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 regarding 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 Coordinator 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 2 times, complete evaluations which are filed in the student teacher’s log and/or reflective journal 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 Coordinator 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. provide the student teacher with an orientation of the school,
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 Live 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 cannot 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 the semester of 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 and on the College of Education website under “Enrollment Process.” 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 Coordinator 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. Prospective 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 candidate's 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
   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 the placement school’s format, 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 for the Teacher Work Sample portion of the Professional Portfolio.
   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

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e. 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.

J. Attendance at all Mandatory Seminars/Meetings

   1. Student Teachers are required to attend all mandatory seminars and meeting.
   2. Anyone missing a seminar or meeting will be required to write a 20 page,
      double spaced, 12 font paper on the topic covered at the seminar. APA format
      must be followed. Paper must be submitted at the next seminar.
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 Teacher Work Sample Lesson Plans

1. Appropriate National/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: Teacher Work Sample 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, 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, 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. 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

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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 completed online by Seminar 6.

3. Student Teacher Evaluation Survey is completed at the end of the semester by the candidate regarding the student teaching placement and experience. It is completed online by Seminar 6.

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 one or more of the following: university coordinator, the Director of Student Teaching, or 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.
Note: If at any time during the semester a supervising principal states that a student teacher cannot return to the placement school campus, the student teaching experience is terminated immediately.

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.
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**Recess:**

**Lunch:**

**Supervisor:** _____________________________________________

**Student Teacher:** ________________________________________

**Student’s Phone # ( ) ____________________________________**

**University Coordinator __________________________**

**School: ____________________________________________**

**Grade: __________________________**

**School Phone # ( ) ______________**
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: __________________________

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):

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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): ____________________________
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
- Inspiration
- Record keeping
- Other

Assessment

Student assignments

- Word Processing
- Internet
- Research
- Computer Assisted Instruction
- Database
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
# Verification of Teaching Hours

## During Student Teaching

<table>
<thead>
<tr>
<th>Dates by Weeks (Month/Days)</th>
<th>Subject (Lesson Plans Required) Minimum of 180 Hours</th>
<th>Teaching Hours</th>
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</thead>
<tbody>
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**Total Hours:**

Teaching Hours: Document hours in the log.

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Signature of Student Teacher  
Signature of Supervising Teacher
Verification of Observation Hours
During Student Teaching

Name:__________________ Supervising Teacher________________

<table>
<thead>
<tr>
<th>Dates by Weeks</th>
<th>Purpose/ Teacher Observed</th>
<th>Observation Hours</th>
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</thead>
<tbody>
<tr>
<td>(Month/Days)</td>
<td>Minimum of 60 Hours</td>
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</tbody>
</table>

**Total Hours:**

Observation Hours: Include purpose of observation and document it in the log.

____________________________
Signature of Student Teacher

___________________________
Signature of Supervising Teacher

25
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 he/she is 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 two observation forms.

7. A copy of the principal’s observation form may be attached to the log, but the original should be turned in with the final evaluation at Seminar 6.

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.
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)

D. 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.)
<table>
<thead>
<tr>
<th>Component</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Consensus</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
<td>□ No evidence of effective incorporation of LCET in instruction</td>
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<tr>
<td>2.1 Lesson plans with concise behavioral objectives, aligned with standards</td>
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<td></td>
<td>□ Evidence shows the effective use of instruction which incorporates the LCET</td>
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<td>2.2 Prepare and integrate subject area and local ecological knowledge</td>
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<td>□ Evidence clearly supports the candidates use of reflective inquiry on instruction which incorporates the LCET as a means of self-improvement</td>
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<td>3.1 Promote a positive learning environment, higher-order thinking</td>
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<tr>
<td>3.2 Using assessment data to promote success for all students</td>
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<tr>
<td>4.1 Implement, adjust and evaluate to meet diverse learners needs</td>
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<td>5.1 Integrate curricula, local topics, and include technology</td>
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<tr>
<td>5.2 Relate relevant examples, unexpected situations, and current events</td>
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<tr>
<td><strong>Assessment</strong></td>
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<td>□ Evidence shows the use of informal and formal assessment practices but no effective decisions are made that impact students’ learning</td>
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<tr>
<td>2.1 Lesson plans with concise behavioral objectives, aligned with standards</td>
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<td></td>
<td>□ Evidence shows the use of informal and formal assessment practices to make decisions that impact all students’ learning</td>
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<tr>
<td>2.2 Prepare and integrate subject area and local ecological knowledge</td>
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<td>□ 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</td>
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<td>3.1 Promote a positive learning environment, higher-order thinking</td>
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<td><strong>Content Knowledge</strong></td>
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<td>□ Evidence shows inaccurate or inappropriate content knowledge</td>
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<td>2.1 Lesson plans with concise behavioral objectives, aligned with standards</td>
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<td>□ Evidence shows adequate knowledge of principles and concepts of the content</td>
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<td>2.2 Prepare and integrate subject area and local ecological knowledge</td>
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<td>□ Evidence clearly supports in-depth knowledge of principles and concepts of the content</td>
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<td>2.3 Using assessment data to promote success for all students</td>
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<tr>
<td><strong>Integration of Instruction</strong></td>
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<td>□ Evidence shows no interrelationships of more than one element or strand within a content area</td>
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<tr>
<td>2.1 Lesson plans with concise behavioral objectives, aligned with standards</td>
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<td></td>
<td>□ Evidence shows adequate interrelationship of more than one element or strand within a content area</td>
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<tr>
<td>2.2 Prepare and integrate subject area and local ecological knowledge</td>
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<td>□ Evidence clearly supports the interrelationship of more than one element or strand within a content area across grade levels</td>
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<td>3.1 Promote a positive learning environment, higher-order thinking</td>
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<td><strong>Reflections/Dispositions</strong></td>
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<td>□ Evidence shows minimal effort and reflections which relate a sequence of events with no connections to learning, self-evaluation, or professional development</td>
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<tr>
<td>2.1 Lesson plans with concise behavioral objectives, aligned with standards</td>
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<td>□ Evidence supports adequate effort and reflections which require the reader to make inferences about connections to learning, self-evaluation, and professional development</td>
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<tr>
<td>3.1 Promote a positive learning environment, higher-order thinking</td>
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<td>□ Evidence clearly supports sustained effort and reflective inquiry that shows commitment to learning, self-evaluation, and professional development</td>
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<tr>
<td>5.3 Ability to communicate with students both verbally and non-verbally</td>
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<tr>
<td><strong>Philosophy/Dispositions</strong></td>
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<td>□ Evidence shows inappropriate dispositions in the philosophy statement and/or other portfolio entries</td>
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<tr>
<td>1.1, 1.2, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2, 5.3 Components of Conceptual Framework:</td>
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<td>□ Evidence shows the philosophy statement incorporating appropriate dispositions for effective teaching</td>
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<tr>
<td>Culturally Responsive</td>
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<td>□ Evidence clearly supports practice reflecting the philosophy statement which incorporates appropriate dispositions</td>
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<td>(open to diversity, reflective inquiry, local ecology, integrate curricula, serve students)</td>
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<td>Curriculum Agents</td>
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<td>(transform students’ lives, open to change, serve community, work for social change, educational leaders, embody curriculum)</td>
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<td>Professional Praxis</td>
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<td>(competent practices, call to action, serve profession, ethical behavior, professional development)</td>
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<tr>
<td><strong>Technology</strong></td>
<td>□ Evidence shows the use of technology as a replacement for traditional</td>
<td>□ Evidence shows the use of technology as an effective presentation tool which</td>
<td>□ Evidence clearly supports the use of technology as an effective tool to enhance all students'</td>
<td>□ Unacceptable</td>
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<tr>
<td></td>
<td>instructional or learning tools that would be equally effective</td>
<td>may motivate student learning but does not involve students in the learning process</td>
<td>learning and involvement in the lesson</td>
<td>□ Acceptable</td>
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<td>□ Target</td>
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<tr>
<td><strong>Impact on Student Learning</strong></td>
<td>□ No evidence to show the impact of student learning</td>
<td>□ Evidence shows all students' learning is considered but observable data are not used</td>
<td>□ Evidence clearly supports the collection of observable data used to document the impact on each individual student's learning</td>
<td>□ Unacceptable</td>
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<td></td>
<td>□ Target</td>
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</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>□ Diversity is superficially addressed with no support for the impact on diverse students' learning</td>
<td>□ Evidence supports attention to one relevant area of diversity through effective instruction and assessment practices reflecting the impact on diverse students' learning</td>
<td>□ 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</td>
<td>□ Unacceptable</td>
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<td>□ Acceptable</td>
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<td>□ Target</td>
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<tr>
<td><strong>Professional Development</strong></td>
<td>□ Evidence supports minimal involvement in professional development</td>
<td>□ Evidence shows involvement in professional development activities relevant to the candidate's current status</td>
<td>□ Evidence clearly supports an understanding of the importance of seeking involvement in professional development activities as life-long learning</td>
<td>□ Unacceptable</td>
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<td>□ Acceptable</td>
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<td>□ Target</td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>□ Evidence shows collaboration with peers, parents, and other professionals only when necessary</td>
<td>□ 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</td>
<td>□ 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</td>
<td>□ Unacceptable</td>
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<td>□ Acceptable</td>
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<td>□ Target</td>
<td></td>
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<tr>
<td><strong>Mechanics/Organization</strong></td>
<td>□ Portfolio is poorly organized or contains many errors in mechanics and grammar and usage</td>
<td>□ Portfolio is adequately organized and has few errors in mechanics and grammar and usage</td>
<td>□ Portfolio is extremely well organized and has few or no errors in mechanics and grammar and usage</td>
<td>□ Unacceptable</td>
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<td>□ Acceptable</td>
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<td>□ Target</td>
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</tbody>
</table>
## Teacher Work Sample (TWS) Rubric

