

**Teacher Candidate Handbook**

Office of Professional Experiences

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# Teaching Candidate Handbook

## Mission Statements

The School of Education’s mission is:

* To offer courses and educational experiences to prepare undergraduate students to assume positions as teachers.
* To offer courses, educational experiences and guidance in preparing graduate students to assume instructional, counseling, supervisory, administrative, research and support positions in a range of educational environments (P-20).
* To engage in and disseminate research and scholarship to improve instructional processes and outcomes.

(*School of Education Strategic Plan 2020*)

The Office of Professional Experiences’ mission is:

* To ensure high quality clinical experiences that prepare candidates to assume positions as educators for all Louisiana communities.
* To develop, promote, and sustain partnerships to improve candidate preparation.
* To collect, analyze, and disseminate data for the purposes of continuous program improvement.

(*Approved by the Teacher Education Council - 6.14.18*)

## Acknowledgements

In Fall 2017, each program had its own student teaching handbook. In order to better respond to candidate and partner issues, a revision of the handbooks was necessary. This work began by first examining all handbooks and incorporating as much of the language as possible and clarifying only as necessary.

The goal continues to be to make the handbooks clear, incorporate policy consistent with accreditation requirements.

## Handbook Revision Committee

The Office of Professional Experiences would like to thank these individuals for their experience, expertise, and wisdom.

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***The contents of this handbook do not supplant program requirements. They are intended to supplement the work being done in each program.***

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## Introduction

Congratulations!  You are nearing the end of your pre-service teacher education program.  Student teaching is the culminating experience of that preparation, an extended opportunity to combine content knowledge with your knowledge of curriculum, instruction, and school-aged learners.

School placement decisions are made individually and based on information found in candidate profiles. The goal is to ensure that candidates experience a variety of grade levels, school types, and students throughout their program of study.

You should feel confident as you enter this final phase of your program. Traditionally, our candidates have been very well prepared for student teaching and for entry into the teaching profession.  Feel secure in knowing that your preparation will be well supplemented by a strong, collaborative network to assist you as a beginning, developing teacher. Expect to be well supported by an excellent and sensitive School of Education staff, university supervisor, and mentor teacher.

Anticipate becoming another fine example of the best and most visible products the LSU School of Education has been historically proud to claim.  We wish you well in your efforts to distinguish yourself as you learn and as you teach.

## Louisiana State Mandate

The Louisiana Board of Elementary and Secondary Education mandates an all-day student teaching program.

Students must spend a minimum of 270 clock hours in student teaching, with at least 180 spent in actual teaching. A substantial portion of the 180 hours shall be on an all-day basis.

LSU student teaching requirements exceed the minimum state standards. The Louisiana State Department of Education certification requirements mandate an accounting of the hours accrued in *observation*, *participation*, and *teaching*.  The candidate must keep an accurate record of total time in each activity.

**Hours must be documented in whole numbers and as .25, .50, or .75 for partial time on all paperwork (Example: .25=15 min. / .50=30 min. / .75=45min. / 1=1 hour).**

The hours **must** be included in the mid-semester and the final documents submitted to the Office of Professional Experiences. To ensure an accurate accounting of hours, the *Daily Time Log*, which will be provided by the university supervisor, must be free of errors, current, legible, and signed by the mentor teacher. The electronic version of this document must be filed with the supervisor. Falsifying the documentation of hours constitutes a breach of the university’s policy regarding Academic Integrity. This attestation is evidence of a candidate’s meeting the minimum standards that are required by the state.

The university supervisor may also require a bi-weekly report of hours. The university supervisor will provide such document, if deemed necessary.

## University Collaborative Partners

## Memorandum of Understanding

Louisiana State University has agreements with school districts and charter schools that accept our teacher candidates. The “Memorandum of Understanding” serves as the official contract between Louisiana State University and the school systems. This contract delineates responsibilities of all participants in student teaching and residency. It includes descriptions of roles and expectations. LSU has agreements with the following school districts: Ascension, Avoyelles, Baker, Central, East Baton Rouge, East Feliciana, Iberville, Livingston, Louisiana School for the Visually Impaired, Pointe Coupee, St. Charles, St. Helena, St. Tammany, West Baton Rouge, West Feliciana, and Impact Charter.

## Responsibilities of the School

The participating school retains legal responsibility for the safety and welfare of the pupils. It also has the responsibility of ensuring that teacher candidates, in addition to the teacher, understand and follow school system/school site policies. The placement of a candidate in the classroom does not relieve the mentor teacher or the school of the ultimate responsibility for the operation of the classroom.

***The school shall NOT use the teacher candidate as a substitute teacher during the student teaching semester.***

## Diverse Field Placements

To ensure that teacher candidates experience work in diverse settings, the program has committed to public school placements. The specific school sites and classrooms are chosen intentionally to prepare 21st century multicultural educators. Candidates, principals, and mentor teachers are consulted as to the most appropriate placement opportunities.

### Teacher Candidate Absences

Teacher candidates assume the same responsibility for absences expected of a regularly employed teacher. Unless there is an emergency or illness, an absence must be approved by the university supervisor and/or the Office of Professional Experiences.

The mentor teacher, the university supervisor, and the Office of Professional Experiences **must** be notified when candidates are absent.  The Office of Professional Experiences is notified by accessing the online Absence Reporting System through the OPE Community Moodle page. Mentor teachers and university supervisors are notified by telephone and email.

Following is an excerpt from the LSU General Policy PS 22.

## LSU GENERAL POLICY PS 22

*Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons. Valid reasons for absences include:*

*1. Illness*

*2. Serious family emergency*

*3. Special curricular requirements such as judging trips or field trips*

*4. Court-imposed legal obligations such as subpoenas or jury duty*

*5. Military obligations*

*6. Serious weather conditions*

*7. Religious holidays*

*8. Participation in varsity athletic competitions or university musical events*

*The student is responsible for providing documentation of the reason for absence, if such is required by the instructor. Should the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision according to the general appeal procedure in PS-48.*

Following the above policy limits absences to those that are absolutely necessary.  Mentor teachers who encounter problems with the attendance or punctuality of a teacher candidate should immediatelycontact the university supervisor. The faculty team should intervene and, if needed, involvethe Office of Professional Experiences.

Absences from student teaching for reasons other than illness or emergencies are very rare. In all instances, except medical emergencies, prior approval is required when it is necessary for the teacher candidate to be absent. To secure approval for any absence other than emergency or illness the candidate must receive permission from the mentor teacher, the university supervisor, and the Assistant Director of Professional Experiences.

Make-up time for candidates who are absent for two or more days during the semester will be arranged by the university supervisor/clinical faculty and the Assistant Director of Professional Experiences with input from the classroom teacher. Make-up time for multiple partial absences can be expected. Since there are few days between the end of the student teaching semester and graduation, candidates should take precautions to ensure wellness and prevent absences that could stop them from completing the semester requirements for successful completion of the practicum.

