



STUDENT TEACHING HANDBOOK

Norfolk State University

The Center for Professional Development

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The Teacher

**“Preparing Competent, Compassionate, Cooperative,
and Committed Leaders”**

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Norfolk State University

School of Education

**Approved by the Virginia Department of Education
Accredited by the NCATE (The Standard of Excellence
in Teacher Education)**

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I NTRODUCTION

Student teaching is a practice situation where teacher candidates assume the role of a professional classroom teacher for a designated period of time. The candidates have opportunities to work closely with skilled and professional educators and to practice those skills in a classroom setting. The candidates learn that the classroom students, the school environment, and the clinical faculty and staff are all part of the experience to bring the student teaching experience to life. We encourage the student teacher to take advantage of every opportunity to observe, question, participate, and evaluate as a means of increasing teacher competency and enhancing professional growth.

This handbook is a guide written for the student teacher, the cooperating teacher, and the university supervisor. It is our hope that you will find this guide helpful to you as you confidently travel through your student teaching experience. The answers to many of your questions are found directly in this handbook. It would be to your advantage to read this handbook in its entirety. A major focus of the handbook is a discussion of the roles and responsibilities for the three major participants involved—you—the student teacher, the cooperating teacher, and the university supervisor.

You are ready to take a giant step that will be a part of your life for many years to come. Make the best of it by teaching, learning, and above all, by caring. Always, remember that you are about to teach human beings not subjects. In the span of your career, you will have the opportunity to influence and direct the lives of many. A few you will reach, and a few you will not; however, don't ever give up. Keep doing your best for the students. Trust me; they will not forget your positive influence on their lives. I wish you well and have a happy and rewarding student teaching experience.

Sincerely,

Dr. June M. Montgomery,
Director, the Center for Professional Development
School of Education
Norfolk State University

DESCRIPTION OF THE CONCEPTUAL FRAMEWORK FOR FIELD EXPERIENCES

“Preparing Competent, Compassionate, Cooperative, and Committed Leaders”

Candidates entering field experiences are equipped with the knowledge, skills, and dispositions to work in a diverse society. Similarly, they are prepared to become productive citizens and to work collaboratively in various educational settings to enhance PreK-12 students’ learning in a rapidly changing and global society.

The Conceptual Framework—“*Preparing Competent, Compassionate, Cooperative, and Committed leaders*” is the guiding force for the field experiences in **Level I**—Observation, **Level II**—Observation and Participation, and **Level III**—Student Teaching, Practicum, and Internships.

The ***competent*** candidate is one who has a strong liberal arts background and possesses demonstrated knowledge, skills, and abilities. This allows the candidate to teach with confidence, creativity, and enthusiasm. The candidates are able to infuse technology into their teaching style. The candidates’ instruction delivery skills, including those listed below, indicate clear communications and the ability to capture the attention of the students.

- write a lesson plan
- present a lesson
- manage a classroom
- evaluate teaching resources
- use developmentally appropriate instruction
- use multiple teaching and learning research-based instructional strategies
- adapt instruction for individual differences
- be creative

- assess students' performance using a variety of formal and informal assessment techniques
- monitor students' progress
- develop instruction based upon evaluation results
- develop and ask appropriate questions
- organize and manage time
- analyze the classroom to promote learning
- model effective communication skills
- reflect upon teaching effectiveness
- use human resources at school and in the community to foster learning
- use technology in instruction

The ***compassionate*** candidate cares about student learning by showing respect for the differences and exceptionalities found in each student. The candidate possesses the skills to effectively teach individuals from diverse cultures and with diverse needs. Trust, integrity, and demonstrated empathy are also attributes of the candidate. The candidate is also able to create a safe, positive, and supportive learning environment.

The ***cooperative*** candidate is able to positively collaborate with administrators, faculty, peers, students, parents, and community members. The candidate knows how to be a team member who works to achieve goals that will meet the educational needs of all students.

The ***committed leader*** is dedicated and devoted to teaching. The candidate engages in scholarly activities and continuously develops his/her professional skills. Other characteristics include:

- improving the curriculum, instruction, and assessment—formal and informal through dialogues with colleagues and modeling skills and concepts taught;

- improving school effectiveness—initiating change, planning for school improvement, participating in individual and collaborative research, working on committees and task forces, engaging in family and community outreach;
- being a student advocate—participating in extracurricular activities, collaborating with staff in an effort to accommodate diverse students’ needs; and
- being a professional—maintaining high ethical work and personal standards and behavior, and actively participating in professional associations and activities

GENERAL POLICIES FOR STUDENT TEACHING

1. Student Teaching Experiences

Norfolk State University requires that licensure candidates complete two experiences for a minimum total of **400** clock hours. One placement is to be in a target/community project school—less diversity; and one placement in a diversely populated school—different cultures and exceptionalities.

2. Attendance

The student teacher should report to the school at the same time as the cooperating teacher and should remain there until the cooperating teacher gives permission to leave.

3. Absences/Tardiness

If the student teacher is absent or late on any given day, the student teacher must contact the **director, CPD, the university supervisor, and the cooperating teacher**. All three must be notified as far in advance as possible (***call and email all three individuals***).

4. Personal Appearance

Student teachers are expected to observe the professional dress guidelines as outlined by the Student Teaching Program.

Professional dress does not include: *jeans, sneakers, flip flops, skin-tight pants or leggings, miniskirts, exposed cleavage, exposed undergarments/straps, belts below the waist, or t-shirts.* Men are to wear a *neck tie* daily. *Chewing gum is not allowed.*

5. Forms

All forms must be completed and submitted on time in TK-20 by the student teacher, cooperating teacher, and university supervisor as listed in the **Semester Schedule. NCOP** students will submit typed copies of all forms submitted.

DEFINITIONS

Directed Teaching a period of supervised teaching during which the student teacher takes increasing responsibility for a given group of pupils for a definite period of time in an effort to increase teaching competence and affect student learning

TK20 Assessment System an online assessment system created for the collection and evaluation of performance data and for overall management of academic activities at NSU

Coordinator one who is responsible for monitoring and supervising directed teaching activities—to include the clinical supervisor; conduct seminars (on and off campus)

Cooperating Teacher a licensed or degreed employed faculty member of a cooperating school or daycare center assigned to supervise the student teacher; other terms used are supervising teacher, critic teacher, mentor teacher, and school-based teacher

Director one who is administratively responsible for planning, organizing, directing, and evaluating the program of directed teaching; duties include developing and maintaining a constructive relationship with cooperating personnel

Prospective/Student Teacher

one who is enrolled in a college/university teacher education program and is assigned to teach in a classroom under the direction of a licensed or degreed teacher

University Supervisor

a full or part-time staff/faculty member who visits the student teacher at the assigned teaching facility and works with the cooperating teacher in guiding and evaluating the progress of the prospective teacher

Observation and Participation Programs

preclinical activities designed as a formal part of the teacher preparation component, designed to provide systematic field-based experiences in conjunction with methods courses, and planned to enable the prospective teacher to make transitions from theory to practice

Directed Teaching Program

a senior-level performance-based experience that is the major phase of the professional education component; organized to be completed each semester

Graduate Intern Program

provides field experiences for graduate students pursuing degrees in ***pre-elementary education, curriculum development, school counseling, and public school administration/supervision***

This phase of graduate training provides for **200 clock hours—120 hours** shadowing a school principal and **80 hours** working at the central office level in a department of chosen interest. These experiences will help to contribute to upward mobility in the graduate student's chosen field of educational interest.

DIRECTED TEACHING PLAN

Full school day, sixteen weeks, two experiences at 8 weeks and 200 hours each—minimum 400 clock hours (or as indicated by the program) of pupil contact as listed below:

1. ELEMENTARY EDUCATION

Teacher candidates are placed in two/eight-week appropriate settings:

- primary grades K, 1, 2, or 3

- elementary grades 4, 5, or 6

2. NON-CERTIFICATION OPTION PROGRAM (NCOP)

Teacher candidates are placed in one eight-week appropriate setting for 300 hours.

- Daycare center
- Of the 200 hours, 150 should be teaching hours.

3. SECONDARY EDUCATION

Teacher candidates are placed in two eight-week appropriate settings:

- Middle School
- High School

4. ART, SPECIAL EDUCATION, HEALTH/PHYSICAL EDUCATION, and MUSIC

Teacher candidates are placed in two eight-week appropriate settings:

- Elementary
- High School or Middle School

NON-CERTIFICATION OPTION PROGRAM (NCOP) STUDENTS

Placement Policy

The Center for Professional Development (CPD) strives to provide high quality and diverse experiences for practicum students. In an effort to do this, the following placement guidelines will be adhered to by all students enrolled in the non-certification option (NCOP) at Norfolk State University.

- The CPD will not accept placement requests from students who requests placements in their physical locations of employment (i.e. school divisions, same building, same class room, same center, center having the same parent organization etc.)

- NCOP students may not participate in Pre-K classrooms in the public schools. Only licensure candidates who have passed Praxis I (or equivalent) may participate in the Pre-K classes in the public schools.
- The CPD will not accept placement requests from students who requests placements where a family member, including children, or acquaintances attend or are employed.
- All requested placements must take place at centers or sites that meet the following criteria:
 - state licensed facilities,
 - centers having a Bachelor degreed teacher in the classroom where the student teacher is placed,
 - possess/or be accredited by an accepted accreditation agency, and
 - possess a recognized and accepted curriculum.

For example, NAEYC accredited child care centers are acceptable, as are Pre-K public school locations if you are on the licensure track. A curriculum such as the A Beka or non-identified curriculum will not be acceptable.

ASSIGNMENTS AND PROFESSIONAL SEMINARS

Plan	
<i>Dual Assignment</i>	
First teaching assignment , 8 weeks (one-half semester), full-time	Sixteen weeks— <i>400 minimum clock hours</i> of teaching activities (or as required by program) Orientation and seminar attendance is <u>mandatory.</u>
Second teaching assignment , 8 weeks (one-half semester) full-time	

PROFESSIONAL DEVELOPMENT

The professional development aspect of the directed teaching component has the following mechanical organization: the professional laboratory experiences are structured to provide continuous use of human resources at the local, state, and

national levels and designed to facilitate the maximum growth of both pre-service and in-service personnel connected with the university's teacher preparation programs. Included are **seminars**, **conferences**, and **workshops**.

