



2010-2011
Clinical Practice Handbook

Centenary
COLLEGE OF LOUISIANA

DEPARTMENT OF EDUCATION
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Welcome student teachers, interns, cooperating teachers, mentors, school supervisors, administrators, and college supervisors. This handbook provides an overview of the important guidelines, policies and information for the clinical practice experience. We hope it will be a helpful source of answers to questions about Centenary's clinical practice program. Please read the handbook before the clinical practice experience begins and keep it handy as a reference if questions should arise.

To our student teachers and interns: Unlike any other time during the teacher preparation process, you now have this unique time to apply fully your acquired knowledge, including theory and content, to the classroom. Your site supervisor and college supervisor make up a team of professionals who will assist you in developing your teaching skills. We would like to take this opportunity to wish you the very best during your clinical practice internship experience.

To the site supervisors (cooperating teachers, mentors, and school administrators): We would like to take this opportunity to thank you for continuing to assist us in preparing new teachers. We know our student teachers and interns join us in expressing our sincere appreciation for your support and assistance.

We extend an invitation to all of you to feel free to contact those listed below if you have any questions or concerns.

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Introduction

We perceive the clinical practice experience not as a culminating activity, but rather as a first step in inducting effective teachers into the profession. The success of the clinical practice experience depends on the close cooperation and collaboration of all the people involved: the site supervisor teacher, the student teacher/intern, and the college supervisor. Each has a distinct role to play, and each is responsible for helping to make this unique opportunity a rich and rewarding one. Following are some guidelines related to the clinical practice experience. It is hoped that the guidelines will prove to be a useful resource as the experience unfolds.

We believe that the clinical practice experience we offer today will greatly impact the classrooms of tomorrow. Together, we can provide a program that ultimately will contribute to a stronger profession. Thus, we look forward to working with you in achieving this goal. Welcome to the clinical practice experience!

General Information

Time Requirements

By Louisiana Law, **student teachers are required to log 270 hours, with 180 of those hours being actual teaching time.** A substantial portion of student teaching must be on an all-day basis. It is expected that the candidate will plan on the implementation of these hours using the Phase-In Schedule provided by the college over one full semester. The student teacher/intern is required to keep an accurate time log of all activities during the semester. This log will be turned into the Education Department at the end of the semester.

Schedule

Student teachers and interns are required to follow the school district calendar during their clinical practice semester; this includes holidays, breaks, etc.

Student teachers and interns are expected to report to school each morning **at least fifteen minutes** before the students arrive (preferably earlier), and are expected to remain **at least fifteen minutes** or more after the school day has ended to review the day, plan for the next day's lessons, etc. They should follow the example of the site supervisor with regard to arrival and departure requirements for teachers in respective districts.

Absences

Student teachers are expected to assume the same responsibility for the performance of their duties at school as the cooperating teacher does; therefore, absences should be rare and only for instances of illness or unexpected emergencies. In the event of an unexpected absence, the student teacher should immediately notify his or her cooperating teacher and the college supervisor. This courtesy is essential in order for arrangements to be made to cover those classes and activities for which the student teacher is responsible. The intern should follow his/her school district guidelines for absences and notify the college supervisor. Notification of the college supervisor will allow for an adjustment in scheduling if there are any planned supervisory visits and to avoid unnecessary trips. Student teachers/interns should not make appointments during school hours unless it is an emergency.

Supervision of Student Teachers/Interns

Regular, planned supervision of candidates will be the joint responsibility of the site supervisor and the college supervisor. Candidates will meet with the college supervisor once a week. This weekly meeting constitutes EDUC 471, Senior Seminar for undergraduate candidates; it is also required for graduate candidates. The college supervisor will also make frequent scheduled and unscheduled visits when the candidates take on instructional responsibilities.

Evaluation of Student Teachers/Interns

Site supervisors and college supervisors will submit written evaluations of the candidate's performance to the Education Department at first quarter, mid-term, third quarter, and at the end of the semester.

Unsatisfactory/Unacceptable Performance

Unsatisfactory performance may be determined at any portal or between portals by documentation including but not limited to the following: 1) Disposition evaluations by any and all parties involved, 2) Clinical practice evaluations by any and all parties involved, 3) Interviews, 4) Lesson Plans, 5) Observations, 6) Classroom management, 7) Attitude, 8) Commitment to the profession, 9) Cooperation. If unsatisfactory performance is determined, the Department of Education may take any one of the following actions, dependent upon the point in the program at which the determination is made, and upon our level of confidence that the candidate will benefit from the action:

- 1) Postponed participation in clinical practice
- 2) A requirement to participate in student teaching with no option to participate in internship
- 3) An individual Plan of Action designed to address the candidate's specific areas for improvement before or during clinical practice
- 4) Removal from clinical practice
- 5) Dismissal from the program



Conceptual Framework: The Dedicated Educator

The unifying concept on which Centenary College of Louisiana bases teacher preparation is the Dedicated Educator. The four essential elements of content knowledge, pedagogy, inquiry, and community support this framework.

The main objective of the Department of Education is to prepare dedicated educators. A dedicated educator is one who commits to the personal and professional development and success of all learners, colleagues, and self. Dedicated educators exhibit the knowledge, skills, and dispositions embedded within the essential elements to effectively promote this development and success.

Content Knowledge

Effective teachers know and understand the central concepts and structures of the academic discipline they teach. At Centenary, undergraduate teacher education candidates develop a high level of competency in the content areas they will teach through completion of a liberal arts core curriculum and subject-area coursework. Graduate students are expected to demonstrate this high level of competency upon entrance to the teacher education program and to further develop content mastery through coursework in the Education Department. Dedicated educators realize that their mastery of content must be so well-refined that they can turn their attention and energy to the appropriate pedagogical approach to present the material to students.

Pedagogy

Effective teachers choose strategies of instruction based upon content, learning goals, and students' background knowledge and learning needs. At Centenary, candidates develop highly refined pedagogical skills including oral and written communication skills; technology skills; assessment methods; classroom management strategies; and the ability to select the appropriate strategies to use for different students from different cultures with different learning styles. The Dedicated Educator realizes the value of grounding practice in theory and utilizes the most valid and reliable research available.

Inquiry

Effective teachers engage in purposeful reflection, professional development, collaboration with colleagues, and action to improve education. Centenary teacher education candidates learn to examine ideas and experiences critically, successfully work in diverse groups, connect with professional organizations, plan long term professional goals, and develop leadership skills. Dedicated Educators continually reflect upon what they believe and what they do, engage in professional inquiry and scholarship, and are leaders in their school and community.

Community

Effective teachers create productive learning communities by working with colleagues, parents and caregivers, and community organizations to support the learning and well-being of all students. At Centenary, teacher education candidates learn to build communities that respect diversity and individual differences through service learning, intercultural experiences, and field and clinical experiences. Dedicated educators engage in social justice work to ensure that all students and families receive equal consideration, respect, voice, opportunities, and participation. Further, dedicated educators create a school climate that empowers students and families.

SECTION 1: Responsibilities of the Student Teacher/Intern

Prepare

- Review the district and school procedures regarding discipline, dismissal and safety procedures
- Review the curriculum to be covered with the cooperating teacher/site supervisor
- Student teachers: Agree with cooperating teacher on a plan for becoming involved in the teaching responsibilities in the class (See section titled “Phase-In Schedule”)
- Know the roles and responsibilities of the cooperating teacher/site supervisor and the college supervisor
- Be familiar with physical layout of school
- Observe cooperating teacher/site supervisor

Plan

- Student teachers: Plan cooperatively with the cooperating teacher for the students’ instruction (See example lesson plans)
- Be familiar with benchmarks and standards
- Be prepared by having lesson plans and materials (Student teachers: Plans are to be turned in at least one week in advance)
- Construct materials for lessons, bulletin boards, etc.
- Student teachers: Provide the cooperating teacher with copies of any materials intended to be sent home with students so the cooperating teacher may review the material before distribution

Teach

- Learn the students’ developmental levels and provide lessons appropriate for them
- Be successful in classroom procedures for managing the class effectively during instruction, incorporating various groupings and presentation techniques
- Assume extra duties willingly
- Become involved in the school program
- Observe the teaching of other teachers in the building after making arrangements with the assistance of the cooperating teacher/site supervisor
- Maintain an attitude of professionalism at all times in appearance, speech, and mannerisms with students, parents, faculty, and staff

Assess

- Meet regularly with the cooperating teacher/site supervisor and college supervisor to review progress and/or needs
- Maintain an accurate record of the required teaching hours for certification
- Prepare a professional portfolio
- Be involved in continual self-evaluation and reflection for professional growth through journal/log writing and reading
- Attend College Senior Seminar
- Coordinate proposed dates for college supervisor visits with the cooperating teacher/site supervisor
- Contact in writing the college supervisor of the agreed upon dates for the announced visits

Relating to Pupils

The questions on this form should be used by the student teacher/intern to analyze personal relationships with pupils. Record answers in your reflective journal. These will be used for review and discussion with the cooperating teacher/site supervisor and college supervisor.

