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SECTION I

INTRODUCTION
INTRODUCTION

This handbook is a comprehensive resource for those involved in student teaching/practica at Southeastern Louisiana University. Overall expectations for student teachers, supervising teachers, cooperating principals, and university supervisors are presented. The handbook is intended to answer many of the questions that frequently arise as well as to state policies of Southeastern. This handbook should be read carefully by all individuals involved in the student teaching/practica programs.

CONCEPTUAL FRAMEWORK

The Conceptual Framework provides direction for the development of effective professionals. The four critical components are: Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit. Refer to Appendix A for a graphic representation of the Conceptual Framework and additional information.

OBJECTIVES AND PERFORMANCE OUTCOMES

Upon completion of student teaching/practicum, the student should be able to:

1. Prepare lesson plans in accordance with desired pupil competencies. (KL, SM, CK, PS, Diversity, and Technology)
2. Utilize effectively a variety of teaching techniques and strategies in the classroom. (KL, SM, CK, PS, Diversity, and Technology).
3. Use effectively discipline and management techniques and strategies in the classroom. (KL, SM, PS, and Diversity)
4. Communicate effectively with pupils and others both in oral and written English. (KL, SM, CK, PS, Diversity, and Technology)
5. Evaluate pupil progress. (KL, SM, CK, PS, Diversity, and Technology)
6. Provide for individualized instruction and pupil needs. (KL, SM, CK, PS, Diversity, and Technology)
8. Establish a positive working relationship with members of a professional staff. (KL, SM, PS, and Diversity)


**PROFESSIONAL TERMINOLOGY**

**Cooperating Principal.** The administrative official in charge of the cooperating school.

**Cooperating School.** An off-campus, public school which provides facilities and personnel for professional laboratory experiences, including student teaching.

**Director of Student Teaching.** The person designated by the university with administrative responsibility for organizing, coordinating, and directing the university's total program of student teaching.

**Practicum.** A three to six credit hour program designed to give supervised experience in a school setting.

**Pre-Service Education.** All university work leading to the baccalaureate or post-baccalaureate degree and teacher certification.

(a) **General Education.** Courses and experiences that includes theoretical and practical knowledge gained from studies in communications, mathematics, science, history, philosophy, literature, and the arts.

(b) **Specialty Studies.** All courses in a specific field which are required for certification in that field.

(c) **Professional Studies.** Courses in education and educational psychology, including student teaching, required of pre-service teachers.

**Professional Field Experiences.** All direct relationships with children, youth, laymen and professional groups which contribute to the effectiveness of a person in performing the total functions of a teacher.

**Students.** The children or youth in the cooperating school classrooms.

**Student Teacher.** The college student who has met the requirements for student teaching.
**Student Teaching.** That part of the professional field experience, organized and directed by the university, during which the student is placed in a public school under the direct supervision of a fully certified classroom teacher and university faculty member for one semester on an all-day basis.

**Supervising Teacher.** A fully certified public school teacher under whose direct supervision the student teacher does student teaching.

**University Supervisor.** A university faculty member who supervises student teachers in close cooperation with the supervising teacher.

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**PROGRAM OF FIELD EXPERIENCES**

All persons pursuing a degree program in teacher education at Southeastern Louisiana University are required to be involved in a comprehensive program of structured field experiences, beginning with observation and participation in the sophomore year and progressing to intense involvement in the senior year. Students in the post-baccalaureate degree/certification programs, Master of Arts in Teaching (MAT) and Alternate Certification, have similar structured field experiences. Student teaching, in the final semester, has long been recognized as one of the most significant components of pre-service teacher education. Student teachers should find this experience to be one of the most challenging and rewarding of their college education.
SECTION II

REQUIREMENTS FOR TEACHING CERTIFICATION
REQUIREMENTS FOR STUDENT TEACHING

The *Louisiana State Department of Education* regulations for certification of teachers require that students do their student teaching under the control and supervision of the institution from which they expect to be graduated. To be eligible for student teaching, students must meet the requirements outlined in their catalogue of record.

REQUIREMENTS FOR A PRACTICUM

Practica are available in all areas of certification which require a practicum. Prerequisites vary, so refer to the current *Southeastern General Catalogue*.

A practicum usually consists of 90 clock hours to be completed at a designated school site. Because of the flexible nature of a practicum, the schedule and degree of involvement will be determined by the Office of Student Teaching. Generally, activities will include observation, planning and directing activities appropriate to the practicum situation, teaching, and working with students individually and in groups.

REQUIREMENTS FOR LOUISIANA TEACHING CERTIFICATION

In order to be granted a Louisiana Teaching Certificate upon graduation, one must have an overall cumulative or degree grade point average of 2.5 on a 4.0 scale in all work to be credited toward a degree from an approved teacher education program. There must be no grade below C in any professional education course, educational psychology course, the primary teaching area and the secondary teaching area, or in specialized academic education. Certification requirements are specified
by the State Legislature and/or the Board for Elementary and Secondary Education and coordinated by the Louisiana State Department of Education. These requirements are subject to periodic modification which may not occur at times appropriate for inclusion in the Southeastern General Catalogue. It is the responsibility of the students to make periodic checks for such changes with their academic advisers and/or department heads.

In addition, in order to be certified to teach in Louisiana, a person must make a passing score as prescribed by the Louisiana State Department of Education on all required parts of the Praxis.

Application for a teaching certificate is made by the individual through the Dean's Office in the College of Education and Human Development on a form (Appendix B) furnished by the Louisiana State Department of Education. Application forms are distributed at the orientation meeting for student teachers and finalized at the evaluation day meeting. A certified check or money order payable to the Louisiana State Department of Education must accompany the application. Applications for teaching certificates are processed by the Dean’s office and sent to the Louisiana State Department of Education for further processing. The teaching certificates are then mailed to the students by the Louisiana State Department of Education.

**PRAXIS TESTS**

Persons seeking certification to teach in Louisiana must take the required Praxis tests. These examinations are administered on the Southeastern Louisiana University campus several times during the year. Applications are available online at www.ets.org.
All persons seeking to be certified in Louisiana must submit satisfactory scores on all required parts of the Praxis as part of their application for student teaching. Please request original scores to be sent to Southeastern each time a Praxis test is taken to expedite the application for student teaching and certification. Persons should keep personal copies of their Praxis test scores or contact the Educational Testing Service (ETS) for duplicate copies. In an emergency situation, Southeastern’s Testing Office may be able to provide copies of the scores. Copies of the Praxis test scores are not available from ETS or Southeastern’s Testing Office after ten years.

Students should access the web site for the *Louisiana State Department of Education* ([http://www.doe.state.la.us/lde/index.html](http://www.doe.state.la.us/lde/index.html)) for current Praxis requirements in the fields of certification. The web site also includes requirements for Add-On Certification.
SECTION III

STUDENT TEACHING PROGRAM INFORMATION
SELECTION OF COOPERATING SCHOOLS AND CLASSROOM SUPERVISING TEACHERS

Student teachers will be assigned to do their student teaching away from the campus community. Southeastern Louisiana University has written agreements (Appendix C) with several southeast school systems for placement of student teachers.

The University strives to meet multi-cultural educational needs by ensuring that each teacher education candidate receives some experience in working with students from diverse cultures prior to and/or during student teaching. Attempts are made to select schools that provide excellent learning environments. In addition to meeting the qualifications for a supervisor of student teaching, the Office of Student Teaching strives to select teachers who possess and exhibit personal and professional qualities worthy of being a role model for student teachers.

QUALIFICATIONS OF SUPERVISORS OF STUDENT TEACHING

To be eligible to serve as supervisor of student teaching, the classroom teacher must satisfy any one of the following conditions set forth by the Louisiana State Department of Education:

1. A valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment;

   -OR-

2. A Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successful completion of the three-credit-hour course in the supervision of student teaching;

   -OR-
3. A valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successful completion of assessor training through the Louisiana Teacher Assistance and Assessment Program;

-OR-

4. A valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment.

Southeastern Louisiana University attempts to select only fully qualified and certified supervising teachers as defined by the above qualifications. The selection of those who will serve as supervisors of student teaching is made by the Director of Student Teaching from a list of teachers recommended for this assignment by the principals of the cooperating schools.

**HONORARIUM SCHEDULE**

*Supervising Teachers*

Supervising teachers who satisfy any of the above qualifications are paid $200 (plus retirement benefits) per semester. Supervising teachers who have completed the course in Supervision of Student Teaching are paid an additional $30 per semester. Based on placement opportunities, if it is necessary to use a supervising teacher who has taught a minimum of three years, but not met other qualifications, payment will be $175 (plus retirement benefits) per semester. Supervising teachers who supervise a student teacher for half a semester are paid $115 (plus retirement benefits).
Cooperating Principals

Cooperating principals will be paid $55.00 (plus retirement benefits) per semester for each student teacher placed in the school to a total of 10. The maximum compensation during the contract period shall not exceed $550.

Payment

At the end of each semester, a check is sent to each parish/city school system where student teachers are placed. The school systems then distribute the honorarium payment to the teachers and principals who served as supervisory personnel.

Policy for Paying Supervising Teachers and Principals When a Student Teacher Resigns

If the student teacher resigns after the fourteenth class day, the supervising teacher and cooperating principal will be paid the full honorarium stated in the contract. If the student teacher resigns or is directed to withdraw from student teaching prior to the fourteenth class day, the circumstances of the resignation/withdrawal will be reviewed to determine whether the full honorarium will be paid.

ASSIGNMENT OF STUDENT TEACHING/PRACTICUM STUDENTS

During the semester immediately preceding student teaching or a practicum, prospective students are provided with information relative to application procedures (Appendix D). A memorandum is sent to all departments with teacher education programs announcing the application period. The Director of Student Teaching speaks with students enrolled in methods classes and distributes applications at that time. Applications are not accepted after the deadline date.
After a thorough review of each application and a list of qualified supervising teachers, the Director of Student Teaching makes assignments. Secondary majors must be placed in their major field unless a placement is unavailable. The Director keeps in mind the following major considerations: residence during the student teaching semester, grade level and/or subject areas requested, availability of certified supervising teachers, and any extenuating circumstances. In addition, students must be "clustered" as much as possible because of budgetary and time factors. As a rule, student teachers are not assigned to schools where they have immediate family or relatives, or where their own children are attending. As a rule, secondary student teachers are not assigned to the high schools from which they graduated.

When tentative assignments are arranged, the Director notifies the cooperating principals and requests that the principals notify the supervising teacher(s) in the school. After the principal's approval, the Director notifies students of their tentative assignments (Appendix E).

Each student teacher's record is checked again at the end of the semester preceding student teaching to determine eligibility. Approximately one week prior to the beginning of a semester, the Director sends a list of final student teaching assignments to the cooperating principals.

**VISITING THE SCHOOL**

The student teacher is expected to make a visit to the assigned school and supervising teacher during the semester prior to student teaching or the practicum. Courtesy demands that a student not arrive at the school unannounced but that an appointment be made by calling the school and asking for a convenient time to visit. Each student teacher will be given an **Acknowledgment of Pre-Student Teaching/Practicum Visit** form (Appendix F) with the tentative assignment. The supervising teacher
should sign the form during the visit. It is the student teacher's responsibility to return the signed form to the Office of Student Teaching by the designated date.

In preparation for the Pre-Student Teaching/Practicum Visit, each student should write a brief autobiography, including information of a personal, educational, and social nature that will help the supervisor(s) better understand the student's experiences and competencies. The autobiography should be typed and approximately one and one-half to two pages in length. One copy of the autobiography will be given to the supervising teacher at the initial visit and one copy will be given to the university supervisor at the beginning of the semester. The university supervisor will then submit the autobiography to the Office of Student Teaching where it will be filed in the student's permanent file. It should be noted that the autobiography and visit are the first impression students will make upon their supervisors.

The first visit to the school is a good time for students to orient themselves to both the school and the classroom. Students will want to find out such things as: teacher arrival and departure times, the teaching schedule, parking arrangements, and school regulations such as dress codes.

**STUDENT TEACHING ADVISORY COUNCIL**

The major purposes of the Student Teaching Advisory Council are to: (1) serve as a forum where general ideas and suggestions for the overall improvement of the student teaching semester may be discussed (matters of personal concern should be reported to the appropriate university official), (2) plan and direct the mid-semester seminar, and (3) possibly assist with the activities for the end-of-the-semester Evaluation Day for student teachers. Council membership includes three faculty
members who are serving as university supervisors and six elected student teachers. The following guidelines will be used:

1. Three faculty members who are serving as university supervisors will be selected by the Director of Student Teaching to serve each semester on the council.

2. At the orientation meeting for the student teachers, six student teachers will be elected by the entire group of student teachers to serve on the council. Two members will be elected from the elementary level; two members from the secondary level; one from the K-12 level in the areas of Art, Foreign Language, Music, Health and Physical Education; and one from the K-12 level in the area of Special Education.

3. A temporary chairperson will be designated by the Director of Student Teaching to direct the first meeting of the council. At the first council meeting, a chairperson and a secretary will be elected by the group.