<table>
<thead>
<tr>
<th>Contextual Factors</th>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Community, School and Classroom Factors</td>
<td></td>
<td>Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
<td>Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Characteristics of Students</td>
<td></td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).</td>
<td>Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students’ Varied Approaches to Learning</td>
<td></td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general &amp; specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students’ Skills And Prior Learning</td>
<td></td>
<td>Teacher displays little or irrelevant knowledge of students’ skills and prior learning.</td>
<td>Teacher displays little or irrelevant knowledge of students’ skills and prior learning.</td>
<td>Teacher displays general &amp; specific understanding of students’ skills and prior learning that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Implications for Instructional Planning and Assessment</td>
<td></td>
<td>Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</td>
<td>Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td></td>
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<tr>
<td>Learning Goals</td>
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<tr>
<td><strong>Rating →</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>Indicator ↓</td>
<td>Indicator Not Met</td>
<td>Indicator Partially Met</td>
<td>Indicator Met</td>
<td></td>
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</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Some of the goals are clearly stated as learning outcomes.</td>
<td>Most of the goals are clearly stated as learning outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate Significant and Challenging</strong></td>
<td>Goals are not appropriate, significant or challenging for the development; prerequisite knowledge, skills, experiences; or other student needs.</td>
<td>Some goals are appropriate and somewhat significant and challenging for the development; prerequisite knowledge, skills, experiences; and other student needs.</td>
<td>Most goals are appropriate, significant, and challenging for the development; prerequisite knowledge, skills, experiences; and other student needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alignment with National, State or Local Standards</strong></td>
<td>Goals are not aligned with national, state or local standards</td>
<td>Some goals are aligned with national, state or local standards</td>
<td>All of the goals are explicitly aligned with national, state or local standards.</td>
<td></td>
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</tr>
<tr>
<td>Rating → Indicator ↓</td>
<td>1 Indicator Not Met</td>
<td>2 Indicator Partially Met</td>
<td>3 Indicator Met</td>
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<tr>
<td>Overall Soundness</td>
<td>Several goals are not adequately assessed. Content or methods of assessment lack congruence with goals or they lack cognitive complexity. Adaptations are deficient. Many materials are not written clearly or are not included.</td>
<td>Some goals are not adequately assessed. Some assessments are not congruent with learning goals in content or cognitive complexity. More adaptations are necessary. Some materials are not written clearly or are not included.</td>
<td>All goals are adequately assessed. Assessments are congruent with learning goals in content and cognitive complexity. Necessary adaptations are apparent. All assessments materials are included and clearly written.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of Criteria and Standards for Performance</td>
<td>The assessments contain no clear criteria for measuring student performance relative to the learning goals.</td>
<td>Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.</td>
<td>Assessment criteria are clear and are explicitly linked to the learning goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Modes and Approaches</td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
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</tr>
<tr>
<td>Rating → Indicator↓</td>
<td>1 Indicator Not Met</td>
<td>2 Indicator Partially Met</td>
<td>3 Indicator Met</td>
<td>Score</td>
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</tr>
<tr>
<td>Alignment with Learning Goals</td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurate Representation of Content</td>
<td>Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson and Unit Structure</td>
<td>The lessons within the unit are not logically organized organization (e.g., sequenced).</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of a Variety of Instruction, Activities, Assignments and Resources</td>
<td>Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
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</tr>
<tr>
<td>Use of Technology</td>
<td>Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.</td>
<td>Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.</td>
<td>Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</td>
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</table>
### Analysis of Student Learning

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity and Accuracy of Presentation</td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation is understandable and contains few errors.</td>
<td>Presentation is easy to understand and contains no errors of representation.</td>
<td></td>
</tr>
<tr>
<td>Interpretation of Data</td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
<td></td>
</tr>
<tr>
<td>Evidence of Impact on Student Learning</td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
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</tbody>
</table>

### Reflection and Self-Evaluation

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insights on Effective Instruction and Assessment</td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td></td>
</tr>
<tr>
<td>Implications for Future Teaching</td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
<td></td>
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</tbody>
</table>
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
Name of high school
Year of anticipated college degree
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 Pre-Kindergarten, Kindergarten, 1st, 2nd or 3rd 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  
Float. 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 Poiters 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
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.
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 description for each domain component for mid-
semester and at the end of the semester.

The rating used in this instrument is based on a three point 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 marked “Unacceptable” 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 TEACHING. Signatures must be provided at mid-
semester and at the end of the semester.

“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;
students how to use technology to improve their learning.
**MID-SEMESTER AND FINAL EVALUATION**

The Student Teacher Final Evaluation Form follows the Louisiana Components of Effective Teaching (LCET) document, and includes the same components identified by the State Department of Education for Level 1 certification during the first year teaching evaluation. The components of LCET include planning, management, instruction, professionalism, and school improvement. The evaluation is completed for each candidate by the university coordinator at mid-term and at the end of the semester. Data collected at mid-term is used only for candidate feedback.

Directions: Circle the description which best evaluates the extent to which competency is attained.

Domain 1 - Planning - The teacher candidate plans accurate and developmentally appropriate lessons in accordance with the Nicholls State University Conceptual Framework

<table>
<thead>
<tr>
<th>1. The candidate specifies learner outcomes in clear, concise objectives</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI-2007.3.1 LA-NISU-PLO.2 NAEYC-INI-2010.5 NAEYC-INI-2010.5.c NASPE-INI-2008.3.2 NCTM-2003.SEC.8.4</td>
<td>The candidate consistently specifies learner outcomes in clear, concise objectives</td>
<td>The candidate specifies learner outcomes in clear, concise objectives</td>
<td>The candidate infrequently specifies learner outcomes in clear, concise objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. The candidate includes activities that develop and assess the objectives</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI-2007.3.3 LA-NISU-PLO.2 NAEYC-INI-2010.4 NAEYC-INI-2010.4.c NASPE-INI-2008.3.3 NCTE-2012.3.1 NCTE-2012.4.1 NCTM-2003.SEC.8.2 NCTM-2012.SEC.5b</td>
<td>The candidate consistently includes activities that develop and assess the objectives</td>
<td>The candidate includes activities that develop and assess the objectives</td>
<td>The candidate infrequently includes activities that develop and assess the objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. The candidate identifies and plans for individual differences</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI-2007.3.2 LA-NISU-PLO.2 LA-NISU-PLO.4 LA-NISU-PLO.6 NAEYC-INI-2010.3 NAEYC-INI-2010.3.c NASPE-INI-2008.3.6 NCTE-2012.3.1 NCTE-2012.3.4 NCTE-2012.4.4 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.6.2</td>
<td>The candidate consistently identifies and plans for individual differences</td>
<td>The candidate identifies and plans for individual differences</td>
<td>The candidate infrequently identifies and plans for individual differences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA-NISU-PLO.2 LA-NISU-PLO.6 NAEYC-INI-2010.5 NAEYC-INI-2010.5.a NASPE-INI-2008.3.4 NCTM-2003.SEC.8.1 NCTM-2003.SEC.8.2 NCTM-2003.SEC.8.3</td>
<td>The candidate consistently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate infrequently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. The candidate plans for method(s) of evaluation to measure learner outcomes</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.3 NAEYC-INI-2010.3.b NASPE-INI-2008.5.2 NCTE-2012.3.2 NCTE-2012.3.4 NCTE-2012.4.2</td>
<td>The candidate consistently plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate infrequently plans for method(s) of evaluation to measure learner outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only)</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI-2007.5.2 LA-NISU-PLO.2 LA-NISU-PLO.3 LA-NISU-PLO.4 NASPE-INI-2008.3.5</td>
<td>The candidate consistently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate infrequently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
</tr>
</tbody>
</table>
## Domain II - Management -- Component A - The teacher candidate maintains an environment conducive to learning.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate organizes space, materials, and/or equipment to facilitate learning</td>
<td>The candidate consistently organizes space, materials, and/or equipment to facilitate learning</td>
<td>The candidate organizes space, materials, and/or equipment to facilitate learning</td>
<td>The candidate infrequently organizes space, materials, and/or equipment to facilitate learning</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 NAEYC-INI-2010.1 NAEYC-INI-2010.1.c NASPE-INI-2008.3.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate promotes a positive learning climate</td>
<td>The candidate consistently promotes a positive learning climate</td>
<td>The candidate promotes a positive learning climate</td>
<td>The candidate infrequently promotes a positive learning climate</td>
</tr>
</tbody>
</table>

