge
- Reflective
- Problem solving
- Inquiry

AREA THREE: *Pedagogy*
- Content knowledge
- Conditions for learning
- Create a safe environment (safe to learn and express themselves)
- Best Practices
- Theory to practice, practitioners
# Student Teaching Objectives Aligned with State and National Standards

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>INTASC * Standard</th>
<th>LCET **</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Plan for the identifiable characteristics of a diverse group of students, adjusting to their behavioral and educational needs.</td>
<td>2, 3, 5, 7</td>
<td>I.A.1-5, II.C, III.D</td>
</tr>
<tr>
<td>2. Apply knowledge from academic content and pedagogical preparation to instructional tasks.</td>
<td>1, 4</td>
<td>III.B</td>
</tr>
<tr>
<td>3. Write long-range and daily plans that provide for diversity in the classroom.</td>
<td>4, 7</td>
<td>I.A.1-5</td>
</tr>
<tr>
<td>4. Utilize appropriate materials, equipment, and technology to enhance student learning.</td>
<td>6</td>
<td>II.A.1, III.A.3, III.A.5</td>
</tr>
<tr>
<td>5. Demonstrate an ability to employ both formal and informal procedures for assessing and evaluating student progress.</td>
<td>8</td>
<td>III.D</td>
</tr>
<tr>
<td>6. Maintain an environment conducive to learning by use of effective discipline and management techniques.</td>
<td>2, 5</td>
<td>II.A, II.B, II.C</td>
</tr>
<tr>
<td>7. Exhibit appearance and dispositions appropriate to the teaching profession.</td>
<td>9</td>
<td>IV.B, V.A, V.B</td>
</tr>
<tr>
<td>8. Take an active role in professional activities including, but not limited to, faculty meetings, team meetings, parent conferences, school improvement planning and implementation.</td>
<td>10</td>
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</tbody>
</table>

*Interstate New Teacher Assessment and Support Consortium  
**Louisiana Components of Effective Teaching
CONTRACTUAL AGREEMENTS WITH PARTICIPATING PARISHES

Louisiana State University in Shreveport 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 LSUS's responsibility to cooperating school systems and teachers are outlined in the agreement. Copies of current agreements are on file with parish school boards and in the Dean's office at LSUS.

SELECTION OF COOPERATING SCHOOLS

LSUS’s candidates in Student Teaching are assigned to cooperating public schools in the following parishes: Bossier, Caddo, DeSoto, and Webster. Criteria used to select cooperating schools include: recommendation by parish school board administrators; regional accreditation and state approval status; availability of certified cooperating teachers; geographic location and proximity to LSUS; existence of culturally diverse and exceptional populations; and curricular emphases. Interns may be placed in regionally accredited schools.

SELECTION OF COOPERATING TEACHERS

In order to be certified to have student teachers, cooperating teachers should have a Master’s Degree, 5 years of experience and the recommendation of the principal. Preference is given for those who have one or more of the following:

1) Master's degree;
2) National Board Certification;
3) Training/certification as a new teacher mentor/assessor;
4) Completion of the supervision of Student Teaching course.

EMPLOYMENT BY LOUISIANA STATE UNIVERSITY IN SHREVEPORT

Cooperating Teachers are employed on a semester basis. Upon initial employment, Cooperating Teachers must complete all data forms and furnish information requested by the Office of Field Experience at LSUS in order to be compensated for their service.

Stipends paid to Cooperating Teachers are in accordance with established state guidelines. Payment of stipends to Cooperating Teachers 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 will furnish to the Human Resources department at LSUS, which in turn will forward to the respective parish school board office, a list of employed cooperating teachers and the amount of the stipend to be paid to each participant according to the established guidelines. When the approved list has been returned to the LSUS Human Resources office, a single check will be prepared and submitted to the appropriate parish school board office. The parish will then be responsible for making payment to each cooperating teacher. Payment will usually be made with the final paycheck of the semester.
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 teacher candidates conducting field experiences understand and follow parish policies and procedures.

All candidates, including student teachers, must be under the constant and daily supervision of a qualified cooperating teacher. Student Teachers are prohibited from serving as substitute teachers during the Student Teaching assignment. In the absence of the cooperating teacher, a substitute teacher must assume the ultimate responsibility for the operation of the classroom.

Cooperating Teacher

Cooperating Teachers employed by LSUS are expected to:

- Provide a student teacher handbook specific to the school and classroom to the student teacher.
- Help the candidate feel accepted and wanted in the classroom. Make the appropriate introductions to all school personnel and students.
- Hold ultimate responsibility for the classroom to which the candidate is assigned for field experiences.
- Observe and evaluate the Student Teacher for signs of readiness to assume instructional tasks. Plan for gradual introduction into the multi-faceted role and responsibilities of a teacher. Gradually release control to the student teacher.
- Provide information on policies and procedures that may be helpful to the candidate.
- Assist student teachers in meeting minimum requirements of the University and in gaining experience across the full spectrum of field experiences.
- Provide a formative evaluation at mid-semester and summative evaluation at the conclusion of Student Teaching.
- Communicate with the Student Teacher through dialog journals and informal or formal conferences.
- Communicate with the College Supervisor about Student Teacher performance.
- Model responsible professionalism. Commit to the success of the candidate.

College Supervisor

All Louisiana State University in Shreveport College Supervisors are expected to:
• Serve as facilitator in communicating the University’s expectations and the objectives of Student Teaching to both the Student Teacher and the Cooperating Teacher.
• Provide systematic critiquing and evaluation of Student Teacher performance and progress toward goals.
• Provide individual assistance to Student Teachers.
• Ensure that the Student Teacher is getting a well-rounded experience.
• Provide a formative evaluation at mid-semester and summative evaluation at the conclusion of Student Teaching.
• Communicate routinely and regularly with both the Student Teacher and the Cooperating Teacher through dialog journals and informal or formal conferences.
• Serve as negotiator and arbitrator in maintaining open lines of communication among all program personnel.

**Director of Field Experience**

Responsibilities of the Director of Field Experience are to:

• Organize and coordinate field-based experiences, in collaboration with faculty in the School of Education, cooperating teachers, and cooperating principals.
• Establish and monitor policies and procedures for the College's field-based experiences.
• Collaborate with parish school officials in selecting cooperating schools and 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 college supervisors to perform supervisory responsibilities.
• Organize orientation programs for student teachers and supervisory personnel.
• Monitor evaluation procedures for student teachers and supervisory personnel.
• 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.
• Maintain Student Teaching records and documents for verification by NCATE and the Louisiana Department of Education.
• Establish and maintain a calendar for Student Teaching program.
• Conduct seminars in areas where needs are evident.
LSUS Student Teacher Bill of Rights*

Preamble

We, the members of the NCATE Standard 3 (Clinical Experiences) committee, believe that the Student Teaching experiences as well as all field-based experiences are crucial components of teacher education.

The quality of this experience is significant in shaping the attitudes and building the competencies and understanding of the Student teacher, and thus is ultimately an indication of the quality of education in our nation's schools.

Clinical faculty, Department of Education personnel, Cooperating teachers, College supervisors, school administrators, and Student teachers share the responsibility to participate in decisions directed toward accomplishing this objective.

The quality of the Student Teaching experience is vastly improved when all those who are professionally involved with Student teachers are accorded full recognition. Therefore, Student teachers should be accorded certain rights as proclaimed in the Preamble to the NEA Teacher Bill of Rights and include dignity, privacy, and respect, and such basic constitutional rights as freedom of speech, religion, assembly, association, due process and equal protection of the law, and the right to petition for the redress of grievances.

Confident in the validity of these beliefs, we hereby proclaim this Student Teacher Bill of Rights.

As a citizen, a student, and a future member of the teaching profession, the individual Student Teacher has the following rights:

1. To freedom from unfair discrimination in admission to Student Teaching and in all aspects of the field-based experiences. Student teachers shall not be denied or removed from assignment because of race, ethnicity, creed, sex, age, national origin, or physical limitations.

2. To be informed, in advance, of standards of eligibility for Student Teaching, and of the criteria and procedures for evaluation of classroom performance. In addition to this the Student Teacher has the right to see, sign, and affix a written response to evaluations of classroom performances.

3. To be consulted in advance, and have effective, voice in decisions regarding assignment, with respect to subject, grade level, school, and clinical faculty.

4. To be informed, prior to the Student Teaching semester, of all relevant policies and practices with respect to Student Teaching.

5. To request transfer in the event of prolonged illness of, or serious personality conflict with the Cooperating Teacher without penalty to any party’s personal or professional status.

6. To be assigned to a fully qualified Cooperating Teacher who volunteers to work with the Student Teacher and who provides frequent planning and evaluation opportunities including conferences.

7. To be admitted to Student Teaching and to remain in the Student Teaching assignment unless there has been just cause for termination or for transfer through fair and impartial proceedings.

8. To the same liability protections as are provided by the school district of regularly employed, certified teachers.
9. To an equitable and orderly means of resolving grievances relating to the Student Teaching assignment. The university grievance procedure shall incorporate due process guarantees, including the right to be informed, in writing, of reasons for any adverse action regarding assignments, and to appeal any such action. This includes the right to have both student and teacher representation on the committees designated to hear and adjudicate Student Teacher grievances.

10. To participate with the clinical faculty and the university supervisor in planning the Student Teaching schedule to include, in addition to work with the assigned clinical faculty member, attendance at professional meetings, professional development workshops, career days/job fairs, and voluntary involvement, as appropriate, in other extra-curricular activities that will enrich and broaden the range of field-based experience.

11. To carry out the Student Teaching assignment in an atmosphere conducive to learning, to have authority, under supervision of the clinical faculty member, to use reasonable means to preserve the learning environment, and to protect the health and safety of the students, the Student Teacher, and others.

12. To be assigned duties relevant to the Student Teacher’s learning experience. Student Teachers shall not be required to act as substitute teacher or teacher aide, nor handle any non-teaching duties that are not part of the Cooperating Teacher's duties.

13. To a Student Teaching environment that encourages creativity and initiative. Student Teachers should have the opportunity, under supervision of the critical faculty member, to develop their own techniques of teaching, as appropriate to the maturity of the students and the topic being studied.

14. To influence the development, continuing evaluation, and improvement of the Student Teacher program. This includes the formulation and systematic review of standards of student eligibility, student criteria, and procedures of Student Teacher evaluation. Such influence shall be maintained through representation of Student Teachers, and recent graduates of the student program, on committees established to accomplish these purposes.

15. To confidentiality of records. Records clearly necessary to protect the health and welfare of the student teacher, the Cooperating Teacher or others in the cooperating school may be released with express permission of the student teacher.

16. To systematic, frequent, effective supervision by the college supervisor, including regular classroom observations, conferences to fully apprise the student teacher of his/her progress and to provide assistance in remedying any weaknesses or reinforcing strengths.

*The rights defined in this document are intended to apply to all teacher education students who are engaged in an extended field experiences designed to prepare them for a classroom-teaching experience.*
IV. REQUIREMENTS FOR STUDENT TEACHING/INTERNSHIP

GOALS OF THE STUDENT TEACHING PROGRAM

During Clinical Experiences, candidates are provided the opportunity to practice instructional skills, to apply knowledge from specialized academic areas, and to develop personal instructional styles in actual classroom situations. Specific performance objectives for the ST are in the major areas of planning, management, and instruction, and incorporate the Louisiana Components of Effective Teaching (Louisiana Department of Education, 1995) and the characteristics of the Conceptual Framework—Cultivating Responsible Professionals.

Overall goals of the Student Teaching program at LSUS are to provide experiences that will enable the candidate to:

1. Plan for the identifiable characteristics of a diverse group of students, adjusting to their behavioral and educational needs.
2. Apply knowledge from academic content and pedagogical preparation to instructional tasks.
3. Write daily and long-range plans that provide for fair and equitable treatment of all learners.
4. Utilize appropriate materials, equipment, and technology to enhance student learning.
5. Demonstrate the ability to utilize both informal and formal assessment procedures to evaluate student progress.
6. Maintain an environment conducive to learning through effective discipline and classroom management techniques.
7. Exhibit appearance and dispositions appropriate to the teaching profession.
8. Take an active role in professional activities including, but not limited to: faculty team meetings, parent conferences, school improvement planning and implementation.

