



Student Teaching Handbook

Spring 2008

THE MISSION

The mission of professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College's focus on civic and intellectual development of the students, while fostering the skills, knowledge and habits of character (dispositions) vital to those involved in the education of the nation's next generation of citizens.

The Tennessee Framework for Evaluation and Professional Growth specifies Six Domains for classroom teachers:

1. Planning
2. Teaching Strategies
3. Assessment and Evaluation
4. Learning Environment
5. Professional Growth
6. Communication

See the complete Framework at: www.state.tn.us/education/frameval/index.html

THE VISION

Tusculum College's Vision identifies four areas of development which build on the Tennessee Framework Domains: Civic Development, Intellectual Development, Professional Development, and Foundational Competencies. The following Characteristics of a Competent Teacher demonstrate the competencies needed by student teachers and lifelong learners:

1. Planning
 - A. Utilizing time and organizing space
 - B. Making realistic provisions for individual differences
 - C. Making provision for independent learning activities
 - D. Formulating daily written lesson plans
 - E. Planning a variety of teaching and organizational strategies
 - F. Stating clear, concise objectives for student learning activities
 - G. Demonstrating flexibility and creativity in materials and equipment
2. Teaching Strategies
 - A. Teaching to an objective
 - B. Monitoring and adjusting the lesson
 - C. Using questioning techniques
 - D. Teaching skills and techniques responsive to the needs and interests of each student
 - E. Identifying and using procedures for individualizing instruction
 - F. Using the elements of motivation
 - G. Using reinforcement to facilitate learning
 - H. Involving all students in the learning process
3. Assessment and Evaluation
 - A. Utilizing a variety of formal, informal, and authentic evaluation techniques

- B. Developing measuring devices consistent with stated objectives
- C. Utilizing various effective methods of evaluating appropriateness of curriculum and methods and student achievement
- 4. Learning Environment
 - A. Promoting self-discipline
 - B. Using effective classroom management procedures
 - C. Maintaining a positive climate for learning
 - D. Providing an organized structure
 - E. Using a variety of techniques
- 5. Professional Growth
 - A. Developing knowledge of child growth and development
 - B. Continually updating and identifying characteristics of handicapping conditions, determining when referral is required, and supplying significant objective data to specialists
 - C. Keeping updated on special adaptation that may be available and necessary for children with specific physical, mental, or emotional handicaps
 - D. Identifying and dealing assertively and positively with personal biases, prejudices, and perception concerning human rights issues
 - E. Investing the relationships between teacher attitudes and educational achievement of students
 - F. Recognizing limitations and, when appropriate, seeking support services
 - G. Developing the ability to profit from feedback concerning personal areas of strengths and weaknesses
 - H. Understanding and appreciating the socio-political forces that shape the lives of people from diverse cultures
- 6. Communication
 - A. Achieving mutual respect between students and teacher
 - B. Reacting sensitively to the interplay between teacher and students
 - C. Working cooperatively with other staff members
 - D. Exhibiting warmth and enthusiasm
 - E. Showing flexibility to student needs and ideas
 - F. Writing clearly and legibly
 - G. Using the verbal and nonverbal communication skills effectively
 - H. Using correct grammar
 - I. Communicating knowledge, information, and directions at a level and in a form meaningful to, and manageable by the school students
 - J. Reacting successfully in multi-racial intergroup situations
 - K. Developing cross-cultural skills
 - L. Using effective conferencing and counseling techniques
 - M. Participating in community activities that are available for student teachers and teachers
 - N. Taking part in school-wide activities during and after school hours
 - O. Keeping accurate files with records of student work and activities for reporting to parents and students

PREFACE

The publication of the Student Teaching Handbook is based on the belief held by the faculty of the Teacher Education Program that structure, content, and organization are important characteristics of an effective program. Furthermore, these characteristics should be communicated with the student, teacher, and others involved in, or affected by, the teacher education program. The need for codified policies contained in this handbook becomes critical when one considers the number and variety of individuals involved and the complexity of the student teaching program.

The purpose of this handbook, then, is to make available to student teachers, supervising teachers, college coordinators, and other interested persons the policies governing the capstone experience in the teacher education program. It covers the student teaching philosophy, objectives, and information regarding the student teaching program at Tusculum College. In addition, policies, procedures, and guidelines affecting the student teacher and supervisors are presented in detail. Supervision and evaluation of instruction are also discussed.

Student teachers, supervising teachers, coordinators, and other student teaching personnel should make constant use of the handbook to guide them in the student teaching program.

INTRODUCTION: HANDBOOK OBJECTIVES

This handbook contains guidelines for those involved in the student teacher experience. It is assumed that all state and college requirements have been met by the student prior to the student teaching experience. The objectives for this handbook are:

1. To orient student teachers, supervising teachers, administrators, and college coordinators to the directed teaching program in Teacher Education at Tusculum College.
2. To answer recurring questions pertaining to the directed student teaching experience.
3. To emphasize the concept that directed student teaching is a cooperative experience in which the administrator, supervising teacher, student teachers, and college coordinators work together as team members.
4. To promote the student teachers' educational development.
5. To outline the directed student teaching experience in a manner that enables the student to progress toward the fulfillment of the requirements for the State of Tennessee licensure.

STUDENT TEACHING GOALS

The goals for students entering student teaching reflect the mission and objectives of Tusculum College and more specifically the Teacher Education Program. Student teaching is the culminating experience for students interested in teaching. This experience provides opportunities for students to practice desirable teacher behaviors. The program goals in each of the following categories have been achieved when the student teachers demonstrate evidence of the following competencies:

Civic Development: At the heart of the Civic Arts mission of Tusculum College is the conviction that citizens can and ought to work together for the common good. It is a specific goal of the college to nurture the arts of public life so as to enable our graduates to participate effectively in the

community. In considering the profession of education, this would certainly include the practice of collaborative work with other professionals and members of the “school” community.

Intellectual Development: A thorough knowledge of the academic disciplines of the college and human development, combined with educational methodology provides the students with the background of abilities needed to teach in the field of education.

Professional Development:

1. Planning: The development and preparation of instructional plans that include goals and objectives that are educationally appropriate for all students.
2. Teaching Strategies: Utilization of a variety of models, methods, media, and techniques for planning and implementing and enhancing and effective educational program for both non-exceptional and exceptional students in a multicultural society.
3. Assessment and Evaluation: Utilization of a variety of diagnostic and evaluation instruments and feedback techniques to identify, describe, and prescribe professional growth, program effectiveness, instructional strategies, and student achievement for communication with students and parents.
4. Learning Environment: Creation of a learning climate that supports the development of student abilities, manages the classroom resources effectively, and exemplifies self-control and effective and ethical behaviors.
5. Professional Growth: Punctuality, performance of assigned duties, assumption of responsibilities and opportunities for growth, and cooperative performance.
6. Communication: Demonstration of appropriate written, verbal, and non-verbal techniques to communicate effectively with students, parents, and other people from diverse cultures and socioeconomic backgrounds.

STUDENT TEACHING: INTRODUCTION

The purpose of student teaching in the public schools is to help college students who are preparing to teach in the elementary, middle, junior, or senior high schools to understand and practice the role of the teacher under the guidance of a master teacher. An effective student teaching experience is potentially one of the most significant aspects of the preservice education of teachers.

Although each student teaching experience is unique, there are many areas in which all student teachers should gain various degrees of competency. Some of these are quite obvious; others are less so. While it is impossible to list all the outcomes which are gained by student teachers, some of them are so common that they may be identified.

- A. To help the student to identify with the role of the teacher—to make the transition from college student to professional teacher.
- B. To help the student examine, develop increased meaning, and make better application of the content of all aspects of the total professional programs, such as:
 1. The intellectual, physical, emotional, and social development of children and youth.
 2. The nature of the teaching task and how children and youth learn skills, understanding, and attitudes.
 3. The role of the school in American society.
 4. The teacher’s role as a member of a school staff, a profession, and a community.