## Domain II - Management -- Component B: The teacher candidate maximizes the amount of time available for instruction

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate manages routines and transitions in a timely manner</td>
<td>The candidate consistently manages routines and transitions in a timely manner</td>
<td>The candidate manages routines and transitions in a timely manner</td>
<td>The candidate infrequently manages routines and transitions in a timely manner</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 NAEYC-INI-2010.4 NAEYC-INI-2010.4.c NASPE-INI-2008.4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate manages and/or adjusts allotted time for activities planned</td>
<td>The candidate consistently manages and/or adjusts allotted time for activities planned</td>
<td>The candidate manages and/or adjusts allotted time for activities planned</td>
<td>The candidate infrequently manages and/or adjusts allotted time for activities planned</td>
</tr>
<tr>
<td></td>
<td>ACEI-2007.3.5 LA-NISU-PLO.2 NAEYC-INI-2010.4 NAEYC-INI-2010.4.c NASPE-INI-2008.4.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:

Mid-Semester:

Final:
**Domain II - Management -- Component C: The teacher candidate manages learner behavior to provide productive learning opportunities**

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The candidate establishes expectations for learner behavior</strong>&lt;br&gt;LA-NISU-PLO.2 NAEYC-INI-2010.3 NAEYC-INI-2010.3.a NASPE-INI-2008.4.5</td>
<td>The candidate consistently establishes expectations for learner behavior</td>
<td>The candidate infrequently establishes expectations for learner behavior</td>
</tr>
<tr>
<td><strong>2. The candidate uses monitoring techniques to facilitate learning</strong>&lt;br&gt;ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.3 NAEYC-INI-2010.3.a NASPE-INI-2008.4.4</td>
<td>The candidate consistently uses monitoring techniques to facilitate learning</td>
<td>The candidate infrequently uses monitoring techniques to facilitate learning</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

**Domain III - Instruction -- Component A: The teacher candidate delivers instruction effectively**

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The candidate uses technique(s) which develop(s) lesson objective(s)</strong>&lt;br&gt;ACEI-2007.3.3 LA-NISU-PLO.2 NAEYC-INI-2010.4 NAEYC-INI-2010.4.d NASPE-INI-2008.3.3 NCTE-2012.3.1 NCTE-2012.3.2 NCTE-2012.3.3 NCTE-2012.3.4 NCTE-2012.3.5 NCTE-2012.3.6 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.4.4 NCTE-2012.5.4 NCTM-2003.SEC.8.7 NCTM-2012.SEC.5a</td>
<td>The candidate consistently uses technique(s) which develop(s) lesson objective(s)</td>
<td>The candidate infrequently uses technique(s) which develop(s) lesson objective(s)</td>
</tr>
<tr>
<td><strong>2. The candidate sequences lessons to promote learning</strong>&lt;br&gt;ACEI-2007.1 LA-NISU-PLO.2 NAEYC-INI-2010.4 NASPE-INI-2008.3.6 NCTE-2012.3.1 NCTE-2012.3.2 NCTE-2012.3.3 NCTE-2012.3.4 NCTE-2012.3.5 NCTE-2012.3.6 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.4.4</td>
<td>The candidate consistently sequences lessons to promote learning</td>
<td>The candidate infrequently sequences lessons to promote learning</td>
</tr>
<tr>
<td><strong>3. The candidate uses available teaching material(s) to achieve lesson objective(s)</strong>&lt;br&gt;LA-NISU-PLO.2 NAEYC-INI-2010.4 NASPE-INI-2008.3.4 NCTE-2012.5.4 NCTM-2003.SEC.8.1 NCTM-2003.SEC.8.3 NCTM-2003.SEC.8.4</td>
<td>The candidate consistently uses available teaching material(s) to achieve lesson objective(s)</td>
<td>The candidate infrequently uses available teaching material(s) to achieve lesson objective(s)</td>
</tr>
</tbody>
</table>
4. The candidate adjusts lesson when appropriate using reflective practice
   ACEI-2007.3.2 LA-NISU-PLO.2 LA-NISU-PLO.5 NAEYC-INI-2010.4 NASPE-INI-2008.4.4

| Domain III - Instruction -- Component B: The teacher candidate presents appropriate content |
|---|---|---|
| **1. The candidate presents content at a developmentally appropriate level** | The candidate consistently presents content at a developmentally appropriate level | The candidate presents content at a developmentally appropriate level | The candidate infrequently presents content at a developmentally appropriate level |
| **2. The candidate presents accurate subject matter** | The candidate consistently presents accurate subject matter | The candidate presents accurate subject matter | The candidate infrequently presents accurate subject matter |
| **3. The candidate relates relevant examples, unexpected situations, or current events to the content** | The candidate consistently relates relevant examples, unexpected situations, or current events to the content | The candidate relates relevant examples, unexpected situations, or current events to the content | The candidate infrequently relates relevant examples, unexpected situations, or current events to the content |
| LA-NISU-PLO.2 LA-NISU-PLO.5 NAEYC-INI-2010.5 NASPE-INI-2008.4.3 NCSS.1.3 NCTE-2012.6.2 |

Remarks:
Mid-Semester:

Final:
Domain III - Instruction -- Component C: The teacher candidate provides opportunities for student involvement in the learning process

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors</td>
<td>The candidate accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors</td>
<td>The candidate infrequently accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors</td>
</tr>
</tbody>
</table>

1. The candidate accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors

- ACEI-2007.3.2 LA-NISU-PLO.1
- LA-NISU-PLO.2 LA-NISU-PLO.4
- LA-NISU-PLO.6 NAEYC-INI-2010.4 NASPE-INI-2008.3.5 NCTE-2012.3.1 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.6.1 NCTE-2012.6.2

2. The candidate works for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds.

- ACEI-2007.3.1 LA-NISU-PLO.2
- LA-NISU-PLO.3 LA-NISU-PLO.4
- LA-NISU-PLO.6 NASPE-INI-2008.4.1 NCSS.1.1 NCTE-2012.6.2

3. The candidate demonstrates ability to communicate effectively with students

- ACEI-2007.3.5 LA-NISU-PLO.2 NAEYC-INI-2010.4 NASPE-INI-2008.3.6 NCTE-2012.2.2

4. The candidate stimulates and encourages higher order thinking at the appropriate developmental levels

- ACEI-2007.3.3 LA-NISU-PLO.2
- LA-NISU-PLO.4 NAEYC-INI-2010.4 NASPE-INI-2008.4.1 NCTM-2012.SEC.4

5. The candidate encourages student participation

- ACEI-2007.3.4 LA-NISU-PLO.2
- NAEYC-INI-2010.4 NASPE-INI-2008.4.3 NCTE-2012.5.2

Remarks:
Mid-Semester:

Final:
Domain III - Instruction -- Component D: The teacher candidate assesses student progress effectively

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate monitors ongoing performance of students</td>
<td>The candidate consistently monitors ongoing performance of students</td>
<td>The candidate infrequently monitors ongoing performance of students</td>
</tr>
<tr>
<td>ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.3 NASPE-INI-2008.5.2 NCTE-2012.3.2 NCTE-2012.4.2 NCTM-2012.SEC.5c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate uses appropriate and effective technique(s)</td>
<td>The candidate consistently uses appropriate and effective technique(s)</td>
<td>The candidate infrequently uses appropriate and effective technique(s)</td>
</tr>
<tr>
<td>ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.3 NASPE-INI-2008.4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The candidate provides timely feedback to students regarding their progress</td>
<td>The candidate consistently provides timely feedback to students regarding their progress</td>
<td>The candidate infrequently provides timely feedback to students regarding their progress</td>
</tr>
<tr>
<td>ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.4 NASPE-INI-2008.4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The candidate produces evidence of student academic growth under his/her instruction</td>
<td>The candidate consistently produces evidence of student academic growth under his/her instruction</td>
<td>The candidate infrequently produces evidence of student academic growth under his/her instruction</td>
</tr>
<tr>
<td>LA-NISU-PLO.2 NAEYC-INI-2010.3 NASPE-INI-2008.5.2 NCTM-2012.SEC.5c</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

Domain IV - Professionalism -- Component A: The teacher candidate plans for professional development.