1. Do I show sufficient enthusiasm so that my students are aware of the interest that I have in the subject?
Supporting Information:
Enthusiasm could be improved by:
2. Am I always courteous to my students?
Supporting Information:
Respect could be improved by:
3. Do I insist that my students are courteous to one another and to me?
Supporting information:
I could appear more courteous by:
4. Do I recognize good work as much as or more than I criticize poor student accomplishment?
Supporting information:
I could better recognize student work by:
5. Do I make assignments that are clear and specific, and do I justify those assignments in terms of their value to students?
Supporting information:
Assignments would be acceptable if:
6. Do I make an effort to provide for individual differences?
Supporting information:
I could further individualize my teaching by:
7. Do I employ a variety of teaching procedures in order to avoid monotony and to appeal to student interests?
Supporting information:
I could improve variety by:
8. Do I attempt to make every student in my classes feel some personal responsibility for the effectiveness of my class?
Supporting information:
I could increase students' feelings of responsibility by:
9. Do my students really believe that my main purpose is to help them to learn?
Supporting information:
I could better convince my students by:
10. Do I believe that my main purpose in teaching is to help students?
Supporting information:
I can further refine my beliefs through:

Classroom Demographic Data Collection

Student Teacher/Intern: _____ Date: _____

Classroom Teacher/Site Supervisor: _____ Grade: _____

School: _____

Please indicate a numeric value for each:

- _____ Total number of students
- _____ Males
- _____ Females
- _____ Total number of students with *identified* exceptionalities

Please indicate a numeric value for each ethnicity:

- _____ Non-Resident Alien
- _____ African American/Non-Hispanic
- _____ Asian/Pacific Islander
- _____ Hispanic
- _____ White/Non-Hispanic
- _____ Other

Indicate the number of students *identified* with:

- _____ Autism. Notes: _____
- _____ Gifted. Notes: _____
- _____ Specific Learning Disabilities. Notes: _____
- _____ Speech/Language Impairment. Notes: _____
- _____ Traumatic Brain Injury. Notes: _____
- _____ Developmental Delay. Notes: _____
- _____ Hearing Impairment. Notes: _____
- _____ Emotional Disturbance. Notes: _____
- _____ Visual Impairment. Notes: _____
- _____ Mental Disability. Notes: _____
- _____ Orthopedic Impairment. Notes: _____
- _____ Multiple Disabilities. Notes: _____
- _____ Gifted and/or Talented. Notes: _____
- _____ ADD/ADHD. Notes: _____
- _____ Other health impairment. Notes: _____

- _____ I have read the IEP's for these students.
- _____ I understand/have a list of modifications these children need.

Are there any unidentified students that the teacher feels may be in one of the categories above? If so, identify the appropriate categories and number of students for each.

(With the cooperating teacher) identify students who are:

Visual Learners	Auditory Learners	Kinesthetic Learners

(With the cooperating teacher) identify students who are not identified through special education or gifted and talented, but who also need modifications, such as repeated directions, extra time, enriched assignments, etc.

Other information about the students that will assist you in preparing lesson plans and activities:

Lesson Plans

Success in teaching depends upon preparation. A well-developed lesson plan meets the needs of the students, has a specific purpose, promotes good use of class time, and assists with general classroom management and discipline.

Much of good teaching happens before the school day even begins. Though we cannot always know all of what students will learn in their classes, teachers need to know what they *want* their students to learn. Planning gives teachers a sense of where they are going, so that even as they adjust and respond to students' interests and needs, they are able to move students forward. Planning takes many shapes in the work of different teachers, but one thing is consistent: planning provides a sense of direction.

Candidates from the teacher education program at Centenary College have learned about the need for and importance of daily lesson planning. They have been exposed to several different models of lesson plan preparation. Now, it is expected that the candidates will refine their skills in lesson planning. The lesson planning process also encourages candidates to think carefully through each lesson *in advance*. The lesson plan provides a guide to be used during the actual teaching process.

Given the importance of lesson planning, all candidates must complete daily lesson plans for each lesson to be taught. These lesson plans will be shared with the cooperating teacher/site supervisor and college supervisor and used as evidence of candidates' thorough planning. These lesson plans should be kept in a folder such as a three-ring binder. Only those lesson plans that will be included in the portfolio must be word-processed and printed. Other lesson plans may be handwritten.

Lesson Plan Format

Student teachers have learned a variety of lesson plan formats in their coursework at Centenary. The Dedicated Educator Planning Form should be utilized for some lesson planning. However, no matter which format is used, a lesson plan should address **at least** the following key points:

- Lesson Title
- Subject/Content area
- Date
- Length of Time
- Purpose of Lesson
- Objectives/Outcomes
- Materials/Resources/Equipment Required
- Procedure/Activity Sequence/Outline
- Student Modifications/Adaptation
- Student Assessment/Assignments/Tasks
- Reflection/Self-Assessment/Evaluation

DEDICATED EDUCATOR PLANNING FORM

Personal Info

Candidate Name:

Date lesson submitted to supervisor:

Date lesson is to be taught:

Initial Planning

Grade Level:

Subject/Content Area(s):

Learning Objective(s) (Outcomes) and Standards:

Setting:

Diverse Learner Needs/Accommodations/Modifications/Individual Differences:

Student Prior Knowledge (Prerequisites):

Resources (including Technology):

Student Assessment/Evaluation (aligned with Learning Objectives and Standards):

Think About!

Content Knowledge: In order to ensure student success, what do I need to know? What do the students need to know?

Pedagogy: Have I utilized various teaching methods that are appropriate to the content area and the specific student population?

Inquiry: Have I thought critically about this lesson? Have I utilized reflections from prior lessons to create these learning experiences?

Community: What have I planned to foster a community of learners?

Lesson Introduction

Focus/Review/Anticipatory/Engagement/Motivation:

Statement of Objective(s) in Student Terms:

Lesson Development (Input, Modeling, Checking for Understanding)

Procedures/Activities/Experiences/Content Development (with time allotment)

Integrate diverse learner needs/accommodations/modifications/individual differences and technology, if applicable, throughout

Closure/Review/Conclusion/Attention to Upcoming Lesson

After the Lesson is Taught

Reflection/Meta-analysis/Effects on Student Learning

Centenary College of Louisiana
Department of Education

Student Teaching Time Log

Candidate's Name _____

Semester/Year _____

Certification Area(s) _____

Placement One or Beginning to Midterm

Grade Level _____

School _____

Cooperating Teacher(s)/Site Supervisor _____

College Supervisor(s) _____

Week Dates	Approximate Hours			Conferences		Other Activities	Cooperating Teacher's Initials
	Observe	Assist	Teach	Cooperating Teacher/ Site Supervisor	College Supervisor		
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8 (if needed)							

Cooperating Teacher/Site Supervisor Signature _____

Candidate's Signature _____

College Supervisor's Signature _____

Placement Two or Midterm to Final

Grade Level _____

School _____

Cooperating Teacher(s)/Site Supervisor _____

College Supervisor(s) _____

Week Dates	Approximate Hours			Conferences		Other Activities	Cooperating Teacher's Initials
	Observe	Assist	Teach	Cooperating Teacher/ Site Supervisor	College Supervisor		
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8 (if needed)							

Time Log Totals:

Total Observation Hours = _____

Total Assisting Hours = _____

Total Teaching Hours = _____

Grand Total = _____

Cooperating Teacher Signature _____

Candidate's Signature _____

College Supervisor's Signature _____

SECTION 2: Expectations of Site Supervisors

Perhaps one of the most challenging and rewarding experiences in the teaching profession is that of site supervising a student teacher/intern. It is a humbling experience to realize that the candidate develops many life-long teaching patterns as a result of the interaction with the site supervisor. He or she should treat the student teacher/intern as a co-worker as well as a learner.