Mentor teachers wishing to include candidates in after-school activities (such as club meetings, field trips, conventions, festivals) at times when candidates have a scheduled university class or meeting should submit a written request *in advance.* The university supervisor will consult with the Office of Professional Experiences concerning the advisability of such involvement.

A **School Professionals Interview Day** is scheduled during each semester. On that day, representatives of school systems from around the country will be on campus to meet and interview candidates for positions. Attendance is expected unless a candidate has already been hired or has been accepted into a full-time graduate program.

## Responsibilities of the LSU Candidate

Teacher candidates are preparing to enter the education profession. Professions require individuals to exercise responsibility for actions. The following is a list of actions that candidates must exhibit regularly.

Following is an illustrative list of the expectations for candidate’s habits and behaviors:

* Submit all lesson plans to the mentor teacher according to the mentor teacher’s requirements, allowing sufficient time for review and feedback.
* Provide effective instruction.
* Follow school procedures for signing-in and parking.
* Be prompt and remain at the school until the end of the school day.
* Maintain a professional demeanor in all interactions/communications with faculty and students.
* Have students refer to you as Mr. or Ms. “Last Name.”
* Never exchange personal information with students and do not contact them outside of school through social media or any other means.
* Refrain from eating, drinking, or chewing gum in class - check with mentor regarding school or classroom rules.
* Refrain from using a cell phone or other communication device in class unless specifically requested by the mentor teacher.
* Participate fully in daily and weekly school activities per certification program requirements (vary by program, including schedules varying from full-day to combination of full-days and half-days and from five-day weeks to combination of four- and five-day weeks).
* Prepare fully and in advance for the duties assigned by the mentor teacher and the university supervisor.
* Request assistance from the faculty team (university supervisor, mentor teacher and graduate faculty member) when teaching activities assigned may present an element of risk to the students or result in uncertainty as to how to proceed.
* Teach the required hours throughout the residency devoting a substantial portion to full-day teaching responsibilities.
* Participate in those professional activities expected of the mentor teacher.
* Arrange her/his schedule to avoid conflict with meetings and conferences related to theresidency experience.
* Attend scheduled *Cohort Seminars* and complete all required assignments in a timely and thoughtful manner.
* Engage with the university supervisor, mentor in informal and formal self-evaluation and other evaluation processes.
* Administer the discipline of students with the guidance and consent of the mentor teacher. Under **no circumstances** will the candidate administer corporal punishment.

## Accommodations during Student Teaching/Internship

Students requesting accommodations during student teaching under Section 504 of the Rehabilitation Act of 1973 must fulfill the following requirements.

* Register with LSU’s Office of Disability Services ([http://lsu.edu/disability](http://www.lsu.edu/disability/)).
* Provide the Accommodation Letter from Disability Services to the Office of Professional Experiences.
* Attend a meeting with the Office of Professional Experiences and a representative of the Office of Disability Services to discuss which accommodations are appropriate for the student teaching/internship semester.
* Attend a meeting with the Office of Professional Experiences, the mentor teacher, and the university supervisor to discuss how the accommodations will be provided on site.  Candidates are not required to disclose the reason for the accommodations unless the disability requires the mentor teacher or university supervisor have specific knowledge for rendering medical assistance.
* At any point in the semester, the candidate or any other member of the Accommodations Team (the advocate from Disability Services, an administrator from the Office of Professional Experiences, the mentor teacher and the university supervisor) can request a meeting to discuss any needed changes in the provided accommodations.

Progress related to the provision of accommodations should be closely monitored by the mentor teacher and university supervisor on an ongoing basis throughout the semester. Any concerns regarding adequate progress will result in a reconvening of the Accommodations Team if adjustments are necessary.

## Before the Semester Begins

## Teacher Candidate Placement

Placements are selected using available candidate, school, and teacher information.  Information considered includes, teacher pedagogical and mentoring abilities, credentials, and eligibility; candidate school history, past field experiences, preference of subject matter, residential location; and school demographics. Candidates are notified via email of their placement prior to the start of the semester. The principal will receive notification of candidates assigned to teachers by email. Questions related to school and teacher assignments will be answered by the Office of Professional Experiences (225) 578-2557 or ope@lsu.edu.

* Register for the appropriate student teaching course.
* Make an appointment to meet the mentor teacher at the earliest convenience.
* Prepare your autobiography and present it to the mentor teacher and the university supervisor at the beginning of the semester ([Appendix A](#_APPENDIX_C_)).
* Complete your Emergency Preparedness contact form ([Appendix B](#_Appendix_B_Emergency)).

## Day One of the Student Teaching Semester

All teacher candidates attend Seminar I: Overview of Student Teaching, which is from 8:30 a.m. until 12:00 p.m. in the Student Union on the first day of classes.  Cohort seminars take place on campus in the afternoon. The locations will be announced at the morning seminar.

## Parking

All teacher candidates must register their vehicles with the LSU Office of Parking, Traffic, and Transportation. Candidates enrolled in student teaching/internship only may obtain a special semester permit. Candidates enrolled in student teaching/internship, and an additional class(es), must obtain the regular permit. Candidates assigned to the LSU Lab School may park in Lot X-60 with assigned hangtag appropriately displayed.

## August Experience

The August Experience is a unique activity that is a foundational part of the LSU Teacher Education programs. Teacher candidates report for one or two days prior to students arriving at school. They work with the mentor teacher in preparing the classroom, organizing materials, and attending professional development. Contact the university supervisor for the August Experience program requirements.

## Student Teaching Activities and Expectations

Field experiences will vary by cohort, by peer partner team, and by individual throughout each practicum experience according to the program planned by the faculty team. Varied experiences will allow each teacher candidate to assume increasingly more instructional responsibility for more students. The student teaching practicum/internship consists of three components: **observation, participation, and teaching.** Each one is described below.

## Observation

“Observation” is defined as watching and recording impressions of teaching methods/practices used in an educational setting involving a teaching-learning situation. Areas forobservation include not only the assigned placements, but also other classes and related areas/activities in the assigned school *and* in other schools (outside observations).

The mentor teacher and the university supervisor will assist with scheduling observations, as needed. Observations should be scheduled around the teacher candidate’s classroom responsibilities. Observations scheduled away from the assigned school must receive approval from the mentor teacher and the university supervisor. Prior arrangements, including permission of the school and/or teacher, must be made prior to the observation visit. Format suggestions are included in [Appendix](#_APPENDIX_E_Outside_1) C [and](#_APPENDIX_H__1) D.

**A candidate never arrives unannounced in a classroom for an observation**.

*The format for written reflections of outside observations and the peer observation will be determined by University Supervisors.* All observation reports (outside and peer where applicable) must be submitted to the university supervisor.  Each observation must be for the duration of a lesson/period/block.

