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PREFACE

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 clinical experiences.

In order to meet this goal, LSUS makes provisions for early and ongoing clinical experiences beginning with the first education course taken by candidates and culminating with the clinical practice semester or year. These experiences are a cooperative effort by the candidate, the University, and the school communities in which candidates are placed. A candidate who successfully completes 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 Clinical Experiences includes policies and procedures for all persons involved with clinical experiences in courses, methods, and clinical practice at LSUS. Roles and responsibilities of Candidates, Clinical Practitioners, Supervising Teachers, and Clinical Educators 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 clinical 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 clinical 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 Clinical Educators
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 Clinical Experiences
Clinical 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 clinical experiences.
- The University [www.lsus.edu](http://www.lsus.edu) provides candidates with learning opportunities in general education and education studies, including clinical experiences.

Clinical experience hours will be designated by course. All clinical experience hours must be uploaded to 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: whiteboard, textbook, document camera used in place of the chalkboard. **Supplemental Aid (SA)** - Additional aids used by the *teacher* to present content. Ex: prepared documents, charts, models, articles, DVDs, etc. A supplemental aid is anything used by the teacher other than the text and chalkboard.

**Alignment to Standards** - a listing of the Common Core State Standards (CCSS) and/or 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 CCSS or GLEs are derived.

**Candidate** - An individual engaged in the preparation process for professional education licensure/certification with an Educator Preparation Provider (EPP).

**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.

**Clinical Educator (CE)** - All Educator Preparation Provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate’s knowledge, skills, or professional dispositions at some stage in clinical experiences.

**Clinical Experiences** - Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and
facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings.

Tier 1- Observation only
Tier 2- Anything not Tier 1 or Tier 3
Tier 3- Student Teaching or Internship.

**Clinical Practice** - Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates’ progressive development of the professional knowledge, skills, and dispositions to be effective educators.

**Clinical Practice-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.

**Clinical Practitioner Intern** - Teacher Candidate who has been admitted to a Clinical Practice - Internship in the alternate certification program.

**Clinical Practitioner Student Teacher** - Teacher Candidate who has met the prerequisites for and has been admitted for Clinical Practice. This includes all candidates, as well as Clinical Practitioner-Interns.

**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 CP 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 supervising teacher or principal or university faculty member to discuss observed teaching experiences or other matters relating to placement. The supervising teacher should conduct formal conferences with the candidate on a recurring basis during placement and at least weekly during Clinical Practice.

**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 for clinical experiences.

**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. 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

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 Clinical Experiences - University faculty member with administrative responsibility to organize and coordinate the Department of Education's program of clinical 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 Placement – Fifteen-week Clinical Practice 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, and Foreign Language 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 Taskstream portfolio system to support portfolio entries. Examples might include materials that were used in the course of instruction; lesson plans; samples of student work; video of activities; written records of activities and assessments. See artifacts.

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 science, social studies, and non-technical subjects.

Home Learning – Home Learning is not a continuation of independent practice. It is an activity that is aligned with the lesson’s standards which involves family support. 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.

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](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.

Tier I field experience- Candidates purposefully watch and collect data on a teaching-learning situation implemented by the Supervising Teacher, also called observation.

Tier 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.
Tier 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](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](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 measurable.

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

Participation - The candidate is actively involved and assisting the supervising teacher in school, classroom, and professional activities, other than direct teaching by the candidate. Activities would include: performing duty responsibilities with the supervising 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 Clinical Practice 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

Students- Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

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

Supervising Teacher (ST) – certified and experienced practitioner who provides on-site supervision and guidance during field experiences and Clinical Practice.

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 clinical practitioner 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- 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 Preparation for Clinical Practice and first semester Clinical Practice - 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 Clinical Practitioners and second semester Clinical Practitioner-Interns.
II. PREPARATION FOR CLINICAL PRACTICE

Phase Experience Syllabus

Phase Experience: Phase Assignments

For Preparation for Clinical Practice 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: (Clinical Practice Placement)

Phase Experience: Visiting

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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade level(s)/Subject(s)</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Exceptionalities</td>
<td>#</td>
<td>type</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Asian</td>
<td>African American</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>Native American</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>Other/unknown</td>
</tr>
</tbody>
</table>

Each school visit must be recorded on the phase 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 phase experience/activity logs with you at all times. Record phase 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.
Phase 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.

Phase 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)
   o Self-Reflection of lessons (Candidate)
   o 2 evaluations from mentor teacher (purple sheet)

3- mini-lessons planned and taught (LSUS template)
   o Evaluation paragraph for each mini lesson (mentor teacher)
   o 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 CLINICAL PRACTICE 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
Clinical Practice Objectives Aligned with State and National Standards

<table>
<thead>
<tr>
<th>Objectives: The Candidate will:</th>
<th>INTASC * Standard</th>
<th>LCET **</th>
</tr>
</thead>
<tbody>
<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, 8</td>
<td>II.A.1, III.A.3, III.A.5, III.D</td>
</tr>
<tr>
<td>5. Demonstrate an ability to employ both formal and informal procedures for assessing and evaluating student progress.</td>
<td>2, 5</td>
<td>II.A, II.B, II.C</td>
</tr>
<tr>
<td>6. Maintain an environment conducive to learning by use of effective discipline and management techniques.</td>
<td>9</td>
<td>IV.B, V.A, V.B</td>
</tr>
<tr>
<td>7. Exhibit appearance and dispositions appropriate to the teaching profession.</td>
<td>10</td>
<td></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></td>
<td></td>
</tr>
</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 Clinical Practice assignments have entered into written contractual agreements. Selection of cooperating schools and teachers, qualifications of Supervising 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 Clinical Practice 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 Supervising Teachers; geographic location and proximity to LSUS; existence of culturally diverse and exceptional populations; and curricular emphases. Clinical Practitioner-Interns may be placed in regionally accredited schools.

SELECTION OF SUPERVISING TEACHERS

In order to be certified to have Clinical Practitioners, Supervising 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 Clinical Practice course.

EMPLOYMENT BY LOUISIANA STATE UNIVERSITY IN SHREVEPORT

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

Stipends paid to Supervising Teachers are in accordance with established state guidelines. Payment of stipends to Supervising 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 Clinical Experiences 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 Supervising 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 Supervising 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 supervising teachers and teacher candidates conducting field experiences understand and follow parish policies and procedures.

All candidates, including Clinical Practitioners must be under the constant and daily supervision of a qualified Supervising Teacher. Clinical Practitioners are prohibited from serving as substitute teachers during the Clinical Practice assignment. In the absence of the Supervising Teacher, a substitute teacher must assume the ultimate responsibility for the operation of the classroom.

Supervising Teacher

Supervising Teachers employed by LSUS are expected to:

- Provide a Clinical Practitioner handbook specific to the school and classroom to the Clinical Practitioner.
- 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 Clinical Practitioner 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 Clinical Practitioner.
- Provide information on policies and procedures that may be helpful to the Candidate.
- Assist Clinical Practitioners 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 Clinical Practice.
- Communicate with the Clinical Practitioner through informal or formal conferences.
- Communicate with the Clinical Educator about Clinical Practitioner performance.
- Model responsible professionalism. Commit to the success of the Candidate.

Clinical Educator

All Louisiana State University in Shreveport Clinical Educators are expected to:

- Serve as facilitator in communicating the University’s expectations and the objectives of Clinical Practice to both the Clinical Practitioner and the Supervising Teacher.
• Provide systematic critiquing and evaluation of Clinical Practitioner performance and progress toward goals.
• Provide individual assistance to Clinical Practitioners.
• Ensure that the Clinical Practitioner is getting a well-rounded experience.
• Provide a formative evaluation at mid-semester and summative evaluation at the conclusion of Clinical Practice.
• Communicate routinely and regularly with both the Clinical Practitioner and the Supervising Teacher through informal or formal conferences.
• Serve as negotiator and arbitrator in maintaining open lines of communication among all program personnel.