Prepare

- Cooperating teachers: See Checklist for the Student Teacher's Arrival
- Accept candidate as a professional equal
- Know and understand the roles and responsibilities of the candidate and the college supervisor
- Plan a place for the student teacher's desk, materials that will be needed, class list, school policies and procedures.

Plan

- Cooperating teachers: See Preparing for the First Few Days of Student Teaching
- Cooperating teachers: Agree upon a plan for the student teacher to assume teaching responsibility in the classroom (See Section titled "Phase-In Schedule.")
- Share long range plans
- Share school and policies regarding teaching, dismissal, copy machines, and safety procedures
- Determine with the candidate the most convenient time (preferably every day after school) to meet for mini-conferences about lesson plans, daily events, etc.
- Cooperating teachers: Review and approve lesson plans and materials to be sent home
- Keep candidates informed of all procedures and expectations
- Share with the candidate any relevant information about individual students that may impact the effectiveness of the candidate's lesson delivery or the candidate's relationship with the class

Teach

- Model lessons for the candidate
- Cooperating teachers: Maintain responsibility for the quality of the educational experience of the students in the class
- Encourage the candidate to use a variety of teaching materials, including resources, technology, and techniques
- Arrange for the candidate to observe other teachers
- Share with the candidate the reasons why things are done in the classroom, keeping in mind that this experience is an apprenticeship for the candidate. It is important that the candidate "hear" the cooperating teacher's/site supervisor's thinking

Assess

- Cooperating teachers: Maintain responsibility for the evaluation of the students in the classroom
- Provide feedback for both informal and formal observations
- Communicate professionally
- Be tactful but honest
- Address problems with candidate before they are addressed with the college supervisor
- Write a first quarter, mid-term, third quarter, and final evaluation of the candidate's performance
- Determine a time when you can meet with the college supervisor to discuss the strengths and weaknesses of the student teacher
- Encourage the candidate to engage in self-evaluation activities

Checklist for Student Teacher's Arrival

The list below may serve as a guide for insuring that a cooperating teacher has completed the activities necessary to assure a smooth beginning for a student teacher.

1. Prepare the pupils for a student teacher's arrival.
 - Inform pupils of the impending arrival
 - Tell pupils something about the student teacher
 - Create a feeling of anticipation for a student teacher's arrival
2. Learn about the student teacher's background.
 - Subject knowledge
 - Pre-student teaching field experiences
 - Special interests or skills
3. Read the College student teaching handbook.
 - Understand basic responsibilities
 - Review requirements and expectations for cooperating teachers
4. Become aware of the legal status of student teachers.
 - Responsibility of cooperating teacher when student teacher teaches class
 - Rights and responsibilities of the student teacher
5. Become familiar with school policy concerning student teacher responsibilities.
 - Reporting to school and absences
 - Attendance at faculty meetings
 - Supervisory activities
6. Secure copies of materials to be used in orienting the student teacher.
 - School handbook
 - Daily schedule
 - Seating charts
7. Make necessary arrangements for the student teacher to be comfortable in the classroom.
 - Arrange a desk or table for the student teacher
 - Have necessary supplies
 - Prepare a file of necessary and informative materials
8. Secure copies of teaching resources for the student teacher.
 - Textbooks
 - Curriculum guides
 - Resource books
 - School/district policies and procedures
10. Develop a plan for the student teacher's:
 - Introduction to the class
 - Introduction to the faculty
 - Initial teaching activities

Preparing for the First Few Days of Student Teaching

The following responsibilities usually must be assumed by a cooperating teacher during the first few days of student teaching. This form may be used either as a planning guide or as a review of preparation activities in meeting these responsibilities.

1. Prepare for the special needs of the student teacher in adjusting to a different environment.
2. Introduce the student teacher to the class and provide name cards for the students.
3. Establish a partnership arrangement.
4. Introduce the student teacher to other faculty members and the administrative staff.
5. Acquaint the student teacher with the classroom routine and management techniques.
6. Apprise the student teacher of the class work that is currently under way.
7. Involve the student teacher in the activities of the classroom.
8. Provide the student teacher with textbooks and a place to work.
9. Orient the student teacher to the school building and its facilities.
10. Discuss school policies and regulations with the student teacher.
11. Assist the student teacher in learning pupil names.
12. Delegate responsibility and authority to the student teacher.
13. Plan for the student teacher's gradual assumption of teaching responsibilities.
14. Orient the student teacher to the community.
15. Help the student teacher acquire background information on the students.

Checklist for Guided Planning

The following procedures are recommended as ways of guiding planning more effectively.

1. Planning should be done cooperatively. Both the cooperating teacher/site supervisor and the candidate should suggest activities and ways of teaching the lesson.
2. The cooperating teacher should acquaint the student teacher with his or her yearly plans and review what occurred before the student teacher's arrival and project what will likely occur after he or she leaves.
3. The cooperating teacher/site supervisor should explain his or her procedures for pupil/teacher planning.
4. The cooperating teacher/site supervisor should review the teaching plans made by the candidate, raise questions, and offer suggestions.
5. The cooperating teacher/site supervisor should provide evaluative sessions in which the candidate gains skill in judging the effectiveness of his or her plans.
6. The cooperating teacher/site supervisor should make certain that the candidate's plans are submitted or reviewed in advance so that they may be changed, if necessary.
7. The cooperating teacher/site supervisor should encourage creativity and allow freedom in planning.

Personal Competencies of Site Supervisors

Cooperating teachers and site supervisors serve as role models, facilitators, and sometimes counselors for candidates. The criteria below provide indicators for determining the extent to which one serves as a supportive guide for a candidate.

1. Accepts the candidate as a professional colleague as evidenced by:
 - showing respect for the candidate's decisions
 - allowing the candidate to assume responsibility
 - permitting the candidate to assume the same privileges as a cooperating teacher/site supervisor

2. Accepts the usual mistakes of the candidate as evidenced by:
 - refraining from overreacting to mistakes
 - allowing the candidate to continue with responsibilities
 - stating that mistakes are normal and not irrevocable

3. Restrains from prescriptive directions as evidenced by:
 - discussing options with the candidate before a decision is made
 - allowing freedom of choice on the part of the candidate

4. Conducts professional discussions with the candidate, as evidenced by discussions about:
 - learning problems of students
 - teaching methodologies and their applications
 - student behavior

5. Allows a candidate to observe and discuss the cooperating teacher's/site supervisor's activities and teacher effectiveness as evidenced by:
 - candidate analysis of a supervisor's lesson
 - candidate suggesting alternative procedures to the cooperating teacher/site supervisor

6. Diagnoses learner's interests and needs, develops learning strategies and shares these procedures with the candidate, as evidenced by:
 - discussing diagnostic procedures
 - explaining why conclusions were reached
 - explaining why certain teaching techniques will be employed as a result of the diagnosis and analysis

Ten Ways to Increase Dialogue

- ✓ Try to “debrief” your student teacher at the end of each day. Ask him/her to say what went well. Why? What caused it to go well? What did not work? Why? How would it be done differently the next time?
- ✓ Get student teachers teaching as soon as possible—even if it is just a small group and a five- to ten-minute lesson.
- ✓ Start student teacher off with small management tasks such as taking the class to enrichment or lunch. Observe them and talk about what worked, did not work, and why.
- ✓ Let them observe you teach. Talk to them about what you thought went well and why. Tell them what you would do differently and why. Give them a copy of your lesson plan to follow along. Explain why you deviated from it or stuck to it and why.
- ✓ Get a school video camera. Tape each other teaching, then play it back, and watch it together. Discuss strengths and weaknesses.
- ✓ Even though it is imperative you model effective instruction for them, it is also okay to let them know you are human. You do not have to appear to be the world’s greatest teacher. Talk to them about some of your failures and how you handled them so they will know we all have them.
- ✓ Allow them to attend parent-teacher conferences. Tell them about your worst conference. Tell them about your best.
- ✓ If you see them doing something wrong, stop them. Do it kindly and gently and in private, but stop them. (Praise in public, criticize in private.) Don’t let them develop any bad habits that they will have to correct later.
- ✓ Get them started quickly. Give them feedback, always emphasizing the positive as well as the negative.
- ✓ When they are ready to go into a classroom where your child or grandchild is a student, they are ready to receive an “A” and your job is done.