4. Complete minutes of each meeting of the council will be prepared and filed with the Director of Student Teaching.

5. The Director of Student Teaching will meet briefly with the council at its first session and will be available for subsequent meetings of the council if requested.
ORIENTATION MEETINGS

At the beginning of the semester, student teachers are required to attend an orientation meeting which may count as "participation" time on their Activity Log. At this meeting, student teachers are given their final assignment for student teaching. Student teachers will receive general information concerning student teaching policies and procedures and complete several forms including: an Application for Teaching Certificate (Appendix B), an Authorization to Release Selected Information (Appendix G), and a Work Policy During Student Teaching (Appendix H).

New supervising teachers and university supervisors are also required to attend an orientation session at the beginning of the semester. They will receive general information concerning student teaching policies and procedures and information about their responsibilities.

MID-SEMESTER SEMINAR

All student teachers and practicum students are required to attend a Mid-Semester Seminar. The seminar planned by the Advisory Council will be presented. In addition, students may schedule appointments with school systems registered to attend the Job Fair. Prospective graduates attend GRAD Fair following the seminar.

JOB FAIR

In the fall and spring semesters, a Job Fair is held on campus. Attendance at the Job Fair is optional. Student teachers are excused from student teaching responsibilities to attend the Job Fair. Student teachers who choose not to attend must report to the student teaching site.
Representatives from school systems throughout the state and several out-of-state systems visit the campus to interview prospective teachers. Although hiring commitments are not made at that time, it is an excellent opportunity for students to make an initial contact with several school systems.

**EVALUATION DAY**

All student teachers are required to attend an Evaluation Day on campus as a final student teaching activity. Students will be asked to evaluate their overall preparation for teaching and the student teaching experience. This input is very important to the College of Education and Human Development when programs are reviewed for possible improvements. A money order or check for $50.00 made payable to the *Louisiana State Department of Education* must be presented on this day to finalize processing of the *Application for Teaching Certificate* (*Appendix B*).

**PLACEMENT SERVICES**

Southeastern has established a central placement service for all graduating students, including those in education. This office, The Office of Career Services, is located in the Student Union Building. Students need to contact this office for placement forms, information, and service.
SECTION IV

RESPONSIBILITIES OF INDIVIDUALS INVOLVED IN THE STUDENT TEACHING PROGRAM
DUTIES OF THE DIRECTOR OF STUDENT TEACHING

The duties of the Director of Student Teaching include:

1. Serve as budget unit head for the Office of Student Teaching.
2. Process and approve applications for student teachers each semester.
3. Evaluate potential schools and teachers that may become participants in the student teaching program.
4. Approve and assign certified supervising teachers to work with student teachers each semester.
5. Assume primary responsibility for the conduct of orientation programs for student teachers, supervising teachers, and university supervisors.
6. Assign university supervisors to work with student teachers and supervising teachers each semester.
7. Revise the Student Teaching Handbook, evaluation criteria, etc. used in student teaching.
8. Prepare contracts for supervising teachers and cooperating principals.
9. Approve expense accounts for university supervisors.
10. Conduct conferences with student teachers, supervising teachers, and university supervisors as necessary.
11. Serve on college and university committees as requested or designated by policy or proper authorities.
12. Prepare and revise the Office of Student Teaching and Student Teaching sections of the Southeastern Louisiana University General Catalogue.
13. Represent the Dean at various meetings when requested.
14. Complete tasks requested by the Dean concerning program development, long range planning, policy formulation, etc.

**RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

1. Interpret and explain the university program to cooperating school personnel.

2. Submit to the Office of Student Teaching a visitation and seminar schedule at the beginning of the semester.

3. Schedule a conference with the cooperating principal on the initial visit to the school or as soon as possible.

4. Keep a Weekly Report of Observations and Conferences (Section VI – Evaluation Instruments) with student teachers. Submit this report on a weekly basis to the Office of Student Teaching. Attach Form A or B when a written evaluation has been completed.

5. Review the Requirements for the First Week outlined in Section VIII. After the supervising teacher initials that each requirement has been met, the university supervisor should sign and date at the bottom.

6. Observe/conference with each student teacher a minimum of six times during the semester regarding their performance.

7. Complete a minimum of four written evaluations (Section VI – Evaluation Instruments – two of Form A and two of Form B) of each student teacher during the semester. Conference with the student teacher prior to having him/her sign the evaluation. Two evaluations should be completed prior to mid-term (A and B) and two evaluations after mid-term (A and B) for each student teacher. Form B, completed at mid-term, must be entered in PASS-PORT.
minimum of **three** evaluations must cover the duration of a lesson (usually one hour for middle and senior high schools and 30 minutes for elementary). Submit the original copy of the evaluation form to the Office of Student Teaching, give one copy to the student teacher, and keep one copy.

8. By the end of the second week, approve the student teacher’s teaching schedule prepared by the supervising teacher. Keep a copy for your file.

9. Confer regularly with the supervising teachers and student teachers concerning the following:
   a. Reflection and Critique of Videotaped Lesson and daily written lesson plans *(Appendix I and J)*;
   b. Weekly Activity Logs of student teachers—sign after the supervising teacher signs, collect signed logs during each visit, check for accuracy and keep in a file for each student teacher throughout the semester (Section VII);
   c. Observation Evaluation Reports outside the student teaching classroom - 6 required (Section VIII);
   d. The student teacher’s performance documented in the **Supervising Teacher’s Journal**.
      Sign and date when you review the journal. Add written comments when appropriate.

10. Comment on the student teacher’s, Reflection and Critique of a Videotaped Lesson. A summary comment concerning the critique should be given to the student teacher to enter in PASS-PORT.

11. Meet with assigned student teachers for **two** seminars during the semester. The seminars are to be conducted after school hours. Keep an attendance record of student teachers at seminars. The first seminar should be scheduled no later than the third week. The last
seminar should have a reflective component and be scheduled no earlier than the next to the last week of the semester.

12. Complete a final evaluation (Form B) summarizing the student teacher’s performance during the semester. Strengths and recommendations for improvement should be included on the final evaluation. This is placed in the student teacher’s permanent file.

13. Serve as a liaison between the University and the cooperating school.

14. Follow the procedures for a Marginal Student Teacher (Section V – Policies and Procedures) immediately when necessary. Confer with the student teacher, supervising teacher, and cooperating principal. Keep the Director of Student Teaching informed by submitting written documentation of meetings and recommended strategies.

15. Distribute mid-term and final evaluation forms to the supervising teachers and cooperating principals.

16. Confer with the supervising teacher and student teacher prior to the submission of the mid-term and final evaluation. Collect original copies of the independent and collaborative evaluation forms. Return the evaluation forms completed collaboratively to the Office of Student Teaching by the designated date. At the end of the semester, the final evaluation and addendums must be entered in PASS-PORT.

17. Evaluate and approve artifacts for the student teacher’s Competency Portfolio. The evaluation of their assessment plan, Appendix N, must be entered by the University Supervisor in PASS-PORT.
18. Make recommendations to the Director of Student Teaching concerning prospective and current supervising teachers.

19. Submit Travel Expense Forms on a monthly basis to the Office of Student Teaching.

20. At the end of the student teaching semester or upon the withdrawal from student teaching, collect the following items from each student teacher and deliver them to the Office of Student Teaching.

   (a) Student Teaching/Practicum Activity Logs;
   (b) Observation Evaluation Reports (6 required);
   (c) Supervising Teacher’s Journal;
   (d) Videotaped Lesson (Tape/DVD).

Due to the confidential nature of these documents they will be kept for one semester by the Office of Student Teaching and then destroyed. Documents for students planning to apply for a second student teaching experience will be kept for a longer period of time.

RESPONSIBILITIES OF THE COOPERATING SCHOOL PRINCIPAL

1. Meet the terms of the contract signed with Southeastern Louisiana University (Appendix K).

2. Review the Student Teaching Handbook and become familiar with Southeastern’s student teaching program.

3. Work with the Office of Student Teaching in the selection of qualified and certified supervising teachers. Make all necessary inquiries concerning the supervising teachers available and their interest before making recommendations.

4. Help develop a supportive climate for student teachers. Encourage faculty, staff, and students to accept student teachers as professionals.
5. Serve as a resource person for the supervising teachers and the faculty in general.

6. Meet with assigned student teachers at the beginning of the semester, explain the school program, school rules and regulations, and introduce student teachers to faculty and staff. School handbooks, schedules, etc., are to be provided to all student teachers.

7. Encourage student teachers and supervising teachers to discuss and adhere to the Code of Ethics (Appendix L).

8. Work with the university supervisor(s) and supervising teacher(s) in providing desirable experiences for student teachers in all of the areas delineated in the Student Teaching Handbook.

9. Provide a School Board approved substitute teacher for the supervising teacher’s classroom when absences occur. Student teachers may not be used as substitute teachers either in the supervising teacher’s classroom or elsewhere in the school.

10. Report any prolonged absences (five or more days) of an assigned supervising teacher to the Office of Student Teaching. It is not necessary to report all absences.

11. Make a minimum of two classroom observations/evaluations (duration of a lesson) of all assigned student teachers and:

   (a) provide written evaluations using the parish/city evaluation form or the one provided by the university (Section VI – Evaluation Instruments-Form B);

   (b) conference with the student teacher and supervising teacher following the classroom visitation to review the written ratings and comments;

   (c) have the student teacher sign the evaluation form;

   (d) submit the original completed, signed evaluation form to the university supervisor prior to the date specified by the university.
12. Plan, in cooperation with the university supervisor, faculty in-service programs that enhance the student teaching program and that provide improved teaching-learning situations for students, teachers, and student teachers.

13. Encourage exemplary teachers in the school to meet the qualifications for supervising teachers.

14. Promote strongly the attendance of all supervising teachers at professional meetings called by the university as a part of the student teaching program.

15. Attend all meetings called by the university as a part of the student teaching program.

16. Require all supervising teachers to utilize professionally acceptable planning techniques with daily lesson plans.

17. Work with the university supervisory staff in developing class and teaching schedules that are conducive to good student teaching experiences.

18. Provide adequate conference time – and conference and seminar space – for the supervising teachers, student teachers, and university supervisors. Seminars conducted by the university supervisor shall be held at times other than regular school hours.

19. Ensure that the supervising teacher is present when the student teacher is standing duty, teaching in the classroom, working with parents, monitoring standardized tests, etc. Standardized tests should not be administered by student teachers. Student teachers must be accompanied by the assigned supervising teacher when performing any duty function at the school.

20. Evaluate supervising teachers each semester in cooperation with the university supervisory personnel and make recommendations concerning their continued participation in the program.

21. Provide an innovative, creative climate where student teachers and supervisory personnel may experiment and use new programs and approaches.
RESPONSIBILITIES OF THE SUPERVISING TEACHER

The supervising teacher assumes the most vital role in the student teaching program since this individual symbolizes the profession in action. The supervising teacher will:

1. Meet the terms of the contract signed with Southeastern Louisiana University (*Appendix M*).
2. Prepare the students and the classroom for the student teacher’s arrival. The supervising teacher can never relinquish the final responsibility for the students. Legally, the supervising teacher is responsible for what occurs in the classroom.
3. Remain in the classroom or nearby at all times. Responsibility for school functions and activities should not require frequent absence from the school campus while the student teacher is teaching.
4. Orient the student teacher to the total school program.
5. Demonstrate effective teaching techniques.
6. Provide a work area in or near the classroom for the student teacher. Activity Logs, lesson plans, and the *Supervising Teacher’s Journal* should be placed here by the student teacher for review by the university supervisor and cooperating principal.
7. Determine the number of required teaching aids (bulletin boards, charts, displays) early in the semester. Materials used in making these aids which require expenditures by the student teacher (money, personal time, talents and supplies) shall belong to the student teacher unless prior arrangements are made.
8. Schedule the student teacher’s responsibility in actual teaching. Prepare a schedule (by the second week) designating the dates when the student teacher will assume total responsibility for each class. The schedule should be approved by the university supervisor and a copy provided.
9. Review the student teacher Requirements for the First Week outlined in Section VIII. Assemble the items noted and initial after the student teacher completes each requirement.
10. Determine the student teacher’s readiness for teaching.
11. Review the student teacher’s lesson plans (Appendix J) in advance. Plans should be submitted by the student teacher a minimum of three days prior to teaching. If lesson plans have not been submitted and approved in advance, the student teacher will not be allowed to teach.

12. Critique the student teacher’s performance on a daily or weekly basis throughout the semester. Write your comments (strengths and areas needing improvement) in an ongoing Supervising Teacher’s Journal and have the student teacher review, initial, and write comments. The university supervisor should review the journal on a regular basis. The journal should remain at school at all times and the pages should be numbered. Refer to Section V - Policies and Procedures - for additional information on the Supervising Teacher’s Journal.

13. Conference with the student teacher on a regular basis throughout the semester. Informal conferences should be conducted as needed. A formal conference should be held weekly. The formal conference should not be scheduled during class time. Document the conference in the Supervising Teacher’s Journal. The student teacher should note conference time on the Activity Log.