**Director of Field Experiences**

Responsibilities of the Director of Field Experiences are to:

• Organize and coordinate field-based experiences, in collaboration with faculty in the School of Education, Supervising 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 Supervising Teachers.
• Monitor policies and procedures relative to admission to Clinical Practice.
• Serve on College and University committees relating to field-based experiences.
• Assign Clinical Educators to perform supervisory responsibilities.
• Organize orientation programs for Clinical Practitioners and supervisory personnel.
• Monitor evaluation procedures for Clinical Practitioners 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 Clinical Practitioners and supervisory personnel as needed.
• Maintain Clinical Practice records and documents for verification by NCATE and the Louisiana Department of Education.
• Establish and maintain a calendar for Clinical Practice program.
• Conduct seminars in areas where needs are evident.
LSUS Clinical Practitioner Bill of Rights*

Preamble

We, the Clinical Faculty at Louisiana State University in Shreveport, believe that the Clinical Practice 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 Clinical Practitioner, and thus is ultimately an indication of the quality of education in our nation's schools.

Clinical faculty, Department of Education personnel, Supervising Teachers, Clinical Educators, school administrators, and Clinical Practitioners share the responsibility to participate in decisions directed toward accomplishing this objective.

The quality of the Clinical Practice experience is vastly improved when all those who are professionally involved with Clinical Practitioners are accorded full recognition. Therefore, Clinical Practitioners 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 Clinical Practitioner Bill of Rights.

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

1. To freedom from unfair discrimination in admission to Clinical Practice and in all aspects of the field-based experiences. Clinical Practitioners 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 Clinical Practice, and of the criteria and procedures for evaluation of classroom performance. In addition to this the Clinical Practitioner 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 Clinical Practice semester, of all relevant policies and practices with respect to Clinical Practice.

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

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

7. To be admitted to Clinical Practice and to remain in the Clinical Practice 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 Clinical Practice 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 Clinical Practitioner grievances.

10. To participate with the clinical faculty and the university supervisor in planning the Clinical Practice 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 Clinical Practice 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 Clinical Practitioner, and others.

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

13. To a Clinical Practice environment that encourages creativity and initiative. Clinical Practitioners 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 Clinical Practitioner program. This includes the formulation and systematic review of standards of student eligibility, student criteria, and procedures of Clinical Practitioner evaluation. Such influence shall be maintained through representation of Clinical Practitioners, 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 Clinical Practitioner, the Supervising Teacher or others in the cooperating school may be released with express permission of the Clinical Practitioner.

16. To systematic, frequent, effective supervision by the Clinical Educator, including regular classroom observations, conferences to fully apprise the Clinical Practitioner 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 candidates who are engaged in an extended clinical experiences designed to prepare them for a classroom-teaching experience.*
IV. REQUIREMENTS FOR CLINICAL PRACTICE

GOALS OF THE CLINICAL PRACTICE 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 CP 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 Clinical Practice 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 CLINICAL PRACTICE

Application for Clinical Practice assignment is made in Education 411 or 421 for undergraduate candidates. The following are the requirements for admission to a Clinical Practice 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 Clinical Practice semester. This course cannot interfere with requirements of the Clinical Practice 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 and,

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

**ADMISSION TO CLINICAL PRACTICE - INTERNSHIP**

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

1. Acceptance into TeachLSUS program;

2. No more than one pre-approved course may be taken during each semester of Clinical Practice - Internship. This course cannot interfere with requirements of the Clinical Practice - 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 Clinical Practice - Internship year. (Note: You must teach 51% of the day in classes for which you are being certified.)

**REGISTRATION FOR CLINICAL PRACTICE**

Clinical Practitioners will complete a graduation check out during Ed 411 or 421. Upon completion of Preparation for Clinical Practice, and after final grades are posted, the candidates will be enrolled in Clinical Practice – Student Teaching by the Director of Clinical Experiences.

Clinical Practitioner-Interns will be enrolled by the Director of Clinical 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 Clinical Practice - Internship year along with a completed application for Clinical Practice – Internship.

**INFORMATION FOR CLINICAL PRACTITIONERS**

Clinical Practitioners

Clinical Practice begins when the semester starts for the public school in which you are placed. Clinical Practitioners 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 Clinical Practice is the last day of class at LSUS. However, if a Clinical Practitioner has been absent during the Clinical Practice semester, those days must be made up after the last day of class at LSUS.

Clinical Practice 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 Clinical Practitioner, guest speakers, and discussion of the Work Sample.
A Clinical Educator is assigned to each Clinical Practitioner. The Clinical Educator is the liaison between LSUS and the cooperating school and Supervising Teacher. A daily, weekly, and semester teaching schedule should be provided to the Clinical Educator. The Clinical Educator will complete four formal observations, with written feedback, and will collaborate with the Supervising Teacher on the mid-semester and final evaluations.

Clinical Practitioners are required to complete a minimum of two full weeks, all day, every day of teaching without the support of the ST. Clinical Practitioners 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 Clinical Practice log. Clinical Practitioners 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 Supervising 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 Clinical 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 Supervising 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 Supervising Teacher personally and a Report of Absence in Clinical Practice form must be completed and turned in to the Director of Clinical Experiences within 3 days of the absence in order for it to be excused. A Clinical Practitioner may have 5 excused absences from school during the Clinical Practice semester. Any unexcused or additional absences will be made up after the last day of class at LSUS.

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

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

The Clinical Practice binder must be kept in a location where it is easily accessible to the Supervising Teacher and the Clinical Educator. 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 Clinical Educator. All lesson plans must be approved by the Supervising Teacher before being taught. After the initial period, and when the Supervising Teacher and the Clinical Educator agree, the Clinical Practitioner may move to shorter plans. However, the LSUS format must be used for EVERY observation scheduled by the Clinical Educator.
Clinical Practitioner-Interns

Clinical Practice - 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.

Clinical Practice - Internship includes a seminar meeting once per week. These classroom sessions are mandatory and are held mid-week for 50 minute sessions. Some sessions are held online via Moodle. Sessions include addressing concerns of the Clinical Practitioner-Intern, guest speakers, and discussion of the Unit plans and Work samples.

A Clinical Educator is assigned to each Clinical Practitioner-Intern. The Clinical Educator is the liaison between LSUS and the cooperating school. A daily, weekly, and semester teaching schedule should be provided to the Clinical Educator. The Clinical Educator 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 Clinical 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](http://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 a computer-based format measuring the basic academic skills vital to all teacher candidates. This series is available every day by appointment at the Prometric Testing Center, 4350 Viking Drive Suite 3, Bossier, Louisiana, 71111. The telephone number for the 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.*
Louisiana State University in Shreveport Clinical Practitioners are placed in the University-approved P-12 public schools in the following parishes: Bossier, Caddo, DeSoto, Red River, and Webster. Considerations in placement of a CP in schools in these parishes include accessibility of the site for supervision of the Clinical Practitioner, availability of qualified Supervising Teachers, consideration of a teaching schedule which will meet certification requirements for the Clinical Practitioner, and recommendations of parish school administrators.

On the PREFERENCE FOR PLACEMENT FORM, the Clinical Practitioner is to indicate preferred area and grade level. The University attempts to honor preferences of candidates, but cannot guarantee to do so. Clinical Practitioner 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 Clinical Practice assignments.

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

1) Master’s degree with the supervision of Clinical Practice 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 Clinical Practice course.