Cooperating Teacher “Shoulds”

- Establish rules
- Be punctual
- Make introductions (staff and class)
- Plan effectively
- Be supportive
- Cooperate
- Conference daily for feedback
- Be responsible for final decisions on discipline
- Be responsible for final decisions on grades
- Always be a positive role model
- Always exercise good judgment
- Assume liability
- Be tactful yet honest
- Be enthusiastic
- Accept student teacher as a professional equal
- Help student teacher maintain a wholesome self-image
- Share teaching experiences and ideas
- Give immediate feedback
- Model and explain everything
- Praise specifically
- Prepare a place for student teacher
- Explain policies
- Involve student teacher as soon as possible
- Set clear expectations
- Encourage
- Give suggestions for improvement as needed
- Provide supplies
- Send letter to parents of students welcoming the new student teacher

SECTION 3: Expectations of the College Supervisor

The college supervisor is the link between the candidate and the site supervisor. The supervisor acts as a placement consultant, candidate advisor, seminar director, mediator, confidant, and evaluator. In light of these various roles, it is the responsibility of the college supervisor to:

- Determine and secure appropriate placements for candidates
- Orient candidate to the rules, regulations, responsibilities, deadlines, and professional expectations associated with the experience
- Conduct weekly seminars discussing general and professional issues related to teaching
- Assist in the improvement of the teaching/learning process for the candidate by serving as an observer and providing feedback that stimulates professional growth in the candidate
- Serve as a resource for the cooperating teacher/site supervisor as well as the candidate
- Meet with the cooperating teacher/site supervisor to discuss the strengths and weaknesses of the candidate
- Address any curriculum issues with regard to content or teaching practices that may prove problematic with the cooperating teacher/site supervisor
- Maintain open lines of communication among the cooperating teacher/site supervisor, candidate, and yourself
- Work with the public school personnel to develop competency in guiding candidates
- Conduct formal and informal classroom visits to observe the candidate in the educational setting
- Encourage the candidate to engage in self-evaluation activities such as journaling, video taping, peer review, etc.
- Submit a final grade for the clinical practice experience to the college

Supervisory Evaluations

The college supervisor will conduct at least two formal observations and two formal evaluations during the placement; informal observations and evaluations will also be conducted. Once the candidate and college supervisor have selected a time convenient for both, it is then the candidate's responsibility to check this date with the site supervisor to make sure the time and date are agreeable.

Observations

Observations are informal in nature, but are documented. College supervisors, cooperating teachers, and Site supervisors may choose to schedule observations, or observations may be unannounced. Sample observation guidelines and formats are provided in the Evaluation section of this Handbook.

Formal Evaluations

At least two formal evaluations will be conducted during the clinical practice semester. Each formal evaluation must be successfully completed before the candidate can progress to the next visit. If an evaluation is not 100% successful, the supervisor will return at an agreed time to observe the candidate.

SECTION 4: Phase-In Schedule

The Phase-In Schedule is a suggested sequence for the student teacher's assumption of responsibility. It is a norm from which the cooperating teacher, student teacher, and college supervisor will work when structuring a specific student teacher's semester involvement. The goal of the Phase-In Schedule is to gradually provide the student teacher with an increasing amount of responsibility in the classroom, leading eventually to the required weeks of full teaching responsibility.

The college supervisor provides a planning calendar to be used for the designing of the student teacher's individual Phase-In Schedule. The student teaching experience is divided into four phases:

Phase I Orientation

Phase II Assuming Partial Responsibility

Phase III Full Responsibility

Phase IV Transfer of Responsibility

On the following pages, the roles and responsibilities of the student teacher and cooperating teacher for each phase are detailed.

Sample Pacing Guide and Master Plan for K-12 Student Teachers

Student Teaching Placement 1							
	Phase I		Phase II	Phase III		Phase IV	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7-8
Subject 1	observe and tutor	🌀 🔪	➔ 🔪	➔ 🔪	➔ 🔪	➔ 🔪	➔ 🔪
Subject 2			🌀 🔪	➔ 🔪	➔ 🔪	➔ 🔪	➔ 🔪
Subject 3					➔ 🔪	➔ 🔪	➔ 🔪
Subject 4		🌀 🔪		➔ 🔪	➔ 🔪	➔ 🔪	
Subject 5				➔ 🔪	➔ 🔪	➔ 🔪	
Subject 6					➔ 🔪	➔ 🔪	➔ 🔪
	Informal drop-ins and Observations		Observations and Informal 1st Quarter Evaluations	Observations			Formal Mid-Term Evaluations and 3 way meeting

Student Teaching Placement II							
	Phase I		Phase II	Phase III		Phase IV	
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Subject 1	🌀 🔪	➔ 🔪	➔ 🔪	➔ 🔪	➔ 🔪	➔ 🔪	student teacher observes in other classrooms
Subject 2		🌀 🔪	➔ 🔪	➔ 🔪	➔ 🔪	➔ 🔪	
Subject 3				➔ 🔪	➔ 🔪	➔ 🔪	
Subject 4	🌀 🔪		➔ 🔪	➔ 🔪	➔ 🔪		
Subject 5			➔ 🔪	➔ 🔪	➔ 🔪		
Subject 6				➔ 🔪	➔ 🔪		
	Informal drop-ins and Observations		Observations and Informal 3rd Quarter Evaluations	Observations		Formal Final Evaluations and 3 way meeting	

- 🌀 teach using cooperating teacher's plans
- 🔪 plan for following week
- ➔ teach using your own plans

Sample Pacing Guide and Master Plan for Elementary and Secondary Student Teachers

	Phase I		Phase II		Phase III		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Weeks 7-8
Subject 1	observe and tutor	↻ ↘	→ ↘	→ ↘	→ ↘	→ ↘	→ ↘
Subject 2			↻ ↘	→ ↘	→ ↘	→ ↘	→ ↘
Subject 3				→ ↘	→ ↘	→ ↘	→ ↘
Subject 4				↻ ↘	→ ↘	→ ↘	→ ↘
Subject 5				→ ↘	→ ↘	→ ↘	→ ↘
Subject 6				→ ↘	→ ↘	→ ↘	→ ↘
	Informal drop-ins and Observations		Observations and Informal 1st Quarter Evaluations	Observations			Formal Mid-Term Evaluations and 3 way meeting

Phase IV							
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Subject 1	→ ↘	→ ↘	→ ↘	→ ↘	→ ↘	→ ↘	cooperating teacher gradually resumes teaching
Subject 2	→ ↘	→ ↘	→ ↘	→ ↘	→ ↘		
Subject 3	→ ↘	→ ↘	→ ↘	→ ↘			
Subject 4	→ ↘	→ ↘	→ ↘				
Subject 5	→ ↘						
Subject 6							
	Observations		Informal 3rd Quarter Evaluations	Observations		Formal Final Evaluations and 3 way meeting	

- ↻ teach using cooperating teacher's plans
- ↘ plan for following week
- teach using your own plans

Sample Pacing Guide and Master Plan for Interns

Internship							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7-8	
Observations		Informal 1st Quarter Evaluation	Observations			Formal Mid-Term Evaluation and 3 way meeting	

Internship							
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
Observations		Informal 3rd Quarter Evaluations	Observations		Formal Final Evaluations and 3 way meeting		

Suggested Activities for Student Teacher Phase-In Schedule

PHASE I – ORIENTATION

Roles of Student Teacher: Observer and tutor

Student Teacher

1. Becomes familiar with rules, regulations, and procedures of classrooms; develops skill in communicating rules to pupils.
2. Becomes familiar with physical features of buildings.
3. Becomes acquainted with and learns names of pupils; becomes aware of friendships and sub-groups; becomes acquainted with unique needs of individuals.
4. Observes instruction, follows lesson plan prepared by teacher.
5. Participates in classroom routine, (recording grades, handing out/collecting material, supervising outside classroom) and learns daily schedule.
6. Instructs in a limited sense (administering tests, tutoring, conducting short informal segments of the lesson).
7. Participates to some extent in related activities (faculty meetings, athletic events, and student clubs).
8. Tutors individual students as assigned by cooperating teacher.
9. Constructs teaching aids and contributes materials to a motivating, attractive learning environment.
10. Begins research on topics to be taught later.

Cooperating Teacher

1. Assumes responsibility for planning and conducting class but involves student teacher in planning; shares long range plans for semester.
2. Involves student teacher in observation, routine, procedures, preparation of materials, and interaction with students.
3. Sets aside special time to discuss the rationale of what the student teacher is seeing.
4. Sets standards for initial lesson planning format.
5. Assists student teacher in becoming familiar with benchmarks and standards.