### Outside Observations

The candidate must observe a minimum of ***five*** lessons per semester in classes other than the assigned placement. Observations should be varied including non-traditional schools and/or programs (magnet, charter, gifted and talented, specialized instruction such as self-contained special education class or specially designed intervention class) will provide the candidate with rich, varied experiences. Observations of one’s peers can provide insight into the ways other beginning teachers address the many facets of teaching such as management, discipline, content, and diversifying instruction. Candidates should observe an inclusion class if they are not assigned to an inclusion class.

A candidate **must** observe at the same program levels (elementary, middle, and high) but in another school. For example, if a secondary candidate is student teaching in a middle school, he or she would need to observe in a high school. An elementary candidate would need to vary grade levels and content areas within the elementary certification grade levels.

## Participation

“Participation” is defined as the performance of any phase of a teacher’s responsibilities except direct teaching. *(Typically, candidates participate in lessons soon after the first few days of the semester and continue throughout in addition to teaching.)*

These include other duties in which the candidate is fully engaged as a faculty member. Participation may be related to the improvement of the educational environment. Examples include the candidate co-planning, guiding and facilitating students during independent practice, individual projects, or computer-based work while or after the mentor teacher has delivered the lesson. planning with the teacher or others, attending professional meetings (cohort and seminar), and attendance at conferences must be delineated as participation. The number of participation hours in a day cannot exceed the number of hours candidates are in the school building or a cohort setting. Candidates may count hours from the time they arrive at school until the time they leave or the teacher leaves, whichever comes first.

## Teaching

“Teaching” is defined as when candidates are directly responsible for instruction. The expectation is that when one is “teaching” he or she has and follows a lesson plan ([Appendix E](#_APPENDIX_F_)) created by the candidate or the mentor. Although the ultimate goal is for each candidate to assume full responsibility for classroom instruction (planning, instructing, disciplining, and evaluating), teaching is not restricted solely to a full-class setting. A variety of approaches to teaching will only allow the candidate to assume full responsibility and enrich the practicum experience.  All instances of “teaching” must be assigned or requested by the mentor teacher.

Different approaches the candidate could employ to count “teaching” hours follow.

* Whole class instruction
* Small group instruction (e.g., centers, stations)
* The candidate participates in instruction by delivering the lesson based up on the mentor teacher’s lesson plans.
* Individual instruction or tutoring (paid after-school tutoring **cannot** be included in the teaching log)
* Team teaching with the mentor teacher and/or a peer
* Situations in which the candidate is directly responsible for leading/guiding/ facilitating students during independent practice, individual projects, or computer-based work
* Transitioning from one activity or area to another
* Planning and teaching lessons to the whole class or small groups

*Logging these as teaching times is valid only if approved by the mentor.*

## Substitute Teaching

Candidates may substitute for a school system on days ***not*** scheduled for field experience/student teaching or other class assignments.  *Substitute teaching responsibilities must* ***not*** *conflict with program assignments in any way.  College faculty and administrators may advise candidates to discontinue availability for substitute positions should it be determined to be in the best interest of the candidate*.

Although substitute teaching is a great opportunity to gain additional experience, especially after the residency is completed, the hours accrued during substitute teaching **cannot** be counted in the log of teaching hours for the internship practicum. Candidates shall only substitute in schools other than the assigned school until requirements are completed.

***The school shall not use the candidate as a substitute teacher during the student teaching semester(s).***

## The Orientation Period

Before assuming full responsibility for classroom instruction, each teacher candidate should become thoroughly oriented to the students, the classroom, and the mentor’s methods and procedures. At the beginning of the semester, the candidate observes and participates actively, gradually assuming varied teaching duties (checking attendance, directing independent work, performing routine housekeeping duties, aiding with small group work, etc.). The transition to a full period of teaching is guided by the mentor, depending on the candidate’s skills and aptitudes.

## Full-Day Teaching

A minimum of fifteen days of the student teaching/internship semester(s) will be devoted to full-time teaching.  (Holmes interns will achieve this **minimum** over two semesters.  Refer to Holmes guidelines.) At least five full days of the total fifteen must be consecutive. This can be accomplished by completing five (5) individual full days of teaching before and after the five (5) consecutive full-day teaching period. To insure uniformity during the all-day teaching period, all candidates should count 6.5 hours per day as teaching hours; the remainder of the day should be counted as participation hours. Days in which the candidate leaves school or the students are dismissed early cannot be counted as full days.

### Teaching in Minor Area

A secondary or K-12 major with a minor must work with the university supervisor to gain experiences observing, participating, and teaching in his or her minor teaching area. These additional experiences are provided if the setting(s), schedules, teacher availability and willingness to host and if engaging in these additional activities allow the candidate to complete the program requirements and do not disrupt the flow of learning in the assigned setting.

## Length of the Student Teaching Day

The school calendars and the LSU calendar will guide the student teaching practicum schedule. Teacher candidates will follow the P-12 school holiday schedule rather than the LSU holiday schedule. Candidates follow the arrival-departure schedule required of the school faculty in the school where they are placed, as well as participating in before and after-school planning sessions as required of their mentor teacher. Candidates participate in as many professional activities at the school site as possible, including faculty meetings, workshops, and conferences.  With the mutual consent of the faculty team, the candidate should also participate in extracurricular activities.

Because of the length and demands of the day, the candidate should limit non-school related work during the semester. Employment must not interfere with the practicum in any way including planning sessions, cohort and faculty meetings, and seminars. Candidates interested in scheduling more than three semester credit hours of coursework in addition to the practicum must have permission of the Program Coordinator.

Any mentor teacher who has questions concerning the length of the candidate’s workday should contact the university supervisor or the Office of Professional Experiences.

## Reflective Practice

Reflection in teaching is critical because the events of teaching and one’s reflection on those activities influence future teaching and planning of activities and assessments. Candidates are required to reflect about broader aspects of teaching not directly related to a lesson. University supervisors will provide guidelines for the lesson reflections and for the topics and format for weekly reflections ([Appendices](#_APPENDIX_G_Reflections) F [and](#_APPENDIX_K_) G).

## Planning

Student teaching requires advanced planning on the part of both the candidate and the mentor teacher. This planning relates to semester/weekly/daily plans, as well as scheduling of specific classes taught by the candidate. Written lesson plans are required for all lessons for which the candidate assumes teaching responsibility. The mentor teacher’s plans may serve as a basis for the candidate’s lesson plans, but should not be the candidate’s only documentation. If candidates teach from a teacher’s lesson plan, notes or comments on the plans must be evident indicating the candidate’s familiarity with the lesson.