C. To provide an opportunity for the student, the college, and school personnel to assess further the student's present competence and potential for development as a teacher, including the development of the student's ability for self-evaluation.

To develop teaching skills, such as planning, guiding, and evaluating learning experiences.

ENTERING THE PROFESSIONAL SEMESTER

A formal application should be filed with the Chair of the Education Department or Program Coordinator by September 15th or January 15th of the semester prior to student teaching. A later application will delay the student teaching experience.

Applying for Student Teaching:

Before applicants may be admitted to the professional semester they must have completed all lower division professional educational courses. Students on the residential campus must have at least 50 to 70 hours in practicum classroom experiences. Graduate and Professional Studies students who complete the entire BAED program must have at least 216 hours in practicum classroom experiences. All students must meet the requirements listed below. Student teaching is regarded as the capstone experience of the Teacher Education Program.

1. A cumulative grade point average of 2.75 or higher in the area of specialization.
2. Completion of all appropriate courses.
3. A grade point average of 2.75 or higher in the professional area.
4. A recommendation from a faculty member and the approval of the program screening committee.
5. Thirty-two of the last 36 hours must be taken at Tusculum College before graduation.
6. All applicants must show evidence of good physical and mental health. (See catalog for further explanation.)

Work and Athletics:

Students desiring to work or to participate in school athletics while student teaching must meet all requirements as outlined in the Student Teaching Handbook. Students will not be excused from student teaching duties in order to accommodate a work schedule.

Absence Policy:

A total of three days may be excused within the entire Student Teaching Semester. Three days will be excused for illness of family or self, death in the family, or job interviews. A doctor's excuse must be provided in the event of illness. **Please Note:** These days may be used for reasons as stated—they may not be used as **PERSONAL DAYS**. CLEP testing, Dante testing, or forms of other assessments will not be counted as an excused absence. Any further absences will affect the final grade and must be made up after the scheduled student teaching completion date. Since all unexcused or excessive absences must be made up after the scheduled completion date, this may delay the processing of teacher licensure paperwork.

PLACEMENT OF STUDENT TEACHERS

Selection of Student Teaching Sites:

Schools selected as sites for residential student teaching are generally the Greeneville City School system, the Greene County School system, or a site within adjoining counties. In the Knoxville area, the Coordinator will approve the sites for surrounding counties. The Morristown students will be placed in their surrounding counties. Student Teachers may not be placed at a site where they have previously worked or a family member works or is enrolled as a student.

Supervising Teachers:

Supervising teachers are selected by the Director/Coordinators of Student Teaching in cooperation with school administrators. Teachers must have four years experience and be certified or highly qualified in the area of endorsement for which they supervise the student teacher. Teachers identified as master teachers by their school systems are the first to be selected.

STUDENT TEACHING REQUIREMENTS

UNIT & LESSON PLANS

Unit Plans: One instructional unit is required. Instructional units include goals, objectives, detailed lesson plans, and pre- and posttests. Other sections may be added as needed. A sample form is included in the handbook.

Lesson Plans: ALL LESSON PLANS ARE TO BE SUBMITTED TO THE SUPERVISING TEACHER NOT LESS THAN 24 HOURS PRIOR TO TEACHING THE LESSON. **The student should not teach without a lesson plan.** Detailed lesson plans are to be included in each instructional unit. Three of the best plans are to be included in the portfolio. One of these plans form the Unit Plan. College coordinators and/or the supervising teacher will determine when the student may stop writing lesson plans and use the lesson plan book as the primary planning aid. A sample form is included.

SEMINAR REQUIREMENTS

All-day seminars are held before, during placements, between placements, and after the final week of student teaching. Seminars include, but are not limited to, topics such as Introduction of the Directed Student Teaching Experience, Writing a Resume, Professional Communication, Instructional Media Skills, writing lesson plans, discipline in the classroom, Information about Licensing Requirement following Student Teaching, etc. Grades on seminar assignments become part of the final seminar grade. Lack of needed Praxis II scores for certification result in a grade of GP (Grade Pending) for the Seminar. This grade can remain on the student's transcript for up to seven years before reverting to an F.

Professional readings and activities are required for each placement. These readings and activities are assigned during the first week of the seminar and become part of the discussion for the additional seminar sessions. This assignment is part of the grade for the seminar.

After the first week, student teacher seminars are held at regularly scheduled times. All students are required to attend. Two collaborative presentations and a public speaking presentation are requirements. The schedules for these assignments will be determined by your coordinator. Attendance is recorded and calculated as part of the final grade.

TEACHING TIME REQUIREMENTS

During each seven and one half week placement, student teachers **GRADUALLY** assume the full-time responsibilities of the supervising teacher. During the first week, they study student records, observe, and tutor. At the end of the first day, they should ask the supervising teacher to complete the Student Teaching Schedule Form to indicate when they will begin teaching each class. The student then begins preparation of instructional units and detailed lesson plans. **The Tennessee Board of Education requires one full week of daily instruction and duties for student teaching. Additional time of a minimum of three weeks teaching instruction is preferred within the Tusculum College Student Teaching Program.**

The total student teaching experience consists of full-day teaching and/or participation for a minimum of 15 full weeks.

EVALUATION REQUIREMENTS

Student Teaching Portfolio – (Notebook)

The student must keep a portfolio, a file, or a notebook. The electronic portfolio which contains lesson plans, unit plans, video clips, and other pertinent personal creations collected during student teaching and other classes may be used when interviewing for teaching positions. The Student Teacher Portfolio Check Sheet signed by the supervising teacher is to be included in the front of the portfolio. A portfolio check sheet is included in the forms section.

Pupil Evaluation of Student Teacher

It is important for the student teacher to receive feedback from the pupils. A Student Evaluation of the Student Teacher form is included in the forms section.

Self-Evaluation Videotaped Lesson

The student teacher arranges for video equipment and a taping session of one or more lessons per placement. The Student Teacher Self-Evaluation for Videotaped Lesson form is completed and copies given to the College Coordinator and the supervising teacher. A copy is found in the forms section. In some school systems, this assignment will not be possible, and students will discuss this matter with their coordinators.

Self-Evaluation

The student teacher uses the Self-Evaluation form for rating performance at the end of the student teaching experience. These forms are turned in with the portfolio.

Evaluation of Supervision

The student teacher uses the Evaluation of Tusculum College Coordinator form to evaluate the College Coordinator at the end of the student teaching experience.

The student teacher uses the Evaluation of Supervising Teacher form to evaluate the supervising teacher at the end of each placement.

Completed forms are given to the Director/Coordinator of Student Teaching. The forms are included in the forms section.

STUDENT TEACHER GUIDELINES

These guidelines are in effect for the entire professional student teaching semester:
Student Teachers must:

1. Dress in a manner that does not distract the students, maintain a neat, professional appearance.
2. Look for things to do without waiting to be given instructions—show initiative.
3. Maintain effective discipline at all times. Use classroom management skills. Avoid becoming a “buddy” to students. Our children crave love and affection which we freely give. However, to become a “buddy” to them causes them to try to play teacher against student teacher.
4. Be open-minded so that you may adapt to a program suited to individual children.
5. Do your part in keeping the classroom neat and attractive by attending to daily housekeeping duties.
6. Be punctual EVERY DAY. If a student teacher misses more than three days, he/she must “make up” teaching days beginning with the fourth day of absence. Please Note: Any unexcused absence will lower the student teaching grade. Any absence must be approved by the College Coordinator. Student Teachers must be on time or EARLY. Call your supervising teacher and college coordinator in case of some unavoidable absence no later than 7:00 a. m. that day.
7. Be responsible for returning all materials used during your student teaching experience.
8. Participate in all “outside of classroom” activities (parent-teacher conferences, parent meetings, bus duty, lunchroom duty, faculty meetings, etc.) Consider yourself a part of the whole school—not just one room.

LESSON PLAN AND NOTEBOOK REQUIREMENTS

The student teacher will record information in both a lesson plan book and a separate notebook. This will serve two important purposes:

1. To organize materials. Portions of the notebook will be included in the final professional portfolio (electronic form) and will also provide evidence regarding the quality of work.
2. To record and monitor progress. The student should keep plan books and notebooks available for examination during conferences or classroom visits.