Candidates will be advised of their Clinical Practice placement during the third phase of Education 411 or 421 (Preparation for Clinical Practice). The Candidate will be placed in the classroom in which s/he will complete Clinical Practice.

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

The procedure herein outlined is to be followed when there is unusual concern about a Clinical Practitioner’s performance—NOT WITH EVERY CLINICAL PRACTITIONER. It should be understood that a Clinical Practitioner may withdraw from Clinical Practice 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 Clinical Practice is judged to be lacking by his/her Supervising Teacher and/or Clinical Educator.
We want to provide the best possible supervision and guidance for our Clinical Practitioners, 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 Clinical Practitioner has been assigned. To monitor both of these aspects of Clinical Practice, the following schedule is to be observed when a Clinical Practitioner is experiencing difficulties as perceived by him/herself, the Supervising Teacher, or the Clinical Educator:

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 Clinical Practitioner, Supervising Teacher, or Clinical Educator 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 Clinical Experiences).

No later than two weeks before the official “last day to drop” at LSUS – The Clinical Practitioner, Supervising Teacher, and Clinical Educator will each complete a Clinical Practitioner Evaluation Form, as well as assess progress toward reaching the objectives agreed upon at the previous meeting. (The Clinical Practitioner may be advised to continue Clinical Practice 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 Clinical Practice to the conclusion of the semester or to drop at this time.

Specific dates will be provided to the Clinical Practitioners, Supervising Teachers and Clinical Educators during the Clinical Practitioner Orientation each semester.

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

Should a Clinical Practitioner withdraw from Clinical Practice, it is the responsibility of his/her Clinical Educator and the Director of Clinical Experiences to prescribe additional courses and/or other experiences to assist the candidate in the remediation of deficiencies so that Clinical Practice may be tried again, if the candidate so desires.

RELEASE FROM CLINICAL PRACTICE RESPONSIBILITIES

Clinical Practitioners are to follow the established Clinical Practice Calendar from the beginning date to the ending date. Any Clinical Practitioner requiring deviation from the established beginning and ending dates should contact the Director of Clinical Experiences for an individual conference.

Occasionally, a parish school board will seek early release of a Clinical Practitioner 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 Clinical Practice requirements, written approval by all supervisory personnel and the Director of Clinical 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 Clinical Practitioner must return to the campus for required Clinical Practice or
graduation meetings.

Any circumstance, such as pregnancy or extended illness, that may require an
interruption or delay in completion of Clinical Practice, 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 Clinical Practice. Candidates should contact the
Director of Clinical Experience for additional information.
VI. THE CLINICAL PRACTICE SEMESTER

RESPONSIBILITIES OF THE CLINICAL PRACTITIONER

Clinical Practitioners 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 Clinical Practitioner

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.

Clinical Practitioners should become well-informed of the parish/school dress code policies. It is not possible to describe exactly what the "well-dressed" Clinical Practitioners wears because of the various settings for Clinical Practitioner placement. The question of "What should I wear?" as a Clinical Practitioner is a frequent one.

Consult with your Supervising 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, Clinical Practitioners 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.
Social Media (Twitter, Facebook, 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 social media accounts (Twitter, Instagram, Facebook, etc) 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 is kept.

CLINICAL PRACTICE CALENDAR

The Director of Clinical Experience prepares a CLINICAL PRACTICE CALENDAR for each Clinical Practice semester, indicating specific beginning and ending dates of the Clinical Practice experience and dates important to the Clinical Practice assignment.

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

ABSENCES

Absences from Clinical Practice are considered equally as critical as absences for a regularly employed teacher. **Only in cases of extreme emergency should a Clinical Practitioner 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 Clinical Practitioner must contact the Supervising Teacher and Clinical Educator prior to the absence or as soon as possible after the occurrence of the emergency. The Clinical Practitioner is to obtain a written doctor's excuse or written documentation of family emergency. The form “Report of Absence in Clinical Practice” must be submitted to the Director of Clinical Experiences within three days of each absence. Clinical Practitioners 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 Clinical Practice semester. In the case of any unexcused absences, excessive tardies or leaving early the Supervising Teacher and/or Clinical Educator should immediately contact the Office of Clinical Experiences. The Clinical Practitioner will be required to report to the Office of Clinical Experiences concerning the unexcused absences or excessive tardies. All absences are to be
recorded on the CLINICAL PRACTICE TIME LOG, which will become part of the permanent Clinical Practice file.

Clinical Practitioners are required to attend meetings at the University during the Clinical Practice experience. The Clinical Practitioner should consult the CLINICAL PRACTICE CALENDAR for these required meetings. Attendance at these meetings is mandatory. The Office of Clinical Experiences should be contacted prior to the meetings to report absences due to emergency or illnesses.

**ORIENTATION MEETING**

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

Clinical Practitioners should consult the current CLINICAL PRACTICE CALENDAR for the date and location of the orientation meeting. In case an emergency prevents attendance, the Clinical Practitioner should notify the Office of Clinical Experiences to schedule an appointment to make up the missed requirement.

**TEACHING SCHEDULE**

Clinical Practitioners must complete 16 weeks of Clinical Practice 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 Clinical Practice experience must be under the direct supervision of a certified Supervising Teacher employed by LSUS.

As soon as possible after the Clinical Practice assignment begins, the Supervising Teacher should furnish a semester teaching schedule to the Clinical Practitioner and Clinical Educator. The teaching assignments and/or classes to be assigned to the Clinical Practitioner are determined by the supervisory personnel, in consideration of the preferences of the Clinical Practitioner, and to ensure completion of required hours.

Clinical Practitioners 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 Supervising Teacher are completed. After a short period of orientation and observation, the Clinical Practitioner should begin assuming teaching responsibilities. A regular schedule of planning, teaching, and evaluation is critical to success in Clinical Practice. Observation of teaching and participation in school activities continues on a daily basis throughout the semester. A week by week schedule for the Clinical Practitioner must be maintained.
Lesson Plans

Clinical Practitioners should:

- Prepare lesson plans on the university approved lesson plan template for all lessons taught and submit to Supervising 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 Supervising Teacher before being taught by the Clinical Practitioner.

- Actively participate in planning conferences with the Supervising 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 Clinical Educator when he/she visits to observe and evaluate teaching performance.

PROGRAM EVALUATION

At the end of the Clinical Practice semester or the Clinical Practice - Internship 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 ST and/or Clinical Educator.
VII. SUPERVISION AND EVALUATION

The Clinical Practitioner is kept informed of progress in Clinical Practice through formal and informal evaluative feedback from the supervisory personnel. The Supervising Teacher is the primary source of continuous, daily guidance and substantive weekly conferences with the Clinical Practitioner. The school-based mentor teacher is the primary source of continuous, daily guidance and substantive weekly conferences with the intern. The Clinical Educator provides support for all Clinical Practitioners. Every effort should be made to ensure that instructions and suggestions for improvement are clearly communicated in a positive manner and understood by the Clinical Practitioner.

PERFORMANCE BASED ASSESSMENT

Assessment of the Clinical Practitioner 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 Clinical Practitioner 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  Engages students in learning  Uses assessment in instruction</td>
</tr>
</tbody>
</table>

Formative evaluations are conducted by the Supervising Teacher and Clinical Educator, using a classroom observation form. Additionally, Clinical Practitioners will be assessed using the APPRAISAL OF CANDIDATE DISPOSITIONS FORM. This formative evaluation will be completed by the Supervising Teacher two (2) times during the semester.

CONFERENCES

Much of the formal and informal supervision of the Clinical Practitioner takes place in the supervisory conference. The supervisory conference should be a "professional mirror" where the Supervising Teacher or Clinical Educator reflects upon a Clinical Practitioner'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 Clinical Practitioner should be an active participant and an attentive listener. Clinical Practitioners 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 Clinical Practice experience. Early conferences will be needed to orient the Clinical Practitioner 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 Clinical Practitioner.