Specific planning techniques must accommodate the style, the expectations, and the experience of the mentor teacher. Louisiana standards or other comparable guidelines required by the school/district as well as individual student needs should be considered when planning. At the beginning of the semester, the mentor teacher should share with the candidate sample plans (daily, unit, semester, and year), sample activities, projects, tests, and instructional materials. Planning should be a cooperative venture between the candidate and the mentor teacher to insure understanding and ability. As the candidate gains proficiency in planning, he/she is given greater responsibility for this area of teaching.

**The candidate must provide the mentor teacher with a detailed written lesson plan prior to every lesson taught**. The mentor teacher will review the plan and discuss it with the candidate, allowing sufficient time for any modifications prior to the teaching of the lesson. The candidate is strongly encouraged to incorporate suggestions from the mentor teacher. Mentor teacher signatures/initials indicating approval must be secured **prior** to teaching a lesson.

Other activities will vary by program. Those activities include a classroom management plan reflection ([Appendix H](#_Appendix_H_Classroom)), an integrated thematic unit plan ([Appendix I](#_APPENDIX_M_Integrated)), a self-evaluation ([Appendix J](#_APPENDIX_N_)), and a video reflection and analysis ([Appendix K](#_Appendix_K_Video)).

## Professional Meetings

Teacher candidates participate in several types of seminars and meetings. These gatherings provide information to satisfy state mandated in-service requirements and provide candidates the opportunity to reflect upon the practicum experience by dialoguing with university faculty, guest speakers, and peers.

### Seminars

Two large group seminars are held during the semester and include:

* Classroom management
* Information sessions on resume preparation
* Legal issues (including bullying, social media, mandated reporting, etc.)
* Initial teacher certification

### Individual Conferences

Mentoring requires time, and adequate time is not always possible within the given school day. Teacher candidates are expected to be available outside of set school hours when necessary to adequately plan with the teacher(s) and to conference about lessons taught. For this reason, the candidate should not schedule a class or work that would interfere with these conferences. Individual conferences between the candidate and the university supervisor/clinical faculty are held following observations by the university supervisor/clinical faculty and at other times when requested by either.

### Cohort Meetings

The teacher candidate will meet with peers and the university supervisor in weekly or bi-weekly cohort meetings.  The dates, times and location of the meetings will be determined by the university supervisor. Attendance at all meetings is **mandatory**. Punctuality is expected. If a candidate knows in advance that she/he must either miss or be late to a meeting, she/he should contact the university supervisor.  A candidate who misses all or part of a meeting or seminar without an approved excuse is required to make an appointment with the university supervisor to discuss the lack of professionalism suggested by this behavior. Attending to assignments for a particular cohort meeting is also an indicator of professionalism and is expected from each candidate.

## Evaluation of the Teacher Candidate

The teacher candidate receives formative assessments in the form of reflective feedback throughout the semester. The mentor teacher and the university supervisor will provide oral and written informal assessments noting the candidate’s strengths and areas for improvement.

### Formal Evaluations

Formal evaluations occur at mid-semester and at the completion of the practicum. The mentor teacher and the university supervisor will use the Teacher Candidate Evaluation Rubric. The mentor teacher prepares the candidate evaluation in consultation with the university supervisor. This instrument includes the following five domains: Planning and Instruction, Learning Environment and Management, Assessment, Professionalism, and Specialized Professional Standards.  Possible scores on the instrument include “3-Exceeds Expectations;” “2-Meets Expectations;” or “1-Below Expectations.” University supervisors may elect to use half points (.5). The evaluation includes a comment section for each item.

The second step is to apply information from the Teacher Candidate Evaluation Rubric to the Grading Rubric, which consists of 10 competencies.  Five of those ten scores are derived from averaging the candidate’s scores on the candidate evaluation instrument in each domain. The remaining five scores are assessed by the university supervisor with input from the mentor teacher.

### Determination of Grades

The Teacher Candidate Grading Rubric consists of the following criteria.

* Planning and instruction
* Learning environment and management
* Assessment
* Professionalism
* Specialized professional standards
* Teaching hours
* Contribution to cohort meetings
* Unit Plan (Unit Plan Rubric)\*
* Impact on student learning (evidenced by lesson plans, unit plans, and other relevant materials)
* Practicum portfolio

\*Unit plans will be integrated into the Final Grade only

Letter grades will be awarded using the following criteria.

Table 1

*Assignment of Letter Grades*

|  |  |
| --- | --- |
|  | Criteria |
| A+ | Candidate must score between 2.5 - 3.0 in all competencies |
| A | Candidate must score between 2.5 - 3.0 in at least 8 competencies with no score below 2.0 |
| A- | Candidate must score between 2.5 - 3.0 in at least 7 competencies with no score below 2.0 |
| B+ | Candidate must score between 2.5 - 3.0 in at least 5 competencies with no score below 2.0 |
| B | Candidate must score between 2.5 - 3.0 in at least 3 competencies with no score below 2.0 |
| B- | Candidate must score 2.0 or higher in all competencies |
| C+ | Candidate must score 2.0 or higher in at least 9 competencies with no score lower than 1.5 |
| C | Candidate must score 2.0 or higher in at least 8 competencies with no score lower than 1.5 |
| C- | Candidate must score 2.0 or higher in at least 7 competencies with no score lower than 1.5 |
| D+ | Candidate must score 2.0 or higher in at least 5 competencies with no score lower than 1.5  |
| D | Candidate must score 2.0 or higher in at least 3 competencies with no score lower than 1.5 |
| D- | Candidate must score higher than 1.5 in all competencies |
| F | Candidate scores lower than 1.5 in any competency |

Candidates scoring a D+, or lower, at mid-term will be required to meet with the university supervisor and administration of the Office of Professional Experiences for a conference regarding their performance. A decision to either continue on an intensive assistance plan or withdraw from the practicum will be discussed.

\* *Health & P.E., SPED and Secondary Holmes will use a Pass/Fail Grading Rubric*.

## Teacher Certification

The Louisiana State Department of Education is the state’s certifying agency.  Successful completion of student teaching and other required coursework, a 2.5 grade point average, and appropriate PRAXIS scores entitle an individual to a Louisiana provisional teaching certificate. According to the *Louisiana Standards for State Certification of Personnel* (Bulletin 746: §201 C.) no final grade below a “C” in coursework within the approved undergraduate program will be accepted. (The only exception are courses within the general education requirements.)

When all requirements have been met, the School of Education files applications with the Louisiana Department of Education. Individual applications must include a personal check or money order for $50.00, payable to the Louisiana Department of Education. All certification processing fees are nonrefundable.

The Louisiana Department of Education Division of Certification, Leadership, and Preparation will no longer print and mail Louisiana teaching and/or ancillary certificates. Teacher graduates may verify issuance and print a copy of the certificate via Teach Louisiana at [www.teachlouisiana.net](http://www.teachlouisiana.net) by clicking “Verify Teaching Certificate.” For further information regarding certification, candidates should contact the Office of Student Services in the School of Education (578-2331 or edinfo@lsu.edu).

