LSU School of Education Logo 
Text in purple

**Teacher Candidate Handbook**

**Office of Professional Experiences**

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# Mission Statements

The School of Education’s mission is:

* To offer courses and educational experiences to prepare undergraduate students to assume positions as teachers.
* To offer courses, educational experiences and guidance in preparing graduate students to assume instructional, counseling, supervisory, administrative, research and support positions in a range of educational environments (P-20).
* To engage in and disseminate research and scholarship to improve instructional processes and outcomes.

The Office of Professional Experiences’ mission is:

* To ensure high quality clinical experiences that prepare candidates to assume positions as educators for all Louisiana communities.
* To develop, promote, and sustain partnerships to improve candidate preparation.
* To collect, analyze, and disseminate data for the purposes of continuous program improvement.

(*Approved by the Teacher Education Council - 6.14.18*)

# Handbook Revision Committee

The Office of Professional Experiences would like to thank these individuals for their experience, expertise, and wisdom.

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The contents of this handbook are intended to supplement the work being done in each program and do not supplant program requirements.

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# Introduction

Congratulations! You are nearing the end of your pre-service teacher education program. Student teaching is the culminating experience of that preparation, an extended opportunity to combine content knowledge with your knowledge of curriculum, instruction, and school-aged learners.

Candidates are placed in public schools in districts surrounding LSU and in the LSU Laboratory School. School placement decisions are made individually and based on information found in candidate profiles. The goal is to ensure that candidates experience a variety of grade levels, school types, and students throughout their program of study.

You should feel confident as you enter this final phase of your program. Traditionally, our candidates have been very well prepared for student teaching and for entry into the teaching profession. Feel secure in knowing that your preparation will be well supplemented by a strong, collaborative network to assist you as a beginning, developing teacher. Expect to be well supported by an excellent and sensitive School of Education staff, university supervisor, and mentor teacher.

Anticipate becoming another fine example of the best and most visible products the LSU School of Education has been historically proud to claim. We wish you well in your efforts to distinguish yourself as you learn and as you teach.

# Louisiana State Mandate

The Louisiana Board of Elementary and Secondary Education mandates an all-day student teaching program.

Students must spend a minimum of 270 clock hours in student teaching, with at least 180 spent in actual teaching. A substantial portion of the 180 hours shall be on an all-day basis.

LSU student teaching requirements exceed the minimum state standards. The Louisiana State Department of Education certification requirements mandate an accounting of the hours accrued in *observation*, *participation*, and *teaching*. The candidate must keep an accurate record of total time in each activity.

**Hours must be documented in whole numbers and as .25, .50, or .75 for partial time on all paperwork (Example: .25=15 min. / .50=30 min. / .75=45min. / 1=1 hour).**

The hours **must** be included in the mid-semester and the final documents submitted to the Office of Professional Experiences. To ensure that an accurate accounting of hours, the *Daily Time Log* ([Appendices A](#_APPENDIX_A_Daily) [and B](#_APPENDIX_B__1)) must be free of errors, current, legible, and signed by the mentor teacher. The electronic version of this document must be filed with the supervisor. Falsifying the documentation of hours constitutes a breach of the university’s policy regarding Academic Integrity. This documentation is evidence of a candidate’s meeting the minimum standards that are required by the state.

# University Collaborative Partners

## Memorandum of Understanding

Louisiana State University has agreements with school districts and charter schools that accept our teacher candidates. The “Memorandum of Understanding” serves as the official contract between Louisiana State University and the school systems. This contract delineates responsibilities of all participants in student teaching and residency. It includes descriptions of roles and expectations. LSU has agreements with the following school districts: Ascension, Avoyelles, Baker, Central, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Charles, St. Helena, St. Tammany, West Baton Rouge, West Feliciana, and Impact Charter.

## Responsibilities of the School

The participating schools retain legal responsibility for the safety and welfare of the pupils. It also has the responsibility of ensuring that teacher candidates, in addition to the teacher, understand and follow school system/school site policies. The placement of a candidate in the classroom does not relieve the mentor teacher or the school of the ultimate responsibility for the operation of the classroom.

***The school shall not use the teacher candidate as a substitute teacher during the student teaching semester.***

## Diverse Field Placements

To ensure that our graduate interns experience their work in diverse settings, the program has committed to public school placements. The specific school sites and classrooms are chosen with each candidate in mind to prepare 21st century multicultural educators. Candidates, principals, and mentor teachers are consulted as to the needs. This communication allows us the opportunity to make placements best suited for each candidate.

# Teacher Candidate Absences

Teacher candidates assume the same responsibility for absences expected of a regularly employed teacher. Unless there is an emergency or illness, an absence must be approved by the university supervisor and/or the Office of Professional Experiences.

The mentor teacher, the university supervisor, and the Office of Professional Experiences **must** be notified when candidates are absent.  The Office of Professional Experiences must be notified by accessing the online Absence Reporting System through the OPE Community Moodle page. Mentor teachers and university Supervisors should be notified by telephone and email.

Following is an excerpt from the LSU General Policy PS 22.

## LSU GENERAL POLICY PS 22

*Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons. Valid reasons for absences include:*

*1. Illness*

*2. Serious family emergency*

*3. Special curricular requirements such as judging trips or field trips*

*4. Court-imposed legal obligations such as subpoenas or jury duty*

*5. Military obligations*

*6. Serious weather conditions*

*7. Religious holidays*

*8. Participation in varsity athletic competitions or university musical events*

*The student is responsible for providing documentation of the reason for absence, if such is required by the instructor. Should the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision according to the general appeal procedure in PS-48.*

Following the above policy limits absences to those that are absolutely necessary.  Mentor teachers who encounter problems with the attendance or punctuality of a teacher candidate should immediatelycontact the university supervisor. The faculty team should intervene and, if needed, involvethe Office of Professional Experiences.

Absences from student teaching for reasons other than illness or emergencies are very rare. In all instances, except medical emergencies, prior approval is required when it is necessary for the teacher candidate to be absent. To secure approval for any absence other than emergency or illness the candidate must receive permission from the mentor teacher, the university supervisor, and the Assistant Director of Professional Experiences. Candidates may be excused from school on the day of a final exam if there has been no previous attendance problem. Prior permission must be obtained from the faculty team.

Make-up time for candidates who are absent for two or more days during the semester will be arranged by the university supervisor/clinical faculty and the Assistant Director of Professional Experiences with input from the classroom teacher. Make-up time for multiple partial absences can be expected. Since there are few days between the end of student teaching semester and graduation, candidates should take precautions to ensure wellness and prevent absences that could stop them from completing the semester requirements for successful completion of the practicum.

Mentor teachers wishing to include candidates in after-school activities (such as club meetings, field trips, conventions, festivals) at times when candidates have a scheduled university class or meeting should submit a written request *in advance.* The university supervisor will consult with the Office of Professional Experiences concerning the advisability of such involvement.

There is a scheduled **School Professionals Interview Day** during each semester. On that day, representatives of school systems from around the country will be on campus to interview candidates for positions. Attendance is expected; candidates are released from school.

# Responsibilities of the LSU Candidate

Teacher candidates are preparing to enter the education profession. Professions require individuals to exercise responsibility for actions. The following is a list of actions that all candidates must exhibit regularly.

Following is an illustrative list of the expectations for candidate’s habits and behaviors:

* Submit all lesson plans to the mentor teacher in sufficient time.
* Provide effective instruction.
* Follow school procedures for signing-in and parking.
* Be prompt and remain at the school until the end of the school day.
* Maintain a professional demeanor in all interactions/communications with faculty and students.
* Have students refer to you as Mr. or Ms. “Last Name.”
* Never exchange personal information with students, and do not contact them outside of school through social media or any other means.
* Refrain from eating, drinking and chewing gum in class - check with mentor regarding school/classroom rules.
* Refrain from using a cell phone, pager or other communication device in class unless specifically requested by the mentor teacher.
* Participate fully in daily and weekly school activities per certification program requirements (vary by program, including schedules varying from full-day to combination of full-days and half-days and from five-day weeks to combination of four- and five-day weeks).
* Prepare fully and in advance for the duties assigned by the mentor teacher and the university supervisor.
* Request assistance from the faculty team (clinical faculty, mentor teacher and graduate faculty member) when teaching activities assigned may present an element of risk to the students or result in uncertainty as to how to proceed.
* Teach the required hours throughout the residency devoting a substantial portion to full-day teaching responsibilities.
* Participate in those professional activities expected of the mentor teacher.
* Arrange her/his schedule to avoid conflict with meetings and conferences related to theresidency experience.
* Attend scheduled *Cohort Seminars* and complete all required assignments in a timely and thoughtful manner.
* Engage with the university supervisor, mentor in informal and formal self-evaluation and other evaluation processes.
* Administer the discipline of students with the guidance and consent of the mentor teacher. Under no circumstances will the candidate administer corporal punishment.