Lesson Plan Book:

The student teacher will purchase and use a standard lesson plan book. Daily plans should include:

1. Time each class meets
2. Brief description of the material covered in class (page numbers, etc.) and the concept(s) being taught as well as subject.
3. The assignment
4. The student teacher’s role during each class, for example, observation, tutoring, small group instruction, etc.

Observation and teaching time should be recorded at the end of each day.

Student Teaching Notebook:

The student should use a separate notebook for the following sections that are described after each sidehead printed in **bold type**. Tabs should mark each section. These sections are a useful record, and portions will be used in the final portfolio. The portfolio may be valuable for providing material to be included in the electronic portfolio for interviewing with prospective employers.

1. Assignment, Calendar, Schedule, and Planning: This section will include the Forms on pages 17 and 18 as well as the school and class information from the placement and supervising teacher.

2. Daily Journal: This section will include daily reflective forms.

3. Weekly Reports: This section will include the reports that have been submitted electronically to the College Coordinator each week.

4. Professional Readings: The journal articles that were assigned for the seminar should be included in this section as well as other professional readings suggested by the Supervising Teacher, College Coordinator, or others.

5. Classroom Management Plan: This section will include a written plan for each of the following topics:

- Class Rules
- Consequences
- Preventive Discipline Techniques
- Description of the Process
- Summary Evaluation
- Grading Plan

6. Evaluations: This section contains copies of the three formal observations completed by the Supervising Teachers and the three formal observations completed by the College Coordinator. It also contains the Portfolio Verification Sheet (signed by Supervising Teacher), the Midterm Evaluation, Students' Evaluations of the Student Teacher (tallied), Student Teacher Self-Evaluation Form, Student Self-Evaluation of Videotaped Lesson, Evaluation of the Supervising Teacher, Final Evaluation of the Student Teacher completed by the Supervising Teacher, and during the second placement, the Evaluation of the College Coordinator.

7. School Board Visit Summaries: This section contains the summaries of the two school board meetings during the placements.

8. Teaching Strategies and Instructional Projects: This section will include a description of **five** different teaching strategies such as, but not limited to: lectures, small group instruction, discussion, role playing, advance organizers, simulations, independent research debates, and cooperative learning. Use the following format for your report:

- _____ Lesson Topic
- _____ Teaching Technique
- _____ Description of the Process
- _____ Summary Evaluation

Also, included should be descriptions or photos of Bulletin Boards, Learning Center activities (required for K-6 or K-8), and Games that have been developed and utilized in the classroom.

9. Unit Plans and Lesson Plans: This section should include the unit and lesson plans (minimum of **three**) that have been taught during the placement and approved by the Supervising Teacher along with a copy of the Analysis of the Unit Plan and Lesson form to be completed by the College Coordinator"

10. Observations of Teachers, Resources, and Miscellaneous: This section should include the following formal observations:

(a) One observation report of the supervising teacher in each placement.

(b) Three observation reports of other teachers in each placement.

Observations should be recorded using the observation checklist or scripting. Behaviors such as active participation, verbal and nonverbal communication, preventive discipline techniques, continuity of subject, questioning techniques, classroom organization, and routines should be noted.

Resources that have been located and/or utilized for the placement should be included as well as any other materials that have been given to the student by the Supervising Teacher or others.

EVALUATION OF THE STUDENT TEACHING EXPERIENCE

Assessment of growth and projection of future performance is based on a weighing of the events assembled during each association and activity throughout the student teaching experience. The purposes of evaluation are to help the student teacher in identifying his/her next steps in professional growth and to aid in the first year teaching placement.

Because each student teacher is required to receive an evaluation of his/her experiences for the period spent in the school, it is imperative that a definite procedure be devised to help insure a fair and unbiased evaluation. It is also advisable that everyone involved in the experience take part in the evaluation.

Student Teacher: The student teacher is expected to make a continual self-evaluation during the assignment. He/she keeps a record of his/her experiences by completing the "Daily Journal" each day and writes a summation and reflection at the end of each week. The Weekly Report form is in the forms section. The student teacher is familiar with the criteria for classroom observation and midterm and summative evaluation used by the College Coordinator and the supervising classroom teacher.

Supervising Teacher: Most of the guidance of the student teacher is conducted by the supervising teacher. Three formal observations are made by the supervising teacher during the seven and one half weeks. The Classroom Observation forms are utilized for the observations. The midterm and summative evaluation forms include guidelines for rating the student teacher. Samples of these evaluation forms are provided in the forms section.

College Coordinator: The College Coordinator will confer with the supervising teacher in the evaluation of each student. The college coordinator visits each supervising teacher a minimum of once every week during the student's professional semester experience. The College Coordinator will also make three formal observations using the same forms as the supervising teacher. These visits will be alternating times and will be both scheduled and unscheduled. The College Coordinator will meet with the supervising teacher and discuss the midterm and final/summative form at the end of the each placement. These forms are in the forms section.

During the teaching experience, the student will have both formal and informal conferences with the Supervising Teacher and the College Coordinator. At the end of the each placement, the College Coordinator confers with the Supervising Teacher to ascertain a final and just evaluation of that placement. The final evaluation grade will be made using the ratings of the two Supervising Teachers, ratings of the College Coordinator, and the contents of the portfolio. (See Course Syllabus.).

SUPERVISION AND EVALUATION

Effective supervision is the very core of the student teaching experience. Supervision involves continuous monitoring of the student teacher's activities while providing both verbal and written feedback. Therefore constant communication is the key to effective supervision. It is the responsibility of the coordinator to initiate and implement observations. However, this is a partnership, and student teachers share their input pertaining to the type and amount of supervision that is perceived as beneficial. The supervisory program involves three phases.

Phase One: Each Placement

Formative Evaluation (Mid-point)

(First four weeks of student teaching)

Purpose: Formative evaluation occurs during the guided practice period of the student teaching experience and involves continual daily monitoring and feedback while the student teacher adjusts, experiments, and develops teaching and leadership skills. During this phase, evaluation data are used to initiate change and are not used to determine total personal and professional responsibilities.

Evaluation Instrument: This evaluation instrument is a checklist of specific domain skills that are needed by a teacher. The categories are *Good, Average, Fair, or Poor*. This document lets the student teacher see how he/she is progressing.

Phase Two: Each Placement

Final Evaluation (End of 7½ Weeks)

The instruments used in the summative process for each placement include:

1. *Final Evaluation of the Student Teacher* by the Supervising Teacher
2. *Student Evaluation of the Student Teacher*
3. *Student Teacher Self-Evaluation for Videotaped Lesson*
4. *Evaluation of the Supervising Teacher*

Phase Three: Summative Evaluation

At the end of the student teaching experience, the following instruments will be completed:

1. *Self-Evaluation of the Student Teaching Experience* (turned in with Portfolio)
2. *Evaluation of Tusculum College Coordinators* (turned in with Portfolio)

THE ROLE OF THE SUPERVISING TEACHER IN SUPERVISION

The Supervising Teacher is the link between the student teacher and the community he/she is planning to serve. As such, the Supervising Teacher can do much to encourage the reception of his/her co-worker as well as to make the student teacher feel at ease.

Having consented to work with a student teacher, the Supervising Teacher sets the stage so that the classroom environment is favorable to success. He/she provides the student teacher with the guidance that close daily association makes possible. As the student teacher proves him or herself capable, the Supervising Teacher delegates increasing teaching responsibility, accepting the student teacher as a junior partner in the classroom. Instead of trying to create the student in his/her own image, he/she affords many opportunities for the student to develop according to his/her own potentialities as an individual.

The Supervising Teacher plays a vital role in the success of the student. His/her major function in the student teaching program is to provide the greatest possible opportunity for the student teacher to learn the practical applications of educational theories.

