LSU School of Education Logo
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**University Supervisor Handbook for the**

**Supervision of Candidates**

[**Office of Professional Experiences**](https://lsu.edu/chse/ope)

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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.

*The format of this document was revised to improve accessibility*.

*June 26, 2019* - RAB

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**SUPERVISOR RESPONSIBILITIES**

* **Watch the PowerPoint for student teacher candidates see the OPE website.** [**https://www.lsu.edu/chse/education/professional\_experiences/index.php**](https://www.lsu.edu/chse/education/professional_experiences/index.php)
* **Contact the candidate**
  + Introductory email which includes first cohort meeting and items to submit at cohort (see weekly activities/cohort meeting below)
* **Contact the mentor**

A list of responsibilities for both the university supervisor and the mentor teacher is available in [Appendix A](#_Appendix_A:_Matrix).

* + Initial contact with the mentor teacher must occur prior to the first day of classes of the LSU semester
  + Provide them with a mentor teacher packet which includes contact information, a OPE calendar of events, and the cohort calendar of events
  + Throughout the semester, inquire about the student teacher candidate’s punctuality, attendance, preparation, performance, rapport with students, professionalism, dispositions and identifying areas of improvement. (i.e., email mentor during weeks 3 and 11 status questions see below:
    - What things are going well?
    - What challenges are the candidate having?
    - What else would you like to share?)
* **Be familiar with the *Candidate Handbook*** (vary by degree program) and the ***Mentor Handbook*** [*http://www.lsu.edu/chse/ope*](http://www.lsu.edu/chse/ope)
* Act as a liaison between the participating school and the OPE
* **Questions frequently asked by new supervisors** 
  + Is the student teacher candidate allowed to serve as a substitute?
    - *No*
  + Is the student teacher candidate allowed to leave early for child care, work, or coaching?
    - *No*
  + Who approves non-emergency absences?
    - *University supervisor and inform OPE*
  + Who arranges the observations for candidate?
    - *Both the mentor teacher and university supervisor provide recommendations for observations. The candidate informs the university supervisor of arranged observations.*
  + If there is a concern about a placement, what should I do?
    - *Supervisor contact the OPE immediately.*
* **Site Visit**

Supervisors will visit their candidate and mentors several times during the semester.

* + Best practice indicates pre-post conferences are crucial for candidate growth.  These can be done electronically, face-to-face, via phone etc.
  + Observe the candidate teaching an entire lesson in the assigned school a **minimum of three times per semester**, two must be prior to mid-semester
  + Provide copies of the written feedback to the candidate, the mentor, and OPE
* **Evaluations**
  + Progress Reports

Mentor teachers complete two progress reports ([Appendix B](#_Appendix_B:_Teacher)) over the course of the semester: one between the beginning and mid-semester and one after mid-term and end of the semester. OPE will assign due dates each semester. The university supervisor reviews and uploads the documents to the Community Moodle.

* Mid-Semester Evaluation/Grading Rubric

The mentor teacher completes the mid-semester evaluation rubric ([Appendix C](#_APPENDIX_C:_Teacher). *Use rubric specific to your program*). University supervisors must read and agree to the evaluation before the mentor teacher shares it with the candidate. Once the evaluation scores are obtained, the university supervisor completes the grading rubric. The mentor teacher and the university supervisor discuss the evaluation and the grading rubric with the candidate. Evaluations and grading rubrics must be submitted to OPE.

* Final Evaluation/Grading Rubric

The mentor teacher completes the final semester evaluation rubric ([Appendix C](#_APPENDIX_C:_Teacher). *Use rubric specific to your program*). University Supervisors must read and agree to the evaluation before the mentor teacher shares it with the candidate. Once the evaluation scores are obtained, the university supervisor completes the grading rubric. The mentor teacher and the university supervisor discuss the evaluation and the grading rubric with the candidate. Submit evaluations and grading rubrics to OPE.

* **Portfolio**
  + An electronic portfolio must be kept by the candidate, program requirements may vary (see *Candidate Handbook*)
  + Assess all parts of the portfolio and provide feedback oral and/or written to candidate:
    - Classroom Plan Management Reflection (Cohort Meeting 1 and *Candidate Handbook* - *Appendix L*).
  + Reflections - give weekly feedback.
  + Unit Plan – Ongoing feedback must be given throughout the course of the candidate preparation of the unit plan.  All lessons must be approved by both supervisor and mentor prior to teaching the unit. The final unit is scored using the scoring rubric. The scores are entered into the Final Excel Data Sheet and submitted to OPE.
  + Candidates (1 semester only) - Full unit plan due by week 13.  See cohort meeting agendas for semester long discussion (*Candidate Handbook* - *Appendix M*).
  + Candidates (2 semesters) - Mini unit plan by midterm of 1st semester and full unit plan by midterm of second semester (*Candidate Handbook* - *Appendix M*).
  + Self-Evaluation - The candidate completes the self-evaluation and submits to the mentor teacher and the university supervisor for approval prior to mid-semester (*Candidate Handbook*-*Appendix N*). Supervisor submits the document to OPE. Candidate updates the self-evaluation and submits to the mentor teacher and the university supervisor for approval prior to the end of the semester.
  + Professional Growth Plan – The candidate writes a professional growth plan. This plan is implemented during the second half of the semester and is evaluated at the end of the semester on the reflective practice item of the scoring rubric (*Candidate Handbook* - *Appendix P*).
  + Formative Evaluation: Candidate Lesson Evaluation - this is completed a minimum of four times during the semester by the mentor and added to the portfolio by the candidate (*Mentor Handbook* - *Appendix C*).
  + Pre/Post conference guides - completed by the candidate and shared during conferences with the mentor and added to the portfolio.
  + Outside Observations log and reflections (*Candidate Handbook - Appendix G*).
    - The number and type of outside observations vary by program.
    - All observations are documented on Outside Observation Chart
    - Written reflections follow the outline in.

# WEEKLY ACTIVITIES/COHORT MEETINGS

Supervisors organize and facilitate cohort meetings. These meetings are held to assist candidates in dialogue that promotes an understanding of the link among theory, research, and practice. Supervisors are responsible for:

* Topics for discussion emanate from candidate needs discovered through classroom experiences, self-reflections, outside observations and communications with the mentor teacher.
* Meetings for cohort must be held in a private, alcohol-free setting where confidentiality and professionalism are practiced. Such examples are: public library private room, LSU classroom, a K-12 classroom, etc.

Supervisors must conduct a face-to-face cohort meeting that meets weekly for 90 minutes or every other week for three hours.  Below are listed the topics to be covered within the three-hour timeframe.

