

“RESPONSIBLE LEADERS ENGAGING IN PROFESSIONAL PRACTICE”



NICHOLLS STATE UNIVERSITY DEPARTMENT OF STUDENT TEACHING

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Provisions of this Handbook are subject to change without notice and do not constitute an irrevocable contract between the University and any student.

MISSION OF THE COLLEGE OF EDUCATION

The College of Education is dedicated to preparing high quality teachers, educational leaders, school and psychological counselors, school psychologists and human service professionals who effectively meet the diverse needs of Louisiana and the global community. The college is strongly committed to service in area school systems and community agencies. The College of Education, through the theme of “Responsible Leaders Engaging in Professional Practice,” prepares candidates in the core knowledge and skills needed to educate candidates to develop and maintain the dispositions that promote positive change in the community and profession, who are open to diversity and innovation, and who are culturally responsive. The College’s core components and dispositions represent the University’s commitment to transforming the lives of students by working to ensure that all students become successful life-long learners. The mission of the College of Education is accomplished by a faculty committed to teaching, community service, professional service and research.

I. INTRODUCTION

This handbook was designed to identify the responsibilities and activities essential to the student teaching experience. It was written by Nicholls State University administrators and professors in cooperation with supervising teachers, cooperating school principals, and university students. This handbook should be shared and read carefully by all individuals involved in the student teaching program.

II. PURPOSE

The College of Education shares responsibility with Nicholls State University to prepare candidates academically. At the end of this preparation candidates enter student teaching. The student teaching program provides a carefully supervised learning experience where a candidate demonstrates ability as a teacher in an actual school setting through planning, management, instruction, communication, and professionalism. This is a shared responsibility of the University and the area schools. Student teachers should mark this experience as the beginning of a career and find this to be one of the most challenging and rewarding experiences of their college education.

III. ADMINISTRATIVE DESIGN

A. Director of Student Teaching

The Director of Student Teaching is responsible for the administration and coordination of the undergraduate field based experiences in birth to five early interventionist education, early childhood education, elementary education, middle school education, secondary education, health and physical education, art education, business education, music education, and family and consumer sciences education.

Responsibilities:

The Director of Student Teaching will:

1. determine the eligibility of candidates for admission to student teaching,
2. evaluate potential schools and teachers which may become participants in the student teaching program,
3. confer/consult with university coordinators and public school personnel in assigning student teachers to schools and to supervising teachers after receiving approval from appropriate school systems,
4. evaluate each supervising teacher,
5. consult with the university coordinator concerning problems of a student teacher,
6. confer with the university coordinator the student teachers that continue to perform in a marginal or unsatisfactory manner and make appropriate recommendations,
7. confer with public school officials in regard to student teaching policies and programs,
8. coordinate job fair opportunities for student teachers,
9. provide staff development for university supervisors and university coordinators,
10. provide professional development for student teachers through 15 hours of seminars.

B. University Coordinator

The university coordinator is a member of the university faculty whose responsibilities are to supervise the student teachers in the various cooperating schools and to act as a liaison between the college and the cooperating schools. The university coordinator is directly responsible to the Director of Student Teaching.

Responsibilities:

The university coordinator will:

1. establish and maintain positive working relationships with student teaching personnel in cooperating school districts,
2. confer with student teachers and supervising teachers regarding the student teacher's individual program,
3. observe the student teacher a minimum of 3 times, complete evaluations which are filed in the student teacher's log and with the Director of Student Teaching (Note: If two university coordinators are assigned to the same student teacher, they must observe a minimum of two times each.),
4. conduct conferences with student teachers and supervising teachers at regular intervals and as needed throughout the semester,
5. review, sign, and return mid-semester evaluation and sign final evaluations,
6. report progress and/or problems of student teachers to the Director of Student Teaching,
7. assist in completing outstanding student teacher recommendations when deemed appropriate,
8. assist in the removal process of student teachers according to stated criteria,
9. submit first and last observations via Live text,
10. evaluate student teaching portfolios via Live text,
11. assist the Director of Student Teaching in the supervision and coordination of the student teaching program
12. evaluate portfolios via Live text

C. Supervising Principal

The supervising principal is the administrative official in charge of the cooperating school.

Responsibilities:

The principal will:

1. provide the leadership for the professional growth of the supervising teacher and the student teacher,
2. share in the responsibility of selecting supervising teachers and in the placement of student teachers,
3. administer the student teaching program in the school,
4. provide the student teacher with an orientation of the school
5. serve as a liaison between student teachers, supervising teachers and the university,
6. encourage the school staff and student body to accept and respect the student teachers,
7. observe student teachers on a regular basis and provide them with an appropriate record of at least one formal observation, and
8. follow university policy regarding supervising teacher's absence.

a. Short Term Absence:

The student teacher is not to be used as a substitute.

- i. If a substitute teacher is hired and is certified to work with student teachers, then the student teacher may continue as usual.
- ii. If a substitute teacher is hired and is not certified to work with student teachers or if the students are distributed to other teachers, then the student teacher may not remain in the classroom. The student teacher should report to another supervising teacher; in the event there is no other supervising teacher available, the student teacher will report to the principal to be assigned to a model teacher.

b. Long Term Absence

The student teacher will be reassigned by the Director of Student Teaching.

D. Supervising Teacher

The supervising teacher is a skilled, experienced professional who is certified to serve as a supervisor of student teachers. The supervising teacher will:

1. provide for the safety, welfare, and instruction of the pupils,
2. orient the student teacher to the total school program,
3. determine student teacher readiness for teaching,
4. promote an atmosphere of mutual friendliness, openness, cooperation, and professionalism,
5. assign student teachers to other teachers' classes for observations and also when the supervising teacher is absent,
6. assist the student teacher in:
 - a. developing techniques in classroom management,
 - b. recognizing and providing for individual differences and exposure to IEP's if possible,
 - c. organizing and presenting materials,
 - d. experiencing school duties and extracurricular activities,
 - e. planning observations in other academic areas and/or other grade levels when feasible,
7. conduct and document in the log regular conferences with the student teacher concerning strengths, weaknesses, and suggestions for improvements,
8. observe and evaluate the student teachers progress throughout the semester and keep accurate records of performance through the maintenance of a daily log and tally sheet, as well as complete a mid-term evaluation and final evaluation,
9. assist the student teacher in the development of the student teaching portfolio,
10. demonstrate effective teaching techniques,
11. accept observers and participants from Nicholls teacher education courses,
12. report progress and/or problems of student teachers to the principal and the appropriate university coordinator,
13. evaluate the student teaching portfolio via Live Text,
14. complete content knowledge evaluation via Life Text,
15. attend a meeting at the beginning of each semester conducted by the Director of Student Teaching, inclusive of completion of an assessment of NSU student teachers and teacher education program, and
16. document student teacher's observation (60 structured hours) and teaching (180) hours on the appropriate forms.

(Note: Student teachers can not complete their student teaching semester early; the semester calendar must be followed regardless of when the minimum number of hours is completed! Student teachers should NEVER be left unsupervised in the classroom, on duty, etc.)

IV. OBJECTIVES OF THE STUDENT TEACHING PROGRAM

The teacher candidate will:

- A. Engage in effective long range and daily planning that
 - 1. Specifies learner outcomes in clear, concise objectives,
 - 2. Includes activities that develop the objectives,
 - 3. Identifies and plans for individual differences,
 - 4. Identifies materials, other than standard classroom material, as needed for the lesson,
 - 5. States method(s) of evaluation to measure learner outcomes, and
 - 6. Assists in IEP, ITP and/or IFSP development (for special education teachers only).

- B. Maintain an environment conducive to learning that
 - 1. Organizes space, materials, and/or equipment to facilitate learning and
 - 2. Promotes a positive learning climate.

- C. Maximize the amount of time available for instruction by
 - 1. Managing routines and transitions in a timely manner and
 - 2. Managing and/or adjusting allotted time for activities planned.

- D. Manage learner behavior to provide productive learning opportunities by
 - 1. Establishing expectations for learner behavior and
 - 2. Using monitoring techniques to facilitate learning.

- E. Deliver instruction effectively by
 - 1. Using technique(s) which develop(s) lesson objective(s),
 - 2. Sequencing lessons to promote learning,
 - 3. Using available teaching materials to achieve lesson objective(s), and
 - 4. Adjusting the lesson when appropriate,
 - 5. Integrating technology into instruction.

- F. Present appropriate content that is
 - 1. At a developmentally appropriate level,
 - 2. Accurate subject matter,
 - 3. Relating relevant examples, unexpected situations, or current events.
 - 4. Responsive to student questions and/or directs students to additional resources

- G. Provide opportunities for student involvement in the learning process by
 - 1. Accommodating for individual differences,
 - 2. Demonstrating ability to communicate effectively with students,
 - 3. Stimulating and encouraging higher order thinking at the appropriate developmental levels,
 - 4. Encouraging student participation, and
 - 5. Using appropriate questioning techniques.

- H. Assess student progress effectively by

1. Consistently monitoring ongoing performance of students,
 2. Using appropriate and effective assessment technique(s),
 3. Providing timely feedback to students regarding their progress.
 4. Producing evidence of student academic growth under his/her instruction.
- I. Plans for professional self-development
1. Applying ethical and legal concepts,
 2. Working productively,
 3. Meeting school and university expectations,
 4. Seeking professional improvement, and
 5. Working cooperatively with teachers, administrators, parents, and other school personnel.
- J. Creates partnerships with parents/caregivers and colleagues
1. Providing clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning,
 2. Encouraging parents/caregivers to become active partners in their children's education and to become involved in school and classroom, and
 3. Seeking community involvement in instructional program.