## Procedures for Transfer of a Teacher Candidate

On extremely rare occasions, transferring a teacher candidate is considered. A transfer is considered (not always granted) under the following conditions:

* The mentor teacher cannot meet the responsibilities of the student teaching experience because of absences, illness, jury duty, or other extenuating circumstances.
* The school administrator or teacher requests the removal of the candidate. *(If the candidate’s removal is requested because the candidate is not contributing to the continual development of student learning or lack of professionalism, the candidate will have to withdraw from the practicum.)*
* A strike (work stoppage) occurs in the school system.
* Extenuating circumstances prevent the teacher candidate from functioning in the assigned setting.

The Assistant Director of Professional Experiences, in consultation with the university supervisor, the mentor teacher, the Director of the School of Education, and possibly the School of Education counselors, will determine if a transfer is advisable. If a transfer is the recommended action, the candidate will be transferred only if another classroom teacher is available and willing to accept the transferred candidate.

### Procedures for a transfer are as follows:

1. Transfer of teacher candidates must have prior approval from of the Office of Professional Experiences.

2. The Office of Professional Experiences will handle notification of all significant parties, including the affected teachers and school administrators.

## Procedures for Termination of a Teacher Candidate

The Office of Professional Experiences may terminate a teacher candidate from the student teaching program under the following conditions.

1. The candidate violates policies of the participating school or school system.

2. The candidate violates School of Education policies concerning the student teaching/internship program.

3. The actions of the candidate are clearly detrimental to the welfare of the pupils and can include, but are not limited to documented excessive tardiness or absences; content weakness; lack of ability to demonstrate an effective use of pedagogical skills; and/or dispositions that are not reflective of a professional teacher.

### Procedures for termination are as follows:

1. The Assistant Director of Professional Experiences will present reasons for termination to the candidate.
2. The candidate will be notified of his/her right to examine evidence and documents being reviewed by the Assistant Director of Professional Experiences and given the opportunity to present evidence and documents on his/her own behalf.  The candidate will be informed of the right to meet with the Assistant Director for Professional Experiences to discuss the request or complaint and to present evidence and documents on his/her behalf.
3. The Assistant Director for Professional Experiences will consult with the district liaison of student teaching.
4. After a review of the facts and evidence, the Assistant Director for Professional Experiences shall make a determination and provide a written summary of findings, reasons, and the final decision, which shall be given to the candidate.
5. The Assistant Director of Professional Experiences will conduct a meeting providing the candidate an opportunity to be heard and discuss the specifics regarding the recommendation for termination.  The university supervisor and, when possible, the mentor teacher will attend the meeting.
6. The summary shall include notice to the candidate of the right to appeal the decision, as well as to provide additional evidence, to the Dean of the College of Human Sciences and Education.

The candidate has the right to appeal to the Dean of the College of Human Sciences and Education, whose decision shall be final.**Portfolio Guidelines**

The portfolio, central to the practicum, has many and varied purposes: to document growth as a beginning teacher, to promote reflection, to enhance understanding of practicum experiences, to facilitate communication among all involved in the practicum; and, to serve as a basis from which the practicum grade is derived. *The portfolio must be current and available to the university supervisor/clinical faculty at all times.* *Timeliness, completion, and thoroughness of ALL assignments during student teaching will be documented and used to determine the student’s Portfolio score on the Final Grading Rubric.* The portfolio may be in an electronic or hard copy format depending upon the university supervisor’s discretion.  Many forms required for the portfolio are available in the appendix section of this handbook. Any program specific forms will be provided by the university supervisor. University supervisors/clinical faculty will provide guidelines as to which forms are used.

## Feedback

### Feedback on Mentor Teachers and University Supervisors

Teacher candidates will provide feedback on mentor teachers and university supervisors near the midpoint and at the end of the semester using an electronic format. Mentor teachers will evaluate university supervisors each semester through an electronic survey.  Likewise, university supervisors and clinical faculty evaluate mentor teachers each semester using an electronic survey. These evaluations provide mentor teachers and university supervisors with information concerning their own supervisory practices and effectiveness.  All results are aggregated before dissemination and respondents remain anonymous. Evaluations of the university supervisors and the mentor teachers are used to provide feedback for self-reflection of one’s mentoring skills. Additionally, this information is used to make decisions about whether to continue employing the services of individuals to mentor LSU candidates.

## Emergency Preparedness

Before the semester begins:

Prepare your Emergency Preparedness Form (Appendix D) to present to the mentor teachers and the university supervisor at the onset of the semester.

Cancellation of classes will be posted at www.lsu.edu or by calling (225) 578-4636 (LSU-INFO) to inquire about the cancellation of classes. As a teacher candidate functioning in the role of the teacher, LSU students assigned to schools are expected to remain in school as long as the mentor teacher is required to be there. Student teachers and interns will follow procedures and expectations of their assigned schools paying particular attention to requirements for teachers reporting to school and not simply school closures.  Complete the Emergency Contact Form and give to your university supervisor.

## Preparation

### Teacher Candidates

Candidates should provide the emergency contact information to university supervisors during the first week of the semester (Appendix B). Candidates should follow all school and district policies with regard to emergencies. Candidates should contact the mentor teacher to learn when teachers are required to report to school. Teachers are required to report even when students are not. It is the candidate’s responsibility to ascertain this information and to share the information with the university supervisor.

## Appendix A Biographical Data/Autobiography

*Submit one copy to each of the following: 1) university supervisor; 2) mentor teacher. If there is more than one mentor teacher a copy should be provided for each teacher.*

**Full Name**

Last First Middle/Maiden

**Permanent Address**
Street City State Zip Code

**Current Mailing Address**
Street City State Zip Code

**Current Physical Address**
Street City State Zip Code

**Phone** ( ) ( ) ( )

Permanent Current Cell

**Email** **Alternate Email**

**Schools/Colleges Attended (Elementary to Present)**

Name of Institution Location Dates

**Current Coursework** in Addition to Student Teaching (course title, day/time)

**Extracurricular activities in college**

**Employment during college**

**Present employment** (type, location, days/hours)

**Short Term/Long Term Goals**

**Emergency Contact**: Name Phone #

***In addition to the above information, write an autobiographical essay in which you reflect on your own background and experiences. The autobiography should focus on your development as a student becoming a teacher. The essay might include some or all of the following: reasons for entering the teaching profession, qualities most important in a teacher, experiences in working with children, travel experiences, and specific talents/skills. It should be typed and attached to this sheet.***

## Appendix B Emergency Preparedness Contact Form

**Directions: The teacher candidate is to complete this form and give a copy to his or her University Supervisor and the Office of Professional Experiences.**

**Teacher candidate name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Classroom teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher candidate physical address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Local Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_Cell Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Who should the college contact in case of emergency?***

**Emergency Contact (Local)**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Emergency contact (Local)**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please share any other necessary emergency information below.**

## Appendix C Outside Observations

### The candidate must observe a minimum of *five* lessons per semester in classes other than the assigned placement. Observations should be varied including non-traditional schools and/or programs (magnet, charter, gifted and talented, specialized instruction such as self-contained special education class or specially designed intervention class) will provide the candidate with rich, varied experiences. Observations of one’s peers can provide insight into the ways other beginning teachers address the many facets of teaching such as management, discipline, content, and diversifying instruction. Candidates should observe an inclusion class if they are not assigned to an inclusion class.