Cohort Meeting 1 - Initial Cohort Meeting (first day of the semester)

Collect/review the following items:

* + First Day Observation Forms (*Candidate Handbook* - *Appendix E & F*) are submitted for review in hard copy or electronically to portfolio - Supervisor preference
  + Autobiographies (*Candidate Handbook* - *Appendix C*) are submitted for review in hard copy or electronically to portfolio - Supervisor preference
  + Emergency Contact Form (*Candidate Handbook* - *Appendix D*), Must be a signed hard copy and submit to OPE
  + Consent to use Images Form, must be a signed hard copy and submit to OPE

Discuss the following items:

* + Calendars and sample schedule
  + An electronic portfolio must be kept by the candidate, program requirements may vary (*Candidate Handbook*)
  + Candidate absences
    - all absences must be documented (doctor’s excuse, conference/presentation program, LSU event, etc.) or listed as unexcused
    - one absence is free
    - second absence - make-up day is up to supervisor
    - three or more absences, regardless of reason (even if excused), must be made-up by the end of the semester
    - excused absences are only those sanctioned by university policy. See LSU General Policy PS 22
    - if a candidate is not ill or the absence is not an emergency, prior permission must be requested from the supervisor and discussed with the mentor and the Office of Professional Experiences.
    - should absenteeism become problematic the candidate must meet with supervisor and OPE to review the disposition document and determine consequences.
    - candidate must contact the mentor teacher, university supervisor, and Office of Professional Experiences for all absences.
  + Mentor teacher absences - what does the candidate do?
    - observe another teacher at the school
    - if teaching, then teach with a substitute in the room
    - candidate is **never** to be in the classroom without the mentor or a substitute who is responsible for the students
  + Recording hours
    - observation is defined as watching and recording impressions of teaching methods/practices used in an educational setting involving a teaching-learning situation
    - participation is defined as the performance of any phase of a teacher’s responsibilities not directly related to teaching (i.e. planning with mentor or others, duty, attending professional meetings at assigned school or at LSU- cohort and seminar, etc.)
    - teaching is defined as being directly responsible for instruction includes:
      * Whole class instruction;
      * Small group instruction;
      * Individual instruction or tutoring;
      * Team teaching with mentor or peer; and
      * Guiding and facilitating student during independent practice, individual projects, or computer-based work.
    - Daily Time Log hard copy signed each week by the mentor teacher and Excel time log are required; bi-weekly log is optional (*Candidate Handbook -* Appendices B & C).
    - round off to the nearest 15 minutes and record the numbers in **decimal form** in the appropriate boxes on the Daily Time Log (*Candidate Handbook -Appendix A*) i.e. 6 hours 35 minutes = **6.5 hours** or 6 hours 40 minutes = **6.75 hours.**
  + Lesson plans
    - candidate must have a completed lesson plan for each lesson taught. The lesson plan format should follow the district guidelines.  If the district does not have guidelines, or they do not follow the Essential Elements of a Lesson Plan template, then the candidate will use the template (*Candidate Handbook* - *Appendix D*).
    - planning – teaching cycle (lessons must be submitted to the mentor teacher early (typically 4-5 days prior to teaching) in order to allow time for the mentor teacher to review and provide suggestions.  The candidate must revise, resubmit, make any further final changes and receive approval prior to teaching the lesson. [**No lessons, no teaching, no teaching time]**
  + Reflections - the format will be determined by the supervisor and includes the following:
    - lesson reflections - reflect on at least one lesson taught
    - general reflections - reflect about broader aspects of teaching not directly related to a lesson ([Appendix D](#_Appendix_D:_Reflections*) or *Candidate Handbook -Appendix J*)
  + Cohort meetings (days, dates, times and locations of future cohort meetings) - must be face-to-face and can meet weekly for 90 minutes or every other week for 3 hours
  + Cohort syllabus
    - contact information
    - schedule of events
    - expectations
  + Assigned readings
    - *Candidate Handbook*
    - program required readings if applicable (suggestion:  provide electronic copies vs candidate purchased)
  + Professionalism - be extremely mindful of the following:
    - gossip
    - tardiness
    - language
    - attire
    - cell phone etiquette
    - sharing personal information
    - social media
  + Candidate parking
    - school parking rules/tags
    - LSU parking
  + Required outside observations (*Candidate Handbook* - *Appendix G*)

## Cohort Meeting 2 (week 2 -3 of the semester)

Calendar items/Supervisor due dates:

* Remind mentor the progress report is due week 4

Discuss the following items

* Conceptual Framework
* Lesson Planning
  + Selecting activities that develop relevant knowledge & skills (standards)
  + Essential Elements of a Lesson Plan (*Candidate Handbook* - *Appendix I*)
    - objectives – must be observable and measurable and written in learner outcomes
    - activities (direct instruction, guided practice, and independent practice)
    - capturing students’ attention
    - closure
    - differentiate lessons for students with various needs; address the students’ various learning styles during the lesson
  + Verbs for writing measurable objectives
  + Standards-based planning - content specific Professional Association standards (NCTE, NCTM, NSTA, etc.), Louisiana State Standards. (See mentor teacher for what is used.)
* Instruction/Lesson Delivery/Lesson Implementation
  + Ensuring that students understand the objectives of the lesson
  + Lesson plans are engaging, student-center and inquiry-based
  + Student monitoring (behavior, engagement & learning)
  + Teaching strategies
  + Accuracy of content
  + Pacing and Transitions
* Unit Plan Part 1 (Overview)
  + Selection of Unit topic and dates (requires mentor teacher approval and must fit in the natural content sequence)
  + Unit Rubric (familiarize yourself with the criteria by which the unit will be scored)
  + Teaching Context
  + Goals
  + Objectives
  + Standards
  + Unit Questions
  + Assessment
    - pre- and post-
    - alternative assessments
    - formative
    - summative
* Classroom Management, Learning Environment
  + discuss the mentor’s classroom management and candidate begin reflecting on the topics listed in *Candidate Handbook* - *Appendix L*.
* Student Teacher Candidate Evaluation Instrument & Scoring Rubric (if not discussed at the initial cohort meeting) ([Appendices E](#_Appendix_E:_Teacher) [and F](#_Appendix_F:_Teacher)).
* Video of Teaching and Self-Analysis (*Candidate Handbook* - *Appendix O*); video reflection due week 6.
* Outside Observations – Discuss, if not covered in week 1. Suggest a timeline.
* Professional Growth Plan - candidate writes a PGP/SLT plan for the semester.

## Cohort Meeting 3 (week 4-5 of the semester)

Calendar items / Supervisor due dates:

* University Supervisor Observation #1 due week 4 (see calendar for due date)
* Submit mentor progress report to OPE due week 4 (see calendar for due date)
* Discuss with mentor teacher the strengths and weaknesses of the candidate, so he/she has input for writing the evaluation. Get input from the mentor teacher for the item “Impact on Student Learning.”

