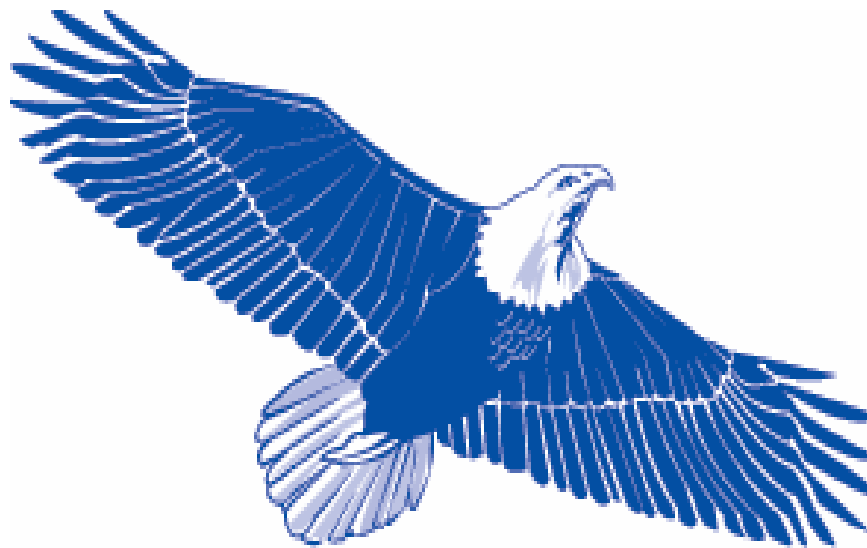


TOUGALOO COLLEGE
The Division of Education
Supervision and Instruction



Tougaloo
College

Student Teaching Manual

500 West County Line Road
Tougaloo, MS 39174
601.977.7744 (Office)
601.977.6165 (Fax)

TOUGALOO COLLEGE
Division of Education, Supervision and Instruction
Teacher Education Programs



STUDENT TEACHING MANUAL

Semester _____

Student Teacher _____

College Supervisor _____

Cooperating Teacher _____

School Site _____

Principal _____

500 West County Line Road
Tougaloo, MS 39174
601.977.7744 (Office)
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I. DIVISION OF EDUCATION VISION, MISSION, PHILOSOPHY, AND CURRICULUM MODEL

Vision

The Division of Education faculty and staff envisions a teaching and learning environment committed to providing future teachers with an education that develops reflective, effective, active and decisive scholars and practitioners who use theory, scholarly research, and best practices in their work with children and youth. Faculty and students come together to foster a community of teaching and learning that promotes inquiry, leadership, and advocacy for P-12 children, families, and communities.

Mission

The mission of The Division of Education, Instruction and Supervision at Tougaloo College is to prepare and support caring, reflective pre-service teachers as life-long learners and to succeed as professional educators in the teaching community. The Division of Education through teaching, scholarly research, and service is dedicated to preparing future teachers with the knowledge base, dispositions and skills necessary to become successful and effective educators in a complex, rapidly changing global society.

Philosophy

The Division of Education, Supervision and Instruction embraces the philosophy that prospective teachers must engage in a cycle of thought and action which produces inquiry, which leads to theory into practice, enabling them to eventually become reflective teachers who will share the full range of their knowledge and experiences in and beyond the classroom with their students. Arends (2009) states that the art of professional practice is learnable and it is experienced, coupled with careful analysis and reflection that produces learning. Reflective teaching emphasizes reflective inquiry and self-awareness. Therefore, **reflective** teachers analyze their own behavior and consider the factors that make their teaching effective (Ornstein & Lasley, 2004).

The philosophical rationale of the Division of Education at Tougaloo College is characterized by a belief that prospective teachers must possess and demonstrate a body of knowledge and skills needed to promote student achievement and to meet the needs of learners in schools of this multicultural and diverse society. Prospective teachers must be well informed by exhibiting intellectual accomplishment of subject matter, as well as professional knowledge, thus becoming **effective** teachers who are able to carry out their responsibilities. Effective teachers demonstrate behaviors of planning, management of subject matter content, verbal and nonverbal communication, counseling, awareness of individual differences, consistent rules, questioning skills, classroom management, and assessment techniques (Parkay & Hardcastle, 1990).

Faculty in the Division of Education view themselves as active teachers and encourage prospective teachers to be **active** teachers. Active teachers are those who are active in their profession; teachers who are active in their communities; teachers who are politically and socially active in our society; teachers who are proactive, rather than reactive; teachers who are active educational leaders in our communities. Prospective teachers are committed to service and actively creating an intellectual environment wherever and however they serve (Brophy & Good, 1986, Goodlad, 1990).

Additionally, the teacher education program in the Division of Education, Supervision and Instruction focuses on a strong knowledge-based curriculum combined with sound behavioral management strategies and curriculum decision-making skills that guide pre-service teachers in making instructional decisions, and/or decisions that have legal implications. Pellicer and Anderson (2004) inform us that an understanding of legal principles can help the pre-service teacher make informed decisions thus effectuating the **decisive** teachers (Ryan & Cooper, 1992).

The Division of Education supports a broad background in the basic disciplines (humanities, natural sciences, and social sciences) of human knowledge and the study of traditional educational practices as well as, those practices which foster innovative and scholarly research-based approaches which are necessary for reflective, effective, active and decisive teachers (Walberg, 1990; Wilson, 1990).

Conceptual Framework

Tougaloo College, Division of Education conceptual framework guides the professional unit in achieving its mission for the College and Teacher Education Program. The conceptual framework establishes shared vision, as well as the Division of Education efforts in preparing teaching candidates to work effectively in P-12 schools. In addition, the conceptual framework is knowledge-based, articulated, shared, coherent, and committed to professionalism, diversity, technology, and teaching professional standards.

The Division of Education's conceptual framework is based on the assumption that candidates must have proficient knowledge, skills and dispositions in order to be effective, highly-qualified teachers. Therefore, the conceptual framework has been developed through collaborative efforts among the students, faculty, administration, teacher education advisory council, and the professional community. This conceptual framework also addresses assessment, diversity, clinical field-based experiences and best practices as modeled by faculty qualifications. The vision of Tougaloo College is reflected in each component of the conceptual framework. The main goal is to produce the R.E.A.D. (reflective, effective, active, decisive) teachers for the classrooms of Mississippi and the global community. Tougaloo College's Teacher Education Program intends to prepare students who are self-directed learners and self-reliant persons capable of working effectively with individuals, challenges and issues.

The objectives of the Teacher Education Program at Tougaloo College is to prepare competent teachers who demonstrate both academic excellence and professional knowledge while providing distinctive leadership and service to those they teach. The Division of Education believes that the four core areas in our conceptual framework support our goals and provide the basis for the objectives of our Teacher Education Program.

Reflective Educator

The Division of Education seeks to provide experiences that will enable the teacher candidate to:

1. Have personal qualities that allow them to develop authentic human relationships with their students, parents, and colleagues and to create democratic, socially just classrooms for children and adolescents (Arends, 2009).

2. Apply critical thoughts to all areas of life. Communicate verbally and nonverbally instructional modalities, including speaking effectively for the sake of performing, explaining and creating (Arends, 2009).
3. Acquire and process information including listening effectively in various arenas of life, reading with discrimination and observing accurately in academic and nonacademic environments.
4. Demonstrate knowledge of content subject matter area, critical analysis and thinking skills and creating inquiry for problem solving.

Effective Educator

The Division of Education seeks to provide appropriate opportunities and instructions for the student to acquire knowledge, skills and dispositions, so that they may:

1. Acquire and demonstrate basic knowledge of the humanities, natural sciences, and the social sciences and integrate this knowledge into the total education process.
2. Have a positive disposition toward knowledge with command of at least three broad knowledge-based areas that deal with the subject matter, human development and learning, and the pedagogy. Teaching candidates use this knowledge and dispositions to guide the science and art of their teaching practices.
3. Effective teachers have a repertoire of teaching practices known to stimulate student motivation, to enhance student achievement of basic skills, to develop higher-order thinking skills, and to produce self-regulated learners.
4. Select and implement teaching models, teaching strategies and appropriate educational materials that complement and enrich the individual learning styles and levels of students.

Active Educator

The Division of Education seeks to provide experience for the development of active leadership skills by providing opportunities:

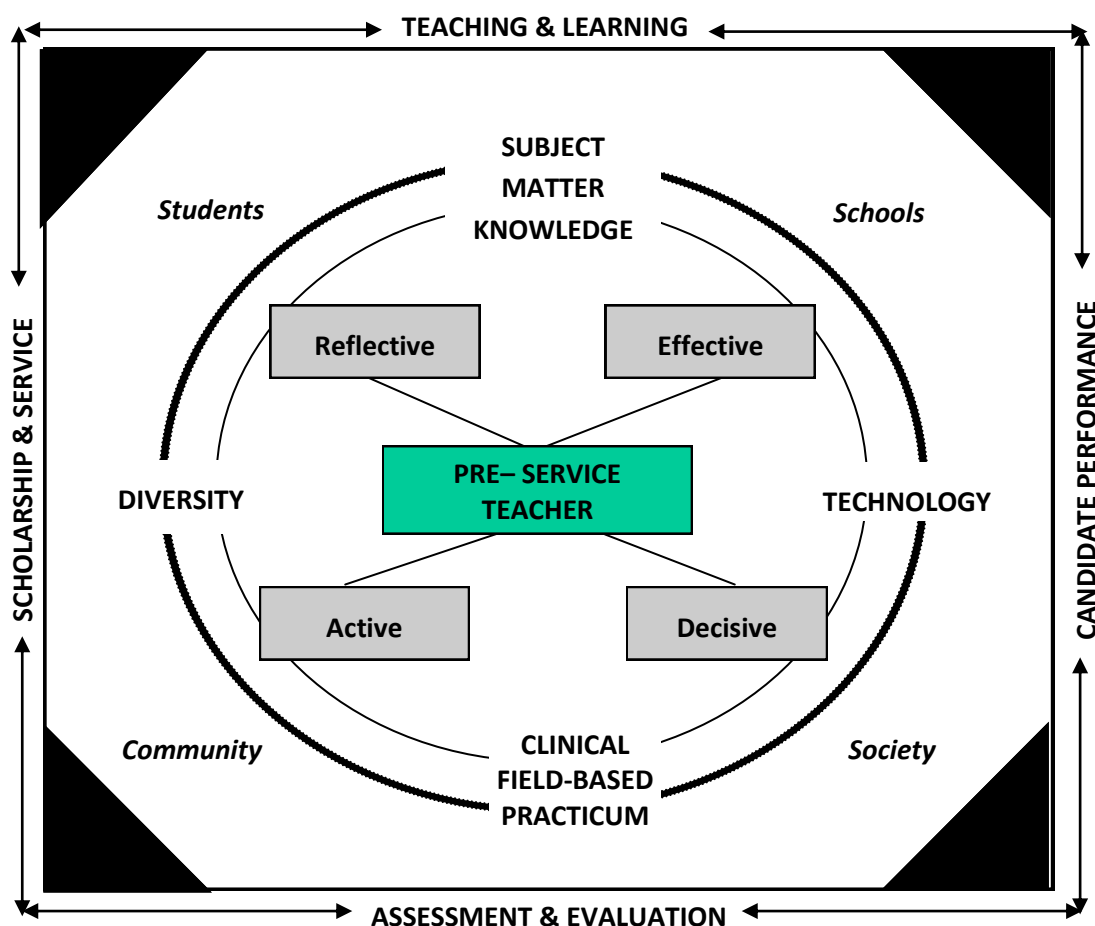
1. Participate in activities and experiences that promote service to the community.
2. Become familiar with and use professional journals to complement theory to practice.
3. Read and interpret research data and apply its findings and analysis to enhance their service to community and their profession.
4. Demonstrate knowledge of the goals and functions of professional organizations related to the field.

Decisive Educator

The Division of Education seeks to promote personal and cultural development of the teaching candidate to result in:

1. Providing leadership in a democratic society and changing world.
2. Demonstrate a service-oriented attitude that enhances the school, home, and community relationships.
3. Developing and demonstrating personal values, recognizing differences in individuals with respect to their beliefs, culture, and values.
4. Empowering pre-service teachers to be committed to social justice and equity in order to serve as advocates for underserved children in our community.

The diagram reflected below, describes the Division of Education conceptual framework, which gives meaning to the Division operations through an articulated, share, and coherent model that provides directions for programs, courses, teaching and learning, candidate performance, faculty and students' scholarship and service, and accountability for the Division of Education. The R.E.A.D. teaching model undergirds the professional base knowledge of the Division's teacher education program model. The knowledge bases are centered on a reflective, effective, active, and decisive self (the pre-service teacher), subject matter content knowledge, and clinical field-based experiences. In addition to preparing pre-service teachers for working in schools with diverse populations in an ever-changing cultural and global society that requires today's teachers who are caring and nurturing in a reflective, active, effective, and decisive way.



Technology

Incorporated in the conceptual framework is the use of technology in the classroom. Research has shown that when information is processed by more than one memory, it strengthens the learning potential. Additionally, research as suggested that visuals used in conjunction with lecture materials increases comprehension and retention of information (Joyce, Weil, & Showers, 2006).

The generalization, based on research, that in a learning environment, materials that were presented in a visual, auditory, and/or tactile manner would have the greatest chance of being processed and retained by students. Thus, technology in the classroom allows students to see, touch, feel, analyze, explore, and experience many other useful and meaningful challenges in their learning endeavors. The Division of Education, Supervision and Instruction encourages infusion of technology into all of its courses as mandated by national standards.

Teaching candidates will demonstrate mastery of the following objectives based on ISTE National Education Technology Standards (NETS):

1. Demonstrate basic operations and concepts as they related to technology.
2. Demonstrate a sound understanding of the nature and operation of technology systems.
3. Demonstrate proficiency in the use of basic technology.
4. Discuss social, ethical and human issues relative to technology.
5. Practice responsible use of technology stems, information and software.
6. Develop and demonstrate positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.
7. Use technology tools to enhance learning, increase productivity and promote creativity.
8. Design developmentally appropriate lesson plans infusing national technology standards.
9. Identify and locate technology resources and evaluate them for accuracy and suitability.
10. Use technology to support learner-centered strategies that address the diverse needs of students.
11. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
12. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practices and maximize student learning.

Diversity

To respond effectively to the society, Tougaloo College, Division of Education strives to provide an academic atmosphere that is free of racial and ethnic biases. The Division of Education Teacher Education Program is committed to students as R.E.A.D. scholars and leaders who understand and appreciate the diverse nature of learners in their culture.

The Division of Education Teacher Education Program at Tougaloo College recognizes the continuing role that teachers and schools play in fostering acceptance and celebration of diversity, both individually and collectively.

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Scholars essential to the professional education knowledge-based for teaching candidates:

Arends, Richard	Goodlad, John
Binet, Alred	Goodman, Kenneth
Bloom, Benjamin	Kaufman, Alan
Brophy, J. E.	Kaufman, James
Bruner, Jerome	Kirk, Samuel
Chomsky, Carol	Locke, John
Chomsky, Noam	Mann, Horace
Cooper (Classroom Teaching)	Maslow
Crabtree, Charlotte	Metcalf, L. E.
Deshler, Don	Montessori, Maria
Dewey, John	Pestalozzi, Johann
Durkin, Delores	Piaget, Jean
Elkind, David	Plato
Erikson, Eric	Socrates
Frobel, Frederick	Skinner, B. F.
Gagne', R. M.	Slavin, Robert
Gallagher, James	Thorndike, E. L.
Gardner, Howard	Tobin, K.
Glasser, William	Van Allen, Roach
Good, Thomas	Vygotsky, Levine

II. CLINICAL FIELD-BASED EXPERIENCE

The Office of the Dean of Education is responsible for all activities pertaining to observation, practicum, field experience, and student teaching.

Students studying in the clinical field are supervised and evaluated by the faculty of the classes associated with the experience. Documentation of the student's experiences is kept in the Office of the Division of Education, Supervision and Instruction.

CLINICAL FIELD-BASED EXPERIENCES COMPONENT

The clinical field-based experience practicum of the teacher education program is designed to provide all teacher education majors' potential experiences in the field of education.

These experiences provide students with:

- (1) A basic understanding of the processes of teaching and learning
- (2) Issues of diversity that affect school climate, teaching and learning
- (3) An opportunity to integrate theoretical and practical research
- (4) Teaching candidates develop research-based strategies for improving student learning

The clinical field-based experiences component is offered to students in courses EDU 214, 221, 252, 313, 314, 315, 316, 317, 334, 414, 423, 424, 436, and EDR 300, 301. All teacher education majors are required to complete a minimum of 100 clock hours of clinical field experiences beginning at the sophomore level.

Disclaimer for Community Service Graduation Requirement

All students at Tougaloo College are required to complete a minimum of 60 clock hours of **COMMUNITY SERVICE** as a graduation requirement. This requirement does not necessarily equate or overlap with the **CLINICAL FIELD-BASED EXPERIENCE** requirement for course requirements. Students are advised to plan to **exceed** the field experience hours if they are seeking credit for **COMMUNITY SERVICE**. They will also need to follow designated procedures for approval of this option.

III. STUDENT TEACHER INFORMATION AND INSTRUCTIONS

INTRODUCTION

Student teaching is the culminating clinical field-based experience for students enrolled in Teacher Education Programs at Tougaloo College. Student teachers make practical application of the philosophical and theoretical concepts, which have been a part of the academic prerequisites through clinical field-based observational experiences. The emphasis is on the skills, understandings, and competencies necessary for successful teaching.

The student teaching experience affords an opportunity for the student teacher to utilize current teaching-learning research to create well function classroom environments where children interact and learn the state-adopted academic content standards together.

The Office of the Dean of Education coordinates the effort to provide professional experience in a clinical observation setting for pre-service teachers in a cooperative atmosphere. This is done in the interest of developing and enhancing the learning processes of children in the school setting. The College Supervisor works out of the Office of the Dean of Education and coordinates the student teaching experiences and the monitoring and assessment of student teachers.

CONTACT INFORMATION: PROBLEMS OR QUESTIONS

You may contact the Office of the Dean at 601.977.7744 or jhorton@tougaloo.edu

STUDENT TEACHING AND SUPERVISION SCHEDULE

The student teacher is schedule for a placement of 15 weeks. The Office of the Dean assigns the candidate to a classroom (candidates cannot make their own selection of student teaching placements).

Cooperating teacher in collaboration with College supervisor may modify this schedule to accommodate for school holidays, vacation breaks, mandated state testing, etc.

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ACTIVITY	Observe	Observe/ Teach Groups	Teach Groups				Co-Teach				Guided Solo		Solo		Phase-out Work on TPA
SUPER. VISITS	1 Orientation		2		3		4		5		6	7	8	9	10 check out
FORMAL OBSER- VATION			1		2		3		4		5	6	7	8	
Suggested STIAI Completion							1							2	

WEEKS 1-2: Clinical Observations and Beginning of Teaching - The college supervisor will meet with you and your student teacher prior to or during the first week of the placement to orient you to the requirements for the program. There are two main goals for these first two weeks:

- a. **Clinical Observations in Various Grade Levels** - The student teacher is to observe in your classroom and across grade levels. She/he is to spend time observing your procedures but also spend time in other classrooms in the school observing other teachers, especially in grades substantially different from the grade of the student teaching assignment. For the first two weeks, student teachers should observe at least one lesson per day in classrooms other than the room of assignment.
- b. **Begin Limited Teaching** – The student teacher may gradually move from observations to the assumption of a limited teaching role during these weeks, such as reading a book to students, doing an opening activity or helping the students complete their assignments. In the second week the student teacher may begin assuming responsibility for teaching specific subject matter to a group, such as a reading or math group.

WEEKS 3-5: Assumption of First Teaching Experiences - The student teacher should assume a regular teaching load. One way is to have the student teacher assume responsibility for one reading group and/or math group. The student teacher should provide detailed written lesson plans for each lesson for which he/she plans. During these weeks, regular positive feedback from the cooperating teacher to the student teacher will be helpful. The cooperating teacher may leave the classroom occasionally for short periods of time so that the student teacher can begin to take responsibility for classroom management.

At the end of the seventh week the cooperating teacher and the college supervisor will complete the **Student Teacher/Intern Assessment Instrument**. At this point, it is expected that the student teacher should meet only a few of the competencies listed on this form. An individual conference must be held by the cooperating teacher and the college supervision with the student teacher to discuss the form. The original forms are to be given to the college supervisor. It is also the time to set goals for the second half of your experience, which should be included in this form.

WEEKS 6-7: Co-Teaching – During these weeks, the student teacher can assume responsibility for teaching two or three subjects. He/she continues to provide detailed lesson plans for the cooperating teacher to review and approve.

WEEKS 8-9: Guided Solo Teaching – During these weeks, the student teacher is responsible for lesson planning, instruction, and assessment of students for all subjects. However, the cooperating teacher is requested to stay in the classroom and monitor the teaching. The cooperating teacher may even wish to continue to teach groups but with the student teacher being responsible for the lesson planning. The student teacher continues to provide detailed lesson plans for teacher approval. The cooperating teacher should hold daily conferences with the student teacher to review the day and plan for the next day. Specific and positive feedback is very important to the growth of the student. It is also time to set goals for the last part of the student teaching experience.

WEEKS 10-11: Solo Teaching - The student teacher is responsible for all classroom activity during these two weeks including lesson planning, instruction, and assessment of students. Lessons should be discussed and approved by the cooperating teacher in

advance. Classrooms should be run as if the cooperating teacher was there, including the incorporation of parent helpers, paraprofessionals, and other educators who would normally be in the classroom during that week. The cooperating teacher should hold daily conferences with the student teacher to review the day and plan for the next day. If school policy permits it, the cooperating teacher should leave the classroom for extended periods of time to allow the student teacher to be totally in charge of the classroom.

At the end of the fourteenth week, the cooperating teacher and the college supervisor will complete the summative evaluation using the **Student Teacher/Intern Assessment Instrument**. To obtain credit for student teaching, the student teacher must have a passing score on the competencies in all areas on the Student Teacher/Intern Assessment Instrument form. An individual conference must be held by the cooperating teacher and the college supervisor with you to review the summative evaluation given in this form. Do not forget to sign forms. These forms are taken by the college supervisor to the Office of the Dean of Education.

WEEK 12: Phase Out - During the last week of the placement the student teacher is "phased out" and the cooperating teacher assumes normal teaching responsibilities. During this week, the student teacher may work on any competencies that are still weak. The student teacher is also to observe other exemplary teachers at this or other school sites, particularly at grades that are vastly different from the grade of student teaching.

Student Teacher/Intern Assessment Instrument

Student teachers must meet with the College Supervisor in a pre-and post-conference for a formative and summative evaluation and must have a passing score in competency areas in order to earn their teaching credential in Mississippi. The Student Teacher/Intern Assessment Instrument is a performance assessment that requires candidates to work with students and teach lessons prior to being evaluated. The Student Teacher/Intern Assessment Instrument is given in the seventh and fourteenth week of the student teaching placement. The **Student Teacher Weekly Record of Observations** and **Record of Weekly Log of Teaching-Related Activities** forms must be given to the college supervisor at the final evaluation conference.

Fall Semester Student Teaching

Fall Semester student teaching usually begins in mid-August and ends in mid-December. The Office of the Dean will inform students of the exact dates.

Spring Semester Student Teaching

Spring Semester student teaching usually begins in mid-January and ends at the end of May. The Office of the Dean will inform students of the exact dates.

Forms to Use

1. **Student Teacher Information Sheet/Schedule** – to record your contact information, and the cooperating teacher and college supervisor contact information
2. **Lesson Plan Format Option** – to record daily formal lesson plans
3. **Student Teacher: Record of Weekly Clinical Observations** –use elementary or secondary school form for recording weekly classroom observations

4. **Student Teacher's Evaluation of Cooperating Teacher** – complete an evaluation for your cooperating teacher at the end of your student teaching experience and fax to the Office of the Dean of Education at (601) 977-6165.
5. **Student Teacher's Evaluation of College Supervisor** - complete an evaluation of your college supervisor at the end of your student teaching experience and fax to the Office of the Dean of Education at (601) 977-6165.

REQUIRED TEACHING BINDER & TEACHING PORTFOLIO

Student teachers must have their teaching binder/notebook with them at the school site at all times. Both the cooperating teacher and college supervisor may wish to check the lesson plans, reflections, and other materials included in the teaching binder/notebook. Consult the binder/notebook organization handout located in Appendix A for what to include in the teaching binder. (See Appendix A – ***Binder/Notebook Organization***).

Each student teacher at Tougaloo College is required to construct a professional portfolio which must address every item on the College Supervisor's Teaching Portfolio grade sheet which is included in the Appendices section. The portfolio will be recorded on the College's website or the personal website of each student teacher. This will enable the College Supervisor and Cooperating Teacher to monitor portfolio assembly and enable assistance with portfolio construction. (See Appendix C and D – ***College Supervisor's Teaching Portfolio Grade Sheet*** and ***Student's Reflection Form for Portfolio***, respectively.)

TEACHING INTERNSHIPS

Internships are not provided by the College. Student interested in being interns must contact the districts, apply for the position and be hired by the school district.

- 1) Students who become interns upon entering the program must register for the student teaching course during the semester in which they are hired to student teaching. They will be supervised for two semesters. They will have the same number of visits and formal observations as student teachers, but their supervision will be dispersed over the entire year.
- 2) Students who become interns after completing all coursework can register for the student teaching course during the semester in which they are hired to student teach. They will be supervised for one semester in the same manner as student teachers.

After being offered an intern position, students must call the Office of the Dean (977-7744) to apply for an Intern.

In order to receive credit and be supervised, interns must register for EDU 424 Student Teaching in the Elementary Schools and Seminar or EDU 436 Student Teaching in the Secondary Schools and Seminar. The paid intern teaching time counts in place of student teaching.

School districts that hire interns may agree to assign an intern support provider or mentor to help the intern adjust to the new school setting. The College also assigns a college supervisor who observes lessons and provides feedback on the observation. The intern and

supervisor also hold conferences at which point the intern can ask questions or ask for assistance.

PROCESS FOR ASSIGNING STUDENT TEACHING PLACEMENTS

During the last semester in the teacher education program, candidates receive an email from the Office of the Dean listing the dates, times and locations for the **Student Teaching Orientation** and containing an attached **Application for Student Teaching**. Candidates who do not receive this email should contact the Office of the Dean.

Orientation for Student Teachers

Student teacher, college supervisor, and the supervising teacher meet to discuss and clarify roles, to become familiar with the evaluation procedures, and to discuss expectations.

Application to Student Teach

The first step in the student teaching process is for teaching candidates to submit an **Application to Student Teach**. Due dates will be announced each semester. All candidates including students who will be interns or are in a special grant program must submit an application. **Candidates who do not submit an application will not be assigned to student teaching.**

Applications to student teach are mailed off or deliver to the Office of the Dean of Education, Holmes Hall; Education Wing.