# Accommodations during Student Teaching/Internship

Students requesting accommodations during student teaching under Section 504 of the Rehabilitation Act of 1973 must fulfill the following requirements:

* Register with LSU’s Office of Disability Services ([http://lsu.edu/disability](http://www.lsu.edu/disability/))
* Provide the Accommodation Letter from Disability Services to the Office of Professional Experiences.
* Attend a meeting with the Office of Professional Experiences and a representative of the Office of Disability Services to discuss which accommodations are appropriate for the student teaching/internship semester.
* Attend a meeting with the Office of Professional Experiences, the mentor teacher, and the university supervisor to discuss how the accommodations will be provided on site.  Candidates are not required to disclose the reason for the accommodations unless the disability requires the mentor teacher or university supervisor have specific knowledge for rendering medical assistance.
* At any point in the semester, the candidate or any other member of the Accommodations Team (the advocate from Disability Services, an administrator from the Office of Professional Experiences, the mentor teacher and the university supervisor) can request a meeting to discuss any needed changes in the provided accommodations.

Progress related to the provision of accommodations should be closely monitored by the mentor teacher and university supervisor on an ongoing basis throughout the semester. Any concerns regarding adequate progress will result in a reconvening of the Accommodations Team if adjustments are necessary.

# Before the Semester Begins

## Teacher Candidate Placement

Placements are selected using available candidate, school, and teacher information.  Information considered includes, teacher pedagogical and mentoring abilities, credentials, and eligibility; candidate school history, past field experiences, preference of subject matter, residential location; and school demographics. Candidates are notified via email of their placement prior to the start of the semester. The principal will receive notification of candidates assigned to teachers by email. Questions related to school and teacher assignments will be answered by the Office of Professional Experiences (225) 578-2557 or [ope@lsu.edu](mailto:ope@lsu.edu).

* Register for the appropriate student teaching course.
* Make an appointment to meet the mentor teacher at the earliest convenience.
* Prepare your autobiography and present it to the mentor teacher and the university supervisor at the beginning of the semester ([Appendix C](#_APPENDIX_C_)).
* Make an emergency preparedness kit ([Appendix D](#_APPENDIX_D_Emergency)).

## Day One of the Student Teaching Semester

All teacher candidates attend Seminar I: Overview of Student Teaching, which is from 8:30 a.m. until 12:00 p.m. in the Student Union on the first day of classes. Cohort seminars take place on campus in the afternoon. The locations will be announced at the morning seminar.

## Parking

All teacher candidates must register their vehicles with the LSU Office of Parking, Traffic, and Transportation. Candidates enrolled in student teaching/internship only may obtain a special semester permit. Students enrolled in student teaching/internship, and an additional class(es), must obtain the regular permit. Candidates assigned to the LSU Lab School may park in Lot X-60 with assigned hangtag appropriately displayed.

# August Experience

The August Experience is a unique activity that is a foundational part of the LSU Teacher Education programs. Depending on the degree program, teacher candidates report for one or two days prior to students arriving at school. They work with the mentor teacher in preparing the classroom, organizing materials, and attending professional development. Supporting materials are found in [Appendices E](#_APPENDIX_E_), [and F](#_Appendix_F_August).

# Student Teaching Activities and Expectations

Field experiences will vary by cohort, by peer partner team, and by individual throughout each practicum experience according to the program planned by the faculty team.  Varied experiences will allow each teacher candidate to assume increasingly more instructional responsibility for more students. The student teaching practicum/internship consists of three components: **observation, participation, and teaching.** Each one is described below.

## Observation

“Observation” is defined as watching and recording impressions of teaching methods/practices used in an educational setting involving a teaching-learning situation. Areas forobservation include not only the assigned placements, but also other classes and related areas/activities in the assigned school *and* in other schools (outside observations).

The mentor teacher and the university supervisor will assist with scheduling observations, as needed. Observations should be scheduled around the teacher candidate’s classroom responsibilities. Observations scheduled away from the assigned school must receive approval from the mentor teacher and the university supervisor. Prior arrangements, including permission of the school and/or teacher, must be made prior to the observation visit. Format suggestions are included in [Appendix G](#_APPENDIX_E_Outside_1) [and H](#_APPENDIX_H__1).

**A candidate never arrives unannounced in a classroom for an observation**.

*The format for written reflections of outside observations and the peer observation will be determined by university supervisors.* All observation reports (outside and peer where applicable) must be submitted to the university supervisor.  Each observation must be for the duration of a lesson/period/block.

### Outside Observations

The candidate must observe a minimum of ***five*** lessons in classes other than the assigned placement. Observations in non-traditional schools and/or programs (magnet, charter, gifted and talented) will provide the candidate with rich, varied experiences. Observations of one’s peers can provide insight into the ways other beginning teachers address the many facets of teaching such as management, discipline, content, and diversifying instruction. Candidates should observe an inclusion class if they are not assigned to an inclusion class. A candidate **must** observe at school levels (elementary, middle, and high) other than the type to which they are assigned.

## Participation

“Participation” is defined as the performance of any phase of a teacher’s responsibilities except direct teaching. *(Typically, candidates participate in lessons soon after the first few days of the semester and continue throughout in addition to teaching.)*

Activities identified as “participation” are those in which the candidate participates in instruction by delivering the teacher’s planned lessons. These include other duties in which the candidate is fully engaged as a faculty member. Participation may be related to the improvement of the educational environment. Examples include assisting students during independent practice, facilitating a group of students in a discussion, or helping individual students on projects or computer-based work. Planning with the teacher or others, attending professional meetings (cohort and seminar), and attendance at conferences must be delineated as participation. The number of participation hours in a day cannot exceed the number of hours candidates are in the school building or a cohort setting. Candidates may count hours from the time they arrive at school until the time they leave or the teacher leaves, whichever comes first.

## Teaching

“Teaching” is defined as when candidates are directly responsible for instruction. The expectation is that when one is “teaching” he or she has and follows a lesson plan ([Appendix I](#_APPENDIX_F_)) created by the candidate or the mentor. Although the ultimate goal is for each candidate to assume full responsibility for classroom instruction (planning, instructing, disciplining, and evaluating), teaching is not restricted solely to a full-class setting. A variety of approaches to teaching will only allow the candidate to assume full responsibility and enrich the practicum experience.  All instances of “teaching” must be assigned or requested by the mentor teacher.

Different approaches the candidate could employ to count “teaching” hours follow.

* Whole class instruction
* Small group instruction
* Individual instruction or tutoring (paid after-school tutoring **CANNOT** be included in the teaching log)
* Team teaching with the mentor teacher and/or a peer
* Situations in which the candidate is directly responsible for leading/guiding/ facilitating students during independent practice, individual projects, or computer-based work
* Guiding and facilitating students during independent practice, individual projects, or computer-based work
* Using the mentor teacher’s plans to teach an individual or small group (beginning of semester only. Student teachers are expected to plan their own lessons)
* Working with individual students from the assigned class
* Transitioning from one activity or area to another
* Working with students at recess time
* Planning and teaching lessons to the whole class or small groups
* Managing centers/stations

*Logging these as teaching times is valid only if assigned to the candidate by the mentor.*

## Substitute Teaching

Candidates may substitute for a school system on days ***not*** scheduled for field experience/student teaching or other class assignments. *Substitute teaching responsibilities must* ***not*** *conflict with program assignments in any way. College faculty and administrators may advise candidates to discontinue availability for substitute positions should it be determined to be in the best interest of the candidates*.  Interested candidates must contact the appropriate school system for information concerning eligibility requirements.

Although substitute teaching is a great opportunity to gain additional teaching experience, especially after the residency is completed. The hours accrued during substitute teaching **cannot** be counted in the log of teaching hours for the internship practicum. Candidates will only be allowed to substitute in schools other than the assigned schools.

