

**University Supervisor Handbook for the**

**Supervision of Candidates**

**KEY CONTACT INFORMATION**

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# University Supervisor Handbook

## *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.

(*School of Education Strategic Plan 2020*)

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*)

## Acknowledgements

In Fall 2017, each program had its own student teaching handbook. In order to better respond to candidate and partner issues, a revision of the handbooks was necessary. This work began by first examining all handbooks and incorporating as much of the language as possible and clarifying only as necessary.

The goal continues to be to make the handbooks clear, incorporate policy consistent with accreditation requirements.

## 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 do not supplant program requirements. They are intended to supplement the work being done in each program.***

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## Supervisor Responsibilities

**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**

* 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, an 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 is the candidate having?
	+ What else would you like to share?

**Be familiar with the *Candidate Handbook*** (degree program requirements) and the ***Mentor Handboo*k** <https://www.lsu.edu/chse/education/professional_experiences/index.php>

**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? U*niversity 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/or 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 There are times when it is out of the supervisor’s control over whether or not two observations per student teacher can occur before mid-semester, especially if that supervisor also teaches courses. Activities at the schools sometimes create a rearrangement of observation times as well. It is better to not mandate but encourage.
* Provide copies of the written feedback to the candidate, the mentor, and OPE.

## Evaluations

Progress Reports

Mentor teachers complete two progress reports (Appendix A) 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 OPE Moodle.

Mid-Semester Evaluation Rubric and the Mid-Semester Grading Rubric

The mentor teacher completes the mid-semester evaluation rubric. Use program specific rubric). 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 Rubric and the Final Grading Rubric

The mentor teacher completes the final semester evaluation rubric (Appendix B).  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

The portfolio has several components. It is a comprehensive collection used to showcase a candidate’s growth and development experiences and evidence of career growth. The professional contains the following evidence which was specifically requested by human resource officers.

* + Education Philosophy
	+ Resume
	+ Professional Development experiences
	+ Classroom management plan
	+ Observations
	+ Emails/letters from parents, students, mentor

Content Specific Portfolio

Portfolio contents are determined by the university supervisor based upon specific program requirements.

Assess all parts of the portfolio. The university supervisor will assess the content specific portfolios based on a checklist of all program assignments over the course of the semester where the supervisor can track the timeliness and completeness of each candidate’s work. In addition to providing oral and written feedback, have a tracking system used for determining the candidate’s score on the Mid-Semester and Final Grading Rubrics.

* + Classroom plan management reflection - See Cohort Meeting 1.
	+ Reflections - give weekly feedback (Appendix C)
	+ Unit Plan – Ongoing feedback must be given throughout the course of the candidate preparation of the unit plan.  All unit lessons must be approved by mentor prior to teaching the unit. The final unit is scored using the Thematic Unit Scoring Rubric. The individual scores are averaged to determine the score on the final unit plan, and entered in item VIII on the Final Grading Rubric. The individual scores are entered into the Final Excel Data Sheet and submitted to OPE.
		- Candidates (one semester only) - Full unit plan due by week 13.  See cohort meeting agendas for semester long discussion.
		- Residents (two semesters) - Mini unit plan by midterm of 1st semester and full unit plan by midterm of second semester
	+ Self-Evaluation - The candidate completes the self-evaluation and submits to the mentor teacher and the university supervisor for approval prior to mid-semester. 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 grading rubric and cohort meeting 5 & 6.
	+ 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.
	+ Pre/Post conference guides - completed by the candidate/resident and shared during conferences with the mentor and added to the portfolio.
	+ Outside observations log and reflections.
	+ The candidate must complete outside observations. The number and type of outside observations vary slightly by program.
		- All observations are documented on outside observation chart.
		- Written reflections follow the outline in the *Candidate Handbook*.

## Agreement

University supervisors must sign a contract or agreement.

## Weekly Activities/ Cohort Meetings

Supervisors organize and facilitate cohort meetings. These meetings are held to assist candidates/residents 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 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:

* August Experience forms (in *Candidate Handbook*) May be submitted for review in hard copy or electronically to portfolio – based upon the university supervisor’s preference
* Autobiographies (in *Candidate Handbook*) May be submitted for review in hard copy or electronically to portfolio - Supervisor preference
* Emergency Contact Form (in *Candidate Handbook*). Candidates are to submit a signed copy to OPE.
* Consent to use Images Form - Candidates must have a hard copy signed by the parents or guardian for each classroom student. One copy must remain in the classroom and the originals must be submitted to OPE.

Discuss the following items.

* Calendars and sample schedule.
* An electronic portfolio must be kept by the candidate, program requirements may vary (see *Candidate Handbook*).

Candidate absences.

* All absences must be documented (doctor’s excuse, conference/presentation program, LSU event, etc.) or listed as unexcused.
* 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.
* 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 Teacher Candidate Dispositions Assessment 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
	+ 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 (in *Candidate Handbook*).
* round off to the nearest 15 minutes and record the numbers in **decimal form** in the appropriate boxes on the Daily Time Log (in *Candidate Handbook*) 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 he/she teaches. The lesson plan format should follow the district guidelines.  If the district does not have specific lesson plan guidelines, the candidate will use the Essential Elements of a Lesson Plan template (*Candidate Handbook*).
* planning – teaching cycle (lessons must be submitted to the mentor teacher early (typically 4-5 days prior to teaching, however individual mentor teachers have discretion in the exact time line) 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
	+ Video Reflection #1 is due at Cohort meeting 2.
	+ see *Candidate Handbook* Appendicies

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
		- gossip
		- tardiness
		- language
		- attire
		- cell phone etiquette
		- sharing personal information
		- social media
	+ Candidate parking
		- school parking rules/tags
		- LSU parking
	+ Required outside observations

**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
		- 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 Student 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
	+ Unit Questions
	+ Standards
	+ Objectives
	+ 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 the *Candidate Handbook*.
* Teacher Candidate Evaluation Rubric & Teacher Candidate Grading Rubric (if not discussed at the initial cohort meeting)
* Video Reflection and Analysis;video reflection due week 6
* Outside Observations - Discuss if did not cover in week 1. Give suggested timeline
* Professional Growth Plan – Discuss the professional growth plan assignment. University supervisors will provide a program specific outline of the required information.

**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 “Impact on Student Learning” item on the Teacher Candidate Grading Rubric.

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 - student teacher briefly describes specific and appropriate relevant learning activities that ***could*** be used with their 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.
	+ Sequenced potential learning experience/activities - refer to the actual daily lessons for the core subject area of the unit and is one of the ways student teachers demonstrate how well they can integrate their unit topic across all areas of the curriculum.
	+ Content Outline (Teacher notes/content used in teaching the lessons)
	+ Formative assessments
	+ Parent communication regarding unit
	+ Community and Parent Involvement – maybe provide some examples: outside speakers
* Parental Communication
	+ Parent-teacher conferences
	+ Communicating with parents regarding student progress and how they can assist in the learning process. Remind candidates that all parental contact must be approved by the mentor and must follow school and district protocol.

* 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 and to continue to work on their Professional Growth Plans. Program specific guidelines are given by the university supervisor.
* Unit Plan – the university supervisor will continue to monitor the progress of candidates.
	+ 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 *Candidate Handbook*.

**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
* Individually 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 also
* University Supervisor Observation #2 due week 8 (see calendar for due date)
* Check Point on the Professional Growth Plan - candidates provide a written reflection on how they are progressing with their plan for the semester
* 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 of video reflection #2 due at Cohort #7.
* 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

**Cohort Meeting 7**

(week 12-13 of the semester)

Calendar items/Supervisor due dates:

* Video reflection #2 is due.
* 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 the mentor teacher for the “Impact on Student Learning” item on the Teacher Candidate Grading Rubric.
	+ Request that the mentor teacher complete the 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 Student State Standards)
	+ Remind candidates/residents of the 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 evaluation and grading rubric with the candidate/resident. If the mentor is not included in the meeting, then the mentor needs to discuss the evaluation with the candidate/resident also
* Complete the final grading rubric (see calendar for due date)
	+ Contact OPE if any student teacher candidate/resident 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 in Moodle.
* END OF SEMESTER Feedback
	+ Complete and submit the excel data sheet
	+ Complete and submit feedback on the mentor teacher

## Definition of terms

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

**University supervisors** - University Supervisors 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. Their knowledge, teaching experience, and expertise benefits candidates 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 by conferring with the Mentor Teacher in assessing a candidate’s needs and abilities.

**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 candidates during their student teaching residency.  Mentors are responsible for assisting university supervisors in developing the professional growth of candidates. Mentors are responsible for evaluation and assessment of candidates 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.

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

**Field experience participant -** a candidate 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 field experiences for P-12 teacher candidates in the School of Education initial certification programs.  This office collaborates with secondary concentrations in the College of Humanities & Social Sciences and the College of Science.

## LSU College of Human Sciences & EducationAppendix A Teacher Candidate Progress Report

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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.

|  |
| --- |
| **I. PLANNING AND INSTRUCTION** |
| Designing and Implementing Instruction(Compass 1c, 3c) | 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 |  |
| ContentArea Knowledge | Demonstrates knowledge of the content area(s), planning and presenting accurate subject matter at a developmentally appropriate levels in planning and lesson delivery |
| Facilitating Learning | Facilitates learning opportunities that involve flexible grouping and allow students to take responsibility for their learning |
| 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) |
| **II. LEARNING ENVIRONMENT & MANAGEMENT** |
| Learning Environment (Compass 3b) | Fosters a positive learning environment by planning and using questions that promote higher order thinking and facilitates discussion among students |  |
| Classroom Management(Compass 2c, 3c) | Implements appropriate classroom management to effectively manage space, time (routines, transitions, pacing and lesson adjustment) and instructional and technological resources to develop objectives |
| Student Management (Compass 3c) | 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) |
| **III.** **ASSESSMENT** |
| Assessment Design(Compass 3d) | Designs assessments that appropriately measure objectives/learning targets aligned to standards |  |
| Assessment Design(Compass 3d) | Provides opportunities for student input on assessment criteria |
| Self-Assessment(Compass 3d) | Provides opportunities for student peer and self-assessment |
| Feedback(Compass 3d) | Provides accurate, timely and appropriate feedback to students, colleagues and parents |
| Use of Assessment | Uses the results of multiple assessments to plan, guide and modify instruction, the classroom environment and the assessment process |
| **IV. PROFESSIONALISM** |
| Communication | Exhibits professionalism in speech and manner by modeling standard English in oral and written form and communicating effectively with students, colleagues and parents |  |
| 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 |
| Dependability | Exhibits professional attributes: by being reliable, punctual, having regular attendance and completing/ submitting assignments on time |
| 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 |
| **V. SPECIALIZED PROFESSIONAL CONTENT STANDARDS** |
| Knowledge ofContent Area | Demonstrates knowledge of and competency in teaching skills for the content area(s) associated with his/her certification area and professional content standards. |  |
|  |  |  |

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

## LSU College of Human Sciences & EducationAppendix B Teacher Candidate Final Grading Rubric – Letter Grade

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher Candidate** |  |  | **Date** |  |
| **University Supervisor** |  |  | **Grade (A, B,C, D, or F)** |  |
| **Mid-Semester** |  | **Final**  |  | *(Check the one that applies)* |
|  |

|  |  | **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 | Lang. Arts |  |  |
| (Elem. Only) | Math |  |  |
|  | Science |  |  |
|  | Soc. Studies |  |  |
|  | Other |  |  |

## Appendix C 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 D Matrix of Responsibilities: University Supervisor and Mentor Teacher

|  |  |  |
| --- | --- | --- |
|  | **Univ. Supervisor** | **Mentor Teacher** |
| **Portfolio** | X |  |
| **Reflections** | X |  |
| **Lesson Plans** |
| Monitor very closely the daily lesson plans, content, and activities |  | X |
| Provide feedback on written lessons to candidates (after early submission) |  | X |
| Review lessons after revisions have been made and before teaching occurs |  | X |
| Provides general information about lesson plan development | X |  |
| Judge lesson planning ability | X |  |
| **Unit Plan** |
| Closely monitor the lessons in the unit |  | X |
| Oversee the implementation of the unit |  | X |
| Guidance in developing the unit plan as required by LSU | X |  |
| **Punctuality and Attendance** |
| Document punctuality and absences |  | X |
| Monitor punctuality and absences | X |  |
| **Hours** |
| Monitor hours to judge progress toward meeting hourly and full day requirements | X | X |
| Sign off on hours weekly |  | X |
| **Teaching and Feedback** |
| Three full-lesson observations, conferences, and written feedback (submitted to candidate, classroom mentor teacher, and Office of Field Experiences) [Holmes programs, 2 obs. In spring] | X |  |
| Written feedback after each full-lesson observation | X |  |
| Model effective lesson development and teaching |  | X |
| Daily observations of candidate’s teaching |  | X |
| Daily oral feedback given to the candidate |  | X |
| Two Progress forms (submitted to candidate, university supervisor and Office of Field Experiences) |  | X |
| **Outside Observations** |
| Assist the students in setting up outside observations  | X | X |
| Allow candidates release time to complete outside observations |  | X |
| Assess written observation reports | X |  |

|  |  |  |
| --- | --- | --- |
|  | **Univ.****Supervisor** | **Mentor Teacher** |
| **Assessment** |
| Assess candidate’s lesson plans |  | X |
| Assess candidate’s teaching  | X | X |
| Assess the unit plan | X |  |
| Assess written outside observation reports | X |  |
| Monitor the completion of and assess the depth of reflective writings | X |  |
| Complete candidate’s mid-semester and final evaluation (Evaluation Rubric) | X | X |
| Complete candidate’s mid-semester and final grading rubric (Grading Rubric) | X |  |
| Review evaluations and grading rubric with candidate | X | X |
| Approve candidate’s self-evaluation | X | X |
| **Cohort Meetings** |
| Select textbook for the cohort | X |  |
| Establish a time and location for the cohort meetings | X |  |
| Set the cohort agenda including topics for discussion and readings | X |  |
| Share with university supervisor recommended topics of discussion for cohort meetings  |  | X |
| Release the candidate to attend cohort meetings |  | X |
| **Collaboration/Communication** |
| Discuss the progress and concerns of the candidate | X | X |

## LSU College of Human Sciences & EducationAppendix E Teacher Candidate Observation Form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher Candidate |  | School |  | Date |  |
| Univ. Supervisor |  |  Mentor Teacher |  |
| Grade Level |  | Subject |  |  Observation Time: |  | to |  | Observation # |  |

*S = Satisfactory; IN = Improvement Needed or NA = Not Applicable*

|  |  |
| --- | --- |
| **Planning and Preparation** | **Comments:** |
|  | 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 |
| **Content Area Knowledge** | **Comments:** |
|  | Demonstrates knowledge of subject-matter content  |  |
|  | Engages learners’ prior knowledge, experience, and interests  |
|  | Connects curriculum to other content areas and real-life settings  |
| **Classroom Management and Environment** | **Comments:** |
|  | 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 |
| **Assessment** | **Comments:** |
|  | 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 |

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