**Initial Conferences**

A variety of topics should be included in early conferences. A Clinical Practice handbook, prepared by the Supervising Teacher, will be invaluable in orienting the Clinical Practitioner to the classroom and school. The Supervising Teacher should ensure that the following topics are fully discussed and explained to the Clinical Practitioner:

- Orientation to the school and classroom
- Philosophy of the school program
- School rules
- Explanation of the Clinical Practitioner’s role
- Clinical Practitioner 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 Clinical Practitioner and Supervising Teacher (or mentor teacher in the case of Clinical Practitioner-Interns) or Clinical Educator. The content of the conferences will depend on the Clinical Practitioner’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 Clinical Practitioner's performance and completion of a classroom observation form by Supervising Teacher and Clinical Educator or the PLAN FOR CLINICAL PRACTITIONER IMPROVEMENT by the Supervising Teacher. Conference topics should include:

- Reflective analysis and discussion of any of the observations made of the Clinical Practitioner.
- Evaluation of the Clinical Practitioner'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 Clinical Practice experience, evaluate the Clinical Practitioner's progress, and to project future directions. Topics will include:

- Review and analysis of the Clinical Practitioner Evaluation Form
- Reflection on the goals of the Clinical Practice experience and teaching in general
- Discussion of strengths and areas of improvement for the Clinical Practitioner
- Future plans for employment
- Letters of recommendation

FORMAL EVALUATION OF CLINICAL PRACTITIONER

At the beginning of the semester, the Supervising Teacher and Clinical Educator will receive materials from the Office of Clinical Experience for formal observation and evaluation of the Clinical Practitioner.

Supervising Teachers and Clinical Educators should follow formal procedures of evaluation as described below:

- The Supervising Teacher will complete 2 formal observation forms using the LSUS approved form. Clinical Practitioners are to be observed for the entire instructional time in the assigned classroom. The Supervising Teacher will complete a mid-term and final evaluation form on the Clinical Practitioner, 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 Clinical Practitioner’s dispositions are recorded two (2) times on the APPRAISAL OF CANDIDATE DISPOSITIONS FORM by the Supervising 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 Clinical Practitioner after each observation, to discuss the written evaluation and make plans for improvement. The Clinical Practitioner 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 Clinical Practitioner.

CLINICAL PRACTITIONER EVALUATIONS

Midterm Evaluation
Midterm grades are not assigned, but the Clinical Practitioner is given a clear picture of his/her present standing through both informal and formal classroom observations, dispositions forms, and feedback from the Supervising Teacher and Clinical Educator.

Final Evaluation/Conference
A final evaluation form (CLINICAL PRACTITIONER EVALUATION FORM in the Appendix) is completed collaboratively by the Supervising Teacher and the Clinical Educator at the end of each Clinical Practice assignment. Clinical Practice assignments typically vary in duration from 16-weeks or 8-weeks, according to the certification sought by the Clinical Practitioner. Scored evaluation forms are used by the Office of Clinical Experience to determine the Clinical Practice grade, to evaluate the program, and report data to the Specialized Professional Associations. (See rubric for details about how grades are determined.)

The Supervising Teacher and Clinical Educator should hold a conference BEFORE the end of the Clinical Practice assignment to collaborate on the CLINICAL PRACTITIONER EVALUATION FORM and determine whether the candidate received credit in the course based on the scores received based on the final evaluation form and candidate dispositions.

A conference should be conducted by both the Supervising Teacher and the Clinical Educator with the Clinical Practitioner before the end of the Clinical Practice placement, to share the ratings on the FINAL CLINICAL PRACTITIONER EVALUATION FORM. The Clinical Practitioner should be given a complete and thorough review of his/her strengths and areas needing improvement.
The FINAL CLINICAL PRACTICE EVALUATION FORM must be signed by the Clinical Practitioner, Supervising Teacher, and Clinical Educator, before submitting to the Office of Clinical Experiences. Submission of the FINAL CLINICAL PRACTITIONER EVALUATION FORM before or on the due date set by the Office of Clinical Experiences is CRITICAL to the graduation of the Clinical Practitioner. The Registrar’s Office sets the date for final grades for degree candidates and must be followed for the Clinical Practitioner to graduate at the end of the semester of Clinical Practice.

A description of the rating scale used on the FINAL CLINICAL PRACTITIONER EVALUATION FORM is as follows:

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

2 = **Effective Emerging.** CP 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, CP 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. CP only makes content connection with one other discipline. CP’s transitions are seamless and small groups work well with minimal teacher supervision. CP uses both higher and lower order questions to engage students; however, CP facilitates most of the discussion. CP uses appropriate activities. CP provides students with checklists and rubrics. CP 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 CP may exhibit. All dispositions are met with a high level of competency.
VIII. CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of 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
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Required Clinical Experience Hours</th>
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<td>Date</td>
<td>School Name &amp; Grade or Subject (M.S./H.S.)</td>
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**, **** - 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. Clinical Practice, practicum requirements.

****Category “colors”:****

Refer to the LSUS General Clinical 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 clinical 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 Clinical Experiences
LSU Shreveport College of Business, Education and Human Development
### MEDL CLINICAL EXPERIENCE LOG
Adapted from the Louisiana Department of Education

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>DATE</th>
<th>TIME (Beginning - End)</th>
<th>ACTIVITY DESCRIPTION</th>
<th>STANDARD</th>
<th>RESPONSIBILITY</th>
<th>EXPERIENCE VALUE (Low, Medium, High)</th>
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<td>1. Observation</td>
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<td>2. Participant</td>
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<td>3. Clinical Practice</td>
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</tbody>
</table>

Please type information. Complete as many pages as needed to document field experiences.
LSUS APPLICATION FOR CLINICAL PRACTICE

Clinical Practice 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  __ Biology Education
__ Special Education  __ Business Education
__ Elementary Education  __ Chemistry Education
__ Art Education  __ English Education
__ HPE  __ Mathematics Education
__ Foreign Language  __ Physics Education
__ Social Studies Education

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 Clinical Practice semester (A maximum of one course that is not a methods course may be taken with Clinical Practice. Attach permission to enroll in course with Clinical Practice 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: ________
Clinical Practitioner Data Form

Name ___________________________________________ Student I.D. ________________

Mailing address ___________________________________________________________________

________________________________________________________________________________

Home phone ______________________ Cell phone _______________________

Email address ___________________________________________________________________

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

To help your Supervising Teacher get to know you better, please answer the following questions:

What outside influences will impact your Clinical Practice (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 Supervising 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 Clinical Practice 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: __________________________

List names of schools that are in close proximity to your home:

___________________________________________________________________

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: Clinical Practitioners are responsible for transportation to Clinical Practice 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 CLINICAL PRACTICE

Semester__________ Year__________

Name_________________________________________ Major_________________________________________

I need to enroll in the following course during the Clinical Practice semester:

Course/Section__________________________________________

Day(s)/Time__________________________________________

Is the course needed for graduation? _____Yes_____No

NOTE: If the course does not conflict with Clinical Practice 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 Clinical Practice. Please schedule an appointment with the Director of Field Experiences if there will be any conflict with regular Clinical Practice hours (8:00 a.m.- 3:30 p.m.).
LOUISIANA STATE UNIVERSITY IN SHREVEPORT  
DEPARTMENT OF EDUCATION  
SUMMARY OF CLINICAL PRACTICE/PRACTICUM ACTIVITY LOG  

Name: ___________________________  Semester: ___________  20________  
Major: ___________________________  Add-on: ___________________________  
School: ___________________________  Supervising Teacher: ___________________________  