The Professional Seminar

The professional seminar series is an integral part of the directed teaching component and a major part of the professional laboratory experience. The seminar series is designed especially for pre-service and in-service teachers who are associated with the program during each semester. The term, "professional development" in a group setting is used throughout the study of problems and associated with those activities directly or indirectly related to the teaching act. Professional seminars are organized to:

- cover topics and issues essential to the operational competence of today's teacher;
- involve practicing professionals (local, state, and national) directly or indirectly in the preparation of future teachers; and
- prepare students for future employment

The professional seminar is held every other Thursday at 1:30 P.M. All prospective teachers are required to attend these scheduled seminars. Attendance at the professional seminar is **mandatory** and ***will count as part of the student teaching grade. All Student Teachers are also expected to attend the Student Virginia Education Association Meetings (SVEA) that begin at 12:30 P.M.***

The Departmental Seminar

The organization and structure of departmental seminars vary among departments. This aspect of professional development is the responsibility of the subject-area coordinator and/or university supervisor. Following the professional seminar, the departmental seminar is held at 3:00 P.M. and offers an opportunity for the prospective teacher to meet with the university supervisor to help in clarifying responsibilities and duties related to teaching, to seek help in analyzing classroom

experiences, and to interact and share problems and concerns with peers. In addition, the departmental seminars are designed to:

- relieve anxieties and frustrations normally experienced during the student teaching process;
- assist in developing a professional approach to problem-solving that involve experiences in the school/classroom setting;
- demonstrate the ability to analyze one's teaching performance reflectively; and
- analyze methods and theories of learning as related to the teaching process.

The **seminar's clinical/university supervisor** serves as the facilitator and the person responsible for designing and planning the content and organization of the departmental seminars. The clinical/university supervisor is the primary resource person who addresses questions, concerns, and lead the discussion on chosen topics. All prospective teachers are required to attend the departmental seminars. Attendance at the departmental seminar is **mandatory** and ***will count as part of the student teaching grade.***

CONFERENCES

A major supportive aspect of the professional development phase connected to the directed teaching component is conference sessions. The conference sessions are divided into two types: the ***university supervisor's post conference following school visitations,*** and the ***cooperating teacher's daily conference.***

- ***Post conferences*** following clinical visitations are held as soon as possible after a visit from the university supervisor. The prospective teacher is responsible for

making the appointment with the designated clinical supervisor. The purpose of this conference is to critique lesson(s) taught during the clinical supervisor's visit.

- **Daily conferences** with the cooperating teacher are considered to be very essential to the growth and development of the prospective teacher. These conferences are arranged by the cooperating teacher for the purpose of assisting the prospective teacher with adjustment to the role of teacher.

Workshops

Workshops for cooperating personnel are held in AUGUST and JANUARY of each school year as scheduled by the various school divisions. The mechanical organization of the workshop is designed primarily to facilitate a total understanding of the Norfolk State University's directed teaching program as it relates to:

- the organization and structure of the program;
- the policies and procedures with regards to the operational phase of the program;
- the role of the participating cooperating school personnel in the directed teaching process; and
- the university's role in teacher preparation.

The ***Student Teaching Handbook (Level III)*** is used to develop the workshop agenda. Other topics are considered as deemed necessary by the cooperating teachers and the school division. Consideration is given to the needs and concerns of the participants.

SUMMARY

The professional development phase of the directed teaching component was initiated in 1965 and since that time, over 4,000 prospective teachers have participated in the program. The Center for Professional Development is deeply indebted to the

many individuals, organizations, and agencies that have contributed to the success of the program each academic school year.

LEVEL III FIELD EXPERIENCES POLICIES AND PROCEDURES

Conceptual Framework
"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"

General Overview and Purpose

Field-based and clinical experiences are integral parts of the curriculum for teacher education students. Mandatory field experiences are designed to provide students with a variety of academic settings. These experiences are planned to provide relevant opportunities for the application and evaluation of theories and concepts that are taught in the program. The sequence of these experiences allows students to progress through levels of development with increased responsibility for classroom instruction and other professional roles.

All field experiences are systematic, guided by the conceptual framework—***"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader,"*** and seek to prepare educators who demonstrate the competencies for effective teaching and leadership. They accept the responsibility for the students that are entrusted in their care—for their learning and overall development. The sequence of field experiences at Norfolk State University starts with the courses—**Foundations of Education**, and move in order to **Level I Observation, Level II Observation and Participation**, and concluding with **Level III Student Teaching and Internship**.

Prerequisites

- Successful completion of Praxis I/SAT/ACT/Praxis II/VCLA/RVE (if applicable)
- Admission to Teacher Education

- Completion of Child Abuse Recognition and Intervention Training
- Completion of all coursework for a teaching program with a 2.5 or above GPA.
- Current, negative Tuberculin Skin Test or Chest x-ray
- Membership in a professional organization
- A state criminal background check/social services background check if required by the school division of interest

Licensure and Non-Licensure

The student teaching experience is the culminating experience for NSU's teacher education candidates. The program is designed with the collaboration of the unit (The School of Education), school partners, and various school divisions and daycare facilities.

For **licensure** students, this program is structured on a semester basis—(two 8 week experiences for a total of 16 weeks) in two different classrooms, two different, diverse school systems, and on two different levels as determined by the endorsement area(s). **Non-licensure** students are placed in a daycare facility for 8 weeks at a licensed and accredited daycare center for 300 hours (at least 150 hours for classroom teaching). The cooperating daycare teacher must be a degreed teacher. Responsible participants for both groups are viewed broadly to include the classroom teacher, university supervisor, building principal or daycare director, endorsing university department representative, the Director of the Center for Professional Development, and the professional community.

Continuous supervision between the university personnel and the cooperating teacher is required. All experiences are designed to provide candidates with the **knowledge (K), skills (S), and dispositions (D)** needed to enhance student learning and academic achievement.

Orientations and Seminars

Orientations and seminars are held each semester for university personnel and

cooperating teachers. Bi-weekly seminars are held for teacher candidates. All seminars and orientations attempt to review, refine, and assist candidates in becoming ***competent, compassionate, cooperative, and committed leaders.***

Observable and measurable teaching competencies are used to provide the **Knowledge (K), skills (S), and dispositions (D)** candidates need to become master teachers.

Student teachers will demonstrate mastery in:

1. K/S/D Academic Preparation

(COMPETENT/LEADER)

2. K/S/D Methodology/Classroom Management

(COMPETENT/COMPASSIONATE/LEADER)

3. K/S/D Delivery of Instruction

(COMPETENT/COMPASSIONATE/LEADER)

4. K/S/D Teaching Competencies

Teaching Competencies

- Academic Learning Time (COMPETENT/COMPASSIONATE/LEADER)
- Student Accountability (COMPETENT/LEADER)
- Clarity of Structure (COMPETENT/LEADER)
- Individual differences (COMPETENT/COMPASSIONATE/LEADER)
- Evaluations (COMPETENT/COMPASSIONATE/LEADER)
- Consistent Rules (COMPETENT/COMPASSIONATE/LEADER)
- Effective Climate (COMPASSIONATE/LEADER)
- Learners Self Concept (COMPETENT/COMPASSIONATE/LEADER)
- Meaningful Learning (COMPETENT/COMPASSIONATE/LEADER)
- Questioning Skills (COMPETENT/LEADER)

- Reinforcement (COMPETENT/LEADER)
- Close Supervision (COMPETENT/LEADER)
- Awareness (COMPETENT/LEADER)

5. K/S/D Instruction from a Global Perspective

- Human Relations (Dispositions) (COMPETENT/COMPASSIONATE/LEADER)
- Multi Cultural (COMPETENT/COMPASSIONATE/LEADER)
- Communication Skills (COMPETENT/LEADER)
- Professionalism (COMPETENT/COMPASSIONATE/LEADER)

6. K/S/D Professional Seminars with Student Teachers

- Working with Parents (COMPETENT/COMPASSIONATE/COOPERATIVE/LEADER)
- Working with Community (COOPERATIVE/LEADER)
- Working with cooperating teachers (COMPETENT/COOPERATIVE/LEADER)
- Knowing the organization (COMPETENT/LEADER)
- Knowing learning theories (COMPETENT/LEADER)
- Common problems in Student Teaching (COMPETENT/LEADER)
- Observations and assessments (COMPETENT/LEADER)
- Planning (COMPETENT/LEADER)
- Working with diverse and exceptional children (COMPETENT/COMPASSIONATE/LEADER)
- Writing résumés (COMPETENT)
- Role playing (COMPETENT/COMPASSIONATE/COMMITTED LEADER)
- Demonstrations (COMPETENT/COMPASSIONATE/COMMITTED LEADER)
- Using technology in the classroom (COMPETENT)
- Working with school personnel (COMPETENT/COMPASSIONATE/COOPERATIVE/COMMITTED)

Minimal Requirements for Student Teachers

The candidate must:

1. Complete a minimum of 400 clock hours/program requirements of student teaching including instructional and non-instructional activities.
2. Submit lesson plans to the cooperating teacher five days prior to the day the lesson is to be taught.
3. Teach lessons appropriate for the grade and age.
4. Demonstrate the use of multiple teaching strategies.
5. Demonstrate the use of multiple assessment tools.
6. Demonstrate the ability to think critically and solve problems.
7. Demonstrate a thorough understanding of the conceptual framework.
8. Utilize TK-20 to complete a thorough portfolio.
9. Complete student teacher work samples.
10. Demonstrate effective classroom and parental communication skills—oral and written.
11. Attend all seminars and professional organizations meetings as specified in the Student Teachers Handbook and semester schedule.
12. Attend a minimum of two parent/teacher conferences.
13. Demonstrate the ability to dress professionally.

14. Possess the demeanor of a professional.
15. Hold membership in at least one professional organization in the endorsing discipline.
16. Demonstrate punctuality.
17. Volunteer for participation in school activities and meetings.
18. Complete bulletin boards that are appropriate.
19. Demonstrate the use of a diagnostic procedure when correcting papers for re-teaching until mastery is achieved.
20. Possess strong classroom management skills.