14. Assist the student teacher in:
   
   (a) preparing the videotaped lesson and daily lesson plans (Appendix I and J);
   
   (b) developing techniques in classroom management;
   
   (c) recognizing and providing for individual differences;
   
   (d) organizing and presenting materials;
   
   (e) experiencing school duties and extracurricular activities;
   
   (f) scheduling observations in other classrooms;

   (g) establishing professional and social relationships with faculty and other school personnel.
15. Comment on the student teacher’s, Reflection and Critique of a Videotaped Lesson
(Appendix I). A summary comment concerning the critique should be given to the student
teacher to enter in PASS-PORT. Additional notes should be included in the Supervising
Teacher’s Journal.

16. Evaluate and approve artifacts for the student teacher’s Competency Portfolio. Review their
assessment plan (Appendix N).

17. Notify the university supervisor immediately concerning areas needing improvement in the
student teacher’s performance and schedule a three-way conference. If it is deemed appropriate
by the supervising teacher and the university supervisor, begin following the procedures for a
Marginal Student Teacher (Refer to Section V – Policies and Procedures). Ongoing
documentation in the Supervising Teacher’s Journal, lesson plan critiques, etc., should justify
placing the student teacher on marginal status.

18. Complete a formal mid-term and final evaluation using the form provided by Southeastern
(Refer to Section VI – Evaluation Instruments - Form C). Documentation in the Supervising
Teacher’s Journal, lesson plan critiques, etc., should support ratings and comments on the
evaluations. Return original copies of the independent and collaborative evaluation forms to the
university supervisor by the designated date.

**RESPONSIBILITIES OF THE STUDENT TEACHER**

The student teacher will:

1. Adhere to all policies and regulations as stated in this handbook.

2. Adhere to cooperating school and supervising teacher expectations and policies. Be prompt,
reliable, and loyal.
3. Function as an integral part of the cooperating school.

4. Be active in learning about the school, physical plant, programs, and opportunities. Attend and/or participate in after-school activities.

5. Dress appropriately and professionally throughout the student teaching semester.

6. Provide the university supervisor a complete up-to-date schedule of classes as teaching assignments change.

7. Notify the university supervisor immediately about any concerns at the cooperating school site or student teaching related matters.

8. Complete the Requirements for the First Week outlined in Section VIII. The supervising teacher should initial after completion of each requirement. The university supervisor should sign and date when requirements are completed.

9. Complete a minimum of six observations in classrooms other than the supervising teacher’s and prepare written reports of each (Section VIII – Requirements for the First Week and Observations). Note observation time on the Activity Log.

10. Complete a total of 270 clock hours in student teaching with a minimum of 180 of the hours spent in actual teaching. Two to three consecutive weeks should be scheduled for full-time (all day) teaching. Elementary level student teachers in departmentalized classrooms must have teaching experience in least three subject areas.

11. Prepare daily lesson plans using the format in Appendix J. A minimum of three days prior to teaching, submit plans to the supervising teacher for critique and approval. If lesson plans have not been submitted and approved in advance, the student teacher will not be allowed to teach. All plans should be kept in a ring binder for future reference and easy access by
supervisory personnel. A written plan and self-evaluation (on the lesson plan or in the Supervising Teacher’s Journal) for each lesson taught is required.

12. Videotape (use the large VHS format or DVD) a lesson near mid-semester and complete a reflection and critique using the form in Appendix I. Submit a copy of the lesson plan, the videotape, and the reflection and critique to your supervising teacher and university supervisor for evaluation. Each will submit comments to you to be entered in PASS-PORT. The university supervisor will keep the videotape/DVD.

13. Attend all seminars and meetings scheduled by the university and university supervisor. Your presence is required at these activities.

14. Keep a daily Activity Log (Section VII – Student Teaching/Practicum Activity Log). The supervising teacher and university supervisor should sign the log regularly. The university supervisor will collect the signed logs during each visit.

15. Review, initial, and provide written response to the comments in the Supervising Teacher’s Journal on a regular basis. The student teacher’s initials indicate a review of the journal and not necessarily agreement with the content. The journal should remain at school at all times. Refer to Section V - Policies and Procedures for additional information on the Supervising Teacher’s Journal.

16. Provide Activity Logs, lesson plans, and the Supervising Teacher’s Journal for review by the university supervisor and cooperating principal. These should be placed on a desk or table that is your designated work area in or near the classroom.

17. Understand that the professional and legal responsibilities of the classroom remain in the hands of the supervising teacher.
18. Notify the supervising teacher, university supervisor, and the Office of Student Teaching when illness or an unavoidable absence occurs. This includes absences of a full or partial day.

19. Assist in maintaining school and classroom records.

20. Attend parent conferences as requested by the supervising teacher and with approval of the parents.


22. Complete a self-evaluation of your teaching performance at mid-term and at the end of the student teaching experience using the form in the handbook provided by Southeastern (Section VI – Evaluation Instruments – Form C). Confer with the supervising teacher and university supervisor and plan for continued improvement.

23. Complete requirements for the Competency Portfolio. Submit your Assessment Plan (Appendix N) for review and evaluation by the university supervisor.

24. At the end of the student teaching semester or upon the withdrawal from student teaching, submit the following items to the university supervisor.

   (a) Student Teaching/Practicum Activity Logs;

   (b) Observation Evaluation Reports (6 required);

   (c) Supervising Teacher’s Journal;

   (d) Videotape /DVD.

   Due to the confidential nature of these documents they will be kept for one semester by the Office of Student Teaching and then destroyed. Documents for students planning to apply for a second student teaching experience will be kept for a longer period of time.
SECTION V

POLICIES
AND
PROCEDURES
THE ALL-DAY STUDENT TEACHING PROGRAM DEFINED

The Louisiana Legislature mandated through House Bill 733 that students must student teach all day.

The law specifically states the following:

That the applicant shall have spent a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. That the applicant shall have completed a substantial portion of his/her 180 hours of actual student teaching on an all-day basis.

Because Southeastern requires more than minimum standards, the student teaching experience is a full university semester; this allows for more than the required minimum number of hours. The student teacher is expected to spend all day (approximately eight hours), five days per week, in the cooperating school. Two to three consecutive weeks should be devoted to full-time (all-day) teaching. Student teachers must remain in the student teaching experience either teaching, engaged in planned observations or other activities until the end of the semester.

THE FOLLOWING POLICIES AND PROCEDURES ARE TO BE FOLLOWED DURING THE STUDENT TEACHING SEMESTER:

Student Teaching/Practicum Activity Log

Clock hours should be recorded daily on the Student Teaching/Practicum Activity Log (Section VII--Student Teaching/Practicum Activity Log). Log notes must be concise and informative enough that the university supervisor and other supervising personnel can understand what the student teacher has been doing. Keep in mind that classroom time and not preparation and planning time are logged. Time should be logged in whole numbers and not decimals. Time may be rounded off 5 to 10 minutes when logged. The log should be signed weekly by the supervising teacher and regularly by the university supervisor during visits to the classroom. Completed and signed logs should be removed from the handbook and submitted to the university supervisor during each visit.
Hours may be logged in four categories:

(A) **Participation**: Assisting the teacher in any phase of duty except direct teaching. For example, a student teacher may perform routine housekeeping tasks, stand duty with the supervising teacher, assist students in the class, and attend after-school meetings and activities. University sponsored meetings which require the student's attendance may be logged as participation.

(B) **Conference**: Meeting with the supervising teacher, cooperating principal, university supervisor, or the Director of Student Teaching to discuss matters such as lesson plans or to critique the student's teaching performance. Seminars with the university supervisor may be logged as conference. *Do not* forget to log conference time.

(C) **Observation**: Observing and analyzing the teaching-learning process. There are two categories:

1. The student teacher should observe the supervising teacher and students in the assigned classroom(s) throughout the semester and record this time on the Activity Log.

2. All student teachers are required to complete a minimum of six written observations in classrooms other than the supervising teacher's during the semester. Observation forms and guidelines are included in Section VIII—Requirements for First Week and Observations.

Observations should occur at various times during the semester and not only at the beginning or end of the semester. Secondary majors with a minor should schedule some observations in their minor teaching field. Elementary majors should observe in different grade levels. Written observation reports should be removed from the handbook and submitted to the university supervisor at the end of the semester. Remember to record all observation hours on the Activity Log.
(D.) **Teaching:** Assuming the responsibility of planning and instructing. Student teachers must teach from their own lesson plans and only in their area of certification to log teaching hours. If the student teacher is informed in advance and has time to implement ideas and procedures, the supervising teacher's plan may be used on some occasions. There should be a gradual build-up of teaching experiences that culminates with two to three consecutive weeks of full-time (all-day) teaching and then a gradual return of the classes to the supervising teacher’s responsibility. All-day teaching should not be left until the very end of the semester in case an emergency arises.

**Lesson Plan Outline**

Student teachers are **required** to have a written plan for each lesson taught throughout the semester. These plans must be approved in advance by the supervising teacher. If lesson plans have **not** been submitted in advance, (a minimum of **three** days prior to teaching), the student teacher will **not** be allowed to teach. Refer to *Appendix J* for an example of the lesson plan outline to follow during the majority of the semester. A sample lesson plan follows the outline in *Appendix J*. With approval of the supervising teacher and university supervisor, block planning may be used during the **last four weeks** of the semester. Student teachers in half semester placements may use block plans the **last two weeks** of each placement. Refer to *Appendix J* for an example of a block plan. You may use this block plan format or the teacher’s block plan format. At any time during the final weeks, you may be requested to return to the more detailed plan if the supervising teacher and university supervisor deem it necessary. Copies of all lesson plans should be placed in a ring binder and be readily available during visits by the university supervisor and principal.

**Supervising Teacher’s Journal**

The **Supervising Teacher’s Journal** is the official means of critiquing the student teacher’s performance throughout the student teaching semester. Careful notes taken by the supervising teacher while observing the student teacher provide the required documentation for conferencing and an accurate
mid-term and final evaluation of the student teacher’s performance.

Each entry in the journal by the supervising teacher should include a date, brief summary of what occurred, strengths of the lesson, suggestions for improvement, and if appropriate, questions for the student teacher’s response in the journal. The student teacher’s name should be used when writing the journal entry. The journal pages should be numbered and the journal should remain at the school site throughout the student teaching semester.

A spiral notebook or steno pad may be used for the journal. If journal comments are entered on the computer, print a copy and place it in a ring binder for review by the student teacher and supervisory personnel.

The student teacher should review the journal on a regular basis and initial (doesn’t mean agreement) the pages following review. In addition, the student teacher should respond in writing in the journal to the comments of the supervising teacher. The student teacher’s response may include a self critique of strengths and areas needing improvement as well as questions for the supervising teacher.

The journal should be available for review by all supervisory personnel. The university supervisor should review the Supervising Teacher’s Journal each time a visit is made to the cooperating school site. He/she should sign and date the page and write comments when appropriate. The cooperating principal may also review the journal entries. The Director of Student Teaching may request the Supervising Teacher’s Journal at any point during the semester when supporting documentation is needed concerning the student teacher’s teaching performance.
Ongoing documentation in the journal is critical to support placing a student teacher on marginal status. Refer to Procedures to Follow for a Marginal Student Teacher in Section V – Policies and Procedures.

At the end of the student teaching semester or upon the withdrawal from student teaching, the university supervisor will collect all Supervising Teachers’ Journals. Due to the confidential nature of this document, it will be kept for one semester by the Office of Student Teaching and then destroyed. The Supervising Teacher’s Journal for students planning to apply for a second student teaching experience will be kept for a longer period of time.

**Issues Related to Student Teaching**

Student teachers and supervisory personnel should be aware of the following issues related to student teaching:

1. Student teachers may **not** serve as substitute teachers during the student teaching semester.
2. Student teachers may **not** administer nor serve as an official witness for corporal punishment.
3. Student teachers may **not** contact parents/guardians of the students they teach. The supervising teacher must be present during personal contact with parents/guardians.
4. Student teachers may **not** send notes to parents/guardians of the students they teach without approval from the supervising teacher. Notes to parents **must** include the signature of the student teacher and supervising teacher.
5. Supervisory personnel may **not** discuss the student teacher’s performance with the student teacher’s parents or spouse without the student teacher being present.
6. Student teachers may **not** express their personal religious and political views in the classroom or with students outside the classroom.
7. Student teachers may **not** engage in religious activities at the school site.
(8) Student teachers may not administer standardized tests. With permission from the administration, they may assist with monitoring.

(9) Student teachers must maintain confidentiality concerning student’s records and performance.

The university supervisor should be notified if the student teacher or supervisory personnel have concerns related to any of the above issues or other related issues at the student teaching site.

**Grading Policy**

Grades for all student teaching and practicum courses are on the Pass-Fail basis. The final grade is determined jointly by the supervising teacher and university supervisor and officially submitted by the Director of Student Teaching. Students should remember that they must have an overall cumulative or degree grade point average of 2.5 to graduate and meet certification requirements in one of the teacher education curricula.

**Policy Regarding Remaining in Student Teaching**

Student teachers are reminded that they function at the approval of school personnel. At the request of the cooperating school, a student teacher may be removed at any time during the semester. A student teacher may continue student teaching as long as his/her teaching performance does not impact the students at the cooperating school and if there are no physical or mental health complications which limit his/her ability to perform the essential functions of the student teaching assignment.