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate conducts themselves in an ethical, just, legal, and professional way</td>
<td>The candidate consistently conducts themselves in an ethical, just, legal, and professional way</td>
<td>The candidate infrequently conducts themselves in an ethical, just, legal, and professional way</td>
</tr>
<tr>
<td>ACEI-2007.5.1 LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2010.6.b NASPE-INI-2008.1.4 NCTE-2012.7.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate works productively thereby serving the community by promoting social justice</td>
<td>The candidate consistently works productively thereby serving the community by promoting social justice</td>
<td>The candidate infrequently works productively thereby serving the community by promoting social justice</td>
</tr>
<tr>
<td>ACEI-2007.5.1 LA-NISU-PLO.2 NASPE-INI-2008.4.6 NCTE-2012.7.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The candidate improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community</td>
<td>The candidate consistently improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community</td>
<td>The candidate infrequently improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community</td>
</tr>
</tbody>
</table>
### Domain V - School Improvement -- Component A: The teacher creates partnership with parents/caregivers and colleagues.

<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning</td>
<td>The candidate consistently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning</td>
<td>The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning</td>
<td>The candidate infrequently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The candidate encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom</td>
<td>The candidate consistently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom</td>
<td>The candidate encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom</td>
<td>The candidate infrequently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom</td>
</tr>
</tbody>
</table>
### Domain VI - Dispositions

<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The candidate demonstrates enthusiasm for teaching and learning</td>
<td>The candidate demonstrates enthusiasm for teaching and learning</td>
<td>The candidate infrequently demonstrates enthusiasm for teaching and learning</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2008.6.1 NCTE-2012.7.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The candidate demonstrates initiative</td>
<td>The candidate demonstrates initiative</td>
<td>The candidate infrequently demonstrates initiative</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2008.6.3 NCTE-2012.7.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations</td>
<td>The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations</td>
<td>The candidate infrequently conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations</td>
</tr>
<tr>
<td></td>
<td>ACEI-2007.5.1 LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3 NAEYC-INI-2010.6 NASPE-INI-2008.6.4 NCTE-2012.7.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The candidate meets assignment due dates</td>
<td>The candidate meets assignment due dates</td>
<td>The candidate infrequently meets assignment due dates</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2008.6.3 NCTE-2012.7.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The candidate's dress and grooming are appropriate</td>
<td>The candidate's dress and grooming are appropriate</td>
<td>The candidate's dress and grooming are infrequently appropriate</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2008.6.3 NCTE-2012.7.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The candidate is punctual and attends regularly</td>
<td>The candidate is punctual and attends regularly</td>
<td>The candidate is infrequently punctual or does not attend regularly</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2008.6.3 NCTE-2012.7.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:
7. The candidate demonstrates good judgment and discretion when interacting with peers and professionals
   ACEI-2007.5.1 LA-NISU-PLO.1
   LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2008.6.2 NCTE-2012.7.2
   Target (3 pts)  Acceptable (2 pts)  Unacceptable (1 pt)
   The candidate consistently demonstrates good judgment and discretion when interacting with peers and professionals
   The candidate demonstrates good judgment and discretion when interacting with peers and professionals
   The candidate infrequently demonstrates good judgment and discretion when interacting with peers and professionals

8. The candidate interacts positively with learners, including those from diverse backgrounds
   ACEI-2007.3.2 LA-NISU-PLO.2
   LA-NISU-PLO.4 LA-NISU-PLO.6
   NAEYC-INI-2010.6 NASPE-INI-2008.6.1 NCTE-2012.7.2
   The candidate consistently interacts positively with learners, including those from diverse backgrounds
   The candidate interacts positively with learners, including those from diverse backgrounds
   The candidate infrequently interacts positively with learners, including those from diverse backgrounds

Remarks:
Mid-Semester:

Final:
MID-SEMESTER FORMATIVE EVALUATION
Supervising Teachers: Please place your signature either in the “Satisfactory” or “Unsatisfactory” blank in addition to the Signature section.

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(please attach additional sheets if necessary)

SIGNATURES

Student Teacher  Supervising Teacher  Supervising Principal

University Coordinator  Director of Student Teaching

FINAL SUMMATIVE EVALUATION

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(please attach additional sheets if necessary)

SIGNATURES

Student Teacher  Supervising Teacher  Supervising Principal

University Coordinator  Director of Student Teaching

Rev. 8/14
INSTRUCTIONS FOR USING THIS EVALUATION: Please circle the appropriate description for each domain component for mid-semester and at the end of the semester.

The rating used in this instrument is based on a three point 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 marked “Unacceptable” 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 TEACHING. Signatures must be provided at mid-semester and at the end of the semester.

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;
students how to use technology to improve their learning.
The Student Teacher Final Evaluation Form follows the Louisiana Components of Effective Teaching (LCET) document, and includes the same components identified by the State Department of Education for Level 1 certification during the first year teaching evaluation. The components of LCET include planning, management, instruction, professionalism, and school improvement. The evaluation is completed for each candidate by the university coordinator at mid-term and at the end of the semester. Data collected at mid-term is used only for candidate feedback.

Directions: Circle the description which best evaluates the extent to which competency is attained.

**Domain 1 - Planning (NSTA)** - The teacher candidate plans accurate and developmentally appropriate lessons in accordance with the Nicholls State University Conceptual Framework

<table>
<thead>
<tr>
<th>Task</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate specifies learner outcomes in clear, concise objectives (1,000, 16%)</td>
<td>The candidate consistently specifies learner outcomes in clear, concise objectives</td>
<td>The candidate specifies learner outcomes in clear, concise objectives</td>
<td>The candidate infrequently specifies learner outcomes in clear, concise objectives</td>
</tr>
<tr>
<td>2. The candidate includes activities that develop and assess the objectives (1,000, 16%)</td>
<td>The candidate consistently includes activities that develop and assess the objectives</td>
<td>The candidate includes activities that develop and assess the objectives</td>
<td>The candidate infrequently includes activities that develop and assess the objectives</td>
</tr>
<tr>
<td>3. The candidate identifies and plans for individual differences (1,000, 16%)</td>
<td>The candidate consistently identifies and plans for individual differences</td>
<td>The candidate identifies and plans for individual differences</td>
<td>The candidate infrequently identifies and plans for individual differences</td>
</tr>
<tr>
<td>4. The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson (1,000, 16%)</td>
<td>The candidate consistently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate infrequently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
</tr>
<tr>
<td>5. The candidate plans for method(s) of evaluation to measure learner outcomes (1,000, 16%)</td>
<td>The candidate consistently plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate infrequently plans for method(s) of evaluation to measure learner outcomes</td>
</tr>
<tr>
<td>6. The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only) (1,000, 16%)</td>
<td>The candidate consistently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate infrequently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
</tr>
</tbody>
</table>

Remarks:

Mid-Semester:

Final: 56

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate organizes space, materials, and/or equipment to facilitate learning (1.000, 50%) NSTA-2012.3d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate consistently organizes space, materials, and/or equipment to facilitate learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate organizes space, materials, and/or equipment to facilitate learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate infrequently organizes space, materials, and/or equipment to facilitate learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate promotes a positive learning climate (1.000, 50%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate consistently promotes a positive learning climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate promotes a positive learning climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate infrequently promotes a positive learning climate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

Domain II - Management -- (NSTA) Component B: The teacher candidate maximizes the amount of time available for instruction