Criteria for Submitting Application to Student Teach

1. All licensure and non-licensure candidates must apply for student teaching the semester prior to when the **Level III** field experience begins.
2. The complete application packet must include the following:
 - ***Evidence of above average academic accomplishment in the major***
 - ***An overall GPA of 2.5 or better***
 - ***Departmental endorsement (of your major)***
 - ***Be a graduating senior (or completing a certification program) in December or May***
 - ***Evidence of completion of all requirements for Admission to Teacher Education (submit portfolio/binder)***
 - ***Two Letters of recommendation from faculty members***

- ***A current evaluation signed by the advisor and referenced courses to be completed***
- ***Evidence of passing scores on the Praxis I/SAT/ACT, Praxis II, VCLA, and RVE (if applicable) examinations***
- ***A signed Background Verification Form***
- ***Transfer students must complete at least one methods course before approval for student teaching***
- ***A current (within one year), negative Tuberculin Skin Test or chest x-ray results***
- ***A résumé***
- ***The application must be signed by your advisor and department chair***

Application Process and Placement

1. The candidate should complete the application process form and obtain the proper signatures from the advisor and/or the department head.
2. The candidate must submit a completed application packet to the Director of the Center for Professional Development to obtain approval.
3. The Director submits the placement application to the requested school division's Human Resources Department personnel, a daycare director or representative based on the request.

Evaluation and Grading

The student teacher's grade is the shared responsibility of the ***cooperating teacher, the university supervisor, and the director of the Center for Professional Development.*** A grade is submitted and decided at the end of each experience during a conference designed to solicit input from each participant. The **final** grade is reviewed and assigned by the same three participants once it is submitted to the director of the Center for Professional Development. The final grade is assigned based on the rubric for student teaching and submitted into the grading system by the university supervisor. All student teachers should be aware of the final grade before it is received. Reflections are recorded by the student teacher in an effort

to not make the same mistakes in the classroom; therefore, if the grade is positive, the student teacher may continue with the teaching experience.

Provisions for Unsuccessful Candidates

First, negative dispositions are not allowed and certainly not conducive to the field experiences. A positive attitude is very important to your success in the field in establishing long-term relationships. However, if a candidate is not making satisfactory progress in the field, depending on the deficiency, the following options are available:

1. Additional time may be added to the experience to correct the deficiencies.
2. The candidate may be asked to return to the university campus for more training in knowledge, skills and dispositions.
3. The candidate may receive an "I" grade until all deficiencies have been alleviated and then placed back out into the field to complete student teaching. Of course, this action will no doubt delay the candidate's graduation date.

REMEMBER THAT ATTITUDE WILL DETERMINE YOUR ALTITUDE!

UNIVERSITY SUPERVISOR SELECTION PROCESS

Selection of supervisors for field experiences is guided by six major factors:

1. recommendations from department heads based on the instructors of courses in the professional education core;
2. outstanding retired teachers;

3. recommendations from teachers and community agencies' personnel where students are assigned for field experiences;
4. persons chosen based on the qualifications and endorsements in the specialty area to be supervised;
5. persons having K-12 teaching experiences; and
6. the ability of the supervisor to model the concepts and skills included in the conceptual framework in the development of "competent, compassionate, cooperative, and committed leaders"

ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor has the responsibility of monitoring the classroom experiences of the student teacher. This person helps to guide the student teacher to becoming confident and competent. The success of classroom students will one day depend on a teacher— a former student teacher. Therefore, the university supervisor must first establish rapport with the student teacher/teacher candidate and then:

1. Meet the cooperating teacher.
2. Set up a schedule of times to communicate with the student teacher face-to-face and by telephone.
3. Assist the student teacher in planning and executing selected student teaching assignments.
4. Explain the grading procedures for the teaching video.
5. Discuss student teaching requirements.
6. Keep the Director of CPD informed.
7. Be proactive.
8. Encourage the student teacher to be honest in sharing problems, concerns, and classroom experiences.

9. Honesty, sincerity, and caring is important in establishing a comfortable relationship where sharing takes place with ease.
10. Give immediate observations feedback in a positive manner.
11. Be reminded that the university supervisor and the teacher candidate are guests in someone's classroom.
12. Meet public school personnel. Serve as a public relations agent for Norfolk State University.
13. May supervise a maximum of ten prospective teachers.
14. Visit each teaching facility during the first or second week to ensure that the placement is appropriate for the candidate, and conduct a minimum of **three formal observations** during each training period.
15. Consult with the cooperating teacher regarding an initial assessment of the student teacher early in the semester and if possible after each observation of the student teacher.
16. Schedule a conference period within 24 hours after each visit.
17. Attend the clinical supervisor's meetings.
18. Notify the director of the Center for Professional Development, as soon as possible of any problems concerning the prospective teacher.
19. Participate in professional seminar activities and conduct departmental seminars.
20. Review and grade candidates' TK20 portfolio.
21. Be sure that the student teacher notifies the director of the CPD, the cooperating teacher, and you of all absences.
22. Submit a grade for the prospective teacher at the end of each teaching period to the Director of the CPD and to the registrar's grading system. Be sure that input on the final grade is solicited by all concerned.

ROLE OF THE COOPERATING TEACHER

Congratulations! You have been chosen to mentor a student teacher! What an honor to be asked to serve in this capacity! Being asked to serve as a cooperating

teacher, shows that your school administrators recognize your competence as a “teacher of teachers” and proves that you have much to offer to the prospective teacher. You will be the force to determine the kind of experience the student teacher will have—memorable or forgettable. The cooperating teacher occupies an important role in the professional preparatory experiences of a student teacher. With few exceptions, student teachers indicate that the cooperating teacher is the key to their success in the student teaching experience and process. You have a big responsibility, and we know that you are up to the challenge.

The School of Education’s faculty regard themselves fortunate to have the opportunity to work with a number of cooperating teachers who exemplify the qualifications and characteristics listed below. You are now part of this illustrious group of teachers.

The placement of student teachers is the responsibility of the Director of the Center for Professional Development. The Director performs this function through conferences with department consultants, and with the approval of public school personnel—superintendents, supervisors, principals, and teachers. The actual logistical process involved in placement varies depending on the school system.

The relationship between the student teacher and the cooperating teacher is one of the most important aspects of the student teaching experience. Each person involved should work hard to make this relationship one that is positive and helpful.

Qualifications and Characteristics

Professional Qualifications:

- appropriate certification
- three or more years of successful teaching experience
- recognized knowledge in the chosen teaching field
- working knowledge of related field
- experience with a wide variety of teaching methods, techniques, and materials—including those both traditional and contemporary
- experience in professional organizations and community activities
- ability to communicate knowledge and experience

Personal Qualifications:

- a desire to work with student teachers
- regards student teaching as a professional experience, not as a release from teaching duties
- commands respect of colleagues
- pleasing personality
- accepts student teachers as co-workers
- understands problems of beginning teachers and is able to empathize
- possesses good physical and emotional health
- believes in the teaching profession
- uses the English language effectively in oral and written communications
- maintains constructive and effective classroom management
- assumes school responsibilities beyond teaching
- tactfully honest

Cooperating teachers are expected to:

- Give learning directions in the classroom.
- Get to know as much as possible about the student teacher.
- Introduce the student teacher and explain why the student teacher is in the classroom.
- Provide for the initial needs and orientation of the student teacher.
- Help the student teacher with thorough planning.
- Perform the role of a counselor.
- Help induct the student teacher into full-time teaching.
- Help with the student teacher's evaluation process and with self-evaluation.

Your Potential Roles as Cooperating Teacher:

You will wear many hats—hopefully with pride and a sense of accomplishment.

- a. Model

- b. Teacher of Teachers
- c. Promoter of growth
- d. Planner
- e. Supervisor
- f. Team-member
- g. Learner
- h. Evaluator

Specific Responsibilities:

First, prepare for the arrival of the student teacher by providing a setting that enables the student teacher to assume the role of a teacher with a minimum of difficulty. To do this, the cooperating teacher should:

- a. Organize the classroom to provide the student teacher with space to place personal items and provide appropriate teaching materials and texts.
- b. Prepare the pupils for the arrival of the student teacher as a colleague and not as a college student.
- c. Create an atmosphere of faculty and staff acceptance by introducing the student teacher to the people with whom you work. Please include the school administrators. This is suggested for the following reasons:
 - for school-wide acceptance
 - for possible other classroom visitations
 - to invite the building administrators to participate in the student teaching experiences
- d. Become familiar with the university's student teaching program, such as its goals and objectives.

After the Student Teacher's Arrival:

(A) Schedule a conference before the student teacher assumes any classroom responsibilities.

Discuss the following:

- (1) What is your overall plan for the class?
- (2) What is your discipline plan?
- (3) What are your class rules?
- (4) What are your expectations?
- (5) How will you proceed as far as initial duties for the student teacher?
- (6) Explain the responsibility and authority of the student teacher.
- (7) What is the order of your class—do you have an “Early Bird” activity?
- (8) What is your homework policy and expectations?
- (9) Who will handle the discipline when the student teacher is teaching? If it is the student teacher, will you interrupt? If so, under what conditions?
- (10) Please consider other discussion items as you deem necessary to the successful operation and management of your classroom.

(B) Plan so that the student teacher will be able to:

- (1) observe you demonstrating a variety of teaching styles
- (2) participate in small and large group instruction
- (3) observe you interacting with an individual student
- (4) observe the writing of lesson plans—whether daily, weekly, or in a unit format
- (5) observe a conference with a student, parent, teacher, etc.
- (6) teach a small group, a specific skill or subject, gradually leading to teaching the whole class, all subjects, for an entire day
- (7) observe/participate in after school activities and meetings

(C) Give the student teacher the freedom to employ individual classroom management and instructional methods under your guidance.

(D) Provide the student teacher help in planning by:

- (1) establishing how you will be involved in the process

- (2) establishing with the university supervisor the criteria for writing lesson plans
- (3) sharing planning resources

(E) When you are not teaching, try to:

- (1) Observe—offer praise as well as constructive direction.
- (2) Help your classroom students adjust to the experience of having two teachers in the classroom.
- (3) Refrain from conferring with classroom students while the student teacher is teaching.
- (4) Provide the student teacher ample time alone in the classroom as appropriate.

Summary

Most cooperating teachers will find working with a student teacher a pleasant experience. Even though most student teachers look forward to student teaching eagerly, they also experience a great deal of apprehension. Do you still remember when you were a student teacher? The student teacher is no longer dealing with theory. Practice is now in place—practice in working with children. For the first time, student teachers are able to find out if they can be effective or not. It can be an exciting time for both the cooperating teacher and the student teacher.