Student teachers differ in preparation, experience, vocational interests, maturity, initiative and self-confidence. Some are ready to assume extensive teaching responsibilities within a few days; others may not be ready for 2-3 weeks. Because of these differences, no hard and fast rules can be made which will apply equally to all student teachers concerning the length of the orientation period or the amount of full-time teaching to be expected.

The time schedule for induction into responsible teaching may vary with different individuals. The Supervising Teacher, as a result of close daily association with the student, can best determine the student teacher's readiness for more extensive responsibilities. Normally, the student teacher is expected to carry a full load of teaching for three weeks. But this period may be shorter or longer depending on the Supervising Teacher's and the College Coordinator's estimate of the student's capabilities in the particular assignment.

A few points which the student teacher and the Supervising Teacher may want to discuss early in the student teacher experience, in order to improve communications, include:

1. In what activities should the student teacher participate while the supervising teacher is teaching the class as a whole and vice-versa?
2. How, where, and when should comments be made about ways of improving?
3. To what extent should the student teacher participate, or act independently, in disciplining children or giving homework?
4. How long should specific activities last?
5. How closely should the student teacher follow the teacher's routine patterns, and to what extent is the novice permitted to introduce new routine patterns?
6. How close should the student teacher follow the supervising teacher's way of teaching and to what extent should he/she experiment with his/her own ideas?

The orientation period may provide opportunities for the student to observe the classroom procedures of the supervising teacher, to study the students, to learn the names of the students, to review curriculum guides, and to become acquainted with available instructional materials. Other activities which the student teacher may perform during this time include: taking roll, making seating charts, helping with bulletin boards, passing out and collecting materials, checking papers, and assisting with classroom management. (See Supervising Teacher Checklist in the forms section.)

THE ROLE OF THE PRINCIPAL IN SUPERVISION

The principal coordinates the student teaching program in the school or delegates this responsibility to a person on his/her staff. He/she maintains an overall climate in the school that is receptive to student teaching. He/she interprets to teachers the kinds of experience the college hopes to obtain for student teachers and orients the College Coordinator to the local school situation.

Additional responsibilities may include:

1. Holding an orientation meeting with student teachers in which they are informed about school policies and opportunities available to them in the total school program.
2. Helping the student teachers to identify themselves with the school staff by including them in faculty and other school meetings and by providing them with a place for receiving mail and school announcements.
3. Acquainting student teachers with the role of school administration as it applies to teachers.
4. Discussing school policies, rules, and regulations with the student teachers.
5. Providing a tour of the building for the student teachers.
6. Discussing the school lunch program and the playground program with the student teachers.
7. Conferring with the student several times during the term to determine how the student teaching experience is progressing. An observation or two of the student's work, by the principal, is most desirable.
8. Giving approval of observations in other classrooms.

THE ROLE OF THE PLACEMENT ADMINISTRATOR

The role of the placement administrator is to select schools and identify certified teachers with three or more years of full-time teaching experience. The administrator acts as a liaison between school principals and the Director/Coordinator of Student Teaching and may also monitor the student during placement.

THE ROLE OF THE COLLEGE COORDINATOR

The college coordinator works closely with both the supervising teacher and the student. He/she serves as a liaison between Tusculum College and the cooperating school. He/she provides the schools with information about student teachers and the program and, in turn, communicates the cooperating school's suggestions to the college for improvements for the teacher education program. His/her primary task is to assist the supervising teacher in the guidance of the student teacher.

Other responsibilities include:

1. Meeting with the Director of Student Teaching to orient student teachers to their new situation, their relationships to the supervising teachers, the school, and the role of the college coordinator.
2. Providing specific guidance to the individual student teacher through observation of his/her work in the classroom and conferences with him/her and his/her supervising teacher.
3. Making weekly visits and discussing teaching plans with student teachers.

4. Visiting student teachers at work in the classroom even though sometimes they will not be directly involved in teaching. The coordinator is eager to see student teachers in action in other situations with children in addition to actual classroom teaching situations.
5. Scheduling a regular three-way conference at the summative evaluation of each placement to evaluate the student teacher's progress.
6. Evaluate performance of student teacher.
7. Student teachers, as learners, come with great variability in background, academic ability, and interests. One of the responsibilities of the coordinator is to help the student teacher capitalize on his/her strengths and remedy deficiencies, starting "where the student teacher is" and moving with him/her as far as possible.

TUSCULUM COLLEGE STUDENT TEACHER

LISTING OF MATERIALS AND FORMS

- **Student Teaching Assignment Form**
- **Student Teaching Planning Form**
- **Student Teacher Checklist (Optional Guideline)**
- **Sample Activities to Observe**
- **Observation Form (Used to Observe Classroom Teachers)**
- **Weekly Report Form**
- **Lesson Plan Format**
- **Unit Plan Format**
- **Student Evaluation of the Student Teacher**
- **Student Teacher Evaluation of Videotaped Lesson**
- **Video Release Form**
- **Evaluation of Supervising Teacher**
- **Evaluation of Tusculum College Coordinator**
- **Student Teacher Self Evaluation**
- **Student Teaching Portfolio Checklist**

STUDENT TEACHING ASSIGNMENT

Teacher Education Program

TUSCULUM COLLEGE

We, the undersigned, agree that the Tusculum College Teacher Education student may teach in the public school system of _____.

Name of Student Teacher _____

Level or Subject _____

School Assigned _____

Approximate Dates in Public School _____

School Telephone Number _____

Principal of School

Supervising Teacher

Director/Coordinator of Student Teaching

Tusculum College Coordinator

Student Teacher

Date this agreement is signed

Name _____ Date _____

PLANNING THE STUDENT TEACHING SCHEDULE

The following is a tentative schedule of student teaching experiences. The rapidity with which you move through your student teaching tasks should be based on previous teaching experiences, comfort level, and competency as determined by the supervising teacher and college coordinator. During the first week, write out a tentative schedule. The schedule should be adjusted as needed throughout the experience and should reflect a smooth transition for each stage of the experience.

EXAMPLE:

- Week 1 Observe, establish rapport, tutor, instruct small group, clerical work, testing, plan and prepare
- Week 2 Teach one subject/section.
- Week 3 Teach two additional subjects/sections.
- Week 4 Teach one half of the total program.
- Week 5 to Week 7 Teach full time for three weeks.
- Week 7 to 7½ Gradually decrease teaching load, ease out of full-time teaching.

DIRECTIONS: Complete this schedule during the first day of students' placement. Please include at least one full week of all teaching and daily duties and three weeks of full-time teaching instruction.

WEEK 1: Date _____ Activities: _____

WEEK 2: Date _____ Activities: _____

WEEK 3: Date _____ Activities: _____

WEEK 4: Date _____ Activities: _____

WEEK 5: Date _____ Activities: _____

WEEK 6: Date _____ Activities: _____

WEEK 7: Date _____ Activities: _____

WEEK 7½: Date _____ Activities: _____

Attach a daily class schedule

STUDENT TEACHER CHECKLIST **(Optional Guideline for Student Teaching Placement)**

Pre-session:

- _____ Apply for the professional Semester and authorization to Student Teach.
- _____ Meet the supervising teacher.
- _____ Prepare student teaching notebook.
- _____ Have Student Teaching Assignment form signed.

Weeks 1 and 2: For Each Placement

- _____ Along with supervising teacher, prepare student teaching schedule.
- _____ Organize notebook and begin daily journal.
- _____ Become acquainted with facilities, personnel and students, rules and regulations.
- _____ Maintain ethical and professional standards.
- _____ Complete one (1) observational report observing the supervising teacher.
- _____ Complete three (3) observational reports observing other teachers.
- _____ Prepare detailed unit and lesson plans as required by the College Coordinator and/or the supervising teacher.
- _____ Tutor, instruct small group(s), supervise.
- _____ Meet with all supervisors.
- _____ Write discipline management plan.
- _____ Attend seminars.
- _____ Attend all school activities as appropriate.
- _____ Read: 1) board policies 2) school handbook.
- _____ Attend a minimum of one (1) school board meeting per placement.

Weeks 3-7: For Each Placement

- _____ Gradually assume additional classes.
- _____ Three weeks of full-time teaching is expected; a minimum of one week is required.
- _____ Arrange for video self-evaluation.
- _____ Complete evaluation instruments.
- _____ Construct bulletin boards—a minimum of one (1) per placement.
- _____ Construct a minimum of one (1) learning game that relates to a lesson taught.
- _____ Elementary level students construct a minimum of one (1) learning center per placement, which relates to a unit taught.
- _____ Keep student teaching notebook current.
- _____ Prepare unit and lesson plans and teach.
- _____ Notify all supervisors if absence occurs.
- _____ Attend seminars.
- _____ Prepare materials for portfolio.

CLASSROOM OBSERVATION

Name: _____ Class: _____ Date: _____

PLEASE MARK WITH ONE OF THE FOLLOWING: Observed (✓) Acceptable; Observed (x) Needs Improvement; (NO) Not Observed within Lesson; or (NA) Not Applicable

PLANNING/PREPARATION

- _____ Has Written and Approved Lesson Plans
- _____ Instructional Objectives Are Written With Measurable Behaviors
- _____ Assessment Matches Objective
- _____ Plans for Higher Order Thinking Skills
- _____ Includes Critical Elements for Effective Teaching

COMMENTS:

TEACHING STRATEGIES

- _____ Links Information to Students' Prior Learning
- _____ Encourages Higher Order Thinking
- _____ Varies Instructional Role
- _____ Varies Instructional Strategies
- _____ Uses Multiple Media
- _____ Uses Concrete Examples for Abstract Topics
- _____ Paces the Lesson Appropriately
- _____ Gives Clear Directions/Explanations
- _____ Encourages Active Student Involvement
- _____ Requests Questions
- _____ Monitors Students Closely
- _____ Allows Time for Independent Practice
- _____ Provides for Different Learning Needs, Styles, and Abilities
- _____ Summarizes at End of Lesson
- _____ Demonstrates Knowledge of Subject Content
- _____ Uses Definitions and Gives Explanations
- _____ Checks for Student Understanding

ASSESSMENT/EVALUATION

- _____ When Appropriate, Recognizes the Need to Reteach
- _____ Uses Appropriate Assessment Strategies
- _____ Provides Prompt Feedback to Students

LEARNING ENVIRONMENT

- _____ Manages Effectively Classroom Resources (Space and Facilities)
- _____ Maximizes Class Time
- _____ Organizes Instruction/Movement
- _____ Demonstrates Flexibility
- _____ Prevents Students' Disruptive Behavior—Takes a Proactive Stance Toward Classroom Management
- _____ Fosters Student Self-Control With Discipline Plan Incorporating Positive Reinforcement
- _____ Reviews Behavioral and Academic Procedures
- _____ Demonstrates Respectful Interactions With Students, Staff, Faculty, and Appropriate Others
- _____ Creates an Environment That Promotes Risk-Taking and Challenges Students
- _____ Sets up a Physical Environment Conducive to Learning
- _____ Organizes Resources/Materials Prior to Lesson
- _____ Stimulates Student Interest

COMMUNICATION

- _____ Writes Clearly
- _____ Speaks Clearly/Quality of Voice
- _____ Uses Appropriate Vocabulary
- _____ Uses Correct Grammar
- _____ Organizes Speech/Information
- _____ Uses Non-Verbal Techniques Effectively

CLASSROOM OBSERVATION (Cont.)

Component	Good	Average	Fair	Poor	Comments
Knowledge of subject					
Preparation & Planning					
Lesson Objectives					
Flow and Focus of Lesson					
Teaching Strategies					
Presentation of Information					
Lesson Assessment					
Learning Environment/Climate					
Classroom Management					
Communication Skills					

Strong Points:

Suggestions for Growth:

Comments:

Observer

Date

WEEKLY REPORT FORM

Name _____ School _____

Week beginning/ending _____ Days absent: _____ Reason: _____

Supervising Teacher(s) & Class 1. _____

1. Summarize / reflect on the major experiences of the week including approximately how much time you spend teaching this week and in what areas?
2. Describe any problems you encountered. How did you meet these problems? How could you have done things differently?
3. What weaknesses do you feel in your teaching at present? Is there any way your coordinator may be of help to you?
4. Are there questions or concerns you have for the college coordinator?
5. Are there any topics you would like to discuss in Student Teaching seminar?
6. What are some of your activities related to the school program outside of the classroom—such as planning assembly programs, supervising sports, guiding club activities, professional or in-service meetings, P.T.A., faculty meetings, home visits, or parent-teacher conferences?
7. List any schedule changes you anticipate for next week.

LESSON PLAN FORMAT

Student Teacher _____

Supervising Teacher _____

Date _____

Approval _____

Lesson Topic

Class / Organization of Learning

Content Standard

Behavioral Objective (including spi#)

Purpose of Lesson

Introduction / Activation of Prior Learning

Instructional Procedures

Use of Materials & Media

Modifications

Monitor of Student Understanding

Link to Future Learning

Closure / Summary

Evaluation and Measurement of Student Understanding

UNIT PLAN FORMAT

Student Teacher _____

Supervising Teacher _____

Date _____

Approval _____

I. Unit Title

- A. State Unit Goals
- B. Unit Goals Consistency to Curriculum
- C. Length of Unit
- D. Organization of Learning

II. Organization of Unit

- A. Rationale: Purpose, Link to Prior Knowledge
- B. Daily Topics & Lesson Plans
- C. Activities to be Completed; including supplemental and enrichment

III. Materials and Media for Unit

- A. Video Components, Books, Software, Computer Lab, etc
- B. Supplemental and Enrichment Materials

IV. Setting

- A. Structure of Activities: whole group, small group, centers, etc.
- B. Arrangement of Student Space
- C. Description of Centers and Supplemental / Enrichment Activities

V. Assessment Activities

- A. Preassessment Activities
- B. Formative Assessment
- C. Summative Procedures

Name of Student Teacher _____ Date_____

STUDENT EVALUATION OF THE STUDENT TEACHER

Directions: Read each question and think about the student teacher, then mark (X) on the answer that shows how you feel about the student teacher.




Statement	Yes	No	I Don't Know
1. I understand the things the student teacher teaches.			
2. I learned new things when the student teacher taught.			
3. The student teacher makes the lesson interesting.			
4. The student teacher gives me the right amount of work and assignments.			
5. The student teacher helps me when I need help.			
6. The student teacher is fair to everyone in the classroom.			
7. The student teacher likes me.			
8. The student teacher has a good sense of humor.			
9. The student teacher looks and acts like I think a teacher should.			
10. I think my parents would like the student teacher.			
11. The student teacher understands students.			

COMMENTS:

Name of Student Teacher _____ Date _____

STUDENT EVALUATION OF THE STUDENT TEACHER

Directions: Read each question and think about the student teacher, then mark (X) on the answer that shows how you feel about the student teacher. This form is meant for nonreaders.

Statement			
1. I understand the things the student teacher teaches.			
2. I learned new things when the student teacher taught.			
3. The student teacher makes the lesson interesting.			
4. The student teacher gives me the right amount of work and assignments.			
5. The student teacher helps me when I need help.			
6. The student teacher is fair to everyone in the classroom.			
7. The student teacher likes me.			
8. The student teacher has a good sense of humor.			
9. The student teacher looks and acts like I think a teacher should.			
10. I think my parents would like the student teacher.			
11. The student teacher understands students.			

COMMENTS:

STUDENT TEACHER SELF-EVALUATION FOR VIDEOTAPED LESSON

Name _____ Date of Video Recording: _____

To the student teacher: As you examine your videotaped lesson, you may want to comment on the following points: Share your reactions with colleagues and supervisors. It is advisable to use the videotape recorder several times before the final taping. Compare your reactions each time you do this.