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate manages routines and transitions in a timely manner (1.000, 50%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate consistently manages routines and transitions in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate manages routines and transitions in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate infrequently manages routines and transitions in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate manages and/or adjusts allotted time for activities planned (1.000, 50%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate consistently manages and/or adjusts allotted time for activities planned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate manages and/or adjusts allotted time for activities planned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate infrequently manages and/or adjusts allotted time for activities planned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

Domain II - Management -- (NSTA) Component C: The teacher candidate manages learner behavior to provide productive learning opportunities

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate establishes expectations for learner behavior (1.000, 50%) NSTA-2012.3d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate consistently establishes expectations for learner behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate establishes expectations for learner behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate infrequently establishes expectations for learner behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate uses monitoring techniques to facilitate learning (1.000, 50%) NSTA-2012.3c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate consistently uses monitoring techniques to facilitate learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate uses monitoring techniques to facilitate learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate infrequently uses monitoring techniques to facilitate learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

57
### Domain III - Instruction -- (NSTA) Component A: The teacher candidate delivers instruction effectively

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The candidate uses technique(s) (inquiry) which develop(s) lesson objective(s) (1.000, 25%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate consistently uses technique(s) (inquiry) which develop(s) lesson objective(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate uses technique(s) (inquiry) which develop(s) lesson objective(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate infrequently uses technique(s) (inquiry) which develop(s) lesson objective(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **2. The candidate sequences lessons to promote learning (1.000, 25%)** |
| The candidate consistently sequences lessons to promote learning |
| The candidate sequences lessons to promote learning |
| The candidate infrequently sequences lessons to promote learning |

| **3. The candidate uses community resources to promote the learning of science (1.000, 25%) NSTA-2012.6a** |
| The candidate uses a wide variety of community resources to promote the learning of science |
| The candidate uses community resources to promote the learning of science |
| The candidate does not use a sufficient amount of community resources to promote the learning of science |

| **4. The candidate adjusts lesson when appropriate using reflective practice (1.000, 25%) NSTA-2012.3c** |
| The candidate consistently adjusts lesson when appropriate using reflective practice |
| The candidate adjusts lesson when appropriate using reflective practice |
| The candidate infrequently adjusts lesson when appropriate using reflective practice |

| **5. The candidate integrates science-specific technology into instruction appropriately NSTA-2012.2b** |
| The candidate consistently integrates science-specific technology into instruction appropriately |
| The candidate integrates science-specific technology into instruction appropriately |
| The candidate integrates technology that is not science-specific or integrates science-specific technology into instruction inappropriately |

Remarks:
Mid-Semester:

Final:

### Domain III - Instruction -- (NSTA) Component B: The teacher candidate presents appropriate content

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The candidate presents content at a developmentally appropriate level using a variety of strategies (1.000, 33%) NSTA-2012.3a</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate consistently presents content at a developmentally appropriate level using a variety of appropriate strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate presents content at a developmentally appropriate level using a variety of strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate presents content at a developmentally appropriate level but does not use a variety of strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **2. The candidate presents accurate subject matter that demonstrates the candidates' knowledge and understanding of how to select appropriate teaching and learning activities (1.000, 33%) NSTA-2012.3a** |
| The candidate consistently presents accurate subject matter that demonstrates the candidates' high level of knowledge and understanding of how to select appropriate teaching and learning activities |
| The candidate presents accurate subject matter that demonstrates the candidates' knowledge and understanding of how to select appropriate teaching and learning activities |
| The candidate presents inaccurate subject matter that does not fully demonstrate the candidates' knowledge and understanding of how to select appropriate teaching and learning activities |

58
3. The candidate addresses misconception, relates to real life examples, unexpected situations, or current events to the content (1.000, 33%)

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate comprehensively and consistently addresses misconception, relates to real life examples, unexpected situations, or current events to the content</td>
<td>The candidate addresses misconception, relates to real life examples, unexpected situations, or current events to the content</td>
<td>The candidate addresses some but not all of the following: misconceptions, relationships to real life examples, unexpected situations, or current events to the content</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

Domain III - Instruction -- (NSTA) Component C: The teacher candidate provides opportunities for student engagement in the learning process

<table>
<thead>
<tr>
<th>1. The candidate accommodates individual differences for the equitable achievement of science literacy for all students (1.000, 25%) NSTA-2012.3b</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently accommodates individual differences for the equitable achievement of science literacy for all students</td>
<td>The candidate accommodates individual differences for the equitable achievement of science literacy for all students</td>
<td>The candidate consistently accommodates individual differences for the equitable achievement of science literacy for all students</td>
<td>The candidate accommodates some but not all of the students' individual differences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. The candidate demonstrates the ability to communicate effectively with students (1.000, 25%)</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently demonstrates the ability to communicate effectively with students</td>
<td>The candidate demonstrates the ability to communicate effectively with students</td>
<td>The candidate demonstrates the ability to communicate effectively with students</td>
<td>The candidate infrequently demonstrates the ability to communicate effectively with students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. The candidate stimulates higher order thinking at the appropriate developmental levels to allow access so that all student can learn (1.000, 25%) NSTA-2012.3a</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently stimulates higher order thinking at the appropriate developmental levels to allow access so that all student can learn</td>
<td>The candidate stimulates higher order thinking at the appropriate developmental levels to allow access so that all student can learn</td>
<td>The candidate stimulates higher order thinking at the appropriate developmental levels to allow access so that all student can learn</td>
<td>The candidate infrequently stimulates higher order thinking at the appropriate developmental levels to allow access so that all student can learn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. The candidate uses strategies that are inclusive and motivating for all students (1.000, 25%) NSTA-2012.3a</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently uses strategies that are inclusive and motivating for all students</td>
<td>The candidate uses strategies that are inclusive and motivating for all students</td>
<td>The candidate uses strategies that are inclusive and motivating for all students</td>
<td>The candidate uses strategies that are inclusive and motivating for most but not all students</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:
### Domain III - Instruction -- (NSTA) Component D: The teacher candidate assesses student progress effectively

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate monitors ongoing performance of students through fair and equitable assessments (1.000, 25%) NSTA-2012.3c</td>
<td>The candidate consistently monitors ongoing performance of students through fair and equitable assessments</td>
<td>The candidate monitors ongoing performance of students but does not provide evidence of use of fair and equitable assessments</td>
</tr>
<tr>
<td>2. The candidate uses appropriate and effective technique(s) to continuously evaluate students' preconceptions and ideas (1.000, 25%) NSTA-2012.3c</td>
<td>The candidate consistently uses appropriate and effective technique(s) to continuously evaluate students' preconceptions and ideas</td>
<td>The candidate effective technique(s) to evaluate students' preconceptions and ideas but does so inconsistently</td>
</tr>
<tr>
<td>3. The candidate provides timely feedback to students regarding their progress (1.000, 25%)</td>
<td>The candidate provides feedback to students regarding their progress</td>
<td>The candidate provides feedback to students regarding their progress but does not do so in a timely manner</td>
</tr>
<tr>
<td>4. The candidate produces evidence of student academic growth under his/her instruction through an analysis of student learning to evaluate if learning goals are met (1.000, 25%) NSTA-2012.3c</td>
<td>The candidate consistently produces evidence of student academic growth under his/her instruction through a comprehensive analysis of student learning to evaluate if learning goals are met</td>
<td>The candidate produces minimal evidence of student academic growth</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

### Domain IV - Professionalism -- (NSTA) Component A: The teacher candidate plans for professional development

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate applies ethical and legal concepts that demonstrate chemical, safety, safety procedures, and the ethical treatment of living organisms within their licensure area (1.000, 20%) NSTA-2012.3d</td>
<td>The candidate consistently applies ethical and legal concepts that demonstrate chemical, safety, safety procedures, and the ethical treatment of living organisms within their licensure area</td>
<td>The candidate applies some ethical and legal concepts that but does not fully demonstrate chemical, safety, safety procedures, and the ethical treatment of living organisms within their licensure area</td>
</tr>
<tr>
<td>2. The candidate works productively (1.000, 20%)</td>
<td>The candidate consistently works productively</td>
<td>The candidate infrequently works productively</td>
</tr>
<tr>
<td>3. The candidate meets school and university expectations (1.000, 20%)</td>
<td>The candidate consistently meets school and university expectations</td>
<td>The candidate infrequently meets school and university expectations</td>
</tr>
<tr>
<td>4. The candidate seeks professional development opportunities in their content</td>
<td>The candidate seeks professional development opportunities in their</td>
<td>The candidate does not seek professional development</td>
</tr>
</tbody>
</table>
field such as talks, symposiums, research opportunities, or projects within their community (1.000, 20%) NSTA-2012.6a

5. The candidate works cooperatively with teachers, administrators, parents, and other school personnel (1.000, 20%)

Remarks:
Mid-Semester:

Final:

Domain V - School Improvement -- (NSTA) Component A: The teacher creates partnership with parents/caregivers and colleagues.