**Attendance and Duty Responsibilities**

The student teacher is to report at the designated time for teachers each day and is to remain at the school until regular dismissal of the teaching personnel for the entire semester. However, it will soon be
discovered that the teacher's day does not end with dismissal of teaching personnel. Lesson plans, preparation, and grading may require continued work. To be successful in the student teaching semester, the student teacher may need to sharply curtail other employment and activities. All student teachers are required to sign a *Work Policy During Student Teaching* form (*Appendix H*).

The student teacher will be expected to accompany/assist the supervising teacher throughout the school day. These duties and responsibilities may include attendance at faculty and professional meetings considered a part of the supervisor's responsibilities. For professional and legal purposes, the student teacher must always be accompanied by the supervising teacher or substitute teacher when on duty.

**Calendar**

The calendar distributed at the orientation meeting includes important dates for university activities. The student teacher is required to meet the obligations listed unless they are indicated as optional.

The student teacher is required to follow the cooperating school's calendar during the student teaching experience rather than the university calendar for holidays. It is the student teachers' responsibility to make their university supervisor aware of their cooperating school's calendar. A copy of this calendar should be given to the university supervisor at the first seminar.
Absences

The student teacher should know the cooperating school's policy for emergencies or illness and comply with it. The supervising teacher, the university supervisor, and the Office of Student Teaching must each be notified of absences (full and partial days). First notify the supervising teacher and then call or e-mail the Office of Student Teaching. If the university supervisor has a scheduled visit to your school that day, please call that individual as well. The student teacher may be excused from student teaching duties only for the following reasons:

(a) university required activities (absences aren't recorded for these activities);
(b) individually arranged interviews for job placements (these should be limited in number and approved in advance by the Office of Student Teaching);
(c) emergencies including personal illness, death or illness in the immediate family;
(d) official closing of cooperating school for an emergency (absences aren't recorded in this case);
(e) attendance at professional conferences, etc. (must be approved in advance by the cooperating principal, supervising teacher, university supervisor, and Director of Student Teaching).

The student teacher must report to the Director of Student Teaching to discuss any absences in excess of five days. Makeup time is required for any absence after five days, except in cases (a) and (d) above.
**Policy Regarding Using Student Teachers as Substitute Teachers**

The student teacher is a university student and cannot be used in lieu of a paid substitute in the absence of the supervising teacher or any other teacher in the school. This policy applies throughout the student teaching semester even if the student teacher has acquired the required 180 hours of teaching.

If the supervising teacher is absent, the school must provide for an approved substitute teacher. This provides legal coverage for the school and Southeastern. The student teacher may teach and log the hours as teaching if the supervising teacher approves in advance.

**Use of the Learning Resource Center at Southeastern**

Student teachers may use materials in the Learning Resource Center during regular hours of operation but may not check out materials to use in their cooperating schools. Student teachers need to become familiar with resources available at the cooperating school or an area media center.

**Scheduling a Class with Student Teaching**

Under special circumstances a student may request permission from the Director of Student Teaching to schedule one course with student teaching. Any course scheduled in addition to student teaching must not conflict with student teaching. The hours involved in student teaching will be approximately 8:00 A. M. to 3:00 P. M. Monday through Friday. In no case will permission be given to take more than one class in addition to student teaching.

**Teaching in Other Classrooms**

In most cases, student teachers should plan to complete the 180 clock hour teaching requirement in the classroom of the assigned supervising teacher. The teaching schedule of the assigned supervising teacher may make it necessary for the student teacher to teach for a limited period of time in another classroom. Elementary level student teachers in departmentalized classrooms must have teaching
experience in at least three subject areas. The supervising teacher, principal, and university supervisor must approve in advance teaching in other classrooms.

**Seminars**

University supervisors will schedule a minimum of two seminars after school hours during the semester. The first seminar should be scheduled no later than the third week of the semester. The last seminar should have a reflective component and be scheduled no earlier than the next to the last week of the semester. Attendance at seminars is required and considered part of the student teaching experience. Seminars should be logged as conference.

**Evaluation Rating Forms**

The supervising teacher and the student teacher should follow recommended procedures for conducting the mid-semester and final evaluations. These recommendations include: (1) independent completion of the evaluation form by the student teacher (self evaluation); (2) independent completion of the evaluation form by the supervising teacher; (3) holding a formal conference to discuss the student teacher's progress and to complete the final collaborative form; (4) returning the final original copy of the independent and collaborative evaluation forms (no xerox copies) to the university supervisor; and (5) discussing the evaluation with the university supervisor.

The evaluation rating forms are filed in the student's file in the Office of Student Teaching. The mid-semester rating is replaced with the final evaluation and becomes a part of the student's permanent record. In the case of a student teacher placed for half of the semester with one supervisor and the other half with another supervisor, both evaluation forms are kept as permanent records.

A copy of the final collaborative evaluation form will be released to school systems when requested in writing provided the student has signed a form (Appendix G) authorizing the release.
PROCEDURES TO FOLLOW FOR A MARGINAL STUDENT TEACHER/INTERN

When ongoing documentation in a Supervising Teacher's Journal indicates marginal performance (teaching and/or professional attributes), the supervising teacher and university supervisor should consult and contact the Director of Student Teaching. Efforts should be made to identify a marginal student as early as possible; however, marginal status may begin at any time during the semester. Immediate attention should be given to the following procedures.

1. A three-way conference should be scheduled between the student teacher/intern, supervising teacher, and university supervisor to review the situation. This conference should be conducted with the knowledge of the cooperating principal and the Director of Student Teaching. At this time a written remedial plan should be developed which identifies the specific areas needing improvement and a plan of action to be taken. A designated conference time (approximately two weeks) should be stated in writing on the plan to evaluate progress. The written remedial plan should be dated and signed by the student teacher/intern, supervising teacher, university supervisor, and principal. The student teacher/intern and all supervisory personnel should receive a copy of the plan. A copy should be filed in the student's file in the Office of Student Teaching.

2. The corrective actions on the plan for the student teacher/intern to complete during the student teaching semester should be supervised by the supervising teacher and university supervisor. Frequent observations and written evaluations of the student teacher’s/intern’s planning, performance in the classroom, and demonstration of professional attributes should be conducted by the supervising teacher and the university supervisor. Other professionals in the field may be asked to observe and complete written evaluations of the
student teacher’s/intern’s performance. However, observations by other professionals must be approved in advance by the Director of Student Teaching. Periodic written reports by supervising personnel should be made to the Director of Student Teaching.

3. After a reasonable period of time (approximately two weeks), another three-way conference should be scheduled to review the remedial plan and to evaluate the student teacher’s/intern’s performance. If sufficient progress has occurred, the student teacher/intern may be able to continue with the student teaching/internship assignment without further remediation.

4. If sufficient improvement has not occurred within the period of remediation, the Director of Student Teaching will be notified to possibly schedule an observation of the student teacher/intern in the classroom. Conferences may be scheduled by the Director of Student Teaching with all supervisory personnel and the student teacher/intern to determine one of the following: (1) continued corrective action with specific timelines; (2) the student teacher/intern may be advised to withdraw from student teaching/internship; or (3) the student teaching/internship assignment may be terminated.

5. If a student teacher/intern withdraws or is terminated, the Supervising Teacher’s Journal, other documentation and videotaped lessons are kept by the Office of Student Teaching.

**PROCEDURES TO APPLY FOR A SECOND STUDENT TEACHING EXPERIENCE**

A student who fails or is directed to withdraw from student teaching or internship must complete a supervised Professional Improvement Plan (PIP) prior to placement in a second student teaching experience. The student completes a supervised PIP under the direction of the Coordinator of the
Teacher Development Program (TDP). The PIP is developed using documentation (such as the Supervising Teacher’s Journal, observations/evaluations from supervisory personnel, videotaped lesson and reflection and critique, and mid-term evaluation instruments) from the student teaching/internship assignment. Placement for a second experience is in a different parish/city school system. A student may not attempt student teaching a third time.
SECTION VI

EVALUATION INSTRUMENTS
# UNIVERSITY SUPERVISOR’S
Weekly Report of Observations, Evaluations, and Conferences

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Date</th>
<th>Observation</th>
<th>Conference</th>
<th>Evaluation</th>
<th>Comments:</th>
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</thead>
<tbody>
<tr>
<td>Indicate the cumulative teaching hours for each student teacher</td>
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Seminar (Note topic and attendance)

*Attach copies of completed evaluation forms with Weekly Report. Turn in weekly to the Office of Student Teaching. These must be submitted before Travel Expense forms will be processed.*
Form A
Southeastern Louisiana University
Evaluation Report of Student Teaching or Internship

Student Teacher / Intern: ___________________________ Date Observed: __________________
Observer: ___________________________ Position: ___________________________
School: ___________________________ Subject / Grade: __________________ Period: ____________

Student Teacher / Intern Signature

White Copy - Office of Student Teaching • Yellow Copy - University Supervisor • Pink Copy - Student Teacher/Intern
Southeastern Louisiana University -- Evaluation Report of Teaching (Mid Term) FORM B

Student Teacher/Intern: ___________________________ Date Observed ___________________________
Observer: ______________________________________ Position ___________________________
School: _________________________________________ Subject/Grade: __________ Period ____________

Directions: Please evaluate the student teacher/intern in each of the areas below. The scale is:
1 – Has not developed or used this skill in this lesson.  2 – Is beginning to incorporate this skill.
3 – Uses this skill appropriately and competently.         4 – Uses this skill consistently with a high degree of competence and confidence.

<table>
<thead>
<tr>
<th>PLANNING: The student teacher/intern plans effectively for instruction.</th>
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<tbody>
<tr>
<td>1. Specifies learner outcomes in clear, concise objectives</td>
</tr>
<tr>
<td>2. Includes activity/activities that develop(s) objectives</td>
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<tr>
<td>3. Identifies and plans for individual differences</td>
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<tr>
<td>4. Identifies materials, other than standard materials, as needed for lesson</td>
</tr>
<tr>
<td>5. States method(s) of evaluation to measure learner outcomes</td>
</tr>
</tbody>
</table>

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<tr>
<th>MANAGEMENT: The student teacher/intern maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.</th>
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</thead>
<tbody>
<tr>
<td>1. Organizes available space, materials, and/or equipment to facilitate learning</td>
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<tr>
<td>2. Promotes a positive learning climate</td>
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<tr>
<td>3. Manages routines and transitions in a timely manner</td>
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<tr>
<td>4. Manages and/or adjusts allotted time for activities planned</td>
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<td>6. Uses monitoring techniques to facilitate learning</td>
</tr>
</tbody>
</table>

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<td>7. Presents content at a developmentally appropriate level</td>
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<td>11. Demonstrates ability to communicate effectively with students</td>
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<td>12. Stimulates and encourages higher order thinking at the appropriate developmental levels</td>
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<td>13. Encourages student participation</td>
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<tr>
<td>14. Utilizes an effective lesson closure</td>
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<td>1. Consistently monitors ongoing performance of students</td>
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<td>2. Uses appropriate and effective assessment techniques</td>
</tr>
<tr>
<td>3. Provides timely feedback to students regarding their progress</td>
</tr>
</tbody>
</table>

Comments/Recommendations:

Student Teacher/Intern Signature: ___________________________
Final Report on Student Teaching/Internship/Practicum
College of Education & Human Development
Southeastern Louisiana University
Hammond, LA

Form C

Student's Name ___________________________ Date ________________________
Cooperating School ________________________ Principal ___________________
Grade or Subject(s) Taught __________________ Supervising/Mentor Teacher ___________

Please indicate area of Student Teaching/Internship/Practicum

- Early Intervention
- Elementary and Mild/Moderate Impairments
- Elementary School (Indicate Area Below)
  - PK-3
  - 1-5
  - 4-8
- Mild/Moderate Impairments
- Severe/Profound
- Secondary Education (Indicate Major Field Below)
  - Agriculture
  - Art
  - Biology
  - Business Education
  - Chemistry
  - English
  - Family & Consumer Sciences
  - Foreign Language
  - General Science
  - Health & Physical Education (Kinesiology)
  - Industrial Technology
  - Instrumental Music
  - Mathematics
  - Physics
  - Social Studies
  - Speech
  - Vocal Music

Is this a MAT/Alternate Certification Student?  ○ Yes  ○ No

University Supervisor's Comments:

Director of Student Teaching

Signature of University Supervisor/External Assessor

Hours:

Participation    Observation    Total ______
Conference ______ Teaching ______

Pass ______ Fail ______ Incomplete ______

Course Number: _______________________

Course Title: _______________________

Number of Credit Hours: ____________
Directions: Please evaluate the student teacher/intern in each of the areas listed below. This evaluation should be completed jointly by the supervising/mentor teacher and the student teacher/intern. Please use the comments section under each major category to explain your ratings and/or add additional information. Documentation must be provided for any rating of 1.