PHASE II – ASSUMING PARTIAL RESPONSIBILITY

Roles of Student Teacher: Intern (materials development, audiovisual aids), Teaching assistant (small group instruction, team-teaching), and Instructor (limited large group instruction)

Student Teacher

1. Increases efforts to identify special class characteristics and to relate instructions to individual students (meet with individual students having problems, develop remedial materials, and determine utilization of special student talents).
2. Works with small groups
3. Teaches as specified by the cooperating teacher, following school policies regarding lesson plans being available for administrators or available for substitutes.
4. Assumes gradually a larger responsibility for instruction by increasing teaching responsibilities, adding one subject, period, or preparation as suggested by the cooperating teacher.
5. Constructs teaching aids and contributes materials to a motivating, attractive learning environment.

6. Begins research on topics to be taught later.

Cooperating Teacher

1. Plans cooperatively with the student teacher to execute instruction, starting with small tasks, such as: doing a portion of a presentation; directing cooperative learning groups; jointly developing evaluation instrument; re-teaching concepts to small groups; providing enrichment activities.
2. Continuously assesses the student teacher's level of competency in instruction and classroom management so that the student teacher can gain confidence before assuming additional responsibilities.
3. Models a variety of instructional techniques so that the student teacher develops a comfort level for a broad spectrum of teaching activities.

PHASE III – FULL RESPONSIBILITY

Roles of Student Teacher: Teacher (Major responsibility for teaching and planning)

Student Teacher

1. Assumes primary responsibility for planning, preparing materials, and instructing assigned classes.
2. Implements a discipline plan effectively.
3. Assumes primary responsibility for developing the instruments of evaluation.
4. Recommends student grades to cooperating teacher.
5. Works on refinement of specific instructional techniques.
6. Shows evidence of the ability to provide instruction that recognizes and provides for the ability and interests of individual students.

Cooperating Teacher

1. Examines, critiques, and provides necessary approval of student teacher plans for instruction and evaluation.
2. Assumes primary responsibility for the assignment of any final grade.
3. Observes and assesses student teacher pre-lessons and provides appropriate evaluation.
4. Contributes to the class instruction in ways that are complementary to the general class presentation under the direction of the student teacher

PHASE IV – TRANSFER OF RESPONSIBILITY (OPTIONAL)

Roles of Student Teacher: Transfer of responsibility is the decision of the cooperating teacher.

Student Teacher

1. Phases out of total responsibility by gradually turning portions of the instruction back to the cooperating teacher.
2. Completes record-keeping evaluation for portion of curriculum taught previously.
3. Visits other classrooms to see other grade levels, teaching styles, etc.
4. Collects ideas to use at future time.

Cooperating Teacher

1. Assumes major instructional function.
2. Models teaching strategies that teacher has not seen or tried previously.
3. Shares files and teaching ideas for curriculum not taught this semester.

SECTION 5: Evaluation

Evaluation as a continuous process

A continuous evaluation of the progress of all candidates is essential. This means that evaluation should help candidates grow now as well as provide them with ideas, attitudes, and techniques that will help them continue to grow when they become certified teachers. Evaluation should be as routine as teaching, cover every part of the experience, and be performed by both the cooperating teacher/site supervisor and the candidate. Evaluation should stress analysis and reflection rather than criticism and faultfinding. Plans, procedures, alternatives, and implications should all be analyzed. Self-assessment should be a major component.

Observations

A. Observing other teachers (see the following pages for observation forms and questions)

Observation is an acceptable, efficient, and beneficial way of professional learning. It is a way of broadening awareness of styles and techniques and expands understanding of the purposes and procedures that are being followed. Observations conducted by the candidate should be encouraged early in the experience. This may be the last time the candidate will have the opportunity to observe a variety of professionals at work in one place. The cooperating teacher/site supervisor can assist the candidate in this process by helping the candidate focus on particular areas of concern or interest. A follow-up conference between the candidate and the cooperating teacher/site supervisor is essential in helping the candidate analyze the data obtained. These findings can be utilized in developing the candidate's own teaching methods.

B. Self-observations (see the following pages for video analysis form)

Video recordings provide an opportunity for self-evaluation. Please consult the school's policy for photographing and videotaping of students. Videotaping a candidate's lesson after some experience **is required**. The candidate will use the video tape in a variety of ways. The candidate will view the tape alone and evaluate his or her performance and determine what improvements need to be made. The candidate will also view the tape and discuss the performance with the cooperating teacher/site supervisor, receiving suggestions and recommendations for improvement. The college supervisor will also view tapes and provide helpful feedback to the candidate. It is helpful to tape a series of lessons during the experience to allow the candidate to compare lesson presentations and note growth in a variety of areas. During the phase-in schedule be sure to provide opportunities for video-taping.

Conferencing

Conferencing is an important component of the evaluation process during the clinical practice experience. The conference should contain a specific agenda and help the candidate to become more aware of his or her strengths and weaknesses and what can be accomplished to improve teaching skills. The conference should contribute to the candidate becoming increasingly self-directive and self-evaluative. Criticism should be constructive. Possible evaluation opportunities are listed below.

1. Daily conferences with the cooperating teacher/site supervisor

Daily conferences of comparatively short duration will give attention to matters of immediate consequence – adjusting plans, coordinating work schedules, identifying and solving daily problems, providing that needed “boost in morale,” and in general keeping things functioning smoothly. The timing of such conferences may vary from day to day, but this should not be left to chance. **It is important to keep a log of these conferences in your notebook.**

2. Weekly conferences

It is probably best to reserve about one hour for this purpose. These conferences may be used for long-term planning, cooperative evaluation of the candidate's performance analysis of the cooperating teacher's/site supervisor's teaching procedures, and to develop in-depth understanding of pupil behavior and community relations. **A log should be kept for these conferences in your notebook.**

3. Written evaluation of lesson plans

The candidate has the opportunity to evaluate student perception of a presentation. A written evaluation after teaching from a lesson plan will provide answers to such questions as: "Were my pupils interested?" "What will I do differently next time?" and "Did I accomplish my goals?"

4. Three-way conferences

Three-way conferences among the candidate, cooperating teacher/site supervisor, and college supervisor are planned for cooperative evaluation during mid-semester and final evaluation. Additional conferences may be planned if necessary.

5. Seminars

Weekly seminars provide opportunities for candidate to clarify their understanding of responsibilities, to seek help on personal and professional problems, to plan and evaluate their experiences, and to share ideas and materials with other candidate.

Notebook Documentation

Candidates must maintain a notebook (binder) of all lesson plans, unit plans, handouts, assignments, tests, and reflections throughout the student teaching experience. This documentation provides the cooperating teacher/site supervisor and college supervisor with an accurate record of the work the candidate has done during the semester. It also provides the candidate a sequential record of the teaching experience and materials to include in the final portfolio. Candidates should keep a list of ideas and practices that they want to remember for future implementation.

Formal Evaluations (see the following pages for Evaluation Forms)

During the clinical practice experience, two informal (first and third quarter) and two formal (mid-term and final) evaluations will be completed by the cooperating teacher/site supervisor, candidate, and college supervisor. Clinical Practice Evaluations are filed in the Office of the Education Department at the end of the semester. The information on these forms will be the basis for the candidate's grades. These grades for clinical practice are usually assigned after all parties involved review and discuss the formal evaluations and any other pertinent data gathered during the semester.

Candidates, at all times:

1. Plan thoroughly and have a copy of your lesson plan
2. Have a place for the supervisor to sit
3. If you are using texts, handouts, or workbooks, have copies available for college supervisor
4. Make sure you know the objectives for your lesson
5. Edit all written material
6. Make sure room is arranged for this particular lesson

Guide to Classroom Observation

1. The beginning of class
 - a) How does the teacher get the attention of the class?
 - b) How are initial activities related to previous activities?
 - c) How does the teacher maintain the attention of the class?
2. Activities and teaching procedures
 - a) What kinds of activities are provided and what is the purpose of each activity?
 - b) How does the teacher transition from one activity to the other?
 - c) How does the teacher select/direct activities to meet attention span of the group?
 - d) How does the teacher adapt materials/procedures to the abilities of the group?
 - e) To what part of the lesson do the activities mainly contribute? Introduction and overview? Development? Culmination? Evaluation?
 - f) How much student participation is there? How much teacher participation?
 - g) What evidences of group processes do you see?
 - h) When and how does the teacher give the assignment?
 - i) When are the students expected to do the assignment—in class or at home?
 - j) What use does the teacher make of the technology?
3. The subject matter
 - a) What indication is there that the teacher has tried to select subject matter suited to the ability of the class?
 - b) How has the teacher organized the subject matter that she or he selected?
 - c) How does the teacher relate the subject matter being taught to the unit of which it is a part?
4. The handling of materials
 - a) What procedures are used in handling supplies and papers written by students?
 - b) What supplies are students expected to bring to the classroom?
5. The students and teacher
 - a) What is the ability level of the students?
 - b) If there are any students with physical disabilities (e.g., vision-impaired, hearing-impaired), how does the teacher provide for their needs?
 - c) Are the students self-directed?
 - d) What appears to be the relationship between teacher and students, students and teacher?
6. The room
 - a) What is the general appearance of the room?
 - b) How does the teacher make use of bulletin boards?
 - c) How does the teacher provide for adequate lighting and ventilation?
7. The end of the class
 - a) How are the activities for the class concluded?
 - b) How is the room made ready for the next class?
 - c) How are the students dismissed?

Form for Self-Assessment of Video of Teaching

1. Are there any verbal tics or repetitive, unnecessary hand gestures I wish to eliminate? (“OK,” “Uh,” playing with glasses, constantly pushing back hair, etc.)

2. Were my directions clear at all times? Give examples.

3. Were students successful and able to do what was asked?

4. Was I able to maintain student attention all or most of the time?

5. Was I able to maintain the noise level I wanted all or most of the time?

6. Were all students interested in the lesson?

7. List three strengths in this lesson.

8. List two things I would change or do differently next time.

9. Is there any student behavior in the video that surprises me? If so, describe it.

10. Did I have all materials ready?

11. How did I address higher order thinking skills?

12. How did this lesson address and meet the needs of different students?

13. Did I follow my lesson plan closely or make modifications? If I made modifications, tell what they were and why.

14. Was this lesson educationally relevant? Will success in this lesson make a difference to the student in five or ten years?



Observation Form

Individual being observed: _____ Date: _____ Time: _____

Observer/Position: _____ Grade: _____

School: _____ School District: _____

City: _____ State _____

Observation Topic: _____

Observation Data/Summary:

Analysis of Data and Future Directions:

Signature of Observer: _____



CLINICAL PRACTICE EVALUATION

Student Teacher/Intern: _____ Date: _____

Cooperating Teacher/Mentor: _____ Grade: _____

School: _____ School District: _____

City: _____ State _____

Please use the following scale and descriptors to reflect your assessment of the level that the student teacher/intern has met each assessment component:

10 – Exemplary: Consistently observed; consistently exceeds expectations for a beginning teacher.

9 – Proficient: Frequently observed; meets, sometimes exceeds, expectations for a beginning teacher.

8 – Basic: Occasionally observed; minimally meets expectations for a beginning teacher.

7 – Unsatisfactory: Not observed; does not meet expectations for a beginning teacher.

N – Not applicable or not observed

INTASC 1: Subject Matter (LCET Domain III)*	10	9	8	7	N
Understands content; presents accurate subject matter					
Links content to students' prior knowledge and everyday life					
Chooses accurate, comprehensive, and useful resources (e.g. visuals, alternate texts)					
Presents content at a developmentally appropriate level					
INTASC 2: Child Development and Learning Theory (LCET Domain III)	10	9	8	7	N
Provides instruction to support all learning styles and learners needs in intellectual, social, and personal development					
Provides opportunities for active engagement					
Provides opportunities for students to assume responsibility for their own learning					
Pre-assesses student thinking and experience as a basis for instruction					
INTASC 3: Diversity (LCET Domains I, III)	10	9	8	7	N
Identifies and plans for individual differences					
Makes provisions for, and uses appropriate services and resources for exceptional learning differences and needs					
Uses multiple perspectives in teaching, connecting students' diverse background and culture to content					
INTASC 4: Instructional Strategies (LCET Domain III)	10	9	8	7	N
Understands and uses a variety of instructional strategies					
Varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience)					
Sequences lesson to promote learning					
Adjusts lesson when appropriate					
Integrates technology into instruction, as appropriate					

INTASC 5: Management (LCET Domain II)	10	9	8	7	N
Establishes a learning community where individual differences are respected					
Uses effective management strategies and sets appropriate behavior expectations					
Provides opportunities for both independent and cooperative learning					
Organizes available space, materials, and/or equipment to facilitate learning					
Manages routines and transitions in a timely manner					
INTASC 6: Communication (LCET Domain III)	10	9	8	7	N
Effectively communicates with students, demonstrating sensitivity to cultural and gender differences					
Supports and expands learner expression in speaking, writing, and other media					
Uses effective and varied questioning strategies to stimulate higher order thinking					
INTASC 7: Planning (LCET Domains I, III)	10	9	8	7	N
Plans learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction					
Creates lesson plans that include appropriate objectives, activities, differentiation, materials, and assessment					
INTASC 8: Assessment (LCET Domain III)	10	9	8	7	N
Uses appropriate and effective formal and informal assessments (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to evaluate students' performance and modify teaching and learning strategies					
Uses assessment strategies to involve learners in self-assessment activities					
Provides timely feedback to students					
Produces evidence of student academic growth under his/her instruction					
INTASC 9: Reflection and Professional Growth (LCET Domain IV)	10	9	8	7	N
Self-assesses accurately through reflective strategies					
Accepts, uses, and responds well to feedback from colleagues and supervisors					
Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them					
INTASC 10: Interpersonal Relationships (LCET Domain V)	10	9	8	7	N
Establishes respectful and productive partnerships with parents/caregivers					
Collaborates with other faculty and staff; Participates in grade level and subject area curriculum planning and evaluation					
Talks with and listens to students					

*LCET: Louisiana Components of Effective Teaching

	Exemplary A	Proficient B	Basic C	Unsatisfactory D	Unsatisfactory F
Recommended Grade					

Areas of Strength ...

Areas to be Developed ...

Summary Statement

Completed by: (please check one)

- Cooperating Teacher/Site Supervisor College Supervisor Student Teacher/Intern Principal

Printed Name: _____ Signature: _____



Elementary Clinical Practice
ACEI CONTENT AREA EVALUATION

Student Teacher/Intern: _____ Date: _____

Please use the following scale and descriptors to reflect your assessment of the level that the student teacher/intern has met each assessment component:

- 10 – Distinguished: Consistently observed; consistently exceeds expectations for a beginning teacher.
- 9 – Proficient: Frequently observed; meets, sometimes exceeds, expectations for a beginning teacher.
- 8 – Basic: Occasionally observed; minimally meets expectations for a beginning teacher.
- 7 – Unsatisfactory: Not observed; does not meet expectations for a beginning teacher.
- N – Not applicable

Standard 2.1 Reading, Writing and Oral Language	10	9	8	7	N
Demonstrates a high level of competence in use of English language arts.					
Designs and implements effective, age-appropriate lessons to teach reading, writing, speaking, and listening skills to all students.					
Standard 2.2 Science	10	9	8	7	N
Designs and implements effective, age-appropriate inquiry lessons to teach science, including physical, life, and earth/space sciences as delineated in the National Science Education Standards.					
Standard 2.3 Mathematics	10	9	8	7	N
Designs and implements effective, age-appropriate lessons to teach number and operations, algebra, geometry, measurement, and data analysis and probability, as appropriate, and consistently engages students in problem solving.					
Fosters K-6 student use of appropriate technological tools, including the calculator, graphing calculator, dynamic geometry software, spreadsheets, and presentation software.					
Standard 2.4 Social Studies	10	9	8	7	N
Designs and implements effective, age-appropriate lessons to teach history, geography, and the social sciences and to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.					
Standard 2.5 The Arts	10	9	8	7	N
Works alone and with arts specialists to teach or integrate the performing (dance, music, theater) and visual arts for communication, inquiry, and insight.					
Standard 2.6 Health Education	10	9	8	7	N
Effectively integrates health education and creates opportunities for K-6 student development and practice of skills that contribute to good health.					
Standard 2.7 Physical Education	10	9	8	7	N
Demonstrates sensitivity to K-6 students' needs for physical movement and provides multiple opportunities for physical movement throughout the day.					

Completed by: (please check one)

- Cooperating Teacher/Site Supervisor
 College Supervisor
 Student Teacher/Intern
 Principal

Printed Name: _____ Signature: _____

Comments about the student teacher/intern may be included on the reverse.

ELEMENTARY MUSIC EDUCATION CLINICAL PRACTICE EVALUATION



Student Teacher: _____ Date: _____

Please use the following scale and descriptors to reflect your assessment of the level that the student teacher/intern has met each assessment component:

- 10 – Distinguished: Consistently observed; consistently exceeds expectations for a beginning teacher.
- 9 – Proficient: Frequently observed; meets, sometimes exceeds, expectations for a beginning teacher.
- 8 – Basic: Occasionally observed; minimally meets expectations for a beginning teacher.
- 7 – Unsatisfactory: Not observed; does not meet expectations for a beginning teacher.
- N – Not applicable

Subject Matter	10	9	8	7	N
Sight sings well.					
Provides a quality vocal model in rehearsal.					
Accompanies learners on keyboard and other appropriate classroom instruments.					
Arranges music to fit learner ability levels.					
Uses appropriate musical language when describing music.					
Demonstrates clear and effective conducting technique.					
Selects quality literature for the appropriate ability level.					
Demonstrates knowledge of accurate stylistic performance practices.					
Improvise on classroom instruments.					
Leads, teaches and reviews songs effectively.					
Selects appropriate musical activities for learners using listening, composition, technology.					
Child Development and Diversity	10	9	8	7	N
Provides instruction to support opportunities for gifted students-all state & honor choir					
Provides opportunities for individual learning for those with music development challenges.					
Provides opportunities for students to assume responsibility for their independent learning					
Provides opportunities for ensemble growth through festivals.					
Provides instruction to support opportunities for learner musical development.					
Provides instruction to support opportunities for cultural diversity.					
Planning	10	9	8	7	N
Long range and specific daily objectives for rehearsals are planned and implemented.					
Activities are created that are relevant to student interests and needs.					
Uses an accurate combination of literature and activities to meet lesson objectives.					
Review and transfer of previously learned material is implemented.					
Sequential instruction is appropriate to content.					
Adjusts lesson plans when appropriate.					
Integrates technology into instruction when appropriate.					
Uses verbal and visual imagery to explain ideas.					
Pace of instruction is in quick small steps.					
Uses a variety of activities for each objective.					
States clear instructions.					
Employs a variety of strategies for accomplishing goals.					
Verbalizes briefly, concisely, and specifically.					
Varies facial expression and voice inflection.					
Maintains constant eye contact with students.					
Provides immediate alternatives when planned approaches are not successful.					

Plans time allocation of activities.					
Uses beginning activities that are familiar					
Uses middle activities that are detailed and analytical.					
Uses ending activities that are enjoyable.					
Employs appropriate closure techniques.					
Management	10	9	8	7	N
Plans use of time, space and materials which will ensure learner success.					
Establishes a positive learning climate where individual differences are respected.					
Maintains an active pace throughout the class.					
Motivates students through a variety of sequenced activities.					
Keeps the majority of all musical learners involved at all times.					
Manages routines and transitions effectively.					
Uses preventative techniques such as eye contact, proximity and learner involvement.					
Uses consistent language when dealing with management issues.					
Keeps documentation of behavioral issues.					
Professional and Personal Characteristics	10	9	8	7	N
Demonstrates enthusiasm for teaching.					
Demonstrates independent decision making characteristics and initiative.					
Demonstrates a creative approach to instruction.					
Demonstrates professional goal orientation.					
Demonstrates love of music.					
Demonstrates respect for others.					
Demonstrates a caring attitude toward learners.					
Demonstrates verbal and written fluency.					
Demonstrates a sense of humor.					
Demonstrates a genuine desire to improve musically and in all aspects of education.					
Assessment	10	9	8	7	N
Diagnoses musical errors quickly and accurately.					
Solves musical errors quickly and efficiently.					
Holds students accountable for musical learning.					
Provides clear and appropriate assignments.					
Creates appropriate formative and summative evaluation tools.					
Provides sincere and specific positive feedback.					
Provides constructive and specific negative feedback.					
Provides alternative learning activities as a result of ongoing assessment.					
Reflection and Professional Growth	10	9	8	7	N
Videotapes and analyzes teaching for self improvement.					
Creates partnerships with other music student teachers.					
Utilizes relationships with area musicians and cooperating music teachers.					
Becomes an active member in professional organizations such as ACDA and MENC.					

Completed by: (please check one)

Cooperating Teacher/Site Supervisor College Supervisor Student Teacher/Intern Principal

Printed Name: _____ Signature: _____

Comments about the student teacher/intern may be included on the reverse.

SECONDARY MUSIC EDUCATION CLINICAL PRACTICE EVALUATION

Student Teacher: _____ Date: _____

Please use the following scale and descriptors to reflect your assessment of the level that the student teacher/intern has met each assessment component:

- 10 – Distinguished: Consistently observed; consistently exceeds expectations for a beginning teacher.
- 9 – Proficient: Frequently observed; meets, sometimes exceeds, expectations for a beginning teacher.
- 8 – Basic: Occasionally observed; minimally meets expectations for a beginning teacher.
- 7 – Unsatisfactory: Not observed; does not meet expectations for a beginning teacher.
- N – Not applicable

Subject Matter	10	9	8	7	N
Sight sings well and presents effective methods for sight singing on a daily basis.					
Provides a quality vocal model in rehearsal.					
Accompanies learners on keyboard instruments.					
Reads from an open choral score.					
Analyzes a full choral score to create objectives for rehearsal purposes.					
Demonstrates clear and effective conducting technique.					
Selects quality literature for the appropriate ability level.					
Demonstrates knowledge of accurate stylistic performance practices.					
Child Development and Diversity	10	9	8	7	N
Provides instruction to support opportunities for gifted students-all state & honor choir					
Provides opportunities for individual learning for those with music development challenges.					
Provides opportunities for students to assume responsibility for their independent learning					
Provides opportunities for individual and ensemble growth through festivals.					
Planning and Instructional Strategies	10	9	8	7	N
Long range and specific daily objectives for rehearsals are planned and implemented.					
Activities are created that are relevant to student interests and needs.					
Uses an accurate combination of literature and activities to meet lesson objectives.					
Review and transfer of previously learned material is implemented.					
Sequential instruction is appropriate to content.					
Adjusts rehearsal plans when appropriate.					
Incorporates opportunities that promote critical thinking and problem solving.					
Uses verbal and visual imagery to explain ideas.					
Pace of instruction is in quick small steps.					
Maintains rehearsal momentum.					
States clear instructions.					
Employs a variety of strategies for accomplishing goals.					
Verbalizes briefly, concisely, and specifically.					
Varies facial expression and voice inflection.					
Maintains constant eye contact with choir.					
Provides immediate alternatives when planned approaches are not successful.					
Management and Communication	10	9	8	7	N
Plans use of time, space and materials which will ensure learner success.					
Establishes a positive learning climate where individual differences are respected.					
Maintains an active pace throughout the rehearsal.					
Motivates students through a variety of sequenced activities.					
Keeps the majority of all musical learners involved at all times.					

Manages routines and transitions effectively.					
Uses preventative techniques such as eye contact, proximity and learner involvement.					
Uses consistent language when dealing with management issues.					
Keeps documentation of behavioral issues.					
Professional and Personal Characteristics	10	9	8	7	N
Demonstrates enthusiasm for teaching.					
Demonstrates independent decision making characteristics and initiative.					
Demonstrates a creative approach to instruction.					
Demonstrates professional goal orientation.					
Demonstrates love of music.					
Demonstrates respect for others.					
Demonstrates a caring attitude toward learners.					
Demonstrates verbal and written fluency.					
Demonstrates a sense of humor.					
Demonstrates a genuine desire to improve musically and in all aspects of education.					
Assessment	10	9	8	7	N
Diagnoses musical errors quickly and accurately.					
Solves musical errors quickly and efficiently.					
Holds students accountable for musical learning.					
Provides clear and appropriate assignments.					
Creates appropriate formative and summative evaluation tools.					
Provides sincere and specific positive feedback.					
Provides constructive and specific negative feedback.					
Provides alternative learning activities as a result of ongoing assessment.					
Reflection and Professional Growth	10	9	8	7	N
Videotapes and analyzes teaching for self improvement.					
Creates partnerships with other music student teachers.					
Utilizes relationships with area musicians and cooperating music teachers.					
Becomes an active member in professional organizations such as ACDA and MENC.					