1. The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning (1.000, 33%)

Target (3 pts) The candidate consistently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

Acceptable (2 pts) The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

Unacceptable (1 pt) The candidate infrequently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

2. The candidate encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom (1.000, 33%)

The candidate consistently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom

The candidate encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom

The candidate infrequently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom

3. The candidate seeks community involvement in instructional programs such as conferences, research opportunities, or projects (1.000, 33%) NSTA-2012.6b

The candidate seeks community involvement in instructional programs in more than one of the following areas: conferences, research opportunities, or projects

The candidate seeks community involvement in instructional programs such as conferences, research opportunities, or projects

The candidate does not seek community involvement in instructional programs such as conferences, research opportunities, or projects

Remarks:
Mid-Semester:

Final:
## Domain VI - Teacher Competency - (NSTA) Component A - Safety

<table>
<thead>
<tr>
<th>Remarks:</th>
<th>Mid-Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction (1.000, 14%) NSTA-2012.4a</td>
<td>The candidate designs activities that consistently demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction</td>
</tr>
<tr>
<td>2. The candidate designs and demonstrates activities that demonstrate an ability to implement emergency procedures (1.000, 14%) NSTA-2012.4b</td>
<td>The candidate consistently designs and demonstrates activities that demonstrate an ability to implement emergency procedures</td>
</tr>
<tr>
<td>3. The candidate designs and demonstrates activities that demonstrate an ability to maintain safety equipment, policies and procedures that comply with established state and/or national guidelines (1.000, 14%) NSTA-2012.4b</td>
<td>The candidate consistently demonstrates activities that consistently demonstrate an ability to maintain safety equipment, policies and procedures that comply with established state and national guidelines</td>
</tr>
<tr>
<td>4. The candidate ensures safe science activities appropriate for the abilities of all students (1.000, 14%) NSTA-2012.4b</td>
<td>The candidate ensures safe science activities appropriate for the abilities of all students</td>
</tr>
<tr>
<td>5. The candidate designs and demonstrates activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. (1.000, 14%) NSTA-2012.4c</td>
<td>The candidate designs and demonstrates activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom.</td>
</tr>
<tr>
<td>6. The candidate emphasizes safe, humane, and ethical treatment of animals (1.000, 14%) NSTA-2012.4c</td>
<td>The candidate emphasizes safe, humane, and ethical treatment of animals</td>
</tr>
<tr>
<td>7. The candidate complies with the legal restrictions on the collection, keeping, and use of living organism (1.000, 14%) NSTA-2012.4c</td>
<td>The candidate complies with the legal restrictions on the collection, keeping, and use of living organism</td>
</tr>
</tbody>
</table>

### Unacceptable (1 pt)
- The candidate design activities that demonstrate the safe and proper techniques for some but not all of the following: preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.
## Domain VII - Dispositions -- (NSTA)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate demonstrates enthusiasm for teaching and learning (1.000, 12%)</td>
<td>The candidate consistently demonstrates enthusiasm for teaching and learning</td>
<td>The candidate demonstrates enthusiasm for teaching and learning</td>
<td>The candidate infrequently demonstrates enthusiasm for teaching and learning</td>
</tr>
<tr>
<td>2. The candidate demonstrates initiative (1.000, 12%)</td>
<td>The candidate consistently demonstrates initiative</td>
<td>The candidate demonstrates initiative</td>
<td>The candidate infrequently demonstrates initiative</td>
</tr>
<tr>
<td>3. The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations (1.000, 12%)</td>
<td>The candidate consistently conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations</td>
<td>The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations</td>
<td>The candidate infrequently conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations</td>
</tr>
<tr>
<td>4. The candidate meets assignment due dates (1.000, 12%)</td>
<td>The candidate consistently meets assignment due dates</td>
<td>The candidate meets assignment due dates</td>
<td>The candidate infrequently meets assignment due dates</td>
</tr>
<tr>
<td>5. The candidate's dress and grooming are appropriate (1.000, 12%)</td>
<td>The candidate's dress and grooming are consistently appropriate</td>
<td>The candidate's dress and grooming are appropriate</td>
<td>The candidate's dress and grooming are infrequently appropriate</td>
</tr>
<tr>
<td>6. The candidate is punctual and attends regularly (1.000, 12%)</td>
<td>The candidate is consistently punctual and attends regularly</td>
<td>The candidate is punctual and attends regularly</td>
<td>The candidate is infrequently punctual or does not attend regularly</td>
</tr>
<tr>
<td>7. The candidate demonstrates good judgment and discretion when interacting with peers and professional (1.000, 12%)</td>
<td>The candidate consistently demonstrates good judgment and discretion when interacting with peers and professional</td>
<td>The candidate demonstrates good judgment and discretion when interacting with peers and professional</td>
<td>The candidate infrequently demonstrates good judgment and discretion when interacting with peers and professional</td>
</tr>
<tr>
<td>8. The candidate interacts positively with learners, including those from diverse background (1.000, 12%)</td>
<td>The candidate consistently interacts positively with learners, including those from diverse backgrounds</td>
<td>The candidate interacts positively with learners, including those from diverse background</td>
<td>The candidate infrequently interacts positively with learners, including those from diverse backgrounds</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:
MID-SEMESTER FORMATIVE EVALUATION
Supervising Teachers: Please place your signature either in the “Satisfactory” or “Unsatisfactory” blank in addition to the Signature section.

_____________________________________________          _________________________________________
(SATISFACTORY)                                                (UNSATISFACTORY)

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

(please attach additional sheets if necessary)

SIGNATURES

Student Teacher                     Supervising Teacher                     Supervising Principal

University Coordinator            Director of Student Teaching

FINAL SUMMATIVE EVALUATION

_____________________________________________          _________________________________________
(SATISFACTORY)                                                (UNSATISFACTORY)

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

(please attach additional sheets if necessary)

SIGNATURES

Student Teacher                     Supervising Teacher                     Supervising Principal

University Coordinator            Director of Student Teaching

64
INSTRUCTIONS FOR USING THIS EVALUATION: Please circle the appropriate description for each domain component for mid-semester and at the end of the semester.

The rating used in this instrument is based on a three point 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 marked “Unacceptable” 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 TEACHING. Signatures must be provided at mid-semester and at the end of the semester.

**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;
students how to use technology to improve their learning.
The Student Teacher Final Evaluation Form follows the Louisiana Components of Effective Teaching (LCET) document, and includes the same components identified by the State Department of Education for Level 1 certification during the first year teaching evaluation. The components of LCET include planning, management, instruction, professionalism, and school improvement. The evaluation is completed for each candidate by the university coordinator at mid-term and at the end of the semester. Data collected at mid-term is used only for candidate feedback.

Directions: Circle the description which best evaluates the extent to which competency is attained.

### Domain 1 - Planning - The teacher candidate plans accurate and developmentally appropriate lessons in accordance with the Nicholls State University Conceptual Framework

<table>
<thead>
<tr>
<th>Component</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate specifies learner outcomes in clear, concise objectives</td>
<td>The candidate consistently specifies learner outcomes in clear, concise objectives</td>
<td>The candidate specifies learner outcomes in clear, concise objectives</td>
<td>The candidate infrequently specifies learner outcomes in clear, concise objectives</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate includes activities that develop and assess the objectives</td>
<td>The candidate consistently includes activities that develop and assess the objectives</td>
<td>The candidate includes activities that develop and assess the objectives</td>
<td>The candidate infrequently includes activities that develop and assess the objectives</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The candidate identifies and plans for individual differences</td>
<td>The candidate consistently identifies and plans for individual differences</td>
<td>The candidate identifies and plans for individual differences</td>
<td>The candidate infrequently identifies and plans for individual differences</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 LA-NISU-PLO.4 LA-NISU-PLO.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate consistently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate infrequently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 LA-NISU-PLO.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The candidate plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate consistently plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate infrequently plans for method(s) of evaluation to measure learner outcomes</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate consistently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate infrequently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2 LA-NISU-PLO.3 LA-NISU-PLO.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final: 66
Domain II - Management -- Component A - The teacher candidate maintains an environment conducive to learning.