The scale is:
1 – Has not developed or used this skill
2 – Is beginning to incorporate this skill
3 – Uses this skill appropriately and competently
4 – Uses this skill consistently with a high degree of competence and confidence
5 – Does Not Apply (ONLY relevant to two indicators)

Use blue or black ink for the responses and comments. You may type comments on the page, but do not use tape or glue to attach a page.

<table>
<thead>
<tr>
<th>PLANNING: The student teacher/intern plans effectively for instruction.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Specifies learner outcomes in clear, concise objectives</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Includes activity/activities that develop(s) objectives</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Identifies and plans for individual differences</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Identifies materials, other than standard materials, as needed for lesson</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. States method(s) of evaluation to measure learner outcomes</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Plans for the use of technology</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson (Special Education teachers only)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments:
**MANAGEMENT**: The student teacher/intern maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Organizes available space, materials, and/or equipment to facilitate learning</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Promotes a positive learning climate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Manages routines and transitions in a timely manner</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Manages and/or adjusts allotted time for activities planned</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Establishes expectations for learner behavior</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Uses monitoring techniques to facilitate learning</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Comments:**
**INSTRUCTION:** The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Initiates lesson effectively</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Uses technique(s) which develop(s) lesson objective(s)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Sequences lesson to promote learning</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Uses available teaching material(s) to achieve lesson objective(s)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Adjusts lesson when appropriate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Integrates technology into instruction</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Presents content at a developmentally appropriate level</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Presents accurate subject matter</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Relates relevant examples, unexpected situations, or current events to the content</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Integrates content across the curriculum</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>Accommodates individual differences</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>Demonstrates ability to communicate effectively with students</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>Stimulates and encourages higher order thinking at the appropriate developmental levels</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Encourages student participation</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15.</td>
<td>Exhibits enthusiasm toward the subject content</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16.</td>
<td>Uses wait time</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>Uses effective questioning techniques</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>Utilizes appropriate motivational techniques</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19.</td>
<td>Utilizes an effective lesson closure</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20.</td>
<td>Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Comments:**
**ASSESSMENT:** The student teacher/intern demonstrates ability to assess and facilitate student academic growth.

1. Consistently monitors ongoing performance of students  
   - 1 2 3 4
2. Uses appropriate and effective assessment technique(s)  
   - 1 2 3 4
3. Provides timely feedback to students regarding their progress  
   - 1 2 3 4
4. Produces evidence of student academic growth under his/her instruction  
   - 1 2 3 4
5. Develops well constructed assessment instruments/procedures/performances  
   - 1 2 3 4
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning  
   - 1 2 3 4
7. Interprets and utilizes standardized/non-standardized test results  
   - 1 2 3 4

**Comments:**

---

**OTHER:** The student teacher/intern

- Participates in grade level and subject area curriculum planning and evaluation  
  - 1 2 3 4
- Establishes cooperative relationships with the supervising/mentor teacher, paraprofessionals, parents, students, and other school personnel  
  - 1 2 3 4
- Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning  
  - 1 2 3 4
- Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher  
  - 1 2 3 4
- Has planned lessons to address the School Improvement Plan  
  - 1 2 3 4
- Exhibits sensitivity to diverse community and cultural norms  
  - 1 2 3 4
- Shows awareness of the purposes of professional organizations  
  - 1 2 3 4
- Observes and/or participates in team evaluations (IEP’s, etc.)  
  - 1 2 3 4

**Comments:**
<table>
<thead>
<tr>
<th>Professional Attributes and Characteristic Scale*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Directions:</strong> For each attribute, select <strong>ONE</strong> adjective or statement that describes the behavior the student teacher/intern typically displays. Please elaborate further in the comments section when additional feedback will help the student teacher/intern continue to progress.</td>
</tr>
<tr>
<td><strong>1. Attendance:</strong></td>
</tr>
<tr>
<td>- Frequently absent</td>
</tr>
<tr>
<td>- Rarely absent</td>
</tr>
<tr>
<td>- Exemplary attendance</td>
</tr>
<tr>
<td><strong>2. Punctuality:</strong></td>
</tr>
<tr>
<td>- Frequently late</td>
</tr>
<tr>
<td>- Generally punctual</td>
</tr>
<tr>
<td>- Always on time</td>
</tr>
<tr>
<td><strong>3. Professional Appearance:</strong></td>
</tr>
<tr>
<td>- Occasionally appears inappropriately/unprofessionally dressed</td>
</tr>
<tr>
<td>- Is usually dressed appropriately</td>
</tr>
<tr>
<td>- Always dresses/appears in a professional manner</td>
</tr>
<tr>
<td><strong>4. Oral Expression:</strong></td>
</tr>
<tr>
<td>- Makes frequent usage and/or grammatical errors</td>
</tr>
<tr>
<td>- Inarticulate</td>
</tr>
<tr>
<td>- Articulate</td>
</tr>
<tr>
<td>- Expressive, animated</td>
</tr>
<tr>
<td><strong>5. Written Expression:</strong></td>
</tr>
<tr>
<td>- Written work contains misspellings and/or grammatical errors</td>
</tr>
<tr>
<td>- Written work is often unclear and disorganized</td>
</tr>
<tr>
<td>- Written work is organized and clearly expresses ideas</td>
</tr>
<tr>
<td><strong>6. Tact/Judgment:</strong></td>
</tr>
<tr>
<td>- Thoughtless: Highly insensitive to others’ feelings and opinions</td>
</tr>
<tr>
<td>- Somewhat or sometimes insensitive and undiplomatic</td>
</tr>
<tr>
<td>- Perceives what to do or say in order to maintain good relations with others and responds accordingly</td>
</tr>
<tr>
<td>- Diplomatic: Highly sensitive to others’ feelings and opinions</td>
</tr>
<tr>
<td><strong>7. Reliability/Dependability:</strong></td>
</tr>
<tr>
<td>- Sometimes fails to complete assigned tasks and duties</td>
</tr>
<tr>
<td>- Sometimes needs to be reminded to attend to assigned tasks/duties</td>
</tr>
<tr>
<td>- Responsible: Attends to assigned tasks/duties on schedule without prompting</td>
</tr>
<tr>
<td>- Self-starter: Perceives needs and attends to them immediately</td>
</tr>
<tr>
<td><strong>8. Self-Initiative/Independence:</strong></td>
</tr>
<tr>
<td>- Passive: Depends on others for directions, ideas and guidance</td>
</tr>
<tr>
<td>- Has good ideas, works effectively with limited supervision</td>
</tr>
<tr>
<td>- Creative and resourceful; independently implements plans</td>
</tr>
<tr>
<td><strong>9. Self-Confidence:</strong></td>
</tr>
<tr>
<td>- Anxious: Often appears self-conscious, nervous</td>
</tr>
<tr>
<td>- Arrogant: Has unfounded belief in abilities</td>
</tr>
<tr>
<td>- Usually confident – comfortable in classroom situations</td>
</tr>
<tr>
<td>- Realistically self-assured; competently handles class demands</td>
</tr>
<tr>
<td><strong>10. Collegiality:</strong></td>
</tr>
<tr>
<td>- Often works in isolation</td>
</tr>
<tr>
<td>- Reluctant to share ideas and materials</td>
</tr>
<tr>
<td>- Willingly shares ideas and materials</td>
</tr>
</tbody>
</table>
11. Interaction with Students:
- Can appear threatening or antagonistic towards students
- Shy: Hesitant to work with students
- Relates easily and positively with students
- Outgoing: Actively seeks opportunities to work with students.

12. Response to Students’ Needs:
- Does not attempt to accommodate needs of unique learners
- Makes negative comments about students’ ability to learn
- Usually accepts responsibility for all students’ learning
- Consistently responds to the learning needs of all students

13. Response to Feedback:
- Defensive: Unreceptive to feedback
- Receptive – but does not implement suggestions
- Receptive – and adjusts performance accordingly
- Solicits suggestions and feedback from others

14. Ability to Reflect and Improve Performance:
- Reluctant to analyze performance
- Makes some effort to review skills
- Actively seeks ways to assess abilities
- Consistently deepens knowledge of classroom practice and student learning

15. Professional Characteristics: For each characteristic, check the frequency indicator that most accurately reflects the student teacher/intern’s behavior.

<table>
<thead>
<tr>
<th></th>
<th>Seldom</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
</table>
a. Commitment – demonstrates genuine concern for students and is dedicated to the teaching profession. | 1 | 2 | 3 |
b. Creativity – seeks opportunities to develop imaginative instructional lessons. | 1 | 2 | 3 |
c. Flexibility – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary. | 1 | 2 | 3 |
d. Integrity – maintains high ethical and professional standards. | 1 | 2 | 3 |
e. Organization – is efficient, successfully manages multiple tasks simultaneously. | 1 | 2 | 3 |
f. Perseverance – strives to complete tasks and improve teaching skills. | 1 | 2 | 3 |
g. Positive Disposition – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable. | 1 | 2 | 3 |

16. Potential as a teacher:
- Recommend review of career options and consideration of profession other than teaching
- Recommend continuation in teaching profession
- Highly recommend continuation in teaching profession: Strong candidate

Comments:

<table>
<thead>
<tr>
<th><strong>Please list the strengths of the student teacher/intern:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please list the areas needing improvement:</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Please list the specific steps in the student teacher/intern’s planned future program of improvements:</strong></td>
</tr>
</tbody>
</table>

Evaluated cooperatively by:  

Supervising/Mentor Teacher  

and  

Student Teacher/Intern

Principal  

Checked by University Supervisor/External Assessor
SECTION VII

STUDENT TEACHING/
PRACTICUM
ACTIVITY LOG
### SOUTHEASTERN LOUISIANA UNIVERSITY-- STUDENT TEACHING/PRACTICUM ACTIVITY LOG

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>WEEK</th>
<th>CUMULATIVE</th>
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<tbody>
<tr>
<td>Participation</td>
<td></td>
<td></td>
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<tr>
<td>Conference</td>
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<tr>
<td>Observation</td>
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<tr>
<td>Teaching</td>
<td></td>
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<tr>
<td>Daily Totals</td>
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</tr>
</tbody>
</table>

University Supervisor ___________________________  Supervising Teacher ___________________________

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SECTION VIII

REQUIREMENTS FOR FIRST WEEK AND OBSERVATIONS
REQUIREMENTS FOR THE FIRST WEEK

During the first week at the student teaching site, student teachers should complete the requirements noted below. The supervising teacher should initial by the requirement when it has been met. The university supervisor should review the list, sign, and date when all requirements have been completed.

_____1. Review the Student Teaching Orientation Notebook and/or other orientation materials prepared for the student teacher

_____2. Review the supervising teacher’s Grade Book

_____3. Review any textbooks, Teacher's Manuals or Comprehensive Curriculum Guides

_____4. Review Faculty and Student Handbooks

_____5. Review seating chart(s) and begin learning names of students

_____6. Review the School Improvement Plan

_____7. Review the Class(es) Profile

_____8. Review classroom rules, routines and procedures, and the classroom or school management plan—discuss with the supervising teacher

_____9. Review the class schedule you will follow

_____10. Identify students with special needs in the class(es).

_____11. Identify available resources in the assigned classroom

_____12. Meet the principal and support staff in the office

_____13. Take a tour of the school facility

_____14. Observe the supervising teacher, take notes, and compose questions to ask in a conference

_____15. Additional suggestions from the supervising teacher

The above requirements have been met.

____________________________________________  __________________________
University Supervisor                                                                 Date
OBSERVATIONS

Carefully planned, thorough, observations are a requirement of the student teaching professional laboratory experience. Observations must be done with a previously established purpose and, when possible, with a follow-up session. Areas for observation include the assigned student teaching class, other classes in the cooperating school or an area school, and related areas and activities. Observations should occur at various times during the semester and not only at the beginning or end of the semester. An observation should be the length of a lesson - anticipatory set to closure.

All student teachers are required to complete observations in two categories: (1) the student teaching classroom; and (2) classrooms outside the student teaching classroom. Follow the guidelines below for each category.

I. OBSERVATION IN THE STUDENT TEACHING CLASSROOM

The student teacher should observe the supervising teacher and students throughout the semester and record time on the Activity Log.

II. OBSERVATION OUTSIDE THE STUDENT TEACHING CLASSROOM

All student teachers are required to complete a minimum of six written observations in classrooms other than the student teaching classroom during the semester. Observation reports should be removed from the Student Teaching Handbook and submitted to the university supervisor at the end of the semester.
Respond to the questions below on the forms that follow.

I. The Classroom.
Did the physical space appear to be pleasing and useful to the students? Were content-related displays visible? Were classroom rules and consequences posted?

II. Classroom Management.
How did the teacher handle routines? Was any time wasted by poor management? How were discipline problems handled? Were monitoring techniques used to facilitate learning?

III. The Students.
What was the general makeup of the class? How were individual differences met? What provisions were made for students who finished an assignment early?

IV. The Lesson.
How did the teacher begin the lesson? Was variety reflected in the types of questioning? Was variety reflected in the teaching techniques? How was the lesson closed?

V. Teacher-Student Interactions
What types of teacher-student interactions occurred? Did the teacher show respect for student ideas?