The cooperating teacher has the most important role in the candidate's preparation for becoming a classroom teacher. The mentor teacher and the candidate must be constantly aware of the fact that the classroom students come first. With this in mind, all involved will experience success.

Each school system will attempt to match the best available cooperating teacher to place with each student teacher—with an awareness of the student teacher's needs, wishes, and limitations, and subject to be taught. This decision is also made with the best interest of the pupils involved.

If you have any questions or concerns, please contact the director of the Center

for Professional Development by telephone or email. You will find the contact information on the front cover of this booklet.

As university officials, we are grateful to you for giving of your time, knowledge, skill, and service to one of our prospective teachers. Thank you and we wish you much success.

ROLE OF THE STUDENT TEACHER

Each student teacher is expected to successfully complete specific requirements for the student teaching process. All students should plan and work continually and in concert with the university supervisor, the cooperating teacher, and the director of the Center for Professional Development. These individuals will assist the student teacher in completing the required field experiences.

The prospective teacher will find that student teaching is exciting and yet at other times, frustrating. Frustration will soon disappear with a change in attitude. Always work to keep your thoughts positive. You may find yourself in situations when you think teaching is the ultimate experience and at other times, you will want to consider early "retirement." Trust me; this is all a part of teaching. You will learn a lot about teaching and about people in general. It is important to remember that your cooperating teacher, your (university) field supervisor, and the director of CPD are always ready to help you and to lend an understanding ear and strong shoulders. Many of us have "traveled down the same path." This is now your time! Your opportunity to realize a dream is right in front of you! How exciting! Seize the moment, make the best of it, and enjoy!

Responsibilities

- 1.** Adhere to the school calendar as much as possible.
 - a. Consult cooperating teacher for length of school day.
 - b. It may be necessary to come to school early or remain after school on some days for conferences with your cooperating teacher and/or field supervisor.
- 2.** When in charge:

- a. In case of an emergency situation, know the location of your cooperating teacher.
 - b. Work out an emergency situation plan.
 - c. Familiarize yourself with the school's policies concerning:
 1. Fire drills
 2. Emergency preparedness—bomb threats, tornados, etc.
 3. Daily routines (gymnasium, music, art, after school clubs, extra-curricula activities, and other special areas
 4. Clinic policies and procedures
 5. Bus rules and regulations
 6. Guidance procedures
 7. Leaving students unattended
 - d. Be prepared for the various activities of the school day (i.e., dress, materials):
 - (1) Field trips
 - (2) Recess duty (if applicable)
 - (3) Bus duty
 - (4) Conferences
 - (5) PTA Meetings
 - e. Know where your students are at all times.
- 3.** If the cooperating teacher is absent, follow the cooperating teacher's schedule and help the **substitute teacher** become acquainted with the classroom routines.

Remember, you are not a substitute teacher. Legally, you are not protected as a substitute teacher.

LESSON PLAN GUIDELINES

- Submit written lesson plans to the cooperating teacher and to the field supervisor **before** you are scheduled to implement the plan. Follow an acceptable format as established by the cooperating teacher, the university supervisor, and/or the director of the CPD.

- It is important to note that there is no one correct way to construct lesson plans; however, it is important to have all of the necessary components needed for effective teaching and learning. Any format, with the necessary components is acceptable. ***A lesson plan is only worth the paper on which it is written. The ability to teach a skill or concept using your plan and know that your students have mastered that skill or concept demonstrates the worth of your plan.***
- Requirements for submitting your plans are established by the cooperating teacher and the university supervisor.
- See a sample lesson plan format in the appendix of this handbook.
- During the field placement, all plans should be approved by the cooperating teacher prior to implementation.
- In addition, you may outline your weekly plans in block form. Towards the end of your placement, you may be permitted to use a block type plan completely, depending on how well you have demonstrated your ability to plan lessons.
- Examine as many textbooks and district guides as possible.
- Examine your evaluation sheet after you have taught your first lesson. This will help you to correct any errors before you teach the next lesson.
- **MAKE EVERY EFFORT TO NOT REPEAT THE SAME MISTAKE TWICE.**
- Include the cooperating teacher in planning.
- If the cooperating teacher has a great lesson plan, compliment the teacher and ask how you can demonstrate the same skill in writing your plans.

SEE THE TABLE OF CONTENTS ON LESSON PLANNING

STUDENT TEACHER TEACHING COMPETENCIES AND INDICATORS

• **Academic Learning Time**

Planning

Minimizing

Non-punitive techniques

Instructional activities

• **Accountability**

Planning

Writing clear objectives

Establishing consequences

Checking for understanding

Assigning tasks

• **Clarity of Structure**

Preparing outlines, reviews, and summaries

Statement of purpose

Interrelations among parts

Ending the lesson

• **Individual Differences**

Dealing with individual differences

Defining different objectives

Providing alternate ways of learning

Teaching learners with special problems

Arranging the classroom

• **Evaluation**

Planning evaluation (formal and informal)

Designing formal evaluation procedures

Asking questions, observing learners work

Observing performance

- **Consistent Rules**

 - Setting rules*

 - Reminding learners of a rule*

- **Affective Climate**

 - Avoiding hostility*

 - Accepting learner's behavior*

 - Showing courtesy*

 - Appreciating cultural differences*

 - Attending to the physical environment*

- **Learner Self-Concept**

 - Lessons that challenge*

 - Encouraging and prompting learners*

 - Praising correct performance of difficult tasks*

 - Helping learners*

 - Feelings of personal worth*

- **Meaningfulness**

 - Relating instruction to interests*

 - Things learners already know*

 - "Real world" interest of learners*

 - Asking questions of learners*

 - Cultural background of learners*

- **Planning**

 - Learning activities*

 - Sensory modes*

 - Current literature on the teaching profession*

 - Learner's scores on standardized tests*

 - Using test data*

 - Defining objectives*

- **Questioning Skills**

 - Conducting drill***

 - Convergent questions*

Probing or follow-up

Conducting discussion

Asking questions

Accepting learners' answers

Conducting recitations

Convergent, probing, or re-entering

Giving feedback

Developing new content

Convergent, probing, and extending

Giving positive feedback or praise

- **Close supervision**

Monitoring activity

Helping learners

- **Awareness**

Moving about the classroom

Awareness of interest level

Teacher awareness

CENTER FOR PROFESSIONAL DEVELOPMENT

The Director will:

- (A) makes arrangements for all field experiences
- (B) collaborates with school personnel in reference to assignment of student teachers
- (C) maintains a list of active field placements in all levels
- (D) answers all questions regarding field placements
- (E) addresses all problems or concerns when or if they arise related to placement
- (F) keeps current records on all field experiences
- (G) collects the necessary student teaching forms
- (H) participates in the student teacher's grading process

- (I) offers guidance to the student teacher in the areas related to professional development

SUGGESTED TEACHING GUIDE

First Week

1. Study the characteristics of children in this age level and apply what you learn to your observation. The characteristics may be found in materials placed on a table in the back of the room.
2. Make a diagram of the room showing seating arrangement with children's names, bulletin boards and display spaces, special interest centers, etc.
3. Meet with your cooperating teacher to discuss the overview of the classroom program.
4. Discuss control and discipline with your cooperating teacher.
5. Move around the room and observe pupils as they work at their seats.
6. Examine folders of records and work samples for children in the class. Do these in class as you observe each child.
7. Begin to match faces with names. It may take about two weeks to learn the names of all students in the class.

Second Week

1. Discuss lesson planning with your cooperating teacher and decide upon an acceptable format.
2. Prepare a lesson plan and teach a small group.
3. Work with a small instructional group and listen as you ask students to read.
4. Walk children to and from resources.
5. Discuss grading system with your cooperating teacher.
6. Construct an instructional bulletin board. Discuss this with your cooperating teacher and begin now so it can be assembled next week.

7. Practice addressing students by name.

Third Week

1. Choose a book and begin daily reading to the children this week. Carefully observe to note the interest level and attention span of children.
2. Choose a child and begin to keep an anecdotal record. Study the child's individual folder and begin to collect information that may be of help in providing a better program of study. Observe the child in class and arrange to engage in a few observations outside of the classroom.
3. Assemble your instructional bulletin board. Begin a second instructional bulletin board to be assembled and displayed during the next few weeks. Observe other bulletin boards for ideas.
4. Prepare lesson plans and teach one subject/topic daily. Observe carefully for evidence of goals that have been reached.
5. Discuss the use of audiovisual equipment for effective teaching with your cooperating teacher. Observe and use videos along with other technology. Be sure that videos are from an approved source (check with the school's librarian).
6. Grade papers and enter them into the grading system (book or computer grading program).

Fourth Week

1. Prepare lesson plans for two or three subjects daily. Observe whether or not children are interested in the lesson and meet the stated goal(s).
2. Use audiovisual materials and equipment in your teaching this week.
3. Examine the attendance system. Record and begin to handle this responsibility daily. Observe and follow the procedure used by your cooperating teacher.
4. Discuss parent-teacher conferences with your cooperating teacher.
5. Observe your cooperating teacher preparing and handling the parent-teacher conference.
6. Participate in a guided observation in another classroom.

Fifth Week

1. Prepare plans and teach lessons daily in all subject areas.
2. Engage in a guided observation in another classroom.
3. Develop the initiative and resourcefulness to increase your effectiveness in the classroom. If you have not made this effort to try strategies and techniques on your own, this might be the time to have this experience.
4. Observe an inclusion class/lesson or sit in on an Individualized Education Plan (IEP) or Child Study meeting.

Sixth Week

1. Prepare lesson plans and teach groups during one period. Observe carefully and make notes on obvious instructional concerns.
2. Drop one subject that you have been teaching and spend this time observing other activities within the building.
3. Study formal and informal test results and apply what you learn to the classroom setting. Observe your cooperating teacher administer a test. Determine the kind of test given.

Seventh Week

1. Discuss the results of your individual child study with your cooperating teacher.
2. Check the organization of your notebook materials developed during this experience. Be prepared to submit your notebook to your advisor or to the CPD.
3. Drop one subject so that you are teaching about one-half of the school day.

Eighth Week

1. Finish up any major units of work.
2. Observe your cooperating teacher while teaching, and write comments/questions pertaining to the lesson to be discussed. At the end of the lesson and on the same day, meet with the cooperating teacher for an in-depth discussion. Select

an observation setting that you would like to engage in outside of the classroom.
Complete the observation.