Answer the following questions while viewing the videotaped session:

1. What is expression on my face?
2. Describe any disturbing mannerisms. (Hand use, facial expressions)
3. Evaluate the level of student attentiveness.
4. Do I appear neat and professional?
5. Describe who is doing most of the talking during the lesson.
6. What questions am I asking that require responses above mere memorization and recall?
7. Evaluate showing "favoritism" with the people called upon—do I tend to call on just certain students.
8. Is my tone of voice appropriate?
9. What phrases (in any) are being overused? (O. K.)
10. Describe the amount of interest and involvement displayed in the lesson.
11. What directions am I giving to my students? Are the directions clear and concise?
12. Evaluate handwriting as an educator (if applicable).
13. What positive comments did I make throughout the lesson?
14. What critical elements are included in the instructional process?

COMMENTS:

VIDEO RELEASE

Tusculum College's student teachers have been asked to videotape themselves teaching a class to determine their strengths and see what the children are seeing as the lesson progresses. The videotape is only used by the student teacher and the college coordinator to evaluate the student's performance and focuses on the student teacher and not the students in the classroom.

I give permission for _____ to videotape herself/himself in my child's class to be able to make needed improvements in lesson planning and presentation.

Child's Name

Parent's Signature

Date

EVALUATION OF SUPERVISING TEACHER

Supervising Teacher's Name _____ Date _____

School _____ School System _____

Mark (X) beside the answer that shows how you rate your supervising teacher.

Qualities	Good	Average	Below Average	Poor	Not Applicable
1. Responsive to Student Teacher's Needs and Concerns					
2. Shows Interest in Student Teacher					
3. Is Enthusiastic Toward the Student Teacher					
4. Identifies Areas of Needed Growth					
5. Identifies Areas of Competencies					
6. Provides Suggestions in: Management and Discipline					
Lesson Planning					
Variety of Methods					
Interpersonal Relations					

COMMENTS:

EVALUATION OF TUSCULUM COLLEGE COORDINATOR

Coordinator's Name _____ Date _____

Mark (X) beside the answer that shows how you rate your supervising teacher.

Qualities	Good	Average	Below Average	Poor	Not Applicable
1. Response to Student Teacher's Needs and Concerns					
2. Shows Interest in Student Teacher					
3. Communicates Frequently					
4. Is Enthusiastic Toward the Student Teacher					
5. Identifies Areas of Needed Growth					
6. Identifies Areas of Competencies					
7. Provides Suggestions in: Management and Discipline					
Lesson Planning					
Variety of Methods					
Interpersonal Relations					

COMMENTS:

STUDENT TEACHER SELF-EVALUATION FORM

Student Teacher's Signature_____ Date:_____

Placements (School and Grade Levels)_____

Circle the number corresponding to your rating, according to the key below. Submit completed form at the final seminar.

4 = Outstanding 3 = Above Average 2 = Average 1 = Fair to Poor

My communication with the students was	4	3	2	1
My communication with others in the school setting was	4	3	2	1
My skill in planning for objectives based on the curriculum was	4	3	2	1
My ability to adapt plans to diverse learners was	4	3	2	1
My ability to help all students learn was	4	3	2	1
My use of diverse strategies for instruction was	4	3	2	1
My understanding of the subject matter taught was	4	3	2	1
My ability to use assessments strategies in my planning was	4	3	2	1
My ability to report progress to students and others was	4	3	2	1
My ability to reflect and evaluate on teaching practices was	4	3	2	1
My ability to create a supportive learning climate was	4	3	2	1
My use of professional development activities was	4	3	2	1
My ability to maintain records and complete tasks on schedule was	4	3	2	1
I would rate my overall student teaching performance as	4	3	2	1

Describe the most challenging aspect of your student teaching experience. How did you handle it, and in retrospect, how could/would you handle it differently?

What do you consider your greatest strength(s) during student teaching?

What do you consider your area(s) of need during student teaching?

How has your perception of teaching changed since completing student teaching?

Describe how you plan to address your professional growth before you enter your own classroom.

Add any other comments below.

Each Placement

- _____ Student Teaching Assignment
- _____ Classroom Daily Schedule
- _____ Planning the Student Teacher Schedule

- _____ Student Teaching Verification Sheet (Signed by supervising teacher)
- _____ Student Teacher Midterm Evaluation
- _____ Final Evaluation of the Student Teacher
- _____ Student Evaluation of Student Teacher (Summary)
- _____ Videotape of Lesson
- _____ Student teacher Self-Evaluation for Videotaped Lesson
- _____ Three (3) Classroom Observations by supervising teacher
- _____ Evaluation of Supervising Teachers
- _____ Description of five (5) teaching strategies
- _____ Unit plan
- _____ Lesson plans, include all from the unit
- _____ Learning center (Description and/or picture)—required for K-8
- _____ Learning Game
- _____ Bulletin board
- _____ Summary—School Board visit
- _____ Discipline Management plan
- _____ Grading plan
- _____ Four (4) observations reports of teachers—one (1) of supervising teacher and three (3) of other teachers
- _____ Daily Journal

End of Student Teaching

- _____ Student Teacher Self-Evaluation Form
- _____ Evaluation of Tusculum College Coordinator
- _____ E-Portfolio

SUPERVISING TEACHER

MATERIALS AND EVALUATIONS TO BE COMPLETED BY SUPERVISING TEACHER DURING EACH PLACEMENT

- **Planning the Student Teaching Schedule**
- **Three Formal Observations of the Student Teacher**
- **Student Teacher Midterm Evaluation**
- **Student Teacher Verification Sheet**
- **Final Evaluation of the Student Teacher**

FORMS TO BE UTILIZED DURING STUDENT TEACHER PLACEMENT

- **Supervising Teacher Checklist**
- **Classroom Observation Form**
- **Mid Term Evaluation of Student Teacher**
- **Verification of Student Teaching Assignments Form**
- **Final Evaluation of Student Teacher**

SUPERVISING TEACHER CHECKLIST (Optional Guideline for Student Teaching Placement)

Weeks 1 and 2:

- _____ Orient the student teacher to facilities, faculty, and programs.
- _____ Help student teacher to arrange four (4) observations in other classrooms.
- _____ Introduce the student teacher as a co-worker and teacher.
- _____ Complete the Student Teaching Schedule.
- _____ Include the student in supervision, clerical, and tutoring activities.
- _____ Review and monitor the Behavior Management and Grading Plans.
- _____ Establish a time for a weekly formal conference.
- _____ Model a variety of teaching techniques.
- _____ Review unit and lesson plans.
- _____ Monitor and provide written feedback for lessons.
- _____ Do not allow the student to teach a lesson without a plan (may be in plan book).
- _____ Sign off on plan books and/or lesson plans.

Weeks 3 and 4:

- _____ Gradually increase student teaching responsibilities.
- _____ Provide continuous informal feedback.
- _____ Plan a formative feedback conference at the end of the fourth week.
- _____ Review and monitor unit and lesson plans.
- _____ Schedule three weeks of full-time teaching. Minimum of 1 week is required.
- _____ Complete three formal observations of the student teacher during the week(s) of teaching.
- _____ Help locate video equipment for student teacher's self-evaluation.
- _____ Sign off on plan books and/or lesson plans.
- _____ Complete Midterm Evaluation.

Weeks 5 through 7:

- _____ Sign off on plan books and/or lesson plans.
- _____ Schedule the Student Teacher Final Evaluation.
- _____ Sign the Portfolio Check Sheet.

Last ½ Week:

- _____ Gradually take back the teaching responsibilities and the classroom duties.
- _____ Sign off on plan books and/or lesson plans.