***The school shall not use the candidate as a substitute teacher during the student teaching semester.***

## The Orientation Period

Before assuming full responsibility for classroom instruction, each teacher candidate should become thoroughly oriented to the students, the classroom, and the mentor’s methods and procedures. At the beginning of the semester, the candidate observes and participates actively, gradually assuming varied teaching duties (checking attendance, directing independent work, performing routine housekeeping duties, aiding with small group work, etc.). The transition to a full period of teaching is guided by the mentor, depending on the candidate’s skills and aptitudes.

## Full-Day Teaching

A minimum of fifteen days of the student teaching/internship semester(s) will be devoted to full-time teaching.  (Holmes interns will achieve this **minimum** over two semesters.  Refer to Holmes guidelines.) At least five full days of the total fifteen must be consecutive. This can be accomplished by completing five (5) individual full days of teaching before and after the five (5) consecutive full-day teaching period. To insure uniformity during the all-day teaching period, all candidates should count 6.5 hours per day as teaching hours; the remainder of the day should be counted as participation hours. Days in which the candidate leaves school or the students are dismissed early cannot be counted as full days. Candidates should also avoid scheduling full days of teaching immediately before or after a holiday.

## Teaching in Minor Area

A secondary or K-12 major with a minor must work with the university supervisor to gain experiences observing, participating, and teaching in his or her minor teaching area. These additional experiences are provided if the setting(s), schedules, teacher availability and willingness to host and if engaging in these additional activities allow the candidate to complete the program requirements and do not disrupt the flow of learning in the assigned setting.

## Length of the Student Teaching Day

The public school calendars and the LSU calendar will guide the student teaching practicum schedule. Teacher candidates will follow the P-12 school holiday schedule rather than the LSU holiday schedule. The candidate is expected to follow the arrival-departure schedule required of the school faculty in the school where they are placed, as well as participating in before and after-school planning sessions as required of their mentor teacher. Candidates are expected to participate in as many professional activities at the school site as possible, including faculty meetings, workshops, and conferences. With the mutual consent of the faculty team, the candidate should also participate in extracurricular activities.

Because of the length and demands of the day, the candidate should limit non-school related work during the semester. Employment must not interfere with the practicum in any way including planning sessions, cohort and faculty meetings, and seminars. Candidates interested in scheduling more than three semester credit hours of coursework in addition to the practicum must have permission.

Any mentor teacher who has questions concerning the length of the candidate’s workday should contact the university supervisor or the Office of Professional Experiences.

## Reflective Practice

Reflection in teaching is critical because the events of teaching and one’s reflection on those activities influence future teaching and planning of activities and assessments. Candidates are required to reflect about broader aspects of teaching not directly related to a lesson. University supervisors will provide guidelines for the lesson reflections and for the topics and format for weekly reflections ([Appendices J](#_APPENDIX_G_Reflections) [and K](#_APPENDIX_K_)).

## Planning

Student teaching requires advanced planning on the part of both the candidate and the mentor teacher. This planning must relate to semester/weekly/daily plans, as well as scheduling of specific classes taught by the candidate. Written lesson plans are required for all lessons for which the candidate assumes responsibility for teaching. The mentor teacher’s plans may serve as a basis for the candidate’s lesson plans, but should not be the candidate’s only documentation. If candidates teach from a teacher’s lesson plan, notes or comments on the plans must be evident indicating the candidate’s familiarity with the lesson.

Specific planning techniques must accommodate the style, the expectations, and the experience of the mentor teacher. Louisiana standards or other comparable guidelines required by the school/district as well as individual student needs should be considered when planning. At the beginning of the semester, the mentor teacher should share with the candidate sample plans (daily, unit, semester, and year), sample activities, projects, tests, and instructional materials. Planning should be a cooperative venture between the candidate and the mentor teacher to insure understanding and ability. As the candidate gains in proficiency in planning, he/she is given greater responsibility for this area of teaching.

**The candidate must provide the mentor teacher with a detailed written lesson plan prior to every lesson taught**. The mentor teacher will then review the plan and discuss it with the candidate, allowing sufficient time for any modifications prior to the teaching of the lesson. The candidate is strongly encouraged to incorporate suggestions from the mentor teacher. Mentor teacher signatures/initials indicating approval must be secured PRIOR to teaching a lesson.

Other activities will vary by program. Those activities include developing a classroom management plan ([Appendix L](#_APPENDIX_L_)), an integrated thematic unit plan ([Appendix M](#_APPENDIX_M_Integrated)), a self-evaluation ([Appendix N](#_APPENDIX_N_)), or a video reflection and analysis ([Appendix O](#_Appendix_O_Video)).

# Professional Meetings

Teacher candidates will participate in several types of seminars and meetings. These gatherings are intended to provide information to satisfy state mandated in-service requirements and to provide candidates the opportunity to reflect upon the practicum experience by dialoguing with university faculty, guest speakers, and peers.

## *Seminars*

Two large group seminars are held during the semester and include:

* Classroom management
* Information sessions on resume preparation
* Legal issues
* A presentation regarding working with gay, lesbian, bisexual, and transgender students and parents
* Initial teacher certification

***Individual Conferences***

Mentoring requires time, and adequate time is not always possible within the given school day. Teacher candidates are expected to be available outside of set school hours when necessary to adequately plan with the teacher(s) and to conference about lessons taught.  For this reason, the candidate should not schedule a class or work that would interfere with these conferences. Individual conferences between the candidate and the university supervisor/clinical faculty are held following observations by the university supervisor/clinical faculty and at other times when requested by either.

## *Cohort Meetings*

The teacher candidate will meet with peers and the university supervisor in weekly or bi-weekly cohort meetings. The dates, times and location of the meetings will be determined by the university supervisor. Attendance at all meetings is **mandatory**. Punctuality is expected. If a candidate knows in advance that she/he must either miss or be late to a meeting, she/he should contact the university supervisor/clinical faculty. A teacher candidate who misses all or part of a meeting or seminar without an approved excuse will be required to make an appointment with the Faculty Team to discuss the lack of professionalism suggested by this behavior. Attending to assignments for a particular cohort meeting is also an indicator of professionalism and is expected from each candidate.

# Evaluation of the Teacher Candidate

The teacher candidate receives formative assessments in the form of reflective feedback throughout the semester. The mentor teacher and the university supervisor will provide oral and written informal assessments noting the candidate’s strengths and areas for improvement.

***Formal Evaluations***

Formal evaluations occur at mid-semester and at the completion of the practicum. The mentor teacher and the university supervisor will use the Candidate Evaluation Instrument. The mentor teacher prepares the candidate evaluation in consultation with the university supervisor. This instrument includes the following five domains: Planning and Instruction, Learning Environment and Management, Assessment, Professionalism, and Specialized Professional Standards. Possible scores on the instrument include “3-Exceeds Expectations;” “2-Meets Expectations;” or “1-Below Expectations.” Scores should be recorded as whole numbers. The evaluation includes a comment section for each item.

The second step is to apply information from the Evaluation Instrument to the Grading Rubric, which consists of 10 competencies. Five of those ten scores are derived from averaging the candidate’s scores on the evaluation instrument in each domain. The remaining five scores are assessed by the university supervisor with input from the mentor teacher.

## *Scoring*

The scoring rubric consists of the following criteria.

* Planning and instruction
* Learning environment and management
* Assessment
* Professionalism
* Specialized professional standards
* Teaching hours
* Contribution to cohort meetings
* Reflective practice (evidenced by lesson reflections, weekly reflections, self-evaluations, video analyses, classroom management plans, and outside observation assignments)
* Impact on student learning (evidenced by lesson plans, unit plans, and other relevant materials)
* Practicum portfolio

Letter grades will be awarded using the following criteria.\*

Table 1

*Assignment of Letter Grades*

|  |  |
| --- | --- |
|  | Criteria |
| A+ | Candidate must score between 2.5 - 3.0 in all competencies |
| A | Candidate must score between 2.5 - 3.0 in at least 8 competencies with no score below 2.0 |
| A- | Candidate must score between 2.5 - 3.0 in at least 7 competencies with no score below 2.0 |
| B+ | Candidate must score between 2.5 - 3.0 in at least 5 competencies with no score below 2.0 |
| B | Candidate must score between 2.5 - 3.0 in at least 3 competencies with no score below 2.0 |
| B- | Candidate must score 2.0 or higher in all competencies |
| C+ | Candidate must score 2.0 or higher in at least 9 competencies with no score lower than 1.5 |
| C | Candidate must score 2.0 or higher in at least 8 competencies with no score lower than 1.5 |
| C- | Candidate must score 2.0 or higher in at least 7 competencies with no score lower than 1.5 |
| D+ | Candidate must score 2.0 or higher in at least 5 competencies with no score lower than 1.5 |
| D | Candidate must score 2.0 or higher in at least 3 competencies with no score lower than 1.5 |
| D- | Candidate must score higher than 1.5 in all competencies |
| F | Candidate scores lower than 1.5 in any competency |

Candidates scoring a D+, or lower, at mid-term will be required to meet with the Assistant Director of Professional Experiences for a conference regarding their performance. A decision to either continue on an intensive assistance plan or withdraw from the practicum will be discussed.