V. STUDENT TEACHER ASSIGNMENTS

A. Student Teacher Requirements

Before a candidate will be assigned to student teaching, one must:

1. meet all requirements of the College of Education (See University Bulletin)
2. **successfully complete all parts of the PRAXIS required for certification.**

B. Assignments:

1. Assignment is made by the Director of Student Teaching with the consent and assistance of the administrative officers of the schools involved.
2. Placement is made in cooperating schools that have been established by action of university and public school representatives.
3. During semesters preceding student teaching, prospective student teachers are provided with information relative to application procedures via Live Text. Deadlines for filing applications are **strictly enforced**.
Applications to teach in the Spring Semester must be filed in the Office of Student Teaching by **September 15**. For the Fall Semester, applications must be filed by **February 15**.
4. Application forms are available on the Education Bulletin Board, outside the College of Education office. The form must be completed and signed by the advisor **prior to the application deadline**; therefore, turn form in to your faculty advisor at least two weeks before the application deadline. These forms must include a state background check, copies of ALL PRAXIS scores and a unofficial academic transcript and academic advisor signed completed curriculum form **BEFORE** they can be submitted to the Director of Student Teaching. **You must have successfully completed all parts of the PRAXIS before permitted to student teach. You will not be assigned to a school if all documents are not attached to this application.**
5. Any student teacher who has a disability as stated under IDEA or ADA must have that disability identified before entering student teaching and must have verification/ reasonable accommodations described by the university's assigned compliance officer in writing and attached to the application form.
6. After a thorough review of each application and the list of certified and qualified supervising teachers, the Director of Student Teaching makes assignments. No assignments will be made for candidates with incomplete applications.
7. The Director keeps in mind the following major considerations: geographic areas requested by applicants, grade level and/or subject areas requested, availability of certified supervising teachers, and any extenuating circumstances. **Indicate whether you have any and all close relatives in the comment section on the application. Failure to do so may result in removal from student teaching. Candidates are not assigned to schools where relatives are working in any capacity.** Student teachers are discouraged from requesting a school they attended in the past.
8. When tentative assignments are completed, the Director notifies the

supervising teacher and supervising principal. After their approval, the Director notifies candidates of their assignment in writing at a **mandatory orientation meeting** held at 8AM on the day following the last class day of the semester before their student teaching experience.

9. When all assignments have been completed, each parish superintendent is provided with the list of student teaching assignments.
10. Perspective student teachers are expected to visit at least once with their assigned schools and supervising teachers during the semester prior to student teaching.

C. Fees:

- 1.. Student teachers are assessed a \$100 fee that is required to cover expenses incurred as part of an individual clinical (student teaching). This \$100 Fee will be added to each candidates tuition invoice.
2. Student teachers who request assignments outside the region normally served by Nicholls State University must pay all additional costs required by the host university. (They must also adhere to all policies and requirements of the host university.)

VI. RESPONSIBILITIES OF THE STUDENT TEACHER

Student teaching is a full-time job, and all pupils deserve the very best instruction they can receive. During the student teaching semester, candidates are expected to devote their time and energy to student teaching duties. Outside employment may detract from performance in the classroom and is highly discouraged and must be preapproved by the Director of Student Teaching.

A. General Requirements

1. Student teachers will adhere to all regulations and policies in the current student teacher handbook.
2. Student teachers will adhere to all school policies associated with the cooperating school. These may include regulations in parish, school, teacher and/or student handbooks.
3. The daily log is a record of the student teacher's performance by the supervising teacher. Student teachers will read and initial it on a **daily basis**.
4. Student teachers must maintain a daily reflective journal containing a critique of strengths, areas needing improvement, and goals for improvement. (This journal must be available **at all times** for the University Coordinator's use **only**.)
5. In resolving differences with supervising teachers, the proper chain of command is as follows:
 - a. Supervising Teacher
 - b. Supervising Principal
 - c. University Coordinator
 - d. Director of Student Teaching
6. The student teacher is responsible for the following:
 - a. log onto Moodle / Live Text at least twice a week to check for any announcements/changes concerning their student teaching program, college updates, etc.
 - b. obtaining necessary official transcripts from other universities and having them sent to Nicholls State University College of Education prior to the certification process,
 - c. applying for certification through the NSU College of Education after the completion of student teaching,
 - d. signing necessary waiver forms for employment recommendations,
 - e. completing exit questionnaires, evaluation forms, and surveys.

B. Professional Conduct

1. Student teachers should show initiative by determining as soon as possible, what is expected of them. Supervisors should specify duties during early conferences. Situations where student teachers and supervising teachers do not understand each other should be avoided. The basis of this understanding will be established in the initial conference.

2. Student teachers should conduct themselves as members of the profession. It is not proper conduct to exaggerate differences between professional persons. **Negative comments concerning a school, its staff and student body are unethical.**
3. The student teacher should accept criticism. In associating with parents, teachers and administrators, the student teacher should consider the value of their experience; listening to their ideas and suggestions may be helpful.

C. Attendance

1. The student teacher is assigned during the semester prior to student teaching. During that semester, the candidate must visit with the supervising teacher/school at least once.
2. Student teaching begins on the date designated by the assigned supervising teacher.
3. The student teacher is to report on time each day, and is to remain at the school until regular dismissal of the school.
4. The assigned school's calendar must be followed instead of the NSU calendar.
5. In case of illness, the student teacher must notify the supervising teacher and university coordinator by phone and email as early as possible. Lesson plans scheduled to be taught that day should be sent to the supervising teacher.
6. The student teacher **may** be excused from student teaching duties for the following reasons:
 - a. illness of self or children (if excessive illness, contact the Director of Student Teaching to discuss the nature of his/her absence),
 - b. emergencies (student teachers will follow the guidance of the supervising teacher),
 - c. interviews for placement with permission from supervising teacher,
 - d. one day visits to a school for which he/she has a contract,
 - e. performance of administrative duties directed by the university and/or the college, such as applying for a teaching certificate, and
 - f. attendance at any professional development deemed beneficial by supervising teacher and/or university coordinator.

***NOTE: The supervising teacher will determine if the absence is excused or not. If necessary, the supervising teacher will collaborate with the university coordinator and director. Excessive absences may result in the removal of the student teacher from the program. (Student teaching seminars on NSU campus are mandatory and not counted as absences.)**

D. Appearance

Student teachers are expected to dress appropriately, professionally, and in keeping with faculty standards. They should remember that they represent the university and the teaching profession and serve as a model for their students.

E. Conferences

1. One conference hour each week will be scheduled with the supervising teacher. Additional conferences may occur as conditions demand.
2. Conferences will also be scheduled with the university coordinator.
3. During the semester, regular student teacher seminars are scheduled and attendance is mandatory.

F. Discipline

The student teacher must conform to school rules and policies and to community standards of behavior. Similarly, the student teacher should expect pupils to conform to those same standards of behavior. The policies and procedures in regard to discipline will be made known to the student teacher through early conferences with the supervising teacher and principal. No corporal punishment in any form is allowed. The student teacher should handle problems according to those guidelines set forth by the supervising teacher.

G. Planning

1. Lesson plans, in keeping with basic Nicholls State University design, are to be submitted to the supervising teacher **one week prior to teaching**. This allows the supervising teacher time to read and make corrections and/or suggestions.
2. Corrected plans are to be submitted to the supervising teacher for final approval. **No student teacher will be allowed to teach without written lesson plans approved by the supervising teacher.** (Nothing should be left to chance. One way of losing the respect of pupils and teachers is by not being thoroughly prepared.)
3. Lesson plans must be written in detail and follow the format outlined by the Teacher Education Department at NSU.
4. A schedule for the semester's teaching will be planned cooperatively by the supervising teacher and student teacher. This schedule is to be filed with the university coordinator and Director of Student Teaching by the designated date on the calendar.

H. Teaching Duties

1. Regular Elementary and Secondary Education student teachers should:
 - a. observe the supervising teacher and pupils and become thoroughly acquainted with materials, equipment, records, and school policies for approximately two weeks,
 - b. spend a minimum of 240 clock hours in student teaching with a **minimum of 180 such hours spent in actual teaching**,
 - c. plan and teach a minimum of ten days of actual **all day** teaching, with at least five (5) days in succession
 - d. with the help of the supervising teacher determine teaching time to the closest half or whole hour for each day, (For schools using the 4 x 4 format, 1.5 hours should be used for each class taught. For classes that are 50 minutes in length, use 1 hour.), and
 - e. record teaching and observation hours in reflection journal.

2. Dual Education Majors, Elementary majors assigned two supervising teachers.
 - a. observe the first supervising teacher and pupils for one week at the beginning of the first half of the semester and one week at midterm when rotating to a new supervising teacher,
 - b. spend a minimum of 120 clock hours in student teaching with each supervising teacher with **a minimum of 90 hours spent in actual teaching,**
 - c. plan and teach **a minimum of five days** of **all-day** teaching with each supervising teacher, and
 - d. record teaching and observation hours in reflection journal.
3. Formal observation hours (60):
 - a. must be recorded in the log,
 - b. must be reflected in the student teaching journal.
 - c. must have a stated purpose, i.e. procedures, accommodating for individual differences and
 - d. must be recorded weekly on the tally sheet.

Note: (Student teachers assigned two supervising teachers must have 30 observation hours with each teacher.)
4. Videotape two, five minute segments of small group instruction (available for University Coordinators, Director of Student Teaching and Live Text usage.)

I. Activities for Additional Involvement

1. Additional activities will vary with the educational level of the pupils with whom student teachers will work. A list of such suggested activities is included in the Appendix.
2. Participation in activities outside the classroom is necessary to be considered for outstanding student teacher.