During cohort discuss the following items:

Unit Plan Part 2

* + Pre- and Post-Assessment (Selection of key objectives)
  + Using pre-test results in planning
  + Sequencing of Lessons (sequenced potential learning experience/activities)
  + Content Outline (Teacher notes/content used in teaching the lessons)
  + Formative assessments
  + Parent communication regarding unit
  + Outside speakers involved in the unit

Parental Communication

* + Parent-teacher conferences
  + Communicating with parents regarding student progress and how they can assist in the learning process

Lesson Planning

* + Backwards design
  + Bloom’s Taxonomy in planning, stress the need for eliciting questions

Instruction/Lesson Delivery/Lesson Implementation

* + Flexible grouping allowing for students to take responsibility for learning
  + Using questions that promote higher order thinking and facilitates discussion among students (Bloom’s Taxonomy)
  + Meeting individual needs of PK-12 students
    - * Learning styles and multiple intelligences
      * Needs of cultural diversity learners
      * Needs of individual learners (504, IEP, IFSP or students not yet identified)

Assessment

* + Methods of assessment
  + Uses of assessments (Assessing prior knowledge, using assessments to plan, guide and modify instruction, and the classroom environment)
  + Assessment and Evaluation of student learning (formative & summative)
  + Test Construction
  + Accurate assessment - feedback for students, colleagues and parents
  + What is the difference between closure and assessment and/or an exit ticket?
  + Student input for assessment criteria
  + Student involvement in assessment (peer and self-assessment)
  + LEAP 2025/LEAP 360 Assessments

Preparing mid-semester self-evaluation

Cohort Meeting 4 (week 6-7 of the semester)

Calendar items/Supervisor due dates:

* Remind candidates video reflection #1 due week 6
* Week 7 - Remind the mentor teacher to complete the mid-semester evaluation and submit it by the following week
* Week 7 - Remind candidates self-evaluation is due the following week
* Remind candidates that Check Point #1 of the Professional Growth Plan (*Candidate Handbook -* *Appendix P*), a written reflection on how they are progressing with their plan for the semester is due week 8

D

* Unit Plan part 3
  + Analyzing the data
  + Writing the reflective analysis
* Technology
  + Uses of technology for the teacher
  + Uses of technology for the student
  + Technology competencies for Pk-12 children
* Philosophy of Teaching - this is a living document and will be edited and reviewed multiple times throughout the semester
* Classroom Management Reflection - discuss the candidate’s mentor classroom management reflection (previously written - week 2) and candidate begin reflecting upon their ideal classroom management plan see part 2 of in *Candidate Handbook - Appendix* L.

Cohort Meeting 5 (week 8-9 of the semester) mid-semester

Calendar items/Supervisor due dates for **week 8**:

* Collect the mentor teacher mid-semester evaluation (see calendar for due date)
  + review and discuss any discrepancies with the mentor
  + submit to OPE (see calendar for due date)
* Collect, read and approve the Candidate Self-Evaluation (hard copy or electronic)
* Complete the mid-semester grading rubric (see calendar for due date)
  + Contact OPE if any student teacher candidate is likely to receive a grade of “pass with major reservations,” “C,” “D,” or “F.”
  + Submit to OPE
* Discuss the mid-semester evaluation and grading rubric with the candidate. If the mentor is not included in the meeting, then the mentor needs to discuss the evaluation with the candidate, as well.
* University Supervisor Observation #2 due week 8 (see calendar for due date)
* Check Point #1 of the Professional Growth Plan - candidates provide a written reflection on how they are progressing with their plan for the semester (see calendar for due date)

Discuss the following:

* Literacy/Communication (Assisting all students in acquiring reading, writing, and speaking skills as the responsibility of every teacher.)
* Preparing for the process of landing the job you want
  + Resume
  + Interviewing (Tips and Potential Interview Questions)
  + Post interview contact
  + Writing your Professional Growth Plan
* What were the best and worst things you experienced while teaching your unit?
* What did you learn about yourself from this planning/teaching/assessment experience?
* Discuss the COMPASS rubric and encourage the candidate to self-assess (Administrators look for student-led questioning and a variety of assessments)

## Cohort Meeting 6 (Week 10-11 of the semester)

Calendar items/Supervisor due dates:

* Remind candidates video reflection #1 due week 10
* Discuss and review candidate unit plan drafts as necessary (due week 13)
* Collect progress report from mentor and submit to OPE week 11 (see calendar for due date)

Discuss the following:

* Begin preparing your final self-evaluation
* Professional Growth Plan – assessment of meeting your goals
* Professional responsibilities of a teacher (lifelong learning, ethics of the profession and collaboration.)
  + Specialized Professional Organizations (SPAs) – specific to each certification area
  + National Board for Professional Teaching Standards
  + Interstate New Teachers Assessment and Support Consortium (INTASC)

## Cohort Meeting 7 (week 12-13 of the semester)

Calendar items/Supervisor due dates:

* Week 12
  + Discuss the strengths and weaknesses of the candidate with the mentor teacher, so he/she has your input for writing the evaluation.  Get input from mentor teacher for the item “Impact on Student Learning.”
  + Request that the mentor teacher complete the Student Teacher Candidate Evaluation.
* Week 13
  + University Supervisor Observation #3 due (see calendar for due date)
  + Collect and score candidate final unit plan (see calendar for due date)
  + Contact the Coordinator of the Office of Professional Experiences if any student is likely to receive a grade of “fail,” “C”, “D”, or “F”.
  + Collect the mentor teacher final semester evaluation (see calendar for due date)
    - review and discuss any discrepancies with the mentor
    - submit to OPE (see calendar for due date)
  + Collect, read and approve the Candidate Self-Evaluation (hard copy or electronic)

Discuss the following

* Accountability
* School and state accountability (school report card)
  + Items that determine the report card score
  + State mandated high-stakes tests (LEAP 2025)
* Teacher accountability
  + Teachers are responsible for using standards (e.g., Louisiana State Standards)
  + Compass assessment that holds teachers accountable for student learning
  + Louisiana Components of Effective Teaching
* Self-Evaluations and the overall learning experiences during the semester
* Suggestion: candidates present an overview of their semester’s growth (may include throughout the program), resources available upon request

Cohort Meeting 8 (Final Cohort Meeting week 14 of the semester, week 15 is supervisor paperwork only)

Calendar items/Supervisor due dates:

* Individually discuss the final semester evaluation and grading rubric with the candidate. If the mentor is not included in the meeting, then the mentor needs to discuss the evaluation with the candidate also
* Complete the final semester grading rubric (see calendar for due date)
  + Contact OPE if any student teacher candidate is likely to receive a grade of “pass with major reservations,” “C,” “D,” or “F.”
  + Submit to OPE

Discuss the following

* Complete feedback surveys
* Suggestions for university supervisor
* Your first year as a teacher
  + How will you prepare for your new teaching position?
  + What to expect during the first year?
  + What will you do differently from your certified mentor teacher in your classroom?

Week 15 - Supervisors only

* Travel - submit travel for the semester in Workday and save a copy of the Excel sheet.
* END OF SEMESTER Feedback
  + Complete and submit the excel data sheet
  + Complete and submit feedback on the mentor teacher

# Appendix A: Matrix of Responsibilities

**University Supervisor and Mentor Teacher**

**Portfolio** Supervisor

**Reflections** Supervisor

**Lesson Plans**

Monitor very closely the daily lesson plans, content and activities Mentor

Provide feedback on written lessons to candidates (after early submission) Mentor

Review lessons after revisions have been made before teaching occurs Mentor

Provides general information about lesson plan development Supervisor

Judge lesson planning ability Supervisor

**Unit plan**

Closely monitor the lessons in the unit Mentor

Oversee the implementation of the unit Mentor

Guidance in developing the unit plan as Required by LSU Supervisor

**Punctuality and Attendance**

Document punctuality and absences Mentor

Monitor punctuality and absences Supervisor

**Hours**

Monitor hours to judge progress toward meeting hourly and full day requirements Supervisor and Mentor

Sign off on hours weekly Mentor

**Teaching and Feedback**

Three full-lesson observations, conferences, and written feedback (submitted to candidate, classroom mentor teacher, and Office of Professional Experiences) [Holmes programs, 2 observations. in spring] Supervisor