1. The candidate organizes space, materials, and/or equipment to facilitate learning LA-NISU-PLO.2

   Target (3 pts)   Acceptable (2 pts)   Unacceptable (1 pt)
   The candidate consistently organizes space, materials, and/or equipment to facilitate learning
   The candidate organizes space, materials, and/or equipment to facilitate learning
   The candidate infrequently organizes space, materials, and/or equipment to facilitate learning

2. The candidate promotes a positive learning climate LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3 LA-NISU-PLO.4

   The candidate consistently promotes a positive learning climate
   The candidate promotes a positive learning climate
   The candidate infrequently promotes a positive learning climate

Remarks:
Mid-Semester:

Final:

Domain II - Management -- Component B: The teacher candidate maximizes the amount of time available for instruction

1. The candidate manages routines and transitions in a timely manner LA-NISU-PLO.2

   The candidate consistently manages routines and transitions in a timely manner
   The candidate manages routines and transitions in a timely manner
   The candidate infrequently manages routines and transitions in a timely manner

2. The candidate manages and/or adjusts allotted time for activities planned LA-NISU-PLO.2

   The candidate consistently manages and/or adjusts allotted time for activities planned
   The candidate manages and/or adjusts allotted time for activities planned
   The candidate infrequently manages and/or adjusts allotted time for activities planned

Remarks:
Mid-Semester:

Final:

Domain II - Management -- Component C: The teacher candidate manages learner behavior to provide productive learning opportunities

1. The candidate establishes expectations for learner behavior LA-NISU-PLO.2

   The candidate consistently establishes expectations for learner behavior
   The candidate establishes expectations for learner behavior
   The candidate infrequently establishes expectations for learner behavior

2. The candidate uses monitoring techniques to facilitate learning LA-NISU-PLO.2

   The candidate consistently uses monitoring techniques to facilitate learning
   The candidate uses monitoring techniques to facilitate learning
   The candidate infrequently uses monitoring techniques to facilitate learning
Remarks:  
Mid-Semester:  
Final:  

Domain III - Instruction -- Component A: The teacher candidate delivers instruction effectively

<table>
<thead>
<tr>
<th>Component A: The teacher candidate delivers instruction effectively</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate uses technique(s) which develop(s) lesson objective(s)</td>
<td>The candidate consistently uses technique(s) which develop(s) lesson objective(s)</td>
<td>The candidate uses technique(s) which develop(s) lesson objective(s)</td>
<td>The candidate infrequently uses technique(s) which develop(s) lesson objective(s)</td>
</tr>
<tr>
<td>2. The candidate sequences lessons to promote learning</td>
<td>The candidate consistently sequences lessons to promote learning</td>
<td>The candidate sequences lessons to promote learning</td>
<td>The candidate infrequently sequences lessons to promote learning</td>
</tr>
<tr>
<td>3. The candidate uses available teaching material(s) to achieve lesson objective(s)</td>
<td>The candidate consistently uses available teaching material(s) to achieve lesson objective(s)</td>
<td>The candidate uses available teaching material(s) to achieve lesson objective(s)</td>
<td>The candidate infrequently uses available teaching material(s) to achieve lesson objective(s)</td>
</tr>
<tr>
<td>4. The candidate adjusts lesson when appropriate using reflective practice</td>
<td>The candidate consistently adjusts lesson when appropriate using reflective practice</td>
<td>The candidate adjusts lesson when appropriate using reflective practice</td>
<td>The candidate infrequently adjusts lesson when appropriate using reflective practice</td>
</tr>
<tr>
<td>5. The candidate integrates technology into instruction</td>
<td>The candidate consistently integrates technology into instruction</td>
<td>The candidate integrates technology into instruction</td>
<td>The candidate infrequently integrates technology into instruction</td>
</tr>
</tbody>
</table>

Remarks:  
Mid-Semester:  
Final:  

Domain III - Instruction -- Component B: The teacher candidate presents appropriate content

<table>
<thead>
<tr>
<th>Component B: The teacher candidate presents appropriate content</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate presents content at a developmentally appropriate level</td>
<td>The candidate consistently presents content at a developmentally appropriate level</td>
<td>The candidate presents content at a developmentally appropriate level</td>
<td>The candidate infrequently presents content at a developmentally appropriate level</td>
</tr>
<tr>
<td>2. The candidate presents accurate subject matter</td>
<td>The candidate consistently presents accurate subject matter</td>
<td>The candidate presents accurate subject matter</td>
<td>The candidate infrequently presents accurate subject matter</td>
</tr>
<tr>
<td>3. The candidate relates relevant examples, unexpected situations, or current events to the content</td>
<td>The candidate consistently relates relevant examples, unexpected situations, or current events to the content</td>
<td>The candidate relates relevant examples, unexpected situations, or current events to the content</td>
<td>The candidate infrequently relates relevant examples, unexpected situations, or current events to the content</td>
</tr>
</tbody>
</table>

Remarks:  
Mid-Semester:  
Final:
## Remarks:

**Mid-Semester:**

Final:

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### Domain III - Instruction -- Component C: The teacher candidate provides opportunities for student involvement in the learning process

<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The candidate accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.4 LA-NISU-PLO.6</td>
<td>The candidate accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors</td>
<td>The candidate infrequently accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors</td>
</tr>
<tr>
<td>2</td>
<td>The candidate works for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds. LA-NISU-PLO.2 LA-NISU-PLO.3 LA-NISU-PLO.4 LA-NISU-PLO.6 NCSS.1.1</td>
<td>The candidate works for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds.</td>
<td>The candidate infrequently works for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds.</td>
</tr>
<tr>
<td>3</td>
<td>The candidate demonstrates ability to communicate effectively with students LA-NISU-PLO.2</td>
<td>The candidate demonstrates ability to communicate effectively with students</td>
<td>The candidate infrequently demonstrates ability to communicate effectively with students</td>
</tr>
<tr>
<td>4</td>
<td>The candidate stimulates and encourages higher order thinking at the appropriate developmental levels LA-NISU-PLO.2 LA-NISU-PLO.4</td>
<td>The candidate stimulates and encourages higher order thinking at the appropriate developmental levels</td>
<td>The candidate infrequently stimulates and encourages higher order thinking at the appropriate developmental levels</td>
</tr>
<tr>
<td>5</td>
<td>The candidate encourages student participation LA-NISU-PLO.2</td>
<td>The candidate encourages student participation</td>
<td>The candidate infrequently encourages student participation</td>
</tr>
</tbody>
</table>

Remarks:

**Mid-Semester:**

Final:

---

### Domain III - Instruction -- Component D: The teacher candidate assesses student progress effectively

<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The candidate monitors ongoing performance of students LA-NISU-PLO.2</td>
<td>The candidate monitors ongoing performance of students</td>
<td>The candidate infrequently monitors ongoing performance of students</td>
</tr>
</tbody>
</table>

Final:
<table>
<thead>
<tr>
<th>Domain IV - Professionalism -- Component A: The teacher candidate plans for professional development.</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate conducts themselves in an ethical, just, legal, and professional way LA-NISU-PLO.2</td>
<td>The candidate consistently conducts themselves in an ethical, just, legal, and professional way</td>
<td>The candidate conducts themselves in an ethical, just, legal, and professional way</td>
<td>The candidate infrequently conducts themselves in an ethical, just, legal, and professional way</td>
</tr>
<tr>
<td>2. The candidate works productively thereby serving the community by promoting social justice LA-NISU-PLO.2</td>
<td>The candidate works productively thereby serving the community by promoting social justice</td>
<td>The candidate works productively thereby serving the community by promoting social justice</td>
<td>The candidate infrequently works productively thereby serving the community by promoting social justice</td>
</tr>
<tr>
<td>3. The candidate improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community LA-NISU-PLO.2</td>
<td>The candidate consistently improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community</td>
<td>The candidate improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community</td>
<td>The candidate infrequently improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community</td>
</tr>
<tr>
<td>4. The candidate seeks professional improvement LA-NISU-PLO.2 LA-NISU-PLO.5</td>
<td>The candidate consistently seeks professional improvement</td>
<td>The candidate seeks professional improvement</td>
<td>The candidate infrequently seeks professional improvement</td>
</tr>
</tbody>
</table>
5. The candidate works cooperatively with teachers, administrators, parents, other school personnel, and community LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3

Remarks:
Mid-Semester:

Final:

Domain V - School Improvement -- Component A: The teacher creates partnership with parents/caregivers and colleagues.