Completed by: (please check one)

Cooperating Teacher/Site Supervisor
 College Supervisor
 Student Teacher/Intern
 Principal

Printed Name: _____ Signature: _____

Comments about the student teacher/intern may be included on the reverse.

SOCIAL STUDIES EDUCATION CLINICAL PRACTICE EVALUATION



Student Teacher/Intern: _____ Date: _____

Please use the following scale and descriptors to reflect your assessment of the level that the student teacher/intern has met each assessment component:

- 10 – Exemplary: Consistently observed; consistently exceeds expectations for a beginning teacher.
- 9 – Proficient: Frequently observed; meets, sometimes exceeds, expectations for a beginning teacher.
- 8 – Basic: Occasionally observed; minimally meets expectations for a beginning teacher.
- 7 – Unsatisfactory: Not observed; does not meet expectations for a beginning teacher.
- N – Not applicable or not observed

Theme 1: Culture and Cultural Diversity	10	9	8	7	N
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. Description: The study of culture and cultural diversity should enable students to explore the way groups, societies, and cultures address their needs and concerns; to understand the functions and interaction of language, literature, beliefs, and values; to describe the importance of cultural unity and diversity; and to interpret behavior affecting values and attitudes.					
Evidence in planning					
Evidence in teaching					
Theme 2: Time, Continuity, and Change	10	9	8	7	N
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change. Description: The study of time, continuity, and change allows the student to apply key concepts from the study of history such as causality, change, and conflict, and to examine the connections among patterns of historical change. It provides the tools to investigate, interpret, and analyze historical and contemporary issues and viewpoints, and to describe historical periods and patterns of change in cultures and civilizations.					
Evidence in planning					
Evidence in teaching					
Theme 3: People, Places, and Environments	10	9	8	7	N
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments. Description: The study of people, places, and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by "region?" How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units or courses dealing with area studies and geography.					
Evidence in planning					
Evidence in teaching					
Theme 4: Individual Human Development and Identity	10	9	8	7	N
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity. Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions such as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units or courses dealing with psychology and anthropology.					
Evidence in planning					
Evidence in teaching					
Theme 5: Individuals, Groups, and Institutions	10	9	8	7	N
Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions. Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in					

people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units or courses dealing with sociology, anthropology, psychology, political science, and history.					
Evidence in planning					
Evidence in teaching					
Theme 6: Power, Authority, and Governance	10	9	8	7	N
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance. Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.					
Evidence in planning					
Evidence in teaching					
Theme 7: Production, Distribution, & Consumption	10	9	8	7	N
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for production, distribution, and consumption of goods and services. Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units or courses dealing with economic concepts and issues.					
Evidence in planning					
Evidence in teaching					
Theme 8: Science, Technology, & Society	10	9	8	7	N
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology. Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.					
Evidence in planning					
Evidence in teaching					
Theme 9: Global Connections and Interdependence	10	9	8	7	N
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence. Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues such as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.					
Evidence in planning					
Evidence in teaching					
Theme 10: Civic Ideals and Practices	10	9	8	7	N
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices. Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How as the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools,					

this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.					
Evidence in planning					
Evidence in teaching					

Completed by: (please check one)

- Cooperating Teacher/Site Supervisor
 College Supervisor
 Student Teacher/Intern
 Principal

Printed Name: _____ Signature: _____

Comments about the student teacher/intern may be included below.

Student Teacher Assessment of the Cooperating Teacher

Cooperating Teacher: _____ Date: _____

Student Teacher Filling in this Assessment _____

School: _____

<i>Please rate your level of agreement with the following statements.</i>	Strongly Agree (5)	Agree (4)	Moderately Agree (3)	Disagree (2)	Strongly Disagree (1)
1. The cooperating teacher remained accessible and approachable.					
2. The cooperating teacher read and critiqued weekly lesson plans.					
3. The cooperating teacher reviewed daily instructional progress and provided developmental feedback.					
4. The cooperating teacher exercised respect and patience toward the student teacher as a developing professional.					
6. The cooperating teacher modeled the roles of an effective classroom educator and life-long learner.					
7. The cooperating teacher actively collaborated during the student teaching experience as outlined in the student teaching handbook.					
8. The cooperating teacher supported the student teacher with appropriate guidance and evaluation as outlined in the student teaching handbook.					
9. The cooperating teacher successfully guided the student teacher through the transition in and out of the classroom.					
10. The cooperating teacher modeled a thorough understanding of the Centenary College teacher preparation program expectations.					
11. The cooperating teacher encouraged the student teacher to implement various research-based pedagogical and classroom management strategies.					

12. I would recommend that Centenary use this cooperating teacher to supervise another teacher candidate.
Yes _____ No _____

Student Teacher's Signature: _____

Comments:

Louisiana Components of Effective Teaching

Domain I Planning

Component A: The teacher plans effectively for instruction.

- IA1. Specifies learner outcomes in clear, concise objectives
- IA2. Includes activity/activities that develop objectives
- IA3. Identifies and plans for individual differences
- IA4. Identifies materials, other than standard classroom materials, as needed for the lesson
- IA5. States method(s) of evaluation to measure learner outcomes
- IA6. Develops an Individual Education Program and/or an Individualized Family Service Plan

Domain II Management

Component A: The teacher maintains an environment conducive to learning.

- IIA1. Organizes available space, materials, and/or equipment to facilitate learning
- IIA2. Promotes a positive learning environment

Component B: The teacher maximizes the amount of time available for instruction.

- IIB1. Manages routines and transitions in a timely manner
- IIB2. Manages and/or adjusts allotted time for activities planned

Component C: The teacher manages learner behavior to provide productive learning opportunities.

- IIC1. Establishes expectations for learner behavior
- IIC2. Uses monitoring techniques to facilitate learning

Domain III Instruction

Component A: The teacher delivers instruction effectively.

- IIIA1. Uses technique(s) which develop(s) lesson objective(s)
- IIIA2. Sequences lesson to promote learning
- IIIA3. Uses available teaching material(s) to achieve lesson objective(s)
- IIIA4. Adjusts lesson when appropriate
- IIIA5. Integrates technology into instruction

Component B: The teacher presents appropriate content.

- IIIB1. Presents content at a developmentally appropriate level
- IIIB2. Presents accurate subject matter
- IIIB3. Relates relative examples, unexpected situations, or current events to the content

Component C: The teacher provides opportunities for student involvement in the learning process.

- IIIC1. Accommodates individual differences
- IIIC2. Demonstrates ability to communicate effectively with students
- IIIC3. Stimulates and encourages high-order thinking at the appropriate developmental levels
- IIIC4. Encourages student participation

Component D: The teacher demonstrates ability to assess and facilitate student academic growth.

- IIID1. Consistently monitors ongoing performance of students
- IIID2. Uses appropriate and effective assessment techniques
- IIID3. Provides timely feedback to students
- IIID4. Produces evidence of student academic growth under his/her instruction

*Domain V School Improvement

Component A: The teacher takes an active role in building-level decision making

Component B: The teacher creates partnerships with parents/caregivers and colleagues

* Student teachers will not be assessed on this domain.



Cooperating Teacher/Site Supervisor Questionnaire

Cooperating Teacher/Site Supervisor: _____

School: _____

Current Teaching Assignment: _____

Preferred e-mail address: _____

Cell phone: _____ Home phone: _____

Gender: Female Male

Race: American Indian or Alaskan Native Hispanic
 Asian or Pacific Islander Not Reported
 Black, Non-Hispanic White, Non-Hispanic
 Foreign/Non-Resident Alien

Highest Degree Earned:

Bachelor's Master's Specialist Doctorate

Additional Qualifications:

National Board Certification LaTAAP assessor training
 Other, please specify: _____

Years Teaching at Current School: _____ Total Years Teaching: _____

Supervisors of Student Teachers: Certification Type and Supervision Eligibility. Louisiana Bulletin 746 requires that cooperating teachers (those teachers who supervise student teachers) meet one of the following eligibility criteria:

- Valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment
- Valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the three semester-hour course in the supervision of student teaching
- Valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor training through the Louisiana Teacher Assistance and Assessment Program
- Valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment