

**TEACHER PREPARATION AND
CERTIFICATION PROGRAM**



Student Teaching Handbook

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2010-2011

Teacher Preparation & Certification Program

Student Teaching Handbook



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Preface

The student teaching/internship experience is the capstone of Tulane's Teacher Preparation and Certification Program (TCP), and, for most candidates, the most intense component of their professional preparation. Even after years of professional practice, teachers still clearly recall both the joys and the sorrows of their student teaching assignments. This is a time for both synthesis and exploration: a chance to apply and refine professional knowledge and skills, to experiment with new ideas and strategies, and to reflect on your professional development as a teacher. Bell and Robinson (2004) have described student teaching as "the bridge between the ivory tower of the college classroom and the real world of the public school." It is often referred to as an "apprenticeship" in which a novice simultaneously demonstrates a required level of expertise and develops additional skill under the watchful eye of a master practitioner.

The candidate, the mentor teacher, and the university supervisor are all essential participants during this critical period. This handbook describes the roles and responsibilities of the people involved in the process and outlines the policies of the TCP, covering standards, expectations, and evaluation procedures. **Student teachers are expected to read this handbook thoroughly and refer to it as needed.** We hope that it answers the majority of questions. However, the department may need to adjust some guidelines depending on a student teacher's individual needs or the unique context of a specific school setting.

The faculty and staff of the TCP are committed to our mission of developing the next generation of effective teacher leaders. By establishing close cooperation with the mentor teachers in our partner schools, we hope to enable all of our student teachers and interns to participate in a successful and rewarding experience.

Teaching is painful, continual, and difficult work to be done by kindness, by watching and by praise, but above all else ... by example.

John Ruskin

Becoming a Tulane Teacher-The Core Principles of Tulane’s Teacher Preparation and Certification Program

The program’s purpose is to develop compassionate, knowledgeable, influential educators who are dedicated to fostering educational growth, creative expression, critical thinking, community service and who will act and lead with integrity. Tulane University is committed to the enriching of individuals, and the TPCP strives to extend this commitment by using an interdisciplinary approach designed to help prospective teachers meet the needs of learners from all walks of life.

The broad goals of the TPCP are:

- ❖ To recruit diverse classes of enthusiastic teacher candidates.
- ❖ To apply principles of modeling, practice, reflection, and educational research, helping candidates develop a “toolbox” of skills to serve diverse learners.
- ❖ To assist candidates in understanding and adapting their skills to ensure that all learners have the opportunity to be successful.
- ❖ To provide constant and substantial opportunity for candidates to learn, practice, reflect, and grow in both college and field settings.

As developed by the Advisory Council, the mission of the TPCP program at Tulane University is to produce graduates who:

- ❖ *Demonstrate a **professional commitment as educational leaders**;*
- ❖ *Apply a **rigorous academic foundation** using **informed practice, information technology, and the ability to think creatively and reflectively**;*
- ❖ *Exemplify **sensitivity to all forms of diversity**; and*
- ❖ *Lead with integrity ensuring that **high levels of achievement** can be a reality for all learners.*

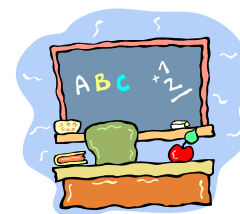
This mission statement is the basis for the core principles of the Tulane TPCP model and has led to the development of five core objectives. As candidates progress through student teaching, these five broad objectives will guide all phases of this capstone experience.

Core Principle 1 Professional Leadership

Objective 1: Candidates possess a professional commitment to learning and demonstrate it appropriately through modeling enthusiasm and care in education contexts as well as demonstrating and developing leadership skills.

Core Principle 2 Rigorous Academic Foundation

Objective 2: Candidates possess a rich and deep mastery of content and subject-specific pedagogy in their application of research-based strategies, their professional discourse and their critical problem-solving.



Core Principle 3 Informed Reflective Practice

Objective 3: Candidates use methods based on research and data, understand how to model and re-model their informed practice, use student achievement data to continuously improve their pedagogical content knowledge, and demonstrate creative and critical thinking skills.

Core Principle 4 Technological Literacy

Objective 4: Candidates use digital technology to support the academic achievement of students as well as their own development in instructional skills and reflective and critical thinking.



Core Principle 5 Sensitivity to Diversity

Objective 5: Candidates demonstrate a powerful sensitivity to learner variety and cultural differences, using this knowledge to raise the self-esteem and achievement of all learners, regardless of their backgrounds and characteristics.

Preparation for Student Teaching Admission and Placement

During the last semester of the pre-clinical coursework (usually EDUC 3900 or EDUC 5090-5130), candidates complete the application for student teaching, schedule formal interviews, and schedule panel portfolio reviews (see Appendix C). These are significant components in completing Level 3 of Tulane's electronic portfolio (E-Folio).

Candidates may either complete a one-semester "traditional" student teaching assignment (completing all of the level 4 capstone requirements in one semester) or, if they choose, obtain a paid teaching position and register for the internship option. The faculty and staff of the TPCP will make every effort to place candidates in student teaching assignments that meet the needs of the individual candidate (e.g. geographic location). Candidates may also choose the Global Student Teaching option through *Educators Abroad* and complete the one semester clinical in one of 50 countries participating in this program. More information on this option is available @ www.educatorsabroad.org.

Each case will be considered on an individual basis. After a successful application, interview and E-folio review, the Director of the TPCP will make the final placements and notify candidates. Student teachers are expected to contact their mentor teachers prior to the beginning date of the student teaching assignment.

Candidates who have NOT secured a teaching position by June 1 (for the internship option) MUST notify the Program Director so that a student teaching placement can be identified.

The evaluation of the Level 3 E-folio will occur as final education coursework is being completed (during the last semester of the candidate's program coursework) and will verify the candidate's preparation for the student teaching semester. **Candidates must complete the Application for the Clinical Capstone, submit the application to the Program Director and schedule their Student Teaching Interview NO LATER than midterm of the semester in which they are enrolled in Methods II. Candidates should register for either the January or March administration of the Praxis II content tests to allow adequate time for the scores to be mailed and verified.**

Candidates who do not meet the 2.5 cumulative GPA requirement, the 3.0 education GPA requirement and the Praxis II content test (s) requirement will be NOT be admitted to student teaching.

TCPC E-Folio LEVEL 3 Admission to Student Teaching

Required Courses: For ECE: EDUC 3900/3910, PSYC 3210
 For SEC: EDUC 5090-5130 (appropriate content Methods II), PSYC 3390
 For DANC: DANC 5140
Enrollment in all content area courses and degree requirements
Education Minimum GPA: 3.0 **Minimum Cumulative GPA: 2.5**

Submission Deadline: NO LATER than May 10th of the semester enrolled in Methods II

Students must receive a rating of “proficient” or higher for the Level 3 E-Folio to be placed in a student teaching assignment. Students who do not meet the program standards will receive remediation and be allowed ONE additional chance to successfully complete the requirements.

Required Artifacts to be submitted by student in Level 3 E-Folio on TaskStream:

- ❖ Field Experience Summary Form (for Level 3 courses-completed on-line in TaskStream)
- ❖ Full UbD Unit with all daily plans and materials from Methods II (3900 or 5090-5140)
- ❖ Microteaching sample from Methods II (Lesson plan & edited 5 minute video clip)
- ❖ Professional resume

Items submitted/verified by TPCP faculty & staff for LEVEL 3 E-Folio:

- ❖ Student Teaching Application (submitted to program Director)
- ❖ Level 3 Interview & Evaluation
- ❖ Professional Dispositions Evaluation from Methods II mentor teacher(s)
- ❖ PRAXIS II content area tests (scores verified by Assessment Coordinator)
- ❖ Professional Dispositions Evaluation from Methods II faculty
- ❖ GPA’s and course completion (checked by Assessment Coordinator)
- ❖ Pre-capstone Field Experience -Service Learning (hours verified by Assessment Coordinator)

At least one full semester must be devoted to student teaching. Candidates will spend approximately thirteen weeks in a school setting, incrementally assuming the duties (planning, instruction assessment, and so on) of a classroom teacher. According to Louisiana’s alternate certification requirements, a minimum of 300 clock hours must be spent in the student teaching assignment with at least 200 hours spent in “full-time” teaching. Candidates will assume the full teaching load for at least five weeks. In some instances, candidates might be assigned to two different contexts (one class in the morning and another in the afternoon) or spend six and a half weeks in one setting and the second half of the semester in a second setting. In addition, attendance at seminars and the completion of an action-research project are mandatory components of both student teaching and the internship. **Candidates are cautioned to carefully consider these demands when scheduling other commitments during the student teaching semester.**

Post-graduate Tuition and Fees

Student teaching candidates will register through the School of Continuing Studies as part-time students and will be charged a reduced tuition on a per-credit hour basis. Application forms and information on are available on the SCS website @ www.scs.tulane.edu.

Student Teachers will register for six hours in either the Fall or Spring semester. (either EDUC 6900- ECE Student Teaching OR EDUC 6930 – SEC Student Teaching OR EDUC 6960 – DANCE Student Teaching.

The Student Teacher

Goals of Student Teaching

As stated in the syllabus for student teaching, the course objectives are drawn from a variety of national standards documents (see Appendix H) and are closely meshed with the TPCP's conceptual framework.

After completion of this capstone experience, candidates will be able to:

- ❖ Incorporate principles of child and adolescent psychology into planning, instruction, and interactions with students.
- ❖ Effectively plan and apply a variety of research-based teaching strategies to meet the needs of diverse learners with differing intellectual, social, and personal needs.
- ❖ Develop and implement effective research-based methods for classroom management.
- ❖ Develop and implement interdisciplinary lesson and unit plans that integrate technology.
- ❖ Develop and implement an assessment system based on best practice.
- ❖ Exhibit the characteristics of an emerging educational leader and reflective practitioner.
- ❖ Articulate the connections between a personal philosophy of teaching and ethical classroom practice which supports equity and high levels of achievement for all students.
- ❖ Demonstrate high levels of mastery in appropriate content area(s).

The mastery of these broad objectives depends on the knowledge, professional dispositions, and skills of candidates. The student teaching experience will provide a number of opportunities to assess these factors. **Evaluation procedures are explained on pages 9-10 of this handbook.**

The Roles of the Student Teacher

Although the student teaching experience is intense and challenging, understanding the roles and responsibilities of the various participants can alleviate some of the anxiety and, hopefully, help ensure an enriching experience for all involved. Student teachers must make the transition from the familiar university classroom to new situations where they must make myriad teaching decisions, not just for one lesson but for several months. There are new obligations and responsibilities, but there are also new rewards. The following list of expectations will help the student teacher conceptualize this critical stage of professional development.

Roles of Classroom Teacher/Responsibilities to Students in Host Classroom

- ❖ Remember that the students come first
- ❖ Develop and carry out effective classroom routines
- ❖ Plan units and daily lessons that meet local, state, and national standards
- ❖ Adapt strategies and plans to meet the needs of diverse learners
- ❖ Maintain accurate and complete records of student progress
- ❖ Understand and adhere to school policy and expectations for faculty
- ❖ Participate in activities outside the classroom
- ❖ Provide meaningful feedback to students about their progress
- ❖ Use student progress data to adapt and revise plans and teaching strategies

- ❖ Strive to be a positive role model for students
- ❖ Evaluate and reflect on teaching performance in a journal
- ❖ Be open to suggestions for improvement from others
- ❖ Communicate effectively with parents/caregivers
- ❖ Maintain professional relationships with faculty, administrators, and support personnel
- ❖ Be enthusiastic; demonstrate interest and concern for students in the host classroom

Roles of a Candidate/ Responsibilities to Tulane and the Teaching Profession

- ❖ Uphold the academic standards of Tulane University
- ❖ Focus on continual self-analysis and professional development
- ❖ Cooperate with both the mentor teacher and university supervisor
- ❖ Take advantage of professional development activities at the host school
- ❖ Ask questions; seek assistance; elicit feedback; and follow suggestions
- ❖ Maintain high standards of ethical professional behavior
- ❖ Discuss all plans, changes, and procedures with the mentor teacher
- ❖ Be proactive; anticipate ways in which to assist the mentor teacher
- ❖ Take responsibility for making a positive difference in the profession
- ❖ Set goals for future professional development

Professional Standards & Expectations

Professional Dress and Demeanor:

As representatives of Tulane University and the teaching profession, candidates must adhere to a professional dress code (no jeans, T-shirts, flip-flops, or other casual attire). If in doubt, check with the mentor teacher during the orientation. All interactions with PK-12 students, parents, support personnel, faculty in the host school, and peers in the student teaching seminar should be collegial and should demonstrate effective communication skills. Candidates should speak and write Standard English and work continuously to develop their professional vocabulary. (See Appendices E- *Student Teaching Evaluation of INTASC Skills* and G- *Level 4 Program Exit Interview Rubric*.)

Calendar and Attendance

Once the student teaching assignment begins, the candidate adheres to the calendar of the host school, not the university. Candidates should attend all faculty meetings, parent/teacher conferences, in-service workshops, any duty assignments, and other appropriate events designated by the mentor teacher. School assignments will last approximately 12 to 13 weeks; the candidate must spend a minimum of five weeks engaged in teaching for the full day.

Absences must be limited to emergencies. **It is the responsibility of the student teacher to notify BOTH the mentor teacher and the university supervisor before school begins on the day of the absence** (just as a regular teacher has to notify the principal to arrange for a substitute). If the number of days absent exceeds three days per placement, the candidate may be asked to extend his or her student teaching experience. The Director of the TPCP will evaluate each case individually and make the final determination. **On any days when a candidate's absence is unavoidable, written lesson plans and other teaching materials must be sent to the school or be on file** (just as a regular teacher is required to do in case of an absence).

Professional Ethics

Prospective teachers should be aware of the public's concerns about the quality and training of the nation's classroom teachers and the effects of poor and mediocre instruction on the achievement of PK-

12 students. Throughout their progress in Tulane's TPCP, candidates have encountered a wide range of standards documents governing the profession of teaching, many of which include standards for professional dispositions. Several examples of ethical codes are referenced in this handbook, and each candidate needs consciously and continuously to consider the ethical implications of classroom decisions. One frequently cited formal code is the *Code of Ethics of the Education Profession* developed by the National Education Association (NEA) in 1975.