VI. Overall Evaluation
Was the lesson successful? Why or why not?
I. The Classroom

II. The Classroom Management

III. The Student

IV. The Lesson

V. Teacher-Student Interactions

VI. Overall Evaluation

(Use reverse side for additional comments)
APPENDICES
APPENDIX A

College of Education and Human Development (COEHD)
Conceptual Framework Graphic (CF)
Setting the Standard for Excellence through Best Practice
2007-2008

APPENDIX A (Continued)
Mission Statement: The College of Education and Human Development exists to serve the regional, state, national, and global communities by developing effective professionals through implementing innovative and progressive programs.

Vision Statement: The faculty of the College of Education and Human Development prepares candidates to become effective professionals who set the standard for excellence through best practices.

Overview: The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit. The Conceptual Framework is a living document that continuously evolves as opportunities and challenges emerge.

Components of the COEHD Conceptual Framework:

Knowledge of Learner: Candidates’ understanding of the learner which is necessary to provide effective and equitable instruction (KL)

Strategies and Methods: Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals (SM)

Content Knowledge: Candidates’ thorough understanding of the content appropriate to the area of specialization (CK)

Professional Standards: Established criteria that guide effective professionals in each discipline area (PS)
APPENDIX A (Continued)

Supporting Statements
Components of the COEHD Conceptual Framework
2007-2008

Knowledge of Learner

Candidates’ understanding of the learner which is necessary to provide effective and equitable instruction

The educational unit prepares candidates to demonstrate and value sensitivity to the needs of all learners. Candidates acquire an understanding of learners as individuals and incorporate this knowledge as they progress through their educational experiences at Southeastern. As effective professionals, they continue that practice throughout their careers.

Strategies and Methods

Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals

The effective professional demonstrates best practices through inquiry, creativity, and reflective thinking. Constructive and reflective problem-solving processes require the effective professional to consider and integrate complex information.

Content Knowledge

Candidates’ thorough understanding of the content appropriate to the area of specialization

Candidates exhibit depth of knowledge in their area of specialization and breadth of understanding of general subjects within the educational unit.

Professional Standards

Established criteria that guide effective professionals in each discipline area

The educational unit is based on professional standards, enabling candidates to develop the knowledge, skills, and dispositions to become effective professionals. University course objectives and learner outcomes are aligned with national, state, and institutional standards. Candidates incorporate professional standards as they progress through their educational experiences at Southeastern and continue that practice throughout their careers.
APPENDIX B
APPLICATION FOR TEACHING CERTIFICATE

LOUISIANA

DEPARTMENT OF EDUCATION

To be completed by applicant: PLEASE TYPE OR PRINT IN INK

I certify that the information and documentation contained in my application required for certification in Louisiana is true and accurate to the best of my knowledge. I hereby authorize and direct the college and/or university to release any and all information concerning my certification program to the Office of Higher Education and Teacher Certification.

Name: ________________________________  D.O.B.: ___ / ___ / _____
(First)               (Middle)               (Last/Maiden)               (Married Name)
Social Security #: _________ - _______ - _________  Phone #: (______) _______ - _________
Address: _______________________________________
(Street)                                         (City)                          (State)                          (Zip Code)
Applicant’s Signature: ___________________________  Date: __________________________

Institutional Recommendation: TO BE COMPLETED BY DEAN OF EDUCATION or PROGRAM PROVIDER

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Program Type</th>
<th>Highest Degree Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Elementary Grades (1-8)</td>
<td>___ Standard</td>
<td>___ Bachelor's Level</td>
</tr>
<tr>
<td>___ Early Childhood PK-3</td>
<td>___ Alternate Post Baccalaureate</td>
<td>___ Master's Level</td>
</tr>
<tr>
<td>___ Early Childhood (through Home Ec)</td>
<td>___ Master's Alternate</td>
<td>___ Specialist</td>
</tr>
<tr>
<td>___ Elementary Grades 1 – 6</td>
<td>___ Non-Master's Alternate</td>
<td>___ Master's Degree + 30 Graduate Hours</td>
</tr>
<tr>
<td>___ Elementary Grades 1-5</td>
<td>___ Practitioner Teacher Program</td>
<td>___ Doctorate</td>
</tr>
<tr>
<td>___ Middle Grades 4 – 8</td>
<td>ADD-ON ENDORSEMENT(S):</td>
<td></td>
</tr>
<tr>
<td>___ Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Secondary Education (6-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Secondary Education (7-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ All Level (K-12)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Middle Grades, Secondary, K-12 or Special Education Area(s) of Completion:

Area(s): ____________________________________________________________________________
Signature of Academic Dean(s): ____________________________________________________________________________

PRAXIS/NTE Exam Information:

The original PRAXIS/NTE scorecard is attached: ___ Yes     ___ No
Copy of ACT/SAT score is attached: ___ Yes     ___ No

NOTE: The official PRAXIS/NTE scorecard is electronically transmitted to the State Department of Education from ETS. However, in order to expedite the certification process, we request that providers attach original score reports to this packet.

I certify that the above named applicant has completed all requirements for completion of an approved education program from this college/university including a grade point average of 2.5 and I hereby recommend this individual for certification in the above area(s).

Program Completion Date: __________________ Institution/Provider: ________________ Date: ________________

Signature of Dean of Education or Practitioner Program Director: ____________________________ Date: ________________

Signature of Registrar: ____________________________ Date: ________________
Please type or print in ink

Professional Conduct Form
(All questions must be answered)

NAME OF APPLICANT: (Including, First, Middle, and Married) | Social Security Number: _______ - _______ -_______
ADDRESS: | DATE OF BIRTH:

<table>
<thead>
<tr>
<th>Each Question must be answered:</th>
<th>Please Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever had any professional license/certificate denied, suspended, revoked, or voluntarily surrendered? If YES, in which state?</td>
<td>YES</td>
</tr>
<tr>
<td>2. Are you currently being reviewed or investigated for purposes of such action as stated in #1 or is such action pending? If YES, in which state?</td>
<td>YES</td>
</tr>
<tr>
<td>3. Have you ever been convicted of any felony offense, been found guilty or entered a plea of nolo contendere (no contest), even if adjudication was withheld? If yes, please provide the following information: Specify the Offense: Date of Conviction:</td>
<td>YES</td>
</tr>
<tr>
<td>State and Parish/County of Conviction:</td>
<td>YES</td>
</tr>
<tr>
<td>Judicial District of Court of Conviction:</td>
<td>YES</td>
</tr>
<tr>
<td>4. Have you ever been convicted of a misdemeanor offense that involves any of the following: a. Sexual or physical abuse of a minor child or other illegal conduct with a minor child. b. The possession, use, or distribution of any illegal drug as defined by Louisiana or federal law.</td>
<td>YES</td>
</tr>
<tr>
<td>5. Have you ever been granted a pardon for any offense as stated in #3 or #4?</td>
<td>YES</td>
</tr>
</tbody>
</table>

If you answered “YES” to any questions, #1 through #5, you must provide court certified copies of all documents and proceedings, civil records of Federal, State and/or District School Board actions, or other relevant documents that provide full disclosure of the nature and circumstances of EACH separate incident in your application packet.

I affirm and declare that all information given by me in the responses to items #1 through #5 above is true, correct, and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission or addition, may result in criminal prosecution and/or the denial or revocation of my teaching certificate.

SIGNATURE OF APPLICANT: | DATE:
All persons pursuing a degree program in teacher education at Southeastern Louisiana University are required to be involved in a comprehensive program of structured field experiences beginning with observation and participation in the sophomore year and progressing to intense involvement in the senior year.

The ________________ School Board hereby agrees to participate in the teacher-education program of Southeastern Louisiana University by providing personnel and facilities for student teaching and other related field experiences for undergraduate and graduate level students.

This agreement shall commence on ________________, and shall exist for a period of one year at which time the agreement shall automatically renew itself unless terminated by either party upon (90) days written notice by registered or certified mail.

_________________________________________________    ____________________
Superintendent, Parish School Board (or City)                                        Date

______________________________________________________       ______________________
President, Parish School Board (or City)                      Date

______________________________________________________       ______________________
President, Southeastern Louisiana University     Date

______________________________________________________      ______________________
Dean, College of Education and Human Development         Date
Southeastern Louisiana University

______________________________________________________       ______________________
Director, Office of Student Teaching                 Date
Southeastern Louisiana University
APPLICATION FOR STUDENT TEACHING/INTERNSHIP

**“W” Number**  
**Semester**  
**Date Submitted**

1. Name ___________________________  
   (LAST)  
   (FIRST)  
   (MIDDLE OR FAMILY)  
   Catalogue Year/MAT/Alt Cert

2. Date of Birth ________________  
   Age_______  
   Sex_______  
   Marital status ________________

3. Current College Address  
   (Box or Street #)  
   (City)  
   (State)  
   (Zip)

4. Permanent Home Address  
   (Box or Street #)  
   (City)  
   (State)  
   (Zip)

5. College/Home/Cell Phone

6. High School From Which Graduated  
   (Name of School)  
   (City)  
   (State)

7. Elementary School From Which Graduated  
   (Name of School)  
   (City)  
   (State)

8. ELEMENTARY MAJORS:  
   EDUC 427 (1-5 & 4-8)_____ (9 Hrs)  
   ECE 427 (Pre K-3)_____ (9 Hrs)  
   What grade range and/or subject do you prefer? ____________________________

9. SECONDARY MAJORS:  
   EDUC 486_____ (9 Hrs)  
   First Teaching Field (Major)__________________________  
   Minor__________________________________________  
   What grade range and/or subject do you prefer? ____________________________

10. SPECIAL EDUCATION MAJORS:  
    EDUC 425_____ (12 Hrs.)  
    EDUC 450 _____ (9 Hrs.)  
    Other_______  
    List Major and Area of Certification: ________________________________  
    What grade range and/or subject do you prefer? ____________________________

11. MAT MAJORS:  
    MAT 681 (Elem/Sped)_____ (6 Hrs)  
    MAT 689 (Elem)_____ (6 Hrs)  
    MAT 686 (Sec)_____ (6 Hrs)  
    List Major and Area of Certification: ________________________________  
    What grade range and/or subject do you prefer? ____________________________

12. Have you filed an Application for Graduation?  
    Yes ____ No ____ N/A______  
    (You must pay the fee and apply on-line by the deadline.)
13. Have you read all of the “Requirements for Student Teaching” in your catalogue? Yes ____ No ____

14. I understand that I must complete requirements for an acceptable Developing/Combo Portfolio. Yes____ No____

15. Are you certain that you meet all requirements for student teaching? Yes ____ No ____
   If not, which one(s) do you lack after this semester? _______________________________________________________________________

16. All required major and professional courses must be completed prior to student teaching with the required grade. Students enrolled in all day student teaching can schedule one non-prerequisite course in the evening. Do you plan to request permission to schedule a course with student teaching? Yes ____ NO ____

17. Are you enrolled in or do you plan to enroll in a correspondence course? Yes____ No ____
   If yes, please indicate the title of the course(s) and the completion date(s): (Must also provide a copy of the “Course Elsewhere Approval” form) ______________________________________________________________________

18. What is your cumulative or degree grade point average?______________________________
   A 2.5 cumulative or degree GPA and a cumulative or degree GPA of 2.5 in work done at Southeastern is required for the BA/BS degree. A 3.0 overall GPA for MAT is required.

19. Are you enrolled in the Alternate Certification or MAT Program? Yes ____ No ____

20. Do you plan to seek an Internship (Education 429/MAT 683/687/688)? Yes ____ No ____
    (Only students in the Alternate Cert or MAT are eligible. It is not possible to change from student teaching to internship or vice versa after the application period.)

21. All required parts of the Praxis must be successfully passed prior to student teaching or an internship. Have you successfully passed all required parts of the Praxis? Yes ____ No ____
    If not, which ones do you lack and when are you scheduled to take the test(s)? ____________________________
    (Please provide a copy of your passing scores to the office-PLT and Specialty only.)

REMARKS: Where do you plan to live during the student teaching semester? If there are special circumstances that should be considered such as pregnancy, disability, etc., please explain. Also state reasons why you should not be placed in a particular school (for example, it is policy that you cannot be placed at a site where relatives are employed or children and/or siblings attend, or the high school from which you graduated - list those sites below)

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

NOTE: TENTATIVE ASSIGNMENTS WILL BE READY THE LAST WEEK OF THE SEMESTER. Assignments will be mailed to the circled address on this application. Please be aware that it is not always possible for placements to be made at the schools of your choice. Consideration for transportation, child care arrangements, etc. cannot be factors in determining placements. THIS IS A POLICY!

I certify that I have read and understand the requirements for student teaching/internship in my catalogue. I further certify that I have answered the above statements correctly and completely to the best of my ability and knowledge and will notify the Office of Student Teaching immediately concerning any changes. I agree to check my Southeastern e-mail account regularly.

Signature of Applicant __________________________ Date __________________________
APPENDIX E
Tentative Assignment

To:

From: Dr. Rebecca R. Day, Director

Date

I. Assignment

Parish:
School:
Grade or Subject:
Supervising Teacher (s):

NOTE: This is a tentative assignment. Your record will be checked again at the end of the summer to determine final eligibility. Personnel changes, etc. in schools may make some changes necessary at a later date.