ADMISSION TO STUDENT TEACHING

Application for Student Teaching assignment is made in Education 411 or 421 for undergraduate candidates. The following are the requirements for admission to a Student Teaching assignment:

1. Senior standing in a teacher education curriculum;
2. Completion of all courses in a curriculum titled “Methods and Materials in . . .” no more than one pre-approved course may be taken during the Student Teaching semester. This course cannot interfere with requirements of the Student Teaching course and cannot be taken during regular public school hours.
3. Completion of Education 411 or 421;
4. A cumulative grade-point average of 2.50 or better on all college work attempted;
5. Grades (last grades in the case of repeats) of C or higher in each required education and psychology course, including those in the health and physical education curriculum; and,

6. Grades (last grades in the case of repeats) of C or higher in the subject field(s).

ADMISSION TO INTERNSHIP

Application for Student Teaching assignment is made in Education 411 or 421 for undergraduate candidates. The following are the requirements for admission to a Student Teaching assignment:

1. Acceptance into TeachLSUS program;

2. No more than one pre-approved course may be taken during each semester of Internship. This course cannot interfere with requirements of the Internship and cannot be taken during regular public school hours.

3. A cumulative grade-point average of 2.50 or better on all college work attempted;

4. Letter from the principal of the school stating that you have been hired as teacher of record and indicating the classes you will teach during your Internship year. (Note: You must teach 51% of the day in classes for which you are being certified.)

REGISTRATION FOR STUDENT TEACHING OR INTERNSHIP

Student Teachers will complete a graduation check out during Ed 411 or 421. Upon completion of O & P, and after final grades are posted, the candidates will be enrolled in Student Teaching by the Director of Field Experiences.

Interns will be enrolled by the Director of Field Experiences after presenting a letter from the principal of the school stating that the candidate has been hired as teacher of record and indicating the classes the candidate will teach during the Internship year along with a completed application for Internship

INFORMATION FOR STUDENT TEACHERS AND INTERNS

Student Teachers

Student Teaching begins when the semester starts for the public school in which you are placed. Student Teachers should attend teacher inservice days and be introduced to faculty members. They should participate in room and lesson preparations prior to the time pupils arrive. The official last day of Student Teaching is the last day of class at LSUS. However, if a Student Teacher has been absent during the Student Teaching semester, those days must be made up after the last day of class at LSUS.

Student Teaching includes a seminar meeting once per week. These classroom sessions are mandatory and are held mid-week from 4:00-4:50 p.m. Some sessions are held online via Moodle. Sessions include addressing concerns of the Student Teacher, guest speakers, and discussion of the Work Sample.
A College Supervisor is assigned to each Student Teacher. The College Supervisor is the liaison between LSUS and the cooperating school and Cooperating Teacher. A daily, weekly, and semester teaching schedule should be provided to the College Supervisor. The College Supervisor will complete four formal observations, with written feedback, and will collaborate with the Cooperating Teacher on the mid-semester and final evaluations.

Student Teachers are required to complete a minimum of two full weeks, all day, every day of teaching without the support of the CT. Student Teachers with dual placement must teach at least one week all day, every day in each placement. See pages 79-80 for placement pattern options.

A total of 450 in school hours and 225 teaching hours must be logged in your Student Teaching log. Student Teachers arrive by the morning teacher sign in time and remain at school until teachers are allowed to leave in the afternoon. Team meetings, faculty meetings, and other functions required of your Cooperating Teacher outside of the regular school day also count as in school time. Whole class responsibility, small group instruction, and working with individual students count as teaching time. Other instructional duties must be cleared with the Director of Field Experiences before they can be counted as teaching hours. The following are NOT considered teaching time: recess, lunch, duty, moving around the room, assisting students after the Cooperating Teacher teaches a lesson.

The time log should reflect teaching time and in school time every day with a weekly running total and a semester running total. It should be kept current at all times.

All absences must be reported to the Cooperating Teacher personally and a Report of Absence in Student Teaching form must be completed and turned in to the Director of Field Experiences within 3 days of the absence in order for it to be excused. A student teacher may have 5 excused absences from school during the Student Teaching semester. Any unexcused or additional absences will be made up after the last day of class at LSUS.

The Student Teacher is still responsible for any assigned lesson plans, materials, etc. for that day. The College Supervisor must be notified if s/he has a scheduled observation for that day. Record absences on your time log.

The Student Teacher must not be left responsible for the class without a paid substitute or other school employee. The Student Teacher will report to his or her placement even when the Cooperating Teacher is absent. The Student Teacher should plan to provide instruction in the Cooperating Teacher’s absence.

The Student Teaching binder and dialog journal must be kept in a location where it is easily accessible to the Cooperating Teacher and the College Supervisor. An up-to-date time log, lesson plans with reflections, must be kept in the binder. The dialog journal may be kept in the binder or separately.

LSUS approved lesson plans (bluebird) must be used during the first two weeks of the semester and for EVERY scheduled observation by the College Supervisor. All lesson plans must be approved by the Cooperating Teacher before being taught. After the initial period, and when the Cooperating Teacher and the College Supervisor agree, the Student Teacher may move to shorter plans. However, the LSUS format must be used for EVERY observation scheduled by the College Supervisor.
Interns

Internship begins with the beginning of the school year for the school in which you are the teacher of record and ends with the last day of school.

Internship includes a seminar meeting once per week. These classroom sessions are mandatory and are held mid-week from 4:00-4:50 p.m. Some sessions are held online via Moodle. Sessions include addressing concerns of the intern, guest speakers, and discussion of the Unit plans and Work samples.

A College Supervisor is assigned to each intern. The College Supervisor is the liaison between LSUS and the cooperating school. A daily, weekly, and semester teaching schedule should be provided to the College Supervisor. The College Supervisor will complete four formal observations, with written feedback, and the mid-semester and final evaluations.

CERTIFICATION

Applying for Certification

The Office of Teacher Certification in the Department of Education monitors candidate progress towards meeting certification requirements and processes teaching certificate applications. To apply for a teaching certificate, a candidate 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.

- Candidates must verify that the personal information on certification application and professional conduct form is correct.
- Candidates must submit a $50 check made payable to the Louisiana Department of Education. This is the application fee charged by the state department for processing.
- Candidates must go on-line and order official LSUS transcripts to be sent to the School of Education.
- The Office of Field Experiences will provide “verification of completion of program letters.” They will be mailed to the address on the completer’s application immediately after graduation in December and May.
- Completed certification packages are mailed to the state three times per calendar year (August, January, and June). Candidates completing their program after the deadlines will be responsible for submitting their certification packets to the state. It will take 4 to 8 weeks before teaching certificate appears on the Teach Louisiana website.
  www.teachlouisiana.net
- Candidates must submit all items to College of Business, Education and Human Development, ATTN: Ms. Jacqueline Langford, One University Place, Shreveport, LA 71115.

After all necessary materials have been received, approval is obtained from the Dean of the College of Business, Education and Human Development and the Registrar before the application is forwarded to the State Department of Education. Applications forwarded to the
State Department of Education will be processed and returned to LSUS within four to eight weeks. The teaching certificates may be downloaded from the Teach Louisiana website.

**LOUISIANA REQUIREMENTS—PRAXIS/NTE SCORES**

PRAXIS I is available in two formats, computer-based or paper-based, each measuring the basic academic skills vital to all teacher candidates. LSUS recommends that candidates complete the computer-based Praxis I exam, since it is available every day by appointment at the Prometric Testing Center, 4350 Viking Drive Suite 3, Bossier, Louisiana, 71111. The telephone number for the Prometric Testing Center is (318) 742-7349. If you reside outside of the northwest Louisiana area, please visit the Educational Testing Service (ETS) website for information on a local Praxis testing site, as there are several around the country. The ETS website is [www.ets.org](http://www.ets.org).

A candidate must present passing scores for all required parts of PRAXIS to be recommended for graduation.

*New tests currently being considered for adoption in Louisiana. Visit [https://www.teachlouisiana.net/teachers.aspx?PageID=5605](https://www.teachlouisiana.net/teachers.aspx?PageID=5605) to download the most current Praxis test titles and codes.*
V. STUDENT TEACHING ASSIGNMENT

ASSIGNMENT PROCEDURES

Louisiana State University in Shreveport Student Teachers are placed in the University-approved P-12 public schools in the following parishes: Bossier, Caddo, DeSoto, and Webster. Considerations in placement of a ST in schools in these parishes 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 parish school administrators.

On the PREFERENCE FOR PLACEMENT FORM, the Student Teacher is to indicate preferred area and grade level. The University attempts to honor preferences of candidates, but cannot guarantee to do so. Student Teacher parish preference is 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.

Cooperating principals in the selected parishes are contacted for their recommendations, based on the minimum requirements for Cooperating Teachers. In order to be certified to have Student Teachers, Cooperating Teachers should have the recommendation of the principal, AND one or more of the following:

1) Master’s degree with the supervision of Student Teaching course;
2) National Board Certification;
3) Training/certification as a new teacher mentor/assessor;
4) Minimum of 5 yrs. experience, working on the Master’s degree, and completion of the supervision of Student Teaching course.

ASSIGNMENT NOTIFICATION

Candidates will be advised of their Student Teaching placement during the third phase of Education 411 or 421 (O&P). The candidate will be placed in the classroom in which s/he will complete Student Teaching.

DUE PROCESS

Student Teachers may be removed from the assignment at any time if it is determined by the cooperating parish or the Director of Field Experience that the assignment is detrimental to pupils, or if it is determined that the Student Teacher would be better served by removal.

The procedure herein outlined is to be followed when there is unusual concern about a Student Teacher’s or an Intern’s performance—NOT WITH EVERY STUDENT TEACHER OR INTERN. It should be understood that a Student Teacher/Intern may withdraw from Student Teaching/Internship without penalty at any time during the semester, but that s/he should expect No Credit (NC) at the conclusion of the semester if his/her mastery of the criteria for Student Teaching/Internship is judged to be lacking by his/her Cooperating Teacher and/or College Supervisor.
We want to provide the best possible supervision and guidance for our Student Teachers/Interns, realizing that some may experience difficulty adjusting to the classroom environment. As we attempt to maintain the integrity of our teacher education program, we also have a concern for the quality of the instruction taking place in the classroom to which the Student Teacher/Intern has been assigned. To monitor both of these aspects of Student Teaching/Internship, the following schedule is to be observed when a Student Teacher/Intern is experiencing difficulties as perceived by him/herself, the Cooperating Teacher, or the College Supervisor:

No later than three weeks before the official “last day to drop” at LSUS - Call a three-way conference to discuss problems and to set performance criteria for remediation. (The Student Teacher/Intern, Cooperating Teacher, or College Supervisor may initiate this meeting. Written objectives are to be agreed upon at the meeting and are to be distributed to the conference participants and to the Director of Field Experiences).

No later than two weeks before the official “last day to drop” at LSUS --The Student Teacher/Intern, Cooperating Teacher, and College Supervisor will each complete a Student Teacher/Intern Evaluation form, as well as assess progress toward reaching the objectives agreed upon at the previous meeting. (The Student Teacher/Intern may be advised to continue Student Teaching/Internship at this time or may be advised to withdraw. This is to be a three-way conference.)

No later than one week before the official “last day to drop” at LSUS – Hold an interim conference, if necessary, to assess progress on any objectives which had not been met at the time of the last conference.

No later than two days before the official “last day to drop” at LSUS – Make the final decision to continue Student Teaching/Internship to the conclusion of the semester or to drop at this time.

Specific dates will be provided to the Student Teachers, Interns, Cooperating Teachers and College Supervisors during the Student Teacher/Internship Orientation each semester.

This policy does not mean that a Student Teacher or Intern will automatically receive “Passing” credit for Student Teaching if he/she is not experiencing difficulties prior to final decision date. We recognize that there is the possibility that as a Student Teacher takes on more and more responsibility during the semester, problems may arise that were not evident earlier in the semester.

Should a Student Teacher/Intern withdraw from Student Teaching/Internship, it is the responsibility of his/her College Supervisor and the Director of Field Experiences to prescribe additional courses and/or other experiences to assist the candidate in the remediation of deficiencies so that Student Teaching/Internship may be tried again, if the candidate so desires.

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 for an individual conference.
Occasionally, a parish school board will seek early release of a Student Teacher to meet a critical need to fill a teaching position. Early release of a few days before the end of the semester may be a possibility to help a parish school board. 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 a formal written request by the employing parish school board. All documentation verifying completion of all requirements, evaluation forms, and a final grade must be submitted prior to early release. Additionally, the Student Teacher must return to the campus for required Student Teaching or graduation meetings.

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. If said pregnancy or illness will cause a candidate to be absent more than two weeks, the candidate is advised to delay enrollment in Student Teaching or Internship. Candidates should contact the Director of Field Experience for additional information.
VI. THE STUDENT TEACHING SEMESTER

RESPONSIBILITIES OF THE STUDENT TEACHER

Student Teachers from Louisiana State University in Shreveport are expected to:

- Plan for the identifiable characteristics of a diverse group of students, adjusting to their behavioral and educational needs.
- Apply knowledge from academic content and pedagogical preparation to instructional tasks.
- Write daily and long-range plans that provide for fair and equitable treatment of all learners.
- Utilize appropriate materials, equipment, and technology to enhance student learning.
- Demonstrate the ability to utilize both informal and formal assessment procedures to evaluate student progress.
- Maintain an environment conducive to learning through effective discipline and classroom management techniques.
- Exhibit appearance and dispositions appropriate to the teaching profession.
- Take an active role in professional activities including, but not limited to, faculty meetings, team meetings, parent conferences, school improvement planning and implementation.

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 parishes and schools have specific dress codes for teachers and pupils.

Student Teachers should become well-informed of the parish/school dress code policies. It is not possible to describe exactly what the "well-dressed" Student Teachers 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.

Consult with your Cooperating Teacher for guidelines. Note the dress of the faculty in the assigned school and, within boundaries of individual taste, try to dress as formally or informally as the faculty, as a group, does. The dress of a school faculty is useful because it is likely to reflect community expectations as well as preferences.

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, visible tattoos) that would be distracting to pupils or considered inappropriate by University or parish supervisory personnel will not be allowed.
Twitter, Face Book, Instagram, etc.

In the age of virtual reality, it is important that your image remain pristine. While not fair, teachers are held to a higher moral standard that other career choices. Review your Twitter and Face Book pages and remove any information that could be construed as negative (think about how conservatives will view it) toward you as a teacher. Secondary students and many parents check social pages belonging to teachers. Many principals check the sites before hiring a prospective teacher. **DO NOT EVER** invite a student to be one of your “friends” and grant them access to your page. **DO NOT EVER** communicate with a student electronically unless it goes through the school (or LSUS) server where a permanent record of your conversations are kept.

**STUDENT TEACHING CALENDAR**

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

Student Teaching is scheduled for the **entire, 16-week semester**. Student teachers will begin Student Teaching as indicated on the STUDENT TEACHING CALENDAR, and then will follow the calendar of the cooperating school for holidays during the semester. The final day of Student Teaching is usually the last day of class at LSUS and is reported on the STUDENT TEACHING CALENDAR each semester. Any deviations from these dates must be approved by the Director of Field Experience.

**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, as in the case of a family emergency (death in immediate family) or personal illness requiring doctor's appointment or hospitalization, the Student Teacher must contact the Cooperating Teacher, and College Supervisor prior to the absence or as soon as possible after the occurrence of the emergency. The Student Teacher is to obtain a written doctor’s excuse or written documentation of family emergency. The form “Report of Absence in Student Teaching” must be submitted to the Director of Field Experiences within three days of each absence. Student Teachers are allowed 5 excused absences with written documentation. Any additional absences must be made up by continuing to student teach after the end of the LSUS semester until all absences are made up.

Unexcused absences, excessive tardies, or leaving early are unacceptable during the Student Teaching semester. In the case of any unexcused absences, excessive tardies or leaving early the Cooperating Teacher and/or College Supervisor should immediately contact the Office of Field Experience. The Student Teacher will be required to report to the Office of Field Experience concerning the unexcused absences or excessive tardies. All absences are to
be recorded on the STUDENT TEACHING TIME LOG, which will become part of the permanent Student Teaching file.

Student Teachers are required to attend 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 should be contacted prior to the meetings to report absences due to emergency or illnesses.

ORIENTATION MEETING

At the beginning of the semester, Student Teachers are required to attend an orientation meeting. The purpose of the meeting is to review Cooperating Teacher expectations, the role of the College Supervisor and general policies and procedures. It is also a chance for all members of the team to meet before the beginning of formal observations.

Student Teachers should consult the current STUDENT TEACHING CALENDAR for the date and location of the orientation meeting. In case an emergency prevents attendance, the Student Teacher should notify the Office of Field Experience to schedule an appointment to make up the missed requirement.

TEACHING SCHEDULE

Student Teachers must complete 16 weeks of Student Teaching which includes: minimum of 225 hours of teaching, two weeks of all-day teaching, and daily participation in school activities for a total of 450 hours in the cooperating school. In accordance with state requirements, the Student Teaching experience must be under the direct supervision of a certified Cooperating Teacher employed by LSUS.

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

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. A week by week schedule for the Student Teacher must be maintained.

Lesson Plans

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

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

• Maintain a binder containing all lesson plans with handouts, tests, evaluation reports, notes taken during conferences, teaching ideas, and teaching-observing schedules.

• Furnish a copy of the day's lesson plan and student handouts, per established procedure, to the College Supervisor when he/she visits to observe and evaluate teaching performance.

PROGRAM EVALUATION

At the end of the Student Teaching semester or the Intern year, candidates are required to evaluate the program. The purpose is for candidates to provide feedback concerning the teacher education program and various University services and programs. In addition, candidates complete confidential evaluations of the CT and/or College supervisor.
VII. SUPERVISION AND EVALUATION

The Student Teacher/Intern is kept informed of progress in Student Teaching/Internship 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. The school-based Mentor teacher is the primary source of continuous, daily guidance and substantive weekly conferences with the Intern. The College Supervisor provides support for both Student Teachers and Interns. 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 or Intern.

PERFORMANCE BASED ASSESSMENT

Assessment of the Student Teacher is based on performance indicators derived from the revised Louisiana Components of Effective Teaching (Louisiana State Department of Education, 2012) in alignment with the Compass teacher evaluation rubric. Both formative and summative evaluations of the Student Teacher are based on:

<table>
<thead>
<tr>
<th>Components of Effective Teaching</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. PLANNING and PREPARATION</td>
<td>Sets Instructional Outcomes</td>
</tr>
<tr>
<td>II. THE CLASSROOM ENVIRONMENT</td>
<td>Manages classroom procedures</td>
</tr>
<tr>
<td>III. INSTRUCTION</td>
<td>Uses questioning and discussion techniques</td>
</tr>
<tr>
<td></td>
<td>Engages students in learning</td>
</tr>
<tr>
<td></td>
<td>Uses assessment in instruction</td>
</tr>
</tbody>
</table>

Formative evaluations are conducted by the Cooperating Teacher and College Supervisor, using a classroom observation form.

Additionally, Student Teachers will be assessed using the APPRAISAL OF CANDIDATE DISPOSITIONS FORM. 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 or College Supervisor reflects upon a Student Teacher's performance by providing accurate feedback (Henry & Beasley, 1996). Although the supervisor has the main responsibility in structuring and determining content of the conference, the Student Teacher should be an active participant and an attentive listener. Student Teachers are urged to keep written notes of recommendations and suggestions made by supervisors and should follow up on the recommendations by reporting progress back to the respective supervisor.
Both informal and formal conferences are an integral part of the Student Teaching experience. Early conferences will be needed to orient the Student Teacher to the school and the classroom. Conferences taking place later in the semester will focus more on the development and refinement of the teaching skills of the Student Teacher.

Initial Conferences

A variety of topics should be included in early conferences. A Student Teaching handbook, 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 (or Mentor teacher in the case of interns) or College Supervisor. The content of the conferences will depend on the Student Teacher/Intern’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 a classroom observation form by Cooperating Teacher and College Supervisor or the PLAN FOR STUDENT TEACHER IMPROVEMENT by the Cooperating Teacher. Conference topics should include:

- Reflective analysis and discussion of any of the observations made of the Student Teacher/Intern.
- Evaluation of the Student Teacher/Intern's performance
- Discussion of formal evaluation documents
- 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 Student Teacher/Intern evaluation form
- Review and analysis of the Capstone 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

**FORMAL EVALUATION OF STUDENT TEACHER**

At the beginning of the semester, the Cooperating Teacher and College Supervisor will receive materials from the Office of Field Experience for formal observation and evaluation of the Student Teacher.

*Cooperating Teachers and College Supervisors should follow formal procedures of evaluation as described below:*

- The Cooperating Teacher will complete 2 formal observation forms using the LSUS approved form. Student Teachers are to be observed for the entire instructional time in the assigned classroom. The Cooperating Teacher will complete a mid-term and final evaluation form on the Student Teacher, summarizing the information gained in the two formal observations and all informal observations over the assignment period.
- Factual, detailed data gathered during the observation are recorded on the observation form. Copies of forms are included in the *Appendix.*
• Specific strengths, weaknesses, and recommendations for improvement are also recorded on the observation forms.
• Factual and detailed information regarding the student teacher’s dispositions are recorded two (2) times on the APPRAISAL OF CANDIDATE DISPOSITIONS FORM by the Cooperating Teacher covering the time since the last form was completed. A copy of this form is included in the Appendix.
• 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.**
• Copies of the completed forms must be provided to the Student Teacher/Intern.

**STUDENT TEACHER/INTERN EVALUATIONS**

**Midterm Evaluation**

Midterm grades are not assigned, but the Student Teacher is given a clear picture of his/her present standing through both informal and formal classroom observations, dispositions forms, and feedback from the Cooperating Teacher and College Supervisor.

**Final Evaluation/Conference**

A final evaluation form (STUDENT TEACHER/INTERN EVALUATION FORM in the Appendix) is completed collaboratively by the Cooperating Teacher and the College Supervisor at the end of each Student Teaching assignment. Student Teaching assignments typically vary in duration from 16-weeks, 12-weeks, 8-weeks, to 4-weeks, according to the certification sought by the Student Teacher. Scored evaluation forms are used by the Office of Field Experience to determine the Student Teaching grade, to evaluate the program, and report data to the Specialized Professional Associations. (See rubric for details about how grades are determined.)

The Cooperating Teacher and College Supervisor should hold a conference BEFORE the end of the Student Teaching assignment to collaborate on the STUDENT TEACHER/INTERN EVALUATION FORM and determine whether the candidate received credit in the course based on the scores received based on the final evaluation form, candidate dispositions and the capstone portfolio.

A conference should be conducted by both the Cooperating Teacher and the College Supervisor with the Student Teacher before the end of the Student Teaching placement, to share the ratings on the FINAL STUDENT TEACHER EVALUATION FORM. The Student Teacher should be given a complete and thorough review of his/her strengths and areas needing improvement.
The FINAL STUDENT TEACHING EVALUATION FORM must be signed by the Student Teacher, Cooperating Teacher, and College Supervisor, before submitting to the Office of Field Experience. Submission of the FINAL STUDENT TEACHER/INTERN EVALUATION FORM before or on the due date set by the Office of Field Experience is CRITICAL to the graduation of the Student Teacher. The Registrar’s Office sets the date for final grades for degree candidates and must be followed for the Student Teacher to graduate at the end of the semester of Student Teaching.

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

1 = **Ineffective.** ST does not establish rigorous outcomes. ST does not engage students and loses instructional time due to the lack of effective transitions. Assignments are inappropriate for students. ST does not monitor student learning, nor does s/he provide timely and descriptive feedback to students.

2 = **Effective Emerging.** ST does connect past and future learning; however objectives are mixed with activities and do not meet the needs of individual learners. Some students are engaged, but more could be with the addition of group assignments with roles provided. Transitions are visible, but are not seamless which hinders pacing. Students know some of the criteria required for each assignment; however, ST does not engage students in self-assessment or monitoring of progress.

3 = **Effective Proficient.** All outcomes are rigorous and are connected to past and future learning. ST only makes content connection with one other discipline. ST’s transitions are seamless and small groups work well with minimal teacher supervision. ST uses both higher and lower order questions to engage students; however, ST facilitates most of the discussion. ST uses appropriate activities. ST provides students with checklists and rubrics. ST gives feedback to students within lesson or the day after the assessment.

4 = **Highly Effective.** This rating should be reserved for rating only the exemplary skills or behaviors a ST may exhibit. All dispositions are met with a high level of competency.
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 the 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 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 the 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 to 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's 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, family, 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. In 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 that 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 qualifications.
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 qualifications of a candidate for a professional position.
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.

Adopted by the NEA 1975 Representative Assembly

REFERENCES


Appendix
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<thead>
<tr>
<th>COURSE</th>
<th>Required Field Experience Hours</th>
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<tr>
<td>ED 201</td>
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<td>ED 440</td>
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**LSU-S FIELD EXPERIENCES RECORD**

Name: _____________________________________________ Student ID No: ____________________________

Last                              First                  Middle

Course No: _______________       Instructor: _______________       Semester: _______________

<table>
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<tr>
<th>Date</th>
<th>School Name &amp; Grade or Subject (M.S./H.S.)</th>
<th>Level **</th>
<th>Color ****</th>
<th>Clock Time (In-Out)</th>
<th>Total Time in hrs.</th>
<th>School Stamp or Verifying Signature</th>
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</table>

**, **** - See back of page for explanations.

**SEMESTER TOTAL HRS.**
**Participation levels:**

Write the number(s) of the activity or activities that best describe(s) your involvement during each school visit in the space provided on the opposite side under the heading “Level.”

1. Informal, non-directed observation, or observation with directed objective(s) and formal method of reporting.

2. Participation with the teacher and/or students in the classroom. Could include, but not limited to: individual tutoring, assistance with teacher-directed small group instruction, small group instruction – single lesson, full responsibility, large group (entire class) instruction – single lesson, full responsibility.

3. Student Teaching, Internship, practicum requirements.

****Category “colors”:****

Refer to the LSUS General Field Experiences School list for category colors: Red, Yellow, Blue.

**Teachers and Principals:**

The student in possession of this sheet and named on the opposite page currently is enrolled in course work in the College of Business, Education and Human Development at Louisiana State University in Shreveport. The student is required to do a specific number of hours of field experiences during the current semester and has selected your school for this purpose. S/he is required to log the number of hours spent at your school and to specify the level of the activities in which s/he has participated. A teacher’s or administrator’s signature or a school stamp is required at each visit to verify the student’s presence in your school. Students are expected to dress appropriately and to comply with all school regulations.

Feel free to contact me with any questions or concerns at 797-5100 or tracey.burrell@lsus.edu.

Thank you for your willingness to work with our candidates.

Mrs. Tracey Burrell  
Director of Alternate Certification and Field Experiences  
LSU Shreveport College of Business, Education and Human Development
MEDL FIELD EXPERIENCE LOG
Adapted from the Louisiana Department of Education

Please type information. Complete as many pages as needed to document field experiences.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>DATE</th>
<th>TIME (Beginning-End)</th>
<th>ACTIVITY DESCRIPTION</th>
<th>STANDARD</th>
<th>RESPONSIBILITY</th>
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<tbody>
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<td>1. Observation</td>
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<td>2. Participant</td>
</tr>
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<td>3. Student Teaching</td>
</tr>
</tbody>
</table>


LSUS APPLICATION FOR STUDENT TEACHING

Student Teaching Semester: ___________  Year: __________
Program: Undergraduate ______________________

Name ___________________________  Student Number ___________________________

Home (or permanent) Street Address __________  City __________  State __________  Zip __________

E-Mail ___________________________  Phones: Home __________  Cell __________

Major: (Check [X] your major)

___ Early Childhood
___ Special Education
___ Elementary Education

___ Biology Education
___ Business Education
___ Chemistry Education
___ English Education
___ Mathematics Education
___ Physics Education
___ Social Studies Education

___ Art Education
___ HPE
___ Foreign Language __________

Second teaching area or add-on endorsement ___________________________

UNDERGRADUATES ONLY:
1. List any course(s) in field(s) of certification in which grade(s) below “C” was/were received and which has/have not yet been repeated:

________________________________________________________________________

2. List any course(s) in Education in which grade(s) below “C” was/were received and which has/have not yet been repeated:

________________________________________________________________________

3. List any additional course in which you intend to enroll during the Student Teaching semester (A maximum of one course that is not a methods course may be taken with Student Teaching. Attach permission to enroll in course with Student Teaching form):

________________________________________________________________________

________________________________________________________________________

Signature ___________________________ Date ___________________________

Do NOT fill in the spaces in the following two lines (Office Use Only):

Overall Semester Hours Pursued: _________ Earned: _________ GPA: _________
LSU-S Semester Hours Pursued: _________ Earned: _________ GPA: _________
Student Teacher Data Form

Name ____________________________________ Student I.D. ____________

Mailing address ______________________________________________________
____________________________________________________________________
____________________________________________________________________
Home phone ________________________ Cell phone _______________________
Email address _________________________________________________________

Certification sought (e.g. Elementary, Secondary science) ______________________

To help your cooperating teacher get to know you better, please answer the following questions:

What outside influences will impact your Student Teaching (e.g. small children, taking a class)
____________________________________________________________________

What experiences have you had with children/teaching? ______________________
____________________________________________________________________

Is there anyone in your family who teaches? If so, who? ______________________

What are your strengths? _______________________________________________

What do you expect to learn from me, as your cooperating teacher? ___________
____________________________________________________________________

What experiences have you had with special education students in a regular classroom?
____________________________________________________________________

What do you want the pupils to know about you before your first day?
____________________________________________________________________
Name:______________________________

Preference for Student Teaching Location

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

  ____Bossier  ____Caddo  ____DeSoto  ____Webster

Grade Level Preference: (If applicable)

____________________

Grade Level(s) Previously worked with:

____________________

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

________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________

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

Name:_________________________________________  Age:________
Name:_________________________________________  Age:________
Name:_________________________________________  Age:________

School(s)/grade level(s):

________________________________________________________________________________________________________________________________________________

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

Name:_________________________________________  Relationship:________
School/grade level:________________________________________________________________________

Name:_________________________________________  Relationship:________
School/grade level:________________________________________________________________________

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

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

High School attended:_____________________________________________________________________

Years of attendance:_____________to______________

Please use the following lines to indicate any teaching situation, school setting, or cooperating teaching which you could NOT accept and give your reasons (include schools attended by your children, those at which your spouse or parent teaches, etc.):

________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________

NOTE: Student teachers are responsible for transportation to Student Teaching assignment. Preferences for parish and grade level will be considered whenever feasible, but cannot be guaranteed. Placement letters will be issued by the last week of the fall semester for spring placements and the last week of the spring semester for fall placement.
PERMISSION TO ENROLL IN COURSE (OTHER THAN CLASSROOM MANAGEMENT) WITH STUDENT TEACHING/INTERNSHIP

Semester________ Year________

Name_________________________________________      Major______________________________

I need to enroll in the following course during the Student Teaching semester:

Course/Section__________________________________________

Day(s)/Time______________________________________________

Is the course needed for graduation?   _____Yes  _____No

NOTE: If the course does not conflict with Student Teaching hours (8:00 a.m. - 3:30 p.m. daily), return this form to the Office of Field Experience prior to the first day of Student Teaching. Please schedule an appointment with the Director of Field Experiences if there will be any conflict with regular Student Teaching hours (8:00 a.m.- 3:30 p.m.).
From your Student Teaching Practicum Activity Log completed each week, take the weekly totals (hours/mins.) and complete the following:

<table>
<thead>
<tr>
<th>WK</th>
<th>Dates</th>
<th>Observation/Participation Hours</th>
<th>Teaching Hours</th>
<th>Conferences/Professional Development</th>
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</thead>
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<td><strong>Mid-Semester Totals</strong></td>
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<td><strong>Final Semester Totals</strong></td>
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APPROVAL: ____________________________________________________________

Cooperating teacher ____________________________________________
College supervisor ____________________________________________
## LSUS STUDENT TEACHING LOG

Student Teacher _______________________________ Grade/Subject ______________________

Cooperating Teacher __________________________ School ____________________________

Semester and Year ____________________________

<table>
<thead>
<tr>
<th>WEEKLY DATES</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>TOTAL</th>
<th>RUNNING TOTAL</th>
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**SEMESTER TOTALS:**

Total Time (minimum 450 hours): ________________

Teaching Time (minimum 225 hours): ____________
ED 424 – INTERNSHIP APPLICATION

NAME ___________________________________________ DATE ____________

STUDENT NUMBER __________________________

MAILING ADDRESS __________________________________________

________________________________________

HOME PHONE ___________________________ CELL PHONE (NOT REQUIRED) __________________________

EMAIL ADDRESS __________________________________________

CHECK THE APPROPRIATE BLANK:

_____ 1ST SEMESTER INTERN  _____ 2ND SEMESTER INTERN **

CERTIFICATION SUBJECT/AREA: __________________________

(ELEMENTARY, SP.ED., OR SECONDARY + SUBJECT)

CURRENT TEACHING PLACEMENT:

SCHOOL ___________________________ ROOM # _______

GRADE AND/OR SUBJECT(S) __________________________________________

SCHOOL ADDRESS __________________________________________

________________________________________

SCHOOL PHONE __________________________

REQUIRED DOCUMENTS↓

You must attach a letter from your principal on school letterhead stating that you will be employed for the semester for which you are applying for Internship. Include in the letter what you will be teaching and be specific (e.g. 3rd grade all subjects; secondary mathematics (algebra I, geometry, algebra II).

On a separate page list your daily schedule, including times, planning periods, lunch, etc. Also include changes to your schedule that may occur during the week such as library, computer lab, physical education, etc.

Submit all paperwork with to the Director of Field Experiences who will register you for Internship class. You will not be registered in the course until after you have submitted all paperwork to the Office of Field Experiences.

The deadline for submission of paperwork is one week before the first day of class for fall or spring semester.
LSUS Classroom Observation Form  
for O & P, Student Teaching, Internship

Candidate’s Name:___________________________________ Observer’s Name:___________________________________

Lesson _________________________ Grade______ No. of Students________ Length of Observation________ Date__________

During this teaching “snapshot” assign a “T” for target examples, a “A” for acceptable examples, a “U” for unacceptable examples or when no evidence is seen from the components of effective teaching listed below. Provide narrative documentation for the rating on the back of this form.

Domain I – Planning

1. When was the lesson plan submitted?_________________

Domain II – Management

2. How did candidate organize and use available space, materials, and /or equipment?__________________________

3. How did the candidate manage and/or adjust allotted time for planned activities and transitions?________________________________________

4. How did the candidate establish, maintain, and monitor expectations for learner behavior?________________________________________

5. How did the candidate actively promote a positive learning environment?__________________________________

Domain III – Instruction

6. How did candidate motivate students, introduce material, and provide closure while teaching the lesson?__________________________________________________

7. How did the candidate sequence lesson to promote learning?____________________________________________

8. What instructional technology was used during the lesson?____________________________________________

9. What teaching strategies were used during the lesson?____________________________________________

10. How did the candidate incorporate relevant examples and/or current events into the lesson?__________________________

11. What evidence is there that the candidate communicates clearly and effectively with students?__________________________

12. List examples of higher order thinking questions.______________________________________________________

13. How did the candidate encourage student participation?__________________________________________________

14. Describe the informal assessment techniques used by the candidate.________________________________________

15. Describe the formal assessment techniques used by the candidate.________________________________________

16. How did the candidate monitor ongoing achievement?__________________________________________________

17. How did the candidate provide timely feedback?________________________________________________________

18. How did the candidate differentiate instruction for a variety of learners?________________________________________

Notes and comments:
The ratings for the EVALUATION OF STUDENT TEACHER DISPOSITIONS is a Likert scale on the form with opportunity for narrative documentation of ratings assigned.

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

1 = **Ineffective.** ST does not establish rigorous outcomes. ST does not engage students and loses instructional time due to the lack of effective transitions. Assignments are inappropriate for students. ST does not monitor student learning, nor does s/he provide timely and descriptive feedback to students.

2 = **Effective Emerging.** ST does connect past and future learning; however objectives are mixed with activities and do not meet the needs of individual learners. Some students are engaged, but more could be with the addition of group assignments with roles provided. Transitions are visible, but are not seamless which hinders pacing. Students know some of the criteria required for each assignment; however, ST does not engage students in self-assessment or monitoring of progress.

3 = **Effective Proficient.** All outcomes are rigorous and are connected to past and future learning. ST only makes content connection with one other discipline. ST's transitions are seamless and small groups work well with minimal teacher supervision. ST uses both higher and lower order questions to engage students; however, ST facilitates most of the discussion. ST uses appropriate activities. ST provides students with checklists and rubrics. ST gives feedback to students within lesson or the day after the assessment.

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

Your grade will be determined in the following manner: letter grades in 5 areas of performance will be averaged for a final grade.

To receive a passing grade in Student Teaching, you MUST a) be present in the assigned classroom for a full semester. b) complete a minimum of 450 hours in the school setting, with 225 of those hours spent in actual instructional time. (The semester is divided in two sections – For the ECE, HPE, Art, or Foreign Language student teacher, you will spend one-half of the semester in a kindergarten placement, and one-half in an elementary classroom, grade 1, 2, or 3.) c) complete a minimum of two weeks, all-day teaching assuming full responsibility for planning, instruction, assessment, and management (a minimum of one-week full responsibility in each setting for ECE, HPE, Art, Foreign Language).

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<th>B</th>
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<th>D</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>Have no more than 3 absences from Student Teaching placement.</td>
<td>Have no more than 4 absences from Student Teaching placement.</td>
<td>Have no more than 5 absences from Student Teaching placement.</td>
<td>Have more than 5 absences from Student Teaching placement (additional absences must be made up at the end of the semester).</td>
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<td>Have no electronic absences and/or absences from required face-to-face class meetings.</td>
<td>Have no more than 1 electronic absence and/or absences from required face-to-face class meetings.</td>
<td>Have no more than 2 electronic absence and/or absences from required face-to-face class meetings.</td>
<td>Have no more than 3 electronic absence and/or absences from required face-to-face class meetings.</td>
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<tr>
<td>Moodle</td>
<td>Complete all discussion requirements with a preponderance (at least 75%) of Target ratings, no Unacceptable ratings.</td>
<td>Complete all discussion requirements with a preponderance (at least 75%) of Acceptable ratings, no more than 1 Unacceptable rating.</td>
<td>Complete all discussion requirements with a preponderance (at least 75%) of Acceptable ratings, no more than 2 Unacceptable rating.</td>
<td>Complete all discussion requirements with a preponderance (at least 75%) of Acceptable ratings, more than 2 Unacceptable ratings.</td>
</tr>
<tr>
<td>Evaluations</td>
<td>Receive a preponderance of 2s and 3s on formal evaluations completed by both the cooperating teacher and college supervisor at mid-term and at the end of the experience. Average of 2.75 or above. No more than 1 rating of 1.</td>
<td>Receive a preponderance of 2s formal evaluations completed by both the cooperating teacher and college supervisor at mid-term and at the end of the experience. Average of 2.5-2.74. No more than 2 ratings of 1.</td>
<td>Receive a preponderance of 2s formal evaluations completed by both the cooperating teacher and college supervisor at mid-term and at the end of the experience. Average of 2.25-2.49. No more than 3 ratings of 1.</td>
<td>Receive a preponderance of 2s on formal evaluations completed by both the cooperating teacher and college supervisor at mid-term and at the end of the experience. Average below 2.24. More than 3 ratings of 1.</td>
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<tr>
<td>Dispositions</td>
<td>Receive ratings of 9 or above on every disposition item.</td>
<td>Receive ratings of 8 or above on every disposition item.</td>
<td>Receive ratings of 6-8 or above on every disposition item.</td>
<td>Receive ratings below 6 on any disposition item.</td>
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<tr>
<td>Work Sample</td>
<td>Complete a Work Sample with Target and/or Acceptable rating on all components on the first submission.</td>
<td>Complete a Work Sample with Acceptable rating on all components with only one re-submission.</td>
<td>Complete a Work Sample with Acceptable rating on all components with two re-submissions OR required to start over on work sample because it does not demonstrate student learning.</td>
<td>Fail to complete a Work Sample with Acceptable rating on all components with two re-submissions OR having to re-submit the second work sample because the first does not demonstrate student learning.</td>
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</table>
LSU SHREVEPORT UNIVERSITY
STUDENT TEACHER/INTERN Evaluation

General

Observation: Mid-term _____ Final _____

<table>
<thead>
<tr>
<th>Element</th>
<th>Highly Effective(4)</th>
<th>Effective: Proficient (3)</th>
<th>Effective: Emerging (2)</th>
<th>Ineffective (1)</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.1.1</td>
<td>All outcomes represent key content, high expectations and rigor. They are connected to past and future learning in the discipline. Connections made between content in several disciplines.</td>
<td>All outcomes represent key content, high expectations and rigor. They are connected to past and future learning in the discipline. Connections made between content in one other discipline.</td>
<td>One outcome represents key content, moderate expectations and rigor. They are connected to past and future learning in the discipline.</td>
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<tr>
<td>1.1.2</td>
<td>All the outcomes are clearly, written in the form of student learning objectives. Objectives are both observable and measureable. Objectives are clearly aligned with Standards.</td>
<td>All the outcomes are written in the form of or a combination of objectives and activities. Objectives are measureable. Objectives are clearly aligned with Standards.</td>
<td>Outcomes unclear or consist of a combination of objectives and activities. One objective is not observable or measureable. Objectives weakly aligned with Standards.</td>
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<td>1.1.3</td>
<td>Activities reflect several different learning styles to accommodate individual differences, and include opportunities for both coordination and integration of several content areas.</td>
<td>Activities reflect several different learning styles to accommodate individual differences and include opportunities for coordination.</td>
<td>Outcomes reflect several types of learning, but teacher demonstrates no coordination or integration of other content areas.</td>
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<td>1.1.4</td>
<td>Objectives are based on a comprehensive pre-assessment of student learning and describe activities to address the varying needs of individual students and/or groups.</td>
<td>Objectives are suitable for all students in the class and are based on evidence of pre-assessment. However, the needs of individual students or groups are not accommodated.</td>
<td>Objectives are suitable for most of the students in the class, but are based on global assessments of student learning such as test scores from previous years. The needs of individual students are not accommodated.</td>
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Teacher Candidate: [Name]
School: [School Name]
Cooperating Teacher: [Name]
Subject: [Subject]
College Supervisor: [Name]
Date: [Date]
### Domain 2: The Classroom Environment

#### Component 2.1: Managing Classroom Procedures (Danielson, 2c)
Management of instructional groups • Management of materials and supplies • Performance of non-instructional duties

<table>
<thead>
<tr>
<th>Element</th>
<th>Highly Effective (4)</th>
<th>Effective: Proficient (3)</th>
<th>Effective: Emerging (2)</th>
<th>Ineffective (1)</th>
<th>Rating</th>
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<tbody>
<tr>
<td>2.1.1 Management of instructional groups CF-Critical thinking, pedagogy, diversity</td>
<td>Small-group work is well organized, and students are productively engaged at all times, with jobs assigned so students assume responsibility and perform with minimal teacher supervision.</td>
<td>Small-group work is well organized, and students are engaged with jobs assigned. Students remain on-task with minimal teacher supervision.</td>
<td>Not all students are productively engaged in learning because appropriate jobs have not been assigned. Students do not remain on-task unless teacher supervises closely.</td>
<td>Students not working directly with the teacher are not productively engaged in learning.</td>
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<tr>
<td>2.1.2 Management of transitions CF-Critical thinking</td>
<td>Transitions are seamless. Students demonstrate that they know what to do when.</td>
<td>Transitions occur smoothly, with little loss of instructional time.</td>
<td>Transitions result in loss of instructional time.</td>
<td>Transitions are chaotic, with much time lost between activities or lesson segments.</td>
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<td>2.1.3 (other than 2.1.2) Management of materials and supplies CF-Critical thinking</td>
<td>Routines/procedures for handling materials and supplies are seamless. Students demonstrate that they know what to do when.</td>
<td>Routines/procedures for handling materials and supplies occur smoothly, with little loss of instructional time.</td>
<td>Routines/procedures for handling materials and supplies result in loss of instructional time.</td>
<td>Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</td>
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<td>2.1.4 Performance of non-instructional duties CF-Critical thinking</td>
<td>Systems for performing non-instructional duties are well established, Students demonstrate that they know what to do when and assume responsibility for efficient operation.</td>
<td>Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. Students demonstrate that they know what to do when</td>
<td>Systems for performing non-instructional duties are not efficient, resulting in loss of instructional time. Students appear to know what to do, but are unsure of when or how to do it.</td>
<td>Considerable instructional time is lost in performing non-instructional duties. Students do not know what to do when or how to do it.</td>
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#### Domain 3: Instruction

#### Component 3.1: Using Questioning and Discussion Techniques (Danielson, 3b)
Quality of questions • Discussion techniques • Student participation

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<th>Element</th>
<th>Highly Effective (4)</th>
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<th>Ineffective (1)</th>
<th>Rating</th>
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<tr>
<td>3.1.1 Quality of questions CF-Critical thinking, pedagogy, diversity</td>
<td>Teacher’s questions are of uniformly high quality, with appropriate wait time for students to respond. Students formulate many questions.</td>
<td>Most of the teacher’s questions require higher order thinking skills. Appropriate wait time is provided for students to respond.</td>
<td>Teacher’s questions are a combination of lower order and higher order thinking skills, posed in rapid succession and lack appropriate wait time for students to respond. Teacher answers own questions.</td>
<td>Teacher’s questions are only lower order thinking and require single correct responses. They are asked in rapid succession. Teacher answers own questions.</td>
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<td>3.1.2 Discussion techniques CF-Critical thinking, pedagogy, diversity</td>
<td>Students assume responsibility for the success of discussions, initiating topics connected to the objective and making unsolicited contributions. Teacher is facilitator, but not leader of discussion.</td>
<td>Teacher creates a valid discussion among students, with all students participating. Teacher is facilitator, but not leader of discussion.</td>
<td>Teacher makes attempt to engage students in discussion rather than recitation, but many students remain quiet and do not contribute to discussion. Teacher leads discussion.</td>
<td>Interaction between teacher and students is predominantly recitation style, with the teacher leading the discussion and posing all questions.</td>
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<tr>
<td>Component 3.2: Engaging Students in Learning (Danielson, 3c) Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing</td>
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<tr>
<td><strong>Element</strong></td>
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<td><strong>Effective: Emerging (2)</strong></td>
<td><strong>Ineffective (1)</strong></td>
<td><strong>Rating</strong></td>
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<tr>
<td>3.2.1 Activities and assignments CF- Critical thinking, pedagogy, diversity</td>
<td>All students are cognitively engaged in the activities and assignments. Students initiate or adapt activities and projects. Activities are developmentally appropriate.</td>
<td>Activities and assignments are appropriate to students. Almost all students are cognitively engaged in exploring content. Activities are developmentally appropriate.</td>
<td>Activities and assignments are cognitively appropriate to some students and engage them mentally, but others are not engaged. Activities are not developmentally appropriate for all students.</td>
<td>Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.</td>
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<td>3.2.2 Grouping of students CF- Critical thinking, pedagogy, diversity</td>
<td>Instructional groups function well and students are purposefully assigned to groups. Both general and activity-specific roles are assigned. Groupings are appropriate for the students and instructional purposes of the lesson. Students demonstrate that they are familiar with working in groups.</td>
<td>Instructional groups function well and are purposeful. Either general or activity-specific roles are assigned. Groupings are appropriate for the students or to the instructional purposes of the lesson. Students demonstrate that they are familiar with working in groups.</td>
<td>Instructional groups function, but lack purpose appropriate to instructional objectives. Students seem confused about their roles in the groups.</td>
<td>Instructional groups inappropriate for the students and for instructional purposes of the lesson. Students do not know how to function in a group setting.</td>
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<tr>
<td>3.2.3 Instructional materials and resources CF- Critical thinking, pedagogy, diversity</td>
<td>Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.</td>
<td>Instructional materials and resources are suitable to the instructional purposes and engage students mentally.</td>
<td>Instructional materials and resources are suitable to the instructional purposes, but students are not fully mentally engaged with them.</td>
<td>Instructional materials and resources are unsuitable to the instructional purposes and do not engage students mentally.</td>
<td></td>
</tr>
<tr>
<td>3.2.4 Structure and pacing CF- Critical thinking, pedagogy, diversity</td>
<td>The lesson’s structure/sequence allows for early finishers, closure, and reflection. Pacing of the lesson is appropriate for all students as evidenced by engagement of all students throughout lesson.</td>
<td>The lesson’s structure/sequence allows for early finishers and closure. Pacing of the lesson is appropriate for students as evidenced by engagement throughout lesson.</td>
<td>The lesson has structure, although sequencing is inappropriate. Pacing of the lesson is inconsistent as evidenced by off-task behavior by some students during parts of the lesson.</td>
<td>The lesson has no clearly defined structure. Sequencing is inappropriate. The pace of the lesson is too slow or rushed, or both as evidenced by student confusion and off-task behavior.</td>
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</tbody>
</table>
### Component 3.3: Using Assessment in Instruction (Danielson, 3d)

<table>
<thead>
<tr>
<th>Element</th>
<th>Highly Effective (4)</th>
<th>Effective: Proficient (3)</th>
<th>Effective: Emerging (2)</th>
<th>Ineffective (1)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Assessment criteria</td>
<td>Objectives and performance standards are clearly communicated to the students by the teacher at the beginning of the lesson. Criteria by which their work will be evaluated are clearly communicated through the use of rubrics and/or checklists. Students have contributed to the development of the criteria.</td>
<td>Objectives and performance standards are clearly communicated to the students by the teacher at the beginning of the lesson. Criteria by which their work will be evaluated are clearly communicated through the use of rubrics and/or checklists.</td>
<td>Objectives and performance standards are not clearly communicated to the students by the teacher. Students know some of the criteria and performance standards by which their work will be evaluated as evidenced by clear instructions for activities. No rubrics or checklists are provided to students prior to assessment.</td>
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<td>CF- Critical thinking, pedagogy, diversity</td>
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<tr>
<td>3.3.2 Monitoring of student learning</td>
<td>Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding by asking Higher Order Thinking questions. Teacher monitors the progress of both groups and individual students.</td>
<td>Teacher elicits diagnostic information from individual students regarding their understanding by asking Higher Order Thinking questions. Teacher monitors the progress of either groups or individual students.</td>
<td>Teacher monitors the progress of the class as a whole but elicits no diagnostic information as evidenced by lower level questioning of either groups or individual students.</td>
<td>Teacher does not monitor student learning. Teacher asks no questions during lesson.</td>
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<td>CF- Critical thinking, pedagogy, diversity</td>
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<tr>
<td>3.3.3 Feedback to students</td>
<td>Teacher gives feedback to students within the lesson or the day after the assessment. Feedback is detailed. Comments are written on the assessment piece for the student to read. Students make use of the feedback in their learning.</td>
<td>Teacher gives feedback to students within the lesson or the day after the assessment. Feedback is detailed. Comments are written on the assessment piece for the student to read.</td>
<td>Teacher gives feedback to students. Feedback is inconsistent, evidenced by the teacher responding to some, but not all students.</td>
<td>Teacher’s feedback to students is not descriptive and not provided in a timely manner.</td>
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<td>CF- Critical thinking, pedagogy, diversity</td>
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<tr>
<td>3.3.4 Student self-assessment and monitoring of progress</td>
<td>All students frequently conduct self-assessments and monitor the quality of their own work against the assessment criteria. Students make changes to their work based on the self-assessments.</td>
<td>Many students conduct self-assessments and monitor the quality of their own work against the assessment criteria.</td>
<td>Few students self-assess the quality of their own work against the assessment criteria and performance standards.</td>
<td>Students do not engage in self-assessment or monitoring of progress.</td>
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<td>CF- Critical thinking, pedagogy, diversity</td>
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### ADDITIONAL COMMENTS:

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Candidate’s Signature  
Evaluator’s Signature

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Due to the Federal Privacy Act, this form must be signed by the Teacher Candidate. The signature indicates that I have read the observation comments and ratings, but does not indicate agreement or disagreement with the results.

Revised Fall 2012. Adapted from Electronic Forms and Rubrics for Enhancing Professional Practice (modified): A Framework for Teaching © 2009 ASCD.
Each supervisor will complete the general evaluation plus a content evaluation. Content evaluation pages are listed below.

### ECE

<table>
<thead>
<tr>
<th>SPA Component-NAEYC</th>
<th>Highly Effective (4)</th>
<th>Effective: Proficient (3)</th>
<th>Effective: Emerging (2)</th>
<th>Ineffective (1)</th>
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<tr>
<td>Uses understanding of young children’s characteristics and needs to create environments that are healthy, respectful, supportive, and challenging for each child. <strong>NAEYC 1</strong></td>
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<td>Candidate understands that successful early childhood education depends upon partnerships with children’s and communities. Uses knowledge, understanding and values the complex characteristics of the children’s families and communities to create respectful, reciprocal relationships that support and empower families. Candidate involves all families in their children’s development and learning. <strong>NAEYC 2</strong></td>
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<td>Candidate knows about and understands the goals, benefits, and uses of assessment. Knows about and how to use systematic observations, documentation, and other effective assessment strategies in a responsible way. Partnerships with families and other professionals to positively influence the development of every child. <strong>NAEYC 3</strong></td>
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<td>Understands and uses positive relationships and settings within which teaching and learning occur. Candidate knows, understands, and uses a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development learning. <strong>NAEYC 4</strong></td>
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<td>Uses knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each young child. Candidates know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Design, implement and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. <strong>NAEYC 5</strong></td>
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<td>Candidate prepared in early childhood programs identifies and conducts self as a member of the early childhood profession. Uses guidelines and other professional standards related to early childhood practice. Candidate is a continuous, collaborative learner who demonstrates knowledgeable, reflective and critical perspectives on his/her work, making informed decisions that integrate knowledge from a variety of sources. Integrates knowledge from a variety of sources and is an informed advocate for sound educational practices and policies. <strong>NAEYC 6</strong></td>
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**Performance Level Subtotal:** ___
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<tr>
<td>Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. <strong>ACEI 1.0</strong></td>
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<td>Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. <strong>ACEI 2.1</strong></td>
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<td>Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. <strong>ACEI 2.2</strong></td>
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<td>Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation. <strong>ACEI 2.3</strong></td>
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<td>Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world <strong>ACEI 2.4</strong></td>
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<td>Candidates integrate and apply knowledge for instruction, adapt instruction to diverse student populations, develop critical thinking and problem solving through active engagement in learning. <strong>ACEI 3.1, 3.2, 3.3, 3.4</strong></td>
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<td>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. <strong>ACEI 4.0</strong></td>
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<td>Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. <strong>ACEI 5.1</strong></td>
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### English

**SPA Component-**

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<tbody>
<tr>
<td>Designs lessons and instruction that include a variety of genres and that address periodicity. NCTE 3.5</td>
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<td>Demonstrates knowledge of the range and influence of print and non-print media and technology in contemporary culture. NCTE 3.6; 4.6</td>
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<td>Designs lessons that emphasize standard English grammar and usage</td>
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<td>Applies knowledge of reading processes to describe and mediate individual literacy needs NCTE 3.2; 3.3 NCTE 4.0; 3.1</td>
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<td>Incorporates writing exercises that emphasize how written language is adjusted for audience and purpose NCTE 3.4</td>
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<td>Exhibits awareness of and applies research theory in both pedagogy and content NCTE 2.0; 3.7; 4.0</td>
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**Performance Level Subtotal:**

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### Mathematics

**SPA Standards- NCTM**

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<tr>
<th>SPA Standards- NCTM</th>
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<tbody>
<tr>
<td>Demonstrates strong knowledge of content being taught. NCTM 9-15</td>
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<td>Demonstrates strong knowledge of the process of problem solving. NCTM 1</td>
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<td>Demonstrates knowledge of reasoning and proof. NCTM 2</td>
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<td>Uses varied representations of mathematical ideas. NCTM 5</td>
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<td>Uses the language of mathematics to communicate ideas precisely. NCTM 3</td>
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<td>Demonstrates the connection of mathematics to real life situations. NCTM 4</td>
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<tr>
<td>Engages in professional growth activities and demonstrates professional growth. NCTM 8.5</td>
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<tr>
<td>Science SPA Component- NSTA</td>
<td>Highly Effective (4)</td>
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<td>Ineffective (1)</td>
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<tr>
<td>Creates lesson plans focusing on major concepts and interrelationships in science. Conveys</td>
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<tr>
<td>the unifying concepts of science, personal and technological applications. NSTA 1</td>
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<tr>
<td>Creates lesson plans that include historical and cultural development of scientific knowledge. Includes the philosophy and values that distinguish science from technology and other ways of knowing. Engages students in studies of the nature of science including, critical analysis of false or doubtful assertions made in the name of science. NSTA 2, 6</td>
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<tr>
<td>Engage students both in studies of various methods of scientific inquiry and in active scientific inquiry. Students, individually and collaboratively, observe, ask questions, design inquiries, and collect and interpret data in order to develop inferences and relationships from empirical data. NSTA 3</td>
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<tr>
<td>Convey socially important issues related to science and technology. Engages students in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these relating these to both global and local societies and to values of the students. Utilize community resources. NSTA 4, 7</td>
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<tr>
<td>Varies teaching strategies, and methods to promote the development of student abilities, needs, and backgrounds. Organizes and engages students in collaborative learning. Students use technological tools to access resources, collect and process data, and facilitate the learning of science. Builds effectively upon the prior beliefs, knowledge, experiences, and interests of students. NSTA 1, 3, 5, 6</td>
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<tr>
<td>Uses multiple assessment strategies to achieve goals aligned instruction and the needs of all students. Uses the results of multiple assessments to guide/modify instruction. Facilitates students in analyzing their own learning through reflective self-analysis of their own work. NSTA 8</td>
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<tr>
<td>Demonstrates the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials. Practices safe and proper techniques for preparation, storage, dispensing, supervision, and disposal of all materials. Follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students. NSTA 9</td>
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Performance Level Subtotal: ______
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<th>Ineffective (1)</th>
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<tbody>
<tr>
<td>1-A The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of culture and cultural diversity. The study of culture prepares students to answer questions such as: What are common characteristics of different cultures? How do belief systems, such as religious or political ideals, influence other parts of the culture? How does culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics in the curriculum.</td>
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<tr>
<td>1-B The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of time, continuity and change. Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why do our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.</td>
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<tr>
<td>1-C The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of people, places, and environments. The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by “region”? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.</td>
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<tr>
<td>1-D The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of ideas associated with individual human development and identity. Personal identity is shaped by one’s culture by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.</td>
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<tr>
<td>1-E The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of interactions among individuals, groups, and institutions. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people’s lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions: How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.</td>
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<tr>
<td>1-F The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of power, authority, and governance. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.</td>
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</table>
1-G The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of how people organize for the production, distribution, and consumption of goods and services. Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

1-H The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of science and technology. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated: How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

1-I The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of global connections and interdependence. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

1-J The student teacher provides developmentally appropriate experiences as he/she guides learners in the study of civic ideals and practices. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How the meaning of citizenship evolved has: What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Performance Level Subtotal:_____
# APPRAISAL OF STUDENT TEACHER/INTERN DISPOSITIONS

**Name of Candidate ________________________________**  
**Date ________________________________**

**Student Number_____________________**

**Evaluator position/signature ____________________________________________**

Please indicate by circling the appropriate numbers. (X=unable to assess)

<table>
<thead>
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Does not manage multiple tasks efficiently  
Manages multiple tasks  
Manages multiple tasks efficiently

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Inarticulate  
Frequent usage of grammatical errors  
Articulate

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Writing contains misspellings and grammatical errors  
Writing is unclear and disorganized  
Clearly expresses ideas in writing

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<th>4. Initiative</th>
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Relies on others for directions/ideas  
Works effectively with limited supervision  
Identifies and attends to needs

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<th>5. Cooperative Attitude</th>
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Does not interact with students and peers  
Must be encouraged to work with others  
Relates easily with students and peers

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<tr>
<th>6. Dependability</th>
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Tasks not completed in a timely manner  
Must be reminded to complete tasks  
Attends to tasks on time

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<tr>
<th>7. Advocacy</th>
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Makes negative comments about learners’ abilities  
Responds to needs of ALL learners  
Seeks ways to include ALL learners

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<th>8. Integrity/Ethics</th>
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Ignores professional standards and policies  
Adheres to professional standards and policies; maintains confidentiality  
Adheres to professional standards and policies; fair and unbiased

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<th>9. Reflection</th>
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Reluctant to analyze performance; unreceptive to feedback  
Minimally reflective; adjusts performance in response to feedback  
Reflective; solicits and implements feedback

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<tr>
<th>10. Critical Thinking</th>
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Lacks problem solving skills  
Uses problem solving effectively  
Independent problem solver

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<tr>
<th>11. Diversity</th>
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Unacceptable demonstration of:  
Acceptable demonstration of:  
Exemplary demonstration of:  
Modeling and developing a positive behavior in respect to the rights of others; modeling and developing moral standards for personal, family, and community well being

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<tr>
<th>12. Attendance</th>
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Frequently late/absent  
Occasionally late/absent  
Rarely late/absent

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<tr>
<th>13. Professionalism</th>
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Inappropriately dressed; Unsure in presentations teaching  
Appropriately dressed, but casual; Usually confident in presentations/teaching  
Dresses professionally; committed and self-assured in presentations/teaching

**COMMENTS RELATED TO CANDIDATE’S POTENTIAL AS AN EDUCATOR**

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

**COURSE ___________________**

**CANDIDATE SIGNATURE ______________________**

Format revised 12/28/2013

70
# Student Teacher/Intern Plan for Improvement

Student Teacher/Intern___________________________ Date _______________

As a result of the observation done on _____________ by ___________________, I will implement the following plan for improvement:

<table>
<thead>
<tr>
<th>Area to be improved</th>
<th>What will I do to improve?</th>
<th>When will I do it?</th>
<th>How will I know that I have improved?</th>
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</table>

Cooperating teacher ___________________________ Date ___________

This plan was implemented _______unsuccessfully _______successfully.
Date of completion __________________

Signatures

Cooperating teacher ___________________________ Student Teacher ___________________________
EVALUATION OF COLLEGE SUPERVISOR

College supervisor ___________________________  Date of Evaluation __________

Instructions: Please circle the symbol in the left column which indicates your strong agreement (SA); agreement (A); undecidedness (U); disagreement (D); or strong disagreement (SD) with each of the following statements. Your evaluation is confidential and will not be shared with the person being evaluated.

My College supervisor:

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Discussed my needs in Student Teaching/Internship with me.</td>
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<td></td>
<td>Listened to my concerns.</td>
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<td>Assisted my with any problems in Student Teaching/Internship.</td>
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<td>Held regular formal conferences and informal conferences as needed.</td>
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<td>I was not sure of his/her role during my Student Teaching/Internship.</td>
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<td>Provided me with written and verbal feedback about my teaching performance.</td>
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<td>Provided me with appropriate orientation about the Student Teaching/Internship.</td>
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<td>Suggested and/or demonstrated best practices teaching strategies.</td>
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<td>Expressed interest in me as a person.</td>
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<td>Helped me to develop classroom management and discipline skills.</td>
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<td>Did not provide extra assistance when I needed it.</td>
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<td></td>
<td>Treated me like a colleague and a professional educator.</td>
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<td></td>
<td></td>
<td>Helped me to have a profitable, successful Student Teaching/Internship experience.</td>
</tr>
</tbody>
</table>

Please use the space below for any explanations of your responses and for additional comments you wish to make. __________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
EVALUATION OF COOPERATING TEACHER

Cooperating Teacher ______________________________ Date of Evaluation __________

Instructions: Please circle the symbol in the left column which indicates your strong agreement (SA); agreement (A); undecidedness (U); disagreement (D); or strong disagreement (SD) with each of the following statements. Your evaluation is confidential and will not be shared with the person being evaluated.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Statement</th>
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<tbody>
<tr>
<td>SD</td>
<td>Discussed my needs in Student Teaching with me.</td>
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<tr>
<td>D</td>
<td>Listened to my concerns.</td>
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<tr>
<td>U</td>
<td>Assisted my with any problems in Student Teaching.</td>
</tr>
<tr>
<td>A</td>
<td>Held regular formal conferences and informal conferences as needed.</td>
</tr>
<tr>
<td>SA</td>
<td>I was not sure of his/her role as a cooperating teacher.</td>
</tr>
<tr>
<td>SD</td>
<td>Provided me with written and verbal feedback about my teaching performance.</td>
</tr>
<tr>
<td>D</td>
<td>Provided me with an orientation to the school and district to which I was assigned.</td>
</tr>
<tr>
<td>U</td>
<td>Provided a student teacher handbook to me.</td>
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<tr>
<td>A</td>
<td>Suggested and/or demonstrated best practices teaching strategies.</td>
</tr>
<tr>
<td>SA</td>
<td>Expressed interest in me as a person.</td>
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<tr>
<td>SD</td>
<td>Helped me to develop classroom management and discipline skills.</td>
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<tr>
<td>D</td>
<td>Did not provide extra assistance when I needed it.</td>
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<tr>
<td>U</td>
<td>Treated me like a colleague and a professional educator.</td>
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<tr>
<td>A</td>
<td>Helped me to have a profitable, successful Student Teaching experience.</td>
</tr>
</tbody>
</table>

Please use the space below for any explanations of your responses and for additional comments you wish to make. __________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
REPORT OF ABSENCE IN STUDENT TEACHING

Name of Student Teacher ____________________________________________

Date(s) of Absence ________________________________________________

Reason for Absence ________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Cooperating teacher ________________________________________________

Date

Student Teacher ____________________________________________________

Date

Submit to the Office of Field Experience

*Student teachers are allowed 5 absences with written documentation. Any additional absences must be made up by continuing to student teach after the end of the LSUS semester until all absences are made up.
It is recommended that full day teaching take place near the middle of the placement. Some problems do not manifest themselves until the ST has full-day responsibility for the classes.
It is recommended that full day teaching take place near the middle of the placement. Some problems do not manifest themselves until the ST has full-day responsibility for the classes.
Frequently Asked Questions

How are Student teachers assigned to Cooperating teachers?
Midway through the semester prior to Student Teaching, when candidates are enrolled in Observation and Practicum, candidates complete an application to Student Teaching. They also complete a Preference for Student Teaching Placement form. Candidates are asked to provide preferences for grade level, subject area, parish and general location within the parish. The candidate may not request a particular CT or a particular school. The Director of Field Experiences matches Student teachers with certified Cooperating teachers. The Cooperating teacher’s principal is then contacted for permission to place a ST in the classroom. Finally, the CT approves. The ST will participate with his/her CT during the last several weeks of the semester prior to Student Teaching. The CT and the candidate will agree upon a schedule and plan experiences for the candidate.

How long will the Student teacher be in a classroom?
The Student Teaching semester uses a combination of the University calendar and the public school calendar. The first official day of Student Teaching is the first day when public school classes begin and the last official day of Student Teaching is the last day of classes at the University. Any absences during the Student Teaching semester MUST be made up after the LSUS semester ends.
The ST is to follow the public school calendar during his/her Student Teaching semester, taking holidays according to the public school calendar. S/he is not to take University holidays unless they coincide with those of the public school system.
Candidates becoming certified in ECE/Elementary or HPE, Art, or Foreign Language will spend one-half the semester in an elementary setting and one-half the semester in a secondary setting. Candidates becoming certified in Elementary or Secondary education will spend the entire semester in the same classroom.

How many hours per day should the Student teacher spend in the classroom?
The ST is required to submit written lesson plans to you prior to each lesson taught. Written plans must accumulate a minimum of 450 in-school hours during the semester. Of this 450 in-school hours, 225 of them must be teaching hours. This averages to approximately three hours per day, every day. The fewer hours taught at the beginning of the semester will be balanced with the two weeks of all day, every day teaching later in the semester. While ideally, teaching time is the ST conducting instruction by a pre-approved lesson plan, small group instruction or individual tutoring can be counted as teaching time. Prepare a week-by-week schedule with your ST. A time-log must be maintained by the ST. Please check it at least bi-weekly for accuracy. If a ST is absent, a reporting form must be submitted to the Director of Field Experiences.

When should a Student teacher begin teaching in the classroom?
This will vary according to the grade level, subject area and needs of the Student teacher. In general Student teachers in self-contained elementary classrooms begin with several small daily tasks, such as taking attendance, putting up a bulletin board, and gathering materials for lessons. Instructional responsibilities are added as soon as possible. Other subjects are to be added until the ST is teaching all day every day. Student teachers should teach daily by the end of the fourth week of the semester. Secondary student teachers or those in departmental classrooms begin with taking attendance, putting up a bulletin board, and gathering materials for lesson. Instructional responsibilities begin with them taking one class, adding classes until the ST is teaching all day, every day. Student teachers must teach two full weeks, all day, every day. If you feel that your ST is capable of taking on more responsibility than you had initially anticipated, give them more teaching opportunities. However, it is better to reduce teaching opportunities than to allow a ST to be unsuccessful because s/he has undertaken too much. If you must reduce the amount of teaching time for a Student teacher, please contact the CS and describe the changes and your reasons for those changes.

Once the student teacher accumulates the required number of hours, is the Student Teaching experience concluded?
No. Student Teaching is a semester long experience, not a pursuit of teaching hours.

Who is responsible for planning lessons and units during Student Teaching?
The ST is required to submit written lesson plans to you prior to each lesson taught. Written plans must be submitted to you for approval with enough lead time for revision if necessary. Three days to one week prior to teaching is appropriate and the usual, but that will depend on how much time the CT has to look over the plans and give feedback.
Student teachers are required to use the LSUS approved “bluebird” lesson plan template at the beginning of the semester, for any lesson you will formally evaluate, and for any lesson being observed by the College supervisor. These plans must be approved by the CT. Once the CT and the CS feel comfortable that the ST has a deep understanding of planning, the ST may move gradually to shorter lesson plan formats. However, the longer, more detailed plan must be completed for each CS visit.

What is the role of the College supervisor in the Student Teaching experience?
Each ST/CT is assigned a CS prior to the beginning of the Student Teaching semester. S/he will be either a full-time University faculty member or an adjunct faculty member hired specifically for the supervision of ST. Adjunct faculty members are usually retired classroom teachers or administrators. The CS will visit each ST a minimum of four times during the semester. The CS serves as a liaison between the University and the CT and evaluates the ST at each visit, complete formal observations, and
participates in the mid-semester and final evaluation conferences. Should problems arise, the CT is the first point of contact. If necessary, the Director of Field Experiences is involved in the problem solution.

Who is responsible for giving a grade to the Student teacher?

The CT has considerable input into whether the ST has successfully completed Student Teaching, but the actual grade will be recorded in the computer system at LSUS by the Director of Field Experiences based on the formal observation and mid-semester and final evaluations provided by the CT and CS. See the rubric for details on how grades are assigned.

May a Student teacher serve as a substitute teacher in the CT’s or another teacher’s absence?

No. Such practice causes considerable liability issues for both the University and the public school system. If the CT is absent, a regular substitute must be hired. The ST may conduct instruction in the absence of the CT, but there MUST be a paid substitute teacher in the classroom. Student teachers must not stand duty unless you are present.

Should Student teachers be left alone in the classroom?

No. While ST may wish to test their wings by being alone, absence of the CT from the classroom causes liability issues for the CT and the public school system. The CT must be present to provide supervision and feedback to the performance of the ST. One cannot assess or address what is not seen. You may, however, leave the room when the CS is in the classroom for an observation.

Can Student teachers be involved in activities other than instruction?

Yes. It is highly desirable for ST to do such things as attend parent-teacher conferences, faculty meetings, grade level meetings, and to participate in extra-curricular activities. If you have additional questions or concerns, first consult your CS, then the Director of Field Experiences.

If you have additional questions or concerns, first consult your College Supervisor, then the Director of Field Experiences.

Tracey Burrell, M.Ed, M.EdL

Director of Alternate Certification and Field Experiences

Louisiana State University in Shreveport

One University Place

Shreveport, LA  71115

797-5100  798-4144 (fax)
College Supervisor Information

1. The University requires a minimum of seven visits to each ST or intern during the semester, preferably once every two weeks. You must turn in a minimum of four written critiques of lessons you observe. There are sample observation sheets in your packet. The ST or intern must be given a copy of the written feedback. Keep all copies of the written feedback and your supervisory record. You will turn these in to the Office of Field Experiences at the end of the semester.

2. Schedule a conference with your ST or intern either immediately following the observations. With student teachers, this is usually not a problem as the CT can take over responsibility while you talk. With interns, you may need to be more creative about conference time. Work with your interns to determine the best way to handle this.

3. Student teachers and interns should plan a week-by-week tentative schedule of the semester in order for you to plan your visits to see different subjects or classes each time.

4. Lesson plans MUST be written for every lesson taught. You should see evidence that the ST or intern has a good grasp of the LCET based LSUS lesson plan requirements. Stress to cooperating teachers that student teachers should not be allowed to teach any lesson without a previously approved written plan. Student teachers should turn in their written plans one week before teaching in order to receive feedback and make revisions if necessary. They are used to this process as it is required in methods courses they have taken. All lesson plans should be kept in a binder easily accessible to the supervisor during visits. Intern lesson plans should be on their desks or at the table from which the supervisor will observe.

5. Self-evaluations are required for all lessons taught by student teachers and a reflection is required by interns. These should also be readily available for your review.

6. Stress to cooperating teachers the importance of their feedback to student teachers. A dialogue journal, which can also include written notes taken during a lesson, written notes from conferences, and feedback on teaching, assessment, and classroom management is appropriate.

7. Due Process: Pay close attention to the dates on the due process letter, as we are legally bound by those dates if there are any concerns about a ST or intern not completing the semester. Talk to cooperating teachers during your visits to make sure they don’t have concerns about things you may not have seen.

8. Time logs should be checked by you during each ST visit to ensure that they are accurate. Remind student teachers that lunch, duty, conferences, planning times, etc. are NOT teaching times. They are in-school times.

9. Student teachers are NOT allowed to stand duty without the CT present and they are NOT allowed to act as a substitute in any classroom during the Student Teaching semester. They may teach pre-approved plans during your absence, but there must be a paid substitute in the room at all times. If you leave your classroom, the liability risks are the same, whether you have a ST or not.
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Total miles this page

Total semester mileage

College Supervisor Signature ________________________________ Date __________
LSU Shreveport Approved Lesson Plan Template

**Alignment to Standards:** (write out your CCSS here and give the standard codes also)

**Learner Objectives:** Write your objective here.

**Lesson Materials and Resources:** (be sure to tell me if it is an aid or materials and whether or not it is supplementary)
- Materials (M)
- Aids (A)
- Supplemental Materials (SM)
- Supplemental Aids (SA)

**Instructional Activities- Introductory:**

**ESTABLISH PRIOR KNOWLEDGE:** (Includes questions pertinent to today’s objective):
Probing Questions

**COMMUNICATE PURPOSE & RELEVANCE:** (Why do the students need to know this content?):

**MOTIVATION:** (3-5 minute GRAB):

**Instructional Activities-Teaching and Learning:** (Describe what you will do and what the learner will do. (For example: Instructional input; modeling; checking for understanding; guided practice.) May or may not include dependent and independent practice. Items included will depend on the content being taught, but will NOT consist only of procedural instructions. Instructional activities should include more than just teacher talk. IN PARENTHESES, IDENTIFY WHERE YOU ADDRESS DIVERSE LEARNERS-VAKT

*Instructional Input*

*Modeling*

*Checking for Understanding* (Informal Assessment) Describe how you will informally assess student learning during the lesson. (For example: asking questions, checking for understanding, monitoring.)

*Guided Practice*

*Independent Practice*

**EARLY FINISHERS/ENRICHMENT:**

**Instructional Activities-Concluding:**

**CLOSURE:** (Ask, don’t tell; include all learners):
HOME LEARNING: (Must include family):

ASSESSMENT FOR LEARNING: This determines if the objectives of the lesson have been met. That is, has student learning occurred? This may be a written independent practice or a separate activity after closure. However, you may not double-dip by grading a hands-on activity, group work or homework.

ACCOMMODATIONS: (Attach classroom demographic profile and at minimum include VAKT)
Total Students in Class ________ Males _____ Females ______
African American _____ Caucasian _______ Hispanic _______ Other _______
Special needs students (IEP, 504, Gifted, etc.)______________________________

REMEDIAION: (How will you re-teach the objective?):
TaskStream Basics

To get started working in TaskStream, you may first wish to see if you are enrolled in a program. If you have been enrolled in a program for your learning community, you should be able to see the program listed on the My Programs page. If you do not see any programs listed, you may wish to contact your instructor to find out if you need to be enrolled in a program.

If your learning community has provided you with a program self-enrollment code (This can be found on the TaskStream course on MOODLE), you can enroll yourself as an author into a program. You can follow the directions provided on your program code sheet, or the directions provided below.

To enroll yourself into a program, click the Self-Enroll button from either the home page or the My Programs area. Enter the program code you were provided (from MOODLE), and click Search. Be sure not to enter any additional spaces. If you have entered a valid program code for your learning community, you should see information about the program. If this is the appropriate program, click the Enroll button. You will then be notified that you were successfully enrolled into the program. If you are not sure this is the correct program, you may wish to clarify with your Assessment Coordinator, Melissa Hayden.

Once you are enrolled in a program, you can return to the My Programs page and click the link with your program of study to begin working on your Directed Response Folio (DRF).

SEE BELOW FOR CURRENT INSTRUCTIONS FOR ADDING ASSIGNMENTS AND SUBMITTING WORK TO YOUR INSTRUCTOR.

Depending on how your program is set up, a pop-up window will then open, either asking you to select the name of your evaluator or displaying a text entry field that can be used to send comments to your evaluator. You can make your selection and/or add your comments and the click the Submit button to submit your work.

Once your work has been submitted for evaluation, it will automatically be locked and a lock icon will appear next to it. This will prevent you from adding additional work, or editing existing work.

If you have any additional questions or comments, please do not hesitate to contact us at help@taskstream.com or at 800-311-5656.
Purchasing/Activating your Subscription

Open a web browser (Internet Explorer, Mozilla Firefox, Netscape Navigator, Safari, etc.)

1. In the Address field or Location bar - type following URL: http://www.taskstream.com

2. You should now see TaskStream’s homepage.

3. Above the login area, click ‘Subscribe’ to go to the TaskStream Account registration page.

4. Choose the option that applies to you.

   First time subscribers should choose the “Create new TaskStream subscription” option.

5. If you are purchasing by credit card, use Option 1. Select College/University from this area. If you have been issued a Key Code, use Option 2.

6. Click Continue to proceed. Follow the directions on the resulting forms to complete the subscription purchase or activation process.

Please ensure that a valid email address has been entered so that TaskStream can send your TaskStream username and password to you. All email addresses are confidential and will not be made available to third parties. Please note: We suggest that you add the taskstream-subscriptions@taskstream.com and help@taskstream.com email addresses to your email application’s address book to help ensure that your login information will be delivered and will not blocked by any spam software/settings that you may have enabled on your computer.

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Accessing Your DRF Program
To begin, go to [www.taskstream.com](http://www.taskstream.com) and log into TaskStream using your assigned username and password.

To access your Directed Response Folio (DRF), click the name of the DRF program from the home page.
You will see the structure of your Directed Response Folio (DRF) in the left frame.

**Core Requirements**

*Template: 2009 School of Education Template*

**Welcome to the Core Requirements Program**

This program will hold all your core work.

**Getting Started with Programs**

If this is your first time working within DRF programs, you may wish to view or print our Getting Started Guide or call Mentoring Services at 1-800-311-5556 for help starting your work.

Find the appropriate standard/course in the structure section and click the desired requirement. The content of the chosen requirement section will be displayed in the right frame area. You can view the **Directions** for the
requirement. If you would like to see the rubric being used to evaluate your work, click the **Evaluation Method** link for that requirement.

If you need to complete a form, click the **Complete Form** button

When you are ready to add work, click the button from the bottom *Add* toolbar that corresponds with the type of content you wish to add. You can choose to add **Text & Image**, **Slideshow**, **Standards**, **Attachments**, **Videos**, and **Links**.

**Adding Attachments**

**Step 1:** Select the type of file you wish to add.

If you choose to add a file saved on your computer, select the *A file saved on your computer* option, click the Browse button to find the file you want to attach.

If you choose to add a previously uploaded file, select the *Attach a previously uploaded file* option, and then select the category of work and the specific work product where the file is attached.

If you choose to add work that you created in TaskStream, select the *An artifact created in TaskStream* option. You will then be able to select the type of work to be added (web page, web folio, etc.), and the specific work you would like to attach.

**Step 2:** Name the file.

**Step 3:** Add a description of the file, if applicable.
Step 4: Select the checkbox if you would like to specify standards that this attachment addresses.

Click the Add File button when finished.

Click Save and Return to go back to the main program work area when you are done adding attachments. You may add as many attachments as you wish.

You have now successfully attached work to your Directed Response Folio (DRF)!

To submit this requirement to your Evaluator:

Click the Submit Requirement button from the top of the Work tab.
Follow the instructions on the screen to submit your assignment and add comments, as necessary.

Are you sure you want to submit Requirement 1 (of Category 1) for Evaluation?

Your work will be locked and no further edits will be possible.

Add optional comments for your evaluator

Please take a look at my thesis and let me know what you think.

Cancel   Check Spelling   Yes - Submit My Work
To view a completed evaluation:

Click the name of the program from the home page.

Click the **Scores/Results** tab and find the work you would like to view.

Click the **View Report** button associated with the assignment for which you wish to view the evaluation.

If you have any additional questions or comments, please do not hesitate to contact Mentoring Services at help@taskstream.com or at 800-311-5656.