The complete version can be obtained at www.nea.org. (The inclusion of this reference does not imply any endorsement of the NEA or any other group by the TPCP at Tulane University.)

**Knowing is not enough, we must apply.
Willing is not enough, we must do.
Goethe**

Student Teacher's Code of Ethics

1. All information received about students in the host class or school is to be kept confidential. If any student information is shared (e.g., as part of an assignment), names must be changed to protect confidentiality.
2. A candidate should be more concerned with the pupils' achievement than with making impressions on the mentor teacher or university supervisor.
3. The student teacher should maintain the dignity necessary to gain the respect of his or her students and must be an example to students in every way— physically, mentally, and ethically.
4. The student teacher should show enthusiasm for teaching and be sympathetic and courteous towards all students.
5. The student teacher must demonstrate multicultural sensitivity and strive to create a learning environment that celebrates diversity.
6. The student teacher must remember that every student is an individual with varying abilities, interests, and capacities for learning, and he or she must demonstrate that understanding in all interactions with students and parents.
7. The candidate must be completely impartial when dealing with pupils and strive to be fair while judging their actions.
8. The student teacher should consider himself or herself to be a member of the host school's professional community, responsible for learning and following the policies and procedures. Disciplinary measures used by the student teacher should conform to the standards of the mentor teacher.
9. The candidate must recognize and respect the position of his or her mentor teacher and assume only the authority delegated by the mentor teacher. Although the candidate and the mentor teacher will plan, teach, and evaluate as a team, final decisions regarding curriculum, assessment strategies, grading, and other professional concerns will be made by the host teacher.

(Adapted from the *Student Teacher Code of Ethics* developed by the California Student Teacher Association.)

Teach your students to discover wisdom rather than to expect you to provide it.
B. Algozzini

Clinical Seminar

Throughout the semester, student teachers and interns are expected to attend a series of seminars at which they will share concerns, report on their classroom experiences, give progress summaries on the classroom action research project, and continue to polish professional skills through readings and focused discussions. The schedule for these seminars will be published each semester in the syllabus for student teaching. **Attendance at these monthly seminars is mandatory.** Topics include differentiation, children with special needs, communicating with parents, meaningful assessment, reflective decision-making, and integrating technology, among others.

This seminar is a support network as well as a focused reflection experience that supplements and enriches the classroom component of student teaching. Many candidates experience high levels of stress and anxiety during student teaching. This seminar will enable candidates to evaluate their progress more accurately, which helps in maintaining a positive attitude and a sense of humor.

Evaluation Procedures for Student Teaching

The student teaching experience is officially documented in several ways:

- ❖ **Reflective Journals**—A record of reflections and reactions to the student teaching experience included in the Student Teaching Notebook (see Appendix B).
- ❖ **The Student Teaching Notebook**—An organized chronological record that includes all unit and lesson plans and accompanying materials (handouts, activities and assessments), professional development logs, self-evaluations (see Appendix B), and all observation reports and evaluations from the university supervisor and mentor teacher (see Appendices C, D, and E).
- ❖ **The Action Research Project** (See Student Teaching Syllabus.)

Reflective Self-Evaluation:

Throughout the experience, candidates are expected to maintain a running reflective journal, responding to focused topics presented in the Student Teaching Seminar as well as recording personal analyses and reactions on a weekly basis. An edited video clip (4-5 minutes) of a showcase lesson accompanied by self-evaluations is one of the requirements for the Level 4 E-portfolio on TaskStream. Candidates will be expected to complete a formal self-evaluation at mid semester and at the completion of the student teaching experience. (See Appendix E.)

Evaluation by the Mentor Teacher:

Evaluations of the candidate's knowledge, skills, and dispositions will occur throughout the student teaching semester or internship. Mentor teachers are expected to provide ongoing critiques of plans, instructional techniques, and classroom management skills, engaging in continuous communication with the candidate. The focus should be on jointly analyzing the candidate's classroom practice to determine ways to refine or adapt any ineffective practices. The goal is to enable the student teacher to become more effective with all students. In addition, the mentor teacher will complete a minimum of four

formal observations with results recorded on the *Instructional Skills Evaluation* (see Appendix D), a midterm *Evaluation of INTASC Skills*, and a final *Evaluation of INTASC Skills* (see Appendix E).

Evaluation by the University Supervisor:

The candidate will be visited on a regular basis (weekly or bi-weekly) by the university supervisor. These visits will include both informal and formal observations. The university supervisor will complete four formal observations with written *Instructional Skills Evaluations* (Appendix D), a midterm Student Teaching *Evaluation of INTASC Skills*, and a final Student Teaching *Evaluation of INTASC Skills* (see Appendix E).

Midterm Evaluation of Student Teaching:

This interim evaluation is a formative assessment designed to provide feedback to the student teacher so that any weak or under-developed areas of practice may be addressed and strengthened during the second half of the experience. The candidate, mentor teacher, and university supervisor will all complete the *Evaluation of INTASC Skills* and discuss the results in a three-way conference. Any competency areas that do not meet the acceptable levels of proficiency for beginning teachers will be addressed in a written prescriptive plan, which will be a primary focus of the remaining time in student teaching.

Final Evaluation of Student Teaching:

At the completion of the student teaching assignment, the candidate, mentor teacher and university supervisor hold another three-way conference. Each completes a Final Student *Teaching Evaluation of INTASC Skills* and shares results during the conference. This evaluation of the candidate's classroom skills becomes a major component of the final grade for student teaching. The university supervisor assigns the final grade for student teaching. However, the mentor teacher and candidate have input throughout the process.

The components of the final grade for student teaching are:

Seminar attendance/participation/collaboration	5%
Reflective journal/self-evaluations	10%
Seminar Action Research Project	25%
Unit/Lesson Plan Notebook/ Videos with Analyses	30%
Evaluations from mentor teacher and university supervisor	30%

****Remember: A grade of "A" or "B" is required for student teaching.****

Unsatisfactory Performance:

If a candidate is not achieving acceptable proficiency in any of the required knowledge, skill or disposition areas, and fails to reach acceptable levels after the implementation of a prescriptive plan, that candidate faces the prospect of not passing student teaching.

Depending on the nature of the problem, the following options will be considered by the university supervisor with input from the mentor teacher:

- ❖ Extending the student teaching experience to allow time for improvement.
- ❖ Providing a new placement with a new mentor teacher (only in exceptional cases).
- ❖ Withdrawing the candidate from student teaching and registering him or her in a different semester.
- ❖ Counseling the candidate to reconsider the teaching profession.

If problems other than classroom teaching proficiency arise (such as an accident or extended illness), an extension of the student teaching experience may be required. A grade of “incomplete” will be assigned until all requirements are met. The candidate must meet the university requirements for the submission of all required work in a timely manner. Please consult the university catalog for the necessary procedures and the specific conditions under which an “incomplete” may be given.

Helpful Hints

Before your first day at the host school:

- ❖ Check on the best transportation route to the school; make sure you have a backup means of transportation (such as car-pool, public transportation, or taxi).
- ❖ Contact your mentor teacher through the school office to introduce yourself and schedule your first meeting.
- ❖ Prepare an updated copy of your resume for your mentor teacher.
- ❖ Prepare a list of questions for your initial meeting with your mentor teacher.
- ❖ Re-read the ***Student Teaching Handbook*** so that you are familiar with your responsibilities.

During your first meeting with your mentor teacher:

- ❖ Discuss the mentor teacher’s long-range plans for the classes you will be teaching and create a tentative calendar for possible units.
- ❖ Learn about any individuals with special needs in the class(es).
- ❖ Discuss the student teaching timeline; make sure your mentor teacher has a copy of Tulane’s ***Student Teaching Handbook***.
- ❖ Arrange for a meeting between the university supervisor and your mentor teacher if they have not yet met. (Remember: it is your responsibility to set up meeting times for conferences and observations.)
- ❖ Obtain copies of school and faculty handbooks, textbooks, workbooks, and any curriculum guides you will be using in unit or lesson preparation.
- ❖ As appropriate, introduce yourself to the principal, faculty, and staff. Familiarize yourself with the layout of the school.
- ❖ Discuss options for your required guided observations and the seminar action research project.

During Student Teaching:

- ❖ From your first day in the host school, be an **active participant**; find ways to become involved (such as tutoring, bulletin boards, and small group work) that are comfortable for you and your mentor teacher.
- ❖ Make seating charts (or use those of your mentor teacher) to learn students’ names as quickly as possible.
- ❖ Attend faculty meetings, PTA meetings, and parent-teacher conferences. When appropriate and feasible, participate in professional development, in-service training, and extra-curricular activities.
- ❖ Learn about the resources available to teachers (such as libraries and computer labs).
- ❖ Maintain ongoing communication with your mentor teacher and university supervisor throughout the various stages of student teaching.
- ❖ Make sure you follow the guidelines for the student teaching journal and the student teaching notebook (see Appendix B).

Frequently Asked Questions (and Answers)

Should I be left alone in my classroom during student teaching?

Once you are established and teaching a “full” load, your mentor teacher will probably leave you alone in the classroom for brief periods of time. There should always be another teacher or administrator available to you for emergencies. If your mentor teacher is absent from school, there must be a substitute assigned to you. Since a student teacher is not an “employee” of the school system, there are legal issues which must be considered. Do not assume that your mentor teacher or host school principal do not “trust” your capabilities.

Should I be left alone with large groups of students for activities such as cafeteria duty?

It is not recommended that you take responsibility for large groups of students in the cafeteria or on the playground during recess. At least one other teacher should be present, so that you are assisting but not assuming sole responsibility.

What should I do if I have to physically defend myself or break up a fight?

There are situations in which a teacher may have to separate two aggressive students, restrain an “out of control” student, or even react to physical aggression by a student. Intervention must be made with non-aggressive strategies **first** whenever possible. Most importantly, do not let your anger or frustration lead to poor decisions. The courts have generally upheld a teacher’s right to protect himself or herself, students, and school property **without** resorting to extreme force. Threats against you should be taken seriously and reported to the proper authorities. Talk with your mentor teacher about the exact policy at the host school.

How do I ensure my students’ safety when we are outside of the classroom (at assemblies, fire drills, field trips, etc.)?

Talk with your mentor teacher about the school’s policies and procedures. It is usually a good idea to have a class “roll book” with the names of all of your students that you can take with you when you leave your classroom, especially for fire drills. This will help you account for every student under your charge. You should include expectations for behavior outside of the classroom in your management plan and discuss these expectations with your students as part of your “start of the year” activities. Establishing routines and expectations ahead of time will increase your students’ success.

What should I do if a child is hurt while I’m in charge of the class?

If a child is hurt while you are teaching without your mentor teacher in the classroom, you are responsible for demonstrating that you had exercised “reasonable care” in supervising the students. Sometimes accidents happen. Make sure you know what the policy is for reporting any accidents or injuries and follow the procedures.

Should I administer first aid to a student who has been injured?

Generally, we strongly suggest that you never administer first aid unless it is a serious emergency, and you are the only adult in the area. Your first response should be to contact your mentor teacher or another teacher in the area. All teachers should have some basic training in lifesaving techniques such as CPR and basic first aid. If you have never attended any of the Red Cross first aid training, that may be something to add to your personal professional development goals. It is important that teachers know what to do in emergencies, such as extreme bleeding from a playground injury, choking in the cafeteria, or seizures.

What if I am asked to give medications to a student?

Only a school nurse or designated representative can administer prescribed medications to students. Check with your mentor teacher. Under no circumstances should you give any over the counter medications (such as aspirin or Advil) to a student.

What if I suspect that a student has an illegal weapon, concealed illegal drugs, obscene materials or other “banned” items?

Different schools have different policies. Some school districts do not allow students to bring cell phones or electronic games to school. Talk with your mentor teacher and make sure you know your host school’s policy. If you suspect a student has an item that is not appropriate, report it to your mentor teacher. Under no circumstances should you take it upon yourself to search a locker or back-pack.

Can I transport students in my car?

The general answer to this is “no.” However, there might be an unusual or emergency situation in which such transportation would be necessary to ensure the safety of a student. This should only be done under the direction of a school administrator.

What do I do if I suspect one of my students is being abused?

In most states, teachers, along with doctors and nurses, are **required** to report suspected child abuse. Because teachers are often a first line of defense for children, all teachers should be aware of the warning signs of child neglect and physical, sexual, and emotional abuse. If you see evidence of child abuse, talk to your mentor teacher.

What are my rights to teach what I think is appropriate?

The controversy over who controls what teachers can teach is ongoing. Some works of literature have been banned or removed from school reading lists and libraries; some science textbooks have been rewritten to avoid or downplay evolution. Everything you teach during the student teaching semester **must** be approved by your mentor teacher, so that you will have support and guidance during this stage of your teaching career. In general, there are several questions a teacher must consider when using any controversial materials:

- ❖ What is the educational purpose?
- ❖ Why is this material essential?
- ❖ Is the material developmentally appropriate for my students?
- ❖ What is the school or district policy on the use of such material?
- ❖ How will I keep parents informed?

Will I be expected to attend all school meetings with my mentor teacher?

One of the important outcomes of the student teaching semester is the candidate’s “immersion” in the full daily schedule of a classroom teacher. This includes parent-teacher conferences, team meetings, faculty meetings, PTA meetings, and any workshops or professional development activities offered at the host school. A student teacher is typically expected to attend all of the functions attended by the mentor teacher. In extenuating circumstances (such as scheduling conflicts with the mandatory student teaching seminar or workshops which continue training which began before you arrived at the school), the mentor teacher, the university supervisor, and the school administrator will make decisions about which functions are appropriate for you to attend. **You DO need to attend all of the scheduled student teaching seminars.**

Who assigns the grade for student teaching?

The university supervisor has the final responsibility, but the recommendation of the mentor teacher is an important factor in that process. (See pages 9-10 in this handbook for the detailed explanation of the evaluation procedures used for student teaching.)

When do I have to complete the Praxis II Principles of Learning and Teaching test?

You must pass this test before the completion of student teaching. It is required before we can recommend you for licensure. It is a good idea to schedule this test earlier in the semester rather than later. In the latter part of the semester, you will be finishing up your action research project and preparing for your final interview and portfolio review.

Completing your Level 4 E-Folio

The Level 4 TaskStream E-folio is the culminating portfolio which demonstrates the candidate's proficiency in the required knowledge, skills, and dispositions expected of a beginning Tulane teacher. After the completion of the student teaching semester, this electronic portfolio will be evaluated to determine the candidate's eligibility for recommendation to the state for licensure. Candidates will be able to export their E-folio to a DVD that may be used as they apply for positions in Louisiana or in other states.

During your student teaching experience, you should continuously evaluate artifacts for your electronic portfolio. It is not necessary to enter all of the unit and lesson plans in your Student Teaching Notebook into your E-folio. Choose the one unit that will best showcase your teaching knowledge and skills. You must retain copies of all observation reports in your student teaching notebook, but only the final summative evaluations completed by your mentor teacher and university supervisor will go into your level 4 E-folio. You will complete your final self-evaluation online in TaskStream. The university supervisor will enter the results of the final Evaluation Of INTASC Skills directly into your level 4 E-Folio: the mentor teacher's evaluation will be entered by the Assessment Coordinator.

Towards the end of your student teaching assignment, you will set up the date for your final program interview and portfolio review. You must have your E-Folio ready to send to the members of your panel before your interview date (usually 7 to 10 days prior). The faculty members will review your portfolio and verify that you have met the folio requirements. On the day of your interview, you will be asked to reflect on your student teaching experience as well as answer questions about your portfolio. (A list of sample questions and the evaluation form for this interview are included in Appendix F.) You will receive more information about this process during your seminar.

TPCP E-Folio LEVEL 4 Completion/Recommendation for Certification

Required Courses:	For ECE:	EDUC 6900 or 6910 & 6920
	For SEC:	EDUC 6930 or 6940 & 6950
	For DANC:	EDUC 6960 Or EDUC 6970 & 6980

Minimum grade of "B" for student teaching semester or internship year.

Deadline for Submission: NO LATER than three weeks after the completion of the student teaching semester.

The Level 4 E-Folio will be evaluated after completion of the clinical capstone to verify the candidate's eligibility for recommendation to the state for certification. The entire E-folio will be reviewed for both

achievement and growth. In addition, feedback from graduates and cooperating teachers will be used to continuously revise and improve the overall program.

Required Artifacts to be submitted by candidate in Level 4 E-Folio:

- ❖ Final Self-Evaluation of INTASC Skills (completed on-line by candidate)
- ❖ Showcase UbD Unit with all lesson plans, materials, rubrics, assessments, and student work samples
- ❖ Showcase lesson (plan with 4-5 minute edited video clip)
- ❖ Action research project summary from ST/INT seminar with Power Point presentation
- ❖ Revised professional resume
- ❖ Candidate Evaluation of Program (completed on-line in TaskStream)

Items submitted/verified by TCP faculty & staff for LEVEL 4 E-Folio:

- ❖ Final Evaluation of INTASC Skills from university supervisor
- ❖ Final Evaluation of INTASC Skills from mentor teacher
- ❖ PRAXIS II (Principles of Learning and Teaching) (scores verified by Assessment Coordinator)
- ❖ Program Exit Interview and evaluation/ Final Evaluation of Portfolio
- ❖ Completion of LA Application for Initial Teaching License



Global Student Teaching

Candidates who select this option for the final clinical experience will complete a modified Level 4 E-Folio on TaskStream. The Global Student Teacher will maintain contact with the Program Director via email and submit reflections and updates while abroad.

Required Artifacts to be submitted by GST candidate in the Level 4 E-Folio:

- ❖ Final Self-Evaluation of INTASC Skills (completed on-line by candidate)
- ❖ Showcase UbD Unit with all lesson plans, materials, rubrics, assessments, and student work samples
- ❖ Showcase lesson Plan (with 4-5 minute edited video clip if possible)
- ❖ Action research project summary (if possible)
- ❖ Revised professional resume
- ❖ Candidate Evaluation of Program (completed on-line in TaskStream)

Items submitted/verified by TCP faculty & staff for LEVEL 4 E-Folio:

- ❖ Final Evaluation of INTASC Skills from GST mentor teacher
- ❖ PRAXIS II (Principles of Learning and Teaching) (scores verified by Assessment Coordinator)
- ❖ Program Exit Interview and evaluation/ Final Evaluation of Portfolio
- ❖ Completion of LA Application for Initial Teaching License



Submitting your Application for Licensure

After the completion of all program requirements and the final E-Folio review/interview, the candidate must submit the appropriate documents and fees to the Louisiana State Education Department for application for the initial (Level 1) teaching certificate.

Candidates must have a complete Praxis score report and ALL transcripts ahead of time to include with the application. The ACT/SAT score report must also be included with the application if those scores are used for the exemption from Praxis I. Candidates may submit the ORIGINAL examinee score reports--they will be returned to the candidate after the license application is processed. The certification department will NOT accept photocopies of any of these documents.

- 1) After the Program Director and Coordinator for Assessment verify the completion of program requirements, the Director will complete one portion of the LA Application for Teaching Certificate and give to the candidate.
- 2) The candidate must sign the application and obtain all appropriate signatures: Program Director, Registrar, and Academic Dean.
- 3) The candidate must complete and sign the *Professional Conduct Form* and the *Alumni Contact* form (available in Program Director's office).
- 4) Once the signatures on the application form are obtained, the candidate should make a copy of the license application and return that copy to the TPCP office for the candidate's program folder.
- 5) Applicant must obtain a money order (cannot be older than one year) for \$50 made out to Louisiana Dept. of Education.
- 6) Applicant collects all documents: Application form, Professional Conduct Form, current Praxis score report, copy of ACT/SAT score report, and ALL transcripts and submits ALL documents and the money order to:

Louisiana Department of Education
Office of Higher Education & Teacher Certification
PO Box 94064
Baton Rouge, LA 70804-9064

The application process usually takes 10-15 days. The Department of Certification is no longer mailing paper copies of the teaching certificate: candidates may print out a paper copy of their teaching license and track the progress of their license applications on the LDE website @ teachlouisiana.net

The Role of the Mentor Teacher

Mentor teachers assume responsibility for the daily practical experiences of candidates assigned to them, serving as models for pre-service teachers and greatly influencing attitudes, teaching strategies, and even philosophies of teaching.

You have been selected for this role because your principal agrees that you can be an effective mentor for a beginning teacher. Working effectively with a student teacher is rewarding, but it is also time-consuming. You must always keep the best interests of your students in mind. The staff of Tulane's Teacher Preparation and Certification Program must rely upon your professional judgment, not just in the coaching of a novice teacher, but also in regards to the candidate's ability to maintain high professional standards. If you develop any reservations about the candidate's ability to become an effective beginning teacher, please document the performance problems, discuss improvements with the candidate, and share your concerns with the university supervisor.

Student teaching is a stressful period for most candidates. Therefore, praise, encouragement, and focused coaching are three requirements for effective mentoring. Open communication will help establish trust and rapport between you and the candidate. The guidelines and suggestions presented in this section are designed to help you, the mentor teacher, create an environment in which the candidate can continue development of his or her professional knowledge and skill.

Orientation

Before the candidate arrives, you can ensure a positive learning environment by taking the following steps:

- ❖ Prepare a work area for your student teacher and designate locations for books, teaching materials, and personal items, such as coats.
- ❖ Obtain copies of faculty handbooks, curriculum guides, textbooks, teacher guides, student handbooks, and other materials which you think will be helpful.
- ❖ Prepare your students for the arrival of the candidate. Make sure they know that the candidate will be in your class for a specified time, and that they should show the student teacher the same respect they show other teachers.
- ❖ Tell the faculty and support staff when your student teacher will arrive. Ask them to make the candidate feel welcome. You may want to schedule a series of informational meetings with the administrators, counselors, media specialist, technology coordinators, and other school personnel. Such meetings help the candidate learn about available services and general school policies.

During the first days of the candidate's assignment:

- ❖ Give your student teacher a tour of the school, pointing out areas such as the staff lounge, cafeteria, library, and computer labs.
- ❖ Discuss any special-needs children in your class, summarizing the various strategies you have found to be successful.
- ❖ Share your unit and lesson plans and model the types of lessons, activities, and assessments you expect the candidate to develop.
- ❖ Discuss the units and lessons that he or she will be teaching, so that he or she can begin the design of those units. (Candidates are required to use the Understanding by Design process for their planning.)
- ❖ If your school requires a specific format for written, daily lesson plans, please share it with your student teacher.
- ❖ Discuss the recommended timeline, setting tentative dates for the student teacher to assume classroom responsibilities incrementally.
- ❖ As the student teacher completes the two required focused observations of your teaching, share your reflections on your teaching.
- ❖ Suggest ways in which the candidate can begin his or her involvement in your classroom (such as grading homework, tutoring small groups, taking attendance, or duplicating materials).

**Some things need doing better than they've ever been done before.
Some just need doing. Others don't need doing at all.
Know which is which.**

H.J. Brown, Jr.

Planning and Curriculum

It is imperative that you set up a regular meeting time with your student teacher to discuss unit and lesson plans, assessments, management strategies, grading, and the results of your informal and formal observations. You should expect to see detailed, effective lesson plans with clear activities that enable students to master the learning objectives. Although candidates have been taught the ***Understanding by Design framework*** for effective unit and lesson design, they will need continuing support and coaching as they grapple with the day-to-day issues of implementing and refining their plans. **No student teacher should be allowed to teach without detailed lesson plans.** At the beginning of the student teaching assignment, you will probably need to provide a good deal of direction and advice on the candidate's lesson plans. Often, sharing your previous plans will provide a good model to aid the candidate with pacing and materials selection. As the candidate gains confidence and experience in planning and instruction, you will be able to allow more independent planning by the candidate.

Please make sure that the student teacher has been given a copy of the district's curriculum guide as well as a teacher's edition of the textbook(s) used in your classes. Candidates are well aware of the national content standards specified by groups such as the National Association for the Education of Young Children, the National Council for the Teaching of Mathematics, and the National Council of the Teachers of English. They have also been exposed to Louisiana's Content Standards and the state reading standards. However, they will need practice in translating district standards into unit and daily objectives. Likewise, candidates have seen sample assessments from standardized tests (such as LEAP, ITBS, and ITED), but they will need additional practice in developing activities and assessments that address skills critical for success on these high-stakes tests.

Supervision and Evaluation

Free and open communication between you and the student teacher is essential for his or her effective development. Critique the student teacher's plans and classroom instruction honestly, sharing your observations in a constructive way. Give specific feedback to the candidate, pointing out strengths and offering suggestions for alternative strategies in skill areas that need improvement. You must complete two formal observations of the candidate before you complete the Midterm Evaluation in week six of the assignment. This evaluation is formative and is designed to identify any areas that need intensive attention during the remaining weeks. Informal observations and coaching conferences should occur at least weekly. Use the ***Instructional Skills Evaluation*** (based on the Louisiana Components of Effective Teaching) **and *Evaluation of INTASC Skills*** to guide these conversations. (See Appendices D and E.) Please make sure that you give the candidate a copy of your completed observation forms and Midterm Evaluation for the student teaching notebook. You may also use the candidate's Midterm Self-Evaluation to structure areas of focus for the second half of the experience.

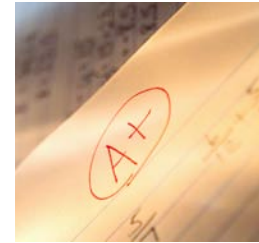
You will need to complete at least two formal observations of the candidate in the second half of the student teaching assignment (after the Midterm Evaluation). Continue to perform informal observations, lesson plan checks, and weekly coaching conferences. During the last week of the assignment, complete the Final ***Evaluation of INTASC Skills*** for the student teacher and participate in a three-way conference with the candidate and the University Supervisor. As the candidate finishes the action research project, offer appropriate advice and support. The candidate will ask you to sign off on a variety of documentation forms (such as clock hours spent teaching, observing, preparing, and participating in professional development activities). (For more information, see Appendix B.) The candidate may ask you for a letter of reference to include in the student teaching portfolio.

While serious problems during student teaching are relatively rare, mentor teachers bear the brunt of identifying and addressing any serious deficiencies. **If a candidate performs at the unsatisfactory level at any point during the student teaching assignment, the problem area(s) need to be addressed immediately, using the following steps:**

- ❖ Identify the specific problem area(s). Discuss them with the candidate and the university supervisor in a three-way conference.
- ❖ With the candidate and the university supervisor, create an action plan with specific steps for alleviating the deficiencies.
- ❖ If necessary, revise the “take-over” schedule to allow the candidate additional time to focus on improvement in the problem area(s).
- ❖ Increase informal observations of the candidate and provide extra written and oral feedback, including specific suggestions for improvement.
- ❖ Use additional video taping to help develop the candidate’s awareness and reflection. (All candidates are required to have at least two videos of lesson segments from the “showcase” unit they submit for their student teaching folio.)
- ❖ Ask an administrator to complete a formal observation of the candidate and provide written feedback, using the observation form.

After intensive coaching and support, if it still appears that a candidate may receive a rating of “unsatisfactory” in one of the core skill areas, please make sure you do the following:

- ❖ Keep the university supervisor involved in ongoing documentation and monitoring.
- ❖ Keep a log of dates and problem situations.
- ❖ Keep notes from conferences, both formal and informal.
- ❖ Keep copies of your written feedback, signed and dated by both you and the candidate.
- ❖ Keep copies of any feedback provided to the candidate by other professional staff.



At Tulane, a final grade of “A” or “B” is required in order for the candidate to be recommended for licensure. Our goal is to prepare highly qualified beginning teachers. While other factors are part of the final grade in student teaching (such as seminar attendance and participation), the majority of the final grade is directly linked to the candidate’s performance in your classroom. An overall category rating of “needs improvement” in one of the core standards on the **Final Evaluation of INTASC Skills** may lead to an unacceptable grade in student teaching. Please use the performance descriptors included with the evaluation rubrics to “anchor” your ratings. If you have any questions, please discuss your concerns with the university supervisor.

Working together, the mentor teacher and the university supervisor have a responsibility to make sure that the candidate understands the expectations and has access to appropriate support and coaching.