\* *Health & P.E. and Secondary Holmes will use a Pass/Fail Grading Rubric*.

**Teacher Certification**

The Louisiana State Department of Education is the state’s certifying agency.  Successful completion of student teaching and other required coursework, a 2.5 grade point average, and appropriate PRAXIS scores entitle an individual to a Louisiana provisional teaching certificate.

When all requirements have been met, the School of Education files applications with the Louisiana Department of Education. Individual applications must include a personal check or money order for $50.00, payable to the Louisiana Department of Education. All certification processing fees are nonrefundable.

The Louisiana Department of Education Division of Certification, Leadership, and Preparation will no longer print and mail Louisiana teaching and/or ancillary certificates. Teacher graduates can verify issuance and print a copy of the certificate via Teach Louisiana at [www.teachlouisiana.net](http://www.teachlouisiana.net) by clicking “Verify Teaching Certificate.” For further information regarding certification, students should contact the Office of Student Services in the School of Education (578-2331 or [edinfo@lsu.edu](mailto:edinfo@lsu.edu)).

**Procedures for Transfer of a Teacher Candidate**

On extremely rare occasions, transferring a teacher candidate is considered. A transfer is considered (not always granted) under the following conditions:

* The mentor teacher cannot meet the responsibilities of the student teaching experience because of absences, illness, jury duty, or other extenuating circumstances.
* The school administrator or teacher requests the removal of the teacher candidate. *(If the candidate’s removal is requested because the candidate is not contributing to the continual development of student learning or lack of professionalism, the candidate will have to withdraw from the practicum.)*
* A strike (work stoppage) occurs in the school system.
* Extenuating circumstances prevent the teacher candidate from functioning in the assigned setting.

The Assistant Director of Professional Experiences, in consultation with the university supervisor, the mentor teacher, the Director of the School of Education, and possibly the School of Education counselors, will determine if a transfer is advisable. If a transfer is the recommended action, the candidate will be transferred only if another classroom teacher is available and willing to accept the transferred candidate.

***Procedures for a transfer are as follows:***

1. Transfer of teacher candidates must have prior approval from of the Office of Professional Experiences.

2. The Office of Professional Experiences will handle notification of all significant parties, including the affected teachers and school administrators.

# Procedures for Termination of a Teacher Candidate

The Office of Professional Experiences may terminate a teacher candidate from the student teaching program under the following conditions.

1. The candidate violates policies of the participating school or school system.

2. The candidate violates School of Education policies concerning the student teaching/internship program.

3. The actions of the candidate are clearly detrimental to the welfare of the pupils and can include, but are not limited to documented excessive tardiness or absences; content weakness; lack of ability to demonstrate an effective use of pedagogical skills; and/or dispositions that are not reflective of a professional teacher.

***Procedures for termination are as follows:***

1. The Assistant Director of Professional Experiences will present reasons for termination to the candidate.
2. The candidate will be notified of their right to examine evidence and documents being reviewed by the Assistant Director for Professional Experiences and given the opportunity to present evidence and documents on their own behalf. The candidate will be informed of their right to meet with the Assistant Director for Professional Experiences discuss the request or complaint and to present evidence and documents on their behalf.
3. The Assistant Director for Professional Experiences will consult with the district liaison of student teaching.
4. After a review of the facts and evidence, the Assistant Director for Professional Experiences shall make a determination and provide a written summary of their findings, reasons, and decision, which summary and decision shall be given to the candidate.
5. The Assistant Director of Professional Experiences will conduct a meeting providing the candidate an opportunity to be heard and discuss the specifics regarding the recommendation for termination. The university supervisor and, when possible, the mentor teacher will attend the meeting.
6. The summary shall include notice to the candidate of their right to appeal the decision, as well as to provide additional evidence, to the Dean of the College of Human Sciences and Education.
7. The candidate has the right to appeal to the Dean of the College of Human Sciences and Education, whose decision shall be final.

# Portfolio Guidelines

The portfolio, central to the practicum, has many and varied purposes: to document growth as a beginning educator, to promote reflection, to enhance understanding of practicum experiences, to facilitate communication among all involved in the practicum; and, to serve as a basis from which the practicum grade is derived. *The portfolio must be current and available to the university supervisor/clinical faculty at all times.* *Timeliness, completion, and thoroughness of ALL assignments during student teaching will be documented and used to determine the student’s Portfolio score on the Final Grading Rubric.* Many forms required for the portfolio are available in the appendix section of this handbook. University supervisors/clinical faculty will provide guidelines as to which forms are used.

**Feedback**

## *Feedback on Mentor Teachers and University Supervisors*

Teacher candidates will provide feedback on mentor teachers and university supervisors near the midpoint and at the end of the semester using an electronic format. Mentor teachers will evaluate university supervisors each semester through an electronic survey. Likewise, university supervisors and clinical faculty evaluate mentor teachers each semester using an electronic survey. These evaluations provide mentor teachers and university supervisors with information concerning their own supervisory practices and effectiveness. All results are aggregated before dissemination and respondents remain anonymous. Evaluations of the university supervisors and the mentor teachers are used to provide feedback for self-reflection of one’s mentoring skills. Additionally, this information is used to make decisions about whether to continue employing the services of individuals to mentor LSU candidates.

**Emergency Preparedness**

Before the semester begins:

Prepare your Emergency Preparedness Form (Appendix C) to present to the mentor teachers and the university supervisor at the onset of the semester.

Cancellation of classes will be posted at www.lsu.edu or by calling (225) 578-4636 (LSU-INFO) to inquire about the cancellation of classes. As a teacher candidate functioning in the role of the teacher, LSU students assigned to schools are expected to remain in school during the same time as teachers. Student teachers and interns will follow procedures and expectations of their assigned schools paying particular attention to requirements for teacher reporting to school and not simply school closures. Complete the Emergency Contact Form and give to your university supervisor.

**Preparation**

***Teacher Candidates***

Candidates should provide the emergency contact information to university supervisors during the first week of the semester (Appendix C). An emergency kit should be assembled with the items listed below.

* Copy of the phone tree contacts Important phone numbers (university supervisor, mentor teacher, school…)
* Medications
* Extra set of car keys
* Driver’s license, campus identification, and important documents
* Canned food and can opener
* Bottled water (3 gallons per person)
* Battery-powered radio, flashlight, and extra batteries
* Supply of cash
* Laptop computer
* Back-up data/documents from computer hard drive
* Lesson plans, textbooks, roll book, etc. …

**Immediately Before the Storm**

***University Supervisors***

University supervisors should make sure they have updated contact information for each candidate including the plan of action each student will take if they plan to evacuate. They remind candidates of the sources of information about school closures and reporting to schools. Candidates contact supervisors after the storm passes so they are informed of the candidate’s safety and location.

***Candidates***

Candidates should contact their university supervisor to ensure that all emergency information is updated including the plan of action to be taken. To inquire about reporting to school, candidates should contact their mentor teacher to find out if they are required to report to school. Note that in some instances, teachers are required to report even when students are not. The Office of Professional Experiences and university supervisors serves as a source of information by sending email notices to candidates regarding reporting.

**After the Storm**

***University Supervisors***

University supervisors should contact teacher candidates to inquire about their well-being. Additionally, they should determine the return date for candidates for their respective schools and communicate this information to students.

***Candidates***

Candidates should contact the university supervisor and mentor teacher about the data to return to school.

# Appendix A Daily Time Log

(*Sample for Elementary Program*)

**Student Teacher School Date**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday Content | Observation | Participation | Teaching | Total Time |
| Language Arts |  |  |  |  |
| Mathematics |  |  |  |  |
| Science |  |  |  |  |
| Social Studies |  |  |  |  |
| Other |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Tuesday Content | Observation | Participation | Teaching | Total Time |
| Language Arts |  |  |  |  |
| Mathematics |  |  |  |  |
| Science |  |  |  |  |
| Social Studies |  |  |  |  |
| Other |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Wednesday Content | Observation | Participation | Teaching | Total Time |
| Language Arts |  |  |  |  |
| Mathematics |  |  |  |  |
| Science |  |  |  |  |
| Social Studies |  |  |  |  |
| Other |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Thursday Content | Observation | Participation | Teaching | Daily Total |
| Language Arts |  |  |  |  |
| Mathematics |  |  |  |  |
| Science |  |  |  |  |
| Social Studies |  |  |  |  |
| Other |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Friday Content | Observation | Participation | Teaching | Daily Total |
| Language Arts |  |  |  |  |
| Mathematics |  |  |  |  |
| Science |  |  |  |  |
| Social Studies |  |  |  |  |
| Other |  |  |  |  |

*Required Format: .25=15min.; .50=30min.; .75=45min.; 1=1hr.*

**Mentor Teacher Signature**

# Appendix B Bi-Weekly Report on Hours\*

(This is a representation of the spreadsheet provided by University Supervisor.)

Teacher Candidate’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week # \_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Observation** | **Participation** | **Teaching** | **Daily Total** |
| Monday |  |  |  |  |
| Tuesday |  |  |  |  |
| Wednesday |  |  |  |  |
| Thursday |  |  |  |  |
| Friday |  |  |  |  |
| Weekly Total |  |  |  |  |
| Previous Total |  |  |  |  |
| Cumulative  Total Hours |  |  |  |  |

*Required Format: .25=15min.; .50=30min.; .75=45min.; 1=1hr.*

Week # \_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Observation** | **Participation** | **Teaching** | **Daily Total** |
| Monday |  |  |  |  |
| Tuesday |  |  |  |  |
| Wednesday |  |  |  |  |
| Thursday |  |  |  |  |
| Friday |  |  |  |  |
| Weekly Total |  |  |  |  |
| Previous Total |  |  |  |  |
| Cumulative  Total Hours |  |  |  |  |

*Required Format: .25=15min.; .50=30min.; .75=45min.; 1=1hr.*

***\*(Optional at the discretion of the university supervisor.***

***Email to university supervisor every two weeks if required.)***

***N.B. record any days that you complete full-day teaching, are absent, tardy, or leave early.***

# Appendix C Biographical Data/Autobiography

*Submit one copy to each of the following: 1) university supervisor; 2) mentor teacher. If there is more than one mentor teacher a copy should be provided for each teacher.*

**Full Name**

Last First Middle/Maiden

**Permanent Address** Street City State Zip Code

**Current Mailing Address** Street City State Zip Code

**Current Physical Address** Street City State Zip Code

**Phone** ( ) ( ) ( )

Permanent Current Cell

**Email** **Alternate Email**

**Schools/Colleges Attended (Elementary to Present)**

Name of Institution Location Dates

**Current Coursework** in Addition to Student Teaching (course title, day/time)

**Extracurricular activities in college**

**Employment during college**

**Present employment** (type, location, days/hours)

**Short Term/Long Term Goals**

**Emergency Contact**: Name Phone #

***In addition to the above information, write an autobiographical essay in which you reflect on your own background and experiences. The autobiography should focus on your development as a student becoming a teacher. The essay might include some or all of the following: reasons for entering the teaching profession, qualities most important in a teacher, experiences in working with children, travel experiences, and specific talents/skills. It should be typed and attached to this sheet.***

# Appendix D Emergency Contact Form

**Teacher candidate name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Classroom teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher candidate physical address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Local Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_Cell Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Who should the college contact in case of emergency?***

**Emergency Contact (Local)**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Emergency contact (Local)**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Should a hurricane come into the placement area, what will be your plan of action? Will you remain in the area or will you be leaving the placement area?***

**Names and contact information of people with whom you are likely to relocate.**

*Name Relation phone*

*Name Relation phone*

*Name Relation phone*

# Appendix E August Experience Observation Reporting Form

Spend two days (one day before and one day after students arrive) in the school of your choice. Use the following outline to document the information you gathered from your school visits about gearing up for school. Some of the information will be gleaned from interviews with the classroom teacher while some will come from attendance at meetings and classroom observations.

**Before the students arrive:**

* In what activities was the teacher engaged prior to the students arriving at school?
* Describe the types of meetings and trainings attended by the classroom teacher (district-wide, school-wide, grade level, subject level/content-related…).
* Ask the classroom teacher if he or she is required to update or compile a professional growth plan? If so, find what is required and how the teacher goes about deciding where to focus professional development.
* How did the classroom teacher prepare his or her room?
* “School Improvement Plan and Analysis of Individual Student Standardized Test Scores” (LEAP, ILEAP, DIBELS, District Benchmark Tests, Teacher-made learning target tests, etc.) Ask the teacher how he/she utilizes information from the above sources in order to guide/plan his/her instruction.
* What steps did the classroom teacher take to learn about his/her incoming students? Was any contact made with the potential students prior to the start of school? Find out how the teacher is informed about students with special needs and how he/she accommodates those needs.
* Inquire about the teacher’s classroom management plan (routines, procedures, protocol, rewards, and consequences).
* Ask the classroom teacher to share with you the facets of curriculum used/required in preparing lessons (lesson plan format, state or district-required curriculum…)
* Have the classroom teacher share with you his/her week-one agenda/lessons. Be sure to find out how materials are collected and distributed and how students are apprised of expectations/rules.

**After the students arrive:**

* During your observation of the class while students are in attendance, document what occurs throughout the day. Comment on what your teacher did to help things run smoothly. Make a list of things to remember for the first day of school when you begin as a classroom teacher.

# Appendix F August Experience Signature Form

Teacher candidate name (Last, First)

Candidate’s degree program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of teacher work day

Date of the first day of school

State

School district

School

Principal name

Principal signature

Teacher name

Teacher signature(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Student teaching – Fall
* Student teaching – Spring
* Internship – Holmes Program

Did you complete your August Experience in your assigned school for student teaching or internship?

If not, why?

# Appendix G Outside Observations

The candidate must observe a minimum of **five** lessons in classes other than the assigned placement. Including observations in non-traditional schools and/or programs (magnet, charter, gifted, talented, and inclusion) will provide rich, varied experiences. Observations of one’s peers may provide insight into the ways other beginning teachers address the many facets of teaching such as management, discipline, content, and diversifying instruction. A candidate should observe at school levels (elementary, middle and high) other than the type to which they are assigned. Requirements may vary by program; therefore, the university supervisor will specify the types of observations required.

Keep this chart on the observation section of your portfolio.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Time** | **School** | **Subject** | **Grade Level** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Much can be learned from observing school situations if you not only observe, but analyze and think about what you are seeing. In writing your observations, go beyond simply recording what you have seen to consider the meanings of situations. The purpose of the following outline is to provide you with ideas of different areas you might consider as you observe. Do no try to answer every question listed on these two pages; instead select certain factors on which to focus your attention.

* 1. Getting the class started
     1. What brings the class to attention?
     2. How are initial routines handled?
     3. How is the continuity with previous work established?
     4. What motivational techniques are used?
  2. Knowledge, Variety, and Creativity in Teaching
     1. What kinds of activities are provided?
     2. Does instruction consider the needs of the students?
     3. Is the focus/objective of the lesson clear?
     4. Is direct instruction provided?
     5. Are the students actively engaged in learning?
     6. Are provisions made considering the various abilities of the students?
     7. Are the needs of individual learners addressed?
     8. What type of relevant feedback is given to students?
     9. How is the lesson introduced, conducted, concluded?
  3. Organization and Management
     1. Is there evidence of clearly established classroom routines?
     2. Are expectations clear to students?
     3. What discipline techniques are in use?
     4. What are the consequences for misbehavior and how are they enforced?
     5. How is transition from one activity or group to another achieved?
  4. Relationship with and Motivation of Students
     1. What is the classroom atmosphere?
     2. What is the nature of the student/teacher relationship?
     3. What verbal and nonverbal responses are given to students?
     4. What is the attitude toward student interaction? How is it encouraged? Does this add or detract from the lesson?
     5. What is the evidence of student self-direction or self-control?
  5. Classroom Environment
     1. How does the classroom environment add to or detract from the creation of a positive learning experience?
     2. What types of learning centers/print labs are available for student use?
     3. Is student-generated work displayed?
  6. Assessment
     1. What forms of assessment were used in the lesson?
        1. Teacher observation
        2. Test/quiz
        3. Product (paper, video, PowerPoint presentation, sculpture, etc.)
     2. How do you think the teacher knew which students learned which skills and content?
     3. How do you think the teacher will address students’ non-mastery?
  7. Peer Observations – consider the following:
     1. General appearance and poise
     2. Self-confidence
     3. Attitude and enthusiasm
     4. Voice (volume and pitch)
     5. Uses proper grammar
     6. Lesson plan (well organized, etc.)
     7. Relates objective/explains purpose
     8. Activities are relevant/meaningful
     9. Motivates effectively
     10. Gives clear directions/uses examples
     11. Has knowledge of subject
     12. Ability to question
     13. Students understand and are on task
     14. Student interest/interaction
     15. Monitors students and makes adjustments
     16. Continuity between activities
     17. Uses a variety of techniques/creativity
     18. Provides positive reinforcement
     19. Classroom management skills
     20. Overall teaching performance

# Appendix H Peer Observation Form

*(If required by university supervisor/clinical faculty)*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Observed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level/Subject\_\_\_\_\_\_\_\_\_\_\_\_\_

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Began\_\_\_\_\_\_\_ Ended\_\_\_\_\_\_\_\_

***Circle your rating for each criterion as follows:***

***1 = Below Expectations 3 = Meets Expectations***

***2 = Approaching Expectations 4 = Exceeds Expectations***

***Also, word process narrative comments with examples of three of the peer’s outstanding strengths and three of the peer’s specific criteria he/she should focus on improving.***

***Attach these comments as a separate page.***

1. General appearance and poise 1 2 3 4

2. Self-confidence 1 2 3 4

3. Attitude and enthusiasm 1 2 3 4

4. Voice (volume and pitch) 1 2 3 4

5. Uses proper grammar 1 2 3 4

6. Lesson plan (well organized, etc.) 1 2 3 4

7. Relates objective/explains purpose 1 2 3 4

8. Activities are relevant/meaningful 1 2 3 4

9. Motivates effectively 1 2 3 4

10. Gives clear directions/uses examples 1 2 3 4

11. Has knowledge of subject 1 2 3 4

12. Ability to question 1 2 3 4

13. Students understand and are on task 1 2 3 4

14. Student interest/interaction 1 2 3 4

15. Monitors students and makes adjustments 1 2 3 4

16. Continuity between activities 1 2 3 4

17. Uses a variety of techniques/creativity 1 2 3 4

18. Provides positive reinforcement 1 2 3 4

19. Classroom management skills 1 2 3 4

20. Overall teaching performance 1 2 3 4

# Appendix I Essential Elements of a Lesson Plan

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ Student Teacher Date Grade Level

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Size Estimated Time for Lesson Mentor Teacher’s Signature

Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standards (CCSS if applicable):**

**Objectives (TLW):**

**Teacher Materials/Resources:**

**Student Materials/Resources:**

**Technology Integration:**

**Lesson Procedure and Activities:** *(This should include direct instruction, guided practice, independent practice, any grouping strategies you plan to use, a plan for early finishers, and a plan for homework. Please label these parts of your lesson plan.)*

1. **Introduction:**

***Notes:*** *Your introduction should:*

* *Hook the students and draw them into your lesson. This can be anything from a question to a demonstration or quick activity - something to whet their appetites for what you're going to do today.*
* *TELL the students the purpose of the lesson or what they will have achieved by the end of the lesson. You can have this on chart paper and put it up at the front, so that students have a way of evaluating themselves.*

1. **Activities:**

1. **Closure**

***CLOSURE NOTES:***

* + - * *Closure is* ***not merely the final activity or a practice page or an exit ticket/assessment/test/evaluation activity.***
      * *Effective teachers “close” a lesson by* ***reviewing*** *with students through* ***questioning or summarizing:***
* *WHAT the students learned during the lesson (What were the concepts/skills we focused on today?)*
* *WHY they are important to learn/know, and*
* *HOW* ***students will use or apply*** *these concepts/skills in the future (ex. for homework, the next day, at the end of the week, next week, on the test, etc.).*
* ***Closure*** *is your chance to bring it all back around to your* ***introduction****.* ***Revisit*** *objectives/learning targets/purpose of the lesson/why it is important*

**Accommodations/Modifications:**

**Learning Styles:**

**Assessment/Evaluation:**

# Appendix J Reflections

Reflection in teaching is critical because the events of teaching and one’s reflection of those activities impact future teaching, and one’s planning for activities and assessments. Candidates are required to write a weekly reflection that includes a reflective response for at least one lesson taught during the week (once candidate begins teaching) AND reflect about broader aspects of teaching not directly related to a lesson.

**Consider the questions below when reflecting on a lesson:**

* Were the students engaged in this lesson? If not, why?
* Did you change your teaching plans? Why?
* What were the effects on the lesson?
* Did you achieve your objective(s)?
* What skills or knowledge did the learners acquire?
* How do you know?
* Were there students who did not meet the objective(s)?
* How will you help those students who did not previously master the skills or knowledge?
* What were the strengths of the lesson?
* What would you do differently next time?
* What would you do differently for students who are very different from the students you taught for this lesson (i.e. at-risk students, gifted students, etc.)?

**Consider the questions below when reflecting on broader aspects of teaching:**

* What did I discover this week?
* What will I change or do differently next week?
* What assistance do I need at this time?
* The best part about this week of student teaching was …
* I learned \_\_\_\_ and I will use it in the future.
* Questions I still have …
* What I learned this week about teaching as a profession …
* What I learned this week about children …
* I think I want to teach \_\_\_\_ grade/subject because …
* My view of school has changed because … OR My perception of inner-city schools has changed …
* My perception of curriculum has changed because …
* Students who are transitional …
* Your thoughts on child abuse and neglect after hearing the legal issues presentation and your experiences in the school.
* What is the impact of school schedule changes due to fire alarm, assemble, picture day, daylight savings time…?

# Appendix K Lesson Reflection Ideas

Please type.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Candidate Date Lesson Taught Grade Level

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Teacher’s Signature

1. Were the students engaged in this lesson? If not, why?
2. Did you change your teaching plans? Why? What were the effects on the lesson?
3. Did you achieve your objective(s)?

What skills or knowledge did the learners acquire?

How do you know?

Were there students who did not meet the objective(s)?

How will you help those students who did not previously master the skills or knowledge?

1. What were the strengths of the lesson?
2. What would you do differently next time?

What would you do differently for students who are very different from the students you taught for this lesson (i.e. at-risk students, gifted students, etc.)?

# Appendix L Classroom Management Plan Reflection

For I-VII below, include a sample and/or a description of what is in place in your mentor teacher’s classroom. Write one paragraph reflecting on that situation; discussing the good, the bad, and what you might do differently in your own classroom.

1. **Physical Layout**

Provide a sketch of your student teaching classroom. In your one paragraph reflection, consider the layout of your classroom and whether it supports instruction by providing visibility, smooth traffic flow throughout and ease of changing from small group to whole class arrangements.

1. **Rules/Expectations**

List 3-5 rules from your mentor teacher’s classroom. In your one paragraph reflection, include an explanation of how you would teach the rules you have listed.

1. **Procedures**

List 3-5 procedures from your student teaching classroom. Identify procedures that students engage in routinely as part of being in the class. Examples of such procedures include: restroom, missing supplies such as textbook, pen or pencil, discarding trash, distribution and collection of materials, collecting homework, checking homework, making up work or tests when absent, storage of projects/materials, early finisher procedures…

In your one paragraph reflection, include an explanation of how you would teach the procedures you have listed.

1. **Schedule**

Use the schedule your class followed this semester and briefly reflect upon how well you think it worked. What did you like about it? Not like? What would be your preferred schedule?

1. **Rewards for Adhering to the Rules and Procedures**

In your reflection, describe the school’s and classroom’s use of a reward system, if any is used. What did you like/not like about these reward system(s)? What worked well/not so well? What would you change and why?

1. **Consequences of Failure to Adhere to the Rules and Procedures**

In your reflection, describe any consequences used by school and the classroom for noncompliance. What did you like/not like about these consequences? What worked well/not so well? What would you change and why?

1. **Parent Communication**

Ask your teacher for a copy of the letter(s) sent home at the beginning of the year. What would you do differently? You may write one yourself in your words to introduce parents to your classroom, if you’d like.

1. **Evaluation Plan**

Ask your teacher how they evaluate their classroom management plan. How often do they do this? Have they ever had to revise theirs? Now, explain how you will evaluate your plan to see if it is working. What will you do if it is not working out the way you thought it would?

# Appendix M Integrated Thematic Unit Plan Template

**Name:**

**Unit Title:**

**Grade Level:**

**Teaching Context:**

This section should include information about the school and students. School information should include demographic data such as the school’s standardized testing data history, location (rural, urban, and suburban), school size, and the SES of the school population. Other distinguishing aspects of the school should be noted (i.e. dedicated academic magnet, university laboratory school). Classroom student information is important to note in this section, also. The diversity of the students in the classroom (gender and race) should be identified. Special student needs (IEP, 504, learning styles, ESL) should also be identified in this section.

**Subject Area(s):**

**Broad Unit Understandings/Goals:**

What will students understand (about big ideas) as a result of the unit?

“Students will understand that…”

**Unit Questions:**

List the Guiding Questions for the thematic unit.

**State and National Standards and Benchmarks:**

* List all relevant benchmarks and GLEs (where applicable) for your unit’s core subject area.
* Include Louisiana Comprehensive Curriculum, Common Core Standards or other comparable standards (where applicable)

**Description of Unit:**

* Identify the section of the Louisiana Comprehensive Curriculum and/or Common Core Standards (or other district required curriculum) used and write a narrative explaining how they correlate to the unit of study. Note any enhancements made to comprehensive curriculum (or comparable standard) to create a unit of study for the students based on your methods of instruction. ***Attach a copy of the Louisiana Comprehensive Curriculum unit and/or Common Core (or other standard) on which your unit is based.***

**Unit Objectives/Learning Outcomes:**

This section includes a prioritized list of content objectives that students will master by the end of the unit. Your objectives should reflect the specific GLEs.

**Assessment**

**Pre-Assessment Evidence:**

How will the students be pre-assessed to determine the background knowledge on which to build the unit? Keep in mind that the pre-assessment should match the post-assessment to ensure validity. Select key objectives to measure.

**Formative Assessment:**

How will student learning be assessed during the unit to determine how to progress with the unit? Include in the unit a representative sample of student work evaluated including examples of low level, mid-level, and high-level students’ work.

**Summative Assessment:**

What evidence will be collected to determine whether the understandings have been developed, the knowledge and skills attained, and the state standards (benchmarks/GLEs) met? Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, tests, etc. Be sure to include rubrics in the assessment process. The post-assessment should mirror the pre-assessment to ensure validity. Also, note what specific accommodations will be provided for students with special needs requiring alternative assessment methods. After collecting evaluation data, analyze and summarize the data for the reflective analysis section.

**Reflective Analysis of Student Learning:**

Write a reflective response to analyze how well the students met the stated goals and objectives. Include a chart of pre- and post-assessments, including data regarding the percentage of students meeting specific objectives. Comments indicating insights about students’ failure to meet expected objectives should be included. Additionally, specifications about assisting students who did not meet the objective targets should be included in this section. Along with the analysis of student data, general comments such as, *“What were the strengths of the unit? Why? What could be done differently next time and why?”* should be added in this section of the unit.

**Communication with Parents/Guardians:**

Explain the different ways you will communicate with parents. Include a sample letter (or other means to communicate with parents, such as a newsletter) to explain how you will inform parents of the following:

* An explanation of the unit of study
* Information about how they can assist their child in mastering the unit’s content and skills
* How you will evaluate their child’s learning
* The progress their child has made regarding the objectives of this unit of study (This explanation should also be included in the assessment section of this unit.)

**Community and Parent Involvement:**

Explain your efforts (bringing resources into the classroom or taking students into the community) to involve the community and parents during this unit of study. Resources may include people, connections through technology, or places to visit. Experts in a related field of study could serve as guest speakers to present information or conduct demonstrations.

**Content Outline:**

This content outline is a detailed outline of the content you are teaching. Your extensive notes used for teaching this unit of study should be included in the content outline.

**Integration of Technology:**

Describe how you and the students will use technology in the classroom. If applicable, this section should also include an explanation of how you used technology to communicate with students and parents. Provide a list, with links, for any internet sites that you used when planning the unit. The LA K-12 Educational Technology Standards define technology as consisting of any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions, and enhancing the quality of life.

**Materials and Resources:**

Include the necessary materials and resources such as literature (titles and authors), textbooks and reference materials, supplies, and Internet resources to implement the unit.

**Sequenced Potential Learning Experiences/Activities:**

Use the attached template (Appendix K-2) and briefly describe specific and appropriate relevant learning activities that could be used with this unit of study. Included in this section are instructional activities/learning experiences that were taught, as well as additional resource activities that would be appropriate. Activities included in this section should be sequenced to promote maximum learning for the students.

**Lesson Plans:**

Include separate lesson plans (See Essential Elements of a Lesson Plan in Appendix D) for each lesson or activity that you actually taught during the unit. Each lesson plan should reflect any accommodations for individual student needs as noted in the teaching context section. Necessary accommodations to assess students with special needs should be included in the assessment section.

**Guidelines for Submission of Unit Plans:**

* When possible, lesson plans, assessments, worksheets, outlines, etc. should be saved in one contiguous document (Unit Plan Master Document)
* If one Unit Plan Master Document cannot be created, then parts of the unit plan should be saved in the least number of documents possible
* Power Points may be saved as separate files, if necessary
* Student work samples should be scanned and added to the Unit Plan Master Document, whenever possible. If the student work samples cannot be added to the Unit Plan Master Document, they should be scanned and combined into one PDF file
* If various parts of the Unit Plan cannot be saved into one master document, then all parts of the unit plan should be saved and contained in one folder for submission to the University Supervisor
* The scoring rubric for this unit is in Appendix K-3.

# Appendix N Self-Evaluation Guidelines

Using your scores and feedback on the Candidate Evaluation Instrument, write a two-three page narrative discussing your growth and development as a teacher thus far. Address the following categories in your narrative:

* Planning and Instruction
* Learning Environment and Management
* Assessment
* Professionalism
* Specialized Professional Standards

Include a description of specific teaching experiences you would like to experience during the second half of the semester. (*Mid-semester only*)

Include in your discussion the areas you believe are your strengths, as well as those you believe to be areas that are still in need of further development.

***Put your full name as a footer in your document.***

# Appendix O Video Reflection and Analysis Guidelines

To provide data for self-reflection and analysis to improve your teaching and ultimately student learning, have someone (teacher or peer) record an entire teaching episode, capturing not only what you do and say, but also recording the dialogue, engagement and action of the learners. Prior to watching the video, record your initial thoughts about the lesson. Then use the guiding questions below to analyze student learning during the lesson.

In your report, include your name, the date and time, your mentor teacher’s name, school, subject and section if departmentalized.

Guiding Questions:

(Remember, prior to watching the video, record your initial thoughts about the lesson!)

* Planning
  + Did the lesson proceed as planned? If not, why?
* Classroom Environment and Management
* Discuss what you observed regarding your management of students. Did you have any discipline problems? If so, how were they handled/resolved? Did you use verbal and nonverbal communication during the lesson?
  + Discuss what you observed regarding your management of time.
  + How was the pacing of your lesson?
  + Discuss what you observed regarding your management of materials.
  + Were routines and procedures established and functioning well?
  + Describe the climate of your classroom. How would you classify your interactions with students? Were you enthusiastic?
* Teaching and Interacting
  + Did the lesson have an opener/hook to capture students’ attention?
  + Did you make students aware of the objective and relevance of the lesson? Did you help the students relate the learning to the real world and prior knowledge?
  + Did your directions produce the desired behaviors of your students?
  + Were the students engaged throughout the lesson? If not, discuss your thoughts on why not. Did you gain the students’ attention prior to starting the lesson and maintain it throughout the lesson?
  + Did you move around the room during the lesson to monitor student engagement, assist and question students?
  + In what ways did you encourage student participation? How did you maximize opportunities for student talk? Was student leadership encouraged in the learning process through grouping or other means?
  + Did your questioning techniques promote the student discussion, critical thinking and conceptual understanding?
  + Describe your use of wait time.
  + Discuss the feedback you provided for your students. Was it specific?
  + Did you accommodate for individual differences/needs of your students? If so, in what way?
  + If your lesson was a skills-based lesson, did you model for students prior to guided and independent practice?
  + Did you provide a closure for the lesson?
  + Did you model standard English during the lesson?
* Assessment
  + How did you monitor learning during the lesson and/or at the end of the lesson?
  + Did you provide an assessment to determine to what extent individual students achieved the objectives?
  + Did the students engage in self-assessment?
  + Did you achieve the objectives of your lesson?
  + How will you use the assessment data?
* If you could redo this lesson, what would you change and why?
* Based on what you learned today in this lesson, what will you do differently in the future?

# Appendix P Professional Growth Plans / Student Learning Targets

Write two student learning targets (SLTs) that you can track and evaluate upon the completion of your student teaching experience. One SLT should focus on the growth of your students while the second SLT will focus on your growth as a teacher (Professional Growth).

**STUDENT CENTERED SLT**

Initial SLT

Data set #1

Data set #2

Midterm evaluation of SLTs (revise as necessary). Include a description of specific teaching experiences you would like to experience during the second half of the semester’s placement. (*Mid-Semester only*)

Data set #3

Data set #4

Final evaluation of SLTs

Write a 1-2 page narrative discussing your growth and development of your students. Be sure to address the impacts you have had on your students, as evident by your SLT. Address the following categories in your narrative as each affects student growth:

* Planning and Instruction
* Learning Environment and Management
* Assessment
* Professionalism
* Specialized Profession Standards

Include in your discussion the areas you believe are your strengths, as well as those you believe to be areas that are still in need of further development.

**TEACHER CANDIDATE SLT (Professional Growth)**

Initial SLT

Data set #1

Data set #2

Midterm evaluation of SLTs (revise as necessary). Include a description of specific teaching experiences you would like to experience during the second half of the semester’s placement. (*Mid-Semester only*)

Data set #3

Data set #4

Final evaluation of SLTs

Write a 1-2 page narrative discussing your growth and development as a teacher thus far, as evident by your SLT. Address the following categories in your narrative as each has been affected by your professional growth:

* Planning and Instruction
* Learning Environment and Management
* Assessment
* Professionalism
* Specialized Profession Standards

Include in your discussion the areas you believe are your strengths, as well as those you believe to be areas that are still in need of further development.

The extent to which each goal is attained will be assessed at the end of the semester in your score as a “Reflective Practitioner” on the Candidate Evaluation Instrument.

*The following appendices are for those candidates who are in the Special Education/Dual Certification Program*.

# Appendix SPED-1 Direct Instruction (DI)

**(1-5 ADD-ON CERTIFICATION)**

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Education Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Name* *Signature*

Direct Instruction (DI) – Teach a direct instruction math or reading lesson.

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Action | Yes | No | Comments |
| Administer Pretest |  |  |  |
| Score Pretest |  |  |  |
| Obtain student commitment |  |  |  |
| Describes lesson purpose |  |  |  |
| Describes the skill |  |  |  |
| Model the skill |  |  |  |
| Verbally rehearse new skill with students |  |  |  |
| Practice new skill on easy materials |  |  |  |
| Practice new skill on grade appropriate materials |  |  |  |
| Administer post-test |  |  |  |
| Score post-test |  |  |  |
| Evaluate post-test results |  |  |  |
| Obtain commitment to generalize obtained skill to new material/setting |  |  |  |
| Teach generalization skills |  |  |  |
| Evaluate student learning of generalization |  |  |  |

# 

# Appendix SPED-2 Functional behavioral assessment/Behavior intervention plan

**(1-5 ADD-ON CERTIFICATION)**

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Education Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Name* *Signature*

Functional Behavioral Assessment/Behavior Intervention Plan

The teacher candidate will:

Conduct a functional behavioral assessment.

Identify behavior

Gather data to come up with a hypothesis as to behavioral function

Develop and implement a pro-social intervention

Evaluate effectiveness

Review and consider next steps

Functional Behavior Assessment Checklist

\_\_\_\_ Step 1: Identify the problem behavior

\_\_\_\_ Step 2: Attempt to resolve the problem behavior

\_\_\_\_ Step 3: If problem behavior persists, complete the Functional Behavior Assessment (FBA) to identify the target behavior, analyzing the antecedents and consequences.

\_\_\_\_ Step 4: Use the Data Collection Worksheet (DCW) to begin baseline (pre-test) data collection.

\_\_\_\_ Step 5: Create a Behavior Intervention Plan (BIP) using the results of the FBA backed by scientific research.

\_\_\_\_ Step 6: Continue to collect and record data on the DCW during intervention(s).

\_\_\_\_ Step 7: Cease intervention strategies and begin collection “post-Test” data. Record on the DCW.

\_\_\_\_ Step 8: Compare baseline data to the post-test data. If the baseline data is significantly higher than the post-test data, then the behavior has deceased or is extinguished. Continue to reinforce the student’s appropriate behavior, fading the reinforcement over time. If the baseline data is lower than the post-test data, continue with Step 9.

\_\_\_\_ Step 9: If the problem behavior increases, the intervention was unsuccessful. Modify with alternative scientifically based intervention strategies. Use a new DCW to record new intervention strategies.

\_\_\_\_ Step 10: Following the employment of new intervention strategies, collect new post-test data and record on the new DCW.

\_\_\_\_ Step 11: If the problem behavior has decrease or is extinguished, then the intervention was successful. Continue to reinforce student’s appropriate behavior, fading the reinforcement over time.

\_\_\_\_ Step 12: If the problem behavior increases, the intervention was unsuccessful. Repeat Steps 9 and 10 until the intervention is successful. Record success or lack thereof on BIP-Log.

# Appendix SPED-3 Curriculum Based Assessment (CBA)

**(1-5 ADD-ON CERTIFICATION)**

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Education Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Name* *Signature*

Curriculum Based Assessment (CBA) – Develop, administer, and evaluate probes to evaluate effectiveness of instruction.

| Teacher Action | Yes | No | Comments |
| --- | --- | --- | --- |
| Administer Pretest |  |  |  |
| Score Pretest |  |  |  |
| Enter Pretest data |  |  |  |
| Obtain student commitment to CBA |  |  |  |
| Determine CBA goal |  |  |  |
| Enter goal data on graph |  |  |  |
| Administer progress monitoring Probe 1 |  |  |  |
| Score Probe 1 |  |  |  |
| Enter Probe 1 data on graph |  |  |  |
| Administer progress monitoring Probe 2 |  |  |  |
| Score Probe 2 |  |  |  |
| Enter Probe 2 data on graph |  |  |  |
| Administer progress monitoring Probe 3 |  |  |  |
| Score Probe 3 |  |  |  |
| Enter Probe 3 data on graph |  |  |  |
| Administer post-test |  |  |  |
| Evaluate progress towards stated goal |  |  |  |
| Develop new goal(s) based on evaluation results |  |  |  |

# Appendix SPED-4 Individual Education Plan (IEP)

**(1-5 ADD-ON CERTIFICATION)**

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Education Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Name* *Signature*

Individual Education Plan (IEP) – Assist in the development of an IEP including attending the meeting and developing goals. These activities are to be completed in conjunction with the regular education teacher, the special education teacher, and the parents/guardians.

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Yes | No | Comments |
| Ten-day notice completed & sent |  |  |  |
| Developing the IEP(see\* below) |  |  |  |
| \*Develop general student information section |  |  |  |
| \*Develop instructional plan (goals & objectives) |  |  |  |
| \*Develop accommodations |  |  |  |
| \*Develop program services page |  |  |  |
| \*Develop placement- least restrictive environment page |  |  |  |
| Attend and participate in the IEP meeting |  |  |  |
| Complete the due process form |  |  |  |

# Appendix SPED-5 Inclusive lesson plan form for teacher candidates

**(1-5 ADD-ON CERTIFICATION)**

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Education Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Name* *Signature*

Regular Education Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Name* *Signature*

---begin form---

Date: Time: Unit: Grade Level:

Group Size Teacher Candidate

GLE(s) / Benchmark(s)

Lesson Objective(s)

Materials Technology Needs

In Class Assignments Homework Assignments

What *some* students will learn: Procedures, including paraprofessional support:

What *most* students will learn: Procedures, including paraprofessional support:

What *all* students will learn: Procedures:

Evaluation Methods

Some: Most: All:

# Appendix SPED-6 Problem solving collaboration form for teacher candidates

**(1-5 ADD-ON CERTIFICATION)**

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Education Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Name* *Signature*

Problem Solving Collaboration -

* Identify issue/problem and identify data collection process
* Collect data (baseline)
* Develop intervention
* Implement intervention
* Evaluate implementation
* Review and consider next steps