Written feedback after each full-lesson observation Supervisor

Model effective lesson development and teaching Mentor

Daily observations of candidate’s teaching Mentor

Daily oral feedback given to the candidate Mentor

Two progress forms (PK-3 weekly conference notes) (submitted to candidate, university supervisor and Office of Professional Experiences) Mentor

**Outside Observations**

Assist the students in setting up outside observations Supervisor and Mentor

Allow candidates release time to complete outside observations Mentor

Assess written observation reports Supervisor

**Assessment**

Assess candidate’s lesson plans Mentor

Assess candidate’s teaching Supervisor and Mentor

Assess the unit plan Supervisor

Assess the written outside observation reports Supervisor

Monitor the completion of and assess the depth of reflective writings Supervisor

Complete candidate’s mid-semester and final evaluation (Evaluation Rubric) Supervisor and Mentor

Complete candidate’s mid-semester and final evaluation (Grading Rubric) Supervisor

Review evaluation and grading rubric with candidate Supervisor and Mentor

Approve candidate’s self-evaluation Supervisor and Mentor

**Cohort Meetings**

Select textbook for the cohort Supervisor

Establish a time and location for the cohort meetings Supervisor

Set the cohort agenda, including topics for discussion and readings Supervisor

Share with university supervisor recommended topics of discussion for cohort meetings Mentor

Release the candidate to attend cohort meetings Mentor

**Collaboration and Communication**

Discuss the progress and concerns of the candidate Supervisor and Mentor

# Appendix B: Teacher Candidate Progress Report Form

**Teacher Candidate School Subject/Grade**

**Mentor Teacher University Supervisor**

**Semester Year** (mark appropriate blank) \_\_\_ **Progress Report #1** \_\_\_ **Progress Report #2**

Provide comments for items in which the candidate is not progressing satisfactorily or has not had the opportunity to demonstrate the knowledge or skill.

1. **Planning and Instruction**
   1. Designing and implementing instruction - Plans for and effectively implements developmentally appropriate, logically sequenced lessons that include essential elements of a lesson plan and assist learners in understanding and meeting standards-based (CCSS where applicable) goals and objectives written in learner outcomes. (Compass 1c, 3c; intasc 1)
   2. Content area knowledge - Demonstrates knowledge of the content area(s), planning and presenting accurate subject matter at a developmentally appropriate levels in planning and lesson delivery. (intasc 4)
   3. Facilitating learning - Facilitates learning opportunities that involve flexible grouping and allow students to take responsibility for their learning. (intasc 6)
   4. Meeting individual student needs - Proficiently plans for and implements instruction that considers cultural differences as well as individual academic needs (IEP, IFSP or students not yet identified) (intasc 6)

Planning and Instruction Comments:

1. **Learning Environment & Management**
   1. Learning environment - Fosters a positive learning environment by planning and using questions that promote higher order thinking and facilitates discussion among students. (Compass 3b) (intasc 3)
   2. Classroom management - Implements appropriate classroom management to effectively manage space, time (routines, transitions, pacing and lesson adjustment) and instructional and technological resources to develop objectives. (Compass 2c, 3c) (intasc 3)
   3. Student management - Plans for and effectively manages students (engagement, providing positive reinforcement of model behavior, monitoring for and redirecting off-task behavior and handling discipline problems appropriately). (Compass 3c) (intasc 3)

Learning Environment & Management Comments:

1. **Assessment**
   1. Assessment design - Designs assessments that appropriately measure objectives/learning targets aligned to standards. (Compass 3d; intasc 6)
   2. Assessment design - Provides opportunities for student input on assessment criteria standards. (Compass 3d; intasc 8)
   3. Self-assessment - Provides opportunities for student peer and self-assessment standards. (Compass 3d; intasc 6)
   4. Feedback - Provides accurate, timely and appropriate feedback to students, colleagues and parents standards. (Compass 3d; intasc 6)
   5. Use of Assessment - Uses the results of multiple assessments to plan, guide and modify instruction, the classroom environment and the assessment process standards. (intasc 6)

Assessment Comments

1. **Professionalism**
   1. Communication - Exhibits professionalism in speech and manner by modeling standard English in oral and written form and communicating effectively with students, colleagues and parents. (intasc 10)
   2. Behavior - Consistently exhibits professional behavior at all times by dressing appropriately; showing respect for students colleagues and parents; and demonstrating confidence when working with students, colleagues and parents. (intasc 10)
   3. Dependability - Exhibits professional attributes: by being reliable, punctual, having regular attendance and completing/ submitting assignments on time.
   4. Reflective Practitioner - Consistently demonstrates characteristics of a reflective practitioner by accepting and applying constructive feedback, completing reflection assignments and by participating in cohort meeting discussions. (intasc 10)

Professionalism Comments

1. **Specialized Professional Standards**
   1. Knowledge of Content Area - Demonstrates knowledge of and competency in teaching skills for the content area(s) associated with his/her certification area and professional content standards. (intasc 4-5)

Specialized Professional Standards Comments

Absences (Please list dates and times of partial and full day absences.)

# Appendix C: Teacher Candidate Grading Rubric – Letter Grade

**Teacher Candidate Date**

**University Supervisor Grade (A,B , C, D, or F)**

**Mid-semester Final** (*Check one*)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Score** | **Exceeds Expectation (3)** | **Meets Expectations (2)** | **Below Expectations (1)** |
| **I.** | **Planning and Instruction**  (Evaluation Rubric) |  | Received overall score of *Exceeds Expectations* on the Candidate Evaluation Rubric in Planning and Instruction | Received overall score of *Meets Expectations* on the Candidate Evaluation Rubric in Planning and Instruction | Received overall score of *Below Expectations* on the Candidate Evaluation Rubric in Planning and Instruction |
| **II.** | **Learning Environment and Management**  (Evaluation Rubric) |  | Received overall score of *Exceeds Expectations* on the Candidate Evaluation Rubric | Received overall score of *Meets Expectations* on the Candidate Evaluation Rubric | Received overall score of *Below Expectations* on the Candidate Evaluation Rubric |
| **III.** | **Assessment**  (Evaluation Rubric) |  | Received overall score of *Exceeds Expectations* on the Candidate Evaluation Rubric in Assessment | Received overall score of *Meets Expectations* on the Candidate Evaluation Rubric in Assessment | Received overall score of *Below Expectations* on the Candidate Evaluation Rubric in Assessment |
| **IV.** | **Professionalism**  (Evaluation Rubric) |  | Received overall score of *Exceeds Expectations* on the *Professionalism* domain on the Candidate Evaluation Rubric | Received overall score of *Meets Expectations* on the *Professionalism* domain on the Candidate Evaluation Rubric | Received overall score of *Below Expectations* on the *Professionalism* domain on the Candidate Evaluation Rubric |
| **V.** | **Specialized Professional Standards**  (Evaluation Rubric) |  | Received overall score of *Exceeds Expectations* on the Candidate Evaluation Rubric in Specialized Professional Standards | Received overall score of *Meets Expectations* on the Candidate Evaluation Rubric in Specialized Professional Standards | Received overall score of *Below Expectations* on the Candidate Evaluation Rubric in Specialized Professional Standards |
| **VI.** | **Teaching Hours** |  | Achieved more than 200 teaching hours  (beyond 70 hrs.–mid-semester) | Achieved between 180 and -200 teaching hours  (50-69 hrs. – mid-semester) | Failed to achieve a minimum of 180 teaching hours as required for licensure  (below 50 hrs. mid-semester) |
| **VII.** | **Contribution to Cohort Meetings** |  | Demonstrated excellent preparation for and effectively contributed to discussions in cohort meetings | Demonstrated acceptable preparation for and contribution to discussions cohort meetings | Failed to prepare for and contribute to discussions in cohort meetings |
| **VIII.** | **Unit Plan**  (Unit Plan Rubric) |  | Demonstrated a refined ability to plan and construct a thematic unit plan for use in the clinical experiences placement, receiving an overall score of *Exceeds Expectations* on the Unit Plan Rubric. | Demonstrated the ability to plan and construct a thematic unit plan for use in the clinical experiences placement, receiving an overall score of *Meets Expectations* on the Unit Plan Rubric. | Failed to demonstrate the ability to plan and construct a thematic unit plan for use in the clinical experiences placement, receiving an overall score of *Below Expectations* on the Unit Plan Rubric. |
| **IX.** | **Impact on Student Learning**  (formal and informal assessments including lesson plans, unit plans, etc.) |  | Demonstrated a refined ability to use the results of multiple assessments to plan, guide, and modify instruction, classroom environment, and the assessment process resulting in a positive impact on student learning | Demonstrated the ability to use the results of multiple assessments to plan, guide, and modify instruction, classroom environment, and the assessment process resulting in a positive impact on student learning | Failed to demonstrate the ability to use the results of multiple assessments to plan, guide, and modify instruction, classroom environment, and the assessment process resulting in a positive impact on student learning |
| **X.** | **Practicum Portfolio Requirements** |  | Portfolio was maintained so that it was always available and current; ALL required elements were well organized and free of errors; demonstrated a commitment to professional progress and quality | Portfolio was maintained, available most of the time, and contained required elements; was organized, free of errors, and demonstrated a commitment to professional progress and quality | Portfolio was not always available or current; lacked required elements and/or was disorganized; was inaccurate and failed to demonstrate a commitment to professional progress and quality |

**Letter Grading:**

|  |  |
| --- | --- |
| 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 |

**Total Hours: Observation Participation Teaching**

**Teaching hours by subject area Language Arts \_\_\_**

**Math \_\_\_**

**Science \_\_\_**

**Social Studies \_\_\_**

**Other \_\_\_**

# Appendix D: 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…?

*This document appears in the Candidate Handbook – Appendix E.*

# Appendix E: Teacher Candidate Evaluation Instrument (Elementary)

**Teacher candidate School Grade**

**University supervisor Mentor teacher**

**Semester Year Mid-Semester Evaluation Final Evaluation** *(Check one)*

1. **Planning and Instruction**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Topic*** | **Exceeds Expectations (3)** | **Meets Expectations (2)**  *For scores of 2, documentation is recommended.* | **Below Expectations (1)**  *For scores of 1, documentation is required.* | **Score** | **Comments** |
| **I.1 Designing and Implementing Instruction**  Plans for and effectively implements developmentally appropriate, logically sequenced lessons that include essential elements of a lesson plan and assist learners in understanding and meeting standards-based (CCSS where applicable) goals and objectives written in learner outcomes  (Compass 1c, 3c)  (intasc 1) | -Plans are developmentally appropriate for all learners  -Plans are logically sequenced  -Plans include all essential lesson elements and specific information regarding individual student needs  -The implementation of the lessons result in learners meeting and/or exceeding standards-based goals and objectives  -Lesson objectives are measureable and written in learner outcomes | -Plans are developmentally appropriate for all learners the majority of the time  -Most plans are logically sequenced  -Plans include all essential lesson elements and some information about individual student needs  -The implementation of the lesson results in most learners meeting standards-based goals and objectives  -Lesson objectives are written in learner outcomes | -Plans are not developmentally appropriate for all learners  -Plans are not logically sequenced  -Plans include some, but not all essential elements (Information about individual student needs is limited  -The implementation of the lesson results in few learners meeting standards-based goals and objectives and/or goals and objectives are not aligned to the standards  -Lesson objectives are not present or are not written in learner outcomes |  |  |
| **I.2 Content Area Knowledge**  Demonstrates knowledge of the content area(s), planning and presenting accurate subject matter at a developmentally appropriate levels in planning and lesson delivery  (intasc 4) | -Demonstrates in depth knowledge of the content area(s) in planning and teaching  -Subject matter presented is accurate in plans and during lesson delivery  -Content is addressed at a developmentally appropriate level in planning and lesson delivery | -Demonstrates knowledge of content area(s) in planning and teaching  -Subject matter presented is accurate in plans and during lesson delivery the majority of the time  -Content is addressed at a developmentally appropriate level in planning and delivery most of the time | -Knowledge of content in planning and teaching is lacking  - Subject matter presented is often inaccurate in plans and/or during lesson delivery  -Content is not presented at a developmentally appropriate level |  |  |
| **I.3 Facilitating Learning**  Facilitates learning opportunities that involve flexible grouping and allow students to take responsibility for their learning  (intasc 2) | -Teaching routinely involves flexible grouping  -During lessons students routinely take responsibility for their learning | -Teaching involves flexible grouping  -During lessons, students are provided the opportunity to take responsibility for their learning | -Teaching rarely involves flexible grouping  -During lessons students are rarely provided the opportunity to take responsibility for their learning |  |  |
| **I.4 Meeting Individual Student Needs**  Proficiently plans for and implements instruction that considers cultural differences as well as individual academic needs (IEP, IFSP or students not yet identified)  (intasc 2) | -Routinely plans for and implements instruction that considers cultural differences  -Routinely plans for and implements individual academic needs (IEP, IFSP or students not yet identified) | -Plans for and implements instruction that considers cultural differences  -Plans for and implements individual academic needs (IEP, IFSP or students not yet identified) | -There is no evidence in planning and instruction of consideration of cultural differences  -Little or no evidence of meeting individual academic needs (IEP, IFSP or students not yet identified) in plans and teaching |  |  |

1. **Learning Environment & Management**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **II.1 Learning Environment**  Fosters a positive learning environment by planning and using questions that promote higher order thinking and facilitates discussion among students  (Compass 3b)  (intasc 3) | -Actions always promote an extremely positive learning environment  -Higher order thinking questions are always planned (written) and used during lessons that promote and facilitate discussion among students | -Actions promote an extremely positive learning environment the majority of the time  -Higher order thinking questions are always planned (written) the majority of the time and used during lessons that promote and facilitate discussion among students | -Actions do not always result in a positive learning environment  -Limited evidence of higher order thinking questions (written) and implemented during teaching |  |  |
| **II.2 Classroom Management**  Implements appropriate classroom management to effectively manage space, time (routines, transitions, pacing and lesson adjustment) and instructional and technological resources to develop objectives  (Compass 2c, 3c)  (intasc 3) | -Excellent classroom management techniques are routinely used to effectively manage space, time (routines, transitions, pacing and lesson adjustment) to develop objectives  -Excellent classroom management techniques are routinely used to effectively manage instructional and technological resources to develop objectives | -Appropriate classroom management techniques are used to  effectively manage space, time (routines, transitions, pacing and lesson adjustment) to develop objectives  -Appropriate classroom management techniques are used to effectively manage instructional and technological resources to develop objectives | -Classroom management techniques used do not result in effective management of space, time (routines, transitions, pacing and lesson adjustment) to develop objectives  -Classroom management techniques used do not effectively manage instructional and technological resources to develop objectives |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **II.3 Student Management**  Plans for and effectively manages student (engagement, providing positive reinforcement of model behavior, monitoring for and redirecting off-task behavior and handling discipline problems appropriately)  (Compass 3c)  (intasc 3) | -Plans for and excellently manages students’ engagement, (providing positive reinforcement of model behavior, monitoring for and redirecting off-task behavior and handling discipline problems appropriately) | -Plans for and manages student engagement, (providing positive reinforcement of model behavior, monitoring for and redirecting off-task behavior and/or handling discipline problems appropriately) | -Management of student engagement is not effective due to failure to provide positive reinforcement of model behavior, monitoring for and redirecting off-task behavior or handling discipline problems appropriately |  |  |

1. **Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **III.1 Assessment Design**  Designs assessments that appropriately measure objectives/learning targets aligned to standards  (Compass 3d)  (intasc 6) | -Assessments are always well designed and aligned to standards  -Assessments always measure objectives/learning targets | -The majority of the assessments are well designed and aligned to the standards  -Assessments measure objectives /learning targets the majority of the time | -Assessments are seldom well designed and aligned to the standards  -Assessments seldom effectively measure objectives/learning target |  |  |
| **III.2 Assessment Design (Compass 3d)**  Provides opportunities for students’ input on assessment criteria  (Compass 3d)  (intasc 8) | -Opportunities are frequently provided for students’ input on assessment criteria | -Opportunities are provided for students’ input on assessment criteria | -Opportunities for students’ input on assessment criteria are few or non-existent |  |  |
| **III.3 Self-Assessment**  Provides opportunities for student peer and self-assessment  (Compass 3d)  (intasc 6) | -Opportunities are frequently provided for student peer and self-assessment | -Opportunities are provided for student peer and self-assessment | -Opportunities for student peer and self-assessment are few or non-existent |  |  |
| **III.4 Feedback**  Provides accurate, timely and appropriate feedback to students, colleagues and parents  (Compass 3d)  (intasc 6) | -Routinely provides accurate, timely and appropriate feedback to students, colleagues and parents | -Provides accurate, timely and appropriate feedback to students, colleagues and parents the majority of the time | -Feedback provided to students, colleagues and parents is inaccurate, not timely, inappropriate or non-existent |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **III.5 Use of Assessments**  Uses the results of multiple assessments to plan, guide and modify instruction, the classroom environment and the assessment process  (intasc 6) | -Routinely uses the results of multiple assessments to plan, guide and modify instruction, the classroom environment and the assessment process | -Uses the results of multiple assessments to plan, guide and modify instruction, the classroom environment and the assessment process the majority of the time | -The results of multiple assessments to plan, guide and modify instruction, the classroom environment and the assessment process are rarely or never used |  |  |

1. **Professionalism**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IV.1 Communication**  Exhibits professionalism in speech and manner by modeling standard English in oral and written form and communicating effectively with students, colleagues and parents  (intasc 10) | -Always exhibits professionalism in speech and manner by modeling standard English orally and in written form  -Always effectively communicates with students, colleagues and parents | -Exhibits professionalism in speech and manner by modeling standard English orally and in written form the majority of the time  -Communicates effectively with students, colleagues and parents the majority of the time | -Standard English is not always modeled (orally and in written form)  - Effective communication with students, colleagues and/or parents is lacking |  |  |
| **IV.2 Behavior**  Consistently exhibits professional behavior at all times by dressing appropriately; showing respect for students’ colleagues and parents; and demonstrating confidence when working with students, colleagues and parents  (intasc 10) | -Always dresses professionally  -Always shows respect for students, colleagues and parents  - Always demonstrates confidence when working with students, colleagues and parents | -Dresses professionally the majority of the time  -Shows respect for students, colleagues and parents the majority of the time  -Demonstrates confidence when working with students, colleagues and parents the majority of the time | -Dress is frequently not appropriate  -Lack of respect for students, colleagues and/or parents is evident  -Lacks confidence when working with students, colleagues and/or parents |  |  |
| **IV.3 Dependability**  Exhibits professional attributes: by being reliable, punctual, having regular attendance and completing/ submitting assignments on time | -Always exhibits professional attributes by being reliable, punctual and regular in attendance  -Assignments are always completed and submitted on time | -Is reliable, punctual and regular in attendance the majority of the time  -Assignments are completed and submitted by the due dates the majority of the time | -Is not reliable, punctual and/or regular in attendance  - Assignments are often incomplete and/or not submitted on time |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IV.4 Reflective Practitioner**  Consistently demonstrates characteristics of a reflective practitioner by accepting and applying constructive feedback, completing reflection assignments and by participating in cohort meeting discussions  (intasc 9) | -Always seeks, willingly accepts and applies constructive feedback from the teacher and the supervisor  - Detailed reflective writing assignments are always submitted on time and provide clear evidence of the development of the candidate’s teaching and understanding of student learning | -Accepts and applies constructive feedback from the teacher and the supervisor the majority of the time  -Reflective writing assignments are mostly submitted on time and provide evidence of the development of the candidate’s teaching and understanding or student learning | -Attempts to justify actions when given constructive feedback from the teacher and/or the supervisor  -Fails to implement constructive feedback from the teacher and/or the supervisor  -Reflective writing assignments are frequently not submitted on time and/or are not submitted  -Reflective writing assignments do not provide evidence of the development of the candidate’s teaching and understanding of student learning |  |  |

1. **Specialized Professional Standards** (Go to <http://www.acei.org/standhp.htm> for more details.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **V.1. (ACEI 2.1)**  **Reading, Writing, & Oral Language:** | - Comprehensive planning demonstrates a broad and accurate understanding of English language arts and child development  -Consistently executes lessons in reading writing, speaking, viewing, listening and thinking which require students to apply ELA skills to many different situations, materials, and ideas  -Lessons reflect the candidate’s deep understanding of how elementary children develop and learn to read, write, speak, view, listen and monitor their own reading  -Uses a wide variety of instructional materials (non-fiction, fiction, stories, poems and biographies) and strategies, technologies and language activities to develop students’ ELA skills.  -Is familiar with a wide variety of reading materials and is able to make appropriate recommendations for students  -Is skillful at anticipating students’ preconceptions, error patterns and misconceptions and is able to help students correct their misunderstandings | - Comprehensive planning demonstrates an adequate understanding of English language arts and child development  -Frequently executes lessons in reading writing, speaking, viewing, listening and thinking which enable students to apply ELA skills to many different situations, materials, and ideas  -Lessons reflect the candidate’s understanding of how elementary children develop and learn to read, write, speak, view, listen and monitor their own reading  -Uses a variety of instructional materials (non-fiction, fiction, stories, poems and biographies) and strategies, technologies and language activities to develop students’ ELA skills.  -Is familiar with a variety of reading materials and is able to make appropriate recommendations for students  -Is able to anticipate students’ preconceptions, error patterns and misconceptions and is able to help students correct their misunderstandings in some situations | - Comprehensive planning demonstrates a limited understanding of English language arts and child development  -Infrequently executes lessons in reading writing, speaking, viewing, listening and thinking which enable students to apply ELA skills to many different situations, materials, and ideas  -Lessons reflect the candidate’s limited understanding of how elementary children develop and learn to read, write, speak, view, listen and monitor their own reading  -Uses a limited number of instructional materials (non-fiction, fiction, stories, poems and biographies) and strategies, technologies and language activities to develop students’ ELA skills.  -Is familiar with a limited number of reading materials and/or is not always able make appropriate recommendations for students  -Is rarely able to anticipate students’ preconceptions, error patterns and misconceptions and/or is unable to help students correct their misunderstandings |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **V.2. (ACEI 2.2)**  **Science:** | - Comprehensive planning demonstrates a broad and accurate understanding of fundamental concepts of physical, life, and earth/space sciences  -Consistently executes inquiry-based science lessons where students routinely conduct investigations, using appropriate tools and techniques to gather data, and analyze and present results of the inquiries and recognize the relationship between science concepts and their daily lives | - Comprehensive planning demonstrates an adequate understanding of fundamental concepts of physical, life, and earth/space sciences  -Frequently executes inquiry-based science lessons where students are encouraged to conduct investigations, using appropriate tools and techniques to gather data, and analyze and present results of the inquiries and recognize the relationship between science concepts and their daily lives | - Comprehensive planning demonstrates a limited understanding of fundamental concepts of physical, life, and earth/space sciences  -Infrequently executes inquiry-based science lessons where students are encouraged to conduct investigations, using appropriate tools and techniques to gather data, and analyze and present results of the inquiries and recognize the relationship between science concepts and their daily lives |  |  |
| **V.3.(ACEI 2.3)**  **Mathematics:** | Comprehensive planning demonstrates a broad and accurate understanding of all fundamental math concepts and procedures (number and operations, algebra, geometry, measurement and data analysis and probability)  - Consistently executes mathematics lessons that require students to focus on concept construction in all areas of mathematics rather than being limited to basic procedural knowledge  -Lessons consistently require students to engage in solving non-routine problems, reasoning and proof, communication, connections and representation | - Comprehensive planning demonstrates an adequate understanding of all fundamental math concepts and procedures (number and operations, algebra, geometry, measurement and data analysis and probability)  - Frequently executes mathematics lessons that require students to focus on concept construction in all areas of mathematics rather than being limited to basic procedural knowledge  -Lessons frequently require students to engage in solving non-routine problems, reasoning and proof, communication, connections and representation | - Comprehensive planning demonstrates a limited understanding of all fundamental math concepts and procedures (number and operations, algebra, geometry, measurement and data analysis and probability)  - Infrequently executes mathematics lessons that require students to focus on concept construction in all areas of mathematics rather than being limited to basic procedural knowledge  -Lessons infrequently require students to engage in solving non-routine problems, reasoning and proof, communication, connections and representation |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **V.4. (ACEI 2.4)**  **Social Studies:** | - Comprehensive planning demonstrates a broad and accurate understanding of all fundamental social studies concepts and content (history, geography, social sciences and other related areas)  -Consistently executes social studies lessons to promote student abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world  -Lessons routinely require students to examine a wide variety of sources (primary and secondary, maps, statistical data), manipulate data, analyze points of view, formulate well-supported oral and written arguments, policies & positions | - Comprehensive planning demonstrates an adequate understanding of all fundamental social studies concepts and content (history, geography, social sciences and other related areas)  -Frequently executes social studies lessons to promote student abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world  -Lessons frequently require students to examine a variety of sources (primary and secondary, maps, statistical data), manipulate data, analyze points of view, formulate well-supported oral and written arguments, policies & positions | -Comprehensive planning demonstrates a limited understanding of all fundamental social studies concepts and content (history, geography, social sciences and other related areas)  -Infrequently executes social studies lessons to promote student abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world  -Lessons infrequently require students to examine a limited number of sources (primary and secondary, maps, statistical data), manipulate data, analyze points of view, formulate well-supported oral and written arguments, policies & positions |  |  |
| **V.5. (ACEI 2.5)**  **The Arts:** | -Comprehensive planning and execution of plans consistently utilizes the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among students. | -Comprehensive planning and execution of plans frequently utilizes the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among students. | -Comprehensive planning and execution of plans infrequently utilizes the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among students. |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **V.6. (ACEI 2.6)**  **Health Education:** | - Comprehensive planning demonstrates a broad, accurate understanding of the major concepts of health education (the body, and its systems, physical fitness and nutrition).  -Lessons consistently help students understand the benefits of a healthy lifestyle and the dangers of diseases and activities that contribute to disease. | - Comprehensive planning demonstrates an adequate understanding of the major concepts of health education (the body and its systems, physical fitness and nutrition).  -Lessons frequently help students understand the benefits of a healthy lifestyle and the dangers of diseases and activities that contribute to disease. | - Comprehensive planning demonstrates a limited understanding of the major concepts of health education (the body and its systems, physical fitness and nutrition).  -Lessons infrequently help students understand the benefits of a healthy lifestyle and the dangers of diseases and activities that contribute to disease. |  |  |
| **V.7. (ACEI 2.7)**  **Physical Education:** | - Comprehensive planning demonstrates a broad and accurate understanding of the major concepts of human movement and physical activity  -Lessons consistently require the use of human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for students. | - Comprehensive planning demonstrates an adequate understanding of the major concepts of human movement and physical activity  -Lessons frequently require the use of human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for students. | - Comprehensive planning demonstrates a limited understanding of the major concepts of human movement and physical activity  -Lessons infrequently require the use of human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for students. |  |  |

# Appendix F: Teacher Candidate Evaluation Instrument Additional Professional Standards Criteria for SPED

Teacher candidate School Grade

Mentor teacher University supervisor

Semester Year (mark appropriate blank) Mid-Semester Final Evaluation

1. **SPECIALIZED PROFESSIONAL STANDARDS**

**The teacher effectively demonstrates specialized professional standards.**

For a detailed delineation of the CEC special educator initial level preparation standards (IPS; NCATE approved November 2012), access the following link: [https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf](https://ch1prd0610.outlook.com/owa/redir.aspx?C=DgrvVCgVjU-Dsw5ECJdNH4CBdOGxftAI7gkUv3h9lP-GYFllAAAEDFv7urxWE9rqx5vAzYiROQw.&URL=https%3a%2f%2fwww.cec.sped.org%2f%7e%2fmedia%2fFiles%2fStandards%2fProfessional%2520Preparation%2520Standards%2fInitial%2520Preparation%2520Standards%2520with%2520Elaborations.pdf" \t "_blank)

|  |
| --- |
| **VI.1 Goal: Demonstrates competence in planning for individualized instruction**  **Action: When asked, provides a written instructional plan (for a lesson or unit) that includes general curricular and individual student expectation(s), measurable objective(s), instructional activities, curricular and testing accommodation(s)/modification(s), and assessment(s)** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Exceeds Expectations (3)** | **Meets Expectations (2)**  *For scores of 2, documentation is recommended.* | **Below Expectations (1)**  *For scores of 1, documentation is required.* | **Score** | **Comments** |
| **Learner and Learning**  **(IPS 1&2)**  **Content Knowledge & Professional Foundations**  **(IPS 3)** | Document with evident direct link between objective(s), activities, accommodation(s)/  modification(s), and assessment(s); and  Evidence of relationship to IEP goals and/or prior/upcoming programming | Document with evident direct link between objective(s), activities, accommodation(s)/  modification(s), and assessment(s) | Document without a direct link between objective(s), activities, accommodation(s)/  modification(s), and assessment(s) |  |  |