VII. PLANNING FOR INSTRUCTION

A. Basic Components of Planning

Planning for instruction is concerned with three questions - What? How? How well? Therefore, all planning for any teaching/learning situation can use the same model that is a never-ending cycle of these questions.

WHAT (instructional objectives) - This includes what the student is expected to be able to do as a result of the instruction.

Questions to be considered:

1. Are the objectives written in terms of observable, measurable student behavior?
2. Are there too many cognitive objectives of a low level nature?
3. Can the objectives realistically be accomplished in time available?
4. Have students mastered all the necessary prerequisites for the attainment of the objectives?
5. Are the objectives aligned with the State GLE's/National Standards?

HOW (activities/content) - This includes all activities and materials, which will be used to enable the students to master the stated objectives.

Questions to be considered:

1. What set induction and closure will be used?
2. What is the best sequence for the learning activities?
3. What are some key questions to be used during the teaching of the lesson?
4. What technology can be used effectively in the lesson?
5. What activities will best meet the needs of all learners in this class?

HOW WELL (evaluation) - This includes the methods used to assess students' attainment of the instructional objectives.

Questions to be considered:

1. Is there a direct correlation between the evaluation and the student objectives?
2. Were learning opportunities provided for all of the specified behaviors assessed on the evaluation?
3. Were a variety of assessment strategies used?

B. General Guidelines for Lesson Plans

1. Appropriate State/Parish benchmarks and grade level equivalents (GLE's) must be listed on all plans.
2. Objectives will begin with the introductory statement "The student should/will be able to:"
3. Following each objective will be an indication in parentheses as to which level of Bloom's Taxonomy the objective is intended to address.
4. A detailed outline of the subject matter is required.
5. The correlation between objectives, activities/ content and evaluation is indicated by a simple 1, 2, 3, coding. When more than one activity and/or evaluation is used for an objective, these are indicated by using 1a, 1b, 1c.
6. Materials for each day's lesson must be entered. If a bulletin board is to be utilized then a sketch may be required. Worksheets, pictures, and other materials will be attached and numbered sequentially.
7. The use of technology is required within each lesson.
8. Accommodations for individual differences must be indicated on the lesson plan. Supervising teachers will be able to make suggestions in this area.

***NOTE: Lesson plans must contain all components of the College of Education format.**

VIII. EVALUATION OF STUDENT TEACHERS

A. Formative

Evaluation is the continuing process of determining progress toward stated objectives. It is a cooperative process among the supervising teacher, principal, university coordinator, and sometimes the Director of Student Teaching. Every effort should be made to help the student teacher analyze his/her own strengths and weaknesses through the use of the log, reflection journal, university coordinator's observations, principal's observation, and conferences.

B. Summative-Exit Clinical Practice

1. The midterm evaluation form completed by the supervising teacher is to be discussed and signed by the supervising teacher, university coordinator, and the student teacher. The evaluation is then signed by the cooperating principal and forwarded to the Director of Student Teaching. This instrument will be returned to the supervising teacher by the university coordinator. It should be used for the final evaluation.
Note: If there is more than one supervising teacher, a new evaluation instrument will be used for the final evaluation. Again, the final evaluation should be discussed and signed by the supervising teacher and the student teacher. The evaluation is then signed by the principal and forwarded to the Director of Student Teaching.
2. The final evaluation form completed by the supervising teacher is to be discussed and signed by the supervising teacher, university coordinator, and the student teacher. The evaluation is then signed by the cooperating principal and forwarded to the Director of Student Teaching.
3. Verification of Teaching Hours will be completed by the candidate and signed by the supervising teacher. A minimum of 180 hours of successful teaching is required for student teaching. The form is then submitted to the Director of Student Teaching. (Form on page 24)
4. Verification of Direct Observation Form will be completed by the candidate and signed by the supervising teacher. A minimum of 60 hours of observation is required for student teaching. The form is then submitted to the Director of Student Teaching. (Form on page 25)
5. The Content Knowledge, Skills & Dispositions Evaluation Form must be completed by the supervising teacher on Live Text.
6. University Coordinator Observation Forms completed by the university coordinator are to be discussed and signed by the supervising teacher, university coordinator, and the student teacher. One copy is given to the candidate and stapled in their daily journal. One copy is kept by the university coordinator, and the third copy is sent to the Director of Student Teaching.
7. Student Teacher Evaluation Survey is completed at the end of the semester by the candidate regarding the student teaching placement and experience. It is then collected by the Director of Student Teaching.
8. The final grade recommended by the supervising teacher is subject to the

approval of the university coordinator(s) and the Director of Student Teaching. The grade “Satisfactory” or “Unsatisfactory” is determined after careful review of supporting evidence. The evaluation instruments appear in the Appendix.

C. Summative-Exit Program

1. Portfolio assessment is required by all student teachers. Within all submitted portfolios, there must be **evidence of all student outcomes** (attributes) coded on the evaluation rubric. In order to exit the program, the student teacher must receive a “Met” rating from both the supervising teacher and university coordinator.
2. Portfolio Survey is completed by the candidate regarding the portfolio process. The survey is collected by the Director of Student Teaching.

IX. REMOVAL OF A STUDENT TEACHER

A. Criteria for Removal of a Student Teacher

1. The student teacher violates College of Education policies concerning the student teacher program, or
2. The student teacher violates policies of the participating school or school board, or
3. The performance and/or actions of the student teacher are detrimental to the welfare of the pupils as agreed upon by the supervising teacher, principal, university coordinator, and Director of Student Teaching.

B. Process for Removal of a Student Teacher

1. If one of the above criteria is in question, the university coordinator will inform the Director of Student Teaching.
2. Observations are made by the university coordinator, the Director of Student Teaching, and the supervising principal to assess the situation.
3. After the observations, the Director of Student Teaching will confer with the university coordinator, supervising teacher, principal, and student teacher. Upon conclusion of this meeting, the student teacher **may be** allowed a trial period to correct deficiencies if all parties are in agreement.
4. During a trial period, not to exceed two weeks, observations will be made by the Director, the principal, and the university coordinator. These observations will be conducted to determine the degree of improvement of the student teacher. A conference will be held with the student teacher to inform him/her of his/her status. A written summary will be signed after each conference.
5. If the trial period is not successful, the student teacher will be removed.
6. Removal will carry with it certain conditions relative to rescheduling student teaching. These conditions will be determined on a case-by-case basis depending upon the needs of the student teacher. A committee composed of the supervising teacher, supervising principal, university coordinator, and Director of Student Teaching will determine these conditions.

X. COMPENSATION

A. Student Teachers

Student teachers do not earn a salary while student teaching.

B. Supervising Principals

Supervising principals are not compensated monetarily.

C. Supervising Teachers

Supervising teachers are compensated \$250 per student teacher. A professional service contract between Nicholls State University and individual Parish Systems is initiated each semester. School systems invoice the university and compensation usually is included in the supervising teacher's December or May regular salary check.

(Note: Sometimes compensation is delayed due to untimely invoicing or problems with the contracts.)

XI. PREPARATION OF SUPERVISING TEACHERS

For supervising teachers, professional development will consist of a two-hour seminar/ orientation to the student teaching program and the portfolio assessment process. This seminar also provides an opportunity for supervising teachers to give feedback concerning the student teaching program as well as to ask any pertinent questions that they may have. Supervising teachers will also assist in evaluating candidates' field experiences and competency levels and provide data for program improvement.

XII. SELECTION PROCESS OF SUPERVISING TEACHERS

Nicholls State University follows the state guidelines in the selection of supervising teachers for the student teaching program. A certified teacher is "qualified" to serve as a supervising teacher if he/she has at least three (3) years of teaching experience and meets at least one of the criteria listed below:

1. valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment
2. valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the three semester-hour course in the supervision of student teaching;
3. valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor training through the Louisiana Teacher Assistance and Assessment Program; and
4. valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment.

PLEASE FILL OUT AND RETURN TO:

Dr. Pamela Kirkley
Department of Student Teaching
Nicholls State University
P.O. Box 2053
Thibodaux, LA 70310

APPLICATION TO SERVE AS A SUPERVISING TEACHER

Name: _____ Date: _____

SSN: _____ Home Address: _____

School Email Address: _____

Home Phone: _____ Ethnicity _____

Home Email _____ Religion (Optional) _____

Present School: _____ Teacher/Administrator (circle one)

If elementary, self-contained, grade currently teaching: _____

If elementary, departmentalized, grade(s)/subject(s) currently teaching:

Grade(s): _____ Subject(s): _____

If secondary, grade(s)/subject(s) teaching:

Grade(s): _____ Subject(s): _____

Are you teaching in your area of certification? ____ Yes ____ No

Undergraduate Degree Held: _____ University Granting: _____

Year: _____ Major: _____ Minor: _____

Graduate Degree Held: _____ University Granting: _____

Year: _____ Major: _____ Minor: _____

Number of hours above Masters: _____

If no Masters, semester hours completed beyond Bachelor's Degree: _____

Have you had a course in Supervision of student teaching? _____

Are you a certified LA Teacher Assessor/Mentor? ____ yes ____ no

Are you a National Board Certified Teacher? ____ yes ____ no

Teaching experience to date (Please list information as requested starting with present position):

Dates	School	Name of System	Area taught (Elem/Sec)

Please indicate all areas for which you are certified as shown on your teaching certificate.

Type of certificate: _____ Areas of certification: _____

Recommendation by Principal (signature): _____

Comments

The following questions are designed to demonstrate the qualifications of partner schools as part of university accountability. We want to thank you in advance for your support and commitment and greatly appreciate you taking the time to fill out this form.

EXPERIENCE AND TRAINING

Briefly describe each of the following in relation to your expertise in diverse issues. Be sure to include culture, ethnicity, gender, exceptionalities, and race.