A candidate **must** observe at the same program levels (elementary, middle, and high) but in another school. For example, if a secondary candidate is student teaching in a middle school, he or she would need to observe in a high school. An elementary candidate would need to vary grade levels and content areas within the elementary certification grade levels. Requirements may vary by program; therefore, the university supervisor will specify the types of observations required.

Keep this chart in the observation section of your portfolio.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Time** | **School** | **Subject** | **Grade Level** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Much can be learned from observing school situations if you not only observe, but analyze and think about what you are seeing. In writing your observations, go beyond simply recording what you have seen to consider the meanings of situations. The purpose of the following outline is to provide you with ideas of different areas you might consider as you observe. Do not try to answer every question listed on these two pages; instead select certain factors on which to focus your attention.

* 1. Getting the class started
		1. What brings the class to attention?
		2. How are initial routines handled?
		3. How is the continuity with previous work established?
		4. What motivational techniques are used?
	2. Knowledge, Variety, and Creativity in Teaching
		1. What kinds of activities are provided?
		2. Does instruction consider the needs of the students?
		3. Is the focus/objective of the lesson clear?
		4. Is direct instruction provided?
		5. Are the students actively engaged in learning?
		6. Are provisions made considering the various abilities of the students?
		7. Are the needs of individual learners addressed?
		8. What type of relevant feedback is given to students?
		9. How is the lesson introduced, conducted, concluded?
	3. Organization and Management
		1. Is there evidence of clearly established classroom routines?
		2. Are expectations clear to students?
		3. What discipline techniques are in use?
		4. What are the consequences for misbehavior and how are they enforced?
		5. How is transition from one activity or group to another achieved?
	4. Relationship with and Motivation of Students
		1. What is the classroom atmosphere?
		2. What is the nature of the student/teacher relationship?
		3. What verbal and nonverbal responses are given to students?
		4. What is the attitude toward student interaction? How is it encouraged? Does this add or detract from the lesson?
		5. What is the evidence of student self-direction or self-control?
	5. Classroom Environment
		1. How does the classroom environment add to or detract from the creation of a positive learning experience?
		2. What types of learning centers/print labs are available for student use?
		3. Is student-generated work displayed?
	6. Assessment
		1. What forms of assessment were used in the lesson?
			1. Teacher observation
			2. Test/quiz
			3. Product (paper, video, PowerPoint presentation, sculpture, etc.)
		2. How does the teacher knew which students learned which skills and content?
		3. How do you think the teacher will address students’ non-mastery?
	7. Peer Observations – consider the following:
		1. General appearance and poise
		2. Self-confidence
		3. Attitude and enthusiasm
		4. Voice (volume and pitch)
		5. Uses proper grammar
		6. Lesson plan (well organized, etc.)
		7. Relates objective/explains purpose
		8. Activities are relevant/meaningful
		9. Motivates effectively
		10. Gives clear directions/uses examples
		11. Has knowledge of subject
		12. Ability to question
		13. Students understand and are on task
		14. Student interest/interaction
		15. Monitors students and makes adjustments
		16. Continuity between activities
		17. Uses a variety of techniques/creativity
		18. Provides positive reinforcement
		19. Classroom management skills
		20. Overall teaching performance

## Appendix D Peer Observation Form

*(If required by university supervisor/clinical faculty)*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Observed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level/Subject\_\_\_\_\_\_\_\_\_\_\_\_\_

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Began\_\_\_\_\_\_\_ Ended\_\_\_\_\_\_\_\_

***Circle your rating for each criterion as follows:***

***1 = Below Expectations 3 = Meets Expectations***

***2 = Approaching Expectations 4 = Exceeds Expectations***

***Also, word process narrative comments with examples of three of the peer’s outstanding strengths and three of the peer’s specific criteria he/she should focus on improving.***

***Attach these comments as a separate page.***

 1. General appearance and poise 1 2 3 4

 2. Self-confidence 1 2 3 4

 3. Attitude and enthusiasm 1 2 3 4

 4. Voice (volume and pitch) 1 2 3 4

 5. Uses proper grammar 1 2 3 4

 6. Lesson plan (well organized, etc.) 1 2 3 4

 7. Relates objective/explains purpose 1 2 3 4

 8. Activities are relevant/meaningful 1 2 3 4

 9. Motivates effectively 1 2 3 4

10. Gives clear directions/uses examples 1 2 3 4

11. Has knowledge of subject 1 2 3 4

12. Ability to question 1 2 3 4

13. Students understand and are on task 1 2 3 4

14. Student interest/interaction 1 2 3 4

15. Monitors students and makes adjustments 1 2 3 4

16. Continuity between activities 1 2 3 4

17. Uses a variety of techniques/creativity 1 2 3 4

18. Provides positive reinforcement 1 2 3 4

19. Classroom management skills 1 2 3 4

20. Overall teaching performance 1 2 3 4

## Appendix E Essential Elements of a Lesson Plan

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Student Teacher Date Grade Level

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Size Estimated Time for Lesson Mentor Teacher’s Signature

Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**State Standards (if applicable):**

**Objectives (TLW):**

**Teacher Materials/Resources:**

**Student Materials/Resources:**

**Technology Integration:**

**Lesson Procedure and Activities:** *(This should include direct instruction, guided practice, independent practice, any grouping strategies you plan to use, a plan for early finishers, and a plan for homework. Please label these parts of your lesson plan.)*

1. **Introduction:**

***Notes:*** *Your introduction should:*

* *Hook the students and draw them into your lesson. This can be anything from a question to a demonstration or quick activity - something to whet their appetites for what you're going to do today.*
* *TELL the students the purpose of the lesson or what they will have achieved by the end of the lesson. You can have this on chart paper and put it up at the front, so that students have a way of evaluating themselves.*
1. **Activities:**

1. **Closure**

***CLOSURE NOTES:***

* + - * *Closure is* ***not merely the final activity or a practice page or an exit ticket/assessment/test/evaluation activity.***
			* *Effective teachers “close” a lesson by* ***reviewing*** *with students through* ***questioning or summarizing:***
* *WHAT the students learned during the lesson (What were the concepts/skills we focused on today?)*
* *WHY they are important to learn/know, and*
* *HOW* ***students will use or apply*** *these concepts/skills in the future (ex. for homework, the next day, at the end of the week, next week, on the test, etc.).*
* ***Closure*** *is your chance to bring it all back around to your* ***introduction****.* ***Revisit*** *objectives/learning targets/purpose of the lesson/why it is important*

**Accommodations/Modifications:**

**Learning Styles:**

**Assessment/Evaluation:**

## Appendix F Reflections

Reflection in teaching is critical because the events of teaching and one’s reflection of those activities impact future teaching, and one’s planning for activities and assessments. Candidates are required to write a weekly reflection that includes a reflective response for at least one lesson taught during the week (once candidate begins teaching) AND reflect about broader aspects of teaching not directly related to a lesson.