From your Clinical Practice Practicum Activity Log completed each week, take the weekly totals (hours/minutes) and complete the following:  

<table>
<thead>
<tr>
<th>WK</th>
<th>Dates (ex. 08/08 – 08/12)</th>
<th>Observation/Participation Hours</th>
<th>Teaching Hours</th>
<th>Conferences/Professional Development</th>
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APPROVAL: ___________________________  Supervising Teacher: ___________________________  Clinical Educator: ___________________________
LSUS CLINICAL PRACTICE LOG

Clinical Practitioner ___________________________ Grade/Subject ___________________________
Supervising Teacher ___________________________ School ___________________________
Semester and Year ___________________________

<table>
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Monday</th>
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<th>Friday</th>
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SEMESTER TOTALS:

Total Time (minimum 450 hours): ________________
Teaching Time (minimum 225 hours): ________________

Clinical Practitioner Signature ___________________________ Date _________________________
Clinical Educator Signature ___________________________ Date _________________________
ED 424 – CLINICAL PRACTICE - 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 Clinical Practice - 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 Clinical Experiences who will register you for Clinical Practice - 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 Clinical Experience and Clinical Practice*

<table>
<thead>
<tr>
<th>Candidate’s Name: _</th>
<th>Observer’s Name: _</th>
</tr>
</thead>
</table>

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: ____________________________

57
The ratings for the EVALUATION OF CLINICAL PRACTITIONER 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 CLINICAL PRACTITIONER EVALUATION FORM is as follows:

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

2 = Effective Emerging. CP 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, CP 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. CP only makes content connection with one other discipline. CP’s transitions are seamless and small groups work well with minimal teacher supervision. CP uses both higher and lower order questions to engage students; however, CP facilitates most of the discussion. CP uses appropriate activities. CP provides students with checklists and rubrics. CP 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 CP 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 Clinical Practice, 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 Clinical Practitioner, 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, Art, Foreign Language).

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<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Have no more than 3 absences from Clinical Practice placement.</td>
<td>Have no more than 4 absences from Clinical Practice placement.</td>
<td>Have no more than 5 absences from Clinical Practice placement.</td>
<td>Have more than 5 absences from Clinical Practice placement (additional absences must be made up at the end of the semester).</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td><strong>Moodle</strong></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 Supervising Teacher and Clinical Educator 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 Supervising Teacher and Clinical Educator 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 Supervising Teacher and Clinical Educator 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 Supervising Teacher and Clinical Educator at mid-term and at the end of the experience. Average below 2.24. More than 3 ratings of 1.</td>
</tr>
<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>
</tr>
<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>
</tr>
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</table>
## Domain 1: Planning and Preparation

### Component 1.1: Setting Instructional Outcomes (Danielson, 1c)

**Value, sequence, and alignment**

**Clarity**

**Balance**

**Suitability for diverse learners**

<table>
<thead>
<tr>
<th>Element</th>
<th>Highly Effective</th>
<th>Effective: Proficient</th>
<th>Effective: Emerging</th>
<th>Ineffective</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Value, sequence, and alignment</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>
<td>Outcomes represent low expectations for students and lack of rigor. They do not reflect key content in the discipline.</td>
<td>Rating</td>
</tr>
<tr>
<td>1.1.2 Clarity</td>
<td>All the outcomes are clearly, written in the form of student learning objectives. Objectives are both observable and measurable. 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>
<td>Outcomes are unclear or are stated as activities, not as student learning objectives. Outcomes are not observable or measureable. Objectives are not aligned with Standards.</td>
<td>Rating</td>
</tr>
<tr>
<td>1.1.3 Balance</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>
<td>Outcomes reflect only one type of learning and only one discipline or strand.</td>
<td>Rating</td>
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<tr>
<td>1.1.4 Suitability for diverse learners</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>
<td>Objectives are not suitable for the class or are not based on any assessment of student needs. The needs of individual students are not accommodated.</td>
<td>Rating</td>
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### Domain 2: The Classroom Environment

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<tr>
<th>Element</th>
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<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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<tr>
<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 or when or how to do it.</td>
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### Domain 3: Instruction

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<th>Element</th>
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<th>Effective: Emerging (2)</th>
<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)</td>
<td>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: Proficient (3)</strong></td>
<td><strong>Effective: Emerging (2)</strong></td>
<td><strong>Ineffective (1)</strong></td>
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</table>
| **3.1.3 Student participation**  
**CF- Critical thinking, pedagogy, diversity** | Students themselves ensure that all voices are heard in the discussion. | Teacher successfully engages all students in the discussion. | Teacher attempts to engage all students in the discussion, but many students remain quiet and do not contribute to discussion. | A few students dominate the discussion. |
| **3.2.1 Activities and assignments**  
**CF- Critical thinking, pedagogy, diversity** | All students are cognitively engaged in the activities and assignments. Students explore content. Students initiate or adapt activities and projects. Activities are developmentally appropriate. | Activities and assignments are appropriate to students. Almost all students are cognitively engaged in exploring content. Activities are developmentally appropriate. | 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. | Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. |
| **3.2.2 Grouping of students**  
**CF- Critical thinking, pedagogy, diversity** | 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. | 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. | Instructional groups function, but lack purpose appropriate to instructional objectives. Students seem confused about their roles in the groups. | Instructional groups inappropriate for the students and for instructional purposes of the lesson. Students do not know how to function in a group setting. |
| **3.2.3 Instructional materials and resources**  
**CF- Critical thinking, pedagogy, diversity** | 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. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | Instructional materials and resources are suitable to the instructional purposes, but students are not fully mentally engaged with them. | Instructional materials and resources are unsuitable to the instructional purposes and do not engage students mentally. |
| **3.2.4 Structure and pacing**  
**CF- Critical thinking, pedagogy, diversity** | 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. | 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. | 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. | 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. |
| Component 3.3: Using Assessment in Instruction (Danielson, 3d) Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress |
|-----------------|----------------|----------------|----------------|----------------|
| **Element**     | **Highly Effective (4)** | **Effective: Proficient (3)** | **Effective: Emerging (2)** | **Ineffective (1)** | **Rating** |
| 3.3.1 Assessment criteria CF- Critical thinking, pedagogy, diversity | 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. | 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. | 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. | Teacher does not monitor student learning. Teacher asks no questions during lesson. |
| 3.3.2 Monitoring of student learning CF- Critical thinking, pedagogy, diversity | 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. | 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. | 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. | Teacher’s feedback to students is not descriptive and not provided in a timely manner. |
| 3.3.3 Feedback to students CF- Critical thinking, pedagogy, diversity | 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. | 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. | Teacher gives feedback to students. Feedback is inconsistent, evidenced by the teacher responding to some, but not all students. | Teacher’s feedback to students is not descriptive and not provided in a timely manner. |
| 3.3.4 Student self-assessment and monitoring of progress CF- Critical thinking, pedagogy, diversity | 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. | Many students conduct self-assessments and monitor the quality of their own work against the assessment criteria. | Few students self-assess the quality of their own work against the assessment criteria and performance standards. | Students do not engage in self-assessment or monitoring of progress. |

**ADDITIONAL COMMENTS:**

---

Candidate’s Signature
Evaluator’s Signature

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.

<table>
<thead>
<tr>
<th>SPA Component-NAEYC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective(4)</td>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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. Is an informed advocate for sound educational practices and policies. <strong>NAEYC 6</strong></td>
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**Performance Level Subtotal:** _______
<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>
</tr>
</thead>
<tbody>
<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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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<td>SPA Component NCTE</td>
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<tr>
<td><strong>Standard I: Element 1</strong> - Candidates are knowledgeable about texts – print and non-print texts, media texts, classic texts and contemporary texts, including young adult – that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.</td>
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<tr>
<td><strong>Standard I: Element 2</strong> - Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.</td>
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<tr>
<td><strong>Standard II: Element 1</strong> - Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.</td>
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<tr>
<td><strong>Standard II: Element 2</strong> - Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g. descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.</td>
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<tr>
<td><strong>Standard II: Element 3</strong> - Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.</td>
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<tr>
<td><strong>Standard III: Element 1</strong> - Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts – across genres, periods, forms, authors, cultures, and various forms of media – and instructional strategies that are motivating and accessible to all students, including English languages learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</td>
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<tr>
<td><strong>Standard III: Element 2</strong> - Candidates design a range of authentic assessments (e.g. formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.</td>
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<tr>
<td><strong>Standard III: Element 3</strong> - Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.</td>
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<tr>
<td><strong>Standard III: Element 4</strong> - Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</td>
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<td>Standard III: Element 5 - Candidates plan instruction that incorporates knowledge of language – structure, history, and conventions – to facilitate students’ comprehension and interpretation of print and non-print texts.</td>
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<td>Standard III: Element 6 - Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.</td>
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<tr>
<td>Standard IV: Element 1 - Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</td>
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<tr>
<td>Standard IV: Element 2 - Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.</td>
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<td>Standard IV: Element 3 - Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.</td>
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<td>Standard IV: Element 4 - Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.</td>
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<td>Standard V: Element 1 - Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.</td>
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<td>Standard V: Element 2 - Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.</td>
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<td>Standard V: Element 3 - Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.</td>
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<tr>
<td>Standard V: Element 4 - Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.</td>
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<tr>
<td>Standard VI: Element 1 - Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.</td>
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<td>Standard VI: Element 2 - Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.</td>
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<tr>
<td>Standard VII: Element 1</td>
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<tr>
<td>Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</td>
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<table>
<thead>
<tr>
<th>Standard VII: Element 2</th>
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<tbody>
<tr>
<td>Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</td>
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</tbody>
</table>

Performance Level Subtotal: _______
<table>
<thead>
<tr>
<th>SPA Standards- NCTM</th>
<th>Highly Effective(4)</th>
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<th>Effective: Emerging (2)</th>
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</thead>
<tbody>
<tr>
<td>Uses problem solving to develop conceptual understanding within the field of mathematics and other contexts. NCTM 2a</td>
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<tr>
<td>Reasons abstractly, reflectively, and quantitatively with attention to units. NCTM 2b</td>
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<tr>
<td>Constructs viable arguments and proofs and critiques the reasoning of others. NCTM 2b</td>
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<tr>
<td>Represents and models generalizations using mathematics. NCTM 2b</td>
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<td>Recognizes structure and expresses regularity in patterns of mathematical reasoning. NCTM 2b</td>
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<tr>
<td>Uses multiple representations to model and describe mathematics. NCTM 2b</td>
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<tr>
<td>Utilizes appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others. NCTM 2b</td>
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<tr>
<td>Formulates, represents, analyzes, and interprets mathematical models derived from real-world contexts or mathematical problems. NCTM 2c</td>
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<tr>
<td>Uses the language of mathematics to express ideas precisely, both orally and in writing, to multiple audiences. NCTM 2d</td>
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<tr>
<td>Models how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, communicating, connecting, and representing. NCTM 2f</td>
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<tr>
<td>Analyzes and considers research in planning for and leading students in rich mathematical learning experiences. NCTM 3b</td>
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<tr>
<td>Exhibits knowledge of adolescent learning, development, and behavior and demonstrates a positive disposition toward mathematical processes and learning. NCTM 4a</td>
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<tr>
<td>Demonstrates equitable and ethical treatment of and high expectations for all students. NCTM 4d</td>
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<tr>
<td>Applies mathematical content and pedagogical knowledge to select and use mathematical instructional tools. NCTM 4e</td>
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<tr>
<td>Takes an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. NCTM 6a</td>
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<tr>
<td>Engages in continuous and collaborative learning that draws upon research in mathematics education to inform practice. NCTM 6b</td>
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<tr>
<td>Utilizes resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. NCTM 6c</td>
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</table>
## Science

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<thead>
<tr>
<th>SPA Component NSTA</th>
<th>Highly Effective(4)</th>
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</thead>
<tbody>
<tr>
<td><strong>Science Content Knowledge:</strong> Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students. (1c)</td>
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<tr>
<td><strong>Meeting the Needs of all Students:</strong> Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science. (2a)</td>
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<tr>
<td><strong>Technology:</strong> Active inquiry lessons, where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences include the application of science-specific technology when appropriate. (2b)</td>
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<tr>
<td><strong>Science as Inquiry:</strong> Lesson plans include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students. (3b)</td>
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<tr>
<td><strong>Impact on Student Learning:</strong> Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner. (5c)</td>
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<tr>
<td><strong>Instructional Strategies that confront naïve concepts and preconceptions (2c)</strong></td>
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<tr>
<td><strong>Variety of Appropriate, Inclusive Science Activities:</strong> Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students. (3a)</td>
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<tr>
<td><strong>Assessment:</strong> Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated. (3c)</td>
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<tr>
<td><strong>Safety Learning:</strong> Candidate plans a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area. (3d)</td>
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<tr>
<td><strong>Materials Safety:</strong> Design activities in a secondary science classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. (4a)</td>
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<td><strong>Emergency Procedures:</strong></td>
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<tr>
<td>Design and demonstrate activities in a secondary science classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students. (4b)</td>
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<tr>
<th><strong>Ethical Treatment of Living Organisms:</strong></th>
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<tr>
<td>Design and demonstrate activities in a secondary science classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms. (4c)</td>
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<tr>
<th><strong>Nature of Science:</strong></th>
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<tbody>
<tr>
<td>Design lessons that allow students with distinguish science from non-science; understand the evolution of science as a human endeavor; critically analyze assertions made in the name of science. (5b)</td>
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**Performance Level Subtotal:**
### Social Studies

#### SPA Component- NCSS

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<tr>
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<tbody>
<tr>
<td><strong>1-A</strong></td>
<td>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 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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<td><strong>1-B</strong></td>
<td>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 does 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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<td><strong>1-C</strong></td>
<td>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 &quot;region&quot;? 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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<td><strong>1-D</strong></td>
<td>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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<td><strong>1-E</strong></td>
<td>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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<td><strong>1-F</strong></td>
<td>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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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.

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.

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.

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 has the meaning of citizenship evolved: 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: _____
## FOREIGN LANGUAGE

### SPA Component – ACTFL/SFLL

<table>
<thead>
<tr>
<th></th>
<th>Highly Effective (4)</th>
<th>Effective: Proficient (3)</th>
<th>Effective: Emerging (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
</table>

### Integration of Standards into Planning
SFLL 4 - Candidates use the **Standards for Foreign Language Learning in the 21st Century (SFLL)** and state standards as a starting point to design curriculum and unit/lesson plans. Candidates create activities and/or adapt existing instructional materials and activities to address specific SFLL and state standards.  
*(CAEP Principle A: The Learner and Learning)*

### Integration of Standards into Instruction
SFLL 4 - Candidates use their knowledge of the **Standards for Foreign Language Learning in the 21st Century (SFLL)** and of their state standards to make instructional decisions. They have a good understanding of the *interpersonal, interpretive, and presentational modes of communication*, and they manage communication in their classrooms by integrating these three modes in instruction.  
*(CAEP Principle A: The Learner and Learning)*

### Integration of Three Modes of Communication
SFLL 1 - Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author’s intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.  
*(CAEP Principle B: Content)*

### Integration of Cultural Products, Practices, Perspectives
SFLL 2 - Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.  
*(CAEP Principle B: Content)*

SFLL 3 - Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students’ backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students’ needs.  
*(CAEP Principle A: The Learner and Learning)*

### Connections to Other Subject Areas
SFLL 4 - Candidates find ways to integrate **content from other subject areas** into their language teaching, enabling their students to learn content and language simultaneously. Integrating connections with other disciplines often requires collaboration with teachers of other subject areas in the school or school district.  
*(CAEP Principle A: The Learner and Learning)*

### Connections to Target Language Communities
SFLL 4 - Candidates provide opportunities for their students to connect with **target-language communities** through a variety of means, including technology.  
*(CAEP Principle A: The Learner and Learning)*
### Selection and Integration of Authentic Materials and Technology

SFLL 4 - Candidates use the organizing principles of the standards as they evaluate, select, and create instructional materials. Where in the past the textbook was the primary resource, candidates now use the textbook as one of many resources. Examples of these resources include multimedia; visuals; realia; authentic printed, oral, and video texts; the Internet; and other technology-based tools, such as podcasts, social networks, digital media, and cell phones, since the value of authentic materials is that they reflect real-world language as used by native speakers in target cultures. (CAEP Principle A: The Learner and Learning)

| SFLL 4 | Candidates use the organizing principles of the standards as they evaluate, select, and create instructional materials. Where in the past the textbook was the primary resource, candidates now use the textbook as one of many resources. Examples of these resources include multimedia; visuals; realia; authentic printed, oral, and video texts; the Internet; and other technology-based tools, such as podcasts, social networks, digital media, and cell phones, since the value of authentic materials is that they reflect real-world language as used by native speakers in target cultures. (CAEP Principle A: The Learner and Learning) |   |   |   |

### Adaptation and Creation of Materials

SFLL 4 - An integral part of candidates' planning is to adapt materials to make standards-based learning more effective. Candidates adapt the textbook and other resources to align them with standards-based practice. They devote the effort necessary to locate and adapt effective resources and materials, as well as to design their own. (CAEP Principle A: The Learner and Learning)

| SFLL 4 | An integral part of candidates' planning is to adapt materials to make standards-based learning more effective. Candidates adapt the textbook and other resources to align them with standards-based practice. They devote the effort necessary to locate and adapt effective resources and materials, as well as to design their own. (CAEP Principle A: The Learner and Learning) |   |   |   |

**Performance Level Subtotal:**

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Format revised 8/13/2014
# APPRAISAL OF CLINICAL PRACTITIONER DISPOSITIONS

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization/Planning</strong></td>
<td>Manages multiple tasks efficiently. Has all supplementary materials ready for instruction. Plans differentiated instruction in an equitable manner for ALL learners.</td>
<td>Manages multiple tasks. Has most supplementary materials ready for instruction. Plans differentiated instruction for ALL learners.</td>
<td>Does not manage multiple tasks efficiently. Does not have all materials ready for instruction. Does not differentiate instruction.</td>
<td>___ T (2) ___ A (1) ___ U (0)</td>
</tr>
<tr>
<td><strong>Attendance/Dress</strong></td>
<td>Never late/absent. Professionally dressed. Single earrings in earlobes only. No tattoos visible when professionally dressed.</td>
<td>Rarely late/absent (1-2)</td>
<td>Frequently late/absent (3 or more) Wears jeans, t-shirts, clothing of inappropriate length or neckline. Tattoos show.</td>
<td>___ T (2) ___ A (1) ___ U (0)</td>
</tr>
<tr>
<td><strong>Oral &amp; Written Expression</strong></td>
<td>Speaking is articulate with clear explanations. No words mispronounced. Written expression is concise. No grammatical or syntax errors.</td>
<td>Speaking is articulate but with vague explanations. Mispronounces 1-2 words. One-two grammatical or syntax errors.</td>
<td>Any mumbling or mispronunciation of words. Three or more grammatical errors, disorganized writing.</td>
<td>___ T (2) ___ A (1) ___ U (0)</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Communicates effectively both verbally and non-verbally with parents, colleagues, and other professionals to foster supportive interaction in educational settings.</td>
<td>Communicates both verbally and non-verbally with colleagues, and other professionals to foster supportive interaction in educational settings.</td>
<td>Communicates poorly verbally or non-verbally with colleagues, or other professionals.</td>
<td>___ T (2) ___ A (1) ___ U (0)</td>
</tr>
<tr>
<td><strong>Initiative &amp; Dependability</strong></td>
<td>Identifies and attends to tasks on time, self-motivated and proactive.</td>
<td>Works effectively with limited supervision, but needs reminding.</td>
<td>Relies on others for directions/ideas/reminders.</td>
<td>___ T (2) ___ A (1) ___ U (0)</td>
</tr>
<tr>
<td><strong>Collegiality &amp; Collaboration</strong></td>
<td>Relates easily with students, peers, and supervisors. Seeks opportunities to engage in professional practice with others to support a common culture of high expectations.</td>
<td>Must be encouraged to work with others. Will engage in suggested professional practice when suggested by others to support a common culture of high expectations.</td>
<td>Does not interact with student, peers, or supervisors. Does not engage in collaborative activities.</td>
<td>___ T (2) ___ A (1) ___ U (0)</td>
</tr>
<tr>
<td><strong>Advocacy</strong></td>
<td>Seeks ways to include ALL learners. Advocates for and takes responsibility for student success.</td>
<td>Responds to needs of ALL learners. Advocates for student success.</td>
<td>Makes negative comments about learners’ abilities.</td>
<td>___ T (2) ___ A (1) ___ U (0)</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Exemplary demonstration of positive behavior in</td>
<td>Acceptable demonstration of positive behavior in</td>
<td>Unacceptable demonstration of positive behavior in</td>
<td>___ T (2) ___ A (1) ___ U (0)</td>
</tr>
<tr>
<td>Component</td>
<td>Description</td>
<td>Options</td>
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<tr>
<td>Integrity &amp; Ethics</td>
<td>Advocates and models safe, ethical, and legal use of information and technology. Always maintains confidentiality including learner data.</td>
<td>T (2) A (1) U (0)</td>
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</tr>
<tr>
<td>Professionalism</td>
<td>Adheres to professional standards and policies, always maintains confidentiality in relation to policy. Engages in professional learning, evaluating professional practice.</td>
<td>T (2) A (1) U (0)</td>
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<tr>
<td>Critical Thinking</td>
<td>Exemplifies independent problem solving during planning, instruction and assessment, providing multiple possibilities for resolution.</td>
<td>T (2) A (1) U (0)</td>
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</tr>
<tr>
<td>Reflection</td>
<td>Reflective; solicits and implements feedback from colleagues and supervisors and adjusts instruction in response to feedback.</td>
<td>T (2) A (1) U (0)</td>
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Comments:_____________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________

Course:_________________________________________ Candidate’s Signature:_______________________________
Clinical Practitioner Plan for Improvement

Clinical Practitioner /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>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Supervising Teacher ___________________________ Date __________

This plan was implemented _____ un成功fully _____ successfully. Date of completion __________________

Signatures

Supervising Teacher ___________________________ Clinical Practitioner ___________________________
EVALUATION OF CLINICAL EDUCATOR

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

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

_____________________________________________________________________________

_____________________________________________________________________________
EVALUATION OF SUPERVISING TEACHER

Supervising 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.

My Supervising Teacher:

SD D U A SA Discussed my needs in Clinical Practice with me.

SD D U A SA Listened to my concerns.

SD D U A SA Assisted my with any problems in Clinical Practice.

SD D U A SA Held regular formal conferences and informal conferences as needed.

SD D U A SA I was not sure of his/her role as a Supervising Teacher.

SD D U A SA Provided me with written and verbal feedback about my teaching performance.

SD D U A SA Provided me with an orientation to the school and district to which I was assigned.

