THE UNIVERSITY *of*
NEW ORLEANS

DEPARTMENT OF CURRICULUM,
INSTRUCTION AND SPECIAL EDUCATION

College of Liberal Arts, Education, and Human Development

STUDENT TEACHING HANDBOOK

2018-2019

2000 Lakeshore Drive, ED342
New Orleans, LA 70148
504-280-5556
504-280-6065(fax)

Table of Contents

INTRODUCTION

The Student Teaching Handbook is designed for student teachers, practicing professionals and college personnel who participate in the student teaching program of the College of Liberal Arts, Education & Human Development (COLAEHD) at The University of New Orleans (UNO). The handbook specifies the roles and responsibilities of the student teacher and of each member of the professional team. Although the handbook is not intended to be all inclusive, it does provide a comprehensive overview of the student teaching program.

Since student teaching represents the culmination of the Teacher Education Program at UNO, it provides opportunities for the teacher candidate to translate basic principles, theories, methods and techniques into teaching strategies that are creative, comprehensive, and effective. Aware of its role and responsibility in the preparation of quality teachers for the future, the university makes a concerted effort to provide teacher candidates with numerous opportunities to acquire the necessary knowledge and skills to improve the academic performance of today's youth.

Student teachers, being exposed to a variety of stimulating learning experiences under the direction of effective educators, not only learn how to direct experiences for their pupils but become aware of real-life professional situations and solutions that will best prepare children and youth for active citizenship in a global community. Committed to our mission to prepare professional educators who will practice in culturally diverse settings in metropolitan area schools, the COLAEHD at UNO designs and maintains its entire program with an emphasis on inquiry.

The Conceptual Framework permeates the entire teacher preparation program. As teacher candidates progress through their professional studies, they are introduced to roles that they will experience in the classroom and will inform their professional practice. The goal of the COLAEHD is to have our candidates internalize the theory-practice-research interaction model as they develop into reflective practitioners who are constantly reassessing the educational theories, beliefs, and assumptions they embrace.

1

COLAEHD Conceptual Framework -"Theory-Practice-Research-Interaction"
Goal: Preparing Reflective Practitioners

Roles and Responsibilities of Professionals in Teacher Education

1. Effective teachers *manage classroom contexts and environments.*
   o They establish a culture for learning.
   o They create an environment of respect and rapport.
2. Effective teachers *design curriculum and instruction.*
   o They understand and use curriculum and instruction.
   o They communicate effectively.
3. Effective teachers *deliver instruction and assess learning.*
   o They engage students in active learning.
   o They integrate disciplines into instruction.
   o They use assessment in instruction.
   o They embed diversity in decision-making.
4. Effective teachers *participate in professional responsibilities.*

   o They advocate for children, in terms of services and supports.
   o They collaborate to improve professional practice.
   o They reflect on teaching and learning.

Dispositions of Teacher Candidates

1. Teachers believe in, value and commit to *equity and advocacy.* Effective teachers:
   o Value and respect individual differences;
   o commit to the premise that all students can learn; and
   o believe in advocacy when the welfare of the student is at risk or a need to address social justice issues is identified.
2. Teachers believe in, value and commit to *professionalism and effective communication.* Effective teachers:
   o Practice and model ethical and professional behavior in and out of the classroom;
   o communicate effectively in a variety of situations for a variety of purposes; and
   o demonstrate reliable and punctual attendance in all situations.
3. Teachers believe in, value and commit to *constant improvement.* Effective teachers:
   o Seek opportunities for expanding knowledge and improving practice;
   o commit to lifelong learning and professional development; and
   o exhibit intrinsic motivation and continually engage in inquiry, reflection. and self-assessment.
4. Teachers believe in, value and commit to *collaboration.* Effective teachers:
   o Commit to collaboration with all stakeholders;
   o balance personal initiative with recognition of others' contributions in group work; and
   o participate actively with colleagues in a respectful manner.
5. Teachers believe in, value and commit to *flexibility and perseverance.* Effective teachers:
   o Work through difficulties and commit to finding solutions;
   o effectively develop a problem-solving and experimental orientation through reflection and questioning; and accept constructive feedback and adjust accordingly.

PART I: General Information

Description of Student Teaching

The period of student teaching is considered by many to be the most vital phase of the teacher candidate's professional preparation. The student teaching semester at the University of New Orleans provides an opportunity for the teacher candidate to create perspectives of the total school program in operation in its community setting. This is also the time when the teacher candidate is able to make practical use, over an extended period of time, of the principles, methods, knowledge, and materials, which have been developed or acquired through coursework.

During a fifteen-week semester, an increasing responsibility for working with individuals and groups of pupils is assumed by the student teacher through gradual involvement in teaching/learning situations. Through the guidance of the cooperating teacher, the student teacher will participate in planning conferences, classroom observations, part time teaching, and debriefing conferences, leading to full time teaching during the latter half of the semester for a _minimum_ of four weeks. Some student teachers will teach full time for more than four weeks, while others may find it necessary to extend the student teaching period for one week in order to satisfactorily complete the required hours of full time teaching. Full-time teaching is defined as full school days of independent teaching by the student teacher, during which he/she handles _all_ the duties and activities of a teacher while the cooperating teacher functions as a guide, mentor, observer and/or teaching partner.

Concurrent enrollment in a student teaching seminar and cohort meetings are designed to address topics of teacher effectiveness, classroom management, exit portfolio requirements, school culture, and interpersonal skills.

Goals of Student Teaching

The goals of student teaching are to provide the teacher candidates with opportunities to:

1. Establish and maintain harmonious and productive relationships within the professional environment;
2. Develop teaching talent with respect to the interactive components of artistic and technical pedagogy;
3. Reflect collaboratively upon the origins, purposes, and consequences of his/her actions as well as the constraints and encouragements embedded in teaching and learning situations;
4. Demonstrate effective engagement in the roles associated with effective educators, and,
5. Internalize the theory-practice-research interaction model.

Procedures and Timelines for Application

Student teaching is the capstone experience of the Teacher Education Program. Application for student teaching must be submitted electronically to the COLAEHD during Tier III, one semester prior to beginning the student teacher semester (Tier IV). The electronic application is available at the COLAEHD's home page, www.coehd.uno.edu. Teacher candidates expecting to student teach in the Fall semester must apply on or before January 31. Teacher candidates expecting to student teach in the Spring semester must apply on or before August 31. Making arrangements for student teaching is a complicated process. Any teacher candidate who submits an application past the deadline date must submit an appeal, which will be reviewed by the assistant dean of the college. These requests will only be approved under extenuating circumstances.

Teacher candidates must enroll in the appropriate candidacy assessment course one semester prior to student teaching. This zero credit course is only offered in the fall and spring semesters. During enrollment in this course, teacher candidates work collaboratively with program coordinators to develop portfolios, which meet the Tier III Portal Assessment requirements designed to assess candidate performance prior to enrollment in student teaching. In order to graduate, teacher candidates must have an overall GPA of 2.5, successfully complete all courses required for the degree program and pass all parts of PRAXIS I and II. An original set of the PRAXIS Series (PPST – Reading, Writing, Math, PLT – Principles of Learning and Teaching and Specialty Area Tests) must be sent to the COEHD.

Placement

Student teachers are placed in teaching situations, which will provide them with optimal professional growth and direction in becoming effective teachers. The Coordinator of Clinical Practice and the professors of special education, in collaboration with the personnel of the school systems, the individual school principals and the cooperating teachers, make the assignments. Assignments are made in public and charter schools, which the State Board of Elementary and Secondary Education in the Greater New Orleans Area approve. Every effort is made to place student teachers at school sites that share the same philosophical beliefs articulated in the College of Education and Human Development's mission. During the application process, students may submit requests for preferred parish and grade level. This information will be taken into consideration during the placement process; however, requests cannot be guaranteed. Students are not allowed to request specific schools nor will they be placed in schools where they have been previously or are currently employed, currently have relatives employed, or currently have their children enrolled. Student teachers are prohibited from receiving financial compensation for serving in this capacity.

The criteria used for the selection of cooperating teachers are described in Part II: Roles and Responsibilities. *Integrated/Merged Program: Candidates seeking dual certification (General and Special Education) will be assigned to a:*
1. *General education classroom that includes students with disabilities for the majority of the day and involves a significant amount of time for consultation with the special education teacher, or*
2. *General education setting for 50% of the day and a Mild/Moderate Special Education experience for 50% of the day.*

Each student teacher is also assigned a college coordinator who supervises the student teacher's work, provides feedback and direction during the semester, and serves as a liaison between the school site and the university. A description of the college coordinator's role can be found in Part II: Roles and Responsibilities.

Grading

A final grade of "C" or higher is required to successfully complete the student teaching semester. The personal and professional growth of the student teacher is assessed throughout the semester. At mid-semester and end of semester, 3-Way Collaborative Conferences are conducted to formally assess the student teacher's progress. The student teacher, cooperating teacher and college coordinator meet to discuss areas of strengths and areas which require improvement. Specific strategies and recommendations are made to address areas of weakness. The cooperating teacher and college coordinator complete an evaluation form at both conferences. Additionally, the 3rd Dispositions Review is completed at the end of semester. At the end of the semester, the college coordinator is responsible for the review and scoring of the unit assessments, which include the Teacher Work Sample and Dispositions Review. At mid and end of semester, the college coordinator submits a grade to the coordinator of student teaching and internships.

Integrated/Merged Program: The cooperating teachers (i.e., special and general education) will complete the evaluations at the mid and end of semester. At the end of the semester, the college coordinator is responsible for the review and scoring of the Teacher Work Sample, Dispositions Review, and the Video/CEC Reflection.

Students in the M.A.T. program cannot count more than six hours of graduate coursework with a grade lower than a B toward their degree program. In addition, any master's student receiving more than six hours of graduate coursework with a grade lower than a B in their degree program shall be dropped from the program.

Part II. Roles and Responsibilities

Cooperating School

Personnel from the assigned school are involved in the professional development and instructional programs for candidates and for students. Collaboration between school and university personnel helps candidates develop knowledge, skills and dispositions.

Personnel from the Cooperating School:
- Have the legal responsibility for the safety and welfare of its pupils. This includes required background checks and drug testing, if required by the district;
- Assure that the cooperating teacher and student teacher understand and follow established parish and school policies and procedures; and
- Ensure that student teachers are under the constant and daily supervision of a qualified cooperating teacher. **Student teachers are not to serve as substitute teachers during the student teaching assignment.** In the absence of the cooperating teacher, a substitute teacher needs to assume the ultimate responsibility of the operation of the classroom. However, the student teacher can teach lessons previously discussed with the cooperating teacher. The substitute teacher is to remain in the classroom at all times, just as the cooperating teacher would.

Cooperating Teachers

Cooperating Teachers will:
- Participate in a required orientation session;
- Collaborate with the university and the college coordinator in assisting the student teacher in meeting the goals and challenges during the student teaching experience;
- Communicate verbally and via the Collaborative Journal;
- Review and evaluate the video requirement;
- Act as a liaison to connect the student teacher to the school and the school-community;
- Support and mentor the student teacher;
- Model "best teaching strategies" and effective classroom management skills and techniques;
- Have an impact on student learning as they plan and confer with the student teacher;
- Complete all required student teaching forms, evaluate the student teacher's potential as an effective teacher and submit the Mid-Semester and End of Semester Evaluations and Dispositions Review; and
- Be legally responsible for the well being and safety of the students in the classroom. **Student teachers must not be left alone in the classroom for more than 15-20 minutes.**

Integrated/Merged Program: Cooperating Teachers (Special Education) will:
- *Ensure that student teachers are exposed to the pre-referral/referral process including RTI, SBLC, and multidisciplinary team evaluation.*

- *Share the multidisciplinary team evaluation, IEP, and progress report of a student with whom the student teacher is working.*
- *Invite student teachers to attend a special education department meeting.*
- *Introduce the student teachers to related service specialists.*
- *Discuss ways to schedule students, grade students, and collaborate with general education teachers.*
- *Discuss ways to enhance parental involvement.*
- *Share information on effective strategies and materials when instructing students.*
- *Share in the process and/or implementation of the FBA/BIP process, if applicable.*

Criteria for the Selection of Cooperating Teachers

A teacher must be recommended by the principal to serve as a cooperating teacher and must have full time teaching responsibilities in his/her area of certification. To qualify to perform this supervisory service, a teacher must possess the capacity to serve as a mentor and **must meet one** of the following eligibility criteria:

- valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment (**Master's Degree**); or
- valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the **three semester-hour course in the supervision of student teaching**; or
- valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor **training through the Louisiana Teacher Assistance and Assessment Program (LTAAP)**; or
- valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and **National Board Certification** in the field of the supervisory assignment; or
- valid Type B or Level 2 Louisiana certificate in the field of supervisory assignment and recommendation of school principal or superintendent, based on annual achievement of successful effectiveness standards.

College Coordinator

The College Coordinator will:

- Provide an orientation session for the cooperating teacher;
- Assume responsibility for direct supervision of designated student teachers (cohort);
- Uphold the policies and procedures of student teaching;
- Collaborate with the cooperating school and cooperating teacher to share and integrate resources and expertise to support candidate's learning in field experiences;
- Complete 3 observation/conference reports, conduct the Professional Team Meeting at the assigned school/s, confer at the 3-way Conference at Mid-Semester and the End of the Semester, facilitate 4 Cohort Meetings during the semester;
- Complete all required student teaching forms;
- Evaluate the Exit Assessments for initial certification via Live Text;
- Conduct the Capstone Review Conference; and
- Submit the student teachers' folders with all required documentation and the Final Review Form.

Criteria for Identification of College Coordinator/Cohort Leader

- Certified in the area/level of supervision;
- A valid teaching certificate (preferably a Louisiana certificate);
- Five years of successful teaching experience;
- A Master's Degree or higher;

- Three letters of recommendation; and
- Review of vita.

Student Teachers

Student Teachers will:
- Prepare adequately and in advance for all assigned duties;
- Confer with his/her cooperating teacher about planning and delivery of lessons, assessment of students and school procedures and policies;
- Prepare and submit lesson plans for review and approval of the cooperating teacher 3-5 days in advance of the lesson, and make necessary revisions as suggested by the cooperating teacher before teaching the lesson;
- Be responsible for classroom management, with the guidance and consent of the cooperating teacher;
- Behave in a professional manner at all times;
- Participate in professional activities expected of the cooperating teacher, such as faculty meetings, teacher in-services, grade level meetings, open house/parent night activities, etc.;
- Attend Cohort Meetings scheduled and conducted by the college coordinator; and
- Adhere to the same workday schedule as the cooperating teacher.

Part III: Policies and Procedures
Electronic Correspondence

E-mail
Student teachers must use **only** UNO e-mail for electronic correspondence with their college coordinator and the coordinator of student teaching and internships. All communication regarding student teaching will be sent to your UNO account. This account should be checked at least twice each week.

Moodle
Student teachers should follow the instructions of their college coordinator and seminar instructor for checking Moodle.

Live Text
Student teachers will use Live Text throughout the student teaching semester to:
- Record field experience information;
- Record end-of-semester teaching hours;
- Complete required surveys; and
- Submit the exit portfolio (Teacher Work Sample).

Corporal Punishment

Student teachers are **prohibited** from administering corporal punishment. Corporal punishment is used here to refer to the infliction of bodily harm. Student teachers have no legal authority for such action.

Professionalism

The relationships that exist among the members of the faculty and staff of a school and the manner in which respective responsibilities are discharged determine to a great extent the effectiveness of the total school program. As a member of a school faculty, the student teacher is expected to establish and maintain harmonious and productive relationships with members of the faculty and staff of the school.

It is required that the student teacher:
1. Greets members of the faculty and staff cordially on all occasions;
2. Maintains a professional attitude toward teachers and co-workers;
3. Treats confidentially information concerning pupils, teachers, and school matters;
4. Abides by the policies and regulations of the district and school; and
5. Discusses with the cooperating teacher any questions or concerns which may arise.

Appropriate Dress
Student teachers are to follow the dress code outlined by the assigned parish and school. Student teachers should always consult with the assigned cooperating teacher for guidelines and suggestions. Neat, clean, and conservative clothing are appropriate in any situation. Any type of dress or accessories considered inappropriate by the parish and the assigned school or the university must be avoided. (Refer to the Teacher/Employee Handbook of the assigned parish and school.)

Cell Phones and Electronic Devices
Each school district has a policy regarding the use of cell phones, personal computers and other electronic devices on school property. Each student teacher should confer with his/her cooperating teacher regarding this policy. (Refer to the Teacher/Employee Handbook of the assigned parish and school.)

Attendance

All Student Teachers are expected to:
- Adhere to the policies, procedures, and schedules of the assigned school.
    - Student teachers are expected to report to the school site on time, and remain all day, every day during the student teaching semester. In addition to the regular school day, student teachers are expected to participate in professional development activities, faculty meetings, and assigned duties with the cooperating teacher.
    - Student teachers will follow the school calendar of the assigned parish/school (not UNO's calendar), and should follow the school site's procedure for documenting attendance.
    - Failure to follow the procedures, policies, or schedules of the assigned school, will result in immediate referral to the Review and Retention Committee.
- Adhere to the policies and procedures for student teachers set by UNO in accordance with Louisiana state policy.
    - Attendance must be documented throughout the entire academic semester using the Weekly Log of Hours forms (Forms 8 & 9).
    - A minimum of 200 direct teaching hours and 500 total contact hours are required and must include four weeks of full-time, all day teaching.

Absences

Student teachers are allowed no more than 5 absences during the course of the semester. Attendance at approved professional development activities of COLAEHD sponsored events (including district interviews) does not constitute an absence. You must have prior approval from the coordinator of student teaching and internships for these activities. Other absences must be reported to the coordinator of student teaching following the procedures outlined later in this section. All absences will be designated as excused or unexcused.

- In order for an absence to be excused, the student teacher must follow the appropriate procedures and provide appropriate documentation of the reason for absence.
- Excused absences (and the appropriate documentation) may include:
  - Death in the family (obituary)
  - Court appearance or jury duty (summons or letter from the court)
  - Automobile accident (accident report with date and time)
  - Personal illness or hospitalization (physician's statement with date and time)
- In the case of EXCUSED absences:
  - The student teacher must make up the absences only if he/she does not meet the minimum hours requirement. Make-up days are built into the calendar during UNO's final exam week.
- In the case of UNEXCUSED absences:
  - The student teacher must make up any unexcused absences during UNO's final exam week.
  - Multiple unexcused absences may result in a lower grade.
  - After the 4th absence, the student teacher will be referred to the Review and Retention Committee.
  - Upon the 6th absence, the student teacher will be removed.

Tardiness or Early Departure

- Three instances of tardiness or early departure (if each constitutes fewer than 3 hours of missed time) will constitute 1 absence.
- Any instance of tardiness or early departure that is longer than 3 hours will constitute 1 absence.
- Procedures for reporting tardiness and early departure are the same as those for absence (described below).
- Tardiness and early departure will be designated as excused or unexcused according to the same policies as full-day absences.

Procedures for reporting absence, tardiness, and early departure

- The student teacher must report ALL instances of absence, tardiness, and early departure to the coordinator of student teaching and internships. Failure to report or inaccurate reporting of absences, tardiness, and/or early departure or misrepresentation of accumulated hours constitutes academic dishonesty and will be addressed in accordance with university policy.
- PRIOR to the absence, tardiness, or early departure, the student teacher is required to notify:
  - The cooperating teacher (in the agreed upon manner)
  - The coordinator of student teaching and internships via phone or e-mail
  - The college coordinator (only if an observation is scheduled for that day)
- WITHIN 24 HOURS upon returning to school following the absence, tardiness, or early departure, the student teacher must submit the following to the coordinator of student teaching and internships via fax or e-mail.
  - Official Report of Absence/Tardiness/Early Departure. The form must contain the cooperating teacher's signature.

9

- Documentation to support excusal of missed time.
- The above procedures must be followed for an absence to be excused. However, following the procedures does not guarantee excusal. Final determination of whether an absence is excused or not is made by the coordinator of student teaching and internships.

District Interviews

During the Fall and Spring semesters, campus interviews are arranged by the coordinator of student teaching and internships with public school systems from several parishes in the Greater New Orleans area. Student teachers are given the opportunity to indicate the parish(es) he/she is interested in interviewing. The coordinator of student teaching and internships will create and disseminate an interview schedule. Student teachers will be **officially** excused from their assigned school **only long enough to complete their interviews.**

Situations Requiring Special Consideration

If a teacher candidate decides to withdraw from student teaching, is removed as a result of poor performance, is removed as a result of a principal's request or for any other reason, he/she must reapply and complete student teaching within one calendar year. The Review and Retention Committee will convene to review the case and will make a decision regarding the ability to student teach in future semesters. The college retains full authority and discretion with regard to the eligibility and referral of candidates for student teaching assignments.

College Coordinator's Report of Problem

In the event of a problem at the school site, the student teacher must inform the college coordinator of his/her concern immediately. The college coordinator will facilitate the process of resolving the problem. The college coordinator will complete the required documentation and submit it to the coordinator of student teaching and internships, after securing all necessary information and signatures.

Petition to Discontinue Student Teaching

If a student teacher decides to discontinue/withdraw from student teaching, he/she must:
1. Discuss the situation with his/her cooperating teacher, **and** college coordinator;
2. Make reference to the UNO Class Schedule Bulletin (on-line) under the section "Important Dates" which lists the final dates to drop or resign;
3. Complete the Petition to Discontinue Student Teaching form, including all required information, accurate account of earned teaching hours, all appropriate signatures, and a thorough explanation of the reason/s for discontinuing student teaching; and
4. Print, sign, and submit the form in person to the coordinator of student teaching and internships.

Note: If the teacher candidate intends to student teach the following semester, he/she will need to:
1. Re-apply for admission;
2. Be accepted to the teacher education program under the program and enrollment capacity guidelines in effect at that time; and
3. Submit a letter of appeal to the assistant dean requesting permission to student teach.

Re-assignment to a Second School

The principal, cooperating teacher and college coordinator may recommend that a student teacher be removed from a particular assignment and re-assigned to another setting when there is sufficient evidence that such a move is warranted. Student teachers cannot be reassigned after completing one hundred (100) clock hours at the school

site (approximately 3 weeks). Teacher candidates must complete five hundred (500) clock hours, four hundred (400) in the same school site by the end of the semester. Two hundred (200) of those hours must be direct instruction.

The following steps are required:
1. Documentation from the principal, cooperating teacher and college coordinator must be presented to justify this recommendation. Included must be a written description stating the reason for the request and the time frame (when it became a concern and the time period the teacher candidate was given to address the concern and remediate);
2. An explanation of the action plan developed to assist the student teacher in resolving the problem;
3. A description of the outcome of the action plan;
4. The college coordinator will submit all documentation to the coordinator of student teaching and internships.
5. **NOTE: If a student teacher has been re-assigned to a second school, no other placement will be considered.**

Policy Governing Student Teacher Removal
A student teacher will be removed from the student teaching experience under the following conditions:
1. The principal and cooperating teacher recommend the removal and justify it through official documentation indicating that the student teacher jeopardizes the well being of the students and/or the instructional processes at the school, or
2. The documentation indicates that the teacher candidate had adequate time and opportunity to remediate the problems/s and has not successfully worked with school personnel to resolve the problem/s. **NOTE: Once a student teacher is removed, at the request of the school site, he/she will not be placed in another setting during the same semester.**

The College of Liberal Arts, Education, and Human Development reserves the right to remove a student teacher at the discretion of the college coordinator, with the approval of the coordinator of student teaching and internships. If such a move is warranted, the coordinator will make a determination regarding the appropriateness of reassignment within the same semester.

Part IV. Requirements

Student Teaching Calendar
Student teachers will follow the calendar outlined by the assigned parish and school and dates/events listed on the COLAEHD Student Teaching Calendar.

Professional Team Meeting
During the first two weeks of the semester, the college coordinator will schedule a Professional Team Meeting at each school site. Student teachers, cooperating teachers and principals are required to attend. The college coordinator will share information regarding the roles, responsibilities, timelines and requirements of each team member during the student teaching semester.

Pre-Student Teaching Observation

Student teachers are required to complete 10 clock hours of observations at the assigned school site prior to the first day of the semester. Upon completion, the Pre-Student Teaching Observation Log and Reflection form must be submitted to the college coordinator.

Integrated/Merged Program: Student teachers will complete five hours in the general education classroom and five hours in a special education setting.

Student Teacher Semester Schedule (Form 4)

Student teachers must submit a copy of their daily schedule to the college coordinator at the Professional Team Meeting.

Collaborative Journal

A fundamental process required of every teacher is constant self-reflection. It is necessary for the determination of areas of strength and areas where professional development concerns should be targeted. Self-reflection should be utilized as a basis for conferences with the cooperating teacher and the college coordinator, which should lead to a realistic awareness of one's capabilities and development as a teacher.

- The student teacher will record weekly, dated entries of observations, insights, questions and reflections regarding the student teaching experience.
- The cooperating teacher shall respond weekly with written feedback regarding observations, lessons, and recommendations for improvement of performance.
- Journals should remain in the classroom.
- The cooperating teacher, student teacher, and college coordinator may agree to maintain the journal electronically. If this method is chosen, all three must be copied on e-mails or have access to the journal online.

Cohort Meetings

Each college coordinator will schedule four Cohort Meetings after school hours. Issues of common concern for student teachers in particular fields are selected for discussion. Instructions are also provided regarding the exit portfolio and other requirements. **Attendance at all Cohort Meetings is mandatory**.

Lesson Plans

- The cooperating teacher will determine the teaching assignments for the student teacher. Student teachers should indicate preferences and student teaching requirements to the cooperating teacher.
- Student teachers must have a written lesson plan for every lesson taught. On a daily basis, the lesson plan format used at the assigned school site may be used.
- Student teachers must use an extended lesson plan format for the video and the three observations conducted by the college coordinator. The college coordinator and student teacher should agree upon this format prior to observations.
- **For candidates in the Integrated/Merged program, lesson plans must include specific ways the lesson plan has been differentiated for students with diverse learning needs.**

College Coordinator Observations

The teacher candidate will be observed by the college coordinator three times throughout the semester. The Louisiana Compass Teacher Rubric will be utilized and is designed to provide feedback.
- A pre-observation conference will be conducted before the formal observation. The lesson plan will be submitted at that time.
- A post observation conference will provide feedback about the lesson through the Compass evaluation. Successes and areas of improvement will be identified.
- After the post observation conference, a reflection addressing the Compass evaluation feedback will be submitted to the college coordinator.
- All original documents must be placed in the capstone review folder.

Integrated/Merged Program: Student teachers will be observed twice in the general education setting and once in a small group setting that includes at least one student with an IEP.

Videotaped Lesson

- Each student teacher must videotape at least one complete lesson.
- The student teacher and cooperating teacher will view the lesson and reflect/provide feedback, utilizing Compass.
- A copy of the lesson plan and all feedback/reflection must be placed in the capstone review folder.
  Integrated/Merged Program: Student teachers will videotape a lesson of a small group that includes at least one student with an IEP. In addition, the student teacher will write a reflection that relates the planning and delivery of the lesson to the Council for Exceptional Children (CEC) Standards.

Weekly Log of Hours (Forms 8 and 9)

- Student teachers are required to record all teaching hours on the appropriate form weekly.
- At the 3-Way Conferences conducted at the middle and end of the semester, the college coordinator will review all hours.
- The student teacher, college coordinator and cooperating teacher will sign in the appropriate places.
- This data must also be submitted electronically, via Live Text, at the end of the semester.
- A signed copy must be submitted in the capstone review folder.

Mid-Semester and End-of-Semester Evaluations (Forms 10 and 11)

- Cooperating teachers and college coordinators are to complete evaluations, both at mid-semester and at the end of the semester (Forms 10 & 11).
- A 3-Way Conference will be conducted, during which the college coordinator, cooperating teacher and student teacher discuss the student teacher's progress.
- Summative and formative evaluations will be reviewed and signed.
- Original documents will be placed in the capstone review folder.

Integrated/Merged Program: Cooperating teachers include both general and special education teachers.

End of Semester Capstone Review

Each student teacher is required to submit the completed Capstone Review Folder to his/her college coordinator during a Capstone Review Conference. This folder must include all required student teaching forms and documentation containing the appropriate signatures. **All required documentation must be contained in the folder at the time of presentation**. Graduation is pending presentation of this folder.

Teaching Certificates

Student teachers will complete the application for the Louisiana teaching certificate at the orientation session scheduled at the beginning of the semester. During the semester, students will be provided with information to create a user ID and password in the state's electronic portal. At the end of the semester, during capstone reviews, each student teacher will submit a receipt for the $50 certification fee which is payable through the portal. After graduation, the teaching certificate is applied for, and will be accessible online at www.teachlouisiana.net in six to eight weeks.

COEHD Unit Assessments

The unit assessments are aligned with the Conceptual Framework of the COEHD, Louisiana Compass standards, and Specialty Professional Area (SPA) standards. These assessments require student teachers to engage in various teacher roles and responsibilities to impact student learning.

Dispositions-3rd Review

Effective teachers possess a set of dispositions that guide his/her actions inside and outside of the classroom. All candidates deepen their understanding and development of dispositions during the program. Prior to the end of the semester 3-way conference, the cooperating teacher and college coordinator will review and score the Candidate Dispositions 3rd Review. Scores indicate a student teacher's areas of strengths and areas for improvement.

Teacher Work Sample

Each student teacher must submit the Teacher Work Sample (TWS) via Live Text. Requirements for the exit portfolio are based on each candidate's area of certification. College coordinators guide student teachers through the work sample process.

Integrated/Merged Program: Student Teachers should select students with IEPs as their focus students for this assignment.

End of Semester Evaluation

Each student teacher is assessed by the assigned cooperating teacher and college coordinator, through a collaborative process, at the end of the semester. See Form 11.

Integrated/Merged Program:
CEC Reflection
Student teachers will videotape develop and deliver a lesson for a small group of students that includes at least one student with an IEP. The student teacher will write a reflection that relates the planning and delivery of the lesson to the Council for Exceptional Children (CEC) Standards.

Graduate Exit Survey

At the end of the semester, an exit survey will be sent through Live Text to each student teacher. This survey is designed to provide feedback regarding the student teacher's experiences related to enrollment in and completion of the program. This information is used for program review and improvement.

Graduate Follow-Up Survey

Within a year after graduation, an employment status survey form will be sent. Please complete and return the form.

APPENDIX

All forms are included in the appendix. An electronic copy is available on Moodle. All form(s) must be completed neatly and legibly, using a blue pen. All originals should be placed in the Capstone Review Folder.

UNO End of Semester Checkout Cover Sheet

Name		Student ID#	Grade/Subject
Cooperating/Mentor Teacher			School
College Coordinator			Semester and Year

Candidate will submit the End of Semester "Capstone" Review Sheet with the documentation listed below. This sheet should be the <u>first page</u> and the subsequent pages should follow <u>in this order</u>.
Initial next to each document to verify that it has been submitted for review.

Student Submits	Document	Form	College Coordinator
	End of Semester Checkout Cover Sheet	This page (D)	
	College Coordinator's Compass Evaluation Rubrics (3) (Include lesson plans)	Compass Rubric or Workbook	
	Cooperating/Mentor Teacher Observation Report of Video (Include lesson plan)	Compass Rubric or Workbook	
	Mid-Semester Student Teaching/Internship Hours Log	8	
	End-Semester Student Teaching/Internship Hours Log Also submitted via Live Text	9	
	Mid-Semester Evaluation	10	
	End of Semester Evaluation Scored in Live Text by College Coordinator	11 and Live Text	
	Evaluation of College Coordinator	Live Text	
	Evaluation of Cooperating Teacher	Live Text	
	Graduate Exit Survey	Live Text	
	Teacher Work Sample Uploaded Scored in Live Text by College Coordinator	Live Text	
	Disposition Review 3 - Completed by College Coordinator & Mentor Teacher	Live Text	

Student Teacher/Intern Semester Schedule

Teacher Candidate _____   Student ID _____

School _____

Grade/Content Area_____ Room # _____

Cooperating/Mentor Teacher Name _____

INSTRUCTIONS: Give a copy of this schedule to your College Coordinator at the initial visit. Elementary teacher candidates should indicate the time of the day (e.g., 8:45-9:45) when each activity begins. Secondary teacher candidates should indicate both period (e.g., 1st, 2nd) and time of day when each activity begins. Please include planning, lunch and/or recess periods in the proper place on the schedule. If necessary, you may include an attachment.

School Begins _____ A.M.   School Ends _____ P.M.

Period	Start Time	End Time	Room #	Subject/Activity	Identify which subject/period you expect to begin teaching 1st,2nd, etc.

Specify your Planning Day(s) and Time(s): _____

Student Teacher's/Intern's Signature _____ Date_____

Cooperating/Mentor Teacher's Signature _____ Date_____

Louisiana Believes

LOUISIANA TEACHER

Performance Evaluation Rubric

Complete Framework for Teaching Instrument

Domain 1: Planning and Preparation

Component 1c: Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

LOUISIANA TEACHER

Performance Evaluation Rubric

Domain 1: Planning and Preparation
Component 1c: Setting Instructional Outcomes
Elements Include:
Value, Sequence, and Alignment: Students must be able to build their understanding of important ideas from concept to concept **Clarity:** Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment **Balance:** Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills **Suitability for Diverse Students:** Outcomes must be appropriate for all students in the class **Indicators Include:** Outcomes of a challenging cognitive level Statements of student learning, not student activity Outcomes central to the discipline and related to those in other disciplines Permit assessment of student attainment Differentiated for student of varied ability

DEPARTMENT of
EDUCATION
Louisiana Believes

Domain 1: Planning and Preparation

Component 1c: Setting Instructional Outcomes

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
• Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.	• Outcomes represent moderately high expectations and rigor.	• Most outcomes represent rigorous and important learning in the discipline.	• All outcomes represent rigorous and important learning in the discipline.
• Outcomes are stated as activities, rather than as student learning.	• Some reflect important learning in the discipline, and consist of a combination of outcomes and activities.	• All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment.	• The outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
• Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	• Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	• Outcomes reflect several different types of learning and opportunities for coordination.	• Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.
	• Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	• Outcomes take into account the varying needs of groups of students.	• Outcomes take into account the varying needs of individual students.

LOUISIANA DEPARTMENT OF EDUCATION 1201 North Third Street | Baton Rouge, LA 70802 | 877.453.2721 | www.louisianabelieves.com

Louisiana Compass Performance Standards for School Leaders | Development Supported by New Leaders

DEPARTMENT of
EDUCATION
Louisiana Believes

LOUISIANA TEACHER
Performance Evaluation Rubric

Domain 1: Planning and Preparation

Component 1c: Setting Instructional Outcomes

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Critical Attributes	• Outcomes lack rigor • Outcomes do not represent important learning in the discipline • Outcomes are not clear or are stated as activities • Outcomes are not suitable for many students in the class	• Outcomes represent a mixture of low expectations and rigor • Some outcomes reflect important learning in the discipline • Outcomes are suitable for most of the class	• Outcomes represent high expectations and rigor • Outcomes are related to "big ideas" of the discipline • Outcomes are written in terms of what students will learn rather than do • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication • Outcomes are suitable to groups of students in the class, differentiated where necessary	In addition to the characteristics of "proficient," • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing • Teacher connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks

Domain 1: Planning and Preparation

Component 1c: Setting Instructional Outcomes

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples	• A learning outcome for a fourth grade class is to make a poster illustrating a poem. • All the outcomes for a ninth grade history class are factual knowledge. • The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles. • Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.	• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower level students struggle.	• One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry." • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.	• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

Elements Include:

- **Management of Instructional Groups:** Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher

- **Management of Transitions:** Many lessons engage students in different types of activities – large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly

- **Management of Materials and Supplies:** Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction

- **Performance of Non-Instructional Duties:** Overall, little instructional time is lost in activities such as taking attendance (e.g., recording the lunch count, or the return of permission slips for a class trip.)