**Consider the questions below when reflecting on a lesson:**

* Were the students engaged in this lesson? If not, why?
* Did you change your teaching plans? Why?
* What were the effects on the lesson?
* Did you achieve your objective(s)?
* What skills or knowledge did the learners acquire?
* How do you know?
* Were there students who did not meet the objective(s)?
* How will you help those students who did not previously master the skills or knowledge?
* What were the strengths of the lesson?
* What would you do differently next time?
* What would you do differently for students who are very different from the students you taught for this lesson (i.e. at-risk students, gifted students, etc.)?

**Consider the questions below when reflecting on broader aspects of teaching:**

* What did I discover this week?
* What will I change or do differently next week?
* What assistance do I need at this time?
* The best part about this week of student teaching was …
* I learned \_\_\_\_\_\_\_\_\_\_\_\_\_ and I will use it in the future.
* Questions I still have …
* What I learned this week about teaching as a profession …
* What I learned this week about children …
* I think I want to teach \_\_\_\_\_\_\_\_\_ grade/subject because …
* My view of school has changed because … OR My perception of inner-city schools has changed …
* My perception of curriculum has changed because …
* Students who are transitional …
* Your thoughts on child abuse and neglect after hearing the legal issues presentation and your experiences in the school.
* What is the impact of school schedule changes due to fire alarm, assembly, picture day, daylight savings time…?

## Appendix G Lesson Reflection Ideas

Please type.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Candidate Date Lesson Taught Grade Level

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Teacher’s Signature

1. Were the students engaged in this lesson? If not, why?
2. Did you change your teaching plans? Why? What were the effects on the lesson?
3. Did you achieve your objective(s)?

What skills or knowledge did the learners acquire?

How do you know?

Were there students who did not meet the objective(s)?

How will you help those students who did not previously master the skills or knowledge?

1. What were the strengths of the lesson?
2. What would you do differently next time?

What would you do differently for students who are very different from the students you taught for this lesson (i.e. at-risk students, gifted students, etc)?

## Appendix H Classroom Management Plan Reflection

For I-VII below, include a sample and/or a description of what is in place in your mentor teacher’s classroom. Write one paragraph reflecting on that situation; discussing the good, the bad, and what you might do differently in your own classroom.

1. **Physical Layout**

Provide a sketch of your student teaching classroom. In your one paragraph reflection, consider the layout of your classroom and whether it supports instruction by providing visibility, smooth traffic flow throughout and ease of changing from small group to whole class arrangements.

1. **Rules/Expectations**

List 3-5 rules from your mentor teacher’s classroom. In your one paragraph reflection, include an explanation of how you would teach the rules you have listed.

1. **Procedures**

List 3-5 procedures from your student teaching classroom. Identify procedures that students engage in routinely as part of being in the class. Examples of such procedures include: restroom, missing supplies such as textbook, pen or pencil, discarding trash, distribution and collection of materials, collecting homework, checking homework, making up work or tests when absent, storage of projects/materials, early finisher procedures…

In your one paragraph reflection, include an explanation of how you would teach the procedures you have listed.

1. **Schedule**

Use the schedule your class followed this semester and briefly reflect upon how well you think it worked. What did you like about it? Not like? What would be your preferred schedule?

1. **Rewards for Adhering to the Rules and Procedures**

In your reflection, describe the school’s and classroom’s use of a reward system, if any is used. What did you like/not like about these reward system(s)? What worked well/not so well? What would you change and why?

1. **Consequences of Failure to Adhere to the Rules and Procedures**

In your reflection, describe any consequences used by school and the classroom for noncompliance. What did you like/not like about these consequences? What worked well/not so well? What would you change and why?

1. **Parent Communication**

Ask your teacher for a copy of the letter(s) sent home at the beginning of the year. What would you do differently? You may write one yourself in your words to introduce parents to your classroom, if you’d like.

1. **Evaluation Plan**

Ask your teacher how they evaluate their classroom management plan. How often do they do this? Have they ever had to revise theirs? Now, explain how you will evaluate your plan to see if it is working. What will you do if it is not working out the way you thought it would?

## Appendix I Integrated Thematic Unit Plan Template

*NOTE: The requirements are for all areas; however, please see program specific guidelines for* ***additional*** *requirements.*

**Name:**

**Unit Title:**

**Grade Level:**

**Teaching Context:**

This section should include information about the school and students. School information should include demographic data such as the school’s standardized testing data history, location (rural, urban, and suburban), school size, and the SES of the school population. Other distinguishing aspects of the school should be noted (i.e. dedicated academic magnet, university laboratory school). Classroom student information is important to note in this section, also. The diversity of the students in the classroom (gender and race) should be identified. Special student needs (IEP, 504, learning styles, ESL) should also be identified in this section.

**Subject Area(s):**

**Broad Unit Understandings/Goals:**

What will students understand (about big ideas) as a result of the unit?

“Students will understand that…”

**Unit Questions:**

List the Guiding Questions for the thematic unit.

**State and National Standards and Benchmarks:**

* List all relevant benchmarks and state/national standards for your unit’s core subject area.

**Description of Unit:**

* Write a narrative explaining how standards correlate with the unit of study.

**Unit Objectives/Learning Outcomes:**

This section includes a prioritized list of content objectives that students will master by the end of the unit. Your objectives should reflect the specific benchmarks, or standards. Please note that many variations of terms and curricula can occur within a district and even a school. Ensure that you are following the same objectives as your mentor teacher. All objectives must be observable and measurable.

**Assessment**

**Pre-Assessment Evidence:**

How will the students be pre-assessed to determine the background knowledge on which to build the unit? Keep in mind that the pre-assessment should match the post-assessment to ensure validity. Select key objectives to measure.

**Formative Assessment:**

How will student learning be assessed during the unit to determine how to progress with the unit? Include in the unit a representative sample of student work evaluated including examples of low level, mid-level, and high-level students’ work.

**Summative Assessment:**

What evidence will be collected to determine whether the understandings have been developed, the knowledge and skills attained, and the state standards met? Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, tests, etc. Be sure to include rubrics in the assessment process. The post-assessment should mirror the pre-assessment to ensure validity. Also, note what specific accommodations will be provided for students with special needs requiring alternative assessment methods. After collecting evaluation data, analyze and summarize the data for the reflective analysis section.