Suggested Timeline for Student Teaching

Week	Mentor Teacher	Student Teacher
1	<ul style="list-style-type: none"> ** Introduce candidate to students, faculty, support staff, and administrators. ** Give candidate a tour of the school. 	<ul style="list-style-type: none"> ** Learn mentor teacher's schedule. ** Start learning students' names. ** Become familiar with layout and school services. ** If necessary, register for PRAXIS II (PLT).
	<ul style="list-style-type: none"> ** Teach several demonstration lessons that model your expectations. ** Share your unit and lesson plans with candidate. ** Model effective reflection in discussions with student teacher after focused observations of your teaching. 	<ul style="list-style-type: none"> ** Complete two focused observations of your mentor teacher. ** Share your observations with your mentor teacher. ** Begin to plan units with your mentor teacher and develop schedule for assuming teaching responsibilities.
	<ul style="list-style-type: none"> ** Plan specific lessons with candidate and teach while he or she observes. ** Allow candidate to teach the lesson to another class or group while you observe, and then share your written and oral feedback with candidate. ** By day three, begin to team-teach with candidate, gradually shifting responsibility to him or her in one class or subject after you approve lesson plans. 	<ul style="list-style-type: none"> ** Work as a classroom assistant (grade papers, help students with make-up work, help supervise small groups, and perform other tasks that will help you become acclimated to class and students). ** Work on unit plan and lesson plans for your first class. ** Assume responsibility for one class after your mentor teacher approves your lesson plans.
2	<ul style="list-style-type: none"> ** Provide feedback and suggestions to candidate in both planning and instructional strategies. ** Continue to review unit and lesson plans. ** Help candidate select another master teacher for focused observation. 	<ul style="list-style-type: none"> ** By end of week two, assume responsibility for second class/subject under mentor teacher's direction. ** Narrow topic for action research project. ** Complete one focused observation of a second master teacher suggested by your mentor teacher.
3	<ul style="list-style-type: none"> ** Continue to review lesson plans and provide feedback and coaching. ** Complete one formal full-period observation at end of week three and complete Instructional Skills Evaluation. ** Conduct a coaching conference with candidate, pointing out areas of proficiency as well as areas that may need improvement. 	<ul style="list-style-type: none"> ** By end of week three, take over third class or subject under mentor teacher's direction. ** With direction from mentor teacher, complete design for action research project. ** Participate in coaching conference with mentor teacher after first formal observation. ** Schedule first formal observation by university supervisor. ** Design action plan to work on any weak areas.
4	<ul style="list-style-type: none"> ** Continue to review lesson plans with candidate. ** Provide both informal and formal feedback on both planning and instruction during regular weekly coaching sessions. 	<ul style="list-style-type: none"> ** By end of week four, assume responsibility for full day of teaching. ** Collect student achievement data for action research project. ** Prepare for second formal observation by university supervisor (usually in week 5).

Week	Mentor Teacher	Student Teacher
5-6	<ul style="list-style-type: none"> ** Compile materials (such as new units or lessons to be developed or professional reading) which can be worked on in proximity to your classroom while candidate assumes full responsibilities for teaching. ** Continue to provide ongoing coaching. ** Conduct second formal observation in week 5. ** Complete Midterm Evaluation of INTASC Skills (in week 6). ** Meet with candidate and university supervisor to discuss progress. ** If necessary, jointly create an action plan to address any areas of deficiency. 	<ul style="list-style-type: none"> ** Assume the full responsibilities of a classroom teacher (planning, teaching, and grading). ** Complete Midterm Self-Evaluation of INTASC Skills (in week 6). (paper copy) ** Set up midterm conference; meet with mentor teacher and university supervisor to discuss progress. ** Prepare progress report on action research project for seminar.
7-9	<ul style="list-style-type: none"> ** Continue to provide ongoing coaching. ** Complete two more formal observations (one in week 7 or 8 and one in week 9 or 10). 	<ul style="list-style-type: none"> ** Schedule third observation by university supervisor (in week 7 or 8). ** By week 9, complete data collection for research project.
10-12	<ul style="list-style-type: none"> ** As appropriate transition points appear in units, begin to resume teaching responsibilities. ** Team-teach with candidate to help ensure a smooth transition. ** Offer support and advice as candidate finishes action research project and selects artifacts for final portfolio review. 	<ul style="list-style-type: none"> ** Schedule fourth observation by university supervisor (in week 10 or 11). ** Make sure assessments, grading, and other classroom projects are completed. ** Team-teach with mentor teacher to help ensure a smooth transition. ** By week 10, complete data analysis for action research project. ** Solicit advice from mentor teacher about which unit to “showcase” in Level 4 E-folio. ** Schedule Level 4 Exit Interview and submit Level 4 E- folio for review. ** Complete at least one focused observation of another master teacher. ** By week 12, finish report for action research project.
12 -13	<ul style="list-style-type: none"> ** Complete Final Evaluation of INTASC Skills ** Meet with candidate and university supervisor to discuss final evaluations of candidate. ** As appropriate, write letter of reference for candidate. 	<ul style="list-style-type: none"> ** Complete Final Self-Evaluation of INTASC Skills on TaskStream ** Meet with mentor teacher and university supervisor for final evaluation conference. ** Complete final interview and portfolio review. ** Submit report on action research project.

This suggested timeline is for candidates participating in a traditional student teaching semester with one placement. Students who require two placements (such as K-12 Dance) will follow an adjusted timeline, working with both the mentor teachers and the university supervisor to devise a suitable schedule for each setting.

The University Supervisor

The Role of the University Supervisor

As the liaison between Tulane University and the host school, the university supervisor provides support and guidance to the candidate as well as assistance to the mentor teacher. University supervisors conduct the student teaching seminars, complete both informal and formal observations of the candidate, participate in conferences with the candidate and mentor teacher, complete a Midterm and Final **Evaluation of INTASC Skills** for each candidate, and assign the final grade for student teaching. The university supervisor is responsible for developing and maintaining positive working relationships between Tulane University and the host schools and ensuring that Tulane's policies and procedures for student teaching are implemented. The university supervisor works with the mentor teacher to assist in the ongoing development of the candidate's skills.

Supervision and Evaluation

The student teacher should schedule a three-way meeting with his or her mentor teacher and the university supervisor during the first week of student teaching. At this meeting, the timeline, requirements for the student teaching notebook, and the process for formal observations and evaluation will be reviewed. It is the responsibility of the university supervisor to monitor the implementation of the student teaching timeline and to ensure that each mentor teacher understands the university's requirements for documentation during the student teaching semester or internship.

The university supervisor will complete at least two formal observations during the first half of the semester, as well as several informal observations and conferences. By week six, the university supervisor and the mentor teacher will complete a Midterm Evaluation. The candidate will complete a Midterm Self-Evaluation. After these evaluations are completed, the student teacher will schedule a conference to discuss the action plan for the second half of the term. This conference is based on the results of the three Midterm Evaluations and should provide the candidate with clear expectations about competencies and skills as well as clear directions for improvement in any identified areas of weakness.

During the second half of the term, the university supervisor will complete at least two more formal observations before completing the Final Evaluation of Student Teaching. All three again participate in a final three-way conference. This final evaluation conference should be a rewarding culminating experience for all of the professionals involved and should result in the candidate's knowing both areas of strength and areas for continued growth.

As the facilitator for the student teaching seminar, the university supervisor is responsible for periodically checking the student teaching notebook, evaluating the candidate's progress on the action research project, and verifying that each candidate has demonstrated proficiency in the knowledge, skills, and dispositions expected of a beginning teacher (see Appendix H **Professional Standards for Beginning Teachers** from the Interstate New Teacher Assessment and Support Consortium and the Louisiana Components of Effective Teaching). The **Instructional Skills Evaluation** (see Appendix D) and the **Midterm** and **Final Evaluation of INTASC Skills** (see Appendix E) are based on these standards.

Tulane University Policies

Newcomb-Tulane Code of Academic Conduct

“The integrity of the Newcomb-Tulane College is based on the absolute honesty of the entire community in all academic endeavors. As part of the Tulane University community, undergraduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times. No member of the university community should tolerate any form of academic dishonesty because the scholarly community of the university depends on the willingness of both instructors and students to uphold the Code of Academic Conduct. When a violation of the Code of Academic Conduct is observed it is the duty of every member of the academic community who has evidence of the violation to take action. Students should take steps to uphold the code by reporting any suspected offense to the instructor or the Associate Dean of Newcomb-Tulane College. Students should under no circumstances tolerate any form of academic dishonesty.”

“In all work submitted for academic credit, students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else's words). This principle applies to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other assignments.”

(A full and detailed copy of the entire Code of Academic Conduct is available in any dean's office and online @ <http://college.tulane.edu/code.htm>)

Grade Appeals

According to the policies of the Tulane University Teacher Preparation and Certification program, candidates must achieve a final grade of “A” or “B” for student teaching and complete all of the other program requirements to be recommended for licensure. There is a specific appeals process that must be followed by any candidate who feels that a grade he or she received needs to be reviewed.

Within one month of receiving the grade or other cause of complaint*, the student should make an informal attempt to resolve the grievance by approaching the teacher or other academic supervisor.

1. If student and teacher cannot arrive at a mutually satisfactory solution within seven days**, the grievance should immediately be referred by the student to the department chair (or program director) for resolution, or to the dean, if a division has no departments.
2. If the complaint cannot be resolved by informal mediation within seven days of its referral to the department chair, the chair should invite both the student and the teacher to submit written statements of their opinions concerning the grievance to an academic grievance committee. The committee should render a decision in the matter within ten days of receiving the written statements. The committee records should contain not only the decision but an explanation of the grounds upon which the decision was reached.

3. One copy of the committee report should be sent to the dean of the school (of the student involved). If either the student or the teacher involved is dissatisfied with the committee's decision, he or she may appeal to the dean within five days of receiving the decision. The dean may uphold, reverse, or return for further consideration, the committee's finding. The dean's decision should be made within ten days and communicated in writing to all principals in the case. In the event that the dean returns the case to the department for reconsideration, all procedures and appellate avenues described in sections 3 and 4 of this document are again operative. The dean ultimately must uphold or reverse a departmental decision based on reconsideration of its earlier finding.
4. If the student is dissatisfied with the dean's ruling, the student may file a written appeal with the Senate Committee on Academic Freedom and Responsibility of Students within five days of receiving the dean's decision. Based on the petition and the reports from the departmental grievance committee and the dean, the Senate committee will decide whether or not to hear the appeal. If the committee decides that there are not sufficient grounds for a review of the grievance committee's and dean's decisions, the Chair of the committee will notify the student by letter, with copies to the principals involved in the case and to the Provost. If the committee decides that there are sufficient grounds for a review of the grievance committee's and dean's decisions, it will interview both the student and the teacher. A quorum of three committee members, at least one of whom must be a representative of the administration, one of whom must be a faculty member, and one of whom must be a student, is necessary for all committee hearings.
5. If the committee interviews both the student and the teacher (or other principals involved) at a hearing, then the Chairman will send the results of the committee's findings in the form of a letter of recommendation to the President of the University, with copies to the student and other principals involved and to the Provost.
6. If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and the various divisions, the teacher believes that his or her academic freedom or academic responsibilities have been affected by the dean's ruling, the teacher may appeal to the appropriate committee of peers at the divisional level (ordinarily the faculty grievance committee of the college or division). The teacher's appeal must be made within ten days of the action provoking the appeal. If the teacher is dissatisfied with the committee of peer's decision regarding his or her academic freedom or responsibilities, the teacher may appeal to the Senate Committee on Faculty Tenure, Freedom, and Responsibility. That appeal also must be made within ten days of the action provoking it. No grade may be changed until the teacher's appeal process has been completed.
7. If the student is dissatisfied with any decision made in the appellate process described in item 6, the student may appeal to the Senate Committee on Academic Freedom and Responsibility of Students. All procedures described in items 5 and 6 above apply to the student's appeal in this instance.
8. In cases of conflict regarding the decisions of the divisional peer committee and the Senate Committee on Academic Freedom and Responsibility of Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom, and Responsibility. In cases of conflict regarding the decisions of the Senate Committee on Faculty Tenure, Freedom, and

Responsibility and either of the other committees stemming from the deliberations described in item 7 above or this item, the committees at odds shall meet jointly to discuss the issue. The ultimate findings of the two committees shall be forwarded to the President of the University within ten days.

* If the teacher or supervisor cannot be reached due to summer vacation or other circumstances, contact should be made as soon as possible or within two weeks of the beginning of the following semester.

** Here and throughout, "days" refers to working days.

These procedures do not apply to cases involving the Code of Academic Conduct

Non-discrimination Policies

Tulane University is an Affirmative Action/Equal Employment Opportunity institution and is committed to a policy of non-discrimination. This policy includes recruitment, employment, retention and promotion of the most qualified students, faculty, and staff. The university has implemented grievance procedures for cases of alleged discrimination, including those of alleged sexual harassment for faculty, staff, and students. Complaints or confidential inquiries should be referred to the Affirmative Action Officer in the Office of Equal Opportunity.

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane University. Accommodations are provided to students with documented disabilities in order that these students are viewed according to their abilities rather than their disabilities. Accommodations offered by Tulane may not necessarily be the same as those received in high school or at another college or university.

At the college/university level, students are responsible for:

- ❖ Registering their disabilities with the Office of Disability Services (ODS) at Educational Resources and Counseling (ERC).
- ❖ Requesting the specific accommodations they may need.
- ❖ Providing adequate documentation that substantiates their disabilities and shows the need for the requested accommodations

The link for the Office for Educational Resources and Counseling is

<http://erc.tulane.edu/disability/AccOver.php>.

**Do your homework and know your facts, but remember...
it's passion that persuades.**

H. J. Brown, Jr.

APPENDIX A: Application Form and Structured Interview Questions for Portal 3

**Tulane University Teacher Preparation and Certification Program
Application for Admission to Supervised Student Teaching/Internship**

Name: _____

Date: _____

Permanent Home Address:

College Phone: _____

Home Phone: _____

Student ID #: _____

Email Address: _____

Classification: Senior ____ Graduate ____

Teaching Major(s): _____

List any courses needed to complete your degree: _____

List all courses currently enrolled in: _____

Please complete and attach any appropriate major sheets, referencing courses completed in core, major, minor, area of concentration, and related studies.

I desire to do student teaching during the _____ Semester of 20____.
I have read the requirements for this program in the Teacher Preparation and Certification Student Teaching Handbook and am aware of my responsibilities as a student teacher.

Signed: _____

Date: _____

If provisions can be made, I wish to student teach at the following school.