Completion of Program Requirements

Candidates must complete all program courses **prior to student teaching placement** with a grade of C or better and have a minimum grade point average of 2.5. Fingerprinting requirements in Mississippi contact the Division of Education.

Assignment of Placement

The Office of the Dean assigns the candidate to a school and cooperating teacher for the Student Teaching clinical field-based work. The goal is to place each student as close to his or her city of residence as possible. Those who fail to meet the application deadline or have not completed all requirements are not assigned for that semester and must reapply to student teach in another semester. Student teachers are encouraged to prepare for their assignment by completing the **Exploration and Investigation of a Community** prior to the start of his or her school placement (see Appendix B - Exploration and Investigation of a Community).

Notification of Placement and Supervisor

Generally, candidates are notified two weeks prior to the start of the placement of the school and cooperating teacher for their assignment. (Students who meet the Late Registration deadline may have less time between the notification and start of the placement). Candidates will be informed of their placement by email (to the Tougaloo College email account).

Candidates who are not placed in a student teaching assignments because they failed to meet the requirements to student teach will be notified.

Classes in Which to Register/Timelines

During the Student Teaching Semester, students will register in:

EDU 424 Student Teaching in Elementary School and Seminar (15 units), or
EDU 436 Student Teaching in Secondary School and Seminar (15 units)

Students must register prior to placement in a school. Students **who do not register two weeks prior to the start will not be placed** in student teaching.

Professional Dress for School Visits and Student Teaching

Teaching candidates must follow the policies and procedures of the school. As representatives of Tougaloo College, and the teaching profession, Student Teachers are expected to adhere to National Association of Education (NEA) Code of Ethics. This code governs the professional conduct of educators in Mississippi. Teaching candidates enrolled in pre-professional and professional courses learned about the Code of Ethics, and professional expectations.

Dress Code

The Teacher Education Program requires all students to dress professionally for all field work in the Program. Most schools in which our students complete observations and student teaching require teachers to “dress professionally.” Most school districts have a stipulated dress code for its faculty, to which student teachers who work in their district must also adhere. This dress code is a good model of how to dress for visits to schools and for student teaching, even if the school does not have a stipulated dress code:

- No jeans
- No sweat pants
- No tank tops
- No leggings
- No shorts
- No crew-neck T-shirts

Procedure for Use of the Student Concern Profile Form

Careful documentation should support the use of this form. Documentation should include absences, tardies, and anecdotal information which support your concern.

- Step 1: Discuss behavior privately with the student.
- Step 2: If the student behavior(s) persist, complete the Student Concern Profile Form and submit to the Department Chair's office.
- Step 3: If Student Concern Profile Forms are received from two faculty members, the Department Chair will call a meeting of the faculty submitting concerns to clarify the concerns and discuss possible remediation.
- Step 4: The Department Chair, in consultation with the faculty members who submitted the Student Concern Profile Forms, will meet with the student to write an improvement plan.
- Step 5: If the behavior persists after the implementation of the Improvement Plan or new concerns arise, the Department Chair will submit this information to the program's Selection and Review Committee with appropriate documentation. The student may choose to be present for this meeting or at the student's discretion their interest maybe represented by the ASI Student Advocate or designee at this meeting.

It should be emphasized that this form is to allow and support corrective action on the part of the student. Such intervention seeks to keep promising students within the programs and avoid the necessity of proceedings leading to dismissal from the programs.

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program Student Teacher Concern Profile Form
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To: Department Chair

Student ID# _____

Student _____

Course _____ **Semester** _____

Step 1: Issue was privately discussed with student on _____.

Area of Concern	Evidence
1. Professional Attitude	
2. Attendance	
3. Late Assignments/Unpreparedness	
4. Academic Integrity	
5. Professional Conduct	
6. Appropriate Professional Appearance	
7. Effective Communication	

 Faculty Signature

 Date

 Student Signature (Signature does not indicate agreement or disagreement)

 Date

The student has ten (10) days to submit in writing any comments pertinent to this matter to the Department Chair.

ADDITIONAL STUDENT TEACHING REQUIREMENTS AND RESPONSIBILITIES

The following information is provided to help student teachers understand their requirements and responsibilities.

1. Prior to the Official Beginning of Student Teaching

- a. **Contact Cooperating Teacher Early** - Student teachers need to contact the cooperating teacher the week prior to the official beginning of the placement to arrange for the first meeting.
- b. **Contact the School Principal** – Some principals may want to meet with the student teacher prior to the placement; others do not want a conference but just want to be informed. In all cases, the student teacher should contact the office of the school, and introduce her/himself to the principal prior to the start of the placement.
- c. **Visit and Volunteer Early** - If possible, the student teacher is encouraged to observe and work with the cooperating teacher on a voluntary basis prior to the official beginning of student teaching. An early introduction offers an excellent opportunity to get to know the school and classroom; observe and record methods of teaching, learn about the students, discover methods of organizing the learning activities, etc. The student teacher can be of assistance to the cooperating teacher; however, the student teacher will not be expected to teach lessons at this time.

2. Student Teacher's Information Sheet/Schedule

Immediately upon being assigned to a class, the student teacher should complete three (3) **Student Teacher's Information Sheet/Schedule** found in this Handbook (copies for cooperating teacher, college supervisor and yourself). The student teacher must keep the College supervisor advised concerning any changes in schedule.

3. Mandated Work Hours/Days for Student Teaching

Student teachers follow the public school calendar. They report to the school site each day that is a teacher workday during the fifteen-week placement.

During these fifteen weeks, candidates report to the school NO LATER than the time that teachers must be on site and stay on site AT LEAST until the time when teachers can leave the school. However, in many cases the student teacher WILL HAVE TO REPORT TO SCHOOL EARLIER AND/OR STAY LATER than the required time, when professional duties and obligations mandate it.

If the student teacher becomes ill (or is absent):

Illness While at School Site– If the student teacher becomes ill or for other reasons is unable to student teach, he/she must inform the cooperating teacher and any other person designated by the principal **before departing from the school grounds**. The College supervisor should also be notified of the absence later in the day or at the next scheduled observation

Illness Prior to Going to School Site – The student teacher must call the cooperating teacher at home or at work to inform him/her that she/he will not be coming on that day.

Also, the College supervisor must be informed of the absence later that day or at the next scheduled observation.

4. Activities

- a. **Permission** - The student teacher should always get the cooperating teacher's approval prior to presenting a lesson or doing any other activity.
- b. **Meeting and Other School Activities** - The student teacher is required to attend all faculty meetings and school functions (such as open house, etc.). If these functions conflict with the times for required courses, the student teacher should contact the instructor teaching the class as well as the cooperating teacher for suggestions on how to resolve the conflict.
- c. **Plan activities** so to gain as much knowledge and experience as possible.
 - i. Talk with the school nurse, psychologist, and principal.
 - ii. Observe selected activities in which the administrators, teachers, children, and parents participate.
 - iii. Attend in-service sessions, meetings, and parent-teacher conferences (with permission).
 - iv. Observe and participate in the many teacher activities as soon as possible (before and after school, at recess and lunch time, on field trips).
 - v. Serve on recess, lunch, and bus duty when the cooperating teacher is scheduled to do so.
- d. **Required reading** includes:
 - a. School policies & procedures
 - b. Student policies & procedures
 - d. District policies & procedures
 - e. School rules & Classroom rules

5. Special Meetings

Student teachers are required to attend all meetings called by your College supervisor, cooperating teacher, or school site administrators.

6. Lesson Plans

- a. **For Cooperating Teacher** - *Every lesson* taught by the student teacher must be accompanied by a detailed plan until modified by the cooperating teacher and College supervisor. The modifications will vary but some type of lesson plan will always be required. *Interns are required to do block planning for each week*
- b. **For College Supervisor** - The student teacher is required to develop a detailed lesson plan for each scheduled lesson observed by the College supervisor.

7. Substitute Teaching

- a. A student teacher who has a substitute teaching credential that authorizes the holder to substitute teach in the district to which he/she is assigned may substitute **ONLY FOR THE COOPERATING TEACHER**. The student teacher should read the detailed "Policy on Substituting While Student Teaching" included in this Handbook.
- b. Student teachers who are off-track or on vacation from their student teaching placement, may substitute in any school. It is their time.

8. Student Teacher - Cooperating Teacher Conferences

- a. **Orientation Conference** - In the first week of the placement, the student teacher will have a conference with the cooperating teacher and College supervisor. In this

conference, the College supervisor will explain to the student teacher and the cooperating teacher the timelines and expectations for the student teaching placement.

- b. **Student Teacher Assessment** - The student teacher is required to have an assessment conference at weeks 7 and 15 of the placement with the cooperating teacher to discuss the written form. The **Student Teacher/Intern Assessment Instrument** form is to be turned in to the College supervisor immediately upon completion. The student teacher must keep one copy in the portfolio. All parties must sign the form.
- c. **Daily Conferences** – The student teacher and cooperating teacher need to have a daily conference to discuss the day's lessons, and plan for the next day. Cooperating teachers will work with their student teachers in providing opportunities for positive reinforcement and constructive suggestions. The cooperating teacher will give the student teacher special assignments and provide regular assistance.
- d. **Interns** - *Interns will not have a cooperating teacher but will have a school-assigned intern support provider or a mentor. Interns are to meet weekly or every other week as necessary with their mentor/buddy teacher to plan lessons and to obtain any other assistance. The forms described in this section are to be completed by the College Supervisor in consultation with the mentor/buddy teacher and the site principal.*

9. **Student Teacher - College Supervisor Conferences**

- a. **Orientation Conference** - In the first week of the placement, the student teacher will have a conference with the cooperating teacher and College supervisor. In this conference, the supervisor will explain the timelines and expectations for the student teaching placement.
- b. **Assessment of Student Teacher** - The student teacher must have a formal pre- and post conference at midpoint (week 7) and a final pre-and post conference during week 14 of the placement with the College supervisor to discuss the written form. The **Student Teacher/Intern Assessment Instrument** form is to be turned in to the Office of the Dean immediately upon completion. All parties must sign the form. A copy must be kept in the portfolio.
- c. *For interns who are doing half of their student teaching each semester, the Student Teacher/Intern Assessment Instrument will be completed twice in the first semester and once in the second semester.*
- d. **Formal Lesson Observations Records** - The supervisor is to observe A MINIMUM OF EIGHT COMPLETE LESSONS AND HOLD A CONFERENCE WITH THE STUDENT TEACHER AFTER EACH OF THESE LESSONS. After each lesson, the student teacher and college supervisor MUST sign the **College Supervisor's Record of Observations and Conferences** form that records the visits and observations by the supervisor. A copy must be kept in the Portfolio.

10. **Letters of Recommendation**

- a. The student teacher should request letters from the cooperating teacher, College supervisor and the site administrator (if possible). Before asking the site administrator to write a letter, the student teacher should invite him/her to observe a lesson. Note that requests for observations and letters from principals should be made well in advance of the date (3-4 weeks).
- b. If the school has a curriculum person, the student teacher may wish to invite that person to observe and write a letter as well.

11. Required Observations

- a. All student teachers are required to conduct observations of teaching in the classroom of assignment and in other classrooms that are substantially different from the grade of the student teaching assignment. During the first two weeks of the student teaching placement, student teachers should observe at least one lesson per day in a room other than that to which they are assigned to student teach.
- b. During times when the teacher is on vacation the student teacher can also use some of that time to observe in other classrooms.

The Student Teacher Weekly Record of Clinical Observations Form (in the forms section of this Handbook) must be completed and submitted to the supervisor at the end of the Student Teaching semester.

12. Writing Lesson Plans and Formats

The 5-Step design for lesson planning and the Lesson Plan Format Option for student teachers is to be use when writing lessons plans for the cooperating teacher and college supervisor (a sample of the Lesson Plan Format Option follows on page 24). The student teacher should select a format that is most appropriate for the lesson being taught.

FIVE-STEP DESIGN FOR LESSON PLANNING

The following steps are considered essential elements of effective lesson design and planning. These steps serve only as a model. This “design” might not be appropriate to all lessons because inductive and deductive strategies require different approaches. This “design” is offered as a framework for effective teaching practices.

1. ANTICIPATORY SET (Activating prior knowledge and transfer; providing motivation techniques)

This stage involves building readiness for learning and a means of focusing the learner on the task. Frequently visuals, “key” questions, a shared story, or a short demonstration might engage the learner’s attention on the task at hand.

2. STATING THE OBJECTIVE (Identifying specific elements of a subject or topic to be taught)

This step of the lesson design establishes the purpose of the lesson. Students are informed “what: they will learn and “why” it is important to learn this concept or element. Typically the objective is stated in behavioral terms that can be observed, heard, or recorded on paper.

EXAMPLES:

- The student will count orally from 1 to 10.
- The student will list and explain the three chemical changes that occurred in the experiment.
- The student will graphically analyze the differences between testimonials and transfer as forms of propaganda

Note: In theme or unit planning, the teacher may have broader goals and objectives related to learning objective, as well as “affective” or aesthetic” objectives. These broad objectives may not always include “behavioral” statements.

EXAMPLES:

- The student will develop an appreciation of the role of the pioneer movement in the settling of the American West.
- The student will understand and recognize the differences inherent in the four major schools of art.

Definitive or behaviorally specific objectives can be written to support the longitudinal learning goal identified above. Both types of objectives are important to the learning process.

3. INPUT and MODELING (Facilitating the gaining of information – demonstrating the method/sequence in which something is done)

This step of the lesson design is often separated into two parts: sharing the information or data needed to achieve the objectives with the students (INPUT), and then walking the students through the process (MODELING). The latter step is frequently done by demonstrating step-by-step how the information is applied through meaningful examples. It is frequently repeated numerous times – often using different learning modes – so that students grasp the concept or process.

EXAMPLES of Input:

- Telling students the importance of dribbling and why it is used in a game
- Explaining the purpose for holding a golf club correctly to improve the accuracy of one's game
- Verbalizing a story problem in which single digit division won't solve the problem because of the larger numbers involved
- Explaining the need to know the distance between places in the early 1900s when planning an outing or short vacation * giving example of distances around the immediate area

EXAMPLES of Modeling:

- Dribbling a basketball
- Proper gripping a golf club
- Showing the steps of 2-digit division in sequence
- Measuring the distance between towns using a map key (scale of miles)

4. CHECKING FOR UNDERSTANDING & GUIDED PRACTICE (Assessing knowledge gained – monitoring the steps of learning – directing practice to avoid misunderstanding – giving and getting feedback)

In these steps of the lesson design, the teacher attempts to find out if the students have understood what was said and modeled. This element may be in the form of question-answer time. Guided practice allows the teacher to continue walking the students through the learning activity. It is an extension of the earlier “modeling” step. This is an activity for all students. The teacher directs each step/practice with monitoring and appropriate feedback. If adjustments need to be made to the lesson, they frequently appear during this stage of lesson instruction.

EXAMPLES of Checking for Understanding:

- What don't you understand about the process?
- Why were the rivers important to travel?
- What questions do we need to ask before doing the problem?
- What items/elements still confuse or trouble you?
- Are there any questions you have about this information?

EXAMPLES of Guided Practice:

- The teacher has all students play a middle "C" on their recorders and checks their fingering and lip placement.
- A teacher asks the students to solve the 2-digit division problem orally with him/her
- The teacher asks students to search for the main idea of a sample paragraph written on the board.
- The teacher assists students with their hand placement on the golf club and their follow through swing.

5. CLOSURE (Recapping and reviewing information shared – summarizing lesson learning – linking learning – ending the lesson)

During this step of the lesson, the learning of the period/day is summarized or restated by either the teacher or students. Bridging with past learning is included when applicable so that students begin to see the "connectedness" of the various disciplines.

EXAMPLES of Closure Statements: (Applying acquired learning, transfer, concept understanding, and synthesizing information)

- Today we examined the ways that animals protect themselves from their predators. We discussed the aspects of camouflage, special body features like quills.
- Who can tell the rest of the class some of the major steps that were followed when doing 2-digit division?
- Who can explain why dribbling is so important to the success of a basketball team? Or – who can explain the proper or improper way to dribble a basketball?
- Today we learned about the importance of proper hand positioning when playing the game of golf. Can someone give the rest of the class some valuable pointers?

6. INDEPENDENT PRACTICE

During this step, the student independently practices or applies the process or information that was taught. Note: The assignment/homework must be "packaged" or presented the same as the examples given in the guided practice. If it is somewhat different, remember to "model" the process first. The quantity of independent practice does not insure the "quality" of the product if proper modeling has not occurred. Also, if it is "skills" related, the quantity of the assignment does not necessarily build understanding. Falling into the "trap" of over-assigning can be avoided if proper monitoring has occurred during the Guided Practice & Checking for Understanding segment of the lesson.

EXAMPLES of Effective and Non-Effective Independent Practice:

- Students shouldn't have to do a page of long division problem to prove or disprove) that they know, and can apply, the division process.
- Students shouldn't have to diagram 15 sentences with prepositional phrases to prove that they can identify a preposition and it's object
- Students should be asked to respond to the question that relate directly to the objectives taught or stressed when asked to answer review questions at the end of a science or social studies chapter.

REFLECTING ON LESSON PLANNING AND TEACHING

Prior to the Lesson:

- Did you check student's prior knowledge to determine appropriate starting places for instruction?
- Did you determine lesson objective in behavioral terms? (What will the students be able to do at the end of the lesson that they cannot do at the beginning?)
- Did you list all materials and resources needed for the lesson?
- Did you list estimated time frame for each part of lesson?
- Did you identify objectives, ideas and concepts for student learning?
- Did you integrate subject matter with other disciplines as appropriate?

Throughout the Lesson:

- Have you decided how to monitor (and adjust when necessary)?
- Did you plan on constant checks for understanding?
- How will you provide immediate, specific feedback?
- Are active participation techniques included throughout?
- Are the students actively engaged in the activities?
- Have you included instructional strategies for English learners?
- Have you included instructional strategies for students with special needs?
- Have you included instructional strategies for gifted and talented students?

After Teaching a Lesson

After teaching the lesson, please reflect on your practice using the following questions:

- Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
- To what extent did the class or group as a whole achieve the academic learning objectives of the lesson?
- In what ways was your lesson effective and what might you do differently to improve the lesson (Be specific about the components in your plan)?
- What will you do for the student(s) who did not achieve the academic learning goals? In what ways was your lesson effective and what might you do differently to improve the lesson for your English learners and academically challenged students?
- What will you do for the English learners and the challenged students who did not achieve the academic learning goals?

- Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons? What is your next lesson with this class or group?
- After reflecting upon this instructional experience, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
- What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?

Interns: Should reflect on a weekly basis on how things are progressing in their classroom. You may use the questions listed above to help you reflect. This reflection is in writing and is included in your binder.

Program Forms are at the back of this Manual.

IV. COOPERATING TEACHER INFORMATION AND INSTRUCTIONS

These instructions will be given to your cooperating teacher.

INTRODUCTION

We would like to take this opportunity thank you for your time and effort in working with our student teachers. We appreciate the critical role of the cooperating teacher in the teacher education process. Your student teacher will be with you for fifteen weeks. The following information is provided to help you understand the requirements and responsibilities of being a cooperating teacher. The timeline is offered as a suggestion to help you and your student teacher; however, as each student teacher is different, please modify the timeline as necessary. Copies of the three forms that you will be using are attached to this letter. Your student teacher is in your classrooms to learn about all parts of the teaching experience. Therefore, he/she should shadow you in all things that you do (yard duty, teacher meetings, student study team meetings, etc.).

Your student teacher may be used only as your substitute teacher and only if he/she has the State-required credential that authorizes service in your district. The student teacher has the complete Policy on Substituting Teaching in her/his Student Teaching Manual.

Each student teacher will be assigned a College Supervisor who will serve as a liaison between you and Tougaloo College. It is also his/her goal to help you and your student teacher have a productive learning experience. It is not necessary to limit discussions only to observation days. If it is helpful to you, the College Supervisor will be more than happy to talk with you on the phone or set additional times and places to meet. Should you have serious doubts concerning the student teacher's competence or professional behavior, you should contact the College Supervisor immediately rather than wait until later in the student teaching experience. Please feel free to telephone the college supervisor or the College Office of the Dean of Education (601-977-7745) at any time.

COOPERATING TEACHER PROCEDURES AND TIMELINES

This table gives a summary of what the Student Teachers should be doing at each stage of the student teaching placement. It also gives the anticipated dates for visits by the College Supervisor (actual dates may vary).

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ACTIVITY	Observe	Observe/ Teach Groups	Teach Groups				Co-Teach				Guided Solo		Solo		Phase-out Work on TPA
SUPER. VISITS	1 Orientation		2		3		4		5		6	7	8	9	10 check out
FORMAL OBSER- VATION			1		2		3		4		5	6	7	8	
Suggested STIAI Completion							1							2	

WEEKS 1-2: Observations and Beginning of Teaching - The college supervisor will meet with you and your student teacher prior to or during the first week of the placement to orient you to the requirements for the program. There are two main goals for these first two weeks:

1.1 Observations in Various Grade Levels - The student teacher is to observe in your classroom and across grade levels. She/he is to spend time observing your procedures but also spend time in other classrooms in the school observing other teachers, especially in grades substantially different from the grade of the student teaching assignment. For the first two weeks, student teachers should observe at least one lesson per day in classrooms other than the room of assignment.

1.2 Begin Limited Teaching – The student teacher may gradually move from observations to the assumption of a limited teaching role during these weeks, such as reading a book to students, doing an opening activity or helping students complete assignments. In the second week the student teacher may begin assuming responsibility for teaching a group, such as a reading or math group.

At the end of the second week, you will complete the **Preliminary Student Teacher Evaluation**. The Cooperating Teacher should reflect honestly on this form, as the form is use as an early warning indicator. A conference must be held with the student teacher and supervisor to discuss the form. This original form is to be given to the College Supervisor or faxed to Tougaloo College at (601) 977-6165.

WEEKS 3-6: Assumption of First Teaching Experiences - The student teacher should assume a regular teaching load. One way is to have the student teacher assume responsibility for one reading group and/or math group. You should do most of the planning or plan together with the student teacher. The student teacher should provide detailed written lesson plans for each lesson for which he/she plans. During these weeks, regular positive feedback from you to the student teacher will be helpful. You may leave the classroom occasionally for short periods of time so that the student teacher can begin to take responsibility for classroom management.

WEEKS 7-10: Co-Teaching – During these weeks, the student teacher can assume responsibility for teaching two or three subjects. He/she continues to provide detailed lesson plans for your review and approval.

At the end of the seventh week, you will complete the formative evaluation for the student teacher using the **Student Teacher/Intern Assessment Instrument** form. At this point, it is expected that the student should meet only a few of the competencies listed on this form. A conference must be held with the student teacher to discuss the form. This original form is to be given to the college supervisor. It is also time to set goals for the last part of your student teaching experience.

WEEKS 11-12: Guided Solo Teaching – During these weeks, the student teacher is responsible for lesson planning, instruction, and assessment of students for all subjects. However, you are requested to stay in the classroom and monitor the teaching. You may even wish to continue to teach groups but with the student teacher being responsible for the

lesson planning. The student teacher continues to provide detailed lesson plans for your approval. You should hold daily conferences with the student teacher to review the day and plan for the next day. Specific and positive feedback is very important to the growth of the student.

WEEKS 13-14: Solo Teaching - The student teacher is responsible for all classroom activity during these two weeks including lesson planning, instruction, and assessment of students. Lessons should be discussed and approved by you in advance. Classrooms should be run as if the teacher were there, including the incorporation of parent helpers, paraprofessionals, and other educators who would normally be in the classroom during that week. You should hold daily conferences with the student teacher to review the day and plan for the next day. If school policy permits it, you should leave the classroom for extended periods of time to allow the student teacher to be totally in charge of the classroom.

At the end of the fourteenth week, you will complete the summative evaluation of the student teacher using the **Student Teacher/Intern Assessment Instrument**. To obtain credit for student teaching, the student teacher must have a passing score on the competencies in all areas on the Student Teacher/Intern Assessment Instrument form. A conference will be held with the student teacher to review the evaluation given in this form. Do not forget to sign forms. This form is given to the college supervisor to be taken to the Office of the Dean of Education.

WEEK 15: Phase Out - During the last week of the placement the student teacher is "phased out" and you assume normal teaching responsibilities. During this week, the student teacher may work on any competencies that are still weak. The student teacher is also to observe other exemplary teachers at this or other school sites, particularly at grades that are vastly different from the grade of student teaching.

At the end of the fifteenth week, the cooperating teacher is to complete the **Cooperating Teacher Program Evaluation** form and turn into the College Supervisor or faxed to Tougaloo College at (601) 977-6165.

Forms to Use

The three forms attached to this letter, **Preliminary Student Teacher Evaluation**, **Student Teacher/Intern Assessment Instrument** and the **Cooperating Teacher Program Evaluation** are the only forms that you are required to complete. However, written feedback to the student teacher about his/her teaching is always encouraged. You may choose to use the same form used by the supervisor uses to document lesson observations to provide this feedback.

Observations

The Cooperating Teacher is encouraged to make regular observations of the student teacher. The student teacher will benefit from:

- Acknowledgment of his/her strengths
- Encouragement to learn from mistakes
- Support for trying new strategies and techniques
- Prompt follow-up critiques

- Concise written comments on lesson plans

Student Teacher - Cooperating Teacher Conferences

Orientation Conference - In the first week of placement, you will have a conference with the student teacher and college supervisor. In this conference, the college supervisor will explain to you and the student teacher the timelines and expectations for the student teaching placement. At this point, you may wish to modify the suggested timelines for the student teaching placement to accommodate vacation times or required state testing.

Daily Conferences – You and the student teacher need to have a daily conference to discuss the day's lessons, and plan for the next day. We recommend that you provide the student teacher positive reinforcement and constructive suggestions. You should give your student teacher special assignments and provide regular assistance.

Assessment of Student Teaching -You are to have formal assessment conferences at weeks 7 and 14 of the placement with the student teacher to discuss the Student Teacher/Intern Assessment Instrument form. Do not forget to sign the form. This form is to be turned in to your college supervisor immediately upon completion.

The college supervisor will meet with the student teacher once every other week during the first nine weeks and weekly for the last seven weeks. The supervisor will do eight formal observations. This may be increased as necessary. The supervisor will generally have a pre-conference just prior to the lesson to go over the lesson plans; he/she will then observe the full lesson, and then meet with the student teacher for a post-conference. The cooperating teacher may need to assume teaching duties immediately before and/or after the observation so that the student teacher and college supervisor can meet.

Observation by Administrator and Letter of Recommendation

If the student teacher would like a formal observation conducted by your principal or other administrator, your assistance in making the arrangements would be appreciated.

Program Forms are at the back of this Handbook.

V. COLLEGE SUPERVISOR INFORMATION AND ISTRUCTIONS

STUDENT TEACHING PROCEDURES AND TIMELINES

This table gives a summary of what the student teacher should be doing at each stage of the student teaching placement. It also gives the anticipated dates for visits by the college supervisor (actual dates may vary).

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ACTIVITY	Observe	Observe/ Teach Groups	Teach Groups				Co-Teach				Guided Solo		Solo		Phase-out Work on TPA
SUPER. VISITS	1 Orientation		2		3		4		5		6	7	8	9	10 check out
FORMAL OBSER- VATION			1		2		3		4		5	6	7	8	
Suggested STIAI Completion							1							2	

WEEKS 1-2: Observations and Beginning of Teaching – You will meet with the cooperating teacher and student teacher prior to or during the first week of the placement to orient everyone to the requirements of the program. There are two main goals for the first two weeks:

1.1 Observations in Various Grade Levels - The student teacher is to observe in the classroom of assignment and across grade levels. The student teacher is to spend time observing the cooperating teacher's procedures but also spend time in other classrooms in the school observing other teachers, especially in grades substantially different from the grade of the student teaching assignment. For the first two weeks, student teachers should observe at least one lesson per day in classrooms other than the room of assignment.

1.2 Begin Limited Teaching – Student teacher may gradually move from observations to the assumption of a limited teaching role during these weeks, such as reading a book to students, doing an opening activity or helping students complete assignments. In the second week student teachers may begin assuming responsibility for teaching a group, such as a reading or math group.

WEEKS 3-6: Assumption of First Teaching Experiences - The student teacher should assume a regular teaching load. One way is to have the student teacher assume responsibility for one reading group and/or math group. The cooperating teacher should do most of the planning or plan together with the student teacher. The student teacher should provide detailed written lesson plans for each lesson for which he/she plans. During these weeks, regular positive feedback by the cooperating teacher will be helpful. The teacher may leave the classroom occasionally for short periods of time so that the student teacher can begin to take responsibility for classroom management.

WEEKS 7-10: Co-Teaching – During these weeks, the student teacher can assume responsibility for teaching one, two or three subjects. He/she continues to provide detailed lesson plans for the cooperating teacher to review and approve.

At the end of the seventh week, you will complete a formative evaluation of the student teacher using the **Student Teacher/Intern Assessment Instrument** form. At this point, it is expected that the student should meet only a few of the competencies listed on this form. A conference must be held with the student teacher to discuss the evaluation. This original form is to be given to the Office of Division of Education. It is also time to set goals for the last part of the student teaching experience.

WEEKS 11-12: Guided Solo Teaching – During these weeks, the student teacher is responsible for planning and teaching the whole day. However, the cooperating teacher is requested to stay in the classroom and monitor the teaching. The cooperating teacher may even wish to continue to teach groups but with the student teacher being responsible for the lesson planning. The student teacher continues to provide detailed lesson plans for approval. The teacher should hold daily conferences with the student teacher to review the day and plan for the next day. Specific and positive feedback is very important to the growth of the student teacher.

WEEKS 13-14: Solo Teaching - The student teacher is responsible for all classroom activity during these two weeks including lesson planning, instruction, and assessment of students. Lessons should be discussed and approved by the cooperating teacher in advance. Classrooms should be run as if the teacher were there, including the incorporation of parent helpers, paraprofessionals, and other educators who would normally be in the classroom during that week. The cooperating teacher should hold daily conferences with the student teacher to review the day and plan for the next day. If school policy permits, the cooperating teacher should leave the classroom for extended periods of time to allow the student teacher to be totally in charge of the classroom.

At the end of the fourteenth week, you will complete the summative evaluation of the student teacher using the **Student Teacher/Intern Assessment Instrument**. To obtain credit for student teaching, the student teacher must have a passing score on the competencies in all areas on the Student Teacher/Intern Assessment Instrument form. A conference will be held with the student teacher to review the evaluation given in this form. Do not forget to sign forms. This form is given to the college supervisor to be taken to the Office of the Dean of Education.

WEEK 15: Phase Out - During the last week of the placement the student teacher is "phased out" and the cooperating teacher assumes normal teaching responsibilities. During this week, the student teacher may work on any competencies that are still weak. The student teacher is also to observe other exemplary teachers at this or other school sites, particularly at grades that are vastly different from the grade of student teaching.

Forms to Use

6. **College Supervisor Record of Observation and Conferences** -

7. **Formal Lesson Observation Record** – to record formal lesson observations

8. **Student Teacher/Intern Assessment Instrument** -These two forms are the forms to be completed for evaluative purposes.
9. **Student Teacher Improvement Plan**

Note: The original first copy (the white page) of these three page NCR forms is to be submitted to the Office of the Dean of Education at the end of the Student Teaching Placement.

Student teacher - College Supervisor Conferences

Meeting with Site Administrator – All college supervisors should check in the office prior to beginning conferences or observations. Introduce yourself to the principal, give him/her your contact information, invite him/her to collaborate in the supervision of the student teacher, and thank him/her for accepting the student teacher.

Orientation Conference - In the first week of the placement, you must have a conference with the cooperating teacher and student teacher. In this conference, you will explain to the cooperating teacher and student teacher the timelines and expectations for the student teaching placement. At this time, you may modify the schedule listed above in order to accommodate vacation times or state testing.

Formal Lesson Observations – You are to observe A MINIMUM OF EIGHT COMPLETE LESSONS AND HOLD A CONFERENCE WITH THE STUDENT TEACHER AFTER EACH OF THESE LESSONS. After each lesson, have the student teacher sign the form that records the visits and observations by the college supervisor.

Assessment of Student Teaching/Intern - You are to have a formative and summative evaluation with the student teacher at weeks 7 and 14 of the placement to discuss the written assessment. This form is to be turned in immediately upon completion to the Office of the Dean of Education. Keep one original and give one copy to the student teacher and cooperating teacher for inclusion in his/her portfolio.

*For interns who are doing half of their student teaching each semester, the **Formative Assessment of Student Teaching** will be completed in the first semester (week 8) and **Summative Assessment of Student Teaching** will be completed at the end of the second semester (week 14) of student teaching.*

Do not forget to have everyone sign the form. The master form is kept for the college and copies are given to the student teacher and cooperating teacher.

For interns: the college supervisor should make regular contact with the intern support provider or mentor teacher and the site administrator and invite them to this conference.

Observation by Administrator and Letter of Recommendation

If the student teacher would like a formal observation conducted by the school principal or other administrator, your assistance in making these arrangements would be appreciated.

Formal Observations Requirements and Etiquette

Pre- and Post-Conference – College supervisors must follow the pre-conference - observation – post-conference format. Make sure student teachers receive a written copy of your observation critique to include in their Portfolios or working binders. Notes on each lesson are to be original and specific to that lesson (no photocopied forms are allowed).

Full Lesson – In order to be able to accurately evaluate a lesson, it is imperative that the student teacher be observed for the whole lesson.

Schedule observations in advance.

Follow Through - Adhere to the scheduled observation time. This is a matter of respect. If the student teacher is expecting you on a certain day and time for an observation, you should adhere to this schedule unless there is an emergency. In case of emergency, call the school and notify the student teacher and cooperating teacher.

Additional Observations – Do as many as needed.

Signatures on Forms – All forms should be signed and dated only on the day and time when they are completed. You may not ask students to sign forms prior to or after a specific conference or observation.

Student Teaching Observation Report

One should be complete for each observation. This report should document the student teacher's progress. All of these should be submitted to the Office of the Dean of Education when the student teaching is completed.

Record of Observations and Conferences

It is very important that this form be maintained accurately. It should document each visit and observation with the student teacher and cooperating teacher. This form is to be submitted to the Office of the Dean of Education at the end of the semester.

Submission of Documentation for Final Evaluation

At the end of the Student teaching Placement submit the following documentation to the Office of the Dean of Education for each student teacher (staple or clamp in this order):

1. Record of Observations and Conferences
2. Student Teacher/Intern Assessment Instrument – 2 forms from weeks 7 and 14 from the cooperating teacher and college supervisor
3. Formal Lesson Observation Records – at least 8 of them – in reverse order (latest on top) with attached formal lesson plan
4. Student Teacher Record of Classroom Observations (from the student's Portfolio or Binder) – at least 12 of them – in reverse order (latest on top)

WEEKLY OBSERVATION GUIDELINES

Preconference

Format may alternate between:

- Individual pre-conference (meeting prior to observation; may be conducted via telephone).
- The student teacher sets the stage for the College supervisor by:
 - Showing, explaining lesson plan (including objectives, instructional strategies, practice).
 - Advising the supervisor of specific areas where attention might be directed during the observation.
 - Informing the supervisor of any specific circumstances of which he/she should be aware in order to observe in a manner that will be helpful.
- The student teacher has the opportunity to obtain feedback on questions prior to teaching the lesson.
- The supervisor has the opportunity to discuss the upcoming observation with the student teacher.

Observation of Classroom Lessons

Generally, each observation should be of one full lesson. However, for very long lessons, the observation may be terminated after about one hour if the supervisor feels that he/she has adequate information for the post-conference. This needs to be accompanied by a detailed lesson plan.

Formal lesson observations should be evenly distributed over the fifteen weeks of the placement and should adhere as much as possible to the schedule listed in the table in this Manual. Modifications may be made to accommodate for vacation times and for mandated state testing. **Only under special circumstances should two formal observations be conducted in one week; and two formal observations are never to be conducted in the same day.** If there is a special circumstance that warrants doing multiple observations in the same week, contact the Office of the Dean of Education **prior to doing the observations**. Use the form **Formal Lesson Observation Record** form to record the observation.

Post-Conference (on day of lesson or immediately thereafter)

- Individual post-conferences are required; the time will vary according to need and circumstance
- It is best to hold the post-conference on the day of the observation (when the lesson is fresh on everyone's mind) but may be held on a subsequent day (if this is the only viable option).
- Discuss the data collected by the college supervisor,
- Discuss the student teacher's and the college supervisor's analyses of the lesson/teaching and the analysis of what occurred during the lesson.
- Establish goals for future observations.

Note: University supervisors may combine other forms of conferencing and observation with the above procedures

GUIDELINES FOR THE POST-CONFERENCE

Purposes:

1. To help the student teachers realize their full potential by making clear your standard of performance; this enables the student to learn your preferences in quality, quantity, and methods of work and to understand your reasons.
2. To give the students a clear picture of their progress with emphasis on strengths as well as weaknesses (be sure to write comments on the lesson plans).
3. To discuss plans for improvement and suggest projects that better utilize the student's strengths.
4. To build strong, personal relationships in which both of you are willing to talk frankly.
5. To eliminate or reduce anxiety (anticipate some curiosity, tension or anxiety; be prepared to reduce it).

Conference Atmosphere

1. Create the impression that you have time for the conference and that you recognize that it is highly important.

2. Place primary interest upon the development and growth of the student teacher. The student teacher must feel that the activity is a constructive, cooperative one. Avoid implications that the meeting is used for disciplinary purposes.
3. Leave the impression that your evaluation is formative and is not unalterable or permanent.
4. Listen attentively as well as politely. Avoid domination or cross-examination.
5. Encourage the student teacher to do some self-evaluation of the lesson by asking what he/she would do again in teaching the lesson and what he/se would do differently the next time the lesson is taught.
6. Be sure that you have a two-way conference. Have the student teacher list any questions that need to be answered.

Closing the Conference

1. Review the points made in the conference. Encourage the student teacher to summarize or put them in his/her own words.
2. Reassure the student teacher of your interest in his/her progress.
3. Close when you both have a feeling of satisfaction about the results obtained.
4. Go over the observation form with the student teacher.

Who Evaluates

The cooperating teacher, the College supervisor, school site administrator and the student teacher all take part in the evaluation process, which should be the culmination of a professional collaboration between the evaluator and the student teacher.

Program Forms are at the back of this Handbook.

VI. COURSE SYLLABI FOR EDU 424 AND 436

STUDENT TEACHING IN THE ELEMENTARY SCHOOL/SECONDARY SCHOOL (15 Units)

I. Mission Statement

II. QEP

III. Course Description

This course is designed to provide field experience for candidates for the Teacher Education program in Elementary and Secondary schools. While enrolled in this fifteen week course in practicum, students will participate in a student teaching experience under the supervision of a cooperating teacher and a College supervisor. Students will report directly to the school of assignment at the opening of the school day and remain at the site until all professional duties are completed at the end of the day five days per week, but in no case shall leave the school site prior to the legal dismissal time for teachers employed at the school.

Students will have two weeks of teaching all subjects under the supervision of the cooperating teacher (guided solo) and two weeks where they teach all subjects on their own (solo teaching) with occasional visits by the cooperating teacher and College supervisor. The student teacher will be required to assume all the duties of a classroom teacher including lesson planning, lesson presentation, student assessment, curriculum planning, and classroom management for all subjects. Furthermore, the student teacher will complete all adjunct duties of a teacher included, but not limited to, yard duty, daily attendance, parent conferences, back to school/open house, etc.

IV. Required Readings

There are no textbooks for this practicum. Students will read and use the teacher's guides of textbooks used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level.