**Reflective Analysis:**

Student Learning: Write a reflective response to analyze how well the students met the stated goals and objectives. Include at least one itemized visual analysis of pre- and post-assessment data, including data regarding the percentage of students meeting specific objectives. Comments indicating insights about students’ failure to meet expected objectives should be included. Additionally, specifications about assisting students who did not meet the objective targets should be included in this section.

Unit: Provide a reflective analysis of the unit including answers to the following 4 questions:

* What do I want my students to learn?
* How will my students get there?
* What is to be done with the students who master the lesson?
* What is to be done with the students who do not master the lesson?

Along with answering the above questions, also reflect on, in writing, topics such as, *“What were the strengths of the unit? Why? What could be done differently next time and why?”*

**Communication with Parents/Guardians:**

Explain the different ways you will communicate with parents. Include a sample letter (or other means to communicate with parents, such as a newsletter) to explain how you will inform parents of the following:

* An explanation of the unit of study
* Information about how they can assist their child in mastering the unit’s content and skills
* How you will evaluate their child’s learning
* The progress their child has made regarding the objectives of this unit of study (This explanation should also be included in the assessment section of this unit.)

**Community and Parent Involvement:**

Explain your efforts (bringing resources into the classroom or taking students into the community) to involve the community and parents during this unit of study. Resources may include people, connections through technology, or places to visit. Experts in a related field of study could serve as guest speakers to present information or conduct demonstrations.

**Content Outline:**

This content outline is a detailed outline of the content you are teaching. Your extensive notes used for teaching this unit of study should be included in the content outline.

**Integration of Technology:**

Describe how you and the students will use technology in the classroom. If applicable, this section should also include an explanation of how you used technology to communicate with students and parents. Provide a list, with links, for any internet sites that you used when planning the unit. The LA K-12 Educational Technology Standards define technology as consisting of any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions, and enhancing the quality of life.

**Materials and Resources:**

Include the necessary materials and resources such as literature (titles and authors), textbooks and reference materials, supplies, and Internet resources to implement the unit.

**Sequenced Potential Learning Experiences/Activities:**

Briefly describe specific and appropriate relevant learning activities that could be used with this unit of study. Included in this section are instructional activities/learning experiences that were taught, as well as additional resource activities that would be appropriate. Activities included in this section should be sequenced to promote maximum learning for the students.

**Lesson Plans:**

Include separate lesson plans (See Essential Elements of a Lesson Plan in Appendix D) for each lesson or activity that you actually taught during the unit. Each lesson plan should reflect any accommodations for individual student needs as noted in the teaching context section. Necessary accommodations to assess students with special needs should be included in the assessment section.

**Guidelines for Electronic Submission of Unit Plans:**

* When possible, lesson plans, assessments, worksheets, outlines, etc. should be saved in one contiguous document (Unit Plan Master Document)
* If one Unit Plan Master Document cannot be created, then parts of the unit plan should be saved in the least number of documents possible
* Power Points may be saved as separate files, if necessary
* Student work samples should be scanned and added to the Unit Plan Master Document, whenever possible. If the student work samples cannot be added to the Unit Plan Master Document, they should be scanned and combined into one PDF file
* parts of the Unit Plan cannot be saved into one master document, then all parts of the unit plan should be saved and contained in one folder for submission to the University Supervisor.

## Appendix J Self-Evaluation Guidelines

Using your scores and feedback on the Candidate Evaluation Instrument, write a two-to-three page narrative discussing your growth and development as a teacher thus far. Address the following InTASC categories in your narrative:

* Learner and Learning
* Content Knowledge
* Instructional Practice
* Professional Responsibility
* Specialized Professional Standards

Include a description of specific teaching experiences you would like to experience during the second half of the semester. (*Mid-semester only*)

Include in your discussion the areas you believe are your strengths, as well as those you believe to be areas that are still in need of further development.

Conclude this self-evaluation by writing two paragraphs where you choose two things that you want to focus on for your own professional growth. Include a description of what you plan to do to improve in each area during the last half of the semester.

Put your full name as a footer in your document.

## Appendix K Video Reflection and Analysis Guidelines

To provide data for self-reflection and analysis to improve your teaching and ultimately student learning, have someone (teacher or peer) record an entire teaching episode, capturing not only what you do and say, but also recording the dialogue, engagement and action of the learners. Prior to watching the video, record your initial thoughts about the lesson. Then use the guiding questions below to analyze student learning during the lesson.

In your report, include your name, the date and time, your mentor teacher’s name, school, subject and section if departmentalized.

Guiding Questions:

(Remember, prior to watching the video, record your initial thoughts about the lesson!)

* Planning
	+ Did the lesson proceed as planned? If not, why?
* Classroom Environment and Management
* Discuss what you observed regarding your management of students. Did you have any discipline problems? If so, how were they handled/resolved? Did you use verbal and nonverbal communication during the lesson?
	+ Discuss what you observed regarding your management of time.
	+ How was the pacing of your lesson?
	+ Discuss what you observed regarding your management of materials.
	+ Were routines and procedures established and functioning well?
	+ Describe the climate of your classroom. How would you classify your interactions with students? Were you enthusiastic?
* Teaching and Interacting
	+ Did the lesson have an opener/hook to capture students’ attention?
	+ Did you make students aware of the objective and relevance of the lesson? Did you help the students relate the learning to the real world and prior knowledge?
	+ Did your directions produce the desired behaviors of your students?
	+ Were the students engaged throughout the lesson? If not, discuss your thoughts on why not. Did you gain the students’ attention prior to starting the lesson and maintain it throughout the lesson?
	+ Did you move around the room during the lesson to monitor student engagement, assist and question students?
	+ In what ways did you encourage student participation? How did you maximize opportunities for student talk? Was student leadership encouraged in the learning process through grouping or other means?
	+ Did your questioning techniques promote the student discussion, critical thinking and conceptual understanding?
	+ Describe your use of wait time.
	+ Discuss the feedback you provided for your students. Was it specific?
	+ Did you accommodate for individual differences/needs of your students? If so, in what way?
	+ If your lesson was a skills-based lesson, did you model for students prior to guided and independent practice?
	+ Did you provide a closure for the lesson?
	+ Did you model standard English during the lesson?
* Assessment
	+ How did you monitor learning during the lesson and/or at the end of the lesson?
	+ Did you provide an assessment to determine to what extent individual students achieved the objectives?
	+ Did the students engage in self-assessment?
	+ Did you achieve the objectives of your lesson?
	+ How will you use the assessment data?
* If you could redo this lesson, what would you change and why?
* Based on what you learned today in this lesson, what will you do differently in the future?