First Choice	Second Choice	Third Choice

Grade Preference (number 1st, 2nd, 3rd choice):

PK ___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ Content Area/Subjects:
 7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12 ___ _____

Cumulative GPA: _____

Professional (Education courses) GPA: _____

PRAXIS II (Content)

Date: _____

Scores received: _____

PRAXIS II (PLT) (May be taken during student teaching.)

Date: _____

Scores received: _____

1) Will you have a car available during student teaching? ___yes ___no

2) a) Do you believe it will be necessary for you to work an outside job during student teaching? ___yes ___no

b) If yes, how many hours will you work per week? _____

3) a) Do you believe it will be necessary for you to take an extra class during student teaching? ___yes ___no

b) If yes, please list the course. _____

Signature: _____

Date: _____

Received by TPCP: _____

Date: _____

Tulane University
Teacher Preparation and Certification Program
Level 3 Structured Interview
Admission to Clinical: Student Teaching/Internship

Name of student: _____
 Date: _____
 Year in school: _____
 Evaluator: _____

Directions: During the interview, please use the following scoring rubric to assess the candidate's interview skills and content knowledge by placing a check in the appropriate box. For each section, total the item scores and give a summary score.

I. Communication	1	2	3	4	5	Summary	Comments
Poise and self-confidence							
Verbal skills (articulation, enunciation, volume and vocal variety)							
Eye contact							
Professional dress							
Enthusiasm							
Use of professional vocabulary							
Use of correct grammar/Clear understanding of language conventions and contexts							
						___/35	(No score below 3)
II. Knowledge/Skills	1	2	3	4	5	Summary	Comments
Appropriate content/professional knowledge							
						___/100	(Minimum- 80/100)
III. Dispositions	1	2	3	4	5	Summary	Comments
Clear and concise responses, indicating prior preparation							
Evidence of elaboration/reflection							
Evidence of internalized professional goals							
						___/15	(No score below 3)
Total Score						Summary	
						___/150	

Directions: Each prospective teacher candidate should review the following questions prior to the Portal III interview. Each committee/interviewer should rate each student's responses to the selected interview questions. An overall interview rating should be included. Additional questions may be asked as follow-ups.

Questions	Ratings					INTASC Standards Measured
	1	2	3	4	5	
1. Tell us a little about yourself and your educational background.						6/ 9
2. Why do you want to teach?						2/9/10
3. What experience do you have in designing lesson plans?						1/6/7/8
4. From your practicum experiences, what did you see as stumbling blocks in planning and designing lessons?						1/5/7/8/9
5. From your practicums and classroom experiences, what ideas do you have about creating an inviting classroom?						2/3/5/8/9
6. Describe your practicums. How would you rate your performance?						6/7/9
7. What type of teaching tasks did you do during your practicums?						1/4/7/8
8. What opportunities have you had to observe or participate in experiences with student diversity issues?						2/3/9/4
9. What opportunities have you had to work cooperatively with your peers in your professional education courses?						1/4/6/9/10
10. Describe your contributions (such as effort, sharing responsibility, and time management) in collaborative settings.						6/9/10
11. What evidence can you provide of your efforts to participate in extra-curricular activities and meetings for professional growth?						6/9/10
12. What are the main components of your philosophy of education?						2/3/5/9/10
13. What evidence do you have that you meet the criteria for admission to student teaching?						1/4/7/9
14. Explain two specific ways you use assessment data to inform your teaching decisions.						2/3/4/8/9
15. Describe your experiences with technology and the products you have created.						1/2/3/4/7/9
16. What evidence can you provide of your disposition to be a teacher?						3/5/6/9/10
17. Briefly describe the ways in which you believe that students learn.						1/2/3/4/8/9/10
18. What evidence can you provide about your ability to adapt to student diversity in areas such as ethnicity, disability, and academics?						1/2/3/4/8/10
19. Identify five different ways to assess students' learning.						2/3/4/7/8
20. What management techniques do you think you will need to learn in order to be a successful teacher?						2/3/4/5/9/10

APPENDIX B: Documentation Forms for Student Teaching

B1: Checklist for Teaching Notebook/Reflective Journal

B2: Guidelines for Focused Observations

B3: Time Record for Student Teaching

B1: Checklist for Teaching Notebook

Student Teaching Notebook (Electronic)

Your teaching notebook is one of the primary sources of documentation that you have fulfilled the requirements for the course and are eligible for licensure. You should scan paper documents to produce electronic versions of necessary items. You must include the following in this notebook:

- _____ Records of Student Teaching Hours (signed by candidate and mentor teacher)
- _____ Minimum of four Focused Observation Summaries (two of mentor teacher; two of other master teachers)
- _____ All unit and lesson plans, including all assessments, handouts and activities
- _____ Selected samples of student work along with summarized achievement data
- _____ Reflective Journals (Candidates will analyze/reflect on both successes and “flops In the classroom on a regular basis)
- _____ Four Instructional Skills Evaluations from your university supervisor (two informal and two formal)
- _____ Four Instructional Skills Evaluations from your mentor teacher (two from the first half of semester and two from the second half)
- _____ Midterm and Final ***Self-Evaluation of INTASC Skills***
(Final is done on TaskStream)
- _____ Midterm and Final ***Evaluations of INTASC Skills*** from your mentor teacher
- _____ Midterm and Final ***Evaluations of INTASC Skills*** from the university supervisor

B2: Focused Observation Guidelines

During the first week of student teaching, much of the day will be spent observing in your mentor teacher's classroom. The questions below will help focus your observations and make the experience more meaningful.

Classroom Routines/Procedures:

- ❖ How is attendance/tardiness handled?
- ❖ Who is contacted for serious behavior problems? What is the procedure?
- ❖ Who is contacted if a student becomes ill? What is the procedure?
- ❖ What are the routines for sharpening pencils, restroom visits, and so on?
- ❖ What are the privileges/consequences in the classroom management plan?
- ❖ What routines are used to provide time for students to talk with the teacher?
- ❖ How are materials duplicated?
- ❖ When and how are school and class announcements given? How are media resources obtained for use in the classroom?
- ❖ Are computers available for class use? What procedures are used to schedule lab time (if available)?
- ❖ What are the procedures for fire or tornado drills and other emergencies?
- ❖ How is make-up work handled?
- ❖ What are the procedures for collecting work and returning papers?
- ❖ What routines does the teacher use to create a positive learning environment?
- ❖ How does the teacher use routines to prevent or defuse discipline problems?

Students/Learning Environment:

- ❖ What are the characteristics of the students who appear to be the class leaders?
- ❖ What evidence do you see of differing ability levels in the class?
- ❖ What are the characteristics of the students who are disruptive or uncooperative?
- ❖ What do students do with their free time?
- ❖ How, when, and where do discipline problems arise most frequently?
- ❖ What supportive services are available outside the classroom?
- ❖ How do students show their interest in or indifference to class activities?
- ❖ What are the characteristics of the special needs students in the class?
- ❖ How does the teacher provide feedback to students about their learning?
- ❖ How does the teacher model effective thinking/learning skills?
- ❖ How does the teacher motivate students to become actively engaged in learning?
- ❖ How does the teacher support and encourage students who are unsuccessful?
- ❖ How does the teacher foster higher-order thinking?
- ❖ How does the teacher differentiate instruction for students with diverse needs?

Remember:

You should complete at least two focused observations of your mentor teacher and one of another master teacher in your host school during the first week of student teaching. Include the typed summaries in your student teaching notebook. As the semester ends, and you begin to shift teaching responsibility back to your mentor teacher, you should complete at least one more focused observation of another master teacher in the host school. Again, include the typed summaries in your student teaching notebook. This will give you a total of four focused observation summaries. Your summaries must follow the guidelines outlined in the syllabus.

B3: Time Record for Student Teaching

Candidate: _____ School: _____

Mentor Teacher: _____ Subject/ Grade: _____

Week/ Date	Day	(A) Observation	(B) Participation (conferences, small group tutoring, meetings, etc)	(C) Teaching (planning, grading, actual class instruction)	Daily Hours
Wk ____					
	Mon				
	Tues				
	Wed				
	Thur				
	Fri				
		Total:	Total:	Total:	*
Wk ____					
	Mon				
	Tues				
	Wed				
	Thur				
	Fri				
		Total:	Total:	Total:	*
Wk ____					
	Mon				
	Tues				
	Wed				
	Thur				
	Fri				
		Total:	Total:	Total:	*
Wk ____					
	Mon				
	Tues				
	Wed				
	Thur				
	Fri				
		Total:	Total:	Total:	*

(The mentor teacher should review and initial the time record weekly.)

At the end of the semester, the candidate should have completed a minimum of **200 clock hours of teaching**, a minimum of **45 hours of observation** (in the mentor teacher's class as well as in classrooms of other master teachers in the host school), and a minimum of **45 hours in participation activities** (such as assisting the master teacher with grading, attending faculty meetings, and working with small groups before actually taking over classes). Individual time records may vary from candidate to candidate, but you must complete a **minimum of 300 hours over the semester**. Duplicate this page as needed.

APPENDIX C: Scoring Rubric for UBD Unit/Lesson Plan**Evaluation Rubric for Understanding by Design Interdisciplinary Thematic Unit (ITU)**

Name: _____ Evaluator: _____

Course: _____

Date: _____

Title of Unit: _____

Grade: _____

Content Area(s): _____

Length of Unit: _____

Component	Unsatisfactory (1)	Emerging (2)	Effective (3)	Exemplary (4)
A. Understandings & Essential Questions (U + Q + G)	<ul style="list-style-type: none"> *not clearly linked to standards * not focused on core ideas of discipline(s) *not framed to promote inquiry or transfer * no attention given to preconceptions or possible misconceptions 	<ul style="list-style-type: none"> * implied or incomplete links to standards * some are focused on core ideas; others are too narrow * some are framed to promote inquiry and transfer * implied attention given to preconceptions or possible misconceptions 	<ul style="list-style-type: none"> * clear connections to local, state, national standards *focused on core ideas of discipline(s) * most are framed to promote inquiry and transfer * some specific attention given to preconceptions and possible misconceptions 	<ul style="list-style-type: none"> *clear connections to state, local and national standards *integrates core ideas from several disciplines * provocative framing of questions to produce interest, inquiry and transfer *clear and complete attention given to both preconceptions and possible misconceptions
B. Key Knowledge & Skills (K + S)	<ul style="list-style-type: none"> *little or no evidence of thoughtful task analysis *little or no evidence of higher-order thinking skills *inappropriate focus on facts, terms, etc. with little or no applications/skills * little or no evidence of literacy skill development 	<ul style="list-style-type: none"> * evidence of partial task analysis * incomplete attention given to higher-order thinking * knowledge and skills are described, but may lack congruence or completeness * limited evidence of focus on literacy skills; objectives are not specific or complete 	<ul style="list-style-type: none"> * clear evidence of careful task analysis * careful attention paid to higher order thinking skills * clear connections between knowledge and goals for application/process skills *clear emphasis on development of literacy skill (addresses 3 of 4 areas-reading, writing, speaking, listening) 	<ul style="list-style-type: none"> *evidence of extensive task analysis * extensive attention to both higher-order critical thinking and real-world problem-solving skills/applications * clear, complete descriptions with multiple links between knowledge and applications *Strong and integrated emphasis on all 4 literacy skills
C. Design of Performance Task(s) (Summative Assessment) (T)	<ul style="list-style-type: none"> * performance task is not authentic/ not a real-world task * no evaluative criteria are given for students *focus is on activity, not understanding * task is not clearly defined * task does not require transfer * task does not use GRASPS 	<ul style="list-style-type: none"> * some aspects of task are real-world based *evaluative criteria are incomplete and need further clarification * some aspects of task need further clarification * task is based on GRASPS elements but is insufficiently developed 	<ul style="list-style-type: none"> * task is clearly connected to real-world * evaluation rubric is based on well-defined criteria * some attention is given to increasing student success * task includes all GRASPS elements *choices provide for student diversity 	<ul style="list-style-type: none"> *real-world task is creative and provocative * evaluation rubric is based on well-defined criteria *attention is given to potential pitfalls and how to help students avoid them *task uses GRASPS elements in creative ways *choices provide for student diversity

Component	Unsatisfactory (1)	Emerging (2)	Effective (3)	Exemplary (4)
D. Use of other (formative) assessment evidence (OE)	<ul style="list-style-type: none"> *insufficient or inappropriate evidence for student understanding * little, if any, opportunity provided for students to reflect and self-assess 	<ul style="list-style-type: none"> * some use of appropriate additional evidence of understanding * some assessment strategies may need clarification and/or further development * clear, but limited opportunities for students to reflect and self-assess 	<ul style="list-style-type: none"> *ongoing use of additional evidence of understanding *multiple opportunities for students to self-assess, reflect and revise * some connections between formative assessments and summative performance 	<ul style="list-style-type: none"> *ongoing use of additional and varied evidence of understanding *multiple and varied opportunities for students to self-assess, reflect and revise *formative assessments designed to increase student transfer of learning and success on summative task
E. Presentation of Learning Design to Students (W)	<ul style="list-style-type: none"> *little or no explanation of unit goals or design provided to students * no clear criteria provided to students for successful performance/learning *little, if any, attention paid to helping students activate prior knowledge and recognize possible misconceptions 	<ul style="list-style-type: none"> * incomplete explanation of unit provided for students *criteria provided for student success need clarification * some attention paid to prior knowledge/ possible misconceptions, but strategies are limited 	<ul style="list-style-type: none"> *written overview/explanation of unit provided for students * clear and specific criteria provided for students to promote successful learning * multiple strategies for enabling students to activate prior knowledge and recognize possible misconceptions 	<ul style="list-style-type: none"> * specific written overview/ explanation of unit provided for students with strategies for self-monitoring *clear and specific criteria provided to students to promote successful learning, along with tips for success. *multiple strategies for enabling students to activate prior knowledge and avoid possible misconceptions
F. Design of Strategies for Motivation/Engagement (H+0)	<ul style="list-style-type: none"> * “hook” is either missing or ineffective *little or no use of proven motivational strategies (novelty, student choice, links to personal experience, challenges/puzzles) in either activity or assessment design 	<ul style="list-style-type: none"> *” hook” is partially successful but needs further development/clarity *limited use of motivational strategies in activity and/ or assessment design * ineffective strategies need clarification and development 	<ul style="list-style-type: none"> * a successful “hook” in first lesson gets most students interested * varied use of several proven motivational strategies in most activities and assessments 	<ul style="list-style-type: none"> * creative “hook” presented in first lesson captures interest and awakens curiosity * ongoing and creative use of multiple motivational strategies through entire unit
G. Design for Active Learning (E)	<ul style="list-style-type: none"> * lessons based primarily on direct /“transmission” model with little attention paid to experiential or inductive learning *”inductive” learning activities do not clearly focus on desired understandings * little, if any, attention given to activities that equip students for final performance task 	<ul style="list-style-type: none"> * some activities focused on experiential or inductive learning, but on a limited basis * some opportunities provided for active learning lack focus and clarity * some attention given to activities that equip students for final performance, but activities lack focus and clarity 	<ul style="list-style-type: none"> * effective use of both direct and experiential learning strategies * multiple activities provide opportunities for students to explore, investigate, research, create, and experiment. * clear links between learning activities and goals for final performance task(s) 	<ul style="list-style-type: none"> *emphasis is on experiential learning strategies with creative use of direct instructional strategies * multiple activities provide student choice in varied opportunities to explore, investigate, research, create, and experiment. clear links between learning activities and goals for final performance task(s)

Component	Unsatisfactory (1)	Emerging (2)	Effective (3)	Exemplary (4)
H. Design for Rethinking & Reflection (R + E)	<ul style="list-style-type: none"> * few, if any, opportunities for students to reflect or self-evaluate *few, if any, opportunities for students to rethink or revise understandings 	<ul style="list-style-type: none"> *some opportunities provided for students to reflect or self-evaluate, but activities lack clarity * some limited opportunities for students to rethink or revise their understandings 	<ul style="list-style-type: none"> *multiple opportunities provided for students to reflect and self-evaluate * ongoing opportunities for students to rethink and revise understandings 	<ul style="list-style-type: none"> * multiple and ongoing opportunities provided for students to reflect and self-evaluate *clear emphasis on student development of metacognitive skills through ongoing emphasis on rethinking, revising, and reflecting
I. Design for Differentiation/ Use of Technology (T)	<ul style="list-style-type: none"> *little, if any, attention given to assessing students' diverse needs and backgrounds *little, if any, attention given to using variety of materials and presentation modalities *little, if any, attention given to providing choices for learning activities or assessment tasks. *little, if any, effective use of technology to meet needs of diverse groups 	<ul style="list-style-type: none"> *some attention given to assessing diverse needs and backgrounds *some attention given to using variety of materials and presentation modalities *some choices provided for students in learning activities and assessment tasks * some use of technology to meet needs, but strategies may lack focus or clarity 	<ul style="list-style-type: none"> *careful attention given to use of diagnostic assessments to adjust learning activities to better meet the needs of all students * effective use of variety of materials and presentation modalities *effective use of technology in both learning activities and performance task design 	<ul style="list-style-type: none"> *careful attention given to use of formal/informal diagnostic assessments to adjust learning activities to better meet the needs of all students * effective use of variety of materials and presentation modalities *creative use of technology for differentiation in content, process, and product.
J. Coherence & Clarity	<ul style="list-style-type: none"> *UbD overview is incomplete with essential components missing * plan has major inaccuracies and/or significant errors, indicating serious misconceptions about planning, teaching, and learning 	<ul style="list-style-type: none"> * most components of UbD overview are addressed, but several are incomplete and need further development *numerous minor errors or inaccuracies detract from quality *plan shows a limited understanding of the processes of planning, teaching, and learning 	<ul style="list-style-type: none"> * all components of UbD overview are addressed, but a few may be overly vague and need further clarification * minor errors or inaccuracies do not detract from overall quality of unit plan *plan shows an adequate understanding of the processes of planning, teaching, and learning 	<ul style="list-style-type: none"> *all components of the UbD overview are addressed effectively and completely *few, if any, errors of any kind *plan demonstrates a sophisticated and insightful understanding of the processes of planning, teaching, and learning
K. Organization/ Pacing of Daily Plans	<ul style="list-style-type: none"> * sequencing of daily plans is not logical; pacing is not appropriate or effective for student learning * important knowledge/skills are not adequately addressed *weak, or missing, unit introduction and/or closure *format for daily lesson plans is not followed 	<ul style="list-style-type: none"> *overall sequencing of unit is based on logical organization with some weaknesses. * unit has introduction and closure lessons, but they need further development *basic format for daily plans is followed, but some daily plans need further clarification 	<ul style="list-style-type: none"> *sequencing of daily plans is logical, clear, and focused on student learning * effective introduction and closure lessons are carefully described *format for daily plans is followed with elements clearly described 	<ul style="list-style-type: none"> *sequencing of daily plans is logical, clear, and focused on student learning * introduction and closure lessons show creativity, and careful attention to unit goals * agendas for daily plans are clearly described and show creativity

Component	Unsatisfactory (1)	Emerging (2)	Effective (3)	Exemplary (4)
L. Use of Interdisciplinary/ Multicultural Resources	<ul style="list-style-type: none"> * unit relies primarily on single discipline “textbook” based materials * little, if any, use of materials from other disciplines or cultures *activities rarely, if ever, involve students in exploring other perspectives or cultures 	<ul style="list-style-type: none"> * some use of “informational” materials from other disciplines, but integration of interdisciplinary materials is weak or superficial * some use of multicultural materials showing different perspectives, but activities need further development or clarification *links between resources and unit goals may lack clarity 	<ul style="list-style-type: none"> * uses multiple types of resources from other disciplines, both informational and literary *carefully designed activities engage students in meaningful learning, using knowledge and skills from several content disciplines and multiple perspectives. 	<ul style="list-style-type: none"> * uses multiple types of resources from other disciplines, both informational and literary *carefully designed activities simulate real-world decision-making and problem-solving based on knowledge and skills from multiple perspectives and content areas

Appendix D: Instructional Skills Rubric for Observations (LCET) 1 2 3 4

Candidate: _____

Date: _____

Assessor: _____

Subject/Class: _____ Grade: _____

LaCET Component	Exceeds Standards	Meets Standards	Partially Meets Standards	Does Not Meet Standards	Score and Comments
Domain I Planning	(9)	(6- 8)	(3- 5)	(1- 2)	Score: ____/36
I.A.1 Clear Outcomes States meaningful learner outcomes in measurable objectives	<ul style="list-style-type: none"> * Essential outcomes are clearly linked to state and national standards * Outcomes reflect high expectations for both thinking skills and content mastery 	<ul style="list-style-type: none"> * Clear focus on essential, relevant learner outcomes that reflect high standards * Standards are tied to state and national benchmarks 	<ul style="list-style-type: none"> * Planning shows some organization, some reflection, and some attention to standards and essential learner outcomes 	<ul style="list-style-type: none"> * Planning shows little organization, little reflection, and little attention to essential understandings * Goals are often unclear or too general 	Score: ____/9 Comments:
I.A.2 Activity Design Designs activities focused on developing the objectives I.A.4 Materials Utilizes appropriate materials	<ul style="list-style-type: none"> * Activities have high interest levels for students and display clear understanding of developmental needs * Creative use of supplemental resources enhances learning 	<ul style="list-style-type: none"> * Activities are engaging, developmentally appropriate and focused on learner outcomes * Plans for external resources, such as technology, are clear and tied to objectives 	<ul style="list-style-type: none"> * Most activities are appropriate; some are trivial or not focused on objectives * Use of supplemental materials is limited or sometimes not effectively planned 	<ul style="list-style-type: none"> * Most activities are not appropriate, not focused on student learning or do not effectively develop stated objectives * No materials other than routine classroom items 	Score: ____/9 Comments:
I.A.3 Differentiation Identifies and plans for learner differences	<ul style="list-style-type: none"> * Multiple levels of differentiation in creative activities and assessments * Clear understanding of specific learner needs 	<ul style="list-style-type: none"> * Plans address both individual needs and differences and class-wide goals with specific strategies or activities 	<ul style="list-style-type: none"> * Plans reflect a general understanding of individual differences * Some specific strategies are planned 	<ul style="list-style-type: none"> * Plans based on a minimal or biased understanding of individual differences * No specific differentiations 	Score: ____/9 Comments:
I.A.5 Assessment Plans valid and appropriate evaluation of student learning	<ul style="list-style-type: none"> * Assessments clearly linked to standards and include formative and summative evaluation * Strategies include learner self-evaluations 	<ul style="list-style-type: none"> * Assessments are linked to outcomes and focus on both formative and summative evaluation * Plans clearly reflect state and national standards 	<ul style="list-style-type: none"> * Some assessments are aligned with standards * Planned evaluation techniques are sometimes not clearly focused on objectives 	<ul style="list-style-type: none"> * Evaluation strategies are not focused on outcomes, are sometimes not developmentally appropriate or not aligned with standards 	Score: ____/9 Comments:

Domain II Management	Exceeds Standards	Meets Standards	Partially Meets Standards	Does Not Meet Standards	Domain Score: _____/ 22
	(4)	(3)	(2)	(1)	
II.A. Maintains Positive Climate Organizes the classroom environment to facilitate learning and promote a positive climate	<ul style="list-style-type: none"> * Is very familiar with student interests and uses variety of techniques to involve all students in positive learning experiences * Effectively adapts environmental factors to enhance learning 	<ul style="list-style-type: none"> * Creates an effective environment to meet the needs of almost all learners * Is friendly and energetic and involves students with a variety of techniques 	<ul style="list-style-type: none"> * Creates an effective learning environment for most students * Attempts to involve students are not always successful * Not always aware of how environmental factors can impact learning 	<ul style="list-style-type: none"> * Makes no attempt to adapt the environment to meet learner needs or to create a positive, effective learning environment * Appears disengaged from students and uninterested in their learning, creating a negative climate 	Score:_____/4 Comments:
	(9)	(6- 8)	(3- 5)	(1- 2)	
II.B. Maximizes Time Manages routines and transitions and adjusts time for activities	<ul style="list-style-type: none"> * Is efficient and flexible * Uses appropriate pacing * Plans strategies to minimize off-task time and encourages students to develop better time management skills 	<ul style="list-style-type: none"> * Time and resources are usually managed and balanced effectively to maximize learner time on task * Makes necessary adjustments 	<ul style="list-style-type: none"> * Time and resources are generally managed and balanced effectively * Some wasted time during transitions * Some ineffective adjustments * Redirects learners' focus, but may not always be effective 	<ul style="list-style-type: none"> * Time and resources are not managed and not balanced effectively * Does not redirect learners' off-task behaviors * Difficulty in adjusting when necessary * Does not plan for transitions 	Score:_____/9 Comments:
II.C. Manages Learner Behavior Establishes clear expectations/ Uses monitoring techniques/ Uses preventive management to minimize discipline problems	<ul style="list-style-type: none"> * Continuously monitors student behavior and learning * Consistently uses preventive strategies to engage students and keep disruption at a minimum level * Sets clear, high expectations for learner behavior * Encourages and rewards self-monitoring 	<ul style="list-style-type: none"> * Controls the classroom on almost all occasions and monitors learner behavior throughout the lesson * Uses effective strategies for preventive management and clearly communicates expectations for behavior 	<ul style="list-style-type: none"> * Shows some ability in managing the behavior of students in the class but significant lapses occur * Monitors student behavior throughout most of the lesson, but uses some ineffective strategies to change inappropriate behavior * Expectations for behavior not always clear 	<ul style="list-style-type: none"> * Shows little ability in managing the behavior of students in the class * Monitors student behavior infrequently * Allows many students to engage in off-task and disruptive behavior * Does not clearly communicate expectations for student behavior 	Score:_____/9 Comments:
Domain III	Exceeds	Meets	Partially Meets	Does Not Meet	Domain

Instruction	Standards (9)	Standards (6- 8)	Standards (3- 5)	Standards (1- 2)	Score: ____/ 36
III.A. Delivers Instruction Develops lesson objectives/ Sequences the lesson/ Uses available teaching materials/ Adjusts the lesson when appropriate	<ul style="list-style-type: none"> * Instructional decisions and activities are research-based * Uses a variety of materials, including technology, to enhance student learning and thinking * Uses variety of tools to continuously evaluate teaching and adapt activities to meet learner needs 	<ul style="list-style-type: none"> * Most instructional decisions and activities are pedagogically sound * Appropriate modifications are made to address individual student needs as informed by analysis of student learning, best practice, or contextual factors 	<ul style="list-style-type: none"> * Instructional decisions and activities are mostly aligned with the design for instruction * Makes some modifications to address individual needs but these are not based on the analysis of student learning, best practice, or contextual factors 	<ul style="list-style-type: none"> * Many instructional decisions and activities are not aligned with the design for instruction, are inappropriate, or are pedagogically unsound * Teacher treats class as "one-size-fits-all" * Any modifications lack congruence with goals 	Score: ____/9 Comments:
III.B. Presents Content Clearly Presents content at the appropriate level/ Presents accurate subject matter/ Relates examples and events to the content	<ul style="list-style-type: none"> * Displays exemplary knowledge of content and strategies for presenting it to new learners * Uses multiple real-world events and examples * Engages students in applications of content to real world 	<ul style="list-style-type: none"> * Displays a mastery of the content area and makes few if any errors in presenting this content * Presents content in a meaningful way, using multiple examples * Focuses on student understanding 	<ul style="list-style-type: none"> * Displays knowledge of content with occasional errors * Presents some subject matter in a meaningful way with some meaningful examples * Sometimes focuses more on content than on learners 	<ul style="list-style-type: none"> * Displays gaps in Knowledge of content and makes numerous errors * Presents the subject matter in superficial way * Does not provide relevant examples * Focuses on coverage, not learning 	Score: ____/9 Comments:
III.C. Provides for Learner Involvement Accommodates differences/ Communicates effectively/ Encourages higher-order thinking/ Encourages participation	<ul style="list-style-type: none"> * Incorporates variety of groupings, activities, and structures to engage students, accommodate differences and promote higher level thinking * Promotes growth of self-directed learning 	<ul style="list-style-type: none"> * Incorporates a variety of groupings and activities that actively engage and motivate students * Uses various appropriate accommodations to meet individual differences and provide academic challenges 	<ul style="list-style-type: none"> * Incorporates some activities that actively engage and motivate students * Attempts strategies to meet most students' individual differences * Tries to provide some academic challenges 	<ul style="list-style-type: none"> * Does not incorporate a variety of activities * Students are not actively involved * No appropriate strategies used for differentiation * No academic challenges are present 	Score: ____/9 Comments:
III.D. Assesses Student Progress Uses assessment techniques/ Monitors ongoing performance/ Provides feedback to students	<ul style="list-style-type: none"> * Standards and objectives are clearly integrated with assessments * Uses multiple varieties of both formative and summative assessments adapted for student needs * Instruction is driven by student achievement of clear criteria * Feedback to students is varied and ongoing 	<ul style="list-style-type: none"> * Assessments are aligned with objectives and standards * Includes multiple modes and assesses student performance throughout the class * Teacher makes most appropriate adaptations for individual students * Criteria are clear * Gives regular feedback 	<ul style="list-style-type: none"> * Assessments sometimes not clearly aligned with objectives or standards * Some assessments do not require the integration of skills and knowledge * Attempts to adapt some assessments to individual student needs * Criteria sometimes lack clarity or elaboration * Feedback is sporadic 	<ul style="list-style-type: none"> * Assessments are not aligned with standards or with instruction * Assessments lack clear criteria or rely on only one assessment mode * Teacher does not adapt assessments to individual needs * Assessment and feedback are sporadic and/or not focused on student learning 	Score: ____/9 Comments:
Domain IV	Exceeds	Meets	Partially Meets	Does Not Meet	Domain

Reflective Behavior	Standards (6)	Standards (4- 5)	Standards (2- 3)	Standards (1)	Score: ____/ 6
Demonstrates professional behavior and a positive attitude about teaching and ongoing professional growth	<ul style="list-style-type: none"> * Elicits feedback from multiple sources, including students, to continuously improve teaching skills * Routinely engages in self-analysis and reflection * Is always enthusiastic about teaching and learning with both students and peers 	<ul style="list-style-type: none"> * Willingly accepts feedback * Seeks to improve teaching skills * Displays a positive attitude towards students and teaching * Shows initiative and accepts responsibility for improvement 	<ul style="list-style-type: none"> * May be reluctant to accept negative feedback * Attitude towards students and teaching is generally positive, but at times may be unproductive * Usually accepts responsibility, but initiative may be inconsistent 	<ul style="list-style-type: none"> * Unable or unwilling to accept feedback or suggestions * May display negative attitudes towards students and teaching * Does not accept responsibility for improvement * Does not show initiative 	Comments:

Domain I ____/36

Domain II ____/22

Domain III ____/36

Domain IV ____/6

Total Score: _____/100

Additional Comments:

Appendix E: Evaluation of INTASC Skills

Candidate: _____

Date: _____ Midterm____ Final_____

Evaluator: _____

Subject/Class:_____ Grade:_____

For each of the following skills and dispositions, evaluate the student teacher’s proficiency, assigning a rating of

3- Exceeds Standards for Beginning Teacher **2- Meets Standards** for Beginning Teacher **1- Needs Improvement** to Meet Standards

Give examples of the evidence used for the rating in the “Comments” section. Then, assign an overall rating for each core standard.

Please refer to the guidelines and exemplars for each of these skill levels at the end of this evaluation form.

Standard 1 - Subject Area Knowledge: The beginning teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) that he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.

Skill/Disposition	Comments	Rating
A. Evaluates curriculum materials and resources for usefulness and accuracy		
B. Incorporates differing viewpoints, theories, and “ways of knowing”		
C. Uses multiple representations and clear explanations of concepts, including links to prior knowledge; understands and seeks to prevent learner misconceptions		
D. Creates/uses materials that encourage students to generate knowledge and see from diverse perspectives		
E. Uses interdisciplinary learning experiences that allow students to integrate skills, knowledge, and modes of inquiry from several subject areas		
F. Demonstrates enthusiasm and commitment to continuous learning and mastery of the discipline(s)		
G. Models for students an appreciation of multiple perspectives		

Overall Rating for Standard 1 - Subject Area Knowledge:

Exceeds Standards Meets Standards Needs Improvement

(Circle one.)

Standard 2- - Learner Development: The beginning teacher understands how children learn and develop and provides learning opportunities that support their intellectual, social, and personal development.		
Skill/Disposition	Comments	Rating
A. Assesses learner performance to design instruction that meets learners' needs in each domain (cognitive, social, and personal)		
B. Stimulates student reflection; makes connections to learners' experiences; encourages growth of self-directed learning		
C. Uses instructional strategies based on expected developmental progressions; can identify levels of readiness		
D. Demonstrates appreciation for individual variation and shows respect for diverse talents of all learners		
E. Demonstrates commitment to building learner self-confidence; uses learners' strengths as basis for growth and errors as opportunities for learning		
F. Accesses student thinking and experiences; encourages questions and discussion; models effective interaction through listening and responding		
G. Creates/uses activities that encourage active engagement, manipulation, and testing of ideas		

Overall Rating for Standard 2- - Learner Development: **Exceeds Standards** **Meets Standards** **Needs Improvement**
 (Circle one.)

Standard 3 - - Multicultural Literacy: The beginning teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.		
Skill/Disposition	Comments	Rating
A. Designs instruction appropriate for diverse learning styles, developmental levels, strengths, and needs		
B. Makes appropriate adjustments (in time, assignments, activities, assessments and other areas) for learners with special needs		
C. Demonstrates appreciation for diverse experiences, cultures, and communities; connects instruction to learners' diverse experiences		
D. Demonstrates belief that all children can achieve at high levels; structures teaching to enable all learners to succeed		
E. Shows respect for all learners' varied talents and perspectives; shows respect for colleagues and learners		
F. Creates a learning community in which individual differences are respected and valued		
G. Accesses appropriate services and resources for learners with special needs		

Overall Rating for Standard 3 - - Multicultural Literacy: **Exceeds Standards** **Meets Standards** **Needs Improvement**
 (Circle one.)

Standard 4- - Instructional Strategies: The beginning teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem- solving, and performance skills.		
Skill/Disposition	Comments	Rating
A. Demonstrates understanding of various cognitive processes (such as critical and creative thinking); selects appropriate strategies to engage learners in higher-order thinking		
B. Uses multiple teaching and learning strategies to actively engage students in critical thinking and problem-solving activities; encourages learners to take responsibility for identifying and using resources		
C. Monitors and adjusts strategies in response to learner feedback; demonstrates flexibility and reciprocity in adapting instruction to learners' ideas and needs		
D. Develops a variety of clear, accurate presentations and conceptual representations with alternative explanations to assist learners' understanding		
E. Demonstrates understanding of variety of research-based strategies (such as cooperative learning, direct instruction, and discovery learning); varies his/her role in the instructional process		
F. Enhances learning through use of wide array of print and non-print materials, technology, and human resources		
G. Selects various strategies and materials based on desired outcomes, instructional purposes, and learner needs		

**Overall Rating for Standard 4- - Instructional Strategies:
Improvement**

Exceeds Standards

Meets Standards

Needs

(Circle one.)

Standard 5- - Positive Learning Environment: The beginning teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.		
Skill/Disposition	Comments	Rating
A. Demonstrates and is committed to the use of democratic values and processes in the classroom; encourages student participation and collaboration; creates a learning community in which learners are actively involved in class goals, assuming responsibility for learning		
B. Understands basic principles of classroom management; uses a variety of strategies to foster cooperation, positive interactions, and a focus on learning		
C. Organizes, allocates and manages resources (time, space, activities, and attention) to provide active and equitable engagement of all students; organizes and monitors individual and group work to create a smoothly functioning learning community		
D. Engages students in independent and/or cooperative activities that help them develop the motivation to succeed		
E. Clearly communicates high expectations for behavior; helps learners develop shared expectations and values; creates a positive climate of mutual respect, support, and a focus on learning		
F. Analyzes factors in classroom environment and makes adjustments to enhance learner engagement and productive work		
G. Is committed to the continuous development of learners' abilities; matches motivational strategies to the needs of individual learners		

Overall Rating for Standard 5- - Positive Learning Environment:
Improvement

Exceeds Standards

Meets Standards

Needs

(Circle one.)

Standard 6- - Effective Communication: The beginning teacher uses techniques of effective verbal, nonverbal, and media communication to foster active inquiry, collaboration, and supportive instruction in the classroom.		
Skill/Disposition	Comments	Rating
A. Models effective communication techniques in conveying information and asking questions (such as sensitivity to nonverbal cues and using visual cues)		
B. Supports and seeks to expand fluency of learner expression in speaking, writing, and other media		
C. Understands the purposes of and uses a variety of questioning techniques (such as checking learner understanding, facilitating recall, stimulating critical thinking, and so on)		
D. Models thoughtful and responsive listening; encourages learners to be respectful listeners and audiences		
E. Demonstrates a sensitivity to cultural and gender differences in communication; seeks to foster culturally sensitive communication among and between all learners		
F. Uses a variety of media communication tools (such as visual aids, computers and videos) to enrich learning		
G. Encourages multiple forms of communication in the classroom; recognizes the power of language for self-expression and learning		

Overall Rating for Standard 6- - Effective Communication: Exceeds Standards Meets Standards Needs Improvement
(Circle one.)

Standard 7- - Instructional Planning: The beginning teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.		
Skill/Disposition	Comments	Rating
A. Selects/creates learning experiences appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction		
B. Plans learning opportunities that recognize and address variation in learning styles, performance modes, and developmental needs		
C. Creates short-term and long-range plans linked to student performance and needs		
D. Creates lessons and activities that operate on multiple levels to meet individual needs of diverse learners and help each progress		
E. Uses contextual considerations in both short-term and long-range planning (available materials, student interests and needs, community resources); creates an effective bridge between curriculum goals and students' experiences		
F. Evaluates plans in relation to short-range and long-term goals; systematically adjusts plans to meet learners' needs; responds to unanticipated sources of input		
G. Values long-range and short-term planning as professional and collegial activities; open to adjustments based on student performance and other contingencies		

Overall Rating for Standard 7- - Instructional Planning: Exceeds Standards Meets Standards Needs Improvement

(Circle one.)

Standard 8- - Assessment: The beginning teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.		
Skill/Disposition	Comments	Rating
A. Appropriately uses a variety of formal and informal assessment techniques to enhance knowledge of learners, evaluate learner progress, and modify teaching and planning		
B. Solicits and uses information about student experiences, needs, and learning progress from parents, colleagues, and students themselves		
C. Involves learners in self-assessment strategies; encourages students to set personal learning goals; enables students to become more aware of their strengths and needs		
D. Evaluates the effects of class activities on both individuals and the whole class through various techniques (observation, questioning, and analysis of student work)		
E. Monitors planning and teaching in relation to student performance; modifies plans and instructional approaches accordingly		
F. Demonstrates commitment to continuous assessment for identifying student strengths and promoting student growth		
G Maintains useful records of student work and performance; communicates student progress based on appropriate indicators to students, parents, and colleagues		

Overall Rating for Standard 8- - Assessment:

(Circle one.)

Exceeds Standards**Meets Standards****Needs Improvement**

Standard 9 - Informed Reflective Practice: The beginning teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the earning community) and who actively seeks out opportunities to grow professionally.		
Skill/Disposition	Comments	Rating
A. Uses classroom observation, student information, and research as basis for evaluating outcomes of instruction		
B. Experiments with new strategies, reflects on effectiveness of teaching, and revises practice as appropriate		
C. Solicits and applies information from colleagues; actively shares experiences; welcomes feedback from multiple sources as important tool for improving practice		
D. Seeks out professional literature, professional development opportunities, and other resources to support ongoing development as learner and teacher		
E. Recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues		
F. Demonstrates commitment to critical thinking, reflection, collegial research-based practice, and learning as an ongoing process		
G. Willing to give and receive help; models principles of life-long learning, data-driven reflection, and problem-solving		

Overall Rating for Standard 9- - Informed Reflective Practice: **Exceeds Standards** **Meets Standards** **Needs Improvement**
 (Circle one.)

Standard 10- - Collegial Relationships: The beginning teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well- being.		
Skill/Disposition	Comments	Rating
A. Participates in collegial activities to make the school a productive learning environment		
B. Makes connections to learner environments outside his/her classroom; demonstrates a willingness to work with other professionals to ensure the well-being of students		
C. Identifies and uses community resources to foster student learning		
D. Establishes productive relationships with parents/ guardians from diverse home and community situations; seeks to develop cooperative partnerships in support of student learning and well-being		
E. Talks with and listens to students; is sensitive to signs of distress; responds to students needs for support; seeks outside help as needed and appropriate to remedy problems		
F. Acts as an advocate for students; values and appreciates the importance of all aspects of students' lives, in and out of school		
G. Respects the privacy of students and the confidentiality of information		

Overall Rating for Standard 10 Collegial Relationships: Exceeds Standards Meets Standards Needs Improvement
(Circle one.)

Evaluating Student Teaching Performance

When using the Student Teaching Evaluation, four important factors should be kept in mind:

- ❖ First, the INTASC standards are based on the understanding that all beginning teachers should possess a common foundation of knowledge, skills, and professional dispositions. This evaluation is based on that common core which is required for effective professional practice. Judgments made while completing the evaluation should be based on all aspects of a student teacher's or intern's practice, such as classroom teaching, planning, behavior with other colleagues, interactions with students outside of the classroom, and interactions with parents.
- ❖ Second, the primary difference between beginning teachers and master teachers lies not so much in the kinds of content area knowledge and dispositions they possess, but in the level of sophistication of skills and applications they use. Beginning teachers should be aware that they need to demonstrate all of the skills listed in this evaluation, but they typically will NOT be able to demonstrate all skills in every lesson. The "meets standards" level in this evaluation means "meets standards for a BEGINNING teacher," not "meets standards for an experienced teacher."
- ❖ Third, this evaluation form serves as a formative assessment tool when completed at the midterm point, enabling the student teacher/intern, the mentor teacher, and the university supervisor to determine jointly the action plan for growth necessary during the second half of the capstone experience. At the end of the student teaching semester, the form is completed again, this time as a summative assessment of the candidate's demonstrated achievement of the standards required to be recommended for licensure.
- ❖ Last, in order to be recommended for licensure, candidates should achieve at the overall "meets standards" level for all ten core standards by the end of the student teaching experience. A candidate could conceivably still need improvement in one or two of the sub- skills listed under each core standard and still achieve "meets standards" overall. Typically, a beginner may perform at the "exceeds standards" level for some sub- skills; perhaps even one of the core standards might receive an overall rating of "exceeds standards." The student teaching/internship period is a critical stage in the professional development of a teacher, but it is not the end of a teacher's learning.

Scoring Guidelines:

- ❖ Using the exemplars on the following page, rate each sub- skill as "needs improvement," "meets standards," or "exceeds standards." Provide written comments and/or evidence for the assigned rating. For example, evidence for Skill 1A might be "provided copies of newspaper articles on JFK's death to supplement text."
- ❖ After rating each sub- skill, assign an overall rating for each of the core standards.
- ❖ If THREE or more of the sub- skills are evaluated as "needing improvement," then the overall standard score MUST also be "needs improvement."

- ❖ **FOUR or more of the sub- skills must be rated as “exceeds standards” with NO “needs improvement” ratings for the overall standard score to be “exceeds standards.”**

Exemplars for Evaluating Student Teaching Performance

- ❖ **The descriptors below are provided as general guides for assessing the performances of student teachers/interns.**
- ❖ **The level descriptors used on the Instructional Skills Rubric for Student Teaching Observation also provide behavioral anchors that can be used by evaluators.**
- ❖ **It is possible, if not probable, that the ratings given to candidates will vary from standard to standard. One individual may achieve “exceeds standards” for Standard 1- - Subject Area Knowledge, but rate “needs improvement” in Standard 5- - Positive Learning Environment.**

Exceeds Standards	Meets Standards	Needs Improvement
<p>Candidates at this level of performance are poised, flexible, and can adapt plans and instruction fairly easily. They routinely anticipate obstacles to student success and plan a wide variety of differentiated activities to decrease learner frustration and maximize growth. They consistently select and design activities with high levels of interest for students and are able to creatively use supplemental materials to enhance student learning. They routinely use interdisciplinary strategies and emphasize higher-order thinking and problem-solving in all or almost all of their teaching and assessment. They display the sense of “with-it-ness” that typically only comes after several years of experience in the classroom. They can anticipate problems and consistently use preventive strategies rather than waiting to redirect inappropriate behavior after it occurs. They display high levels of enthusiasm and an ease of interactions with students, parents, and other school professionals. They are skilled in self-analysis and will often identify areas for improvement themselves before others do.</p>	<p>Candidates at this level of performance are aware of what they should be doing, but they are not always able to translate this knowledge into classroom behaviors. At times, it may be difficult for them to “think on their feet” and adapt activities/instruction in the middle of a lesson. Most activities/assessments are generally aligned with standards and are developmentally appropriate. Some activities may at times not be as clearly linked to learning outcomes as they should be. While expectations for students are appropriate and efforts are made to create a positive learning environment, some responses to inappropriate student behavior may be inconsistent. General communication skills are good, but may at times not be effective with all diverse groups of learners. They have high levels of enthusiasm for teaching and seek to help all learners succeed but may not be able to articulate possible actions to accomplish goals, especially with “hard to reach” students. They understand the importance of engaging students in higher-order thinking, but may not be able to always move students to that level, especially in “teachable moment” situations. They are reflective, committed to ongoing improvement and continuous</p>	<p>Candidates performing at this level may not always be aware of what they should be doing. Activities/assessments are not clearly aligned with standards or learning goals and are often not developmentally appropriate, engaging or challenging. Content is presented but the emphasis is on presenting the content instead of structuring the classroom environment so that learners can master the necessary knowledge and skills. They may blame students, parents, or other factors for lack of student progress before analyzing their own instructional approaches. They are not very flexible, and may find it difficult to change plans based on student performance. They may recognize that something is not working as planned but have difficulty analyzing and identifying the source(s) of the problem. They display enthusiasm for teaching and a concern for children, but may often become frustrated or display “negative” behaviors when classes don’t go the way they had hoped. They often are not aware of warning signs of learner frustration/confusion or behavior problems until the small problems grow into larger ones.</p>

	learning, but they may not always be able to identify strategies for improving their teaching.	
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Appendix F: Application for Mentor Teacher

PLEASE FILL OUT AND RETURN AS SOON AS POSSIBLE TO:

Linda McKee, Director
 Teacher Preparation and Certification
 Tulane University
 421 Newcomb Hall
 NOLA 70118
 Fax: 504-865-6771

Application to serve as a Mentor Teacher in:
 ___ PDS ___ Partner ___ Supervising Teacher Capacity

Name: _____ Date: _____ E-mail: _____

Home Address: _____

Home Phone: _____ Ethnicity: _____

Present School: _____ Teacher/Administrator (circle one)

If elementary, self-contained, grade currently teaching: _____
 If elementary, departmentalized, grade(s) and subject(s) currently teaching:
 Grade(s): _____ Subject(s): _____

If secondary, grade(s) and subject(s) currently teaching:
 Grade(s): _____ Subject(s): _____

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

Undergraduate Degree Held: _____ University: _____

Year: _____ Major: _____ Minor: _____

Graduate Degree Held: _____ University: _____

Year: _____ Major: _____ Minor: _____

Number of hours above Master's: _____

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

Have you had a course in Supervision of Student Teaching? ___ Yes ___ No

Have you had LaTAAP Assessor Training? ___ Yes ___ No

Have you had LaTAAP Mentor Training? ___ Yes ___ No

Teaching Experience to Date (Please list information as requested, starting with present position):

Dates	School	Name of System	Area(s) Taught (Elem./Sec.)

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

Type of certificate: A B C Area(s) of certification: _____

Do you hold National Board Certification? ___ Yes ___ No

If yes, in what area? _____ Date awarded: _____

Application for Mentor Teacher -2-

Levels of Previous Field Experience Supervision/Participation (please check all that apply):

_____ Field Experience: Monitored Tutoring, One-on-One Tutoring, Observation

_____ Methods I: Small Group Instruction/Tutoring

_____ Methods II: Delivery of Instruction (Whole Class)

_____ Student Teaching: Delivery of Instruction (Semester Units)

Recommendation/Endorsement by Principal: _____

Comments:

Experience and Training

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

a. Personal experiences related to diversity (such as living abroad or in other cultures)

b. Experiences working with diverse children (either in or outside a school setting)

Professional Development Activities for the Last Three Years

a. Coursework beyond degree(s):

b. Conferences and workshops:

c. Papers and publications:

d. Self-study:

Use of Technology in the Classroom

(Please check all that apply.)

- | | | |
|--|--|--|
| <input type="checkbox"/> PowerPoint Presentation | <input type="checkbox"/> Inspiration | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Student Assignments | <input type="checkbox"/> Word Processing |
| <input type="checkbox"/> Internet | <input type="checkbox"/> Research | <input type="checkbox"/> Database |
| <input type="checkbox"/> Computer-Assisted Instruction | <input type="checkbox"/> Other (please list) | |

Appendix G: Level 4 Exit Interview

Tulane University Teacher Preparation and Certification Program Structured Exit Interview for Level 4 E- Folio

Name of Student: _____

Date: _____

Evaluator: _____

Directions: During the interview please use the following scoring rubric to assess the candidate's interview skills and content knowledge. Place a check in the appropriate box for each category. For each section, total individual items to compile a summary score

I. Communication Skills	1	2	3	4	5	Summary	Comments
Poise and self-confidence						-----/35	(No scores below 4)
Verbal skills (articulation, enunciation, volume, and vocal variety)							
Eye contact							
Professional dress							
Enthusiasm							
Use of professional vocabulary							
Use of correct grammar							
II. Knowledge/Skills	1	2	3	4	5	Summary	Comments
Appropriate content/professional knowledge						-----/100	(Minimum-90/100)
III. Dispositions	1	2	3	4	5	Summary	Comments
Clear and concise responses (evidence of thoughtful preparation)						-----/15	(No score below 4)
Evidence of elaboration/reflection							
Evidence of internalized professional goals							
Total Score						-----/150	

Directions: Each prospective teacher candidate should review the following questions prior to the Portal interviews. Each interviewer should rate each student's responses to the following interview questions. An

overall interview and portfolio rating should be included. Additional questions may be asked. Questions may be asked in another order. A panel interview score will be compiled from the results of all panel members.

Questions	Ratings					INTASC Standards
	1	2	3	4	5	
1. What are the components of effective teaching? (such as planning, execution, assessment, reflection, and re-teaching)						1/2/3/4/5/6/7/8/9/10
2. If there were no restrictions placed on you, what would your classroom be like?						2/3/4/5/9/10
3. If a parent asks the principal to take his child out of your class and place him/her in another teacher's classroom, what would be your response?						5/6/8/9/10
4. If all of your management strategies have not reached a student, what else could or would you do?						2/3/5/9/10
5. Which group would you prefer to teach - all "challenging" or all "compliant" students? Why?						2/3/5/8/9
6. Describe how you meet the needs of diverse learners through instructional strategies and accommodations.						1/2/3/4/7/8/9
7. How do you decide what to teach each day?						1/2/4/5/7/8/9
8. Describe your first day of student teaching. How have you developed?						2/4/5/7/9
9. Describe your philosophy of classroom management.						2/3/4/5/9/10
10. Explain your preferred questioning strategies and how you use them.						2/4/6/8
11. Why is it important that students be told what is expected of them at the beginning of each lesson?						1/2/3/4/7/8
12. Explain how technology is used in your classroom. Why?						2/3/4/7/8
13. Give examples of how you use assessments to inform your teaching.						3/4/7/8/9
14. Give examples of how you know your teaching has impacted students' learning.						2/3/7/8/9
15. What strategies would help teachers increase collaboration?						6/9/10
16. How do you see your college years helping you in your future teaching career?						6/9/10
17. Why is it important to be proficient in your content area?						1/3/4/6/7/8
18. If a principal asked you to do something unethical, how would you respond?						9/10
19. What does it mean to be a reflective teacher?						2/3/6/8/9/10
20. What does it mean to be a "facilitator" or "learning coach" in the classroom?						1/2/3/4/5/7/8/9

Level Descriptors

Rating Level	Dispositions/Communication	Informed	Reflective Practice
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<p>1 Unsatisfactory</p>	<ul style="list-style-type: none"> • Limited eye contact and generally lacking in poise • Often inarticulate or difficult to hear or understand; consistent errors in grammar and usage; no professional vocabulary • Responses are simplistic and lacking in details and elaboration • Responds to feedback with arguments or rationalizations • Is unprepared or unwilling to answer several questions and/or goes off on tangents 	<ul style="list-style-type: none"> • Little evidence of connection to self as learner and teacher • Does not articulate clear connections between theory and instructional decisions • Little evidence of critical or reflective thinking • Little, if any, evidence of understanding of trends, issues, or best-practice research
<p>2 Developing</p>	<ul style="list-style-type: none"> • Makes eye contact but lacks poise • Some distracting speech patterns (“uh’s” or “uhm’s”) and some errors in grammar and usage; minimal professional vocabulary • Attempts are made at elaboration but are not always sufficient • Sometimes makes adjustments that demonstrate self-evaluation and awareness of personal growth • Some evidence of preparation 	<ul style="list-style-type: none"> • Makes general connections to self as teacher and learner • Reflection is generally superficial and lacking in detail • Some evidence of awareness of need for flexibility, analytical thinking and personal integration of research and professional practice • May define complex issues in overly simplistic ways
<p>3 Acceptable</p>	<ul style="list-style-type: none"> • Usually maintains eye contact and poise • Few errors in grammar/usage • Evidence of professional vocabulary but still needs development • Evidence of preparation and enthusiasm and interest in teaching • Evidence of necessary dispositions, but may sometimes lack elaboration 	<ul style="list-style-type: none"> • Makes clear connections to self as teacher and learner • Evidence of personal reflection • Is able to summarize most important trends in research and make most connections to personal practice • Has set some short-term and long-term personal and professional goals
<p>4 Effective</p>	<ul style="list-style-type: none"> • Consistently maintains eye contact • Is animated and articulate with few, if any, errors in grammar/usage • Clear evidence of professional vocabulary • Evidence of enthusiasm is clear • Evidence of preparation shown in concise and elaborated responses • Evidence of all necessary dispositions, especially dedication to helping all children succeed at high levels and ongoing professional growth 	<ul style="list-style-type: none"> • Well-elaborated connections to self as teacher and learner • Clear evidence of personal reflection, including some specific examples • Evidence of carefully considered short range and long-term goals • Can summarize all important trends in research and make clear connections to personal practice • Has internalized professional data-driven decision-making
<p>5 Exceptional</p>	<ul style="list-style-type: none"> • Maintains eye contact and is animated and articulate • No errors in grammar/usage • Well-developed professional vocabulary is integrated throughout • Extensive evidence of enthusiasm and interest in teaching and serving as change agent • Evidence of preparation is extensive, going well beyond standards for beginning teacher • Extensive evidence of continuous growth 	<ul style="list-style-type: none"> • Extensive connections to self as teacher and learner with multiple examples • Evidence of continuous reflection as part of professional thinking • Evidence of carefully considered short-term and long-range goals supported by specific plans for achieving those goals • Summarizes best-practice research in depth and relates how research guided specific teaching decisions

Appendix H: Standards

The following standards documents should be referenced as necessary by student teachers/interns, mentor teachers, and university supervisors:

- *INTASC Core Standards for Beginning Teachers* www.ccsso.org/intasc
- *Louisiana's Components of Effective Teaching* www.doe.state.la.us
- *NAEYC Initial Licensure Standards* www.naeyc.org
- *National Educational Technology Standards for Teachers* www.iste.org

In addition to these general teaching standards, the following links to content specific documents may also prove helpful:

- *Standards for English Language Arts Teaching*
National Council of Teachers of English www.ncte.org
- *Interdisciplinary Social Studies Themes Standards*
National Council on Social Studies www.ncss.org
- *Standards for Foreign Language Education*
American Council on the Teaching of Foreign Language www.actfl.org
- *Mathematics Standards for Elementary/Middle/Secondary*
National Council for Teachers of Mathematics www.nctm.org
- *Standards for Science Education*
National Science Teachers Association www.nsta.org
- *Standards for Dance Education*
National Association of Schools of Dance nasd.arts-accredit.org
- *Louisiana Content Area Standards*
Louisiana State Department of Education
www.doe.state.la.us/lde/ssa/122.html