Indicators Include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move

LOUISIANA TEACHER
Performance Evaluation Rubric

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
• Much instructional time is lost due to inefficient classroom routines and procedures.	• Some instructional time is lost due to only partially effective classroom routines and procedures.	• There is little loss of instructional time due to effective classroom routines and procedures.	• Instructional time is maximized due to efficient classroom routines and procedures.
• There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively.	• The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning.	• The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful.	• Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.
• There is little evidence that students know or follow established routines.	• With regular guidance and prompting, students follow established routines	• With minimal guidance and prompting, students follow established classroom routines.	• Routines are well understood and may be initiated by students.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA TEACHER
Performance Evaluation Rubric

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Critical Attributes	• Students not working with the teacher are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic.	• Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly.	• The students are productively engaged during small group work. • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.	In addition to the characteristics of "proficient," • Students take the initiative with their classmates to ensure that their time is used productively. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.

LOUISIANA TEACHER
Performance Evaluation Rubric

Domain 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples	• When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies or distributing supplies is time consuming. • Students bump into one another lining up or sharpening pencils. • Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. • Most students ask what they are to do or look around for clues from others.	• Some students not working with the teacher are not productively engaged in learning. • Transitions between large and small group activities are rough but they are accomplished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures. • The attendance or lunch count consumes more time than it would need if the procedure were more routinized.	• Students get started on an activity while the teacher takes attendance. • Students move smoothly between large and small group activities. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • The teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small group work, students have established roles, they listen to one another, summarizing different views, etc. • Clean-up at the end of a lesson is fast and efficient.	• Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table she should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material.

Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.

In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Elements Include:

- **Quality of Questions/Prompts:** Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.

- **Discussion Techniques:** Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.

- **Student Participation:** In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Indicators Include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
• Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	• While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Critical Attributes	• Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion.	• Teacher frames some questions designed to promote student thinking, but only a few students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion.	• Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on student responses to question effectively. • Discussion enables students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion.	In addition to the characteristics of "proficient," • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples	• All questions are of the "recitation" type, such as "What is 3 x 4?" • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher only calls on students who have their hands up.	• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but the same three students offer comments. • The teacher asks: "Michael, Can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.	• The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as: "What are some things you think might contribute to...?" • The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.	• A student asks "How many ways are there to get this answer?" • A student says to a classmate: "I don't think I agree with you on this, because...." • A student asks other students: "Does anyone have another idea as to how we might figure this out?" • A student asks "What if...?"

DEPARTMENT of EDUCATION
Louisiana Believes

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Elements Include:

- **Activities and Assignments:** The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.

- **Grouping of Students:** How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

- **Instructional Materials and Resources:** The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. While some teachers are obliged to use a school or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.

- **Structure and Pacing:** No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators Include:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works."
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

DEPARTMENT of
EDUCATION
Louisiana Believes

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or rushed. • Few students are intellectually engaged or interested.	• The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	• Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA TEACHER
Performance Evaluation Rubric

Domain 3: Instruction

Component 3c: Engaging Student in Learning

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
	- Few students are intellectually engaged in the lesson. - Learning tasks require only recall or have a single correct response or method. - The materials used ask students only to perform rote tasks. - Only one type of instructional group is used (whole group, small groups) when a variety would better serve the instructional purpose. - Instructional materials used are unsuitable to the lesson and/or the students. - The lesson drags, or is rushed.	- Some students are intellectually engaged in the lesson. - Learning tasks are a mix of those requiring thinking and recall. - Student engagement with the content is largely passive, learning primarily facts or procedures. - Student have no choice in how they complete tasks. - The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. - The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. - The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	- Most students are intellectually engaged in the lesson. - Learning tasks have multiple correct responses or approaches and/or demand higher order thinking. - The students have some choice in how they complete learning tasks. - There is a mix of different types of groupings, suitable to the lesson objectives. - Materials and resources support the learning goals and require intellectual engagement, as appropriate. - The pacing of the lesson provides students the time needed to be intellectually engaged.	In addition to the characteristics of "proficient," - Virtually all students are highly engaged in the lesson. - Students take the initiative to modify a learning task to make it more meaningful or relevant to their needs. - Students suggest modifications to the grouping patterns used. - Students have extensive choices in how they complete tasks. - Student suggest modifications or additions to the materials being used. - Student have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Critical Attributes				

Domain 3: Instruction

Component 3c: Engaging Student in Learning

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples	• Students are able to fill out the lesson worksheet without understanding what it's asking them to do. • The lesson drags, or feels rushed. • Students complete "busy work" activities.	• Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed.	• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. • There is a clear beginning, middle, and end to the lesson. • The lesson is neither rushed nor drags.	• Students are asked to write an essay "in the style of Hemingway." • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

DEPARTMENT of
EDUCATION
Louisiana Believes

LOUISIANA TEACHER
Performance Evaluation Rubric

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. As important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Elements Include:

- **Assessment Criteria:** It is essential that students know the criteria for assessment. At its highest level, students have had a hand in articulating the criteria for, for example, a clear oral presentation.

- **Monitoring of Student Learning:** A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is carefully planned in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.

- **Feedback to Students:** Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.

- **Student Self-Assessment and Monitoring of Progress:** The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators Include:

- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically-created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- Teacher adjusting instruction in response to evidence of student understanding (or lack of it)

DEPARTMENT of
EDUCATION
Louisiana Believes

LOUISIANA TEACHER
Performance Evaluation Rubric

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
• There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	• Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. • Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. • Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	• Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment. • Questions/ prompts/ assessments are used to diagnose evidence of learning.	• Assessment is fully integrated into instruction, through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. • Students self-assess and monitor their progress. • A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. • Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

LOUISIANA TEACHER
Performance Evaluation Rubric

Domain 3: Instruction
Component 3d: Using Assessment in Instruction

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Critical Attributes	• The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback in only global. • The teacher does not ask students to evaluate their own classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly, specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. • The teacher's attempts to adjust the lesson are partially successful.	• Students indicate that they clearly understand the characteristics of high quality work. • The teacher elicits evidence of student understanding during the lesson. • Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least some groups of students • The teacher attempts to engage students in self or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.	In addition to the characteristics of "proficient," • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • The teacher's adjustments to the lesson are designed to assist individual students.

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples	• A student asks: "How is this assignment going to be graded?" • A student asks "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "good job, everyone."	• Teacher asks: "Does anyone have a question? • When a student completes a problem on the board, the teachers corrects the student's work without explaining why. • The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.	• The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically formulated question to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors.	• The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates providing substantive feedback to individual students. • The teacher uses popsicle-sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

Pre-Observation Form

Before the observation, the University Supervisor meets with the Teacher Candidate to discuss the lesson. This may be a face to-face or virtual meeting. The Teacher Candidate provides a copy of the lesson plan to the University Supervisor within 24 hours of the scheduled pre-observation meeting. The pre-observation conference occurs within 24 hours of the observation.

➢ **Teacher Candidate provides an overview of the lesson, including an objective and standards addressed. (3-5 min)**
➢ **University Supervisor asks clarifying questions. (3-5 min)**

NOTES

➢ **Teacher Candidate provides context for the lesson. (e.g., first lesson with this concept/skill, review of skill/concept new teaching strategy) (3-5 min)**
➢ **University Supervisor asks clarifying questions. (3-5 min)**

NOTES

➢ **Teacher Candidate provides information about any special circumstances. (e.g., preferential seating, individual accommodations, behavior intervention, other personnel in the classroom) (3-5 min)**
➢ **University Supervisor asks clarifying questions. (3-5 min)**

NOTES

COMPASS
OBSERVATION WORKBOOK

TEACHER:		SCHOOL	
EVALUATOR:		GRADE/CONTENT	
DATE:		START & END TIME:	

OBJECTIVES

DID STUDENTS ACHIEVE THE OBJECTIVES?

PLANNING AND PREPARATION COMPETENCY 1C: SETTING INSTRUCTIONAL OBJECTIVES

INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE:
• Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.	• Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class.	• Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class, differentiated where necessary.	In addition to the characteristics of "proficient," • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks.

EVIDENCE & SUGGESTIONS

CLASSROOM ENVIRONMENT COMPETENCY 2C: MANAGING CLASSROOM PROCEDURES

INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE:
• Students not working with the teacher are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic.	• Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly.	• The students are productively engaged during small group work. • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.	In addition to the characteristics of "proficient," • Students take the initiative with their classmates to ensure that their time is used productively. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.

EVIDENCE & SUGGESTIONS

INSTRUCTION COMPETENCY 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES

INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE:
• Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion.	• Teacher frames some questions designed to promote student thinking, but only a few students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion.	• Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion.	In addition to the characteristics of "proficient," • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.

EVIDENCE & SUGGESTIONS

INSTRUCTION COMPETENCY 3C: ENGAGING STUDENTS IN LEARNING

INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE:
• Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	• Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.	In addition to the characteristics of "proficient," • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

EVIDENCE & SUGGESTIONS

INSTRUCTION COMPETENCY 3D: USING ASSESSMENT IN INSTRUCTION

INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE:
• The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. • The teacher's attempts to adjust the lesson are partially successful.	• Students indicate that they clearly understand the characteristics of high quality work. • The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.	In addition to the characteristics of "proficient," • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • The teacher's adjustments to the lesson are designed to assist individual students.

EVIDENCE & SUGGESTIONS

OVERALL LESSON COMMENTS (COMPLETED BY UNIVERSITY SUPERVISOR)

University Supervisor's Comments:

In the reflection area below the teacher candidate will:

1. Reflect on the lesson. What went well? What would you change if you retaught the lesson?
2. Provide data to indicate student learning, based on the exit ticket. Candidate will complete the chart below.
3. Reflect on suggestions noted in each component, and identify:

- Two areas for improvement - consider the areas to refine during the next few weeks.
- Deliberate steps toward continual improvement of teaching practices in these areas.
 (We will discuss during the post-observation conference.)

NOTE: The University Supervisor meets with the Teacher Candidate within 24-48 hours of the observation to discuss the lesson – areas of strength and areas for growth. This may be a face-to-face or virtual meeting.

REFLECTION (COMPLETED BY TEACHER CANDIDATE)

1. What is your opinion of the lesson? (What went well? What would you change if you retaught it?)

2. Based on your exit ticket, provide data to indicate what **percentage** (you should also know the names of specific students) fall into each of the ranges below. *Then describe how you will plan instruction for each group based on skill acquisition.*

Skill Mastery (They understand!)	Emerging (They are close to understanding and could benefit from scaffolding/small group instruction.)	Intensive Assistance Needed (They would benefit from teacher time.)
(enter percentage here)	(enter percentage here)	(enter percentage here)
INSTRUCTIONAL PLANS		
(write instructional plan here)	(write instructional plan here)	(write instructional plan here)

3.   Think about the suggestions provided. Identify 2 focus areas for refinement AND describe what steps/strategies you will utilize to address these areas.

1)

2)

Please share additional comments or questions here:

Teacher Candidate's Signature: _____   Date: _____

Mentor Teacher's Signature: _____   Date: _____

University Supervisor's Signature: _____   Date: _____

MID-SEMESTER

Weekly Log of Student Teaching/Internship Hours (Form 8)

Student Teacher/Intern: _____   Grade/Subject: _____ _
Cooperating/Mentor Teacher _____   School _____

College Coordinator _____   Semester/Year _____

INSTRUCTIONS:
This log will assist you when completing the field experience template for Mid-Semester Teaching Hours. The Cooperating/Mentor Teacher verifies teaching hours prior to the student teacher's/intern's completion of weekly entry. Prior to the Mid-Semester Three-Way Conference, print this log and bring to the Mid-Semester Three-Way Conference to obtain the required signatures.

Week Of	Total Teaching Hours per Week	Number of Absences	Number of Times Tardy
Mid-Semester Totals			

Student Teacher/Intern_____   Date_____

Cooperating/Mentor Teacher _____   Date _____

College Coordinator _____   Date _____

END OF SEMESTER

Weekly Log of Student Teaching/Internship Hours (Form 9)

Student Teacher/Intern_____   Grade/Subject _____

Cooperating/Mentor Teacher _____   School _____

College Coordinator _____   Semester/Year _____

INSTRUCTIONS:

This log will assist you when completing the field experience template for Mid-Semester Teaching Hours. The Cooperating/Mentor Teacher verifies teaching hours prior to the student teacher's/intern's completion of weekly entry. Prior to the Mid-Semester Three-Way Conference, print this log and bring to the Mid-Semester Three-Way Conference to obtain the required signatures.

Week Of	Total Teaching Hours per Week	Number of Absences	Number of Times Tardy
Mid-Semester Totals			

Student Teacher/Intern_____   Date _____

Cooperating/Mentor Teacher_____   Date _____

College Coordinator _____   Date _____

Note: Secure all required signatures at the end of semester 3-way conference
Place original in Capstone Review folder

Mid-Semester Evaluation (Form 10)   COLAEHD UNIT ASSESSMENT

Teacher Candidate: _____ Grade/Subject:_____
Cooperating/Mentor Teacher:_____ School:_____
College Coordinator:_____ Semester/Year:_____

Rating Scale

A = 3.3 - 4.0	4	Target	A
B = 2.5 - 3.2	3	Acceptable	B
C = 1.7 - 2.4	2	Needs Improvement	C
D = 0.9 - 1.6	1	Unsatisfactory	D
F = 0.8 and below	0	Failing	F

COMPETENCIES OBSERVED *(Circle the appropriate number - each element must be scored)*

I. EFFECTIVE TEACHERS *MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS*

A. They establish a culture for learning by:

Managing classroom procedures (Compass 2c)	4	3	2	1	0
Managing student behavior	4	3	2	1	0
Organizing physical space	4	3	2	1	0
Organizing classrooms to integrate technology	4	3	2	1	0
Maintaining accurate records using available technology	4	3	2	1	0

B. They create an environment of respect and rapport by:

Using cultural contexts in the classroom	4	3	2	1	0
Demonstrating knowledge of diversity among students	4	3	2	1	0
Presenting rationales for change to meet students' needs	4	3	2	1	0

TOTAL SUBSCORE divided by 8 = Letter Grade to nearest whole number   **Letter Grade =_____**

==

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION

A. They understand and use curriculum and instruction by:

Knowing content	4	3	2	1	0
Knowing pedagogy	4	3	2	1	0
Setting instructional outcomes (Compass 1c)	4	3	2	1	0
Designing coherent instruction	4	3	2	1	0
Designing student assessments	4	3	2	1	0
Incorporating knowledge of diversity in the classroom	4	3	2	1	0
Planning for the use of technologies in curriculum and instruction	4	3	2	1	0
Demonstrating knowledge of resources, including technologies	4	3	2	1	0
Planning for the use of collaborative group practices in the classroom	4	3	2	1	0

B. They communicate effectively by:

Incorporating effective written communication in the classroom	4	3	2	1	0
Incorporating effective oral communication in the classroom	4	3	2	1	0

TOTAL SUBSCORE divided by 11 = Letter Grade to nearest whole number   **Letter Grade =_____**

==

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (Compass 3c) by:

Interacting effectively with students	4	3	2	1	0
Demonstrating flexibility and responsiveness	4	3	2	1	0
Integrating technology and other resources	4	3	2	1	0

B. They integrate disciplines into instruction by:

Applying connections to multiple disciplines	4	3	2	1	0
Demonstrating connections to real life	4	3	2	1	0

C. They use assessment in instruction by:

Incorporating performance tasks in the classroom	4	3	2	1	0
Using questioning and discussion techniques (Compass 3b) 4	3	2	1	0	
Using pre-assessment, formative assessment, and summative assessment appropriately (Compass 3d)	4	3	2	1	0

D. They embed diversity in decision-making by:

Selecting resources	4	3	2	1	0
Delivering instruction	4	3	2	1	0
Assessing learning	4	3	2	1	0

TOTAL SUBSCORE divided by 11 = Letter Grade to nearest whole number   **Letter Grade =_____**

===

IV. *EFFECTIVE TEACHERS* PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES

A. They advocate for children, in terms of services and supports by:

Communicating with families	4	3	2	1	0
Demonstrating knowledge of resources in school and the community 4		3	2	1	0

B. They collaborate to improve professional practice by:

Engaging in a professional community	4	3	2	1	0
Participating in professional development	4	3	2	1	0
Collaborating with teachers and mentors	4	3	2	1	0
Developing goals for social justice	4	3	2	1	0
Using research-based practices that include current available technology	4	3	2	1	0

C. They reflect on teaching and learning by:

Focusing on cultural contexts and social justice	4	3	2	1	0
Collecting and analyzing data to improve practice	4	3	2	1	0

TOTAL SUBSCORE divided by 9 = Letter Grade to nearest whole number   **Letter Grade =_____**

RECOMMENDED GRADE

☐ **GRADE A** - Continuous and progressive evaluation of the teacher candidate's classroom performance is outstanding.

☐ **GRADE B** - Continuous and progressive evaluation of the teacher candidate's classroom performance is above average

☐ **GRADE C** - Continuous and progressive evaluation of the teacher candidate's classroom performance is average.

☐ **GRADE D** - Continuous and progressive evaluation of the teacher candidate's classroom performance is unsatisfactory.

☐ **GRADE F** - Continuous and progressive evaluation of the teacher candidate's classroom performance is unsatisfactory and failing.

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Final grade (determined by the College Coordinator): _____

Cooperating/Mentor Teacher's Signature:_____ Date:_____

College Coordinator's Signature:_____ Date:_____

Teacher Candidate's Signature:_____ Date:_____

End of Semester Evaluation (Form 11) COLAEHD UNIT ASSESSMENT

Teacher Candidate: _____ Grade/Subject: _____
Cooperating/Mentor Teacher: _____ School: _____
College Coordinator: _____ Semester/Year: _____

Rating Scale

A = 3.3 - 4.0	4	Target	A
B = 2.5 - 3.2	3	Acceptable	B
C = 1.7 - 2.4	2	Needs Improvement	C
D = 0.9 - 1.6	1	Unsatisfactory	D
F = 0.8 and below	0	Failing	F

COMPETENCIES OBSERVED (Circle the appropriate number - each element must be scored)

I. EFFECTIVE TEACHERS *MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS*

A. They establish a culture for learning by:

Managing classroom procedures (Compass 2c)	4	3	2	1	0
Managing student behavior	4	3	2	1	0
Organizing physical space	4	3	2	1	0
Organizing classrooms to integrate technology	4	3	2	1	0
Maintaining accurate records using available technology	4	3	2	1	0

B. They create an environment of respect and rapport by:

Using cultural contexts in the classroom	4	3	2	1	0
Demonstrating knowledge of diversity among students	4	3	2	1	0
Presenting rationales for change to meet students' needs	4	3	2	1	0

TOTAL SUBSCORE divided by 8 = Letter Grade to nearest whole number **Letter Grade =_____**
==

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION

A. They understand and use curriculum and instruction by:

Knowing content	4	3	2	1	0
Knowing pedagogy	4	3	2	1	0
Setting instructional outcomes (Compass 1c)	4	3	2	1	0
Designing coherent instruction	4	3	2	1	0
Designing student assessments	4	3	2	1	0
Incorporating knowledge of diversity in the classroom	4	3	2	1	0
Planning for the use of technologies in curriculum and instruction	4	3	2	1	0
Demonstrating knowledge of resources, including technologies	4	3	2	1	0
Planning for the use of collaborative group practices in the classroom	4	3	2	1	0

B. They communicate effectively by:

Incorporating effective written communication in the classroom	4	3	2	1	0
Incorporating effective oral communication in the classroom	4	3	2	1	0

TOTAL SUBSCORE divided by 11 = Letter Grade to nearest whole number **Letter Grade =_____**

==

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (Compass) **by:**

Interacting effectively with students	4	3	2	1	0
Demonstrating flexibility and responsiveness	4	3	2	1	0
Integrating technology and other resources	4	3	2	1	0

B. They integrate disciplines into instruction by:

Applying connections to multiple disciplines	4	3	2	1	0
Demonstrating connections to real life	4	3	2	1	0

C. They use assessment in instruction by:

Incorporating performance tasks in the classroom	4	3	2	1	0
Using questioning and discussion techniques (Compass 3b) 4	3	2	1	0	
Using pre-assessment, formative assessment, and summative assessment appropriately (Compass 3d)	4	3	2	1	0

D. They embed diversity in decision-making by:

Selecting resources	4	3	2	1	0
Delivering instruction	4	3	2	1	0
Assessing learning	4	3	2	1	0

TOTAL SUBSCORE divided by 11 = Letter Grade to nearest whole number   **Letter Grade =** _____

==

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

A. They advocate for children, in terms of services and supports by:

Communicating with families	4	3	2	1	0
Demonstrating knowledge of resources in school and the community	4	3	2	1	0

B. They collaborate to improve professional practice by:

Engaging in a professional community	4	3	2	1	0
Participating in professional development	4	3	2	1	0
Collaborating with teachers and mentors	4	3	2	1	0
Developing goals for social justice	4	3	2	1	0
Using research-based practices that include current available technology	4	3	2	1	0

C. They reflect on teaching and learning by:

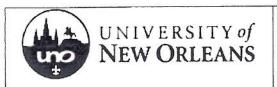|					
Focusing on cultural contexts and social justice	4	3	2	1	0
Collecting and analyzing data to improve practice	4	3	2	1	0

TOTAL SUBSCORE divided by 9 = Letter Grade to nearest whole number   **Letter Grade =** _____

RECOMMENDED GRADE

☐ **GRADE A** - Continuous and progressive evaluation of the teacher candidate's classroom performance is outstanding.

☐ **GRADE B** - Continuous and progressive evaluation of the teacher candidate's classroom performance is above average

☐ **GRADE C** - Continuous and progressive evaluation of the teacher candidate's classroom performance is average.

☐ **GRADE D** - Continuous and progressive evaluation of the teacher candidate's classroom performance is unsatisfactory.

☐ **GRADE F** - Continuous and progressive evaluation of the teacher candidate's classroom performance is unsatisfactory and failing.

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Final grade (determined by the College Coordinator): _____

Cooperating/Mentor Teacher's Signature:_____ Date:_____

College Coordinator's Signature:_____ Date:_____

Teacher Candidate's Signature:_____ Date:_____

Official Report of Absence/Tardiness in Student Teaching/Internship
Form 12

Teacher Candidate: _____ Date:_____

Cooperating/Mentor Teacher: _____ School:_____

Instructions: All absences and tardies MUST be reported to the Coordinator of Student Teaching and Internships. Complete and submit Form 12 to the Coordinator of Student Teaching and Internships by the day and time requested.

Official Report of: ☐ Absence ☐ Tardiness

Date of Official Report (Form 12) _____ Date of Absence/Tardy_____

School's Required "Arrival Time" for Teacher candidate: _____

Recorded "Late Arrival Time" of Teacher candidate: _____

Student Provided Official Documentation and/or Confirmation of Absence/Tardiness:
☐Yes ☐ No

Official Documentation was faxed to the Coordinator of Student Teaching and Internships:
☐Yes ☐ No Date _____

Teacher candidate's Reason for Absence/Tardiness:

Student Teacher's Signature _____ Date: _____

Cooperating/Mentor Teacher Signature _____ Date: _____

Petition to Discontinue Student Teaching/Internship

Teacher Candidate: _____   Date: _____

Certification Area: _____   ID#: _____

Cooperating/Mentor Teacher: _____   School: _____

College Coordinator: _____   Semester/Year: _____

*Attach your reason for requesting permission to discontinue Student Teaching/Internship on a separate sheet of paper.

I understand that should I later decide that I want to complete requirements for a license to teach through the University of New Orleans, i will have to reapply for admission and be accepted to the Teacher Education Program under the program and enrollment capacity guidelines in effect at that time.

Teacher Candidate's Signature: _____   Date: _____

Cooperating/Mentor Teacher's Formative Evaluation of Teacher Candidate:

☐	Outstanding	Grade is **A**
☐	Above Average	Grade is **B**
☐	Average	Grade is **C**
☐	Below Average	Grade is **D**

Last day reported to assigned school (month/day/year): _____

Number of teaching hours earned to date: _____

Cooperating/Mentor Teacher's Signature: _____   Date: _____

For Office Use Only

Received by: _____   Date: _____

Action Taken:

_____
_____
_____

Outcome:

_____
_____

THE UNIVERSITY of NEW ORLEANS

Department of Curriculum, Instruction & Special Education
MAT Teacher Education Program

Dispositions #3 (Final Review
Cooperating/Mentor Teacher's Assessmer
& College Coordinator's Assessmer

The National Council for the Accreditation of Teacher Education (2002) defines dispositions as "the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and affect student learning, motivation and development as well as educator's own professional growth."

TEACHER CANDIDATE: **PRIVATEER #:**
PROGRAM: **DATE:**

All teacher candidates will be reviewed for dispositional growth and development using the following assessment scale. **Actions and attitudes displayed are: SATISFACTORY OR UNSATISFACTORY**

DISPOSITIONS CATEGORY	Cooperating Teacher's Assessment		College Coordinator's Assessment	
	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory
Equity & Advocacy – Effective teachers: ✓ Value and respect individual differences; ✓ commit to the premise that all students can learn; and ✓ engage in advocacy when the welfare of the student is at risk or a need to address social justice issues is identified.				
Professionalism & Communication - Effective teachers: ✓ Practice and model ethical and professional behavior in and out of the classroom; ✓ communicate effectively in a variety of situations for a variety of purposes; and ✓ demonstrate reliable and punctual attendance in all situations.				
Constant Improvement – Effective teachers: ✓ Seek opportunities for expanding knowledge and improving practice; ✓ commit to lifelong learning and professional development; and ✓ exhibit intrinsic motivation and continually engage in inquiry, reflection, and self-assessment.				

DISPOSITIONS CATEGORY	Cooperating Teacher's Assessment		College Coordinator's Assessment	
	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory
Collaboration – Effective teachers: ✓ Commit to collaboration with all stakeholders to ensure their own improvement and the success of their students; ✓ balance personal initiative with recognition of others' contributions in group work; and ✓ participate actively with colleagues in a respectful manner.				
Flexibility & Perseverance – Effective teachers: ✓ Work through difficulties and commit to finding solutions; ✓ effectively develop a problem-solving and experimental orientation through reflection and questioning; and ✓ accept constructive feedback and adjust accordingly.				

Cooperating Teacher Comments/Feedback:

College Coordinator Comments/Feedback:

_____   Date _____
Signature of Cooperating Teacher

_____   Date _____
Signature of College Coordinator

I have received a copy of this review and am aware of its contents.

_____   Date _____
Signature of Teacher Candidate

Lesson Plan for Formal Observations

Title:

Subject:

Grade Level:

Common Core State Standards:

Objectives:

Materials & Resources (include technology):

Lesson Procedures:
Introduction and Modeling

Guided Practice

Independent Practice

Closure

Assessments:

Considerations for students who need accommodations/modifications:

Characteristics of particular Student	Ways student's needs will be addressed for this specific lesson (e.g., materials, instructional process, activity, assessment, socialization, work /study skills)
#1	
#2	
#3	
#4	

Extensions of the Lesson:

Reflection (to be completed after the lesson has been taught)

**Teacher Work Sample for Elementary,
Secondary and Special Education
Programs**

The Renaissance Partnership

For Improving   Teacher Quality

Teacher Work Sample:
• Performance Prompt
• Teaching Process Standards
• Scoring Rubrics

June 2002

Overview of Teacher Work Sample (TWS)

The Vision

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Your Assignment

The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. A TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard follow each Teaching Process. The Standards and Rubrics will be used to evaluate your TWS. The Prompts (or directions) help you document the extent to which you have met each the standard. The underlined words in the Rubric and Prompts are defined in the Glossary.

You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Format

- Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (d) your university, (e) course number and title. *Write a three-letter university code plus a four-digit student identification code on each page of the entire document.*
- Table of Contents. Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.
- Charts, graphs and attachments. Charts, graphs and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
- Narrative length. A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) word-processed pages, double-spaced in 12-point font, with 1-inch margins.
- References and Credits (not included in total page length). If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits.* You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled "Publication Manual of the American Psychological Association").
- Anonymity. In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your TWS.

Teaching Processes Assessed by the Renaissance Teacher Work Sample

Teaching Processes, TWS Standards, and Indicators

Contextual Factors
The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
$ Knowledge of community, school, and classroom factors
$ Knowledge of characteristics of students
$ Knowledge of students' varied approaches to learning $
Knowledge of students' skills and prior learning
$ Implications for instructional planning and assessment

Learning Coals
The teacher sets significant, challenging, varied and appropriate learning goals.
$ Significance, Challenge and Variety
$ Clarity
$ Appropriateness for students
$ Alignment with national, state or local standards

Assessment Plan
The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.
$ Alignment with learning goals and instruction
$ Clarity of criteria for performance
$ Multiple modes and approaches
$ Technical soundness
$ Adaptations based on the individual needs of students

Design for Instruction
The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
$ Alignment with learning goals
$ Accurate representation of content
$ Lesson and unit structure
$ Use of a variety of instruction, activities, assignments and resources
$ Use of contextual information and data to select appropriate and relevant activities, assignments and resources. $
Use of technology

Instructional Decision-Making
The teacher uses ongoing analysis of student learning to make instructional decisions.
$ Sound professional practice
$ Adjustments based on analysis of student learning
$ Congruence between modifications and learning goals

Analysis of Student Learning
The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
$ Clarity and accuracy of presentation
$ Alignment with learning goals
$ Interpretation of data
$ Evidence of impact on student learning

Reflection and Self-Evaluation *The teacher reflects on his or her instruction and student learning in order to improve teaching practice.* $ Interpretation of student learning
$ Insights on effective instruction and assessment
$ Alignment among goals, instruction and assessment
$ Implications for future teaching
$ Implications for professional development

Contextual Factors

TWS Standard
The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Task
Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt
In your discussion, include:
- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Suggested Page Length: 1-2

Contextual Factors Rubric

TWS Standard : *The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills And Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

Learning Goals

TWS Standard
The teacher sets significant, challenging, varied and appropriate learning goals.

Task
Provide and justify the learning goals for the unit.

Prompt
- **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
- **Show how the goals are aligned with local, state, or national standards,** (identify the source of the standards).
- **Describe the types and levels of your learning goals.**
- **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.**

<u>**Suggested Page Length:**</u> 1-2

Learning Goals Rubric

TWS Standard: *The teacher sets significant, challenging, varied and appropriate learning goals.*

Rating → Indicator ↓	1 **Indicator Not Met**	2 **Indicator Partially Met**	3 **Indicator Met**	Score
Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

Assessment Plan

TWS Standard

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Task

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performancebased tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt

- **Provide an overview of the assessment plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
- **Describe the pre- and post-assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

Example of Assessment Plan Table: Kindergarten

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal i *Example: The student will link wild animals wiht: their habitats.*	Pre-Assessment	Checklist: game with animal masks & centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief.
	Formative Assessment	animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q & A picture journals	Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q & A.
	Post-Assessment	Checklist: game with animal masks & centers representing habitats	

Suggested Page Length: 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table

Assessment Plan Rubric

TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

Rating → Indicator ↓	1 **Indicator Not Met**	2 **Indicator Partially Met**	3 **Indicator Met**	Score
Alignment with Learning Coals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	

Design for Instruction

TWS Standard
The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Task
Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

Prompt
- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to the learning goals.* Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each earning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.

- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

- **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:

  how the content relates to your instructional goal(s),
  how the activity stems from your pre-assessment information and contextual factors, what materials/technology you will need to implement the activity, and how you plan to assess student learning during and/or following the activity (i.e., formative assessment).

- **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

Suggested Page Length: 3 + visual organizer

Design for Instruction
Rubric

TWS Standard: *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Coals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and preassessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and preassessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and preassessment data. Most activities and assignments appear productive and appropriate for each student.	
Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	

Instructional Decision-Making

TWS Standard

The teacher uses on-going analysis of student learning to make instructional decisions.

Task

Provide two examples of instructional decision-making based on students' learning or responses.

Prompt

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

    Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

    Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

- Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

    Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

    Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Suggested Page Length: 3-4

Instructional Decision-Making Rubric

TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	
Modifications Based on Analysis of Student Learning	Teacher treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	

Analysis of Student Learning

TWS Standard

The teacher uses assessment data to profile student learning and communicate Information about student progress and achievement.

Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Prompt

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).

- **Subgroups.** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms **of one learning goal.** Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

- **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

Suggested Page Length: 4 + charts and student work examples

Analysis of Student Learning Rubric

TWS Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

Reflection and Self-Evaluation

TWS Standard
The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice,

Task
Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt
- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.

- **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length: 2

Reflection and Self Evaluation Rubric

TWS Standard: *The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

This form is to be completed by the **College Coordinator** for each Candidate. It should be paper clipped to the outside of the Candidate's Capstone Review Folder and submitted to the Director of Field Experiences.

Date: _____ / _____ / _____

Candidate: _____   Privateer Number: _____

Candidate's Telephone Number: (_____) _____ - _____

Program: ____ Undergraduate   _____ Non-Master's Alt Cert   _____ MAT

Certification Area: _____ Early Childhood   _____ Elementary   _____ Integrated-Merged

_____ Music   _____ Middle Grades   (Circle: English Math Science Social Studies)

_____ Secondary   (Circle: English Math Biology Chemistry Earth Science Social Studies)

_____ Special Education (Circle: Mild-Moderate   Early Intervention   Significant Disabilities)

I. School: _____   Grade/Subject: _____

Cooperating Teacher / Mentor: _____

College Coordinator: _____

Final Grade for Student Teaching / Internship: _____

II. Please ask the Candidate each question and record his/her response.

Have you passed PRAXIS Subject Area (Content) Test(s)?	____ Yes ____ No
Have you passed PRAXIS PLT?	____ Yes ____ No
Have you uploaded the Teacher Work Sample in Live Text?	____ Yes ____ No
Have you passed the Mild Moderate Add-On Assessment? ____ N/A	____ Yes ____ No
Have you uploaded your field experience hours in Live Text?	____ Yes ____ No

---

III. College Coordinator's Responsibilities *(To be answered by the College Coordinator):*

Have you scored the End of Semester Evaluation Form electronically?   _____ Yes _____ No

Have you scored the Teacher Work Sample electronically: _____ Yes _____ No

Have you entered the Dispositions Reviews electronically: _____ Yes _____ No

If the Candidate earned a grade of "C" or higher and answered "YES" to all questions in Part II, is a receipt for $50.00 from the *Louisiana Department of Education* attached to this form?

_____ Yes _____ No

_____   _____
College Coordinator's Signature   Date