II. Pre-student Teaching Visitation – Prior to

YOU ARE TO SCHEDULE A VISIT TO THE ASSIGNED COOPERATING SCHOOL TO MEET YOUR SUPERVISING TEACHER BEFORE THE SCHOOL CLOSES FOR THE SCHOOL YEAR. RETURN THE ATTACHED ACKNOWLEDGMENT AND INSURANCE COVERAGE FORMS TO THIS OFFICE BY _____. (You may mail- Office of Student Teaching, SLU 10818, Hammond, LA 70402 or fax- 985-549-2070 the forms.) Please submit all forms at the same time.

III. Autobiography

Write a brief (1 ½ to 2 pages) autobiography and present it to your supervising teacher when you make the pre-student teaching visit. The autobiography should be typed and include information of a personal and educational nature that will help the teacher better understand your experiences and competencies. Keep in mind that the autobiography creates a first impression for your supervising teacher and that it is filed in your permanent file in this office after being reviewed by the university supervisor. Keep a copy for the university supervisor until the semester begins. Do not submit a copy of the autobiography to the Office of Student Teaching.

IV. Student Teaching Handbook

Purchase a copy of the Student Teaching Handbook (blue cover) at the Bookstore prior to the orientation meeting in __________. Handbooks will be available __________.

V. Student Teacher Orientation Meeting and Professional Seminar –

ALL STUDENTS TEACHERS ARE REQUIRED TO ATTEND THE ORIENTATION MEETING AND PROFESSIONAL SEMINAR IN THE KIVA OF THE TEC AT 8:30 A.M. ON __________. The purpose of this meeting is to provide an orientation to student teaching, to notify you of your final assignment, and to present a seminar in preparation for student teaching. Bring your copy of the Student Teaching Handbook, a pen and a highlighter to the meeting. Following the orientation session in the morning, there will be a 1½ hour break for lunch on your own. The seminar will begin following the lunch break: plan to be present until 4 p.m. NOTE: This is the only notice you will receive concerning this meeting. Mark your calendar now.

Over

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VI. Reporting Date to Schools – __________

This is the official date to begin student teaching. Except for a pre-student teaching visitation, you are **not** to report to your assigned school prior to this date unless you consult with me.

VII. Praxis Requirements and Report

All required parts of Praxis must be successfully passed to be eligible to student teach. Code (RA6656) so the Dean’s Office in the College of Education and Human Development will receive an original copy of your scores. This is required to apply for your teaching certificate. Also, send a Xerox copy of your scores to the Office of Student Teaching as soon as you receive results. The _______ test date is the **last** opportunity to take any Praxis exam prior to the _______ semester.

VIII. Deadline for Graduation Applications for __________

If you will be a candidate for graduation in __________ you must pay the required fee to the Controller’s Office and complete the application on-line by the deadline noted above. Late applications are **Not** accepted.

IX. MAT Students Only

The Dean’s Office must receive an official copy of all transcripts from universities other than Southeastern. Please request that copies be sent to: Ms. Joan Penton, Dean’s Office, College of Education and Human Development, SLU 10671, Hammond, LA 70402.

******************

**NOTIFY THE OFFICE OF STUDENT TEACHING IMMEDIATELY CONCERNING ANY CHANGE IN YOUR STUDENT TEACHING STATUS.** If you have any questions or problems concerning your student teaching assignment, the orientation meeting or the pre-student teaching visitation, contact this office. Due to the number of applicants and the availability of supervising teachers, changes in assignments can not be made.

---

**Note important dates and times on your calendar now.**
This is to acknowledge that ________________ visited in my classroom prior to student teaching and has presented a completed autobiography to me.

____________________________
Name

____________________________
School

____________________________
Date

(TO THE STUDENT: If an emergency arises where you will be unable to visit your assigned school, you must notify both the supervising teacher and the Office of Student Teaching. This visitation is a requirement for student teaching. Please return this form to the Office of Student Teaching by _______.)
APPENDIX G
SOUTHEASTERN LOUISIANA UNIVERSITY
Office of Student Teaching

AUTHORIZATION TO RELEASE SELECTED INFORMATION

NAME OF APPLICANT ________________________________ DATE _______________________

STREET OR BOX NO. __________________ CITY __________________ STATE ______ ZIP ______

I hereby authorize the release of the confidential Evaluation of Student Teaching/Internship information contained in my file to interested school systems who request such information. I also authorize Southeastern to release my phone number and mailing address to interested school systems.

_________________________________________ W# ________________________________

Signed ______________________________________
WORK POLICY DURING STUDENT TEACHING

Semester ______________

Since student teaching is equivalent to a full-time job, the Office of Student Teaching highly recommends that you do not accept outside employment during the student teaching semester. Our office wants you to have the best possible opportunity to be successful. Our records indicate that most students working more than 20 hours a week have a difficult time preparing lessons and meeting other obligations of student teaching.

_____ I will not be working during student teaching.

_____ I will be working during student teaching.

It is necessary for me to work during student teaching. I am confident that I can work approximately ________ hours per week without jeopardizing my student teaching. Should there be indications from my Supervising Teacher and University Supervisor that my student teaching is suffering, I realize I will have to reduce my work hours, take a leave of absence from work, withdraw and student teach another semester, or accept a failing grade.

_____________________________________      _____________________
Student Teacher's Signature           W #

_____________________________________
Date
Appendix I  
Reflection and Critique of 
Videotaped Lesson

Name: ____________________________________      Date of Lesson: __________________

Attach a copy of the lesson plan for the videotaped lesson. View the videotaped lesson and 
evaluate yourself in each of the areas below for the overall lesson utilizing the following scale:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Less than Adequate</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>4</td>
<td>Very Good</td>
</tr>
<tr>
<td>5</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

I. INSTRUCTION:
A. Initiates the lesson effectively          1 2 3 4 5
B. Clearly states the lesson purpose         1 2 3 4 5
C. Uses a variety of activities to achieve lesson objectives  1 2 3 4 5
D. Uses a variety of materials other than the textbook, workbook, etc.  1 2 3 4 5
E. Presents accurate subject content          1 2 3 4 5
F. Sequences the lesson to promote learning  1 2 3 4 5
G. Monitors to facilitate learning            1 2 3 4 5
H. Accommodates individual differences       1 2 3 4 5
I. Encourages higher order thinking through questioning, activities, etc. 1 2 3 4 5
J. Encourages student participation           1 2 3 4 5
K. Gives clear directions                    1 2 3 4 5
L. Maintains student interest                1 2 3 4 5
M. Communicates effectively                  1 2 3 4 5
N. Provides for lesson closure                1 2 3 4 5

II. ASSESSMENT:
A. Provides timely feedback                   1 2 3 4 5
B. Uses a variety of formal and informal assessment methods  1 2 3 4 5
C. Measures learner outcomes                  1 2 3 4 5

III. MANAGEMENT:
A. Promotes a positive learning environment  1 2 3 4 5
B. Maximizes the amount of time available for instruction  1 2 3 4 5
C. Monitors for appropriate behavior         1 2 3 4 5
D. Carries out routines effectively          1 2 3 4 5
IV. ANALYSIS: Comment on one aspect of the lesson that presented a challenge to you (such as classroom management, meeting individual needs, etc.) How did your lesson impact student learning?

V. REFLECTION: State what you would do the same or differently the next time you teach. How will this impact student learning?

VI. SUMMARY COMMENTS ON THE STUDENT TEACHER’S REFLECTION AND CRITIQUE

A. Supervising Teacher

B. University Supervisor
APPENDIX J

LESSON PLAN COMPONENTS

1. Demographics Header to Include:
   Name
   Grade level of lesson
   Subject/Concept
   Duration of lesson

2. Objective(s) This is to be an observable measure. Use an action verb to tell what the students should be able to do by the end of the lesson.

3. Standard/Benchmark/GLE

   Steps four through ten must include allocated times per section.

4. Introduction/Anticipatory Set/Set Induction/Focusing Event/Motivation/Engagement This section of the lesson is to get the students interested in the lesson. It should activate schema. You may use an open-ended type of question to build curiosity or interest.

5. Procedures/Activities/Experiences/Concept Development

   This section of the lesson should include the procedural statements for teaching the lesson. Include the experiences that the teacher will guide the students through during the development of the new concepts. If you are conducting an inquiry/discovery-based lesson, you will have the investigations prior to the explanations, which may be conducted by either the teacher or the students. If the teacher is presenting the content to the students, include a variety of methodologies.

   **Descriptions must include teacher and student roles.
   **A variety of methodologies may be used to develop the lesson.
   **Should include evidence of Critical Thinking

6. Closure/Confirm This section will end your lesson. You will need to summarize the main concepts taught in the lesson. Revisit any questions used in the introduction or in the development of the lesson. Clarify misconceptions if needed

7. Assessment/Evaluation This section is to assess the children according to the objective(s) stated for the lesson.

   **Must be aligned with objectives
8. Materials  List all materials needed to complete the lesson. This should be any materials the teacher may need to the students may need. Give specific number counts for items.

9. Resources/References  Cite any and all sources used to create the lesson plan and resources to be used in the lesson. APA format should be used for references.

**Must include technology connections within planning or implementation

10. Accommodations/Individual Differences/Learners’ Needs
State any procedures or experiences that might be altered for different learners. Explain the connections and why each is necessary.
SAMPLE LESSON PLAN

Subject: English (Grade 8)   Date:
Topic: Sentence Writing

Objectives: TSWBAT
1. Write complete, coherent sentences.
2. Distinguish among complete sentences, fragments, and run-on sentences.

Content Standards/Benchmarks/GLEs:
Standard III: ELA-3-M2 and ELA-3-M4
GLE: Grade 8-(2)-15; (3)-23, 24

Procedures (Activities):
5 minutes (Anticipatory Set) Teacher will write a fragment on the board – Don’t know the reason he lost the game “What is wrong with this statement? How can it be corrected?” Students will respond as teacher corrects the statement. Teacher will identify the day’s objectives.

15 minutes Teacher will utilize transparency to define complete sentences, fragments, and run-on sentences. Examples will be given of each type.

15 minutes Students will complete Exercise A, page 21 in the text, changing fragments and run-on sentences. Subjects and verbs are underlined. Students will be called on at random to go to the board and write their corrected statements. Each will explain his/her answer to the class.

15 minutes Students will participate in a writing relay on a subject - - new endings for old stories. At the signal, all students will write for 2 minutes. Papers will be exchanged and for two minutes, students must edit the writing underlining all subjects and verbs. The third signal will be to write, etc. The relay will continue until all students have their original papers back. The teacher will call on students at random to read their “collective” paragraphs.

5 minutes (Closure) On a note card, the students will define a complete sentence and will write an example.

Individual Differences:
Variety of Activities          Creative writing
Oral/visual/tactile instruction Larger printed handouts for 504 students
Peer tutoring                 Notetaker for ________________________

Materials:
Overhead
Transparency 10-A
Notecards

Evaluation:
Participation
Paragraphs
Closure responses

Self Evaluation:
The lesson was okay today. Most of the class remained on task, and from my informal assessments, the students met the day’s objectives. The students particularly liked the relay writing and the topic. Their responses were very creative. I did not anticipate the amount of time for the board work so the relay writing was rushed. Also, my directions were not clear enough. I must concentrate on modeling and guided practice to help me clarify.
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Time</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Objectives/Benchmarks</th>
<th>Objectives/Benchmarks</th>
<th>Objectives/Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures:</td>
<td>Procedures:</td>
<td>Procedures:</td>
</tr>
</tbody>
</table>

**INDIVIDUAL DIFFERENCES:**

**MATERIALS:**

**HOMEWORK:**

**EVALUATION:**

Reflections/Self-Evaluation on back.
STATE OF LOUISIANA
PARISH OF TANGIPAHOA

APPENDIX K

CONTRACT FOR PROFESSIONAL SERVICES
BETWEEN
SOUTHEASTERN LOUISIANA UNIVERSITY
AND

1. Contractor Name (Cooperating School Principal):

2. Contractor Field Site:

3. Contractor's Federal ID or Social Security No.:

4. Contractor hereby agrees to furnish the following described services (more completely delineated in the Student Teaching Handbook, Southeastern Louisiana University): to work with the Office of Student Teaching in the selection of qualified and certified supervising teachers; to help develop a supportive climate for student teachers; to insure that all student teachers are received, and treated, by faculty, staff, and pupils as professional teachers; to encourage student teachers and supervising teachers to discuss and adhere to the Code of Ethics; to work with university supervisor(s) and supervising teachers in providing desirable experiences for student teachers in all of the areas delineated in the Student Teaching Handbook; to promote strongly the attendance of all supervising teachers at professional meetings called by the university as a part of the student teaching program, and attend all such meetings as the cooperating school principal; to provide adequate conference time--and conference and seminar space--for the supervising teachers, student teachers, and university supervisors (this may include adjustments in the supervising teacher's schedule so conferences may be scheduled); to make a minimum of two classroom observations of all assigned student teachers and provide a written evaluation; and, to provide, to the degree possible, an innovative, creative climate where student teachers and supervisory personnel may experiment and try new programs and approaches.

5. Maximum Contract Fee: Fifty dollars ($55) (plus a 10% adjustment to offset withholdings) per semester for each student teacher placed in the program to a total of 10, with maximum compensation during contract period not to exceed $550. There will be no additional compensation for assigned student teachers over the base number nor will this base number be used to deny additional student teaching assignments to the school.

6. If progress and/or completion to the reasonable satisfaction of the State is obtained, payments are scheduled as follows: Payable in one installment of $ upon completion.

7. Travel and other reimbursable expenses: This contract is for services only. Travel, lodging, meals and other expenses are not applicable to this contract.

8. Payment will be made only on the approval of Dr. Rebecca R. Day, Director, Office of Student Teaching.

9. Commencement Date: Termination Date:

10. This contract may be canceled at the convenience of the State upon ten (10) days written notice. The Contractor shall be entitled to payment for deliverables in progress, to extent work has been performed satisfactorily.
11. SOUTHEASTERN LOUISIANA UNIVERSITY (hereinafter sometimes referred to as "State") and CONTRACTOR AS IDENTIFIED UNDER SECTION 1 (hereinafter sometimes referred to as "Contractor") do hereby enter into contract under the terms and conditions stated herein.

12. Contractor hereby agrees that the responsibility for payment of taxes from the funds thus received under this agreement and/or legislative appropriation shall be said Contractor's obligation and identified under tax identification number stated herein.

13. Upon completion of this contract, or if terminated earlier, all records, reports worksheets or any other materials related to this contract shall become the property of the State.

14. The Contractor shall not assign any interest in this contract and shall not transfer any interest in same (whether by assignment or novation), without prior written consent of the State, provided however, that claims for money due or to become due to the Contractor from the State may be assigned to a bank, trust company, or other financial institution without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the State.

15. It is hereby agreed that the Legislative Auditor of the State of Louisiana and/or the Office of the Governor, Division of Administration auditors shall have the option of auditing all accounts of Contractor which relate to this contract.

16. The contractor agrees to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1972, and Contractor agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

Contractor agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, national origin, veteran status, political affiliation, disabilities, or in accordance with EWE 92-7 because of an individual's sexual orientation.

Any act of discrimination committed by Contractor, or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

17. This contract shall commence and terminate on the dates as stated in Section 9.

THUS DONE AND SIGNED AT Hammond, Louisiana, on the day, month and year signed and dated by the State.

________________________________________  _____________________________
Contractor Name (Print)            State Agency
Signature                        Signature   Dr. Rebecca R. Day
Title                            Office of Student Teaching, Director
Date                            Title

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APPENDIX L

CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

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

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

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

PRINCIPLE I—COMMITMENT TO THE STUDENT

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

In fulfillment of the obligation of the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, social or cultural background, or sexual orientation, unfairly (a) exclude any student from participation in any program, (b) deny benefits to any student, (c) grant any advantage to any student.
APPENDIX L (continued)

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

P RINCIPLES II –COMMITMENT TO THE PROFESSION

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

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

In fulfillment of the obligation to the profession, the educator—

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

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualification of a candidate for a professional position.

5. Shall not assist a noneducator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

(Source: National Education Association)
STATE OF LOUISIANA               APPENDIX M
PARISH OF TANGIPAHOA

CONTRACT FOR PROFESSIONAL SERVICES
BETWEEN
SOUTHEASTERN LOUISIANA UNIVERSITY
AND

1. Contractor Name (Supervising Teacher):

2. Contractor Field Site:

3. Contractor's Federal ID or Social Security No.:

4. Contractor hereby agrees to furnish the following described services (more completely delineated in the Student Teaching Handbook, Southeastern Louisiana University): to supervise and oversee the work and teaching experiences of the assigned student teacher(s); to arrange and provide liaison for varied experiences for student teacher(s) in areas of school other than the assigned classroom; to critique the performance of the student teacher(s) on a daily or weekly basis; to write comments concerning the student teacher(s) performance in an ongoing journal; to complete a formal mid-term and final evaluation form and make recommendations concerning progress of student teacher(s); and to attend professional meetings relating to student teaching supervision.

5. Maximum Contract Fee: Maximum compensation during contract period is not to exceed $____ (plus retirement benefits). Fee depends upon qualifications of said contractor and number of student teachers assigned.

6. If progress and/or completion to the reasonable satisfaction of the State is obtained, payments are scheduled as follows: payable in one installment of ______ upon completion.

7. Travel and other reimbursable expenses: This contract is for services only. Travel, lodging, meals and other expenses are not applicable to this contract.

8. Payment will be made only on the approval of Dr. Rebecca R. Day, Director, Office of Student Teaching.

9. Commencement Date: ________________ Termination Date: ______________

10. This contract may be canceled at the convenience of the State upon ten (10) days written notice. The Contractor shall be entitled to payment for deliverables in progress, to extent work has been performed satisfactorily.
11. SOUTHEASTERN LOUISIANA UNIVERSITY (hereinafter sometimes referred to as "State") and CONTRACTOR AS IDENTIFIED UNDER SECTION 1 (hereinafter sometimes referred to as "Contractor") do hereby enter into contract under the terms and conditions stated herein.

12. Contractor hereby agrees that the responsibility for payment of taxes from the funds thus received under this agreement and/or legislative appropriation shall be said Contractor's obligation and identified under tax identification number stated herein.

13. Upon completion of this contract, or if terminated earlier, all records, reports worksheets or any other materials related to this contract shall become the property of the State.

14. The Contractor shall not assign any interest in this contract and shall not transfer any interest in same (whether by assignment or novation), without prior written consent of the State, provided however, that claims for money due or to become due to the Contractor from the State may be assigned to a bank, trust company, or other financial institution without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the State.

15. It is hereby agreed that the Legislative Auditor of the State of Louisiana and/or the Office of the Governor, Division of Administration auditors shall have the option of auditing all accounts of Contractor which relate to this contract.

16. The contractor agrees to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1972, and Contractor agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

Contractor agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, national origin, veteran status, political affiliation, disabilities, or in accordance with EWE 92-7 because of an individual's sexual orientation.

Any act of discrimination committed by Contractor, or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

17. This contract shall commence and terminate on the dates as stated in Section 9.

THUS DONE AND SIGNED AT Hammond, Louisiana, on the day, month and year signed and dated by the State.

________________________________________  Southeastern Louisiana University
Contractor Name (Print)    State Agency

________________________________________
Signature      Dr. Rebecca R. Day

________________________________________
Title       Office of Student Teaching, Director

___________          _________
Date        Date
APPENDIX N

ASSESSMENT PLAN

1. **Provide a table** (see sample below) outlining the pre-, post- and at least 1 *formative assessment* to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s) and your learning goal(s). List assessments in the order in which they will be administered.

*The Table should include:*
- A) Type of assessments (e.g., pre, formative, or post).
- B) The learning objectives; these are specific to the learning activities.
- C) Format of assessments (e.g., essay, multiple choice, listing, short answer, performance, matching, T/F, etc.).

<table>
<thead>
<tr>
<th>Type of Assessments</th>
<th>Learning Objectives</th>
<th>Format of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre Assessment</td>
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<td>2. Formative Assessment</td>
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<tr>
<td>3. Post Assessment</td>
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2. **Provide a narrative description which:**
   - Explains how the assessments specifically addresses each of the goals/objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed,
   - Explains why you have chosen each of these assessments to attain your stated learning objectives,
   - Provides assessment instructions that are understood by all students,
   - Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms,
   - Explains special adaptations for special needs students (e.g. cognitive, language, developmental, and content).

It is encouraged that you use the same post-assessments as pre-assessments after you have finished the educational sequence.

3. **Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as an attachment.**
Analyzing the Results: Used to show the learning gain made by each student from pre- to post-assessment

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre Assessment</th>
<th>Post Assessment</th>
<th>Gain + or -</th>
<th>Objectives</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1.</td>
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<td>Yes</td>
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Reprinted from Louisiana Assistance & Assessment Program
Reflecting on the Impact of Instruction

1. How many students accomplished all of the objectives you established for this body of instruction? What % of students did not meet all objectives? What factors contributed to their success/failure?

2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?

3. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.

4. Since the conclusion of the unit and/or lesson, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?

5. What impact will the information gained from your reflection about you students’ performance have on future lessons? Describe the adjustments you will make in your instruction.

Reprinted from Louisiana Assistance & Assessment Program
Questions to Guide in Assessment Plans and Analyzing the Results

1. Were the pre- and post-assessment methods and instruments appropriate for measuring the knowledge and skills described in the objectives?

2. Did the pre- and post-assessments measure the same knowledge and skills in the same way?

3. Do the assessments adhere to the principles of good test and/or performance assessment construction?

   Note: If only paper-pencil tests are used, consider only items listed under “Test.” If only assignments/activities are used, consider only items listed under “Assignments/Activities.” If both paper-pencil and performance assessments are used, both must be analyzed using the criteria established for each.

   Tests
   - Complete and clear directions for students
   - Unambiguous test items
   - Appropriate organization
   - Specifications of points awarded for each item

   Assignments/Activities
   - Complete and clear directions for students
   - Specifications for scoring/grading
   - Specifications of conditions for performance
   - Specification of timeline(s) for completion

4. Is it apparent that the teacher understands alignment, and is there evidence that there has been a genuine attempt to align these elements of the instructional process?

5. Does the teacher report that a majority (more than 50%) of the students met all objectives, and is this report consistent with the information on the “Analyzing the Results” chart?

6. Did at least 80% of students not meeting all objectives make substantial gains from pre-assessment to post-assessment?

7. For each student who demonstrated little or no gain from pre-assessment to post-assessment, is there a plausible explanation of circumstances that may have impeded student learning?

8. Does the teacher describe strategies he/she has used or has planned to use to help low achieving students accomplish the objectives of the work sample since its conclusion?
Assessment

Common Areas of Concern

1. Some teachers fail to develop a **plan for assessment** that relates to the content or body of instruction that is being presented.

2. Pre- and post-assessments are inconsistent with the demonstration of knowledge and/or skills called for in the objectives.

3. For pre- and post-assessments to be valid, they must measure the same knowledge and skills in the same way. For example, a multiple choice test item and an essay do not measure knowledge in the same ways. An assignment to construct something and a descriptive essay do not measure knowledge in the same way nor do they measure the same skills.

4. Performance assessments (projects, portfolios, performance tasks, etc.) require that students know exactly what to do, how to do it, and what the criteria and timelines for the performance will be. These elements should be provided to students.

5. Teachers may need assistance in the synthesis and reporting of data on Analyzing the Results. The accurate reporting of this information influences the response to items 1 and 2, “Reflecting on the Impact of Instruction.”

6. It is unlikely that all students in a class will accomplish all objectives established. However, a substantial number (a majority) of students should meet the objectives. If not, there is something wrong with a) content selection, b) objectives, c) instruction, or d) assessments. When a majority of students are unsuccessful accomplishing the objectives, the teacher should be able to explain instructional problems (content, objectives, instruction, assessments) that contributed to low achievement.

7. Even if a number of students don’t accomplish all objectives, the vast majority (all but 3 or 4) should have made substantial gains in knowledge and skills. If the majority of students do not make substantial gains in knowledge and skills, there are instructional problems that should be addressed.

**Note:** Substantial gains are defined as gains in knowledge and skills from pre-test to post-test that are large enough to be readily apparent and to demonstrate that the student has learned a lot, not a little. Sometimes pre-assessments will reveal that some students have already mastered or nearly mastered the objectives and/or the content to be taught. If a student already knows the content as the 85% or greater level, he/she will not be able to demonstrate substantial gain. The assessor should be aware that if several students demonstrate high levels of prior knowledge and skill, the teacher is expected to vary content (and probably instruction) for those students.
Southeastern Louisiana University

ASSESSMENT PLAN RUBRIC - Student Teaching/Internship

Student Teacher/Intern: _____________________ School______________________ Subject/Grade_____

Directions: Please evaluate the student teacher/intern in each of the areas below.

The scale is:
1 – Has not developed or used this skill in this lesson.
2 – Is beginning to incorporate this skill.
3 – Uses this skill appropriately and competently.
4 – Uses this skill consistently with a high degree of competence and confidence.

<table>
<thead>
<tr>
<th>ASSESSMENT: The student teacher/intern demonstrates ability to assess and facilitate student academic growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops well constructed assessment instruments/procedures/performances</td>
</tr>
<tr>
<td>2. Uses appropriate and effective assessment technique(s)</td>
</tr>
<tr>
<td>3. Produces evidence of student academic growth under his/her instruction</td>
</tr>
<tr>
<td>4. Interprets and utilizes standardized/non-standardized test results</td>
</tr>
</tbody>
</table>

Comments/Recommendations:
Notes and Reminders

Dr. Rebecca R. Day, Director
Office of Student Teaching
SLU 10818
Hammond, LA 70402

Phone: 985-549-2220
Fax: 985-549-2070
Email: rday@selu.edu

Secretary:
Email:

University Supervisor: Phone:

Cooperating School Phone:

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University Supervisor: Phone:

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