V. Course Requirements

1. Daily attendance (M-F) at the school site. Students shall punctually report to the school of assignment at the designated time for that particular school and leave no earlier than the legal dismissal time for the teachers employed in that school.
2. Develop a collaborative relationship with the cooperating teacher and College supervisor.
3. Plan lessons for groups of students or for the whole class for all subjects, under the direction of the cooperating teacher.
4. Manage the classroom setting, including maintaining a safe and orderly environment, planning for students to make effective use of instructional time, and organizing instruction for maximum student benefit.
5. Attend meetings required of the cooperating teacher, including, but not limited to, faculty meetings, IEP meetings, parent conferences, open house/back to school night, etc.
6. Reflect on lessons taught, and maintain a journal of these reflections.
7. Attain all the outcomes as specified in the **Student Teacher/Intern Assessment Instrument** form.

8. Complete the Student Teacher's Evaluation of College Supervisor and Student Teacher's Perception of Cooperating Teacher.

VI. Evaluation

This course is graded Credit/No Credit (CR/NC).

To obtain credit, the student must meet all teacher assessment competency areas specified on the **Student Teacher/Intern Assessment Instrument** form. The College supervisor and the cooperating teacher shall be responsible for evaluating the student teacher. The College supervisor will conduct at least eight visits and six formal observation cycles during the fifteen weeks of the student teaching practicum. During the placement the Cooperating teacher and the College supervisor shall complete the **Formative Assessment of the Student Teacher/Intern Assessment Instrument** form at the seventh week of placement and the **Summative Assessment of the Student Teacher/Intern Assessment Instrument** form at the fourteenth week of placement. Students will gather all materials needed to complete binder.

VII. Course Objectives

The following objectives are to be met in this course. Teaching candidates will:

1. Plan developmentally appropriate objectives for lessons in all subject areas based that are appropriate to the child's level of development, skill level and attitude toward the subject matter to be learned (INTASC 1, 2, 4, 7, MDE A, B)
2. Apply theories of learning in the planning and delivery of lessons to elicit student input, and provide opportunities for engaging in problem-solving, creative and critical thinking skills (INTASC 1, 4, 6; MDE A, B).
3. Use the Mississippi Frameworks and Content Standards to plan and deliver lessons in all subject areas that employ various models of teaching, as appropriate for the students and the subject matter (INTASC 10; MDE A).
4. Employ various forms of assessment procedures and materials to evaluate students' skills and learning progress (INTASC 7, 8; MDE D).
5. Use of a variety of formal and informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to communicate with students in addition to using results to plan instruction in all subject areas (INTASC 2, 3, 4, 7, 8; MDE D).
6. Teach reading, math, science, social studies, art, physical education, and health, nutrition, lessons to elementary school students that meet the Mississippi Content Standards (INTASC 1, 2, 4, 7; MDE A,).
7. Reflect daily on lessons observed and lessons taught analyzing the choice of the teachers observed or their own choices in the lesson they teach, and analyze whether the lesson is free of bias (INTASC 2, 4, 5, 6).
8. Evaluate instructional materials and use of technology in all subject areas and select those that are most appropriate to meet the learning objectives of the lesson (INTASC 1, 2, 6, 7; MDE C, D).
9. Plan and deliver lessons that accommodate differences and incorporate diversity, including multicultural perspectives (INTASC 1, 2, 6, 7; MDE B).
10. Create a classroom environment that demonstrates fairness, respect for all students and is free of cultural and gender bias, and supportive in order to set and achieve a positive interactive learning environment for all students (INTASC 5; MDE B, C).
11. Use a variety of appropriate teaching strategies and instructional approaches (e.g. cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation,

etc) to meet the needs of students, including students with special needs and gifted students (INTASC 4; MDE B, C)..

12. Maintain records of student work and performance to communicate appropriately student progress with parents in writing, by telephone, and in person, and demonstrate ability to use culturally sensitive approaches in all interactions with parents (INTASC 10; MDE E).

VIII. Course Schedule

There is no class meeting time. Students will follow the daily schedule of faculty at the school site to which they are assigned. The student teaching assignment will be for fifteen weeks.

VII. ESTABLISHING RELATIONSHIPS

ANTICIPATION AND PREPARATION: FOUR STAGES TO STUDENT-TEACHING SUCCESS

We have included in this Student Teaching Handbook the four stages of development that you are likely to experience during your student teaching. These stages are derived from an analysis of logs that are probably typical of the life of the student teacher. This is not to say that your experience will follow each stage exactly, or that each will be equally prominent. However, you can expect to find at least elements of each stage, perhaps more of some than others, during your teaching assignments.

Stage 1: The Early Days

The first days are no honeymoon. They can be overwhelming, especially because the student teacher tries to absorb so much information very quickly. He or she drives him or herself: need to become acquainted with each child; need to learn the class routine and procedures; need to master the materials the teachers uses; need to learn his or her teaching techniques. Besides trying to master all this, he or she has to make sure that the cooperating teacher likes him or her or at least is on his or her side. Feeling overwhelmed and seeing the cooperating teacher functioning so well, and handling everything in stride, he or she feels awed. “Can I do it?” the student teacher asks him or herself.

Stage 2: Becoming a Member of the Teaching Team

Through observation and immersion in class activities, the student teacher begins to get a more accurate picture of the class and its teacher. He or she begins to see the students as individuals and, at the same time, to gain a sense of the wholeness of the class, a group that operates as a unit. The cooperating teacher is not a name on an assignment sheet anymore, but rather a real live person. Effective as he or she may be as a teacher, he or she is not imbued as superman or superwoman, but simply as an able teacher who, being human and working with humans, has to cope with problems. The student teacher starts to generate ideas about what he or she would do differently if this was his or her class. He or she now begins to feel part of the class. The class recognizes him or her as a member of the teaching team. And the student teacher, perceiving the cooperating teacher as a person, has feelings that stem from their interaction, feelings like warmth, respect, and anger.

Stage 3: Soloing as a Teacher

“The chalkboard shuffle and flounder” is also an appropriate title for this stage. The observation period is over and the student teacher tries on his or her wings. He or she solos! All of the topics and problems discussed so often in college classes and fantasized and dreamed about (including an occasional nightmare) are now real life, here and now, today. Preparation, presentation, timing, movement, of pupils from one activity to another, assisting one group while monitoring the class, discipline, and discipline again, all these confront the student teacher at one time.

In Stage 2 the student teacher’s morale had risen rapidly over the first stage. In Stage 3, unless he or she is careful, his or her morale can nose dive. If the student teacher wants to feel bad about something, there is something to feel bad about. For instance, if he or she compares his or her performance with the cooperating teacher he or she will surely find him or herself inferior, and yet he or she may fail to attribute his or her inferiority to the differences in their experience. But he or she need not do that. He or she can find instead

positive things to take note of, the progress he or she made, and his or her success each day in coping with something he or she was unable to cope with before.

There are no yardsticks for student teachers at this point, only feedback from cooperating teacher and children, which they can reflect upon and learn from. There are there patterns to choose from in this stage: Some feel defeated by the situation, label themselves failures, and give up; others feel defeated but place the blame elsewhere, usually on the cooperating teacher and sometimes on the college for having prepared them poorly; but more students feel okay about State 3, viewing it as just a passing phase, difficult indeed, but one that you will weather successfully.

Stage 4: Feeling Like a Teacher

After passing through the storms of Stage 3, the student teacher settles down to the job of working with his or her pupils and, in the process, transforms him or herself into a teacher. His or her time with the cooperating teacher will be drawing to an end. From here on, whole days are his or hers to plan and execute.

From the weeks of classroom experience he or she has begun to develop his or her own style, and further, he or she has come to feel “at home” in front of the class. He or she knows there is much more to learn. But he or she accepts their reality that one does not become a master teacher in 10 weeks or 10 months. Above all, now he or she has much more confidence. When the new school year rolls around and he or she takes over his or her own class as a full-time teacher, he or she will be able to master the job. (Shwabel, A, et. Al., 1992. *The Student Handbook*. (2nd ed.). Hillsdale, N.J.: Lawrence Erlbaun Associates, Inc.).

RELATIONSHIPS WITH THE COLLEGE SUPERVISOR: LEARNING FROM THE A THIRD-PARTY MENTOR

College supervisors are a special group of people. College supervisors offer scholarly and practical knowledge of the field of education and have relationships with various school districts that are a great advantage in connection both with your student teaching and with you obtaining a regular job a teacher.

College supervisors differ in experience, personality, educational background, approachability, and the capacity to be helpful. Although these differences may shape the nature of your relationship, they need not significantly affect your opportunity to learn. Your supervisor will be a person who is interested in your professional development. You will want to develop an effective working relationship with this person, whoever he or she may be.

College supervisors, like student teachers, often feel overwhelmed by work. This is understandable, given the heavy loads and the set of responsibilities most of them carry. Your college supervisor can help you with the following tasks ranging from the obvious, such as:

1. **Scheduling and holding observation sessions** for each student teacher, including meetings with cooperating teachers and principals involved;

2. **Writing reports** on the observations they made; and
3. **Conducting a seminar** for student teacher; to the less obvious, which include:
4. **Planning and hosting professional-social activities**, such as teas for student and cooperating teachers;
5. **Striving toward maintaining cordial relationships** with the principal, department heads, and other school personnel (this for its own purposes but also as the college's "ambassador");
6. **Serving as a confidante, problem-solving aide**, resource person, and supporter to student teachers, usually during office hours;
7. **Record keeping**, including supply information to the Office of the Dean and to the registrar for official school documents;
8. **Keeping informed of position openings** for teacher;
9. **Composing letters of reference** for student teachers; and
10. **Evaluating the student teacher** by providing and official letter grade for the student teacher's work (often this done in conjunction with the cooperating teacher but sometime it is the sole responsibility of the cooperating teacher).

The supervisor is very much a middle person, an agent for the college but working toward the satisfaction of many people's needs. (Shwebel, A, et. Al., 1992. *The Student Handbook*. (2nd ed.). Hillsdale, N.J.: Lawrence Erlbaun Associates, Inc.).

NATIONAL EDUCATION ASSOCIATION (NEA) CODE OF ETHICS

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly-
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:-

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

VIII. APPLICATION FOR TEACHER LICENSURE

When a candidate meets the program completion requirements and successfully passes the Praxis II Principles of Learning and Teaching Test and Praxis II Specialty Area Test in degree area required for licensure. An application for licensure (A Certificate) may be submitted to Mississippi Department of Education, Office of Educator Licensure, P.O. Box, 771, Jackson, MS 39205-0771.

Traditional Baccalaureate Teacher Education Program Candidate

A five year educator license is granted to applicants meeting all licensing requirements and completing a state approved or National Council for Accreditation of Teacher Education (NCATE) approved teacher education program from a regionally/nationally accredited institution of higher learning.

Minimum requirements for licensure:

- 1) Educational courses
- 2) A full semester of student teaching
- 3) Praxis II Principles of Learning and Teaching Test
- 4) Praxis II Specialty Area Test in degree area

Endorsements with 21 hours

Teaching candidates who wish to add endorsements for most specific subject content area may take the Praxis II test or have 21 semester hours of coursework with a 2.0 grade point average.

Endorsements with Approved Program

Supplemental endorsements may be added to a five year Mississippi license. Some supplemental endorsements require an approved program of study. The programs are different at each college and for each endorsement. The Dean of Education or designee shall advise the teaching candidate of the required coursework, and an institutional recommendation must be signed by the Dean in order to add the endorsement to the license.

Please visit the following website for information regarding the requirements for adding specific supplemental endorsements:

http://www.mde.k12.ms.us/ed_licensure/pdf/SUPPLEMENTAL_ENDORSEMENTS.pdf

MISSISSIPPI CERTIFICATION PROCEDURES FOR APPLICATION

Basic Application for Procedure for Licensure

1. Download paper application for **Licensure Application Packet** (Form #OEL 02-04, Sec. A-F) at <http://www.mde.k12.ms.us/license.htm> or an applicant may file License Application online at <https://sso.mde.ms.gov/Login/Login.aspx>
2. Read **Licensure Instructions and Checklist** (Form #OEL 02-04, Sec. A, pp1-3) to locate the license to which you are applying

3. Collect documents required for your license and check the correlating boxes on **Licensure Checklist** (Form #OEL 02-04, Sec. A)
4. Complete **Licensure Application** (Form #OEL 02-04, Sec. B).
5. Send **Licensure Application Packet** and all documents required in your license category as a single **COMPLETE PACKET** to the Mississippi Department of Education, Office of Educator Licensure, P.O. Box, 771, Jackson, MS 39205-0771.

Incomplete packets will be returned to the applicant with no action taken.

[Note: Teaching candidates admitted to Tougaloo College Teacher Education Programs must sign the **Teacher Licensure Advisory Form** acknowledging review of requirements, understanding of licensure guidelines and teaching candidates' responsibility to remain abreast of current licensure requirements].

Forms for Student Teachers, Cooperating Teachers, and College Supervisors

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program Student Teacher's Information Sheet / Schedule
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Copies to: Student Teacher, Cooperating Teacher, and College Supervisor

<u>Student Teacher Information</u>	
Name _____	Email _____
Home Address _____	Cell phone _____
	Home phone _____
<u>Student Teaching Assignment</u>	
District _____	Superintendent _____
School _____	Principal _____
School Phone Number _____	School Secretary _____
School Address _____	Grade Level _____ Room Number _____
<u>Cooperating Teacher Information</u>	
Name _____	Email _____
Home Phone _____	Cell phone _____
Best time to contact cooperating teacher _____	
<u>College Supervisor Information</u>	
Name _____	Email _____
Home Phone _____	Cell phone _____
Best time to contact supervisor _____	

Schedules

Student teacher's Personal Daily Schedule (include classes you are taking and any other commitments you have on your time. (Note: You can only take evening classes at the college).

Class Schedule (for the classroom where you student teach – attach another page if necessary).

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program Lesson Plan Format Option
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Student Teacher _____ Semester//Year: _____

School: _____ Grade Level _____ Period: _____

Dates of Lesson Plan: _____ Estimated Time for Lesson _____

Subject: _____ Unit Topic: _____

Mississippi Content Standards to Be Taught: _____

I. ANTICIPATORY SET

II. STATING THE OBJECTIVE

III. INPUT and MODELING

IV. CHECKING FOR UNDERSTANDING

V. CLOSURE

VI. INDEPENDENT PRACTICE

STUDENT TEACHER: WEEKLY RECORD OF CLINICAL OBSERVATIONS

Week of: _____

EXPERIENCE (description)	DATE	TIME	GRADE	SCHOOL NAME & DISTRICT	PRINT TEACHER NAME	TEACHER SIGNATURE	TYPES OF STUDENTS			GRADE RANGE		
							English Learners	Emergent Readers	Special Needs	K-1	2-3	4-6
Example: Taught lesson for EDU 316 Math Methods course in 3 RD grade class where there were 7 special needs students	10-4-04	9:15 - 10:45 am	3	Brown School, Jackson	Mary Stevenson	Mary Stevenson	X		X		60 min	
TOTAL CLOCK HRS.												

Minimum requirement is 60 days total with at least 20 days for each of the three grade ranges: K-1, 2-3, 4-6. Duplicate this page as necessary to record all your observations. (Use this sheet for Elementary schools).

STUDENT TEACHER: WEEKLY RECORD OF CLINICAL OBSERVATIONS

Week of: _____

EXPERIENCE (description)	DATE	TIME	GRADE	SCHOOL NAME & DISTRICT	PRINT TEACHER NAME	TEACHER SIGNATURE	TYPES OF STUDENTS			GRADE RANGE		
							English Learners	Emergent Readers	Special Needs	7-8	9-10	11-12
Example: Taught lesson for EDU 316 Math Methods course in 3 RD grade class where there were 7 special needs students	10-4-10	9:15 - 10:45 am	10	Jackson High School, Jackson	Paul Brown	Paul Brown	X		X		60 min	
TOTAL CLOCK HRS.												

Minimum requirement is 60 days total with at least 20 days for each of the three grade ranges: K-1, 2-3, 4-6. Duplicate this page as necessary to record all your observations. (Use this sheet for Secondary schools).

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program Student Teacher's Weekly Log of Teaching-Related Activities
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For the week ending: _____

(Round off times to the nearest one-half hour. Do not include travel time).

	M	T	W	T	F	TOTAL
Observation of other classes						
Teaching						
Tutoring (after regular class)						
Conferences with cooperating teacher						
Conferences with college supervisor						
Extra-curricular activities:						
Faculty meetings						
Parent conferences						
Athletic events						
Coaching						
Other						
Preparation for teaching						
Other (please list)						

In the space below, please summarize the highlight of the past week. Include those incidents or experiences that were especially meaningful to you.

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program PRELIMINARY STUDENT TEACHER EVALUATION
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Name of Cooperating Teacher _____

Semester: _____ Year: _____ School: _____ Grade Level _____

This evaluation is completed by the **Cooperating Teacher** by the end of the second week and turned in to the College Supervisor or faxed to Tougaloo College at 601.977.6165. Please reflect honestly, as we use this as an early warning indicator.

DIRECTIONS: Please check the column under the number that best corresponds to your rating of this student teacher using the scales provided below.

4=Outstanding/Exceeds Expectation 3 =Above Average/Standard Practice
 2 =Safe to Practice/Acceptable 1 =Ineffective/Unacceptable Practice

The Student Teacher:

	4	3	2	1
1. Uses correct verbal and written grammar.				
2. Speaks in a clear and distinct manner and is easily understood.				
3. Provides clear verbal and written instructions.				
4. Demonstrates subject area competence.				
5. Models, demonstrates, and maintains appropriate classroom management and discipline.				
6. Promotes capable interpersonal relationships with cooperating teacher and other colleagues.				
7. Demonstrates warmth, friendliness and personal enthusiasm with students.				
8. Demonstrates patience, empathy, sensitivity, and understanding toward learners and colleagues.				
9. Effectively performs non-instructional duties (i.e. grading papers, taking attendance).				
10.Is punctual with written work, including lesson plans.				
11.Submits lessons plans which meet program and district standards.				
12.Is punctual and faithful with attendance.				
13.Accepts guidance and critiques in a positive manner.				
14.Knows and follows district policies and procedures.				
15.Dresses in appropriate attire and consistent with school practice.				

STRENGTHS:

CONCERNS:

OVERALL COMMENTS:

Cooperating Teacher _____ Date _____

Student Teacher _____ Date _____

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program COLLEGE SUPERVISOR'S RECORD OF OBSERVATIONS AND CONFERENCES
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Student Teacher _____ Semester/Year _____
 College Supervisor _____ Grade _____
 District _____ Principal _____
 School _____ Cooperating Teacher _____

	Subject	Type of Contact *	Formal Observation Cycle Dates			Signature of College Supervisor	Signature of Student Teacher
			Pre-conference	Observation	Post-conference		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

Total contacts/visits with Student Teacher _____
Total formal observation cycles _____

*Type of contact:

- INT = Introductory conference with Student Teacher and Cooperating Teacher
- FOC = Formal observation cycle (Pre-conference, observation, post-conference.
Dates and signatures must be included for this type of observation only.)
- CO = Final checkout conference with Student Teacher and Cooperating Teacher
- O = Observation, not part of formal observation cycle
- C = Conference, not part of formal observation cycle

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program FORMAL LESSON OBSERVATION RECORD
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Student : _____ School: _____ Grade: _____

Teacher: _____ Date of Observation: _____ Time: _____

Subject/Activity: _____

Pre-conference – Objective for observation: _____

The following rating categories are used to rate student progress in each Interstate New Teacher Assessment and Support (INTASC) standards listed below:

(4) Exemplary Evidence: appropriate, relevant, accurate, clear, detailed, purposeful, connected

(3) Significant Evidence: appropriate, relevant, accurate, connected

(2) Emerging Evidence: minimal, limited, cursory, inconsistent, ambiguous, weakly connected

(1) Unsatisfactory Evidence: inappropriate, irrelevant, inaccurate, missing, unconnected

(UJ) Unable to judge at this point

INTASC 1,2, 3,4,5,7,8 – LAS: Learning About Students (Obtaining relevant information about the class and students with special linguistic, developmental and educational needs) 4 3 2 1 UJ	Reflection: What's Working?
INTASC 1,2,3,4,5,6,7,8 – PFI: Planning for Instruction (Appropriate instructional strategies, and materials for subject matter content standards, and class composition) 4 3 2 1 UJ	
INTASC 5 – CE: Classroom Environment (Appropriate use of instructional time; appropriate procedures and routines; appropriate expectations and climate) 4 3 2 1 UJ	Reflection: What's Challenging?
INTASC 2, 3,4 – MA: Making Adaptations (Relevant and appropriate instructional strategies and materials for students with special needs (EL and special needs students) 4 3 2 1 UJ	
INTASC 1,2, 3,4,5,6,7– PS: Using Subject-Specific Pedagogical Skills (Relevant and developmentally appropriate instructional strategies; accurate understanding of subject-specific pedagogical skills) 4 3 2 1 UJ	Next Steps:
INTASC 2, 3,4,7,8,10 – AESL: Analyzing Evidence of Student Learning (Appropriate progress monitoring at key points; appropriate classroom assessment and analysis) 3 2 1 UJ	

STUDENT TEACHER/INTERN ASSESSMENT INSTRUMENT

Name: _____ Semester/Year: _____

Check one: 1st Placement: _____ 2nd Placement: _____ Grade Level/Subject: _____

Evaluator: _____ Check one: Classroom Mentor Teacher ____ University Supervisor ____

I. PLANNING AND PREPARATION

*Items 1-9 should be assessed from written plans.

1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices.

(1, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Objectives based on state frameworks and best practices are not present OR are not stated as performance outcomes and/OR inappropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning.	Objectives, based on state frameworks and best practices, are stated as performance outcomes and are planned for different instructional levels and individual needs (DOK Levels, Bloom's, Understanding by Design, etc.).	In addition to acceptable , objectives, which are appropriate for student learning, are aligned with assessments.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

2. Plans appropriate teaching procedures. (2, 4, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
No procedures are included, OR procedures are not referenced to objectives.	Procedures are referenced to objectives and are appropriate for students.	Procedures are sequential, clearly referenced to objectives, and appropriate for students.	In addition to acceptable , procedures are both learner-centered and teacher-centered.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Materials and technology are not specified OR are limited to textbooks and worksheets.	Materials and technology other than textbooks and worksheets are specified and related to procedures.	Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons.	In addition to acceptable , materials and technology show initiative and creativity in original development.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives.	Assessment procedures and materials in plans are related to objectives and appropriate for students.	Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives and are appropriate for students.	In addition to acceptable , informal (performance) and formal assessments and materials are planned including rubrics/checklists.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs of students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of some students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of most students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of all students.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students' background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful.	Demonstrates a thorough understanding of students' background, interests, experiences, and prior knowledge and effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.
Formative Assessment →	Score:	Summative Assessment →	
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

7. Integrates knowledge from several subject areas in lessons. (1, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Provides instruction that relates to only one subject and focuses on specific skills.	Instruction includes integration of content areas but lessons maintain a discipline centered focus and offer limited assistance in helping students make connections across disciplines.	Instruction includes effective integration of content areas clearly establishing connections across disciplines.	In addition to acceptable , creates innovative lessons which include activities that assist students in making connections across multiple disciplines.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

8. Incorporates diversity, including multicultural perspectives, into lessons. (3)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not incorporate diversity or multicultural perspectives into lessons.	Ineffectively incorporates diversity into lessons.	Incorporates diversity, including multicultural perspectives, into lessons.	Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lesson.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

9. Uses a variety of strategies to introduce and close lessons. (1, 6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
No introductions and/or closures to lessons.	Inconsistently or inappropriately uses introductions and/or closures to lessons.	Consistently and appropriately uses a variety of strategies to introduce and close lessons. Strategies to introduce lessons motivate students and closures accurately summarize the lessons.	In addition to acceptable , introductions and closures are creative and innovative.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

II. COMMUNICATION AND INTERACTION

10. Uses acceptable written, oral, and nonverbal communication. (6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, and nonverbal communication with minimal errors.	Uses acceptable written, oral, and nonverbal communication proficiently .
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

11. Provides clear, complete written and/or oral directions for instructional activities. (4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	In addition to acceptable , uses concrete examples to model and clarify tasks and concepts.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

12. Communicates high expectations for learning to all students. (3)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not communicate high expectations for learning to all students.	Inconsistent in communicating to all students that they are capable of meeting learning expectations.	Consistent in communicating to all students that they are capable of meeting learning expectations.	In addition to acceptable , provides a supportive, risk free environment.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

13. Conveys enthusiasm for teaching and learning. (1, 5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	In addition to acceptable , the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	Involves the students in interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	In addition to acceptable , frequently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an introduction.	In addition to emerging, maintains communication with parents and/or guardians.	In addition to acceptable, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

III. TEACHING FOR LEARNING

16. Demonstrates knowledge of the subject(s) taught. (1)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not demonstrate basic knowledge of the subject(s) taught.	Demonstrates adequate knowledge of the subject(s) being taught.	Evidence of thorough subject(s) knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions.	In addition to acceptable, challenging questions and/or activities relating to subject(s) are included in lessons that demonstrate depth of understanding and knowledge of subject(s).
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use a variety of teaching strategies.	Ineffectively uses a variety of teaching strategies.	Effectively uses a variety of appropriate teaching strategies.	In addition to acceptable, teaching strategies are both teacher-centered and learner-centered.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment	

18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	Inconsistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently and effectively provides learning experiences that accommodate the developmental and individual needs of diverse learners.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
No opportunities are provided for students to apply concepts in problem solving and critical thinking.	Provides opportunities for students to recognize and identify problems.	In addition to emerging , provides opportunities for students to propose and test solutions.	In addition to acceptable , provides opportunities for students to analyze and evaluate their solutions and to present findings.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

20. Responds to and elicits student input during instruction. (6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions.	Inconsistently responds to and/or elicits student input during instruction.	Consistently and appropriately responds to and elicits student input during instruction.	In addition to acceptable , provides appropriate prompts to elicit expanded student responses.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not allow sufficient and equitable wait time to encourage students to expand and support their responses.	Inconsistently allows sufficient and equitable wait time to encourage students to expand and support their responses.	Allows sufficient and equitable wait time to encourage students to expand and support their responses.	In addition to acceptable, probes and encourages students to expand and support their responses.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use questioning to engage students.	Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension).	Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis).	In addition to acceptable, asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis and evaluation).
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Effectively uses family and community resources in lessons to enhance student learning.	In addition to acceptable, encourages the students' effective use of family and community resources in lessons to enhance student learning.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

IV. MANAGEMENT OF THE LEARNING ENVIRONMENT

24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not monitor or adjust the classroom environment.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning.	In addition to acceptable, monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not adjust lessons.	Ineffectively or inconsistently adjusts lessons according to individual student cues, personal reflections, and group responses.	Effectively adjusts lessons according to individual student cues, personal reflections, and group responses.	In addition to acceptable, takes advantage of teachable moments to enhance lessons.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

26. Attends to or delegates routine tasks. (5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not attend to or delegates routine tasks.	Seldom attends to and delegates routine tasks.	Attends to and delegates routine tasks.	In addition to acceptable, has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not attend to inappropriate student behavior.	Inconsistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	In addition to acceptable, uses a variety of strategies that promote cooperation and learning.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	In addition to acceptable, creates a positive, interactive learning environment.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

29. Uses instructional time effectively.(5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.	In addition to acceptable, students are on-task and engaged in meaningful learning activities.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

V. ASSESSMENT OF STUDENT LEARNING

30. Communicates assessment criteria and performance standards to the students. (8)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	In addition to acceptable , various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use a variety of informal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses informal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of informal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses informal assessment information to accommodate differences in developmental and/or educational needs of all students.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use a variety of formal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses formal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of formal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses formal assessment information to accommodate differences in developmental and/or educational needs of all students.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not provide feedback.	Provides timely feedback on students' academic performance and occasionally discusses corrective procedures.	Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise.	In addition to acceptable , encourages student conferences and reflections for self-evaluation.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

34. Maintains records of student work and performance and appropriately communicates student progress. (10)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not maintain records of student work or performance.	Maintains limited records of student work and performance and attempts to communicate student progress.	Maintains adequate records of student work and performance and communicates student progress in a timely manner.	Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

Teacher Intern: _____

FORMATIVE ASSESSMENT		SUMMATIVE ASSESSMENT	
DATE:	TOTAL SCORE:	DATE:	TOTAL SCORE:



TOUGALOO COLLEGE
Division of Education, Supervision and Instruction
Teacher Education Program

Student Teaching Improvement Plan

Student Teacher: _____ School: _____
Cooperating Teacher: _____ Grade: _____
College Supervisor: _____ Date: _____

Specific Areas of Weakness in the Student's Performance

			Explanation of Weakness
1			
2			
3			
4			

For Each Area of Weakness Listed Above, List Expectations for the Student

	Expected Performance	Support to be Provided	Met By (Date)
1			
2			
3			
4			

Supervisor's Signature

Cooperating Teacher's Signature

*Student teacher's Signature

Student teacher signature does not indicate agreement or disagreement

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program STUDENT TEACHER'S PERCEPTION OF COOPERATING OR SUPERVISING TEACHER
---	---

Name of College Supervisor: _____

Semester: _____ Year: _____ School: _____ Grade Level _____

Were you a (check one): ☐ Student Teacher ☐ Intern Teacher

CONFIDENTIAL - This form will be kept confidential. A summary sheet combining the results from all evaluations will be given to your College Supervisor at the beginning of next term. However, the supervisor will not see this form nor know who gave her/him what rating. Your comments will help your supervisor in assessing his/her effectiveness and assist in the Teacher Education Program's efforts to improve the student teaching experience.

DIRECTIONS: Please check the column under the number that best corresponds to your rating of this college supervisor using the scales provided below.

5 =always (or whenever appropriate) 4 =usually 3 =sometimes 2 = seldom 1 = never

Dimension 1: Content of Feedback	5	4	3	2	1
1. The supervisor provided constructive oral and written feedback that helped me to improve my teaching effectiveness.					
2. The supervisor gave feedback that helped me identify my strengths.					
3. The supervisor gave feedback that helped me to identify areas needing improvement.					
Dimension 2: Communication Skills	5	4	3	2	1
4. The supervisor spoke openly with me.					
5. The supervisor explained clearly his/her expectations for student teaching.					
6. The supervisor encouraged problem-solving and initiative.					
7. The supervisor showed respect for my questions and opinions.					
Dimension 3: Adequacy of Supervision	5	4	3	2	1
8. The supervisor observed and visited my classroom according to the program schedule for supervision.					
9. The supervisor did no more than one formal lesson observation per week.					
10. The supervisor observed a complete lesson for each formal observation cycle.					
11. The supervisor held individual pre- and post-conferences with me for each formal observation cycle.					
12. The supervisor encouraged positive working relationships between me and other professionals.					
Overall	5	4	3	2	1
13. The supervisor arrived on time for scheduled observations.					
14. When it was necessary to change scheduled observations, the supervisor contacted me in a timely manner.					
15. Should be used again as a College supervisor? (check one): ☐ Yes ☐ No	X	X	X	X	X
16. Overall rating of your College supervisor: (use this scale) 5. Excellent 4. Very Good 3. Good 2. Fair 1. Poor					

COMMENTS (Use reverse side):

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program STUDENT TEACHER'S EVALUATION OF COLLEGE SUPERVISOR
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Teacher _____ School _____

Grade _____ District _____

Principal _____ Semester _____

Print name of student teacher completing this form: _____

CONFIDENTIAL: This information is not shared with the cooperating teacher or principal. It is used by the Office of Dean of Education to determine whom to use as cooperating teachers in the future.

DIRECTIONS: Please check the column under the number that best corresponds to your rating of this teacher. Use this scale:

- | | |
|--------------|---------|
| 5. Excellent | 2. Fair |
| 4. Very Good | 1. Poor |
| 3. Good | |

My cooperating teacher:

<i>Teaching Effectiveness</i>	5	4	3	2	1
1. Used the state adopted academic content standards to guide instruction					
2. Differentiated instruction so as to make content accessible for English learners					
3. Differentiate instruction so as to make content accessible to students with special needs					
4. Modeled effective instructional techniques					
5. Modeled effective classroom management techniques					
6. Was always prepared to instruct the students					
7. Used instructional time effectively					
<i>Skills as a Cooperating Teacher</i>	5	4	3	2	1
1. Frequently observed my lessons and provided constructive criticism					
2. Completed the required assessment forms on a timely basis					
3. Met with me regularly to discuss the day and plan for the following day					
4. Provided clear and consistent expectations for what I was to do in the classroom					
5. Assisted me with classroom management (discipline) and offered suggestions					
6. Assisted me in gaining access to children's cumulative folders and other needed records					
7. Provided me with background information on individual children pertinent to teaching					
8. Allowed me to try a variety of instructional methods					
9. Provided me with a variety of ideas and materials to use					
10. Invited me to attend conferences, inservice workshops, and other school activities					
11. Was supportive of me as a beginning teacher by acknowledging my strengths and allowing me to learn by my mistakes					
12. Should be used again (use this scale): 5. Yes 3. Unsure 1. No					
13. Overall, this teacher was: (use this scale) 5. Excellent 4. Very Good 3. Good 2. Fair 1. Poor					

Please use the back page to add any comments that may explain the rating of the teacher and will help the Office of the Dean in its future decisions

	TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program COOPERATING TEACHER PROGRAM EVALUATION
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Cooperating Teacher _____ Date _____

Grade _____ Semester/Year _____ Number of Years as a cooperating teacher _____

Please check one	Yes	No
1. Did you attend the Pre-session Orientation with college supervisor and student teacher?		
2. Did you see evidence of lesson plan development in a consistent, on going manner (i.e. weekly)?		
3. Did the student teacher discuss the case study research assignment with you?		
4. Did you collaborate, in any manner on this research? (if yes, explain briefly below)		
5. Are you willing to become part of a K-6 or 7-12 classroom research consortium?		
6. Did you have ample opportunity to plan units and lessons with the student teacher on a weekly basis?		
7. Did you have ample opportunity to provide feedback to the student teacher on a weekly basis?		

What, if any classroom projects research did you and the student teacher work on this semester?

Please give at least two qualities you look for in a student teacher? What issue of professionalism can be stressed to further refine the prospective teacher candidate?

How has your involvement in this mentor relationship affected your teaching? Lease be specific.

In your view what are some of the strength of the Student Teaching Program at Tougaloo College? What are some of the weaknesses?

What suggestions do you have to improve and/or enhance the Student Teaching Program at Tougaloo College?

ADDITIONAL COMMENTS:

Appendix A

PREPARATION FOR YOUR ASSIGNMENT (Exploration and Investigation of a Community)

- I. **Obtain a map covering a radius of 10 blocks** around the school in which you will be doing your student teaching.
- II. **Find out as much as you can about** the community, especially the following.
 - A. **Community Agencies, such as**
 1. Library
 2. Settlement house
 3. Health facilities
 4. Fire house, police station, post office, etc.
 5. Institutions, public or private, that affect the community such as a university
 6. Welfare agencies
 7. Community organizations and local YMCA and YWCA
 - B. **Community leaders**
 1. Political leaders
 2. Religious leaders
 3. Educational leaders
 4. Other persons (formal and informal) who influence the community
 - C. **Curriculum resources, such as**
 1. Factories and commercial enterprises
 2. Museums
 3. Parks
 4. Docks
 5. Transportation facilities
 6. Churches, synagogues, and other houses of worship
 - D. **Representation of ethnic and socio economic groups based on**
 1. Available statistics (from agencies or census, or local college or university library)
 2. Observation
 3. Signs in neighborhood
 4. Available foods
 5. Other evidences
 - E. **Unique characteristics of the neighborhood**
 1. Family life
 2. Community life
 3. Evidence of problems
 4. Evidence of strengths
- III. **Suggest ways of gathering data and information**
 - A. Careful observation during neighborhood walks
 - B. Interview with community leaders, storekeepers, and other appropriate persons
 - C. Visits to community agencies and to curriculum resources
 - D. Visits to government offices for statistical information

For you in your first teaching experience, Section II, D and E, of the chart are especially important. Nothing, absolutely, is greater importance to a teacher than being able to understand the experiences of his or her students. The very meaning of education itself varies from social class to social class and from ethnic group to ethnic group.

Appendix B

Binder/Notebook Organization

A. Class Organization

1. Seating chart
2. Alpha listing
3. Pictures if possible
4. Master school and class schedule
5. Class rules
6. Copy of school discipline policy

B. Lesson Plans

1. Arranged chronologically by subject/topic
2. Reflective self-evaluations
3. Lesson Plan Option 1 or 2 format
4. If using text, have a copy available for college supervisor when visited (text references, page numbers, etc. in lesson plans).
5. Any ancillary/supplementary materials in lesson plans (if at all possible)

C. Records

1. Conferences
 - with cooperating teacher/college supervisor organized by type and date
 - briefly summarize topic and outcome
2. Evaluations (include copies)
3. Observations
 - name and date of class observed
 - sketch or describe classroom environment
 - lesson topic/purpose/grade level
 - teaching methods
 - learning activities/materials
 - evaluation/assessment
 - management style/techniques employed

Appendix C

College Supervisor's Teaching Portfolio Grade Sheet

Student _____ College Supervisor _____

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

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

Part I. Narrative (30 points maximum)

- ____4 1. Introduction
- ____3 2. Vutae/Resume
- ____4 3. Philosophy of Education
- ____4 4. A description of student teaching experiences at each placement Include description of school, children, activities, and responsibilities).
- ____4 5. Describe one critical incident and how it was handled. (This may be an exceptionally well taught lesson plan, performance sponsored for the children, interaction with parents, a break lesson with a child, etc.). Explain what happened, why and how responded.
- ____5 6. Case Study
- ____3 7. Parent Information.
- ____3 8. Describe professional development efforts. (What are you doing to improve your knowledge and competencies?)

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

Include the following items. The student teacher may also include additional items of his/her own selection.

- ____6 1. Sample lesson plans (3 copies – 2 points each, please include SOLs)
- ____10 2. Unit Plan with Goals and Objectives (label clearly)
- ____4 3. Students' Work with using Multiple Assessments – formal and informal (REMOVE STUDENT'S NAME)
- ____4 4. Analysis of Student Achievement to Improve Student's learning
- ____3 5. Submit your classroom management plans.
- ____3 6. Sample of student teacher's creative work.
- ____3 7. Copies of materials that you produced.
- ____4 8. Copies of quizzes, examinations, etc.
- ____3 9. Copies of charts, maps, graphs, etc.
- ____3 10. Pictures of bulletin boards, door decorations, displays, etc.
- ____3 11. Pictures and/or reports of field trips.
- ____3 12. Evaluations. One copy from each school/experience. (Cooperating teacher (2), College Supervisor (2))
- ____4 13. Optional – student teacher's work sample (1)
- ____4 14. Describe teaching style. Use examples from lessons or units actually taught. Show strategies, methods, resources, and materials to engage your students in learning.
- ____3 15. Copies from conferences, workshops, etc.

Part III. Video Preparation – Two videos - Knowledge, Skills, and Dispositions (10 points maximum)

- ____1 1. Academic preparation (competent)
- ____1 2. Classroom management (competent, leader)
- ____1 3. Ability to plan and present a lesson (competent)
- ____1 4. Ability to relate to students (compassionate, committed)
- ____1 5. Personal characteristics (compassionate, committed leader)
- ____1 6. Communication skills (competent)
- ____1 7. Multiple assessments (competent)
- ____1 8. Discuss how your video assessment results helped to improve your instruction.
- ____1 9. What intervention strategies were productive/unproductive in improving learning behavior?
- ____1 10. Reflections

____ **TOTAL POINTS (100 Maximum)**

Appendix D

Student's Reflection Form for Portfolio

SUMMARY	
Lesson (observed and participated):	
Objective: To write reflections about a lesson taught.	
1. What did I do (type of lesson and procedure used)?	
2. What were the problems? Why did they occur?	
3. What worked? Why did it work?	
4. What questions do I have about my lesson (planning instruction)?	
5. What did I learn about this instructional strategy? About teaching this content? About this child?	
6. What concerns do I have about teaching this grade?	
Grade Level (observed) _____	
Semester: ____ Fall ____ Spring ____ Summer YEAR: ____	
_____	_____
Observation Student's Signature	Date

SUPERVISORY REVIEW	
_____	_____
Cooperating Teacher Signature	Date
_____	_____
College Supervisor Signature	Date