3. Schedule a final conference with your cooperating teacher to discuss your student teaching progress. Pay close attention to strengths and weaknesses.

Please remember to thank all involved for their participation and help as you traveled through this student teaching experience.

Appendices

Student Teacher

Tk20 Licensure Students Only

Student Teacher Forms and Artifacts/Documents for the Tk20 Binder and Seminar

TK20—Student Teaching Binder

The tabs of the student teaching binder are named after the items that are to be submitted. Please refer to the Student Teaching Forms Schedule for the specific due dates of each item.

Tab 1ô Student Teaching Information

Tab 2ô Schedule of Activities

Tab 3ô Bi-Weekly Progress Reports (4)

Tab 4ô Self Assessments

1. Self-Assessment of Content Knowledge and Expertise
2. Self-Assessment Checklist for Lesson Plans
3. Self-Assessment Checklist for Unit Plan
4. Self-Assessment Checklist for Student Teaching Video

Tab 5ô Survey

Tab 6ô Reflections and Description of Experience

1. Description of Experience/School
2. Studentô Reflection Form for Field Experience Binder
3. Studentô Reflection on Teaching Performance

Tab 7ô Lesson and Unit Plans

1. Three Lesson Plans
2. One Unit Plan

Tab 8ô Timesheet

1. Combine all of your previous time record sheets and submit.

Tab 9ô Additional Information

1. Pictures, copies of student work, etc.

Tab 10ô Cooperating Teacher and University Supervisor Assessments

1. Cooperating Teacher
 - a. p. 54 Lesson Evaluation and Comment Sheet
 - b. p. 55 Conceptual Framework Theme Evaluation
 - c. pp. 56-57 Classroom Observation Evaluation
 - d. Student Teaching Binder Review
2. University Supervisor
 - a. p. 61 Classroom Observation Evaluation (University Supervisor)
 - b. p. 63 Teaching Portfolio Grade Sheet
 - c. Student Teaching Binder Completed Review

Seminar—Documents/Items to submit

These forms are not located in the TK20 Assessment System; therefore, the items listed below need to be submitted at seminar on the specified due date. Refer to the Student Teacher Forms Schedule for the due date. Please ensure that all forms are typed prior to submittal at seminar.

1. Signed time records
2. Student Teaching Release Form
3. Classroom Observation Evaluation (Principal)
4. Teacher Certification Data Form/Program Exit Document
5. Bulletin Board with pictures

TIME RECORD
Student Teacher Completes

Major: _____ Semester/Year: _____ University Supervisor: _____

Student Teacher: _____ Date: _____ Grade Level: _____

School Name: _____ City: _____

Cooperating Teacher: _____ Telephone (Wk.) _____ Cellular _____

Date (MM/DD)	Entry	Non-Teaching Performance (Hours)	Introductory or Assistance Type Performance (Hours)	Performances for Teaching Entire Class (Hours)	Total Hours Per Week	Verified by Cooperating Teacher	Homework and Planning Outside of School
	1						
	2						
	3						
	4						
	5						
Week # _____							
	1						
	2						
	3						
	4						
	5						
Week # _____							

Non-teaching Activities Include: observation, conference, bus duty, hall duty, lunchroom duty, and other activities in which the student teacher has a leadership role with pupils.

BI-WEEKLY PROGRESS REPORT
Student Teacher and Cooperating Teacher Complete

Student Teacher			
	Name	Placement	Biweekly report #

- STUDENT TEACHER**—Briefly describe your classroom teaching activities for the previous week. Please include the type of activity and the SOL focus for the day/week if applicable.

- COOPERATING TEACHER**—Please give an assessment of the student teacher’s work. Include performances achieved.

- COOPERATING TEACHER**—Please provide specific recommendations for the student teacher’s improvement of performances for the next week.

- STUDENT TEACHER**—Please list specific plans to carry out the performance recommendation(s) from your cooperating teacher.

(Attach a separate sheet if needed)

COMMENTS
STUDENT TEACHER—Performance Reflections:
COOPERATING TEACHER—Comments

Student Teacher: Ensure that you retain a copy of the completed form for your files.

Student Teacher’s Signature	Date	Cooperating Teacher’s Signature	Date

Student Teacher's
SELF-ASSESSMENT OF CONTENT KNOWLEDGE AND EXPERTISE IN:

(Subject/Topic/Unit You Taught)

Candidate:		Placement:	
Date:		Area for Teaching Certification:	
Academic Background			
College/University	Degree	Date Conferred	Major(s)

Directions:
This self-reflective assessment tool is designed to help identify strengths and gaps in your content knowledge in your chosen discipline. It is designed to familiarize you with the breadth and depth of knowledge needed to implement school curriculum. No applicant is expected to demonstrate confidence in all areas of content knowledge included on this assessment. The completed self-assessment will serve as the first step toward personalized content development plan for expanding your content knowledge and expertise.

For each topic listed in the assessment, rate your knowledge and confidence using the following scale:

0	=	I have not yet gained any knowledge of this content area.
1	=	I have limited knowledge on this topic.
2	=	I am familiar with this content area, but may lack some breadth or depth.
3	=	I have strong knowledge of this content area.
4	=	I feel competent to teach this topic.

For any item that you rate 1 or above, indicate the source of your knowledge and confidence. For example, you may have taken a course, written a research paper on a related topic, participated in a related activity from which you gained practical knowledge, or been employed in a position which required the development and application of this knowledge.

Topic	Rating	Documentation of Content Development
1.		
2.		
3.		

SELF-ASSESSMENT CHECKLIST FOR UNIT PLAN
Student Teacher Completes

	Please rate the following aspects of your Unit Plan:	Target 3	Acceptable 2	Unacceptable 1
Title Page	Name of Unit Student Teacher's Name School's Name Grade Level			
Table of Contents	Facilitate easier reference to the various parts of the unit.			
Purpose	Explain why the unit is important.			
Objectives	Include the understandings and skills that can be measured.			
Inventory	List possible activities in which the children might engage.			
Motivation	Include bulletin boards and motivational techniques to be used.			
Introduction	General statement and overview of the unit.			
Bibliography & Appendix	References Pupil References Films Filmstrip Records Charts Other Materials Included			
Brief Outline	Topic Format			
Daily Lesson Plans	Add as the unit progresses.			
Evaluation	Explain plans for determining whether or not objectives in the teaching of the unit have been accomplished.			

27/33 = Passing Score

Total Score: _____

Attach your typed response to each question below.

What did I do well?

What could I improve?

SELF-ASSESSMENT CHECKLIST FOR LESSON PLANS
Student Teacher Completes (See Lesson Planning Section page 66)

	Please rate each of the following elements of your lesson plan:	80% Mastery Points
a	Measurable and Observable Objectives/SOL	10
b	Anticipatory Set/Motivation	10
c	Procedure . Modeling . Teacher Activities (The teacher will do)	10
d	The Student Activities (The student will do)	10
e	Guided Practice	10
f	Independent Practice	10
g	Closure/Summary	10
h	Materials	10
i	Academic Learning Time	10
j	Evaluation of Objective(s)	10
k	Product/Process Mastery Level	10

Note: If **80%** mastery level is not achieved for classroom students, use multiple teaching strategies for re-teaching, and re-assess. Use the classroom instruction pattern of “teach, test and re-teach.”

COMMENTS:

**SELF-ASSESSMENT CHECKLIST FOR STUDENT TEACHING
VIDEO PREPARATION**

Student Teacher Completes

	Please rate each of the following elements of your student teaching video:	90% Mastery Points
a	Academic Preparation (COMPETENT)	10
b	Classroom Management (COMPETENT)	10
c	Ability to Plan and Execute Lesson	10
d	Abilities to Relate to Pupils (COMPASSIONATE/COMMITTED)	10
e	Personal characteristics (COMPASSIONATE/COMMITTED LEADER)	10
f	Communication Skills (COMPETENT)	10
g	Multiple Assessments (COMPETENT)	10
h	Discuss video assessment results that helped to improve instruction (COMPETENT)	10
i	Discuss the intervention strategies that helped to improve learning behavior (COMPETENT)	10
j	Professionalism (COMPETENT/COOPERATIVE)	10

9/10 Passing Score

Total Score: _____

COMMENTS:

SURVEY

Student Teacher Completes

Student Teacher:		Date:	
University Supervisor:		Placement City:	

Purpose: To find out your perceptions of your student teaching experience, please complete this form before your student teaching experience ends and return it to the office of the Director, Center for Professional Development, Room 221 Bozeman Education Building.

#	QUESTIONS	YES	NO	INFREQUENTLY	NEVER
1	Did you have formal work sessions in which your cooperating teacher evaluated your teaching performance advising you of your strengths/weaknesses and areas where you needed improvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Did you have formal work sessions in which your university supervisor evaluated your teaching performance advising you of your strengths/weaknesses and areas where you needed improvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Did your cooperating teacher offer suggestions that were helpful to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Did your university supervisor offer suggestions that were helpful to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Did your cooperating teacher assist you in planning lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Did your cooperating teacher assist you in management skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Did your cooperating teacher assist you in gathering materials and resources to enhance your teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Did your university supervisor assist you in management skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Did your university supervisor assist you in gathering materials and resources to enhance your teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	How would you describe your improvement in teaching strategies?				
11	What do you see as your strengths as a teacher?				

12	Did you receive feedback from your cooperating teacher on your teaching performance on a daily basis?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	2 times per week	<input type="checkbox"/>	4 times per week	<input type="checkbox"/>	Very infrequently
13	How many times did your university supervisor visit you?	<input type="checkbox"/>	0-2	<input type="checkbox"/>	2-4	<input type="checkbox"/>	4-6	<input type="checkbox"/>	More than 6
14	What kind of working relationship did your cooperating teacher and your university supervisor have?	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	Very Good	<input type="checkbox"/>	Fair	<input type="checkbox"/>	Poor

REFLECTION FORM FOR PORTFOLIO
Student Teacher Completes

SUMMARY

Lesson (observed and participated):
Objective: The student teacher will—(STW) write reflections about a lesson taught.
1. What did I do (type of lesson and procedure used)?
2. What were the problems? Why did they occur?
3. What worked? Why did it work?
4. What did I learn about the instructional strategy used? About teaching this content? About the class?
5. What questions do I have about my lesson (planning instructions)?
6. What concerns do I have about teaching this grade?

Grade Level (observed): _____	Major: _____
Semester: _____ Fall _____ Spring	Year: _____
_____ Student Teacher's Signature	_____ Date

STUDENT TEACHING RELEASE FORM
Student Teacher Completes

Name: _____		
Last	First	MI
Student ID: _____	Grade Level: _____	Date: _____
School: _____	City: _____	
Semester: _____ Fall _____ Spring	Year: _____	Student ID: _____

Note: Any student teacher who does not return property belonging to the cooperating school will not receive a final student teaching grade until that property is returned and this form is signed by school officials.

STUDENT TEACHER'S STATEMENT OF CERTIFICATION

I certify that I have returned all personal and school property to the appropriate person(s) or office(s) for my:

FIRST Experience

SECOND Experience

Student Teacher's Signature: _____ Date: _____

Cooperating Teacher/School Librarian's Signature

Date _____

Appendices

Cooperating Teacher

NORFOLK STATE UNIVERSITY
SCHOOL OF EDUCATION
CENTER FOR PROFESSIONAL DEVELOPMENT
Cooperating Teacher Completes

Conceptual Framework

“The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader”

Cooperating Teacher Data Input for the Tk20 Assessment System

NSU Student’s Name _____

Course name and number: _____

Type of Placement **(Please check only one)**

___ Level I Observation ___ Level II Observation/Participation;

___ Level III Student Teaching; ___ Level III Internship

Name: Please Print					
	Last Name	First Name	MI	Gender	Date
Employment:					
	School Division	School Name	Grade	Subject	
	Email Address	School Telephone #		1st or 2nd Placement? (Student Teaching Only)	
Information:					
	Highest Degree/Year Earned	Ethnicity		NSU Alumnus? Yes/No	
Disclaimer	This information will be used for group reporting purposes only and will not be released to the public.				

TK20 ID (For Office Use Only)		
	TK20 User Name	TK20 Personal ID
	Emailed to CT	Binder Sent to Candidate

Thank you for submitting the completed form to the Center for Professional Development.

Contact Information:

June M. Montgomery Ed.D.

jmmontgomery@nsu.edu

Director of the Center for Professional Development

Norfolk State University

700 Park Avenue

Norfolk, VA 23504

757.823.8715 - phone

757.823.2590 – fax

LESSON EVALUATION AND COMMENT SHEET
Cooperating Teacher Completes (See Lesson Planning Section page 66)

The following evaluation of your lesson has been completed by your cooperating teacher for the purpose of helping you further develop the strengths that you have demonstrated in this lesson. It is provided to help improve and strengthen those weaknesses that were evident from close observation of the lesson. Please study the evaluation carefully.

Student Teacher

Last Name:

First:

Subject:

Time:

Date:

Overall Lesson Plan

Introduction and Motivation

Use of Materials and Equipment

Objectives (concepts, goals, clarity of purpose)

Presentation

Control and Discipline

Conclusion and Follow-up

Time Element

Good Points Regarding Lesson

I feel you need to continue to improve upon the following:

Suggestions:

Student Teacher Comments and Questions:

CLASSROOM OBSERVATION EVALUATION

Cooperating Teacher Completes

Please Print

Student Teacher		Last Name		First Name		MI
Grade Level		Subject(s) taught				
Cooperating Teacher		Last Name		First Name		MI
				()		
School Name		City		State	School Telephone Number	
Please assign a Letter Grade (“A”-Excellent, “B” – Good, “C” Average, “X” – Below Average)						Grade:

Please rate this student teacher on each item below using the following scale:			
3 – Target	2 – Acceptable	1 - Unacceptable	
No.	K/S/D	Student Teacher’s Performance	Rating
1	K/S/D	Demonstrates getting to school on time. (COMPETENT/LEADER)	
2	K/S/D	Demonstrates the use of pedagogical knowledge in a variety of appropriate settings. (COMPETENT)	
3	K/S/D	Demonstrates cooperative planning with the students. (COOPERATIVE/COMMITTED LEADER)	
4	K/S/D	Demonstrates observing, modeling, and effective emulation of the cooperating teacher. (COMPETENT/COMPASSIONATE/COOPERATIVE/COMMITTED LEADER)	
5	K/S/D	Demonstrates getting assignments in on time. (COMPETENT)	
6	K/S/D	Demonstrates a broad and accurate knowledge of subject matter. (COMPETENT)	
7	K/S/D	Demonstrates supervision, feedback, and reflection. (COMPETENT/COOPERATIVE/LEADER)	
8	K/S/D	Demonstrates the knowledge and skills reflected in the State standards (SOL). (COMPETENT)	
9	K/S/D	Demonstrates professional dispositions that teachers should possess. (COMPETENT/COMPASSIONATE/COOPERATIVE/COMMITTED LEADER)	
10	K/S/D	Demonstrates ability to evaluate his/her performance for professional growth. (COMPETENT/LEADER)	
11	K/S/D	Demonstrates stimulating pupils’ interest. (COMPASSIONATE/COOPERATIVE LEADER)	
12	K/S/D	Demonstrates getting and holding attention of pupils. (COMPETENT/LEADER)	
13	K/S/D	Demonstrates assessing cultural and individual differences of pupils. (COMPASSIONATE/COOPERATIVE)	
14	K/S/D	Demonstrates inspiring pupils to be high achievers. (COMMITTED LEADER)	
15	K/S/D	Demonstrates collecting data on student learning, analyzing the data, reflecting on student work, and developing strategies for improving learning. (COMPETENT)	
16	K/S/D	Demonstrates interacting effectively with cooperating teachers and supervisors. (COMPASSIONATE/COOPERATIVE)	
17	K/S/D	Demonstrates reflecting and giving feedback. (COMPETENT/COMMITTED LEADER)	
18	K/S/D	Demonstrates ability to reflect on teaching and learning and to suggest how teaching can be improved. (COMPETENT/LEADER)	
19	K/S/D	Demonstrates relating pupil activities (learning) to real life experiences. (COMPASSIONATE/COOPERATIVE/LEADER)	
20	K/S/D	Demonstrates ability to adjust teaching to students and in different situations (COMPETENT/LEADER)	
21	K/S/D	Demonstrates using technology as an instructional aid. (COMPETENT)	
22	K/S/D	Demonstrates working cooperatively as an instructional team member. (COMPASSIONATE/COOPERATIVE)	
23	K/S/D	Demonstrates how to evaluate pupils’ progress. Identify and develop different kinds of assessments that demonstrate the ability to measure and analyze students’ learning. (COMPETENT/COMMITTED LEADER)	
24	K/S/D	Demonstrates an understanding of policies and procedures. (COMPETENT)	
25	K/S/D	Demonstrates ability to pre-state and communicate results to students, parents, and colleagues. (COMPETENT/COMPASSIONATE/COOPERATIVE/COMMITTED LEADER)	
26	K/S/D	Demonstrates over-all proficiency in oral and written classroom communication. (COMPETENT)	

Total Points: _____

(Continued)

Page 2	STUDENT TEACHER'S STRONG POINTS	STUDENT TEACHER'S WEAK POINTS
Note. Please attach an additional page if required.		
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.

Cooperating Teacher's Comment(s)/Recommendations

Number of conferences held with Cooperating Teacher:		Number of clock hours of actual teaching:		Total number of hours completed:	
Reflections:					
Date: _____ Cooperating Teacher's Signature: _____					

Cooperating Principal's Comment(s)/Recommendations

Reflections:	
Date: _____	Cooperating Principal's Signature: _____

CLASSROOM OBSERVATION EVALUATION

Principal Completes

Student Teacher						
		Last Name	First Name	MI		
Grade Level	Subject(s) taught					
School's Name		City	State	School Telephone Number		
No.	*NCATE	Focus – How effective is the student teacher's performance (see rubric)? *K = KNOWLEDGE S = SKILLS D = DISPOSITION A = ASSESSMENT		Unacceptable (3)	Acceptable (2)	Target (1)
I		KNOWLEDGE				
a	KSD	Demonstrates knowledge of content (COMPETENT)				
b	KSD	Demonstrates the use of appropriate instruction for the level of students (COMPETENT)				
c	KSD	Demonstrates knowledge of learning theories (COMPETENT)				
II		SKILLS				
a	SD	Demonstrates effective management of classroom time (COMPETENT)				
b	SD	Demonstrates effective presentation of lesson and shows creativity (COMPETENT)				
c	SD	Demonstrates the use of appropriate classroom management skills (COMPETENT)				
d	SD	Demonstrates teaching to the objective/SOL (COMPETENT)				
e	SD	Demonstrates monitoring of student progress (COMPETENT)				
f	SD	Demonstrates the use of appropriate transition between activities (COMPETENT)				
III		KNOWLEDGE ASSESSMENT AND EVALUATION				
a	KSD	Demonstrates use of evaluation procedures that are fair, consistent, and relevant (COMMITTED LEADER)				
b	KSD	Demonstrates clear, firm, and reasonable expectations of students (COMMITTED LEADER)				
c	KSD	Demonstrates the use of multiple assessments (COMPETENT)				
d	KSD	Demonstrates the use of assessments results to improve learning (COMPETENT)				
IV		TEACHING COMPETENCIES (SKILLS)				
a	KSD	Demonstrates the use of academic learning time (COMPETENT)				
b	KSD	Demonstrates how to encourage student accountability (COMPETENT)				
c	KSD	Demonstrates clarity of structure (COMPETENT)				
d	KSD	Demonstrates a respect for individual differences (COMPETENT)				
e	KSD	Demonstrates the use of effective evaluation methods (COMPETENT)				
f	KSD	Demonstrates consistent use of rules (COMPETENT)				
g	KSD	Demonstrates the establishment of an affective climate (COMPETENT)				
h	KSD	Demonstrates attention to learners' self-concept (COMPETENT)				
i	KSD	Demonstrates meaningful learning (COMPETENT)				
j	KSD	Demonstrates the use of effective questioning skills (COMPETENT)				
k	KSD	Demonstrates the need for reinforcement (COMPASSIONATE/COMMITTED LEADER)				
l	KSD	Demonstrates close supervision of students (COMPETENT)				
m	KSD	Demonstrates a overall awareness (COMPETENT)				
V		DISPOSITIONS				
a	KD	Demonstrates an interest or an appreciation of cultural differences (DISPOSITION)				
b	KD	Demonstrates cooperative rapport with teachers, university mentors and students (COOPERATIVE)				
c	KD	Demonstrates cooperation, commitment and leadership (COOPERATIVE/COMMITTED LEADER)				
d	D	Demonstrates enthusiasm (DISPOSITION)				
e	D	Demonstrates a sense of humor (DISPOSITION)				
f	KD	Demonstrates a maintenance of adequate classroom appearance (COMPETENT/DISPOSITION)				
VI		COMMUNICATION SKILLS				
a	KD	Demonstrates use of appropriate oral communication skills (COMPETENT)				
b	KD	Demonstrates use of appropriate written communication skills (COMPETENT)				
c	KD	Demonstrates effective communication skills (Students, Parents, & School Personnel) (COOPERATIVE/DISPOSITION/COMPETENT)				
VII		Professionalism				
a	KD	Demonstrates acceptance of constructive criticism (DISPOSITION)				
b	KD	Demonstrates professional dispositions/adherence to school policies (COMPETENT/DISPOSITION)				

(Continued)

Principal's Comments

page 2

Principal's Recommendations

		Note to Student Teachers: Please ensure that you retain a copy of the signed evaluation for your files.	
Student Teacher's Signature	Date		
Principal's Signature	Date	Signature/Title of Evaluator (If other than the principal)	Date

Appendices

University Supervisor

CLASSROOM OBSERVATION EVALUATION
University Supervisor Completes (See Rubric page 65)

Student Teacher		Last Name	First Name	MI
Grade Level	Subject(s) Taught			
Cooperating Teacher		Last Name	First Name	MI
School's Name		City	State	Telephone Number
No.	Focus	T=Target/A=Acceptable/U=Unacceptable		
How Effective is the student teacher's performance? (see Rubric)		T (3)	A (2)	U (1)
I ACADEMIC PREPARATION				
1	K/S/D Demonstrates knowledge of content (COMPETENT)			
2	K/S/D Demonstrates knowledge of learning theories (COMPETENT)			
II METHODOLOGY/CLASSROOM MANAGEMENT				
1	K/S/D Demonstrates effective management of classroom time (COMPETENT/COMMITTED LEADER)			
2	K/S/D Demonstrates effective presentation of lesson and shows creativity (COMPETENT)			
3	K/S/D Demonstrates the use of appropriate classroom management skills (COMPETENT/LEADER)			
4	K/S/D Demonstrates teaching to the objective/SOL (COMPETENT)			
5	K/S/D Demonstrates the use of appropriate instruction for the level of students (COMPETENT/LEADER)			
6	K/S/D Demonstrates monitoring of student progress (COMPETENT/COMPASSIONATE)			
7	K/S/D Demonstrates the use of appropriate transition between activities (COMPETENT/COMMITTED LEADER)			
III ASSESSMENT AND EVALUATION				
1	K/S/D Demonstrates use of evaluation procedures that are fair, consistent, and relevant (COMMITTED LEADER)			
2	K/S/D Demonstrates clear, firm and reasonable expectations of students (COMPETENT/LEADER)			
3	K/S/D Demonstrates the use of multiple assessments (COMPETENT)			
4	K/S/D Demonstrates the use of assessments results to improve learning (COMPETENT)			
IV TEACHING COMPETENCIES				
1	K/S/D Demonstrates the use of academic learning time (COMMITTED LEADER)			
2	K/S/D Demonstrates how to encourage student accountability (COMMITTED LEADER)			
3	K/S/D Demonstrates clarity of structure (LEADER)			
4	K/S/D Demonstrates a respect for individual differences (COOPERATIVE/COMMITTED LEADER)			
5	K/S/D Demonstrates the use of effective evaluation methods (COMPETENT/LEADER)			
6	K/S/D Demonstrates consistent use of rules (COMMITTED LEADER)			
7	K/S/D Demonstrates the establishment of an affective climate (COMPASSIONATE/COOPERATIVE)			
8	K/S/D Demonstrates attention to learners' self-concept (COMPASSIONATE/COOPERATIVE)			
9	K/S/D Demonstrates meaningful learning (COMPETENT)			
10	K/S/D Demonstrates the use of effective questioning skills (COMPETENT/COMPASSIONATE)			
11	K/S/D Demonstrates the need for reinforcement (COMPETENT/LEADER)			
12	K/S/D Demonstrates close supervision of students (COMMITTED LEADER)			
13	K/S/D Demonstrates an overall awareness (COMPASSIONATE/COOPERATIVE)			
V DISPOSITIONS				
1	K/S/D Demonstrates an interest or an appreciation of cultural differences (COMPASSIONATE/COOPERATIVE)			
2	K/S/D Demonstrates a cooperative rapport with the teachers, university mentors and students (COOPERATIVE)			
3	K/S/D Demonstrates cooperation, commitment and leadership (COOPERATIVE)			
4	K/S/D Demonstrates enthusiasm (COMPASSIONATE)			
5	K/S/D Demonstrates a sense of humor (COMPASSIONATE/COOPERATIVE)			
6	K/S/D Demonstrates a maintenance of adequate classroom appearance (COMPETENT)			
VI COMMUNICATIONS				
1	K/S/D Demonstrates use of appropriate oral communication skills (COMPETENT/LEADER)			
2	K/S/D Demonstrates use of appropriate written communication skills (COMPETENT/LEADER)			
3	K/S/D Demonstrates effective communication skills (Students, Parents, and School Personnel) (COOPERATIVE)			
VII PROFESSIONALISM				
1	K/S/D Demonstrates acceptance of constructive criticism (COOPERATIVE)			
2	K/S/D Demonstrates professional dispositions/adherence to school policies (COMPETENT/LEADER)			

University Supervisor's Comments

Empty box for University Supervisor's Comments.

Content Area Competencies

Empty box for Content Area Competencies.

STUDENT'S REFLECTIONS:

Empty box for Student's Reflections.

University Supervisor's Recommendations

Empty box for University Supervisor's Recommendations.

STUDENT'S REFLECTIONS:

Empty box for Student's Reflections.

Length of Time for this Visit							Date					
Please CHECK (✓) VISIT Number		1	2	3	4	5	Grade			Date		
1		2						Fall		Spring		Summer
Please CHECK (✓) current EXPERIENCE							Please CHECK (✓) current SEMESTER					
Student Teacher's Signature							University Supervisor's Signature					

University Supervisor: Please provide a copy of the completed evaluation to the Director of the CENTER FOR PROFESSIONAL DEVELOPMENT and a copy to the student teacher.

TEACHING PORTFOLIO GRADE SHEET

University Supervisor Completes

Student: _____ University Supervisor's Signature: _____

Major: _____ Semester: Spring Fall Summer /Year: _____

Teaching portfolios should be a collection of documentation including copies of the work completed during directed teaching placements. Include the following items. Additional material may be added to this list by the student teacher.

Part I. Narrative (30 points maximum)

Points

- | | |
|---------|---|
| _____ 4 | 1. Introduction |
| _____ 4 | 2. Vita/Résumé |
| _____ 4 | 3. Philosophy of Education |
| _____ 4 | 4. A description of student teaching experiences at each placement (include description of school, children, activities, and responsibilities) |
| _____ 6 | 5. Describe one critical incident OR case study and how it was handled. (This may be an exceptionally well-taught lesson, student lead activity, interaction with parents, or individualized instruction, etc.). Explain what happened. |
| _____ 4 | 6. Parent Information |
| _____ 4 | 7. Describe professional development efforts (What are you doing to improve your knowledge and competencies)? |

Part II. Demonstrating your Knowledge, Content, and Disposition (60 Units maximum)

Include the following items. The student teacher may select additional items to include.

Points

- | | |
|----------|--|
| _____ 6 | 1. Lesson plans (3 copies-2 points each, please include SOL) |
| _____ 10 | 2. Unit Plan with goals and objectives (labeled clearly) |
| _____ 4 | 3. Students work using multiple assessments (REMOVE STUDENT'S NAME) |
| _____ 4 | 4. Analysis of student achievement to improve learning |
| _____ 3 | 5. Submit your classroom management plan |
| _____ 3 | 6. Sample of student teacher's creative work |
| _____ 3 | 7. Copies of materials that you produced |
| _____ 4 | 8. Copies of quizzes, examinations |
| _____ 3 | 9. Copies of charts, maps, graphs, etc. |
| _____ 3 | 10. Pictures of bulletin boards, door decoration, displays, etc. |
| _____ 3 | 11. Pictures and/or reports of fieldtrips |
| _____ 6 | 12. Evaluations. <u>One copy from each school/experience</u> (Cooperating teacher (2), principal (2), University supervisor (2)) |
| _____ 4 | 13. Student teacher's work sample |
| _____ 4 | 14. Describe teaching style. Use examples from lessons or units actually taught. Show strategies, methods, resources, and materials to engage your students in learning. |

Part III. Video Preparation (10 points maximum) –Two videos (See Video Rubric page 65)

Points

- | | |
|---------|--|
| _____ 1 | Academic preparation (competent) |
| _____ 1 | Classroom management (competent leader) |
| _____ 1 | Ability to plan and present a lesson (competent) |
| _____ 1 | Ability to relate to pupils (compassionate, committed) |
| _____ 1 | Personal characteristics (compassionate, committed, leader) |
| _____ 1 | Communication skills (competent) |
| _____ 1 | Multiple assessment (competent) |
| _____ 1 | Discuss how your video assessment results helped to improve your instruction. |
| _____ 1 | What intervention strategies used to improve learning behavior were productive/unproductive? |
| _____ 1 | Reflections |

_____ **TOTAL POINTS (100 Points Maximum)**

STUDENT TEACHING VIDEO RUBRIC

Elements	Unacceptable	Acceptable	Target
Objectives	Objectives were not stated clearly	Objectives were stated	Objectives were clearly stated, measurable and executed
Teaching Strategies	Teaching strategies and classroom management skills were not observed	A teaching strategy was used in the procedure	Multiple teaching strategies were used in instruction
Academic Preparation	Academic preparation and classroom management skills were weak	Academic preparation and classroom management skills were acceptable	Academic preparation and classroom management skills were evident
Dispositions	Dispositions for most of the students were unacceptable	Dispositions toward some students were acceptable	Disposition toward all students were adequately implemented
Assessment	Assessment of the lesson was not observed	Assessment strategies were observed	Multiple assessments of students' work were used for evaluations
Mastery	Mastery of students' learning was not observed	Some suggestions for improvement were observed	Reflections and suggestions to enhance students' learning were observed
Level of Students	Evidence of mastery not obtained	Mastery of students' learning was obtained by a rubric	Mastery of students' learning was obtained from the use of a video rubric, and/or video checklist rating scale

STUDENT TEACHING EVALUATION RUBRIC

Element	Unacceptable	Acceptable	Target
Academic Preparation	Demonstrates very little knowledge of content or learning theories	Demonstrates adequate knowledge of content and learning theories	Demonstrates and can apply appropriate knowledge and content in a variety of settings
Methodology/Classroom Management	Demonstrates very little or no methodology or classroom management techniques	Demonstrates adequate pedagogical skills and appropriate classroom management skills	Demonstrates excellent content and pedagogical skills and classroom management skills
Assessments/Evaluations	Demonstrates inadequate assessments, evaluations and disposition	Demonstrates adequate assessments and evaluations for students	Demonstrates the use of multiple assessment tools, collects data on students learning, analyzes data, and uses the results of assessments and evaluations to improve instruction
Dispositions	Demonstrates little or no appreciation for cultural differences; Disposition inappropriate and does not enhance students learning	Demonstrates adequate knowledge, skills and dispositions in working with students; that may enhance students learning	Demonstrates excellent knowledge, skills and dispositions which are consistent and is reflected in the learning of all students

Lesson Planning

Bloom's Taxonomy Verb List

Listed below are some of the verbs that should be used for constructing and analyzing levels of expected student knowledge. Use these when writing your lesson plan objective (s).

1 KNOWLEDGE	
arrange	match
check	name
choose	point to
find	recall
group	recite
identify	repeat
label	say
list	select
locate	write
3 APPLICATION	
adopt	manipulate
consume	mobilize
capitalize on	operate
devote	put to use
employ	relate
exercise	solve
handle	start
maintain	take up
make use of	utilize
5 SYNTHESIS	
blend	develop
build	evolve
cause	form
combine	generate
compile	make up
compose	originate
conceive	produce
construct	reorder
create	structure

2 COMPREHENSION	
advance	interpret
calculate	outline
change	project
convert	propose
contemplate	reword
define	submit
explain	transform
extrapolate	translate
infer	vary
4 ANALYSIS	
assay	include
audit	inspect
breakdown	look at
canvass	scrutinize
check out	sift
dissect	survey
divide	study
examine	test for
	uncover
6 EVALUATION	
accept	grade
appraise	judge
arbitrate	prioritize
assess	rank
award	rate
classify	reject
criticize	rule on
decide	settle
determine	weigh

**THE HUNTER AND
LESSON PLAN**



**RUSSELL
MODEL**

<p>Lesson Objective</p>	<p>This refers to the specific behavior the student should be able to perform at the conclusion of the lesson. It should be measurable. Ex. %Today, we are going to learn ways to classify different situations in the order of importance, and then we will practice the steps to help us remember important things.+</p>
<p>Behavioral Standards</p>	<p>These include rules that need to be made clear before the lesson begins to prevent discipline problems.</p>
<p>Anticipatory Set</p>	<p>The anticipatory set gets students ready for a lesson. During the anticipatory set, the teacher tells students about the purposes or objectives of the lesson. The teacher causes students to focus on the lesson before the lesson begins. Example: %Look at the sentence on the board. What part of the sentence do you see two unlike things being compared? The anticipatory set can be in the form of a game. Make it fun!</p>
<p>Instructional/Input</p>	<p>The instructional component features actual introduction of new content to students. This planning section includes modeling for students several examples as to how they will master the objective. Students must acquire new information about the knowledge, process, skill, or concept they are expected to master. The teacher should task-analyze the objective to identify the specific knowledge, process, skill, or concept.</p>

<p>Modeling</p>	<p>To enhance creativity, several examples should be a routine part of most lessons. These might include live or filmed demonstrations of ways to master the objective. Usually, the classroom teacher models for the students by actually doing the objective that was developed for the students. You can think of modeling as the teacher thinking out loud how the process, skill, knowledge, or concept is to be mastered.</p>
<p>Check for Understanding</p>	<p>The teacher should check understanding by actually having students demonstrate that they understand the objective before they become involved in lesson activities. This checking may occur before or during student activity.</p>
<p>Guided Practice</p>	<p>This involves opportunities for students to apply new information under the watchful eye of the teacher. During this phase, the teacher has opportunities to immediately correct any procedural errors. Students practice their new knowledge or skill under teacher supervision. It is said that new learning is like wet cement· once it is dried and set, it is harder to go back and make a change to it than had it been changed immediately before setting.</p>
<p>Independent Practice</p>	<p>During this phase of the lesson, students are encouraged to apply what they have been taught to demonstrate learning. This activity is completed with a minimum of teacher guidance. In most instances, homework may serve as additional independent practice. Independent practice is assigned only after the teacher is reasonably sure that the students' capability of making errors is minimal.</p>
<p>Closure</p>	<p>A summary of what has been taught is presented to the class. The closure can be teacher or student directed. Often students are actively involved in this process. For example, several of them may be called on to describe what they have learned.</p>

Prerequisites to Lesson Planning

Plans should be flexible so that they can be adjusted to fit the last-minute needs of the day and adapted to the children for whom they were designed. Long-range plans such as weekly plans can be general or broad in content, while daily plans should be rather specific.

Skills to be Developed

- The ability to write plans with consistency demonstrated among all lesson plan components, especially between the objective and the evaluation.
- The ability to write plans that employ the principles of learning discussed in this handbook
- The ability to write lesson plans in a reasonable amount of time so that they are an aid, rather than a mechanical barrier to teaching
- The ability to organize the day in such a way that a sufficient amount of planning can actually take place in the classroom during work periods and free periods

This will enable the student teacher to plan in an environment in which all necessary resources are at hand. However, you will experience times when you will need to work at home.

- Use as a resource the unit plans to write your own specific daily teaching plans.

Attitudes to be Developed

- Time spent planning effective lessons might be more valuable than time spent on clerical duties.

- Written plans are important in terms of training one's own mind to think a lesson through before it is actually taught to the students.
- Planning is a real aid to effective teaching. The opportunity to observe the results of your own planning will probably do much to help develop this attitude.
- The written lesson plan helps the teacher-learning process rather than approaching the lesson planning process as a mechanical requirement of a training institution. The cooperating teacher can help with the development of this attitude by allowing the student teacher to use his/her own plans during instruction.
- A well-planned lesson does not guarantee that learning will always take place.

SCAFFOLDING

Scaffolding is rooted in Vygotsky's learning theories. Scaffolding suggests that learning occurs through social mediation in a heterogeneous, cooperative group setting. A brief description of scaffolding includes:

Objective Explanation	To enable students to solve a problem or achieve a goal in a group setting. It is usually an objective where the students would experience difficulty attempting to accomplish on their own. Learning is supported collegially/in group settings.
Features	The classroom teacher provides a supporting context in which students can gradually acquire skills.
	The teacher often thinks aloud, explaining to students in a step-by-step fashion how a specific conclusion has been reached.
	A shared language is created between students and teacher so that the teacher can provide useful and readily understood feedback to students when they need prompts to overcome difficulties.

	There is a great deal of dialogue between teacher and students.
	The role of the teacher shifts to that of a coach, and students are pushed to express their thoughts on increasingly complex issues.
	Gradually the scaffold or temporary structure that the teacher built around the structure is removed.
	The students are prepared to perform independently.
	There is overt and explicit delineation of the specific skills to be learned.

SAMPLE DAILY LESSON PLAN FORMAT

Name: _____ Subject Area: _____

Grade Level: _____

Topic of the lesson to be taught.	
Lesson Objective	
Anticipatory Set	
Instructional/Input	
Modeling	
Check for Understanding	
Guided Practice	
Independent Practice	
Closure	
Assessment of Learning (formal or informal)	

SAMPLE DAILY LESSON PLAN

Subject Area: _____

Grade Level: _____

Topic of the lesson to be taught.	Figurative Language
Lesson Objective	SWBAT (Students Will Be Able To) Identify figures of speech- <i>simile and hyperbole</i> and distinguish the difference between the two. SOL 7.4b
Anticipatory Set	Students will view a short film on figurative language about a rescue dog named Boris. Tell students that in the film Boris is being compared to an unlike object. See if you can identify the two unlike objects.
Instructional/Input	A simile is a form of figurative language where two unlike objects are compared using the words <i>like or as</i> . Example: The baby is as cute as a button. (baby and button) Hyperbole is an extreme or extravagant exaggeration. Example: I was so thirsty I could have drunk an ocean of water! (It is impossible to drink an ocean of water).
Modeling	Write the sentences on the board and

	<p>identify the simile or hyperbole in each one. <i>(Note: The sentences will be listed in my plans and written on the board before the students' arrival to class).</i></p>
Check for Understanding	<p>Arrange students in groups of two and ask each group to write one sentence that shows a simile and one sentence that shows hyperbole. Have groups share with the class for other students to offer feedback.</p>
Guided Practice (GP)	<p>Fifteen sentences are displayed in the classroom <i>(in a method decided on by the classroom teacher)</i>. sentences are a mixture of simile and hyperbole. Call on individual students to identify the figure of speech demonstrated in each sentence and explain how a decision is reached.</p>
Independent Practice (IP)	<p>Give each student a skill sheet of 20 sentences. The student will label the sentences S if the sentence is a simile and H if the sentence is hyperbole.</p>
Closure	<p>Call on student (at random) to stand and call on a classmate. The first student will ask the second student a question pertaining to today's lesson. If the second student answers correctly, the first student will sit, and the second student will call on a classmate to stand. Continue in this</p>

	manner.
Assessment of Learning (formal or informal)	An informal assessment of learning can be determined by the scores on the IP . Students should score at least 80% accuracy on the written exercise for mastery.
Homework (HW) <i>Note: Have a designated place in the classroom to post homework daily. Copying a homework assignment should be one of the first things students do when they enter the classroom.</i>	Check any food label (can or box) to see if you can find one example of each--simile or hyperbole. Write the example on a sheet of paper. In addition, write two each example sentences of your own of simile and hyperbole.

HAPPY TEACHING