SD D U A SA Provided a Clinical Practitioner handbook to me.

SD D U A SA Suggested and/or demonstrated best practices teaching strategies.

SD D U A SA Expressed interest in me as a person.

SD D U A SA Helped me to develop classroom management and discipline skills.

SD D U A SA Did not provide extra assistance when I needed it.

SD D U A SA Treated me like a colleague and a professional educator.

SD D U A SA Helped me to have a profitable, successful Clinical Practice experience.

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

____________________________________________________________________

____________________________________________________________________
REPORT OF ABSENCE IN CLINICAL PRACTICE

Name of Clinical Practitioner ____________________________________________

Date(s) of Absence ___________________________________________________

Reason for Absence ___________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_________________________________________  _____________
Supervising Teacher                     Date

_________________________________________  _____________
Clinical Practitioner                    Date

Submit to the Office of Clinical Experiences

*Clinical Practitioners 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 CP 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 CP has full-day responsibility for the classes.
Frequently Asked Questions

How are clinical practitioners assigned to supervising teachers?
At the beginning of the semester prior to student teaching, when candidates are enrolled in Preparation for Clinical Practice, candidates complete an application to clinical practice. They also complete a Preference for Clinical Practice 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 ST or a particular school. The Director of Clinical Experiences matches clinical practitioners with certified supervising teachers. The supervising teacher’s principal is then contacted for permission to place a CP in the classroom. Finally, the ST approves. The CP will participate with his/her ST during the last several weeks of the semester prior to clinical practice. The ST and the candidate will agree upon a schedule and plan experiences for the candidate.

How long will the clinical practitioner be in a classroom?
The clinical practice semester uses a combination of the University calendar and the public school calendar. The first official day of clinical practice is the first day when public school classes begin and the last official day of clinical practice is the last day of classes at the University. Any absences during the clinical practice semester MUST be made up after the LSUS semester ends.

The CP is to follow the public school calendar during his/her clinical practice 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, 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 clinical practitioner spend in the classroom?
The clinical practitioner’s daily schedule will follow your own including faculty/team meetings, inservices, and parent conferences. The CP is expected to arrive at school when you arrive and to remain at school until teacher dismissal. The CP 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 CP 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 CP. A time-log must be maintained by the CP. Please check it at least bi-weekly for accuracy. If a CP is absent, a reporting form must be submitted to the Director of Clinical Experiences.

When should a clinical practitioner begin teaching in the classroom?
This will vary according to the grade level, subject area and needs of the CP. In general clinical practitioners 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 CP is teaching all day every day. Clinical practitioners should teach daily by the end of the fourth week of the semester. Secondary clinical practitioners 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 CP is teaching all day, every day. Clinical practitioners must teach two full weeks, all day, every day. If you feel that your CP 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 CP to be unsuccessful because s/he has undertaken too much. If you must reduce the amount of teaching time for a CP, please contact the CE and describe the changes and your reasons for those changes.

Once the clinical practitioner accumulates the required number of hours, is the clinical practice experience concluded?
No. Clinical Practice is a semester long experience, not a pursuit of teaching hours.

Who is responsible for planning lessons and units during clinical practice?
The CP 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 ST has to look over the plans and give feedback.
Clinical practitioners 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 CE. These plans must be approved by the ST. Once the ST and the CE feel comfortable that the CP has a deep understanding of planning, the CP may move gradually to shorter lesson plan formats. However, the longer, more detailed plan must be completed for each CE visit.

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

Who is responsible for giving a grade to the clinical practitioner?
The ST has considerable input into whether the CP has successfully completed clinical practice, but the actual grade will be recorded in the computer system at LSUS by the Director of Clinical Experiences based on the formal observation and mid-semester and final evaluations provided by the ST and CE. See the rubric for details on how grades are assigned.

May a clinical practitioner serve as a substitute teacher in the ST’s or another teacher’s absence?
No. Such practice causes considerable liability issues for both the University and the public school system. If the ST is absent, a regular substitute must be hired. The CP may conduct instruction in the absence of the ST, but there MUST be a paid substitute teacher in the classroom. Clinical practitioners must not stand duty unless you are present.

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

Can clinical practitioners be involved in activities other than instruction?
Yes. It is highly desirable for CP 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 CE, then the Director of Clinical Experiences.

If you have additional questions or concerns, first consult your Clinical Educator, then the Director of Field Experiences.
Clinical Educator Information

1. The University requires a minimum of four visits to each CP 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 CP 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 Clinical Experiences at the end of the semester.

2. Schedule a conference with your CP immediately following the observations. With student teachers, this is usually not a problem as the ST 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. Clinical Practitioners 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 CP has a good grasp of the LCET based LSUS lesson plan requirements. Stress to Supervising Teachers that Clinical Practitioners should not be allowed to teach any lesson without a previously approved written plan. Clinical Practitioners 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 CE during visits. Intern lesson plans should be on their desks or at the table from which the CE will observe.

5. A written reflection is required by all Clinical Practitioners. These should also be readily available for your review.

6. Stress to supervising teachers the importance of their feedback to Clinical Practitioners. 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 CP not completing the semester. Talk to supervising 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 CP visit to ensure that they are accurate. Remind Clinical Practitioners that lunch, duty, conferences, planning times, etc. are NOT teaching times. They are in-school times.

9. Clinical Practitioners are NOT allowed to stand duty without the ST present and they are NOT allowed to act as a substitute in any classroom during the Clinical Practice semester. They may teach pre-approved plans during your absence, but there must be a paid substitute in the room at all times. If a ST leaves the classroom, the liability risks are the same, whether or not there is a CP present.
<table>
<thead>
<tr>
<th>Date</th>
<th>School(s)</th>
<th>Odometer-beginning</th>
<th>Odometer-return</th>
<th>Total miles</th>
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</table>

Total miles this page

Total semester mileage

Clinical Educator Signature __________________________ Date _____________
<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Subject:</th>
<th>Unit Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Date:</td>
<td></td>
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</tbody>
</table>

**Alignment to Standards**

**Learner Objective(s)**

**Academic Vocabulary**

<table>
<thead>
<tr>
<th>Lesson Materials and Resources</th>
<th>M</th>
<th>A</th>
<th>S</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Software:</td>
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</tbody>
</table>

**Bell ringer – First Five**

**Instructional Activities-Introductory**

**Establishing Prior Knowledge**

**Communicate Purpose and Relevance**

**Motivation**

**Instructional Activities-Teaching and Learning**

**Instructional Input: Include Differentiation**

**Modeling (I DO)**
<table>
<thead>
<tr>
<th>Checking for Understanding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Practice (WE DO)</td>
<td></td>
</tr>
<tr>
<td>Independent Practice (YOU DO)</td>
<td></td>
</tr>
<tr>
<td>Formal and informal Assessment</td>
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<td>Assessment for Learning</td>
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<td>Remediation</td>
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<td>Closure</td>
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<td>Home Learning</td>
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<th>Special Needs / Accommodations</th>
<th>Individual Accommodations:</th>
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<td>independent study</td>
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<td>Paired Learning</td>
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<td>Preferential Seating</td>
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<td>504 Modifications</td>
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<td>Learning Styles</td>
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<td>Monitor Students</td>
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|                                | Small Group                |
|                                | Cooperative Groups         |
|                                | Visual Aids                |
|                                | Use of manipulatives       |
|                                | Reduce Distractions        |
|                                | Oral Reading               |

|                                | Mode/Repeat/Modify         |
|                                | Shorten Assignment         |
|                                | Review/Drill               |
|                                | Study Guide/Outline        |
|                                | Allow breaks               |
|                                | Other:                     |
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 be 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 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 1-800-311-6556 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.

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.

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.