**VI.2 Goal: Demonstrates competence in data-based decision making**

**Action: When asked, provides a line graph that includes progress monitoring data, an aim line, and evidence of instructional decision making**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Instructional Pedagogy**  **(IPS 4)**  **Instructional Pedagogy**  **(IPS 5)** | Line graph with evidence of at least one accurate teacher decision (i.e., change aim line, continue instruction, change instruction); and  Evidence of explicit relationship of data-based decision making process to an IEP goal or goals | Line graph with evidence of at least one accurate teacher decision (i.e., change aim line, continue instruction, change instruction) | Line graph with no evidence of teacher decision making |  |  |

**VI.3 Goal: Demonstrates competence in oral communication of student performance data**

**Action: When asked, makes an oral presentation that outlines student-directed and academic-focused semester performance to date relative to an IEP goal**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professionalism & Collaboration (IPS 6&7)** | Makes a presentation with or without accompanying instructional materials that clearly identifies IEP-related goal, measurable academic performance at the beginning of the semester, goal for the end of the semester, progress toward the goal to the present point in time, special education and related services currently being implemented, and instructional changes that have been or could/should be made; and  Provides evidence that special education and related services are based on peer-reviewed research | Makes a presentation with or without accompanying instructional materials that clearly identifies IEP-related goal, measurable academic performance at the beginning of the semester, goal for the end of the semester, progress toward the goal to the present point in time, special education and related services currently being implemented, and instructional changes that have been or could/should be made | Makes a presentation with or without accompanying instructional materials that does not clearly identify any of the following elements: IEP-related goal, measurable academic performance at the beginning of the semester, goal for the end of the semester, progress toward the goal to the present point in time, special education and related services currently being implemented, and instructional changes that have been or could/should be made |  |  |

# APPENDIX G: Teacher Candidate Observation Form

Teacher candidate School Date

University supervisor Mentor teacher

Grade level Subject Observation time Observation #

*X = Satisfactory; Blank = Improvement Needed or Not Applicable*

**Planning and Preparation**

|  |  |
| --- | --- |
|  | Planned lesson integrates challenging, standards-based academic goals (including Common Core and/or state content standards) |
|  | Planned outcomes represent high expectations for student learning |
|  | Planned outcomes are connected to previous and future learning |
|  | Planned outcomes accommodate differentiation for students with varied abilities/learning styles |
|  | Prepared instructional materials, supplies, and equipment are prepared prior to lesson implementation |

Comments for Planning and Preparation:

**Content Area Knowledge**

|  |  |
| --- | --- |
|  | Demonstrates knowledge of subject-matter content |
|  | Engages learners’ prior knowledge, experience, and interests |
|  | Connects curriculum to other content areas and real-life settings |

Comments for Content Area Knowledge:

**Classroom Management and Environment**

|  |  |
| --- | --- |
|  | Manages instructional time effectively with little time lost during transitions |
|  | Classroom environment lends itself to collaborative work/learning |
|  | Effectively executes a classroom organization and management system based on grade level appropriate expectations |
|  | Maintains a positive, safe, orderly, and stimulating learning environment |

Comments for Classroom Management and Environment:

**Assessment**

|  |  |
| --- | --- |
|  | Circulates around the room to monitor student learning and offers specific/timely feedback |
|  | Formal/informal assessments are suitable and correspond to the instructional outcome(s) |
|  | Formal/informal assessments and activities are modified and meet the needs of individual students |
|  | Provides opportunities for student peer and self-assessment when appropriate |
|  | Uses the results of formal/informal assessments to plan, guide and modify instruction |

Comments for Assessment:

**Effective Instruction**

|  |  |
| --- | --- |
|  | Communicates objectives, directions, and expectations in an effective manner |
|  | Integrates a variety of appropriate and effective instructional strategies |
|  | Follows a logical sequence and its progression/pacing supported the learning of all students |
|  | Uses questions that promote higher order thinking and facilitates discussion among students |
|  | Responds appropriately to verbal and nonverbal communications during instruction |
|  | Uses different types of grouping when appropriate for lesson |
|  | Demonstrates fairness by meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner |
|  | Implements a learning experience that engages most learning styles |
|  | Integrates available technology and facilitates learners’ use of technology into the lesson |
|  | Uses formative and/or summative assessments to assist learners in meeting learning targets and to adjust instruction |
|  | Facilitates implementation of instructional accommodations, modifications, and adaptations |
|  | Demonstrates a belief that all students can learn |
|  | Most students are highly engaged in the lesson |
|  | Closure is evident at end of lesson/class period |

Comments for Effective Instruction:

|  |
| --- |
| **Overall Comments/Suggestions:** |
| **Portfolio:** (*Portfolio is current and maintained regularly, including time log, reflections, observations, etc.*) |
|  |

**Glossary**

The following terms are used throughout the LSU School of Education programs and are referred to in this document.

**Candidate** - a student in a teaching preparation program completing their student teaching throughout a semester residency.

**Candidate mentors** - are certified classroom teachers responsible for supervising pre-service teachers in their field experiences (FEX) or during their student teaching residency. This handbook is solely for mentors supervising candidate/ during their student teaching residency.  Mentors are responsible for assisting university supervisors in developing the professional growth of candidates/s. Mentors are responsible for evaluation and assessment of candidates/s in collaboration with university supervisor.

**Field experience mentors** - are certified classroom teachers responsible for supervising pre-service teachers in their field experiences (FEX) prior to the student teaching residency.

**Field experience participant -** a student in a teacher preparation program participating in a K-12 classroom field experience prior to the student teaching residency.

**Office of Professional Experiences** (OPE) - ​coordinates clinical experiences for P-12 teacher candidates in the School of Education initial certification programs. The office collaborates with secondary concentrations in the College of Agriculture, College of Humanities & Social Sciences, the College of Science, School of Kinesiology, and School of Music.

**Resident** - a student in a teaching preparation program completing their student teaching throughout a year-long residency.

**University Supervisors** - University Supervisors/Clinical Faculty members are accomplished professionals in their area of certification and are trained to use the OPE teacher candidate assessment tools and in mentoring teachers and candidates/s. Their knowledge, teaching experience, and expertise benefits candidates/s through feedback during observations and during reflective practice cohort seminars. In addition to serving as the guide and facilitator of discussions for cohort seminars, University Supervisors support candidates/s by conferring with the Classroom Mentor Teacher in assessing a candidate’s needs and abilities.