CLASSROOM OBSERVATION

Name: _____ Class: _____ Date: _____

PLEASE MARK WITH ONE OF THE FOLLOWING: Observed (✓) Acceptable; Observed (x) Needs Improvement; (NO) Not Observed within Lesson; or (NA) Not Applicable

PLANNING/PREPARATION

- _____ Has Written and Approved Lesson Plans
- _____ Instructional Objectives Are Written With Measurable Behaviors
- _____ Assessment Matches Objective
- _____ Plans for Higher Order Thinking Skills
- _____ Includes Critical Elements for Effective Teaching

COMMENTS:

TEACHING STRATEGIES

- _____ Links Information to Students' Prior Learning
- _____ Encourages Higher Order Thinking
- _____ Varies Instructional Role
- _____ Varies Instructional Strategies
- _____ Uses Multiple Media
- _____ Uses Concrete Examples for Abstract Topics
- _____ Paces the Lesson Appropriately
- _____ Gives Clear Directions/Explanations
- _____ Encourages Active Student Involvement
- _____ Requests Questions
- _____ Monitors Students Closely
- _____ Allows Time for Independent Practice
- _____ Provides for Different Learning Needs, Styles, and Abilities
- _____ Summarizes at End of Lesson
- _____ Demonstrates Knowledge of Subject Content
- _____ Uses Definitions and Gives Explanations
- _____ Checks for Student Understanding

ASSESSMENT/EVALUATION

- _____ When Appropriate, Recognizes the Need to Reteach
- _____ Uses Appropriate Assessment Strategies
- _____ Provides Prompt Feedback to Students

LEARNING ENVIRONMENT

- _____ Manages Effectively Classroom Resources (Space and Facilities)
- _____ Maximizes Class Time
- _____ Organizes Instruction/Movement
- _____ Demonstrates Flexibility
- _____ Prevents Students' Disruptive Behavior—Takes a Proactive Stance Toward Classroom Management
- _____ Fosters Student Self-Control With Discipline Plan Incorporating Positive Reinforcement
- _____ Reviews Behavioral and Academic Procedures
- _____ Demonstrates Respectful Interactions With Students, Staff, Faculty, and Appropriate Others
- _____ Creates an Environment That Promotes Risk-Taking and Challenges Students
- _____ Sets up a Physical Environment Conducive to Learning
- _____ Organizes Resources/Materials Prior to Lesson
- _____ Stimulates Student Interest

COMMUNICATION

- _____ Writes Clearly
- _____ Speaks Clearly/Quality of Voice
- _____ Uses Appropriate Vocabulary
- _____ Uses Correct Grammar
- _____ Organizes Speech/Information
- _____ Uses Non-Verbal Techniques Effectively

CLASSROOM OBSERVATION (Cont.)

Component	Good	Average	Fair	Poor	Comments
Knowledge of subject					
Preparation & Planning					
Lesson Objectives					
Flow and Focus of Lesson					
Teaching Strategies					
Presentation of Information					
Lesson Assessment					
Learning Environment/Climate					
Classroom Management					
Communication Skills					

Strong Points:

Suggestions for Growth:

Comments:

Observer

Date
STUDENT TEACHER MIDTERM EVALUATION

Name _____ Date _____ Grade/Subject _____

Location _____ Supervising Teacher _____

Mark (X) in the correct box.

Domain	Good	Average	Fair	Poor
Plans for daily and long-range activities				
Demonstrates content knowledge				
Varies strategies and resources				
Adapts lesson to diverse learners				
Evaluates student progress for feedback				
Uses reflection in developing lessons				
Maintains good class climate and control				
Communicates with professionals in school setting				
Demonstrates a positive/professional attitude				
Uses correct and appropriate grammar				
Uses expression and voice enunciation				
Is punctual with assignments and duties				
Demonstrates commitment to the school/students				

COMMENTS:

VERIFICATION OF STUDENT TEACHER ASSIGNMENTS

During your student teaching, you will keep a portfolio (notebook) containing basic student material which will be submitted at the end of the student teaching semester. The supervising teacher is to verify each of the following components and sign the bottom of this form in confirmation of the listed materials. This sheet will be the first page in your completed portfolio.

Grading Procedure: The enclosed grading plan was utilized and put into practice.

Discipline/Management: A classroom plan was successfully implemented.

Teaching Techniques: five (or more) described teaching techniques were successfully used.

- 1.
- 2.
- 3.
- 4.
- 5.

Video Tape of Teaching Skills (copy of evaluation)

Bulletin Board, Center, Game

Unit Plan: The enclosed plan was successfully presented.

Lesson Plans: Plans were written and successfully taught

I verify that the materials listed above are present within the Student Teaching Portfolio.

Signature of Supervising Teacher / Date

TUSCULUM COLLEGE
FINAL EVALUATION OF THE STUDENT TEACHER

Student Teacher: _____ Grade/Subject: _____ Date: _____

Supervising Teacher _____ School _____

Please rate the Student Teacher based on the levels of the following:

GOOD: Student teacher demonstrates above average behaviors within the components of student teaching. He or she displays consistent and superior performance at the present level of student teaching.

AVERAGE: Student teacher demonstrates acceptable behaviors within the components of student teaching. He or she presents satisfactory actions at the present level of student teaching.

FAIR: Student teacher demonstrates progressing behaviors within components student teaching. He or she exhibits minimal growth and development within the present level of student teaching.

POOR: Student teacher demonstrates unacceptable behaviors within the components of student teaching. He or she reveals ineffective behaviors within the present level of student teaching.

Please mark (X) an answer for each item.

CRITERIA	Good	Average	Fair	Poor
PLANNING				
Plans ahead for daily, weekly, and long range activities including all the components of a good lesson/unit plan.				
Comes to class well-prepared to conduct the learning activity with enough flexibility to change the approach if needed.				
Develops specific, measurable, written objectives adapted to meet the needs, capacities, and interests of the students.				
Shows knowledge of content areas by examples, references, interrelation to other subjects, future needs.				
Utilizes a variety of materials and media to augment the lesson.				
Develops topics logically, varies the stimuli, and guides the students into applying, analyzing,, synthesizing, and evaluating the material covered.				
Aligns the subject matter to the State Standards to ensure that students are knowledgeable about the curriculum.				
TEACHING STRATEGIES				
Focuses attention on desired learning outcomes so that the student knows he is pursuing course goals.				
Involves all students by encouraging them to ask and answer questions, enabling them to experience success.				
Demonstrates the ability to use both verbal and nonverbal cues to elicit participation.				
Uses positive reinforcement to keep students involved.				
Analyzes student needs and interests to be able to prepare individual learning activities for exceptional students.				
Uses a variety of instructional strategies: laboratory, inquiry, guided discovery, recitation, question and answer, lecture, modeling, cooperative learning, other.				
Utilizes proper questioning techniques—why and how as well as where, when, and what.				
Varies the ways of teaching by using small group, large group, one-to-one, role play, panels, socio-drama, games, debates, learning centers, contracts, learning packets, simulation, review, imitation.				
Previews materials and has them ready for use at least one day before the assignment/presentation. Utilizes community resources, people, and field trips.				
ASSESSMENT				
Studies and analyzes ability and achievement levels of students and plans testing activities before, during, and after teaching a unit.				
Uses a variety of evaluation procedures appropriate to the objectives—conferences, observations, projects, recitations, reports, written tests, others.				

CRITERIA	Good	Average	Fair	Poor
ASSESSMENT (Cont.)				
Prepares and grades formal written tests designed to measure knowledge at all levels of Bloom's taxonomy.				
Keeps accurate, up-to-date records of students' performance.				
Provides feedback on progress to students and parents.				
Makes provisions for developmental, remedial, or enrichment teaching when necessary based on assessment.				
Ensures that students tests are constructed and administered with clear instructions, legible reproduction, orderly collection and distribution, adequate physical environment, free of interruptions, and with provisions for exceptional learners.				
LEARNING ENVIRONMENT				
Uses a variety of constructive techniques consistently to maintain discipline.				
Organizes the facilities for efficient instruction—small group and individual work as well as large group.				
Organizes the schedule to provide time for instruction, movement, and other needs.				
Provides a safe, positive climate with democratic rules and respect for individual needs.				
Works to build self-control and self-confidence.				
Works with students to maintain appropriate housekeeping, orderly materials, and attractive displays of student work.				
Counsels students who are having difficulties with peers, other adults, or behavior problems.				
Displays an unbiased attitude that fosters a relaxed classroom atmosphere in which students learn, grow, and build self-assurance, self-insights, and self-acceptance without fear of recrimination or ridicule.				
Guides students in developing self-respect and respect for others as well as emphasizing the importance of responsibility.				
Seeks to create teacher-student rapport by attending school events in which the students participate.				
PROFESSIONAL GROWTH				
Develops a pattern of personal and professional growth through constant self-evaluation and acceptance of constructive criticism.				
Displays a highly professional attitude by safeguarding confidential information, refraining from unprofessional remarks about colleagues, and following basic rules of courtesy toward all personnel in the school setting.				
Complies with all school rules and demonstrates respect for school property.				
Understands that the legal responsibility of the classroom remains with the classroom teacher.				
Attends classes with regularity and punctuality; in case of absence, notifies principal or teacher and leaves written lesson plan.				

CRITERIA	Good	Average	Fair	Poor
PROFESSIONAL GROWTH (Cont.)				
Shows initiative by attempting to develop a style of teaching suited to his/her own personality.				
Reflects on lesson each day according to the planned objectives and identifies problem areas for revisions.				
Uses systematic observation in identifying patterns of teacher-student interaction.				
Strives to be punctual and well-groomed, wearing clothes appropriate for the public school classroom				
Demonstrates a willingness to work.				
COMMUNICATION				
Communicates and cooperates with staff members when learning activities and/or professional relations may be enhanced by the input of others.				
Demonstrates courtesy, respect, responsiveness, and helpfulness in all settings.				
Demonstrates correct use of grammar in oral and written communications—avoiding regional dialects.				
Communicates with parents and students giving feedback in a helpful, open manner.				
Speaks expressively and concisely, enunciating with appropriate vocabulary.				
Avoids speaking too quickly, too slowly, too softly, or too loudly.				
Avoids the use of sarcasm in dealing with students or other adults.				
Exhibits self-control, self-confidence, enthusiasm, positive attitude toward students.				
Possesses a sense of humor, is emotionally secure, and faces problems realistically.				

COMMENTS:

Signature of Supervising Teacher_____
Signature of College Coordinator_____
Title_____
Date_____
Title_____
Date

TUSCULUM COLLEGE COORDINATOR

MATERIALS AND EVALUATIONS TO BE COMPLETED BY COLLEGE COORDINATOR

- **Three Formal Observations/Evaluations of the Student Teacher**
- **Analysis of Unit & Lesson Plan**
- **Student Teacher Portfolio Rubric**
- **Final Grade of the Student Teacher**

FORMS TO BE UTILIZED DURING STUDENT TEACHER PLACEMENT

- **Classroom Observation Forms**
- **Analysis of Unit & Lesson Plans**
- **Portfolio Rubric**
- **Collected Materials Checklist**

CLASSROOM OBSERVATION

Name: _____ Class: _____ Date: _____

PLEASE MARK WITH ONE OF THE FOLLOWING: Observed (✓) Acceptable; Observed (x) Needs Improvement; (NO) Not Observed within Lesson; or (NA) Not Applicable

PLANNING/PREPARATION

- _____ Has Written and Approved Lesson Plans
- _____ Instructional Objectives Are Written With Measurable Behaviors
- _____ Assessment Matches Objective
- _____ Plans for Higher Order Thinking Skills
- _____ Includes Critical Elements for Effective Teaching

COMMENTS:

TEACHING STRATEGIES

- _____ Links Information to Students' Prior Learning
- _____ Encourages Higher Order Thinking
- _____ Varies Instructional Role
- _____ Varies Instructional Strategies
- _____ Uses Multiple Media
- _____ Uses Concrete Examples for Abstract Topics
- _____ Paces the Lesson Appropriately
- _____ Gives Clear Directions/Explanations
- _____ Encourages Active Student Involvement
- _____ Requests Questions
- _____ Monitors Students Closely
- _____ Allows Time for Independent Practice
- _____ Provides for Different Learning Needs, Styles, and Abilities
- _____ Summarizes at End of Lesson
- _____ Demonstrates Knowledge of Subject Content
- _____ Uses Definitions and Gives Explanations
- _____ Checks for Student Understanding

ASSESSMENT/EVALUATION

- _____ When Appropriate, Recognizes the Need to Reteach
- _____ Uses Appropriate Assessment Strategies
- _____ Provides Prompt Feedback to Students

LEARNING ENVIRONMENT

- _____ Manages Effectively Classroom Resources (Space and Facilities)
- _____ Maximizes Class Time
- _____ Organizes Instruction/Movement
- _____ Demonstrates Flexibility
- _____ Prevents Students' Disruptive Behavior—Takes a Proactive Stance Toward Classroom Management
- _____ Fosters Student Self-Control With Discipline Plan Incorporating Positive Reinforcement
- _____ Reviews Behavioral and Academic Procedures
- _____ Demonstrates Respectful Interactions With Students, Staff, Faculty, and Appropriate Others
- _____ Creates an Environment That Promotes Risk-Taking and Challenges Students
- _____ Sets up a Physical Environment Conducive to Learning
- _____ Organizes Resources/Materials Prior to Lesson
- _____ Stimulates Student Interest

COMMUNICATION

- _____ Writes Clearly
- _____ Speaks Clearly/Quality of Voice
- _____ Uses Appropriate Vocabulary
- _____ Uses Correct Grammar
- _____ Organizes Speech/Information
- _____ Uses Non-Verbal Techniques Effectively

CLASSROOM OBSERVATION (Cont.)

Component	Good	Average	Fair	Poor	Comments
Knowledge of subject					
Preparation & Planning					
Lesson Objectives					
Flow and Focus of Lesson					
Teaching Strategies					
Presentation of Information					
Lesson Assessment					
Learning Environment/Climate					
Classroom Management					
Communication Skills					

Strong Points:

Suggestions for Growth:

Comments:

Observer

Date

ANALYSIS OF UNIT PLAN AND LESSON PLAN

Based Upon Tennessee Model & Framework

Name _____ Date _____

Evaluator _____

Unit Plan

- _____ The unit goals and objectives are consistent with curriculum
- _____ The goals of the unit are appropriate for the students
- _____ Teaching strategies that correspond with the unit goals are included
- _____ Ongoing comprehension is evaluated throughout the unit
- _____ The assessment of learner understanding relates to the stated goals of the unit

Lesson Plan

- _____ The goals and objectives are formed in terms of student learning and behavior
- _____ The goals and objectives are appropriate for this point in student learning
- _____ The plan explains how student achievement (of these goals) will be measured
- _____ The lesson plan contains teaching strategies that demonstrate the importance of the lesson
- _____ The lesson contains connections to past and future learning
- _____ Instructional procedures vary in task structures and activities
- _____ The instructional procedures provide students the opportunity to review / practice
- _____ The instructional strategies provide opportunity for authentic practice
- _____ Alternative and / or supplemental activities are included
- _____ The plan demonstrates the promotion of learner involvement
- _____ Appropriate materials and media are listed for the lesson
- _____ The utilization of the materials and media are included in the lesson
- _____ Specific procedures to monitor student understanding during the lesson is included
- _____ The plan contains a description of the organization of learning

STUDENT TEACHER PORTFOLIO RUBRIC

Name _____

Date _____

Evaluator _____

College Coordinator

Good = 4

Average = 3

Fair = 2

Poor = 1

Materials	4	3	2	1
Lesson Plans: Classroom presentation of plans				
Discipline /Management: Classroom plan implementation				
Teaching Techniques: (Please list and rate five.)				
1.				
2.				
3.				
4.				
5.				
Unit Plan: Classroom presentation of plan				
Grading Procedure: Classroom grading plan put in place, at least in part				
Videotape of Teaching Skills & Self-Evaluation				
School Board Visit Summary				
Bulletin Board				
Game				
Center				
Weekly Reports				

**STUDENT TEACHING PORTFOLIO MATERIALS TO BE COLLECTED AT THE END
OF EACH PLACEMENT AND PLACED IN THE PERMANENT FILES**

- Student Teaching Assignment Form
- Student Teacher Midterm Evaluation
- Three Formal Observations of the student by the classroom teacher
- Three Formal Observations of the student by the college coordinator
- Final Evaluation of the Student Teacher—completed by the classroom teacher and signed by the College Coordinator after discussion with student