- a. personal experiences related to diversity (i.e., living abroad and/or in other cultures)

- b. experiences working with diverse children (either in or outside of a school setting)

Professional Development Activities for Last Five Years:

- c. coursework beyond degree(s)

- d. conferences and workshops

- e. papers and publications

- f. self-study (something you participated in on your own)

Use of Technology in the Classroom:

___ PowerPoint presentation

___ Record keeping

___ Assessment

___ Student assignments

___ Inspiration

___ Other _____

Word Processing

Internet

Research

Computer Assisted Inst.

Database

NICHOLLS STATE UNIVERSITY
College of Education
Dept. of Student Teaching

RECOMMENDATION FOR OUTSTANDING STUDENT TEACHER
(See Student Teacher Calendar for Deadline to Submit)

(Reminder: Student teacher must have passed the Portfolio requirement to be eligible and must have comments outlining outstanding qualities by all three endorsers.)

Student Teacher's Name _____

School: _____ Grade or Subject _____

NOTE: FORM MUST BE SIGNED BY ALL THREE PARTIES CONCERNED BEFORE NOTIFYING STUDENT TEACHER. A student should not be nominated unless he or she went above and beyond the duties of a student teacher- DUTIES WHICH ARE TRULY OUTSTANDING. He or she must be rated outstanding for all attributes for Domains I, II, and III, and at least an above average rating of all attributes for Domains IV and V.

Comments:

Supervising Teacher signature

Comments:

Supervising Principal signature

Comments:

University Coordinator signature

GUIDELINES FOR STUDENT TEACHING LOGS

1. Use a composition book not loose-leaf paper. The supervising teacher must keep this log for at least one year after student teaching.
2. Entries should be made each day the student teacher is in attendance whether they are teaching or not. These entries must be dated and signed by both the student teacher and the supervising teacher.
3. Record the number of teaching hours and observation hours for each day. Indicate the purpose of the observation hours. This will document your tally for the weekly record. The form denoting teaching hours and observation hours for the semester must be attached to the final teaching evaluation with proper signatures.
4. Your entries should include:
 - a. Strengths
 - b. Areas needing improvement
 - c. Suggestions
5. Tardiness, absences, late lesson plans, inappropriate dress, etc. should all be documented in the log.
6. Attach your copy of the observation made by the university coordinator to the log at the point when the observation was made. There should be a minimum of four observation forms.
7. A copy of the principal's observation form may be attached to the log, but the original should be attached to the final evaluation.
8. The log should be made available to the university coordinator for each visit and/or conference.

Guidelines for Student Teaching Reflective Journals

1. All student teachers must keep a daily reflective journal. This also should be kept in a bound composition book.
2. Entries should be dated.
3. If possible, entries should be made before the student teacher reads the log kept by the supervising teacher.
4. Each entry should represent a critique of what was observed or taught focusing on strengths and weaknesses and ideas for improvement.
5. The student teacher may also keep a record of teaching hours and observation hours.
6. This journal should help student teachers in writing caption statements for their student teaching portfolios.
7. This journal **cannot be read by the supervising teacher, only the university coordinator**, so it should be available during the observations.
8. When the semester ends, the student teacher keeps his/her reflective journal.

STUDENT TEACHING PORTFOLIO

I. Portfolio

A. Purpose

Classroom teachers who are professional educators engage in reflective strategies to make effective decisions about instructing, managing, and assessing students' learning. Reflective decision-making enables teachers to make critical judgments about how to apply content area and locally situated knowledge to pedagogical and technological skills to enhance the learning of all students. The College of Education supports the University's mission by providing candidates with an education that is dedicated to the region's unique cultural diversity and to respond to a changing regional, national, and global context. To become reflective decision-makers, candidates prepare within the conceptual framework that requires them to acquire the knowledge and skills necessary to become culturally responsive inquirers, acting as curriculum agents, and engaging in professional praxis. Engaging in reflective decision-making further requires candidates to foster dispositions that include an attitude of openness to the diversity of others, of maintaining a responsibility for serving students, their communities, and the teaching profession, and a belief in the transformative potential of education in the lives of all students and the communities in which they live.

The primary purpose of the Student Teaching portfolio is to provide candidates a vehicle to demonstrate that they have acquired the knowledge, skills, and dispositions presented by the College's framework as exhibited by their achievement of the program outcomes for the initial program in Teacher Education. The portfolio is a mechanism that allows candidates to exhibit their ability to integrate subject area and locally situated content knowledge, theoretical and empirical knowledge, pedagogical-professional and technical skills in practical classroom settings for the purpose of improving student learning. Candidates' portfolios will demonstrate their growth as classroom teachers, and establish a foundation for engaging in reflective strategies in order to plan, manage, and assess student learning. Candidates will collect a variety of artifacts for exhibit and upon which they will reflect in order to show their development and growth in becoming professional educators. The portfolio will provide the primary vehicle for assessing candidates' progress in, and successful completion of, the initial teacher education program. The portfolio is and will remain candidates' property and responsibility, except for the designated time when it will be submitted to faculty for evaluation.

The portfolio, or summative evaluation, takes place during the student teaching semester. Successful completion of the student teaching portfolio, a rating of “MET” by both supervising teacher and university coordinator is a requirement for exiting the teacher education program and being recommended for certification through the program.

B. Program Outcomes

NSU's teacher education program has been designed to prepare candidates to become beginning teachers who can demonstrate the knowledge, skills, and dispositions presented in the College's conceptual framework and the responsibilities associated with the theme of "Responsible Leaders Engaging in Professional Practice." The teacher education program outcomes are aligned with the Interstate New Teacher Assessment Standards and Support Consortium (INTASC), the Louisiana Components of Effective Teaching (LCET), and the Nicholls State University College of Education Unit Outcomes. The program outcomes for Teacher Education's initial programs are outlined below:

1. Responsible Leaders: Candidates will demonstrate collaborative leadership in the school and community to promote the healthy development of all students.
 - 1.1 Demonstrate the ability to take responsibility for their own professional development applicable to candidate experience both in school and community.
 - 1.2 Draw on educational research and scholarship and seek advice of others to improve effectiveness of teaching practices.
2. Professional Practice: Candidates will demonstrate the knowledge, skills, and dispositions of their professional discipline and engage in lifelong learning.
 - 2.1 Develop lesson plans that contain concise behavior objectives aligned with national and state standards that specify learner outcomes, activities, materials, resources, appropriate technologies, evaluation methods, and reflective practices.
 - 2.2 Develop a proactive teaching plan that includes expected behaviors and consequences for desired and undesired behaviors, and uses proactive teaching and behavior management strategies to facilitate student success.
 - 2.3 Prepare and integrate subject area and local ecological (i.e., cultural, environmental, and social) knowledge at a developmentally appropriate level.

3. Promote Positive Change: Candidates will advocate in the school and the larger community to promote access, equity and success for all students.
 - 3.1 Arrange the physical environment, classroom procedures, task requirements, and teacher-student interactions to facilitate success and stimulate higher thinking at developmentally appropriate levels.
 - 3.2 Advocate positive change by using assessment data to provide timely feedback, adjust instruction, and promote success for all students.
4. Open to Diversity and Innovation: Candidates will respond effectively to the needs of diverse learners and examine/modify their beliefs and practices in response to the emerging research and the changing context of schools and communities.
 - 4.1 Use a variety of procedures to thoroughly assess both individual student needs and relevant contextual factors as a basis for developing programs and designing instruction to meet the unique needs of each student.
 - 4.2 Implement, adjust, and evaluate appropriate lesson plans that incorporate a variety of effective research-based teaching methods/strategies, instructional materials, and multi-media resources to meet the diverse needs of learners.
 - 4.3 Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
 - 4.4 Prepare and implement multiple methods of assessment to measure the learning outcomes of all students and use data to make effective instructional decisions.
5. Culturally Responsive: Candidates will demonstrate how cultural differences influence student development and accommodate for individual needs.
 - 5.1 Plan and implement lessons that prepare and integrate curricula from several subject areas and utilize a variety of learning and teaching strategies that include the use of technology, augmentative and assistive technology and locally appropriate topics.
 - 5.2 Relate relevant examples, unexpected classroom situations, or current events to content area knowledge.
 - 5.3 Demonstrate the ability to communicate with students both verbally and non-verbally.

C. Portfolio Procedures

The Student Teaching Portfolio will be developed and evaluated during the student teaching semester. Candidates should primarily consult with their university coordinator and supervising teacher(s) for assistance in developing this portfolio. The procedural steps for the Student Teaching Status portfolio include the following:

1. The candidate should confer with his/her university coordinator and supervising teacher(s) early in the semester to begin the portfolio process.
2. The portfolio should be submitted approximately four weeks after mid-semester. The only acceptable reason for turning a portfolio in late will be either documented cases of serious illness/injury or family emergency. If the reason for the lateness is determined to be unacceptable, the candidate must submit a minimum of **eleven** portfolio entries, and the portfolio will not be eligible for a target evaluation.
3. The portfolio is submitted electronically via Live Text to both the university coordinator and the supervising teacher. A hard copy of the portfolio must also be provided. The candidate must receive an overall rating of "MET" to meet the portfolio requirement successfully. If the portfolio receives a "Unacceptable" for at least one category, the student teacher must meet with the supervising teacher and/or the university coordinator to discuss the resubmission process and areas needing improvement. Only one resubmission is allowed. A rating of "MET" is a condition for exiting the program and being recommended for certification.
4. A portfolio can be resubmitted only once after receiving a "NOT MET" rating. If a second "NOT MET" rating is received, the candidate will be referred to the Department of Teacher Education Admission Retention Committee.

If a candidate wishes to appeal the evaluation, the candidate should follow the appeal and grievances procedures described in the Nicholls State University publication **entitled The Code of Student Conduct. Portfolio Rubric (Undergraduate Programs)**

C. Portfolio Contents

The student teaching portfolio must contain a well-organized collection of entries that reflect the student teacher's growth throughout the program. Thus, the reflection must emphasize the impact that the student teacher has had on student learning for all students. Every portfolio must contain the following:

1. A cover letter, which describes the contents of the portfolio.
2. A philosophy statement which includes your beliefs regarding teachers, students, content and professional goals and their relationship to the College of Education's theme of "Responsible Leaders Engaging in Professional Practice".
3. A resume in accordance with the format provided in this handbook must be included.

4. The portfolio must include at least three, but not more than five entries. Each entry must demonstrate competence in at least one program outcome (i.e., content knowledge, human growth and development, etc). All entries should demonstrate appropriate dispositions. **The entire portfolio should contain no more than nine errors (see rubric).**
5. Each portfolio entry should be prefaced with some identifying information, a rationale that justifies the value of the document and the experience it represents. A caption statement and reflection should answer the following questions:
 - a. What is the entry?
 - b. How does it relate to the standards identified?
 - c. What does it say about growing competence as a teacher?
6. In other words, the caption statement should summarize the artifact, show reflection on what was learned and how it leads to meeting the program outcomes, and implications for further learning needed and refinements or adaptations. The critique or reflection should be specific and be of sufficient length (minimum of one page) to identify not only what you learned from the entry, but also the relationship of the artifact to state and/or national standards, and to the College of Education's Conceptual Framework, "Responsible Leaders Engaging in Professional Practice".
7. One of the artifacts must be a teacher work sample (TWS) that has been implemented in a classroom of children or youth, with an evaluation or critique by a university instructor, teacher, principal, or the university coordinator. The TWS must include a minimum of five (5) sequential lesson plans implemented. The reflection part of the caption statement **must address the effects of the lesson on pupil learning and your ability to adjust instruction based on student learning**. That is, the reflection must show the adjustments you made to the lesson (s) based on one or more students' learning, and have quantitative data to show that the students ultimately learned. **Use of analysis for improved instruction** should be included. The TWS must be individually scored by the university coordinator only, not the supervising teacher, using the TWS rubric. Although the teacher work sample is one entry within the student teaching portfolio, the student teacher cannot pass the entire portfolio receiving a "Met" rating for the TWS only.
8. Entries must include evidence that shows the candidate has successfully achieved **all program outcomes**. Program outcomes must be clearly specified in the reflection of the entries throughout the entire portfolio (**Enclose in parenthesis every program outcome**). The candidates will determine the exact nature of these contents. These materials may be generated as part of the candidate's courses and field experiences (within student teaching experience.)

Candidate Name _____
 Date of Scoring _____
 Semester _____
 Faculty Reviewer _____

Nicholls State University Student Teaching Portfolio
 Initial Scoring 2nd Scoring

Final Rating

Component	Unacceptable	Acceptable	Target	Consensus	Comments
Instruction 2.1 Lesson plans with concise behavioral objectives, aligned with standards 2.2 Prepare and integrate subject area and local ecological knowledge 3.1 Promote a positive learning environment, higher-order thinking 3.2 Using assessment data to promote success for all students 4.1 Implement, adjust and evaluate to meet diverse learners needs 5.1 Integrate curricula, local topics, and include technology 5.2 Relate relevant examples, unexpected situations, and current events	<input type="checkbox"/> No evidence of effective incorporation of LCET in instruction	<input type="checkbox"/> Evidence shows the effective use of instruction which incorporates the LCET	<input type="checkbox"/> Evidence clearly supports the candidates use of reflective inquiry on instruction which incorporates the LCET as a means of self-improvement	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Assessment 2.1 Lesson plans with concise behavioral objectives, aligned with standards 3.2 Using assessment data to promote success for all students 4.2 Multiple methods of assessment used to collect data for effective instructional decisions 5.3 Ability to communicate with students both verbally and non-verbally	<input type="checkbox"/> Evidence shows the use of informal and formal assessment practices but no effective decisions are made that impact students' learning	<input type="checkbox"/> Evidence shows the use of informal and formal assessment practices to make decisions that impact all students' learning	<input type="checkbox"/> Evidence clearly supports the use of appropriate informal and formal assessment practices in the collection of data to make decisions which enhance instruction impacting all students' learning	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Content Knowledge 2.1 Lesson plans with concise behavioral objectives, aligned with standards 2.2 Prepare and integrate subject area and local ecological knowledge 5.2 Relate relevant examples, unexpected situations, and current events	<input type="checkbox"/> Evidence shows inaccurate or inappropriate content knowledge	<input type="checkbox"/> Evidence shows adequate knowledge of principles and concepts of the content	<input type="checkbox"/> Evidence clearly supports in-depth knowledge of principles and concepts of the content	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Integration of Instruction 2.2 Prepare and integrate subject area and local ecological knowledge 5.1 Integrate curricula, local topics, and include technology 5.2 Relate relevant examples, unexpected situations, and current events	<input type="checkbox"/> Evidence shows no interrelationships of more than one element or strand within a content area	<input type="checkbox"/> Evidence shows adequate interrelationship of more than one element or strand within a content area	<input type="checkbox"/> Evidence clearly supports the interrelationship of more than one element or strand within a content area and across grade levels	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Reflections/Dispositions 2.1 Lesson plans with concise behavioral objectives, aligned with standards 3.1 Promote a positive learning environment, higher-order thinking 5.3 Ability to communicate with students both verbally and non-verbally	<input type="checkbox"/> Evidence shows minimal effort and reflections which relate a sequence of events with no connections to learning, self-evaluation, or professional development	<input type="checkbox"/> Evidence supports adequate effort and reflections which require the reader to make inferences about connections to learning, self-evaluation, and professional development	<input type="checkbox"/> Evidence clearly supports sustained effort and reflective inquiry that shows commitment to learning, self-evaluation, and professional development	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Philosophy/Dispositions 1.1.,1.2, 2.2, 3.1,3.2, 4.2, 5.1, 5.2, 5.3 Components of Conceptual Framework: <u>Culturally Responsive</u> (open to diversity, reflective inquiry, local ecology, integrate curricula, serve students) <u>Curriculum Agents</u> (transform students' lives, open to change, serve community, work for social change, educational leaders, embody curriculum) <u>Professional Praxis</u> (competent practices, call to action, serve profession, ethical behavior, professional development)	<input type="checkbox"/> Evidence shows inappropriate dispositions in the philosophy statement and/or other portfolio entries	<input type="checkbox"/> Evidence shows the philosophy statement incorporating appropriate dispositions for effective teaching	<input type="checkbox"/> Evidence clearly supports practice reflecting the philosophy statement which incorporates appropriate dispositions	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	

Component	Unacceptable	Acceptable	Target	Consensus	Comments
Technology 2.11 Lesson plans with concise behavioral objectives, aligned with standards 4.1 Implement, adjust and evaluate to meet diverse learners needs 5.1 Integrate curricula, local topics, and include technology	<input type="checkbox"/> Evidence shows the use of technology as a replacement for traditional instructional or learning tools that would be equally effective	<input type="checkbox"/> Evidence shows the use of technology as an effective presentation tool which may motivate student learning but does not involve students in the learning process	<input type="checkbox"/> Evidence clearly supports the use of technology as an effective tool to enhance all students' learning and involvement in the lesson	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Impact on Student Learning 3.1 Promote a positive learning environment, higher-order thinking 3.2 Using assessment data to promote success for all students 4.1 Implement, adjust and evaluate to meet diverse learners needs 4.2 Multiple methods of assessment used to collect data for effective instructional decisions	<input type="checkbox"/> No evidence to show the impact of student learning	<input type="checkbox"/> Evidence shows all students' learning is considered but observable data are not used	<input type="checkbox"/> Evidence clearly supports the collection of observable data used to document the impact on each individual student's learning	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Diversity 2.2 Prepare and integrate subject area and local ecological knowledge 3.1 Promote a positive learning environment, higher-order thinking 4.1 Implement, adjust and evaluate to meet diverse learners needs 5.1 Integrate curricula, local topics, and include technology 5.3 Ability to communicate with students both verbally and non-verbally	<input type="checkbox"/> Diversity is superficially addressed with no support for the impact on diverse students' learning	<input type="checkbox"/> Evidence supports attention to one relevant area of diversity through effective instruction and assessment practices reflecting the impact on diverse students' learning	<input type="checkbox"/> Evidence clearly supports attention to more than one relevant area of diversity through effective instruction and assessment practices reflecting the impact on diverse students' learning	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Professional Development 1.1 Professional development applicable to school and community 1.2 Draw on educational research and collaboration to improve teaching	<input type="checkbox"/> Evidence supports minimal involvement in professional development	<input type="checkbox"/> Evidence shows involvement in professional development activities relevant to the candidate's current status	<input type="checkbox"/> Evidence clearly supports an understanding of the importance of seeking involvement in professional development activities as life-long learning	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Collaboration 1.2 Draw on educational research and collaboration to improve teaching 5.3 Ability to communicate with students both verbally and non-verbally	<input type="checkbox"/> Evidence shows collaboration with peers, parents, and other professionals only when necessary	<input type="checkbox"/> Evidence shows a willingness for but no initiation of collaboration with peers, parents, and other professionals to improve instruction and assessment practices which impact all students' learning	<input type="checkbox"/> Evidence clearly supports a willingness to initiate collaboration with peers, parents, and other professionals to improve instruction and assessment practices which impact all students' learning	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	
Mechanics/Organization	<input type="checkbox"/> Portfolio is poorly organized or contains many errors in mechanics and grammar and usage	<input type="checkbox"/> Portfolio is adequately organized and has few errors in mechanics and grammar and usage	<input type="checkbox"/> Portfolio is extremely well organized and has few or no errors in mechanics and grammar and usage	<input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target	

SAMPLE RESUME OUTLINE

Candidate's Name
Address
Phone Number
E-mail Address

CAREER OBJECTIVE

Description of first anticipated teaching position

EDUCATION

Year completed high school
Year of anticipated college degree

Name of high school
Nicholls State University, Thibodaux, LA

EXPERIENCE

Dates

Description

VOLUNTEER WORK

Dates

Description
(Include committees, voluntary services, and church services)

ORGANIZATIONS

Dates

Name of organizations, clubs, etc. (Memberships)

CO-CURRICULAR DOCUMENT

(Optional)

REFERENCES

Available upon request

****Always list dates beginning with the most recent**

KATIE BOX
700 North Silly Road
Houma, Louisiana 70444
(985) 448-4444
Bxxxxxx7@its.nicholls.edu

CAREER OBJECTIVE Full time position in a PreKindergarten, Kindergarten, 1st, 2nd o3rd grade classroom within an elementary school – serving as an *Early Interventionist* or a *Regular Education Teacher*.

EDUCATION
2007-Present *Nicholls State University, Thibodaux, LA*
Will receive a Bachelor of Science in Teacher Education with a concentration in Birth to Five/Early Interventionist Education in Spring 2010. Cumulative GPA 3.520.

EXPERIENCE
January 2009-Present *Preschool Practicum FACS 239 Thibodaux, LA*
Intern in three different educational settings (home based intervention, preschool classroom, and Even Start). Help teachers with classroom activities and behavior management. Work cooperatively with families to insure child success.

2007-Present *Nicholls State University, Thibodaux, LA*
Student Worker at Generations Teaching Generations Preschool. Help the classroom run smoothly by supervising the health and welfare of children, planning and creating bulletin boards, completing behavior folders, filing artwork, interacting with children during center time, and organizing lesson activities.

May- August 2007 *Patti's Preschool and Daycare, Lafayette, LA*
Floater. Helped execute daily tasks such as diaper and bathroom checks, fixed snacks, supervised children during outside and inside playtime, organized lesson activities, and taught afternoon classes to one year olds.

VOLUNTEER WORK
2005-Present *Diocese of Houma-Thibodaux, Schriever, LA*
Diocesan retreat team member. Periodically work tenth and eleventh grade confirmation retreats as well as other general retreats. Deliver witness talks, work as small group leader, help set up decorations and room set-ups. Also coordinated group and individual activities.

2007-April 2008 *St. Hilary of Poitiers Catholic church, Raceland, LA*
Kindergarten Catechism Teacher. Responsible for teaching a one-hour lesson every other week to three kindergarten students. Teaching lessons also included creating arts and crafts projects and selecting videos.

ORGANIZATIONS
January 2009-Present *Nicholls Education Association of Teachers (NEAT), member*
January 2009-Present *National Association for the Education of Young Children (NAEYC) , Honor Council Chairman and Triangle Chairman*
2007-Present *Nicholls State University Orientation Team*

CO-CURRICULA FORM (Optional)
REFERENCES Available upon request

**College of Education
Individual Lesson Plan Form**

Name: _____ Unit Title: _____

Curriculum Area(s): _____ Lesson Topic: _____

Grade Level: _____ Lesson Plan #: _____

Teacher's Signature _____ Length of Lesson: _____

Numbered List of Objectives referenced to Standards/Benchmarks: Objectives are statements of **specific and observable student outcomes and include conditions and criteria.** Clearly and concisely describe what your student(s) will do after lesson completion. Correlate the objectives with the levels of Bloom's Taxonomy, GLEs/Core Components and be sure to target higher order thinking skills, where appropriate. (*minimum 2 objectives here*)

Activities/Methods/Content (Numbered to correspond to objectives):

For each of the following, describe in detail the procedures you will use to develop the objectives: (a) set induction (review/preview), (b) teaching/modeling, (c) guided practice, (d) independent practice, (e) closure. These activities must be appropriate to the objective, actually develop the objective, developmentally appropriate and sequenced logically. Your activities must include the use of technology and integration of at least one additional content area.

Modifications/Accommodations for Individuals/Groups:

Describe how you plan to vary teaching strategies and instructional activities and materials for individual differences among students in your lesson. You must have one modification/accommodation for learning exceptionalities which could include learning difficulties, as well as advanced learners, and one modification/accommodation for other diversities (i.e. gender, race, ethnicity, religion, etc.). Be sure that the different strategies, activities, and/or materials are appropriate for the student differences.

Materials (Including technology):

List the materials you plan to use that will help you **maximize** learning and help you meet your instructional objectives. The materials must provide for motivation, broaden the lesson's perspective, provide clarity to the lesson, or promote student involvement. Remember that materials used should be for presentation of content, remediation, reinforcement of learning and enrichment.

Assessment / Evaluation (Numbered to correspond to objectives): Describe a **variety** of assessment and evaluation procedures that will help you decide whether your lesson has impacted student learning or whether you need to adjust the lesson. That is, there must be a direct linkage between what you expect the student(s) to accomplish (the objective) and the assessment technique. Both formative/informal and summative/formal must be planned. The formative/informal assessment can take place during guided and/or independent practice; however, teacher observation is not sufficient to meet this requirement. All assessment must be systematic and include a procedure to make the assessment more objective, such as a checklist of behaviors/skills, a structured student observation form, or an every pupil response technique. Include a copy of any rubric, checklist, test, mapping strategy, etc. in the appendices.

Integration/Correlation of Content:

List the content standards and benchmarks for technology and other content areas you included in the plan. (*Include minimum 2 additional content areas here*)

References:

At least two references must be used in preparation of the plan. A reference is something other than materials the children will use.

**College of Education
Integrated Thematic Lesson Plan Form**

Name: _____ **Unit Title:** _____
Curriculum Area(s): _____ **Lesson Topic:** _____
Grade Level: _____ **Lesson Plan #:** _____
Teacher's Signature _____ **Length of Lesson:** _____

Numbered List of Objectives referenced to Standards/Benchmarks: Objectives are statements of **specific and observable student outcomes and include conditions and criteria.** Clearly and concisely describe what your student(s) will do after lesson completion. Correlate the objectives with the levels of Bloom's Taxonomy, GLEs/Core Components and be sure to target higher order thinking skills, where appropriate. *(minimum 2 objectives here) (These objectives should be broad and focused on the full 5 day unit.)*

Activities/Methods/Content (Numbered to correspond to objectives):

For each of the following, describe in detail the procedures you will use to develop the objectives: (a) set induction (review/preview) – **Mon-Fri or Day1-5**, (b) teaching/modeling – **Mon-Fri or Day1-5**, (c) guided practice – **Mon-Fri or Day1-5**, (d) independent practice – **Mon-Fri or Day1-5**, (e) closure – **Mon-Fri or Day1-5**. *Write out all 5 days under each section – in order to present a more condensed format of your 5 day unit.* These activities must be appropriate to the objective, actually develop the objective, developmentally appropriate and sequenced logically. Your activities must include the use of technology and integration of at least one additional content area.

Assessment / Evaluation (Numbered to correspond to objectives): Describe a **variety** of assessment and evaluation procedures that will help you decide whether your **5-day** unit has impacted student learning or whether you need to adjust the lesson. That is, there must be a direct linkage between what you expect the student(s) to accomplish (the objective) and the assessment technique. Both formative/informal and summative/formal must be planned. The formative/informal assessment can take place during guided and/or independent practice; however, teacher observation is not sufficient to meet this requirement. All assessment must be systematic and include a procedure to make the assessment more objective, such as a checklist of behaviors/skills, a structured student observation form, or an every pupil response technique. Include a copy of any rubric, checklist, test, mapping strategy, etc. in the appendices.

Materials (Including technology):

List the materials you plan to use that will help you **maximize** learning and help you meet your instructional objectives for the full 5-day unit. The materials must provide for motivation, broaden the lesson's perspective, provide clarity to the lesson, or promote student involvement. Remember that materials used should be for presentation of content, remediation, reinforcement of learning and enrichment.

Modifications/Accommodations for Individuals/Groups:

Describe how you plan to vary teaching strategies and instructional activities and materials for individual differences among students during your 5-day unit. (1) You must have one modification/accommodation for learning exceptionalities and learning difficulties; (2) You must have one modification/accommodation for other diversities (i.e. gender, race, ethnicity, religion, ELL students, etc.); (3) You must have one modification/accommodation for advanced learners – in order to challenge these students throughout the lesson. Be sure that the different strategies, activities, and/or materials are appropriate for student differences.

Integration/Correlation of Content:

List the content standards and benchmarks for technology and other content areas you included in the plan. *(Include minimum 2 additional content areas here)*

References:

At least two references must be used in preparation of the 5-day plan. A reference is something other than materials the children will use. You will include your GLE and Core Components references as well as any other source used to help develop your lesson.

NICHOLLS STATE UNIVERSITY
Student Teacher Evaluation

Student Teacher _____ School _____
Supervising Teacher(s) _____ Grade/Subject _____
University Coordinator _____ Evaluation Dates: First _____ Second _____

INSTRUCTIONS FOR USING THIS EVALUATION: Please circle the appropriate number to the right of each set of numbers for mid-semester and at the end of the semester.

The rating used in this instrument is based on a one to five scale. It will provide opportunities for further in-depth studies of student teacher performance. A major reason is that the criteria used herein now directly conforms to the LOUISIANA ASSESSMENT FOR FIRST YEAR TEACHERS.

Items checked below a three should be qualified under the remarks section. Strengths and areas for improvement should also be identified under the remarks section. PLEASE DO NOT LEAVE THE REMARKS SECTION BLANK. Please attach additional sheets if needed or use the back of the form.

SPACES ARE PROVIDED FOR SIGNATURES BY THE STUDENT TEACHER, SUPERVISING TEACHER, SUPERVISING PRINCIPAL, UNIVERSITY COORDINATOR AND DIRECTOR OF STUDENT TEACHER. Signatures must be provided at mid-semester and at the end of the semester.

Attach the principal's evaluation and tally sheet to the final evaluation.

“Responsible Leaders Engaging in Professional Practice”



RESPONSIBLE LEADERS:

Take responsibility for their own professional development;
Engage in reflective inquiry and use data to adjust instruction;
Engage in leadership in both the school and the community;
Inquire into and serve the profession;
Inquire into and contribute to current research and scholarship;
Engage in ethical behaviors.

RESPONSIBLE LEADERS:

Teach from the local ecology
(culture, community, & environment);
Demonstrate responsibility for inquiring into the local ecology;
Use local knowledge to transform the learning of all students;
Demonstrate responsibility for serving the needs of
students and the community.

RESPONSIBLE LEADERS:

Transform the lives of all students by creating positive
learning environments;
Use the curriculum to advocate for social change;
Use technology to improve the lives of all students;
Advocate for students in both the school and the community;
Teach for the success of all students.

RESPONSIBLE LEADERS:

Demonstrate an openness to change;
Inquire into the relationship between cultural
differences and learning;
Inquire into the learning needs of students;
Inquire into innovative teaching practices that meet
the needs of all students;
Collaborate with all parties who have an interest in
student success;
Teach students how to use technology to
improve their learning.

MID-SEMESTER AND FINAL EVALUATION

Circle the number which best evaluates the extent to which competency is attained.

- 5 - Outstanding (mastered attribute consistently)
- 4 - Above Average (proficient but not yet mastered)
- 3 - Average (satisfactory basic, acceptable)
- 2 - Needs Improvement (approaching basic)
- 1 - Unsatisfactory (not acceptable)

TEACHER COMPETENCY (IES) DEMONSTRATED IN DOMAIN I - PLANNING:

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Specifies learner outcomes in clear, concise objectives. (2.1)	1 2 3 4 5	1 2 3 4 5
2. Includes activities that develop and assess the objectives. (2.1, 4.1, 4.2)	1 2 3 4 5	1 2 3 4 5
3. Identifies and plans for individual differences. (2.3, 4.1, 4.2, 4.3)	1 2 3 4 5	1 2 3 4 5
4. Identifies materials that are developed from the local ecology other than standard classroom material, as needed for the lesson. (2.1, 2.3, 4.2, 5.1, 5.2)	1 2 3 4 5	1 2 3 4 5
5. Plans for multiple method (s) of evaluation to measure learner outcomes. (4.1, 4.2, 4.4)	1 2 3 4 5	1 2 3 4 5
6. Assists in IEP, ITP and/or IFSP development. (for special education teachers only) (2.3, 4.1, 4.2, 4.3)	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

TEACHER COMPETENCY (IES) DEMONSTRATED IN DOMAIN II - MANAGEMENT:

Component A: The teacher candidate maintains an environment conducive to learning.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Organizes space, materials, and/or equipment to facilitate learning. (3.1, 3.2, 4.2)	1 2 3 4 5	1 2 3 4 5
2. Promotes a positive learning climate. (3.1, 3.2, 5.3)	1 2 3 4 5	1 2 3 4 5

Remarks:
Mid-Semester:

Final:

Component B: The teacher candidate maximizes the amount of time available for instruction.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Manages routines and transitions in a timely manner. (2.2)	1 2 3 4 5	1 2 3 4 5
2. Manages and/or adjusts allotted time for activities planned. (2.2, 3.2)	1 2 3 4 5	1 2 3 4 5

Remarks:
Mid-Semester:

Final:

Component C: The teacher candidate manages learner behavior to provide productive learning opportunities.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Establishes expectations for learner behavior. (5.3)	1 2 3 4 5	1 2 3 4 5
2. Uses monitoring techniques to facilitate learning. (2.2)	1 2 3 4 5	1 2 3 4 5

Remarks:
Mid-Semester:

Final:

TEACHER COMPETENCY (IES) DEMONSTRATED IN **DOMAIN III - INSTRUCTION:**

Component A: The teacher candidate delivers instruction effectively.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Uses technique(s) which develop(s) lesson objective(s). (2.1, 2.2, 4.1, 4.2)	1 2 3 4 5	1 2 3 4 5
2. Sequences lessons to promote learning. (2.1, 2.2, 2.3, 4.1, 4.2)	1 2 3 4 5	1 2 3 4 5
3. Uses available teaching material(s) to achieve lesson objective(s). (2.3, 4.2, 5.1, 5.2, 5.3)	1 2 3 4 5	1 2 3 4 5
4. Adjusts lesson when appropriate using reflective practice. (3.2, 4.2)	1 2 3 4 5	1 2 3 4 5
5. Integrates technology into instruction. (2.1, 5.1)	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

Component B: The teacher candidate presents appropriate content.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Presents content at a developmentally appropriate level. (2.3, 3.1)	1 2 3 4 5	1 2 3 4 5
2. Presents accurate subject matter. (4.1, 4.2)	1 2 3 4 5	1 2 3 4 5
3. Relates relevant examples, unexpected situations, or current events to the content. (5.2)	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

Component C: The teacher candidate provides opportunities for student involvement in the learning process.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Accommodates individual differences by demonstrating openness to diverse academics and socio-cultural behaviors. (4.1, 4.2, 4.3)	1 2 3 4 5	1 2 3 4 5
2. To work for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds. (2.2, 4.1, 4.2, 4.3)	1 2 3 4 5	1 2 3 4 5
3. Demonstrates ability to communicate effectively with students. (5.3)	1 2 3 4 5	1 2 3 4 5
4. Stimulates and encourages higher order thinking at the appropriate developmental levels. (3.1, 5.3)	1 2 3 4 5	1 2 3 4 5
5. Encourages student participation. (3.1, 5.3)	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

Component D: The teacher candidate assesses student progress effectively.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Consistently monitors ongoing performance of students. (2.2, 3.2, 4.4)	1 2 3 4 5	1 2 3 4 5
2. Uses appropriate and effective technique(s). (1.1, 1.2, 3.2, 4.4)	1 2 3 4 5	1 2 3 4 5
3. Provide timely feedback to students regarding their progress. (3.2, 4.4)	1 2 3 4 5	1 2 3 4 5
4. Produces evidence of student academic growth under his/her instruction. (1.1, 1.2, 3.2, 4.4)	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

TEACHER COMPETENCY (IES) DEMONSTRATED IN DOMAIN IV - PROFESSIONALISM:

Component A: The teacher candidate plans for professional development.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Conduct themselves in an ethical, just, legal, and professional way. (2.1, 2.2 2.3)	1 2 3 4 5	1 2 3 4 5
2. Works productively thereby serving the community by promoting social justice. (1.1, 1.2)	1 2 3 4 5	1 2 3 4 5
3. Improve student behavior and academic growth by becoming cultural-curriculum agents who serve the Community. (1.1, 1.2, 3.2, 4.4)	1 2 3 4 5	1 2 3 4 5
4. Seeks professional improvement. (1.1, 1.2)	1 2 3 4 5	1 2 3 4 5
5. Works cooperatively with teachers, administrators, parents, and other school personnel, and community. (1.1, 1.2)	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

TEACHER COMPETENCY (IES) DEMONSTRATED IN DOMAIN V - SCHOOL IMPROVEMENT:

Component A: The teacher creates partnership with parents/caregivers and colleagues.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning. (1.1, 1.2, 4.4)	1 2 3 4 5	1 2 3 4 5
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom. (1.1, 1.2, 4.4)	1 2 3 4 5	1 2 3 4 5
3. Seeks community involvement in instructional program. (1.1, 1.2)	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

TEACHER COMPETENCY (IES) DEMONSTRATED IN **DOMAIN VI - DISPOSITIONS**

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Demonstrates enthusiasm for teaching and learning	1 2 3 4 5	1 2 3 4 5
2. Demonstrate initiative	1 2 3 4 5	1 2 3 4 5
3. Conveys confidence and professionalism when interacting with students, peers, and/or Professionals in small and large group situations	1 2 3 4 5	1 2 3 4 5
4. Meets assignment due dates	1 2 3 4 5	1 2 3 4 5
5. Dress and grooming are appropriate	1 2 3 4 5	1 2 3 4 5
6. Is punctual and attends regularly	1 2 3 4 5	1 2 3 4 5
7. Demonstrates good judgment and discretion when Interacting with peers and professionals	1 2 3 4 5	1 2 3 4 5
8. Interacts positively with learners, including those from diverse backgrounds	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

MID-SEMESTER SUMMATIVE EVALUATION

(SATISFACTORY)

(UNSATISFACTORY)

(please attach additional sheets if necessary)

SIGNATURES

Student Teacher

Supervising Teacher

Supervising Principal

University Coordinator

Director of Student Teaching

FINAL FORMATIVE EVALUATION

(SATISFACTORY)

(UNSATISFACTORY)

(please attach additional sheets if necessary)

SIGNATURES

Student Teacher

Supervising Teacher

Supervising Principal

University Coordinator

Director of Student Teaching

Rev 1/12

NICHOLLS STATE UNIVERSITY

Student Teacher Evaluation

Secondary Science

Student Teacher _____ School _____
Supervising Teacher(s) _____ Grade/Subject _____
University Coordinator _____ Evaluation Dates: First _____ Second _____

INSTRUCTIONS FOR USING THIS EVALUATION: Please circle the appropriate number to the right of each set of numbers for mid-semester and at the end of the semester.

The rating used in this instrument is based on a one to five scale. It will provide opportunities for further in-depth studies of student teacher performance. A major reason is that the criteria used herein now directly conforms to the LOUISIANA ASSESSMENT FOR FIRST YEAR TEACHERS.

Items checked below a three should be qualified under the remarks section. Strengths and areas for improvement should also be identified under the remarks section. PLEASE DO NOT LEAVE THE REMARKS SECTION BLANK. Please attach additional sheets if needed or use the back of the form.

SPACES ARE PROVIDED FOR SIGNATURES BY THE STUDENT TEACHER, SUPERVISING TEACHER, SUPERVISING PRINCIPAL, UNIVERSITY COORDINATOR AND DIRECTOR OF STUDENT TEACHER. Signatures must be provided at mid-semester and at the end of the semester.

Attach the principal's evaluation and tally sheet to the final evaluation.

“Responsible Leaders Engaging in Professional Practice”



RESPONSIBLE LEADERS:

Take responsibility for their own professional development;
Engage in reflective inquiry and use data to adjust instruction;
Engage in leadership in both the school and the community;
Inquire into and serve the profession;
Inquire into and contribute to current research and scholarship;
Engage in ethical behaviors.

RESPONSIBLE LEADERS:

Teach from the local ecology
(culture, community, & environment);
Demonstrate responsibility for inquiring into the local ecology;
Use local knowledge to transform the learning of all students;
Demonstrate responsibility for serving the needs of
students and the community.

RESPONSIBLE LEADERS:

Transform the lives of all students by creating positive
learning environments;
Use the curriculum to advocate for social change;
Use technology to improve the lives of all students;
Advocate for students in both the school and the community;
Teach for the success of all students.

RESPONSIBLE LEADERS:

Demonstrate an openness to change;
Inquire into the relationship between cultural
differences and learning;
Inquire into the learning needs of students;
Inquire into innovative teaching practices that meet
the needs of all students;
Collaborate with all parties who have an interest in
student success;
Teach students how to use technology to
improve their learning.

MID-SEMESTER AND FINAL EVALUATION

Circle the number which best evaluates the extent to which competency is attained.

- 5 - Outstanding (mastered attribute consistently)
- 4 - Above Average (proficient but not yet mastered)
- 3 - Average (satisfactory basic, acceptable)
- 2 - Needs Improvement (approaching basic)
- 1 - Unsatisfactory (not acceptable)

DOMAIN I - PLANNING: TEACHER COMPETENCY (IES) DEMONSTRATED IN

	<u>Mid-Semester</u>		<u>Final</u>		
Attributes:					
1. Specifies learner outcomes in clear, concise objectives.	1 2 3 4 5		1 2 3 4 5		
2. Includes activities that develop the objectives. NSTA 2C 3A	1 2 3 4 5		1 2 3 4 5		
3. Identifies and plans for individual differences. NSTA 5B	1 2 3 4 5		1 2 3 4 5		
4. Identifies materials other than standard classroom material, as needed for the lesson.	1 2 3 4 5		1 2 3 4 5		
5. States method (s) of evaluation to measure learner outcomes.	1 2 3 4 5		1 2 3 4 5		
6. Assists in IEP, ITP and/or IFSP development. (for special education teachers only)	1 2 3 4 5		1 2 3 4 5		

Remarks:

Mid-Semester:

Final:

DOMAIN II - MANAGEMENT: (NSTA) Component A: The teacher candidate maintains an Environment conducive to learning.

Component A: The teacher candidate maintains an environment conducive to learning.

	<u>Mid-Semester</u>		<u>Final</u>		
Attributes:					
1. Organizes space, materials, and/or equipment to facilitate learning. NSTA 5C	1 2 3 4 5		1 2 3 4 5		
2. Promotes a positive learning climate. NSTA 5E	1 2 3 4 5		1 2 3 4 5		

Remarks:
Mid-Semester:

Final:

Component B: The teacher candidate maximizes the amount of time available for instruction.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Manages transitions from one phase to the other of 5E cycle in a timely manner. NSTA 2C 3A 3B	1 2 3 4 5	1 2 3 4 5
2. Manages and/or adjusts allotted time for discoveries planned. NSTA 5A	1 2 3 4 5	1 2 3 4 5

Remarks:
Mid-Semester:

Final:

Component C: The teacher candidate manages learner behavior to provide productive learning opportunities.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Establishes expectations for learner behavior.	1 2 3 4 5	1 2 3 4 5
2. Uses monitoring techniques to facilitate learning.	1 2 3 4 5	1 2 3 4 5

Remarks:
Mid-Semester:

Final:

DOMAIN III - INSTRUCTION: (NSTA) Component A: The teacher candidate delivers instruction effectively

Component A: The teacher candidate delivers instruction effectively.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Uses different approaches(inquiry) which develop lesson objective(s). NSTA 5A	1 2 3 4 5	1 2 3 4 5
2. Sequences 5E cycle to promote learning. NSTA 2C 3A 3B	1 2 3 4 5	1 2 3 4 5
3. Uses community resources to promote the learning of science NSTA 5D 7A	1 2 3 4 5	1 2 3 4 5
4. Adjusts lesson when appropriate using reflection on Practice in practice.	1 2 3 4 5	1 2 3 4 5
5. Integrates technology into instruction. NSTA 1C 5D	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

Component B: The teacher candidate presents appropriate content.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Presents content at a developmentally appropriate level. NSTA 3B	1 2 3 4 5	1 2 3 4 5
2. Presents accurate subject matter.	1 2 3 4 5	1 2 3 4 5
3. Addresses misconception, relates to real life examples, unexpected situations, or current events to the content NSTA 2A 2B 2C	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

Component C: The teacher candidate provides opportunities for student involvement in the learning process.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Accommodates individual differences . NSTA 5A	1 2 3 4 5	1 2 3 4 5
2. Demonstrates ability to communicate effectively with students NSTA 1A	1 2 3 4 5	1 2 3 4 5
3. Stimulates and encourages higher order thinking at the appropriate developmental levels. NSTA 2C	1 2 3 4 5	1 2 3 4 5
4. Encourages student participation.	1 2 3 4 5	1 2 3 4 5
Remarks:		
Mid-Semester:		
Final:		

Component D: The teacher candidate assesses student progress effectively.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Consistently monitors ongoing performance of students.	1 2 3 4 5	1 2 3 4 5
2. Uses appropriate and effective technique(s).	1 2 3 4 5	1 2 3 4 5
3. Provide timely feedback to students regarding their progress.	1 2 3 4 5	1 2 3 4 5
4. Produces evidence of student academic growth under his/her instruction.	1 2 3 4 5	1 2 3 4 5
Remarks:		
Mid-Semester:		
Final:		

Plans for professional development.

Component A: The teacher candidate plans for professional development.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Applies ethical and legal concepts NSTA 9A	1 2 3 4 5	1 2 3 4 5
2. Works productively	1 2 3 4 5	1 2 3 4 5
3. Meets school and university expectations	1 2 3 4 5	1 2 3 4 5
4. Seeks professional improvement.	1 2 3 4 5	1 2 3 4 5
5. Works cooperatively with teachers, administrators, parents, and other school personnel.	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

DOMAIN V - SCHOOL IMPROVEMENT: (NSTA) Component A: The teacher creates partnership With parents/caregivers and colleagues.

Component A: The teacher creates partnership with parents/caregivers and colleagues.

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.	1 2 3 4 5	1 2 3 4 5
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom.	1 2 3 4 5	1 2 3 4 5
3. Seeks community involvement in instructional program.	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

DOMAIN VI – Teacher Competency – (NSTA) Component A – Welfare and Safety Improvement

Domain VI – Teacher competency – (NSTA) Component A – Welfare and Safety improvement

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Demonstrates the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials NSTA 9A	1 2 3 4 5	1 2 3 4 5
2. Practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction NSTA 9A	1 2 3 4 5	1 2 3 4 5
3. Practice emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students. NSTA 9C	1 2 3 4 5	1 2 3 4 5
4. Treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use. NSTA 9C	1 2 3 4 5	1 2 3 4 5

Remarks:

Mid-Semester:

Final:

DOMAIN VII– DISPOSITIONS – (NSTA)

Domain VII – Dispositions – (NSTA)

Attributes:	<u>Mid-Semester</u>	<u>Final</u>
1. Demonstrates enthusiasm for teaching and learning	1 2 3 4 5	1 2 3 4 5
2. Demonstrate initiative	1 2 3 4 5	1 2 3 4 5
3. Conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations	1 2 3 4 5	1 2 3 4 5
4. Meets assignment due dates	1 2 3 4 5	1 2 3 4 5
5. Dress and grooming are appropriate	1 2 3 4 5	1 2 3 4 5

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 6. Is punctual and attends regularly | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 7. Demonstrates good judgment and discretion
When interacting with peers and professionals | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 8. Interacts positively with learners, including those
From diverse backgrounds | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

MID-SEMESTER SUMMATIVE EVALUATION

(SATISFACTORY)

(UNSATISFACTORY)

(please attach additional sheets if necessary)

SIGNATURES

Student Teacher

Supervising Teacher

Supervising Principal

University Coordinator

Director of Student Teaching

FINAL FORMATIVE EVALUATION

(SATISFACTORY)

(UNSATISFACTORY)

(please attach additional sheets if necessary)

SIGNATURES

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Supervising Teacher

Supervising Principal

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Director of Student Teaching