1. The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3 LA-NISU-PLO.6

Target (3 pts)  Acceptable (2 pts)  Unacceptable (1 pt)
The candidate consistently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
- The candidate consistently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
- The candidate infrequently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

2. The candidate encourages parents/caregivers to become active partners in their children’s education and to become involved in school and classroom LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3

Target (3 pts)  Acceptable (2 pts)  Unacceptable (1 pt)
The candidate consistently encourages parents/caregivers to become active partners in their children’s education and to become involved in school and classroom
- The candidate encourages parents/caregivers to become active partners in their children’s education and to become involved in school and classroom
- The candidate infrequently encourages parents/caregivers to become active partners in their children’s education and to become involved in school and classroom

3. The candidate seeks community involvement in instructional program LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3

Target (3 pts)  Acceptable (2 pts)  Unacceptable (1 pt)
The candidate consistently seeks community involvement in instructional program
- The candidate seeks community involvement in instructional program
- The candidate infrequently seeks community involvement in instructional program

Remarks:
Mid-Semester:

Final:
## Domain VI - Dispositions

<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The candidate demonstrates enthusiasm for teaching and learning LA-NISU-PLO.2</td>
<td>The candidate demonstrates enthusiasm for teaching and learning</td>
<td>The candidate infrequently demonstrates enthusiasm for teaching and learning</td>
</tr>
<tr>
<td>2</td>
<td>The candidate demonstrates initiative LA-NISU-PLO.2</td>
<td>The candidate demonstrates initiative</td>
<td>The candidate infrequently demonstrates initiative</td>
</tr>
<tr>
<td>3</td>
<td>The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3</td>
<td>The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations</td>
<td>The candidate infrequently conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations</td>
</tr>
<tr>
<td>4</td>
<td>The candidate meets assignment due dates LA-NISU-PLO.2</td>
<td>The candidate meets assignment due dates</td>
<td>The candidate infrequently meets assignment due dates</td>
</tr>
<tr>
<td>5</td>
<td>The candidate's dress and grooming are appropriate LA-NISU-PLO.2</td>
<td>The candidate's dress and grooming are appropriate</td>
<td>The candidate's dress and grooming are infrequently appropriate</td>
</tr>
<tr>
<td>6</td>
<td>The candidate is punctual and attends regularly LA-NISU-PLO.2</td>
<td>The candidate is punctual and attends regularly</td>
<td>The candidate is infrequently punctual or does not attend regularly</td>
</tr>
<tr>
<td>7</td>
<td>The candidate demonstrates good judgment and discretion when interacting with peers and professionals LA-NISU-PLO.1 LA-NISU-PLO.2</td>
<td>The candidate demonstrates good judgment and discretion when interacting with peers and professionals</td>
<td>The candidate infrequently demonstrates good judgment and discretion when interacting with peers and professionals</td>
</tr>
<tr>
<td>8</td>
<td>The candidate interacts positively with learners, including those from diverse backgrounds LA-NISU-PLO.2 LA-NISU-PLO.4 LA-NISU-PLO.6</td>
<td>The candidate interacts positively with learners, including those from diverse backgrounds</td>
<td>The candidate infrequently interacts positively with learners, including those from diverse backgrounds</td>
</tr>
</tbody>
</table>

**Remarks:**
Mid-Semester:

Final:
1. Culture and Cultural Diversity: Candidate’s teaching of content for the Theme of Cultural and Cultural Diversity is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.1

Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt)
--- | --- | ---
Candidate’s teaching of content for the Theme of Cultural and Cultural Diversity is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies. | Candidate’s teaching of content for the Theme of Cultural and Cultural Diversity is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. | Candidate’s teaching of content for the Theme of Cultural and Cultural Diversity is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies. |

2. Time, Continuity, and Change: Candidate’s teaching of content for the Theme of Time, Continuity, and Change is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.2

Candidate’s teaching of content for the Theme of Time, Continuity, and Change is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies. | Candidate’s teaching of content for the Theme of Time, Continuity, and Change is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. | Candidate’s teaching of content for the Theme of Time, Continuity, and Change is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies. |

3. People, Places, and Environments: Candidate’s teaching of content for the Theme of People, Places, and Environments is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.3

Candidate’s teaching of content for the Theme of People, Places, and Environments is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies. | Candidate’s teaching of content for the Theme of People, Places, and Environments is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. | Candidate’s teaching of content for the Theme of People, Places, and Environments is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies. |

4. Individual Development and Identity: Candidate’s teaching of content for the Theme of Individual Development and Identity is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.4

Candidate’s teaching of content for the Theme of Individual Development and Identity is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies. | Candidate’s teaching of content for the Theme of Individual Development and Identity is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. | Candidate’s teaching of content for the Theme of Individual Development and Identity is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies. |

5. Individuals, Groups, and Institutions: Candidate’s teaching of content for the Theme of Individuals, Groups, and Institutions is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.5

Candidate’s teaching of content for the Theme of Individuals, Groups, and Institutions is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies. | Candidate’s teaching of content for the Theme of Individuals, Groups, and Institutions is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. | Candidate’s teaching of content for the Theme of Individuals, Groups, and Institutions is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies. |
6. Power, Authority, and Governance: Candidate’s teaching of content for the Theme of Power, Authority, and Governance is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.6

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s teaching of content for the Theme of Power, Authority, and Governance is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.</td>
<td>Candidate’s teaching of content for the Theme of Power, Authority, and Governance is accurate, and demonstrates awareness of how to apply these concepts within Social Studies.</td>
<td>Candidate’s teaching of content for the Theme of Power, Authority, and Governance is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.</td>
</tr>
</tbody>
</table>

7. Production, Distribution, and Consumption: Candidate’s teaching of content for the Theme of Production, Distribution, and Consumption is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.7

| Candidate’s teaching of content for the Theme of Production, Distribution, and Consumption is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies. | Candidate’s teaching of content for the Theme of Production, Distribution, and Consumption is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. | Candidate’s teaching of content for the Theme of Production, Distribution, and Consumption is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies. |

8. Science, Technology, and Society: Candidate’s teaching of content for the Theme of Science, Technology, and Society is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.8

| Candidate’s teaching of content for the Theme of Science, Technology, and Society is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies. | Candidate’s teaching of content for the Theme of Science, Technology, and Society is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. | Candidate’s teaching of content for the Theme of Science, Technology, and Society is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies. |

9. Global Connections: Candidate’s teaching of content for the Theme of Global Connections is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. (1.000, 50%) LA-NISU-PLO.2 NCSS.1.9

| Candidate’s teaching of content for the Theme of Global Connections is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies. | Candidate’s teaching of content for the Theme of Global Connections is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. | Candidate’s teaching of content for the Theme of Global Connections is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies. |

10. Civic Ideals and Practices: Candidate’s teaching of content for the Theme of Civic Ideals and Practices is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. (1.000, 50%) LA-NISU-PLO.2 NCSS.1.10

| Candidate’s teaching of content for the Theme of Civic Ideals and Practices is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies. | Candidate’s teaching of content for the Theme of Civic Ideals and Practices is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. | Candidate’s teaching of content for the Theme of Civic Ideals and Practices is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies. |

Remarks:

Mid-Semester:

Final: 74
MID-SEMESTER FORMATIVE EVALUATION

Supervising Teachers: Please place your signature either in the “Satisfactory” or “Unsatisfactory” blank in addition to the Signature section.

_____________________________________________          _________________________________________
(SATISFACTORY)                                           (UNSATISFACTORY)

________________________________________________________________________________________
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________________________________________________________________________________________
(please attach additional sheets if necessary)

SIGNATURES

__________________________________________  ____________________________  ____________________________
Student Teacher                               Supervising Teacher             Supervising Principal

__________________________________________  ____________________________
University Coordinator                       Director of Student Teaching

FINAL SUMMATIVE EVALUATION

_____________________________________________          _________________________________________
(SATISFACTORY)                                           (UNSATISFACTORY)

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
(please attach additional sheets if necessary)

SIGNATURES

__________________________________________  ____________________________  ____________________________
Student Teacher                               Supervising Teacher             Supervising Principal

__________________________________________  ____________________________
University Coordinator                       Director of Student Teaching

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