

Elementary Holmes EDCI 7480, EDCI 7481 Clinical Handbook



AN OVERVIEW OF LSU'S FIFTH YEAR TEACHER EDUCATION PROGRAM

Louisiana State University is committed to implementing the goals specified in the Holmes Group's report Tomorrow's Teachers: A Report of the Holmes Group (1986):

1. making teaching intellectually sound;
2. creating relevant and intellectually defensible standards of entry into teaching;
3. connecting schools of education to K-12 schools; and
4. making schools better places for practicing teachers to work and learn.

These Holmes Groups goals form the backdrop for LSU's Fifth Year Teacher Education Program and are indicative of a commitment to an intellectually rigorous course of study which is a cooperative endeavor between university faculty and public school professionals. The Holmes Group goals point towards LSU's primary program objective of developing reflective practitioners.

Fifth year teacher education students participate in public school classrooms from the beginning of the program and continually reflect on the pedagogical significance of their experiences. The emphasis on sustained reflection enables students and faculty to

1. make meaningful connections between theory and practice;
2. grow as reflective practitioners committed to life-long learning; and
3. understand teaching as a continual process of inquiry.

Consequently, reflection --- a recursive process of critical inquiry, analysis, decision-making, and evaluation --- is integral to all fifth year teacher education courses. Throughout the program, ongoing reflection centers on the following areas:

1. Epistemology (understanding of knowledge and its broad implications for teaching and learning; multiple ways of knowing);
2. Schooling and Education (historical/philosophical traditions; social/political/economic contexts);
3. Content (specific discipline/subject; curriculum decision-making; etc.);
4. Teaching (philosophy/approach/methods/values);
5. Learning and Learners (mainstreamed/non-mainstreamed; development; etc.);
6. Research (assumptions about knowledge; modes of inquiry; research/practice relationship, etc.);
7. Profession (ethics; policy issues; professional renewal; etc.)

Thus, LSU's Fifth Year Teacher Education Program is deliberately designed to prompt students and faculty to develop as reflective practitioners able to respond knowledgeably and thoughtfully to the complexities of teaching and learning. This single overarching objective is both supported and enhanced by the goals of the Holmes Group.

ELEMENTARY HOLMES EDUCATION PROGRAM

Practica experiences, which are academically and professionally solid and integrated, play an integral role in LSU's Holmes Teacher Education Program. The College of Education's conceptual framework is the foundation for the Holmes program. Clinical experiences are

closely linked to coursework and occur in diverse field placements and emphasize reflective practice, collaboration and classroom-based inquiry.

College of Education's Conceptual Framework

The College of Education's Conceptual framework is based on these three tenants: reflective practice, inquiring pedagogy, and effective professionalism. Throughout your teacher education program, you have been encouraged to think reflectively. You have learned to be analytical in considering your readings, your course activities, and your previous experiences in schools. It is quite appropriate for that reflective analysis to continue throughout your internship and, indeed, throughout your teaching career. You can expect continued assistance and encouragement as you learn to be even more reflective and as you learn to sharpen further your analytical skills in school settings. Reflection in teaching and learning naturally leads to inquiry as one contemplates problems, issues, or assessment outcomes below expectations. This results in the cycle of investigating ways to improve teaching and learning, implementing the plan, and then assessing and reflecting on the results of the action. Through this processes a teacher seeks professional, research-based information, using the national and state standards and content-specific professional organizations as a guide. This is at the heart of effective professionalism.

Reflective Practice and Collaboration

In the Holmes Program there is an emphasis is on collaboration, characterized by close and intense dialogue among peers, public school teachers, and University clinical and graduate faculty members. The Holmes Program involves extensive collaboration between the graduate intern and mentor classroom teacher. Interns and mentors are encouraged to question, ponder, and reflect upon their beliefs and practices, and freely exchange ideas, with the common goal of improving instructional practices. In addition, interns are paired in a classroom to learn the value of a professional learning community.

Diverse Field Placements

To ensure that our graduate interns experience diversity, they are placed in a variety of school settings across several grade levels during undergraduate as well as graduate practica. These experiences provide candidates with the opportunity to learn to teach students who represent the 21st Century multicultural classroom. For their graduate year, interns are placed in at least one at-risk school.

Classroom-based Inquiry and Academic Rigor

To meet requirements for their Master's Degree, graduate interns experience a year-long teaching and teacher inquiry practicum. During the graduate year, interns are enrolled in graduate coursework linked to their teaching practica. As they learn about classroom-based inquiry in these courses, interns explore critical issues in the context of their field practica to complete a Master's Project. In short, the Holmes Education Program involves a demanding, challenging year blending graduate-level coursework, teaching practica, and classroom-based inquiry culminating in a document equivalent to a Master's Thesis. The focus is relating theory to practice and practice to theory by directly and immediately connecting graduate level course work to practice in the field, by conducting and utilizing research in the field to solve immediate teaching/learning problems in the classroom, and by reflecting continuously on theory in relation to practice.

Fifth year practica for Holmes students emphasize knowledge gained in recent decades, research on learning and teaching, and the personal application of that knowledge in supported teaching

assignments. LSU's students will know in immediate and vivid ways the problems of the public school classroom and will have the conceptual tools to address effectively these problems.

UNIVERSITY COLLABORATIVE PARTNERS

Memo of Understanding

Louisiana State University has entered into agreements with each school district, which accepts our teacher candidates. The "Memo of Understanding" serves as the official contract between Louisiana State University and the school systems. This contract delineates responsibilities of all participants in the student teaching/intern semester(s) and includes descriptions of roles and expectations. Currently LSU has agreements with the following school districts: Ascension, Baker, Central, East Baton Rouge, Iberville, Livingston, West Baton Rouge, West Feliciana, and Zachary.

Responsibilities of the School

The participating schools retain legal responsibility for the safety and welfare of the PK-12 students. It also has the responsibility of insuring that the student teachers, in addition to the classroom mentor teacher, understand and follow school system/school policies. The placement of a student teacher/intern(s) in the classroom does not relieve the classroom mentor teacher or the school of the ultimate responsibility for the operation of the classroom. The school shall not use the student teacher/intern(s) as substitute teachers during the student/intern teaching semester.

Responsibilities of the Classroom Mentor Teacher

- to insure the safety and welfare of pupils
- to insure that pupils receive adequate instruction
- to inform the student teacher/intern(s) of all parish and school policies regarding classroom management and discipline
- to serve as teaching mentor for the student teachers/intern(s)
- to collaborate with the university supervisor/clinical faculty in the supervision of the student teacher/intern(s)
- to share teaching philosophy with the student teacher/intern(s)
- to collaborate with the student teacher/intern(s) in planning, constructing curriculum, and teaching
- to provide adequate direction and varied educational experiences for the student teacher/intern(s)
- to provide, after a preliminary period of observation and participation, increasing amounts of teaching responsibilities for the student teacher/intern(s) as they develop ability and self-confidence
- to approve the lesson plans of the teacher candidate in sufficient time to allow for discussion of suggestions, any necessary modifications, and for the implementation of changes as appropriate
- to observe the student teacher/intern(s) during teaching experiences
- to provide clear, ongoing oral and written feedback to the teacher candidate

- to provide formal written feedback four times each semester to the student teacher/intern(s) using the Candidate Feedback form and to submit a copy to the university supervisor/clinical faculty (electronically) along with documentation of attendance, tardiness, and/or early departure.
- to determine the extent to which the student teacher/intern(s) is able to perform assigned duties relative to the health, safety, and education of the students
- to provide regular updates to the university supervisor/clinical faculty regarding the progress or concerns about growth and development of teacher candidate(s) (*particularly with regard to areas requiring immediate attention, such as punctuality, attendance, preparedness, lack of ability, etc.*)
- to document the candidate's punctuality and attendance and report the information to the university supervisor
- to contact the university supervisor/clinical faculty and, if necessary, the LSU Office of Field Experiences, whenever a student teaching/intern(s) problem arises
- to collaborate with the student teacher/intern(s) and the university supervisor/clinical faculty in informal self-evaluation and evaluation processes throughout each practicum
- to collaborate with the university supervisor/clinical faculty to complete a written formal evaluation of the student teacher/intern(s) at the mid-semester and the end of the semester
- to share and discuss formal evaluations with the student teacher/intern(s)
- to review the candidate's self-evaluation
- to share classroom materials with the student teacher/intern(s) as appropriate

Responsibilities of the LSU Student Teacher/Intern(s)

- to provide her/his own transportation to and from the assigned school(s)
- to follow the faculty dress code of the assigned school
- to arrange her/his schedule so there will be no conflict with meetings and conferences
- to conduct one's self in a professional manner at all times (*punctuality and preparedness are minimal requirements*)
- to collaborate with the peer partner (where applicable), the university supervisor/clinical faculty, and the classroom mentor teacher in planning and conducting an educational program that will benefit the students (Under no circumstances may a student teacher serve as a substitute teacher.)
- to prepare adequately and in advance for the duties assigned by the faculty team
- to submit all lesson plans to the classroom mentor teacher in sufficient time to allow for a review of the plans, for discussion of suggestions and any necessary modifications, and for the implementation of changes as appropriate
- to request assistance from the faculty team when teaching activities assigned may present an element of risk to the students or result in uncertainty as to how to proceed
- to participate in those professional activities expected of the classroom mentor teacher, such as faculty meetings, teacher in-services, grade level meetings, content meetings, and

open house/parent night, provided such activities do not conflict with cohort meetings or other scheduled requirements of the LSU College of Education

- to collaborate with the peer partner (where applicable) and the faculty team in informal and formal self-evaluation and evaluation processes throughout each practicum
- to attend scheduled *Reflective Practice Cohort Seminars* facilitated by the university supervisor/clinical faculty and to complete all required assignments in a timely and thoughtful manner
- to teach the required hours throughout student teaching/internship, devoting a substantial portion (fifteen days, not necessarily in succession) to full-day teaching responsibilities
- to handle the discipline of students with the guidance and consent of the classroom mentor teacher. Under no circumstances will the student teacher/intern administer corporal punishment
- to have the same workday as the classroom mentor teacher

Responsibilities of the LSU University Supervisor/Clinical Faculty

- to act as a liaison between the participating school and the College of Education
- to organize and facilitate *Reflective Practice Cohort Seminars* for/with the cohort of student teachers
- to confer with the classroom mentor teacher and PDS administrators throughout the practicum, as well as when requested by the student teacher, the classroom mentor teacher, principal, or other PDS personnel
- to collaborate with the classroom mentor teacher on the mid-semester and final evaluations of the student teacher's performance by submitting information to the classroom mentor teacher for the narrative portion of the evaluation and the checklist and jointly determining the grade (A-F or pass/fail, depending on the program). This should be done prior to the faculty team's sharing the evaluation with the student teacher.
- to assist the classroom mentor teacher in identifying areas of improvement for teacher candidates and writing and monitoring the implementation plans to address the identified areas
- to assist the classroom teacher in writing a contract for any candidate who receives a "C", "D", "F", or "Pass with Major Reservations."
- to observe the student teacher in the assigned school a minimum of **four** times per semester teaching an entire lesson and to provide copies of the written feedback of the observation to the student teacher, mentor teacher, and the Office of Field Experiences
- to confer with the student teacher following each classroom observation in person if possible or via phone conversation if not
- to ensure that the classroom mentor teachers are providing electronic written feedback to candidates four times each semester and to submit copies of written feedback from the classroom mentor teachers to the Office of Field Experiences
- to provide written feedback on all classroom mentor teachers with whom you worked during the semester

Classroom Mentor Teachers

A classroom teacher can serve as a supervisor of student teaching if he/she satisfies any one of the following conditions:

1. A valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment;
2. A valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successful completion of the three-credit-hour course in the supervision of student teaching;
3. A valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successful completion of assessor training through the Louisiana Teacher Assistance and Assessment Program; or
4. National Board certification in the field of the supervisory assignment.

Outstanding teachers, who meet the state criteria for hosting student teachers, are recommended to the Office of Field Experiences by school administrators. Teachers who are currently hosting candidates, members of professional organizations, professors who work with teachers through grants, and field experiences, and school district personnel often serve as sources of leads for potential classroom mentors. Additionally, lists including Teachers of the Year for local school districts, and Nationally Board Certified teachers also are sources used in selecting potential classroom mentor teachers.

University Supervisors/Clinical Faculty

University Supervisors/Clinical Faculty are accomplished professionals in their area of certification. 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 faculty support candidates by conferring with the classroom mentor teacher in assessing a student teacher's needs and abilities.

Before the Semester Begins

The Elementary Holmes Intern should:

- Register for the appropriate practicum /graduate courses.
 - Fall
 - EDCI 7480 (6 hours)
 - EDCI 7482 (3 hours)
 - EDCI 7484 (3 hours)
 - Spring
 - EDCI 7481 (6 hours)
 - EDCI 7483 (3 hours)
 - EDCI 7485 (3hours)
- Prepare his/her autobiography as outlined in Appendix A to present to the classroom Mentor Teacher and the Clinical Faculty at the onset of the semester.
- Complete the "August Experience Observation" in the school of your choice. The candidate may choose to complete this requirement in the school in which he or she is

being assigned for the fall or may choose any public school in which the principal and a designated teacher are willing to host the teacher candidate. The teaching situation **MUST** be in the candidate's area of certification. (See Appendixes I-1 and I-2 for instructions and requirements of the August Experience.)

- Secure a copy of the Elementary Holmes handbook. It can be purchased at Copies Too on 5251 Nicholson Drive (in the Brewbacher's shopping center). The handbooks are listed by the course numbers. An electronic copy will be emailed to candidates through their PAWS. Additionally it can be found on the College of Education's website (Students->Office of Field Experiences).

DEFINITIONS OF TEACHING INTERN ACTIVITIES

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

Observation

"Observation" is defined as watching a teaching-learning situation. Areas for observation include not only the assigned class(es) and assigned school, but also other classes and related area/activities and other schools.

Outside observations will be scheduled throughout both practica and directed by guidelines based on the particular needs of the interns and those of the cohort. The observations will be discussed by the various cohort members to allow the intern to profit fully from the teaching and the observation experience. The Mentor Teacher and/or Clinical Faculty may assist in arranging observations for the intern, most of which should be for an entire class period/activity: All observations should be arranged in advance.

Suggested areas for outside observations:

- a. Inclusions classes
- b. Gifted classes
- c. Magnet classes
- d. Montessori classes

Participation

"Participation" is defined as performing any phase of a teacher's responsibilities EXCEPT direct teaching. Participation should be related to the improvement of the educational environment. Examples of participation include routine housekeeping (attendance, etc.); planning instruction; sharing duty with the classroom mentor teacher; and attendance at meetings; assisting when the teacher or peer partner is teaching.

Teaching

"Teaching" is defined as assuming responsibility for instruction. Although the ultimate goal is for each student teacher/intern assume full responsibility for classroom instruction (planning, instructing, disciplining, evaluating), teaching is not restricted solely to a full-class setting. A variety of approaches to teaching will not only allow the student teacher/intern to assume full responsibility gradually, but will also enrich the practicum experience.

Different approaches the student teacher could employ include the following:

- using the classroom mentor teacher's plans to teach an individual or small group;
- tutoring students from the assigned class;
- working with a small group while the classroom mentor teacher/peer partner (where applicable) works with the rest of the class; and
- team teaching with the classroom mentor teacher and/or peer partner (where applicable).

Full-Day Teaching

A minimum of fifteen days of the student teaching/internship semester(s) will be devoted to full-time teaching. (Holmes interns will achieve this minimum over two semesters.) Some, but not all, of these days should be consecutive. To insure uniformity during the all-day teaching period, all student teachers/interns should count 6.5 hours per day as teaching hours; the remainder of the day should be counted as participation hours. Early dismissal days should not be counted as full days.

The Orientation Period

BEFORE ASSUMING FULL RESPONSIBILITY FOR CLASSROOM INSTRUCTION, each student teacher/intern should become thoroughly oriented to the students, the classroom, and the classroom teacher's method and procedures. At the beginning of the semester, the student teacher/intern needs to observe and participate actively, GRADUALLY assuming varied teaching duties (calling roll, directing independent work, performing routine housekeeping duties, aiding with small group work, etc.). The move to a full period of teaching should be gradual, depending on the skills and aptitudes of the particular student teacher/intern.

Length of the Student Teaching Day

The public school calendars and the LSU calendar will guide the student teaching practicum scheduling. The student teacher/intern is expected to follow the arrival-departure schedule required of the school faculty, as well as to participate in before-school and after-school planning sessions as required. The student teacher/intern is also expected to participate in as many professional activities at the school site as possible, including faculty meetings, workshops, and conferences. With the mutual consent of the faculty team, the student teacher/intern should participate in extracurricular activities.

Because of the length and demands of the student teacher's day, no student teacher/intern may schedule more than fifteen hours of non-school related work per week during the semester without prior written permission from the Coordinator of Field Experiences. Any employment must not interfere with the practicum or with the seminar schedule. Additionally, no student teacher/intern may schedule more than three semester credit hours of course work in addition to student teaching without special permission.

Any supervising teacher who has questions concerning the length of the student teacher's/intern's workday should contact the university supervisor/clinical faculty or the Office of Field Experiences.

Documentation of Hours

Because the Louisiana State Department of Education requires for certification an accounting of the hours accrued in observation, participation, and teaching, the student teacher/intern must keep an accurate record of total time spent in each activity. Hours should be documented in whole numbers or as .25, .5, or .75 on all paperwork. The Student Teaching/Intern Report on Hours must be submitted with the mid-semester and the final evaluation to the Offices of Field

Experiences. The Daily Time Log (Appendix B) provides an efficient method of computing weekly time spent in each activity and should be used to complete the Report on Hours forms (Appendixes C-1 & C-2) at mid-semester and at semester's end. This documentation is evidence of a candidate's meeting the minimum standards that are required by the state (270 clock and 180 teaching hours). For candidates with two placements, signatures of both mentor teachers are required on the Report on Hours form.

The Orientation Period: *The August Experience*

The August Experience allows the intern to become acquainted with the rigorous, but essential planning that will preface the start of a school year. Attending Faculty and Departmental meetings at the assigned school, as well as assisting the Classroom Mentor Teacher in classroom preparation, allows students of the Fifth Year Program to experience, as a teacher, the anticipated arrival of pupils. It is suggested that *The August Experience* be completed at the school to which the Fifth Year student has been assigned for clinical experience, however, teaching candidates inaccessible to his or her assigned school should complete this activity at a facility most convenient. Be reminded that these assigned schools often begin their semesters several weeks prior to the start of an LSU semester. This activity, by design, should place teaching candidates in a school environment BEFORE the university-scheduled start of the semester. Advanced arrangements should be made with both the administration of the assigned school and the Classroom Mentor Teacher. See Appendix I- & I-2 for assignments related to *The August Experience*, as well as guidelines governing the completion of the written report associated with this assignment.

Autobiography

Prior to introduction to the Classroom Mentor Teacher, the intern should complete the **Biographical Data/Autobiography** (Appendix A). Copies of this autobiography should be given to the classroom mentor teacher, the university supervisor, and the graduate faculty member.

Planning

Student teaching/internship requires advanced planning on the part of both the student teacher and the classroom mentor teacher. This planning should relate to semester/weekly/daily plans, as well as scheduling of specific classes taught by the student teacher/intern. Written lesson plans are required for all lessons for which the teacher candidate assumes responsibility to plan, develop, and teach. The mentor teacher's plans may serve as a basis for the teacher candidate's lesson plans, but should not be the teacher candidate's only documentation.

Specific planning techniques should accommodate the style, the expectations, and the experience of the classroom mentor teacher. Additionally, grade level expectations (GLEs) and Louisiana's P-12 Comprehensive Curriculum as well as individual student needs should be considered when planning. At the beginning of the semester, the classroom mentor teacher should share with the student teacher/intern sample plans (daily, unit, semester, and year), sample tests, and instructional materials. Planning should be a cooperative venture between the student teacher/intern and the classroom mentor teacher to insure understanding and ability. As the student teacher gains in planning proficiency in planning, he/she should be given greater responsibility for this area of teaching. To benefit fully from the experience, the student teacher must provide the classroom mentor teacher with a detailed written lesson plan prior to every lesson taught. The classroom mentor teacher will then review the plan and discuss it with the teacher candidate, allowing sufficient time for any modifications prior to the teaching of the

lesson. The student teacher/intern is encouraged to profit from, and incorporate as appropriate, suggestions from the classroom mentor teacher.

Instructional materials for planning (textbooks, teachers' manuals, instructional kits, videos, recordings...) are available to the student teacher in the L.S.U. Instructional Materials Center (IMC), housed in the Middleton Library. Instructional materials are also available at the Louisiana Resource Center of Education (LRCE).

Professional Meetings

Student teachers/interns will participate in several types of seminars and meetings. These gatherings are held to provide information, to satisfy state mandated in-service requirements, and to offer each student teacher the opportunity to reflect upon student teaching experiences and to share these with his/her peers.

Individual Conferences

Individual conferences between the student teacher/intern and the classroom mentor teacher are scheduled weekly for one hour following the dismissal of school if planning time during the school day is not sufficient. For this reason, the student teacher/intern should not schedule a class or work that would interfere with these conferences. Individual conferences between the student teacher/intern and the university supervisor/clinical faculty will be held following observations by the university/clinical faculty supervisor and at other times when requested by either. At times, conferences involving the student teacher, the classroom mentor teacher, and the university supervisor may be necessary.

Meetings

Large group seminars scheduled throughout the student teaching/internship semester(s) provide general information as well as in-service workshops on such topics as: legal issues in education, teaching strategies, professional educational organizations, and educational employment. The teacher candidate will meet with his/her peers and the university supervisor/clinical faculty in bi-weekly Reflective Practice seminars. The day of the week, the time, and the location for these meetings will be determined by the university supervisor/clinical faculty.

Attendance at all such meetings is mandatory. Punctuality is expected. If a student knows in advance that s/he must either miss or be late to a meeting, s/he should contact the university supervisor/clinical faculty. A teacher candidate who misses all or part of a meeting or seminar without an approved excuse will be required to make an appointment with the faculty team to discuss the lack of professionalism suggested by this behavior.

Parking

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

Evaluation of the Student Teacher/Intern

The teacher candidate will receive formative assessments in the form of reflective feedback throughout the semester from his/her faculty team. Both the Classroom Mentor Teacher and the University Supervisor/Clinical Faculty will offer, on a regular basis, oral and written informal assessments noting the teacher candidate's strengths and areas in need of improvement.

Student Teacher/Internship Absences

Student teachers/interns must assume the same responsibility for absences expected of a regularly employed teacher. Only absences due to illness or emergency are considered excused absences. The classroom mentor teacher, the university supervisor, and the Office of Field Experiences MUST be notified when student teachers/interns are absent.

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

LSU GENERAL POLICY PS 22

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

1. Illness
2. Serious family emergency
3. Special curricular requirements such as judging trips or field trips
4. Court-imposed legal obligations such as subpoenas or jury duty
5. Military obligations
6. Serious weather conditions
7. Religious holidays
8. Participation in varsity athletic competitions or university musical events

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

Following the above policy will limit absences to those that are absolutely necessary. Classroom mentor teachers who encounter problems with the attendance or punctuality of a student teacher/inter should immediately contact the university supervisor. The faculty team should intervene and, if needed, involve the Office of Field Experiences.

There is a scheduled Teacher Interview Day during the semester. On that day, representatives of school systems from throughout the United States will be on campus for the purpose of interviewing teacher candidates for jobs. Student teachers/interns planning to interview at that time should be released from school. Student teachers/intern not interviewing will report to school on Teacher Interview Day.

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

Make-up time for candidates who are absent for two or more days during the semester will be arranged by the University Supervisor/Clinical Faculty and the Coordinator of Field Experiences

with input from the classroom teacher. Make-up time for multiple partial absences can be expected. Since there are few days between the end of student teaching semester and graduation candidates should take precautions to ensure wellness, to prevent absences that could stop them from completing the semester requirements successfully.

Classroom mentor teachers wishing to include student teachers/interns in after-school activities (such as club meetings, field trips, conventions, festivals) at times when student teachers have a scheduled university class or meeting should submit a written request *in advance* to the University Supervisor/Clinical Faculty. The clinical faculty/university supervisor will consult with the Office of Field Experiences as needed concerning the advisability of such involvement.

Interns are allowed project days over the semester to work on their Master's project (specific number of days will be announced each semester). As the semester progresses, interns will be informed of graduate course requirements and will be better able to determine times necessary for project days requiring such activities as library research, interviews, and data collection. Project days must be discussed and negotiated with classroom mentor teacher(s) and approval from clinical faculty.

Teacher Interview Day

Interns are encouraged to participate in Teacher Interview Day sponsored by LSU's Career Services Center, especially during the spring semester. On that day, representatives of school systems from throughout the United States will be on campus for the purpose of interviewing students for prospective teaching jobs. Interns planning to interview at that time should be released from school responsibilities for the day. Interns not participating in Teacher Interview Day activities will be expected to report to their school, as scheduled.

Procedures for Transfer or Termination of a Teaching Intern

Transfer

In rare cases, transferring an intern may be considered. The Coordinator of Field Experiences will review any such written requests and consult the faculty team. Consideration will be given for any of the following circumstances:

- The Clinical Faculty, Classroom Mentor Teacher, and the Coordinator of determine that a transfer is advisable.
- The Classroom Mentor Teacher cannot meet the responsibilities of the clinical experiences program due to illness, jury duty, changes in assignment, and performance and philosophy not aligned with LSU's program expectations.
- A strike (or work stoppage) occurs in the school system.

Termination

An intern's participation in the practicum may be terminated under the following conditions:

- The intern violates policies of the participating school or school system.
- The intern violates College of Education policies concerning the practicum.
- The actions of the intern are clearly detrimental to the welfare of the pupils.
- The intern fails to regularly perform in a professional manner.

Procedures for termination are as follows:

- Considerations for termination of an intern will be presented in written form accompanied by supporting documentation by the clinical faculty team to the Coordinator of Field Experiences.

- The Coordinator of the Field Experiences will conduct a meeting, providing all parties concerned an opportunity to be heard.
- The Coordinator of Clinical Experiences will provide a summary of the meeting to the College of Education Associate Dean of Teacher Education, along with a recommendation.
- The Associate Dean of Teacher Education and the Dean will make the final decision concerning termination of the intern's practicum.

Certification

The Louisiana State Department of Education is the state's certifying agency. Successful completion of all fall and spring clinical experiences and all other required course work, as well as appropriate PRAXIS scores, presently entitle a student to a Louisiana Level 1 Teaching Certificate. The certificate will reflect the Master's Degree.

Clinical Experiences staff will distribute and collect applications for certification. When all requirements have been successfully met and fifth year students have submitted required State Department processing fees to the College of Education Office of Student Services, applications will be filed with the State Department. The Louisiana State Department of Education will mail teaching certificates to the College of Education. The teaching certificates will then be mailed to the intern.

Portfolio Guidelines

The portfolio, central to the practicum, has many and varied purposes: to document growth as a beginning teacher, to promote reflection, to enhance understanding of practicum experiences, to facilitate communication among all involved in the practicum; and, to serve as a basis from which the practicum grade is derived. *The portfolio should be current and available to the clinical faculty at all times.* The following must be included, *typed*, in binder. Forms may be typed and saved in your computer. Each section should be separated with dividers and labeled.

- **Calendars/Teaching Schedules**
- **Autobiography**
- **Philosophy**
- **Daily Time Log**
- **Report on Hours**
- **Classroom Management Plan (Reflective Analysis)**
- **Weekly Reflections**

At least one entry per week is to be completed and shared with the university supervisor only. These should be general reflections upon the field experience. The format for Weekly Reflections will be determined by the university supervisor.

- **Lesson Plans**

Arrange with your classroom mentor teacher a time each week when your lesson plans for the following week will be due. The typed lesson plans must be approved and initialed by the classroom mentor teacher prior to teaching. Your teacher will ask you to make changes as needed.

- **Lesson Reflections**

Choose one lesson each week and write a reflection highlighting your thoughts on what went well and what did not. This reflection should include what you might change when teaching that particular lesson again.

➤ **Thematic Unit**

Develop and teach at least one integrated thematic unit including appropriate assessment. The unit must be developed according to the integrated thematic unit plan template and rubric.

➤ **Outside and Peer Observations Log and Responses**

You are to complete a minimum of five outside observations per semester. One of these observation responses will be reflections from observing one's peer.

A minimum of five observations are required per semester. Observations may be scheduled at any time during the semester. These observations must include two peer observations and three veteran teachers. The format for observation reflections will be provided by the university supervisor. During the course of the year the observations must include each of the following:

- an early childhood (pre-K or Kindergarten) class
- an inclusion class (if not placed in an inclusion class)
- gifted or magnet classroom
- Montessori classroom

The remaining observations will be of your choosing (with input from your faculty team).

➤ **August Experience**

Teacher candidates must have the August Experience completed according to the guidelines prior to the student teaching semester.

➤ **Video Analysis**

Self-Evaluations Copies of the candidate's self-evaluations should be placed in this section of the portfolio.

➤

➤ **Professional Growth Plan** Teacher Candidates will compose a Professional Growth Plan with input from the Classroom Mentor Teacher and University Faculty based on the mid-semester evaluations. The plan must include two goals and a measureable objective to meet each goal. (Appendix)

➤ **Feedback from University Supervisor and Classroom Mentor Teacher**

All informal written feedback from the faculty team is to be placed in the portfolio.

➤ **Formal Evaluations**

All formal evaluations from faculty team, including **copies** of the mid-semester and final evaluations and the report on hours are to be placed in the portfolio.

Evaluation of the Holmes Intern

Formal evaluations occur twice each semester: mid-semester and end of semester. Specifics regarding these evaluations are noted below for each assessment period. The narrative portion of ALL evaluations (self and those completed by the classroom mentor teacher and the university supervisor) **must be type written**, and **must be formatted as described in Appendixes P-1 and P-2**. **No white out will be accepted**. **Blue ink is preferred for signatures**.

Mid-semester Fall Clinical Experiences Evaluation

The forms for mid-semester of the fall practicum include:

- The **Fall Mid-Semester Self-Evaluation**) [composed by the intern]
- The **Intern Report on Hours** form [compiled by the intern]
- **Holmes Fall Mid-semester Narrative Evaluation** [composed by the Classroom Mentor Teacher with input from Clinical Faculty]
- For the **self-evaluation**, each intern will respond in writing to specified teaching domains: Planning, Management, Instruction, Assessment, Professionalism, and Specialized Professional Organizations

This self-evaluation is intended to encourage reflection upon the first half of the semester and to set goals for the remainder of the semester. The intern will then share copies of this self-evaluation with the Classroom Mentor Teacher and Clinical Faculty. The Classroom Mentor Teacher will compose the **Holmes Fall Mid-semester Narrative Evaluation** based on specified prompts with input from the Clinical Faculty.

End of Fall Clinical Experiences Evaluation:

The forms for the end of the fall practicum include:

- The **End of Fall Clinical Experiences Evaluation: Self-Evaluation and Feedback** [composed by the intern]
- The **Intern Report on Hours** form [compiled by the intern]
- **Holmes Fall End of Semester Narrative Evaluation** [composed by the Classroom Mentor Teacher with input from the Clinical Faculty]
- **Louisiana State University Student Teacher/Intern Teacher Candidate Evaluation Candidate Evaluation Checklist** [completed by the Classroom Mentor Teacher with input from the Clinical Faculty]
- For the **self-evaluation**, each intern will respond in writing to specified teaching domains: Planning, Management, Instruction, Assessment, Professionalism, and Specialized Professional Organizations

This self-evaluation is intended to encourage reflection upon the first semester and to set goals for the remainder of the internship. The **Holmes Fall End of Semester Narrative Evaluation** identifies the strengths and weaknesses of the teaching intern.

Mid-semester Spring Clinical Experiences Evaluation

The forms for mid-semester of the spring practicum include:

- The **Mid-Semester Spring Clinical Experiences Evaluation: Self-Evaluation** [composed by the intern]
- The **Intern Report on Hours** form [compiled by the intern]
- **Holmes Spring Mid-semester Narrative Evaluation** [composed by the Classroom Mentor Teacher with input from the Clinical Faculty]
- For the **self-evaluation**, each intern will respond in writing to specified teaching domains: Planning, Management, Instruction, Assessment, Professionalism, and Specialized Professional Organizations

This self-evaluation is intended to encourage reflection upon the first half of the semester and to set goals for the remainder of the semester. This self-evaluation is intended to encourage reflection upon the first half of the semester and to set goals for the remainder of the semester. The Classroom Mentor Teacher will compose the **Holmes Fall Mid-semester Narrative Evaluation** based on specified prompts with input from the Clinical Faculty.

End of Spring Clinical Experiences Evaluation:

The forms for the end of the spring practicum include:

- **Self-evaluation: Chapter 5** [composed by the intern]
- The **Intern Report on Hours** form [compiled by the intern]
- **Holmes Spring End of Semester Narrative Evaluation** [composed by the Classroom Mentor Teacher with input from the Clinical Faculty]
- **Louisiana State University Student Teacher/Intern Teacher Candidate Evaluation Candidate Evaluation Checklist** [completed by the Classroom Mentor Teacher]

The Intern's chapter 5 of their inquiry project will serve as the intern's **self-evaluation**. The **Holmes Spring End of Semester Narrative Evaluation** is composed by the Classroom Mentor Teacher with input from the Clinical Faculty. This narrative evaluation identifies the strengths and weaknesses of the teaching intern.

At mid-semester, interns are assigned a grade of PASS, PASS WITH RESERVATIONS, or FAIL, as agreed upon by the faculty team.

- **PASS** indicates that the intern has undertaken and completed the practicum experience for that semester in an acceptable manner. The intern will receive six hours of credit each semester, added to the total required for the master's degree but with no quality points allotted; therefore, the grade point average does not change.
- **PASS WITH RESERVATIONS** indicates that there are major concerns with the intern's level of performance in the practicum and without considerable positive progress, the intern is in danger of receiving a fail at the end of the semester. For candidates who receive "pass with reservations" very specific areas of focus will be identified in a contract that clearly states the expected performance to continue in the program.
- **FAIL** indicates that the intern has failed in major and consistent ways to perform at a satisfactory level as judged by the faculty team and the Coordinator of Clinical Experiences. In such cases, the Coordinator of Clinical Experiences and the College of Education Associate Dean of Teacher Education will consult with all faculty team members and will then set the conditions necessary for successful completion of practicum requirements.

Any intern receiving a grade of PASS with RESERVATIONS will be placed on an intern contract. This contract will outline specific areas for improvement to continue in the program. At the end of the semester, Clinical Faculty will assign a grade of PASS, or FAIL, as agreed upon by the faculty team.

Evaluation of Classroom Mentor Teacher and Clinical Faculty

Interns will evaluate the Classroom Mentor Teacher and Clinical Faculty at the end of the spring semester practicum. The Classroom Mentor Teacher and Clinical Faculty will evaluate each other. These evaluations will provide Classroom Mentor Teacher and Clinical Faculty with information concerning their own supervisory practices and effectiveness as seen by those with whom they work. To insure consistency and fairness, the Coordinator of Field Experiences will share evaluation results with the Classroom Mentor Teacher only after receiving several evaluations. Anonymity of the intern evaluations will be insured.

APPENDIX A: Biographical Data/Autobiography

Submit one copy to each of the following: 1) University Supervisor 2) Classroom Mentor Teacher. If there is more than one Classroom Mentor Teacher a copy should be provided for each teacher.

Full Name _____

 Last First Middle/Maiden

Permanent Address _____

 Street City State Zip Code

Current Mailing Address _____

 Street City State Zip Code

Current Physical Address _____

 Street City State Zip Code

Phone (____) _____ (____) _____ (____) _____

Permanent Current Cell

Email _____ **Alternate Email** _____

Place of Birth _____ **Date of Birth** _____

Marital Status _____

Names/Ages of Children _____

Schools/Colleges Attended (Elementary to Present)

Name of Institution Location Dates

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

Extracurricular activities in college _____

Employment during college _____

Present employment (type, location, days/hours)

Short Term/Long Term Goals

Emergency Contact: Name _____ Phone #s _____

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

APPENDIX B: Daily Time Log

Student Teacher		School			Date
Day/Date	Observation	Participation	Teaching		Daily Total
Monday			Language Arts		
			Mathematics		
			Science		
			Social Studies		
			Other		
Tuesday			Language Arts		
			Mathematics		
			Science		
			Social Studies		
			Other		
Wednesday			Language Arts		
			Mathematics		
			Science		
			Social Studies		
			Other		
Thursday			Language Arts		
			Mathematics		
			Science		
			Social Studies		
			Other		
Friday			Language Arts		
			Mathematics		
			Science		
			Social Studies		
			Other		
Weekly Totals			Language Arts		
			Mathematics		
			Science		
			Social Studies		
			Other		
Previous Cumulative Hours			Language Arts		
			Mathematics		
			Science		
			Social Studies		
			Other		
Cumulative Totals			Language Arts		
			Mathematics		
			Science		
			Social Studies		
			Other		

Signature of the Classroom Mentor Teacher _____

APPENDIX C-1: Fall Report on Hours

Year

Intern (Name)

Intern (Signature)

Student ID #

Clinical Faculty (Name)

Classroom Mentor Teacher (Name)

Classroom Mentor Teacher (Name)

Coordinator of Field Experiences (Name)

School

Grade Level/Subjects

	Hours through Mid-semester		Total Hours	
Observation				
Participation				
Teaching	Language Arts		Language Arts	
	Mathematics		Mathematics	
	Science		Science	
	Social Studies		Social Studies	
	Other		Other	
	Total Teaching		Total Teaching	
Total Hours (observation, participation, & teaching)				

APPENDIX C-2: Spring Report on Hours

Year

Intern (Name)

Student Teacher/Intern (Signature)

Student ID #

Clinical Faculty (Name)

Classroom Mentor Teacher (Name)

Classroom Mentor Teacher (Name)

Coordinator of Field Experiences (Name)

School

Grade Level/Subjects

	Fall Hours	Spring Hours through Mid-Semester	Total Hours Spring	Total Hours for the Year
Observation				
Participation				
Teaching Language Arts				
Mathematics				
Science				
Social Studies				
Other				
Total Hours				

APPENDIX D: LESSON PLAN FORM
EDCI 7480- EDCI 7481

Intern: _____ **Date:** _____ **Group Size:** _____
Estimated time for Lesson: _____ **Mentor teacher approval:** _____

Content Area: _____
Topic: _____

L.A. Content Standard & Benchmark: (specific skills mandated by the State)

- **Other reasons you may have for teaching the lesson that are not included in the content stands (e.g., promote enjoyment of literature and recreational reading.)**

Objective(s): (Specifically, what do you expect the students to be able to do at the end of the lesson? What do you expect the students to do to demonstrate mastery of the benchmark skills?)

Methods of Assessing Learning: How will you determine if students learned the objectives? (Assessment should be varied, ongoing, and integrated with instruction; much assessment if informal.)

Materials:

Management Considerations:

Accommodations for different ability levels and learning styles:

Justification: (Why are you teaching this lesson for this particular group of children?)

Procedures/Activities: (Describe the activities that will help students accomplish these objectives.)

APPENDIX E: ASSESSMENT OF STUDENT LEARNING

Assessments should match objectives.

The purpose of assessment is to determine whether the children are learning. Assessment should be used to adjust instruction as needed. It may be necessary to change your teaching plans if children are not engaged or responsive to your teaching.

Assessments may be:

- formal (paper and pencil test) or informal
- oral or written, and
- group or individual.

Assessments may involve:

- class or small group discussion;
- anecdotal notes;
- written exercises/activities;
- projects;
- group or individual presentations;
- a rubric from which a grade may be derived;
- a comprehension strategy such as a KWL chart, graphic organizer, word map, etc.; and/or
- authentic assessment

Explain how you will know if the children have learned.

Principles of Good Test and/or Performance Assessment Construction (from Louisiana Teacher Assistance and Assessment Program Scoring Guide)

Tests

1. Complete/clear directions
2. Unambiguous test items
3. Appropriate organization
4. Specification of points awarded for each item

Assignments/Activities

1. Complete/clear directions
2. Specifications for scoring/grading
3. Specifications of conditions for performance
4. Specifications for timeline(s) for completion

APPENDIX F: EDCI 7480 and EDCI 7481
Sample—LESSON REFLECTION

Name _____

Lesson Title _____

Date of Lesson _____

1. Were the students engaged in this lesson? If not, why?
2. Were the materials/visuals/teaching aids appropriate? Why? Why not?
3. What resources did you use to enhance the lesson?
4. Did you have adequate knowledge of the subject matter?
5. What was the most difficult part of this lesson? Why?
6. What do you think was the most effective part or strengths of the lesson? Why?
7. What would you change/keep the same the next time you do this lesson?
8. Did you change your teaching plans? Why? What were the effects on the lesson?
9. 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)?
10. Did you achieve your objective(s)?
11. How did you informally assess students' performance?
12. What skills or knowledge did the learners acquire? How do you know?
13. Were there students who did not meet the objective(s)?
14. How will you help those students who did not previously master the skills or knowledge?

APPENDIX G: Classroom Management Plan (Student Teaching/Intern Practicum)

*All policies and procedures outlined in your classroom management plan must be aligned with the school and district policies and procedures.

Physical Layout

Consider the layout of your classroom that supports instruction by providing visibility, smooth traffic flow throughout and for ease of changing from small group to whole class arrangements.

Rules/Expectations

Identify a limited number of positively-stated enforceable rules/expectations for your class(es). Provide an explanation/lesson plan that indicates how your students will be “taught” the rules.

Procedures

Identify procedures that in which students will engage routinely as part of being in your class. Examples of such procedures include: restroom, missing supplies such as textbook, pen or pencil, discarding trash, distribution and collection of materials, collecting homework, checking homework, making up work or tests when absent, storage of projects/materials, early finisher procedures... Provide an explanation/lesson plan that indicates how your students will be provided information about and taught the procedures.

Schedule

Provide a class schedule that includes lunch, recess if applicable, and any ancillary periods for your students.

Rewards for Adhering to the Rules and Procedures

Identify the positive consequences of following rules and procedures. Decide if students will be a publicly or privately recognized. If a reward system is used, specify in detail the behaviors you will be targeting.

Consequences of Failure to Adhere to the Rules and Procedures

Identify the steps you will take when addressing noncompliance by a student. How will these infractions be recorded and reported? Step 1: What is the consequence for the student on the first infraction? Step 2: What is the consequence for the student on the second infraction? Procedures should be detailed for corrective actions up to and including office referral and classroom removal. Identify your plan of action for serious infractions such as fighting or vandalism.

Parent Communication

Include sample letter to parents conveying your classroom procedures, rules and consequences. Procedures for homework, reporting student absences, completing make-up work and tests, and grading should be included in this communication. Additionally, procedures for contacting you regarding concerns or questions should be provided to the parent in this letter.

Evaluation Plan

How will you determine whether your classroom management plan is working? What information (data) or observation (objective/subjective) will you rely on to change or continue your plan? How frequently will you collect the information or reflect?

APPENDIX H: Outside Observation Chart
(Keep this chart with the Observation section of your Portfolio)

A minimum of **five observations** are required per semester.

- Observations may be scheduled at any time during the semester. These observations must include two peer observations and three veteran teachers. During the course of the year the observations must include each of the following:
 - an early childhood (pre-K or Kindergarten) class
 - an inclusion class (if not placed in an inclusion class)
 - gifted or magnet classroom
 - Montessori classroom

The remaining observations will be of your choosing (with input from your faculty team).

Date	Time	School	Subject	Grade Level	Teacher Signature
Fall					
Spring					

APPENDIX I-1: August Experience Observation Reporting Form

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

Before the Students Arrive:

In what activities was the teacher engaged prior to the students arriving at school?

- Describe the types of meetings and trainings attended by the classroom teacher (district-wide, school-wide, grade level, subject level/content-related...).
- Ask the classroom teacher if he or she is required to update or compile a professional growth plan? If so, find what is required and how the teacher goes about deciding where to focus professional development.
- How did the classroom teacher prepare his or her room?
- What steps did the classroom teacher take to learn about his/her incoming students? Was any contact made with the potential students prior to the start of school? Find out how the teacher is informed about students with special needs and how he/she accommodates those needs.
- Inquire about the teacher's classroom management plan (routines, procedures, protocol, rewards, and consequences).
- Ask the classroom teacher to share with you the facets of curriculum used/required in preparing lessons (lesson plan format, LA Comprehensive Curriculum, State GLEs and benchmarks, district-required curriculum...)
- Have the classroom teacher share with you his/her week-one agenda/lessons. Be sure to find out how materials are collected and distributed and how students are apprised of expectations/rules.

After the Students Arrive:

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

APPENDIX I-2: Principal Letter for August Experience

Dear Principal,

As part of the teacher preparation programs at Louisiana State University, we require teacher candidates to complete a focused observation entitled “The August Experience.” This field work allows pre-service teachers the opportunity to experience the beginning of a school year activities in which a teacher engages and to learn how a teacher plans for and carries out the first day of school.

Please help this teacher candidate to identify a teacher who would be willing to be shadowed by a pre-service teacher on a day prior to the first day and on the first day of school. The university student can also assist the teacher in the preparation and the first day activities. The observation directions provided to the teacher candidate can be found below. Should you have questions about this assignment, please feel free to contact my office.

Karen Callender, Ph.D.
Coordinator of Field Experiences
College of Education
Louisiana State University, Baton Rouge
kcalle1@lsu.edu
225-578-2557

August Experience Observation Reporting Form

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

Before the Students Arrive:

In what activities was the teacher engaged prior to the students arriving at school?

- *Describe the types of meetings and trainings attended by the classroom teacher (district-wide, school-wide, grade level, subject level/content-related...).*
- *Ask the classroom teacher if he or she is required to update or compile a professional growth plan? If so, find what is required and how the teacher goes about deciding where to focus professional development.*
- *How did the classroom teacher prepare his or her room?*
- *What steps did the classroom teacher take to learn about his/her incoming students? Was any contact made with the potential students prior to the start of school? Find out how the teacher is informed about students with special needs and how he/she accommodates those needs.*
- *Inquire about the teacher’s classroom management plan (routines, procedures, protocol, rewards, and consequences).*
- *Ask the classroom teacher to share with you the facets of curriculum used/required in preparing lessons (lesson plan format, LA Comprehensive Curriculum, State GLEs and benchmarks, district-required curriculum...)*
- *Have the classroom teacher share with you his/her week-one agenda/lessons. Be sure to find out how materials are collected and distributed and how students are apprised of expectations/rules.*

After the Students Arrive:

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

APPENDIX J: Outline for Outside Observations

Observation # _____ Date _____ School _____

Teacher _____ Grade _____ Subject(s) _____

Number of Students _____ Start Time _____ End Time _____

Focus of the Lesson _____

Much can be learned from observing school situations if you not only observe, but analyze and think about what you are seeing. In writing your observations, go beyond simply recording what you have seen to consider the meanings of situations. The purpose of the following outline is to provide you with ideas of different areas you might consider as you observe. Do not try to answer every question listed on these two pages, instead select certain factors on which to focus your attention.

I. Getting the Class Started

- A. What brings the class to attention?
- B. How are initial routines handled?
- C. How is continuity with previous work established?
- D. What motivational techniques are used?

II. Knowledge, Variety, and Creativity in Teaching

- A. What kinds of activities are provided?
- B. Does instruction consider the needs of the students?
- C. Is the focus/objective of the lesson clear?
- D. Is direct instruction provided?
- E. Are the students actively engaged in learning?
- F. Are provisions made considering the various abilities of the students?
- G. Are the needs of individual learners addressed
- H. What type of relevant feedback is given to students?
- I. How is the lesson introduced, conducted, concluded?

III. Organization and Management

- A. Is there evidence of clearly established classroom routines?
- B. Are expectations clear to students?
- C. What discipline techniques are in use?
- D. What are the consequences for misbehavior and how are they enforced?
- E. How is transition from one activity or group to another achieved?

IV. Relationship with and Motivation of Students

- A. What is the classroom atmosphere?
- B. What is the nature of the student/teacher relationship?
- C. What verbal and nonverbal responses are given to students?
- D. What is the attitude toward student interaction? How is it encouraged? Does this add or detract from the lesson?
- E. What is the evidence of student self-direction or self-control?

IV. Classroom Environment

- A. How does the classroom environment add to or detract from the creation of a positive learning experience?
- B. What types of learning centers/print labs are available for student use?
- C. Is student-generated work displayed?

V. Assessment

- A. What forms of assessment were used in the lesson?
 - a. teacher observation
 - b. test/quiz
 - c. product (paper, video, Power Point presentation, sculpture...)
- B. How so you think the teacher knew which students learned which skills and content?
How do you think the teacher will address students' non-mastery?

APPENDIX K: Integrated Thematic Unit Plan Template

Name:

Unit Title:

Grade Level:

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

Subject Area(s):

Broad Unit Understandings/Goals: What will students understand (about big ideas) as a result of the unit? “Students will understand that...”

Unit Questions: List the Guiding Questions for the thematic unit.

Benchmarks/Grade Level Equivalents: List all relevant benchmarks and GLEs for your unit’s core subject area.

Comprehensive Curriculum Unit: Identify the section of the Louisiana Comprehensive Curriculum to be used in this unit. Note how the comprehensive curriculum was enhanced or changed to create this unit of study for the students. *Attach a copy of the Louisiana Comprehensive Curriculum unit on which your unit is based.*

Unit Objectives/Learning Outcomes: This section includes a prioritized list of content objectives that students will master by the end of the unit. Your objectives should reflect the specific GLEs.

Assessment

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

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

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

requiring alternative assessment methods. After collecting evaluation data, analyze and summarize the data for the reflective analysis section.

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

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

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

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

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

Integration of Technology: Include technology to be used with students as well as Internet sites used for unit planning. Use of technology to communicate with parents and students, if used, should be noted in this section. The LA K-12 Educational Technology Standards define technology as consisting of any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions, and enhancing the quality of life.

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

Sequenced Potential Learning Experiences/Activities: Use the attached template to briefly describe specific appropriate, relevant learning activities that could be used with this unit of study. Included in this section are instructional activities/learning experiences that were taught, as well as additional resource activities that would be appropriate. Activities included in this section should be sequenced to promote maximum learning for the students.

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

The scoring rubric for this unit is in Appendix M.

Score = 1	Score = 2	Score = 3	Score = 4
Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Does not meet minimal expectations for standard	Does not consistently meet minimal expectations of standard	Meets expectations for standard as defined	Confidently meets expectation for standard

APPENDIX L: Sequenced Potential Learning Experiences (optional)

Day/Subject	Language Arts	Mathematics	Science	Social Studies	Enrichment
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

APPENDIX M: Thematic Unit Scoring Rubric

Thematic Unit Rubric					
Candidate Name		Date Submitted			
School		Semester/Year			
Unit Assessor (University Supervisor)'s Signature					
Title of Unit					
Grade Level & Content Area					
THE UNIT PLAN:		Score		Comments	
		1	2	3	4
1. Includes a teaching context of the school's demographic data and distinguishing aspects, as well as the classroom student information, diversity, and special student needs					
2. Identifies appropriate unit goals and guiding questions. It also includes a copy of and reflects the Louisiana Comprehensive Curriculum unit					
3. Identifies relevant benchmarks and grade level expectations (GLEs)					
4. States specific, appropriate, and measurable student objectives and lists them in sequential order to facilitate periodic evaluation					
5. Includes a detailed content outline					
6. Incorporates an assessment system that includes instruments for pre-unit evidence, as well as formative and summative evaluations					
7. Includes representative samples of students' work					
8. Includes charts or graphs and a reflective analysis of student learning					
9. Includes a plan of sequenced potential learning activities and experiences					
10. Includes lesson plans that identify the content and detailed procedures					
11. Describes parental and community involvement					
12. Incorporates effective use of technology as a tool for instruction and for student work					
13. Identifies materials and resources used during the instructional process					
Score = 1 Below Expectations Does not meet minimal expectations for standard	Score = 2 Approaching Expectations Does not consistently meet minimal expectations of standard	Score = 3 Meets Expectations Meets expectations for standard as defined		Score = 4 Exceeds Expectations Confidently meets expectation for standard	

**APPENDIX N-1: MID-SEMESTER FALL
CLINICAL EXPERIENCES EVALUATION: SELF-EVALUATION**

Compare where you were at the beginning of the semester to where you are now in terms of your growth and development as a teacher. In a two – three page minimum narrative, write about what you have learned about yourself, and how you have learned it. Write what you have learned so far about teaching, and how you have learned that. Address each of the four domains below. Assess what you see to be your strengths to this point. Assess your weaknesses, as well. Suggest goals for improvement that you will address during the rest of the semester to build strengths and further your learning in the schools.

- I. Planning
- II. Management
- III. Instruction
- IV. Assessment
- V. Professionalism
- VI. Specialized Professional Standards

*As a footer in your document put your full name.
Attach the signature page to front of self-evaluation.*

APPENDIX O HOLMES MID-SEMESTER FALL NARRATIVE EVALUATION
(Composed by the Classroom Mentor Teacher)

The Classroom Mentor Teacher will compose the **Holmes Fall Mid-semester Narrative Evaluation** based on the following questions with input from the Clinical Faculty.

- 1) In what kinds of teaching activities has the Intern been involved thus far this semester (courses, content, students, frequency, and extent, etc.)?
- 2) In these teaching experiences, what have been this student's primary accomplishments, achievements, and strengths this semester to date?
- 3) What opportunities for further growth and professional development should this student pursue the remainder of the semester?

**Mid-Semester Fall Teacher Candidate Evaluation Grade Sheet and Signature Page
EDCI 7480 (Elementary Holmes)**

Please print.

Semester: Fall **Year** _____ **Student ID#** _____

Teacher Candidate _____

School _____

_____ Mid-semester Narrative

_____ Mid-semester Self-evaluation

_____ Mid-semester Report on Hours

GRADE:

_____ *PASS without major reservations/conditions*

_____ *PASS with the following reservations/conditions (attached)*

_____ *FAIL*

Classroom Mentor Teacher Signature Date

Teacher Candidate Signature Date

University Supervisor Signature Date

Coordinator of Field Experiences Signature Date

**APPENDIX P-1: END OF FALL
CLINICAL EXPERIENCES EVALUATION: SELF-EVALUATION**

Compare where you were at the beginning of the semester to where you are now in terms of your growth and development as a teacher. In a two – three page minimum narrative, write about what you have learned about yourself, and how you have learned it. Write what you have learned so far about teaching, and how you have learned that. Address each of the four domains below. Assess what you see to be your strengths to this point. Assess your weaknesses, as well. Suggest goals for improvement that you will address during the rest of the semester to build strengths and further your learning in the schools.

- I. Planning
- II. Management
- III. Instruction
- IV. Assessment
- V. Professionalism
- VI. Specialized Professional Standards

*As a footer in your document put your full name.
Attach the signature page to front of self-evaluation.*

APPENDIX Q: HOLMES END OF FALL SEMESTER NARRATIVE EVALUATION
(Composed by the Classroom Mentor Teacher)

(Type candidate's name here)

Outstanding Strengths:

(Please type one or more paragraphs to describe the characteristics you believe represent the candidate's outstanding strengths. Comments may include, but are not limited to, the areas of Planning, Management, Instruction, Assessment, Professionalism, and Specialized Professional Standards. These comments should reflect ratings of "3" and "4" on the evaluation checklist.)

Specific Areas the Candidate Needs to Focus On During Phase II:

(Please type one or more paragraphs to describe specific areas the candidate needs to focus on during the second phase of the semester. Comments may include, but are not limited to, the areas of Planning, Management, Instruction, Assessment, Professionalism, and Specialized Professional Standards. These comments should reflect ratings of "1" and "2" on the evaluation checklist or, if the candidate has no "1" or "2" ratings, those specific areas in which you feel the candidate should focus on for improvement.)

**Final Teacher Fall Candidate Evaluation Grade Sheet and Signature Page
EDCI 7480 (Elementary Holmes)**

Please print.

Semester: Fall **Year** _____ **Student ID#** _____

Teacher Candidate _____

School _____

_____ Final Candidate Evaluation Checklist

_____ Final Narrative

_____ Final Self-evaluation

_____ Final Report on Hours

_____ Unit Rubric

_____ Checkout Sheet

GRADE:

_____ *PASS*

_____ *FAIL*

Classroom Mentor Teacher

Signature

Date

Teacher Candidate

Signature

Date

University Supervisor

Signature

Date

Coordinator of Field Experiences

Signature

Date

APPENDIX R
Teacher Candidate Evaluation Checklist: Elementary Holmes



**Elementary Program
Student Teacher / Intern
Mid-Semester / Final Evaluation
(circle one)**



Name:	LSU ID: 89-	Date:		
	Score=1 Below Expectations	Score=2 Approaching Expectations	Score=3 Meets Expectations	Score=4 Exceeds Expectations
Mentor Teacher _____ <p style="text-align: center;">Signature</p>	Little or no evidence	Some or sporadic evidence	Adequate evidence	Consistent evidence
University Supervisor _____ <p style="text-align: center;">Signature</p>				
Candidate _____ <p style="text-align: center;">Signature</p>				
I. PLANNING				
The teacher plans effectively for instruction.				
1. Assesses prior experiences and knowledge of concepts to be learned and uses data in planning activities that develop objectives				
2. Develops clear, logical, sequential plans based on standards, benchmarks, and GLEs				
3. Incorporates grade-level, subject area, and/or school improvement initiatives into plans				
4. Specifies learner outcomes in clear, concise, measurable objectives				
5. Specifies activities and grouping (individual, small group, whole class) that develop objectives				

1: Below Expectations = Performance demonstrates little or no evidence of competence. Does not meet minimal expectations for standard; requires significant support to perform at acceptable level

2: Approaching Expectations = Performance demonstrates some or sporadic evidence of competence. Does not consistently meet minimal expectations of standard; requires support to perform at acceptable level

3: Meets Expectations = Performance demonstrates adequate evidence of competence. Meets expectations for standard as defined; needs occasional minimal support/guidance to perform at acceptable level

4: Exceeds Expectations = Performance demonstrates strong evidence of competence. Confidently meets expectation for standard, with consistently superior performance; needs little, if any, support/guidance



**Elementary Program
Student Teacher / Intern
Mid-Semester / Final Evaluation
(circle one)**



Name:		LSU ID: 89-		Date:	
	Score=1 Below Expectations	Score=2 Approaching Expectations	Score=3 Meets Expectations	Score=4 Exceeds Expectations	
6. Identifies and plans for appropriate individual differences, including exceptionalities; incorporates accommodations from Individualized Education Program (IEP) and/or Individualized Family Service Plan (IFSP), if applicable					
7. Identifies and organizes resources and materials as needed for lessons, including material and media that match learning styles and address special needs of individual students to support the teaching of the content					
8. Uses technology appropriately for planning, modeling, and instruction					
9. States methods of evaluation to measure learner outcomes					
II. MANAGEMENT					
The teacher effectively organizes and supports a positive learning environment.					
1. Fosters a positive learning environment through use of varied strategies to promote positive social interaction, active engagement in learning, and self-motivation					
2. Organizes available space, materials, and equipment to align with curriculum goals and teaching strategies and to facilitate a safe and supportive learning environment					
3. Manages routines and transitions efficiently and effectively					
4. Manages and/or adjusts time for activities					
5. Establishes high expectations for learner behavior and holds student accountable					

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**Elementary Program
Student Teacher / Intern
Mid-Semester / Final Evaluation
(circle one)**



Name:	LSU ID: 89-		Date:		
	Score=1 Below Expectations	Score=2 Approaching Expectations	Score=3 Meets Expectations	Score=4 Exceeds Expectations	
6. Uses varied monitoring techniques to facilitate learning					
7. Manages disruptive behavior effectively and demonstrates effective classroom management					
8. Handles discipline problems with fairness, equity, and professionalism					
III. INSTRUCTION The teacher effectively delivers instruction.					
1. Shows enthusiasm for teaching, learning, and content					
2. Models standard English in oral and written form					
3. Demonstrates ability to communicate effectively with students					
4. Relates to students in a warm, natural, relaxed manner showing personal interest in each as an individual					
5. Demonstrates understanding of how students develop and learn					
6. Respects needs of diverse learners					
7. Ensures attention before teaching begins					
8. Sequences lesson to promote learning					
9. Uses varied developmentally appropriate instructional strategies and grouping (individual, small group, whole class) which develop lesson objectives					
10. Uses varied teaching materials and other resources to achieve lesson objectives					

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**Elementary Program
Student Teacher / Intern
Mid-Semester / Final Evaluation
(circle one)**



Name:	LSU ID: 89-		Date:	
	Score=1 Below Expectations	Score=2 Approaching Expectations	Score=3 Meets Expectations	Score=4 Exceeds Expectations
11. Integrates technology to enhance instruction				
12. Demonstrates proficiency in the content area(s)				
13. Presents accurate subject matter				
14. Presents content at developmentally appropriate levels				
15. Stimulates and encourages higher order thinking at appropriate developmental levels				
16. Provides opportunities for student involvement in the learning process				
17. Accommodates individual differences, including exceptional learning needs				
18. Encourages student participation				
19. Provides various opportunities for students to become self-motivated				
20. Provides positive reinforcement				
21. Fosters students' self-esteem				
22. Exhibits fairness and impartiality in dealing with all students				
23. Adjusts lesson when appropriate				
IV. ASSESSMENT				
The teacher effectively assesses and facilitates student academic growth.				
1. Integrates assessment into instruction through a variety of formal and informal assessment models, activities, and instruments aligned with methods of instruction and the needs of students				

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**Elementary Program
Student Teacher / Intern
Mid-Semester / Final Evaluation
(circle one)**



Name:		LSU ID: 89-		Date:	
	Score=1 Below Expectations	Score=2 Approaching Expectations	Score=3 Meets Expectations	Score=4 Exceeds Expectations	
2. Uses integrated strategies to monitor ongoing performance of students					
3. Uses the results of assessments as vehicles for students to analyze their own learning					
4. Uses the results of multiple assessments to guide and modify instruction, the classroom environment, and the assessment process					
5. Uses a variety of ways to interpret and report assessment methods and results in a timely manner to students, families, and colleagues					
6. Produces evidence related to student academic growth					
V. PROFESSIONALISM The teacher demonstrates professionalism.					
1. Presents self as a professional at all times					
2. Exhibits professional demeanor and confidence when working with students					
3. Dresses professionally					
4. Exhibits professional attributes: reliability, punctuality, regularity in attendance					
5. Completes and submits paperwork in a timely manner					
6. Enters willingly into all types of professional activities when necessary and appropriate					
7. Works independently, yet seeks help when needed					
8. Accepts and applies constructive criticism					
9. Demonstrates openness to change, creativity, and innovation					

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**Elementary Program
Student Teacher / Intern
Mid-Semester / Final Evaluation
(circle one)**



Name:	LSU ID: 89-	Date:			
	Score=1 Below Expectations	Score=2 Approaching Expectations	Score=3 Meets Expectations	Score=4 Exceeds Expectations	
10. Embraces technology as an essential tool for planning, teaching, and learning and for enhancing personal and professional productivity					
11. Demonstrates belief that all students can learn					
12. Demonstrates fairness by meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner					
13. Demonstrates respect for all students					
14. Considers students, families, and other professionals in decision-making					
15. Values and establishes cooperative relationships with peers, families, school colleagues, other education specialists, and community agencies					
16. Demonstrates reflective practice					
17. Engages in professional development opportunities (e.g., professional organizations, professional books/journals, Web sites, colleagues, specialists, workshops)					
18. Engages in informed advocacy for students, the profession, and the content area(s)					
19. Constructs a plan for continued professional growth based on assessment of teaching performance and content knowledge (FINAL EVALUATION ONLY)					

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**Elementary Program
Student Teacher / Intern
Mid-Semester / Final Evaluation
(circle one)**



Name:	LSU ID: 89-	Date:			
	Score=1 Below Expectations	Score=2 Approaching Expectations	Score=3 Meets Expectations	Score=4 Exceeds Expectations	
VI. SPECIALIZED PROFESSIONAL STANDARDS					
The teacher effectively demonstrates specialized professional standards.					
Go to http://www.acei.org/standhp.htm for more details.					
1. Reading, Writing, and Oral Language: Integrates understanding of language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills (ACEI 2.1)					
2. Reading, Writing, and Oral Language: Helps students successfully apply their developing skills to many different situations, materials, and ideas (ACEI 2.1)					
3. Science: Uses fundamental concepts of physical, life, and earth/space sciences (ACEI 2.2)					
4. Science: Implements age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science (ACEI 2.2)					
5. Mathematics: Uses major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability (ACEI 2.3)					
6. Mathematics: Engages students in problem solving, reasoning and proof, communication, connections, and representation (ACEI 2.3)					

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**Elementary Program
Student Teacher / Intern
Mid-Semester / Final Evaluation
(circle one)**



Name:	LSU ID: 89-	Date:		
	Score=1 Below Expectations	Score=2 Approaching Expectations	Score=3 Meets Expectations	Score=4 Exceeds Expectations
7. Social Studies: Uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote student abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world (ACEI 2.4)				
8. The arts: Uses the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among students (ACEI 2.5)				
9. Health education: Uses the major concepts of health education to create opportunities for student development and practice of skills that contribute to good health (ACEI 2.6)				
10. Physical education: Uses human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for students (ACEI 2.7)				

Sources include: ACEI Standards
<http://www.acei.org/standhp.htm>
 National Council for Accreditation of Teacher Education (NCATE)
<http://www.ncate.org/public/programStandards.asp?ch=4>
 Louisiana Components of Effective Teaching
<http://www.louisianaschools.net/lde/uploads/5564.pdf>
 LSU Conceptual Framework
<http://coe.ednet.lsu.edu/coe/Assessment/system.html>

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**APPENDIX S-1: MID-SEMESTER SPRING
CLINICAL EXPERIENCES EVALUATION: SELF-EVALUATION**

Compare where you were at the beginning of the semester to where you are now in terms of your growth and development as a teacher. In a two – three page minimum narrative, write about what you have learned about yourself, and how you have learned it. Write what you have learned so far about teaching, and how you have learned that. Address each of the four domains below. Assess what you see to be your strengths to this point. Assess your weaknesses, as well. Suggest goals for improvement that you will address during the rest of the semester to build strengths and further your learning in the schools.

- Planning
- Management
- Instruction
- Assessment
- Professionalism
- Specialized Professional Standards

*As a footer in your document put your full name.
Attach the signature page to front of self-evaluation.*

**APPENDIX T: HOLMES MID-SEMESTER SPRING NARRATIVE EVALUATION
(Composed by the Classroom Mentor Teacher)**

The Classroom Mentor Teacher will compose the **Holmes Fall Mid-semester Narrative Evaluation** based on the following questions with input from the Clinical Faculty.

- 4) In what kinds of teaching activities has the Intern been involved thus far this semester (courses, content, students, frequency, and extent, etc.)?
- 5) In these teaching experiences, what have been this student's primary accomplishments, achievements, and strengths this semester to date?
- 6) What opportunities for further growth and professional development should this student pursue the remainder of the semester?

**Mid-Semester Spring Teacher Candidate Evaluation Grade Sheet and Signature Page
EDCI 7481 (Elementary Holmes)**

Please print.

Semester: Spring **Year** _____ **Student ID#** _____

Teacher Candidate _____

School _____

_____ Mid-semester Narrative

_____ Mid-semester Self-evaluation

_____ Mid-semester Report on Hours

GRADE:

_____ *PASS without major reservations/conditions*

_____ *PASS with the following reservations/conditions (attached)*

_____ *FAIL*

Classroom Mentor Teacher Signature Date

Teacher Candidate Signature Date

University Supervisor Signature Date

Coordinator of Field Experiences Signature Date

APPENDIX V: HOLMES END OF SPRING SEMESTER NARRATIVE EVALUATION
(Composed by the Classroom Mentor Teacher)

(Type candidate's name here)

Outstanding Strengths:

(Please type one or more paragraphs to describe the characteristics you believe represent the candidate's outstanding strengths. Comments may include, but are not limited to, the areas of Planning, Management, Instruction, Assessment, Professionalism, and Specialized Professional Standards. These comments should reflect ratings of "3" and "4" on the evaluation checklist.)

Specific Areas the Candidate Needs to Focus On During Phase II:

(Please type one or more paragraphs to describe specific areas the candidate needs to focus on during the second phase of the semester. Comments may include, but are not limited to, the areas of Planning, Management, Instruction, Assessment, Professionalism, and Specialized Professional Standards.

These comments should reflect ratings of "1" and "2" on the evaluation checklist or, if the candidate has no "1" or "2" ratings, those specific areas in which you feel the candidate should focus on for improvement.)

(Please include the following information at the bottom of EACH page of the narrative portion of the mid-semester evaluation.)

**Final Teacher Spring Candidate Evaluation Grade Sheet and Signature Page
EDCI 7481 (Elementary Holmes)**

Please print.

Semester: Spring **Year** _____ **Student ID#** _____

Teacher Candidate _____

School _____

_____ Final Candidate Evaluation Checklist

_____ Final Narrative

_____ Final Self-evaluation

_____ Final Report on Hours

_____ Unit Rubric (only if no fall submission)

_____ Checkout Sheet

GRADE:

_____ *PASS*

_____ *FAIL*

Classroom Mentor Teacher Signature Date

Teacher Candidate Signature Date

University Supervisor Signature Date

Coordinator of Field Experiences Signature Date

APPENDIX W: Evaluation of Classroom Mentor Teachers

(Completed by the Teacher Candidate)

Below is a sample of the feedback that candidates will be asked to complete electronically when evaluating the classroom mentor teachers. The following scale will be used by candidates when to indicate the frequency of supervisory practices evidenced by the university supervising. Additionally, candidates will be asked to respond in narrative form, briefly, to clarify the rating.

1. What is the name of your classroom mentor teacher?
2. What was the name of the school?

Use the following scale to indicate the frequency of the noted supervisory practices.

Rarely ***Sometimes*** ***Most of the Time***

3. My classroom mentor teacher explained reasonable expectations of student teaching performance and provided constructive feedback, concerning my success in meeting those expectations.
4. My classroom mentor teacher informed me specifically concerning my responsibilities and the characteristics and competencies by which my growth would be evaluated.
5. My classroom mentor teacher offered specific, easy to understand suggestions based on direct observations provided.
6. My classroom mentor teacher provided the support necessary for the development of effective teaching behaviors.
7. My classroom mentor teacher created an environment that enabled me to maintain good pupil control.
8. My classroom mentor teacher discussed my lesson plans with me and made suggestions regarding methods and materials.
9. My classroom mentor teacher remained in the classroom enough to observe my performance and give constructive criticism relevant to the teaching of my lessons.
10. My classroom mentor teacher modeled effective teaching behaviors while allowing me to develop my own teaching style.
11. My classroom mentor teacher demonstrated characteristics of a master teacher.
12. My classroom mentor teacher established a working relationship, which allowed me to work with rather than for him/her.
13. My classroom mentor teacher encouraged me to develop my own teaching style.
14. My classroom mentor teacher encouraged me to develop a sense of professionalism.
15. My classroom mentor teacher upheld the teaching profession as a worthy profession.
16. My classroom mentor teacher held high yet reasonable standards for himself/herself and for me.
17. My classroom mentor teacher encouraged me through his/her example to assume my responsibility for the self-evaluation and self-improvement.
18. Please use this space to make specific comments or provide further information regarding your responses to the statements listed above.

APPENDIX X-1: Effectiveness of the University Supervisor

(completed by the Teacher Candidate)

Below is a sample of the feedback that candidates will be asked to consider for comment when evaluating the university supervisor electronically. Candidates will indicate the frequency of supervisory practices evidenced by the university supervising. Additionally, candidates will be asked to respond in narrative form, briefly, to clarify the rating.

For items 1-6, the responses will be (*YES/NO*).

Based

1. Based on the performance of the university supervisor, do you feel that he/she has had successful teaching experiences? (YES/NO)
2. Based on the performance of the university supervisor, do you feel that he/she is well prepared in content and teaching methods for coordinating in this teaching area and level? (YES/NO)

Comments:

3. The university supervisor made regular visits to the classroom (a minimum of four visits should be made). (YES/NO)
4. The university supervisor made additional visits when needed or requested. (YES/NO)
5. The university supervisor gave advance notice of most visits. (YES/NO)
6. The university supervisor provided means for communicating between visits (office hours, phone numbers) (YES/NO)

Comments:

Items 7-30 will have the following Likert scale responses:

Strongly Disagree *Disagree* *Agree* *Strongly Agree*.

7. The university supervisor conducted a conference with you or made arrangements to have a phone conference during each visit.
8. The university supervisor scheduled sufficient time for the (above) conference or made arrangements to have a phone conference.
9. The university supervisor based the conference primarily on observation of teaching performance.
10. The university supervisor based the conference primarily on constructive feedback of the student teacher's performance.
11. The university supervisor conducted sufficient conferences with the classroom mentor teacher.

Comments:

12. The university supervisor indicated genuine interest in the student teacher.
13. The university supervisor was tactful in speech and action.
14. The university supervisor demonstrated leadership.
15. The university supervisor was consistent in his/her requirements.

Comments:

16. The university supervisor observed the student teacher at regular intervals.
17. The university supervisor observed for a sustained period – at least a full period in the secondary classroom and a teaching episode or activity on the elementary level.
18. The university supervisor observed in different classes and/or teaching situations.

19. The university supervisor provided specific oral and/or written feedback about the student teacher's performance.
20. The university supervisor used a positive approach.
21. The university supervisor suggested appropriate recommendations of teaching and classroom management techniques.
22. The university supervisor was practical and realistic in his/her recommendations.
23. The university supervisor used performance as the primary basis for evaluation.
24. The university supervisor used observation in varied teaching situations as the primary indicator of performance.
25. The university supervisor used recorded data (checklists, observation notes, notes from conferences with the supervising teacher, written lesson plans, written unit plans) as a basis for recommendations.
26. The university supervisor identified specific weaknesses.

Comments:

27. The university supervisor clearly communicated his/her requirements and performance expectations to the student teacher and the supervising teacher.
28. The university supervisor made appropriate adjustments in expectations and requirements to accommodate the needs of the student teacher and teaching situation.
29. The university supervisor set high standards for the student teacher.

Comments:

APPENDIX X-2: Effectiveness of the University Supervisor
(Completed by the Classroom Mentor Teacher)

Supervising Teacher

College Coordinator's Name

_____/_____/_____
Date

School

Please indicate for Categories I and II whether or not the behavior was demonstrated. Make additional comments as appropriate.

I. TEACHING EXPERIENCE	<i>Performance of the Coordinator</i>	
Based on the performance of the university supervisor, do you feel that he/she:		
a. has had successful teaching experience?	Yes	No
b. is well prepared in content and teaching methods for coordinating in <u>this</u> teaching area and level?	Yes	No

Comments:

II. AVAILABILITY	<i>Performance of Coordinator</i>	
The university supervisor:		
a. made regular visits to the classroom. (A minimum of four visits should be made.)	Yes	No

Comments:

DIRECTIONS: Listed below are criteria for judging the effectiveness of your university supervisor. Please respond to each item. The scale at the right is for you to indicate to what extent the behavior was performed. Please feel free to make additional comments as appropriate in the blanks provided.

Rate the supervisor as: Very Weak 1 2 3 4 5 Very Strong

III. CONFERENCING	<i>Very Weak</i>					<i>Very Strong</i>				
The university supervisor:										
a. conducted a conference with the student teacher during each visit.	1	2	3	4	5					
b. scheduled sufficient time for the conference.	1	2	3	4	5					
c. conducted sufficient conferences with the mentor teacher.	1	2	3	4	5					

Comments:

IV. HUMAN RELATIONS/COMMUNICATIONS	<i>Very Weak</i>					<i>Very Strong</i>				
The university supervisor:										
a. established and maintained good rapport with the mentor teacher, student teacher, and the principal.	1	2	3	4	5					
b. indicated genuine interest in the student teacher.	1	2	3	4	5					
c. was tactful in speech and action.	1	2	3	4	5					
d. demonstrated leadership.	1	2	3	4	5					
e. was consistent in his/her requirements.	1	2	3	4	5					

Comments:

V. EVALUATION	Very Weak		Very Strong		
a. <u>Observation of Classroom Teaching</u> The university supervisor:					
1. observed at regular intervals.	1	2	3	4	5
2. observed for a sustained period - at least a full period in the secondary classroom and a teaching episode or activity on the elementary level.	1	2	3	4	5
3. observed in different classes and/or teaching situations.	1	2	3	4	5
b. <u>Constructive Criticism</u> The university supervisor:					
1. provided <u>specific</u> oral and/or written feedback about the student teacher's performance.	1	2	3	4	5
2. used a positive approach.	1	2	3	4	5
3. suggested appropriate recommendations of teaching and classroom management techniques.	1	2	3	4	5
4. was practical and realistic in his/her recommendations.	1	2	3	4	5
c. <u>Objectivity</u> The university supervisor:					
1. used performance as the primary basis for Evaluation.	1	2	3	4	5
2. used observation in varied teaching situations as the primary indicator of performance.	1	2	3	4	5
3. used recorded data (checklists, observation notes, notes from conferences with the mentor teacher, written lesson plans, written unit plans) as a basis for recommendations.	1	2	3	4	5
4. identified specific weaknesses.	1	2	3	4	5

Comments:

VI. EXPECTATIONS	Very Weak		Very Strong		
The university supervisor:					
a. clearly communicated his/her requirements and performance expectations to the student teacher and the mentor teacher.	1	2	3	4	5
b. made appropriate adjustments in expectations and requirements to accommodate the needs of the student teacher and teaching situation.	1	2	3	4	5
c. set high standards for the student teacher.	1	2	3	4	5

Comments:

APPENDIX Y-1: Analysis of Your Teaching Video

1. What was the goal of this lesson?
2. What did you want the students to learn?
3. What do you think the students learned?
4. What were two significant moments in the lesson? Do you recognize any critical missed opportunities during the lesson? Why or why not?
5. What did you learn about yourself as a teacher?
6. After viewing the video, what questions arose about teaching and learning?

***Helpful HINTS:**

-View the video twice!

-Watch for fun the first time.

-Review the above questions and then view a second time. You do not have to answer all of the questions above in the written analysis of your teaching video. We just thought they might be helpful as you place your thoughts on paper.

**APPENDIX Z-2: HOLMES INTERN FALL CHECKOUT
EDCI 7480 (Elementary Holmes)**

Date

Student Teacher (name)

Student Identification #

Classroom Mentor Teacher

Classroom Mentor Teacher

University Supervisor (Name)

University Supervisor (*Signature*)

Clinical faculty must initial each item to indicate completion.

Initial	Item Completed	Comments
	Daily Time Log	
	Lesson Plans	
	Lesson Reflections	
	Weekly Reflections	
	Observations (chart & reflections)	
	Unit Plan	
	Video Analysis	
	Professional Growth Plan	
Mid-semester Paperwork		
	*Report on Hours _____ Observation _____ Participation _____ Teaching	
	*Self-evaluation	
	*Narrative (composed by the classroom teacher with input from the clinical faculty)	
	*Grade Sheet/Signature Page	
Final Paperwork		
	*Report on Hours _____ Observation _____ Participation _____ Teaching	
	*Self-evaluation	
	*Checklist (composed by classroom teacher with input clinical faculty)	
	*Narrative (typed in strengths & weaknesses composed by the classroom teacher with input from the clinical faculty)	
	*Unit Plan Rubric	
	*Checkout Form	
	*Grade Sheet/Signature Page	

*indicates item submitted to the Office of Field Experiences

**APPENDIX Z-3: HOLMES INTERN SPRING CHECKOUT
EDCI 7481 (Elementary Holmes)**

Date

Student Teacher (name)

Student Identification #

Classroom Mentor Teacher

Classroom Mentor Teacher

University Supervisor (Name)

University Supervisor (*Signature*)

Clinical faculty must initial each item to indicate completion.

Initial	Item Completed	Comments
	Daily Time Log	
	Lesson Plans	
	Lesson Reflections	
	Weekly Reflections	
	Observations (chart & reflections)	
	Video Analysis	
	Professional Growth Plan	
Mid-semester Paperwork		
	*Report on Hours _____ Observation _____ Participation _____ Teaching	
	*Self-evaluation	
	*Narrative	
	*Grade Sheet/Signature Page	
Final Paperwork		
	*Report on Hours _____ Observation _____ Participation _____ Teaching	
	*Self-evaluation (chapter 5 of the inquiry project)	
	*Checklist	
	*Narrative	
	*Unit Rubric (only if no fall submission)	
	*Checkout Form	
	*Grade Sheet/Signature Page	

*indicates item submitted to the Office of Field Experiences

Teacher Candidate Professional Growth Plan

Teacher Candidate: _____

Student ID #: _____

Classroom Mentor Teacher: _____

University Supervisor: _____

Using the information from your Self-Evaluation as well as the Candidate Evaluation Checklist and Narrative composed by the Classroom Mentor Teacher and the University Supervisor, list at least two goals that will be addressed during the second half of the semester. Identify a measurable objective to reach each goal. The objective should include the “what”, “when”, and “how” of reaching the objective.

Submit a copy of this form to your Classroom Mentor Teacher and your University Supervisor. Keep a copy in the “Formal Evaluations” section of your Portfolio.

The extent to which each goal is attained will be assessed at the end of the semester using the Candidate Evaluation Checklist. The Professional Growth Plan and the documentation to support the implementation of the plan will be submitted to the Office of Field Experiences along with other final paperwork at the end of the semester.

Goal 1:

Objective:

Goal 2:

Objective: