

TUSCULUM COLLEGE

Student Teaching Handbook

Fall 2014

Student Teacher Name and Contact Info_____

Supervising Classroom Teacher Name and Contact Info_____

College Supervisor Name and Contact Info_____

MISSION

The mission of the Education/Interdisciplinary Studies major and 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. The program continues the College's focus on civic and intellectual development of the students, while fostering the skills, knowledge and habits of character vital to those involved in the education of the nation's next generation of citizens.

TEACHING SKILLS, KNOWLEDGE, AND PROFESSIONAL PERFORMANCE STANDARDS

The Teaching Skills, Knowledge, and Professionalism Performance Standards are divided into four domains, as shown below. Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring teacher performance. Performance definitions are provided and levels 5, 3, 1, but raters can also score performance to levels at 2 or 4 based on their professional judgment. Teachers earn a score of 1, 2, 3, 4, or 5 for each indicator.

Planning

- Instructional Plans
- Student Work
- Assessment

Instruction

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem Solving

Environment

- Expectations
- Managing Student Behavior
- Environment
- Respectful Culture

Professionalism

- Community Involvement

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 supervisors, 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, college supervisors, 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 supervisors 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 supervisors 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 should 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. Students will fulfill this goal by completing a service learning project during student teaching.

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. Growing and Developing Professionally: The educator is prompt, prepared, and participates in professional development opportunities. The educator appropriately attempts to implement new strategies. The educator develops and works on a personal learning plan based on analyses of school improvement plans and goals, self-assessment, and feedback from observations.
2. Reflecting on Teaching: The educator makes thoughtful and accurate assessments of his/her effectiveness as evidenced by the self-reflection after each observation. The educator takes action to improve his/her performance. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional or support decisions.
3. Community Involvement: The educator actively supports school activities and events.
4. School Responsibilities: The educator adheres to school and district policies for personnel. The educator works with peers in contributing to a safe and orderly learning environment. The educator contributes to the school community by assisting/mentoring others, including collaborative planning, coaching, or mentoring other educators, or supervising clinical experiences for aspiring teachers.

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 understand and practice the role of the teacher under the guidance of an experienced 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, foster understanding, and develop 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.
- D. To develop teaching skills, such as planning, guiding, and evaluating learning experiences.

ENTERING THE PROFESSIONAL SEMESTER

A formal application, recommendation, and placement request should be completed and turned in by September 15th or February 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. 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. Residential students playing on a Tusculum College team may be excused for attending team requirements but are responsible for making up any and all time missed from student teaching. Students will not be excused from student teaching duties in order to accommodate a work schedule.

Absence Policy Per Placement:

Students must comply with the classroom teacher's contracted start and end time. All students are required to record their attendance daily. Supervising teachers must sign off on daily attendance confirming that students were present during the contracted start and end time. Student time sheets will be collected and verified at the end of each placement by the college supervisor. **Unexcused absences will result in an automatic deduction of 15 points off the final grade for every day missed of the student teaching experience per student teaching placement. Excused absences are limited to; personal illness or injury, illness or injury of child, serious illness, death, or birth of immediate family member, attending an interview for employment, wedding of self or immediate family member, and appearance at court. These absences are excused for 3 days. After 3 excused absences, students must provide written documentation. If documentation is not provided after the third absence, the final grade will be deducted 15 points per day. Absences, excused or otherwise, exceeding 7 days per placement will result in an automatic repeating of the student teaching placement. Call your supervising teacher and college supervisor in case of some unavoidable absence no later than 7:00am that day. Failure to notify both the supervising teacher and the college supervisor by 7:00am will result in a 3 point**

deduction from the final grade (per occurrence). Students must provide the supervising teacher with any lesson plans that they would have been responsible for teaching. All foreseen absences must be communicated to your supervising teacher and college supervisor as soon as they are scheduled.

Tardy Policy:

Be punctual EVERY DAY. Any time you are tardy you must notify the supervising teacher and college supervisor prior to the contracted school start time. Failure to notify the appropriate personal will result in a 3 point deduction off the final grade. After 3 tardies, students' final grade will be reduced by 9 points and student will be required to meet with their college supervisor, the Coordinator of Field Experience, and the Director of Field Experience.

INCLEMENT WEATHER / SCHOOL CLOSING POLICY
BOTH PLACEMENTS

- Student Teachers will be excused for a total of five inclement weather days for both placements as the result of school system cancellation.
- Student Teachers missing more than a total of five school days for both placements due to inclement weather/school closing will be required to make up this time at the end of the second placement. For example, if a school system is closed for seven days of inclement weather, the student teacher will be required to make up two days at the end of the second student teaching placement.
- This rule does not include the following: Spring Break, school holidays, or days in which the student teacher is required to be in seminar.

The completion/make up of inclement weather days has been instated in order to ensure the appropriate allotment of time in the classroom in regard to licensure requirements. Students requiring make-up days will have their licensure paperwork held by the college until this time has been completed and verified by the college supervisor.

PLACEMENT OF STUDENT TEACHERS

Selection of Student Teaching Sites:

Schools selected as sites for student teaching are chosen based on the following criteria: geographic proximity to student base campus site, geographic proximity to student, school performance, school demographic make-up, past experiences of Tusculum students at the site, proximity of site in regards to other chosen sites, principal request. 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.

STUDENT TEACHING REQUIREMENTS

LESSON PLANS

Lesson Plans For Formal Observations by College Supervisor: ALL FORMAL LESSON PLANS ARE TO BE SUBMITTED TO THE COLLEGE SUPERVISOR NOT LESS THAN 24 HOURS PRIOR TO TEACHING THE LESSON. **Failure to do so will result in a 1 point reduction on the “planning” section of the formal observation form. A printed copy of these lesson plans must be provided by the student at the time of observation.**

Lesson Plans For Formal Observations by Supervising Teacher: ALL FORMAL LESSON PLANS ARE TO BE SUBMITTED TO THE SUPERVISING TEACHER NOT LESS THAN 24 HOURS PRIOR TO TEACHING THE LESSON. **Failure to do so will result in a 1 point reduction on the “planning” section of the formal observation form. A printed copy of these lesson plans must be present at time of observation.**

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 Writing a Resume, Professional Communication, Instructional Media Skills, information about Licensing Requirement following Student Teaching, etc. Grades on seminar assignments become part of the final seminar grade. All seminar requirements are detailed in the attached syllabus.

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. By the second week, students should be co-teaching at least one subject with their supervising teacher. This will give the supervising teacher the opportunity to model effective classroom management techniques and appropriate content strategies. At the end of the first week, the student teacher and supervising teacher must complete the Student Teaching Schedule Form to indicate when the student teacher will begin teaching each class. **The Tennessee Board of Education requires one full consecutive week of daily instruction and duties for student teaching.**

EVALUATION REQUIREMENTS

Student Teaching Portfolio/Notebook

Students are to develop a portfolio containing lesson plans, observations, evaluations, grading plans, classroom management plans, description of learning games/centers/bulletin boards, test samples, handouts, and other materials pertaining to the student teaching experience. Please get a large 3-ring notebook and divide and label it in these sections:

A. Student Teaching Agreement, Daily Classroom Schedule, Student Teaching Planning Form

B. Daily Lesson Plan Book: Students will be required to complete daily lessons for all subjects/periods taught. Lessons must be read and approved by the supervising teacher prior to teaching. Students must provide the following information in their lesson plan for ALL lessons they plan and/or assist in planning:

- **State Standard**
- **Essential Question**
- **Strategy**
- **Assignment**
- **Assessment**
- **Modification**
- **Reflection**

If using a computerized lesson plan, students must highlight those lessons that they are responsible for teaching. **A copy of the weekly lessons must be emailed to the student's College Supervisor by 7:00pm Friday evenings beginning the second full week of each placement (August 29th and October 24th). Students are only required to submit plans that they will co-teach and teach. Lesson plan book must be complete for all lessons in which the student is responsible for teaching. If any part is missing, the student will receive a 0 for that week.**

C. Classroom Management Plan and Grading Plan: This section will include a written plan created by the student teacher. It must be grade appropriate for the current placement and written in parent-friendly language.

Classroom Management Plan

Class Rules

Consequences

Preventive Discipline Techniques

Description of the Process

Grading Plan

Explanation of Plan

Grading Scale or Indicators for Non-graded

Percentages if applicable

D. Evaluations: This section contains copies of the following:

- Three formal observations completed by the Supervising Teachers
- Three formal observations completed by the College Supervisor
- Midterm Evaluation
- Tallied Student Evaluations of the Student Teacher (grades 4-12)
- Evaluation of the Supervising Teacher
- Final Evaluation of the Student Teacher completed by the Supervising Teacher,
- Student Teacher Self-Evaluation Form

E. School Board Visit Summaries: This section contains the summaries of the two school board meetings from two different school systems during the placements. Please include printed agenda for both meetings. At least one school board visit must be completed during the first placement to receive credit for that placement.

F. Instructional Projects: Include thorough description, picture, and corresponding state standard of each instructional project (2 per placement). Projects may include student generated games, interactive bulletin boards, or any other additional hands-on learning activities that will be used during the student teaching placement and that are approved by the Supervising Teacher and College Supervisor to fulfill this requirement.

The Portfolio/Notebook must be brought to school daily and should be readily available for the College Supervisor to review.

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 Student Teacher section of the handbook. This evaluation is only given to students in **grades 4-12**.

Self-Evaluation

The student teacher uses the Self-Evaluation form for rating performance at the end of each placement of the student teaching experience.

Evaluation of Supervising Teacher

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 student's College Supervisor at the end of each placement.

Evaluation of College Supervisor

The student teacher uses the Evaluation of Tusculum College Supervisor form to evaluate the College Supervisor at the end of the student teaching experience. This evaluation will be completed in Student Teaching Seminar and given to either the Coordinator or Director of Field Experience.

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 responsible for returning all materials used during your student teaching experience.
7. Participate in all teacher-contracted administrative 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.

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 ensure 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. 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 Supervisor and the supervising classroom teacher.

Supervising Teacher: Most of the guidance of the student teacher is conducted by the supervising teacher. Three formal evaluations are made by the supervising teacher during the seven and one half weeks. The carbon copy Classroom Evaluation forms are utilized for formal evaluations. The midterm and summative evaluation forms include guidelines for rating the student teacher. These evaluation forms are provided in the Supervising Teacher section of the handbook. College Supervisors will be available for conferences with supervising teachers as needed.

College Supervisor: The College Supervisor will visit the student teacher’s classroom regularly. The College Supervisor will also make three formal evaluations using the same forms as the supervising teacher. During the student teaching experience, the student will have post-evaluation conferences with the College Supervisor. The final evaluation grade for each placement will be made using the ratings of the Supervising Teachers, ratings of the College Supervisor, and the contents of the notebook as recorded on the Grade Sheet.

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 college supervisor to initiate and implement observations. 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 is used to initiate change and is not used to determine total personal and professional responsibilities.

Evaluation Instrument: This evaluation instrument is a checklist of specific domain skills that needed by a teacher. The categories are *Significantly Above Expectations*, *At Expectations* or *Significantly Below Expectations*. 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 (grades 4-12, only)*

Phase Three: Summative Evaluation

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

1. *Self-Evaluation of the Student Teaching Experience* (turned in with Portfolio/Notebook)

TUSCULUM COLLEGE STUDENT TEACHER

LISTING OF MATERIALS AND FORMS

- **Student Teaching Assignment Form**
- **Student Teaching Planning Form**
- **Weekly Lesson Plan Book Format Example**
- **Weekly Report Form**
- **Student Evaluation of the Student Teacher**
- **Evaluation of Supervising Teacher**
- **Student Teacher Self Evaluation**
- **Formal Lesson Plan Format**

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 August 18, 2014-October 8, 2014

School Telephone Number _____

Supervising Teacher Full Name _____

Supervising Teacher E-mail _____

Supervising Teacher TN State Teaching License Number _____

Principal of School

Supervising Teacher

Director of Field Experience

Tusculum College Supervisor

Student Teacher

Date this agreement is signed

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 October 13, 2014- December 3, 2014

School Telephone Number _____

Supervising Teacher Full Name _____

Supervising Teacher E-mail _____

Supervising Teacher TN State Teaching License Number _____

Principal of School

Supervising Teacher

Director of Field Experience

Tusculum College Supervisor

Student Teacher

Date this agreement is signed

Student Teacher's Name _____

Supervising Teacher's Name/Grade/RoomNumber_____

Supervising Teacher's e-mail and phone_____

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 supervisor.

DIRECTIONS: Complete this tentative schedule during the first week of student's placement. The State of Tennessee mandates that **at least one full consecutive week** of teaching and daily duties be completed. **THIS SCHEDULE MAY BE MODIFIED BY THE SUPERVISING TEACHER.**
Supervising Teachers - Please consult the college supervisor if you would like to make adjustments to this model.

EXAMPLE:

Week 1 Observe, establish rapport, tutor, instruct small group, clerical work, testing, plan and prepare

Week 2 Co- teach one subject/section.

Week 3 Teach one subject/section and Co-teach one additional subjects/sections.

Week 4 Teach one half of the total program.

Week 5 to Week 7 Teach full time for up to three weeks.

Week 7 to 7½ Gradually decrease teaching load, ease out of full-time teaching.

Tentative Teaching Schedule

Week 1: Date _____ Activities: _____ Time _____

Week 2: Date _____ Co-teach 1 subject/class period: _____ Time _____

Week 3: Date _____ Solo-teach 1 subject/class period: _____ Time _____

Co-teach 1 subject/class period: _____ Time _____

Week 4: Date _____ Solo-teach 2 subjects/class periods: _____ Time _____

_____ Time _____

Co-teach 2 subjects/class periods: _____ Time _____

_____ Time _____

Week 5: Date _____ **SOLO WEEK : ALL SUBJECTS AND CLASS PERIODS**

Week 6: Date _____ Subjects/class periods _____

Week 7: Date _____ Subjects/class periods _____

Student Teacher's Name _____

Supervising Teacher's Name/Grade/RoomNumber _____

Supervising Teacher's e-mail and phone _____

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Tentative Teaching Schedule

Week 1: Date _____ Activities: _____ Time _____

Week 2: Date _____ Co-teach 1 subject/class period: _____ Time _____

Week 3: Date _____ Solo-teach 1 subject/class period: _____ Time _____
 Co-teach 1 subject/class period: _____ Time _____

Week 4: Date _____ Solo-teach 2 subjects/class periods: _____ Time _____
 _____ Time _____
 Co-teach 2 subjects/class periods: _____ Time _____
 _____ Time _____

Week 5: Date _____ **SOLO WEEK : ALL SUBJECTS AND CLASS PERIODS**

Week 6: Date _____ Subjects/class periods _____

Week 7: Date _____ Subjects/class periods _____

Daily Lesson Plan Book Format

Example

Name _____ Week beginning/ending _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject/Grade Social Studies/8th	<u>Standard</u> 8.74 <u>Essential Q</u> How did the political climate affect campaign strategies for the presidential candidates of 1860? <u>Strategy</u> Independent reading, small group work, group presentation <u>Assignment</u> Independent textbook reading and research of each candidate's platform and campaign strategies. Small group creation of 3 additional campaign strategies, including a campaign slogan and an icon to represent their assigned candidate.	Standard Essential Q Strategy Assignment Assessment Modification Reflection	Standard Essential Q Strategy Assignment Assessment Modification Reflection	Standard Essential Q Strategy Assignment Assessment Modification Reflection	Standard Essential Q Strategy Assignment Assessment Modification Reflection

	<p><u>Assessment</u></p> <p>Group presentations will be assessed for accuracy and level of detail in reflecting campaign views.</p> <p>Data will be used to determine if additional re-teaching and/or practice is needed.</p> <p><u>Modification</u></p> <p>Groups will be predetermined by teacher and will reflect balanced academic level and social compatibility.</p> <p><u>Reflection</u></p> <p>Students need more specific direction when assigning tasks within small groups.</p>				
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Daily Lesson Plan Book Format*Example*

Name _____ Week beginning/ending _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject/Grade	<u>Standard</u> ELA 3.4b	Standard	Standard	Standard	Standard
ELA/3rd	<u>Essential Q</u> How can I make my oral reading sound interesting?	Essential Q	Essential Q	Essential Q	Essential Q
	<u>Strategy</u> Echo read (teacher model use of expression by emphasizing punctuation), individual student read-aloud	Strategy	Strategy	Strategy	Strategy
	<u>Assignment</u> Students will read aloud one stanza of a poem selected based upon their individual reading level, demonstrating oral fluency and expression.	Assignment	Assignment	Assignment	Assignment
	<u>Assessment</u> Accurate use of punctuation to	Assessment	Assessment	Assessment	Assessment
		Modification	Modification	Modification	Modification
		Reflection	Reflection	Reflection	Reflection

	<p>emphasize fluency and expression in oral read-aloud. Data will be used to determine if additional re-teaching and/or practice is needed.</p> <p><u>Modification</u></p> <p>Poetry stanza will reflect each student's independent reading level.</p> <p><u>Reflection</u></p> <p>More poetry choices needed to accommodate varying reading levels.</p>				
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WEEKLY REPORT FORM

Name _____

Date _____

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

Supervising Teacher(s) & Class _____

1. Summarize / reflect on the major experiences of the week including approximately how much time you spend teaching this week and in what areas? Include one strength and one weakness.
2. Are there questions or concerns you have for your college supervisor?

Name of Student Teacher _____ Date _____

STUDENT EVALUATION OF THE STUDENT TEACHER**To Be Used with Fourth-Twelfth Grade Only**

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.

	Yes	No	Not sure
I understand the things the student teacher teaches.			
I learned new things when the student teacher taught.			
The student teacher makes the lesson interesting.			
The student teacher knows a lot about what he or she is teaching.			
The student teacher helps me when I need help.			
The student teacher is fair to everyone in the classroom.			
The student teacher acts in charge of the class.			
The student teacher has a good attitude toward students.			
The student teacher understands students' needs and interests.			

COMMENTS:

Name of Student Teacher _____ Date _____

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The student teacher helps me when I need help.			
The student teacher is fair to everyone in the classroom.			
The student teacher acts in charge of the class.			
The student teacher has a good attitude toward students.			
The student teacher understands students' needs and interests.			

COMMENTS:

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. Please use the following scale: Significantly Above Expectations (5), At Expectations (3), and Significantly Below Expectations (1). Mark the appropriate box for each category and add comments as appropriate.

5	4	3	2	1	Responsive to Student Teacher's Needs and Concerns
5	4	3	2	1	Shows Interest in Student Teacher
5	4	3	2	1	Is Enthusiastic Toward the Student Teacher
5	4	3	2	1	Identifies Areas of Needed Growth
5	4	3	2	1	Identifies Areas of Competencies
					Provides Suggestions in :
5	4	3	2	1	Management and Discipline
5	4	3	2	1	Lesson Planning
5	4	3	2	1	Variety of Methods
5	4	3	2	1	Interpersonal Relations

COMMENTS:

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. Please use the following scale: Significantly Above Expectations (5), At Expectations (3), and Significantly Below Expectations (1). Mark the appropriate box for each category and add comments as appropriate.

5	4	3	2	1	Responsive to Student Teacher's Needs and Concerns
5	4	3	2	1	Shows Interest in Student Teacher
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5	4	3	2	1	Identifies Areas of Needed Growth
5	4	3	2	1	Identifies Areas of Competencies
					Provides Suggestions in :
5	4	3	2	1	Management and Discipline
5	4	3	2	1	Lesson Planning
5	4	3	2	1	Variety of Methods
5	4	3	2	1	Interpersonal Relations

COMMENTS:

STUDENT TEACHER SELF-EVALUATION FORM

Student Teacher's Signature _____ Date: _____

Placement (School and Grade Level) _____

Please use the following scale to rate yourself as a student teacher: Significantly Above Expectations (5), At Expectations (3), and Significantly Below Expectations (1). Mark the appropriate box for each category and add comments as appropriate.

5	4	3	2	1	My communication with the students was
5	4	3	2	1	My communication with others in the school setting was
5	4	3	2	1	My skill in planning for objectives based on the curriculum was
5	4	3	2	1	My ability to adapt plans to diverse learners was
5	4	3	2	1	My ability to help all students learn was
5	4	3	2	1	My use of diverse strategies for instruction was
5	4	3	2	1	My understanding of the subject matter taught was
5	4	3	2	1	My ability to use assessments strategies in my planning was
5	4	3	2	1	My ability to report progress to students and others was
5	4	3	2	1	My ability to reflect and evaluate on teaching practices was
5	4	3	2	1	My ability to create a supportive learning climate was
5	4	3	2	1	My use of professional development activities was
5	4	3	2	1	My ability to maintain records and complete tasks on schedule was
5	4	3	2	1	I would rate my overall student teaching performance as

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.

STUDENT TEACHER SELF-EVALUATION FORM

Student Teacher's Signature _____ Date: _____

Placement (School and Grade Level) _____

Please use the following scale to rate yourself as a student teacher: Significantly Above Expectations (5), At Expectations (3), and Significantly Below Expectations (1). Mark the appropriate box for each category and add comments as appropriate.

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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.

Tusculum College Lesson Plan Template

Name:

Subject/Grade:

Estimated Time Frame:

Standard(s):	
Big Idea(s)/Essential Question(s):	
	<p>New Learning:</p> <p>Vocabulary –</p> <p>Concepts –</p> <p>Skills –</p> <p>Applications -</p>
Learning Target(s)/Objective(s):	
Summative Assessment:	
Instructional Strategies/Activities:	
Materials and Resources:	

INSTRUCTIONAL STEPS

INSTRUCTIONAL STEPS		
BEGINNING	Assessment	Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them

MIDDLE		Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them
Content Input (“I do” activities):	Assessment	
Guided Practice (We do):		
Independent Practice (You do; may include Homework):		

END

SUPERVISING TEACHER

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

- **Student Daily Attendance Log**
- **Planning the Student Teaching Schedule**
- **Weekly Initial of Student Lesson Plan Book**
- **Three Formal Observations of the Student Teacher**
- **Student Teacher Midterm Evaluation**
- **Final Evaluation of the Student Teacher**

FORMS TO BE UTILIZED DURING STUDENT TEACHER PLACEMENT

- **Student Daily Attendance Log**
- **Classroom Observation Form – Duplicate Copy Forms**
- **Mid Term Evaluation of Student Teacher**
- **Final Evaluation of Student Teacher**

TUSCULUM COLLEGE STUDENT TEACHER ATTENDANCE LOG

STUDENT TEACHER _____ **SUPERVISING TEACHER** _____

SCHOOL _____ **GRADE LEVEL** _____ **DISTRICT CONTRACT HOURS:** _____

[illegible]

TUSCULUM COLLEGE STUDENT TEACHER ATTENDANCE LOG

STUDENT TEACHER_____ **SUPERVISING TEACHER**_____

SCHOOL _____ GRADE LEVEL _____ DISTRICT CONTRACT HOURS: _____

[illegible]

Name: _____

Date: _____

Observation Number: 1 2 3

Student Teaching Observation Form

(derived from the Tennessee Educator Acceleration Model)

Please use the following scale to rate student teachers: Significantly Above Expectations (5), At Expectations (3), and Significantly Below Expectations (1). Mark the appropriate box for each category and add comments as appropriate. Please keep in mind the grading scale used with this evaluation: 5=A, 4=B, 3=C, 2=needs improvement, 1= needs significant improvement. This observation is very broad to cover a wide range of subjects and grades. If a student's lesson does not lend itself to one of the indicators, please leave it blank and do not average into score.

PLANNING

Instructional Planning					
5	4	3	2	1	Measurable and explicit goals aligned to state standards
5	4	3	2	1	Plan is developmentally appropriate
5	4	3	2	1	Evidence that plan addresses opportunities to accommodate individual student needs
Student Work					
5	4	3	2	1	Assignments require students to organize, interpret, analyze, synthesize, and evaluate information
5	4	3	2	1	Drawing conclusions, make generalizations, and produce arguments
5	4	3	2	1	Connect what they are learning to experiences, observations, feelings, or situations
Assessment					
5	4	3	2	1	Aligned with state standards
5	4	3	2	1	Have clear measureable objective
5	4	3	2	1	Measure student performance in at least three ways
5	4	3	2	1	Require extended written tasks
5	4	3	2	1	Includes descriptions of how assessment results will inform future instruction
					Formal Lesson Plan submitted 24 hours in advance (subtract 1 point from final planning score for failure to complete)
5	4	3	2	1	Overall Planning Score

Comments

INSTRUCTION

Standards and Objectives					
5	4	3	2	1	Learning Objectives / Standards communicated clearly
5	4	3	2	1	Expectations for student performance are clear, demanding, and high
5	4	3	2	1	Evidence that most students demonstrate mastery of the objective through corresponding assessment
Motivating Students					
5	4	3	2	1	Content organized to be meaningful and relevant to the students
5	4	3	2	1	Learning experiences are provided to include inquiry, curiosity, and exploration
5	4	3	2	1	Effort is reinforced and rewarded
Presenting Instructional Content					
5	4	3	2	1	Visuals included support the lesson
5	4	3	2	1	Examples, illustrations, analogies, and labels for new concepts, and ideas
5	4	3	2	1	Modeling to demonstrate performance expectations

5	4	3	2	1	Concise Communication
5	4	3	2	1	Logical sequencing and segmenting
Lesson Structure and Pacing					
5	4	3	2	1	Lesson starts promptly
5	4	3	2	1	Coherent beginning, middle, end, and student reflection
5	4	3	2	1	Brisk pacing; ample opportunity for different learning rates
5	4	3	2	1	Routine for material distribution
5	4	3	2	1	No instructional time lost in transitions
Activities and Materials					
5	4	3	2	1	Activities and materials included support the lesson (objectives, purpose, reflection, thinking, relevance, curiosity)
5	4	3	2	1	Incorporation of multimedia and technology
5	4	3	2	1	Extension of resources beyond the textbook
Questioning					
5	4	3	2	1	Varied / High Quality questions
5	4	3	2	1	Consistent with instructional goals
5	4	3	2	1	Consistency of purposeful / coherent questions
5	4	3	2	1	Balance of students called on (volunteers / non-volunteers)
5	4	3	2	1	Students generate questions for further inquiry or self directed learning
Academic Feedback					
5	4	3	2	1	Oral and written feedback is academically focused and high quality
5	4	3	2	1	Feedback given during guided practice and homework review
5	4	3	2	1	Teacher circulates to prompt student thinking, assess progress, and provides feedback
5	4	3	2	1	Engages students in giving specific and high quality feedback
Grouping Students					
5	4	3	2	1	Instructional grouping arrangements
5	4	3	2	1	Students in groups are aware of the role and expectations
5	4	3	2	1	All students in groups are held accountable for group / individual work
5	4	3	2	1	Instructional groups are varied
5	4	3	2	1	Instructional groups facilitate opportunities to set goals, reflect, and evaluate learning
Teacher Content Knowledge					
5	4	3	2	1	Displays extensive content knowledge of all subjects being taught
5	4	3	2	1	Implementation of a variety of subject-specific instructional strategies to enhance student knowledge
5	4	3	2	1	Key concepts and ideas are highlighted and uses them to connect ideas
5	4	3	2	1	Limited content is taught in sufficient depth to allow for understanding
Teacher Knowledge of Students					
5	4	3	2	1	Displays understanding of students' anticipated learning difficulties
5	4	3	2	1	Practices incorporates student interests and heritage
5	4	3	2	1	Provides differentiated instruction methods and content
Thinking					
5	4	3	2	1	Thinking includes analytical (compare contrast), practical thinking (application, implementation), creative thinking (create, design, imagine, suppose), research based thinking (explore, review ideas, models)
5	4	3	2	1	Provide opportunities to generate ideas / alternatives, analyze problems from multiple perspectives, monitor thinking
Problem Solving					

5	4	3	2	1	Include Abstraction, categorization, Drawing Conclusion / Justifying Solutions, Predicting Outcomes, Observing and Experimenting, Improving solutions, Identifying Relevant / Irrelevant Information, Generating Ideas, Creating and Designing
5	4	3	2	1	Overall Instruction

Comments

ENVIRONMENT

Expectations					
5	4	3	2	1	Sets high and demanding academic expectations for all students
5	4	3	2	1	Encourages students to learn from mistakes
5	4	3	2	1	Creates learning experiences for all students to be successful
5	4	3	2	1	Optimizes instructional time
Managing Student Behavior					
5	4	3	2	1	Students are consistently well-behaved and on task
5	4	3	2	1	Establish clear rules for learning and behavior
5	4	3	2	1	Several techniques are used to maintain appropriate behavior
5	4	3	2	1	Overlooks inconsequential behavior
5	4	3	2	1	Deals with students who have caused disruptions quickly and firmly
Environment					
5	4	3	2	1	Welcomes students and guests
5	4	3	2	1	Is organized and understandable for all students
5	4	3	2	1	Supplies, equipment, and resources are easily accessible
5	4	3	2	1	Is arranged to promote individual and group learning
Respectful Culture					
5	4	3	2	1	Teacher / student interaction is appropriate
5	4	3	2	1	Seeks out and is receptive to the interest and opinions of students
5	4	3	2	1	Positive relationships and interdependence characterize the classroom
5	4	3	2	1	Overall Environment Score

Comments

Final Average _____
Areas of Strength

Areas to Strengthen

Student Signature / Date

Supervisor / Date

Name: _____

Date: _____

Observation Number: 1 2 3

Student Teaching Observation Form

(derived from the Tennessee Educator Acceleration Model)

Please use the following scale to rate student teachers: Significantly Above Expectations (5), At Expectations (3), and Significantly Below Expectations (1). Mark the appropriate box for each category and add comments as appropriate. Please keep in mind the grading scale used with this evaluation: 5=A, 4=B, 3=C, 2=needs improvement, 1= needs significant improvement. This observation is very broad to cover a wide range of subjects and grades. If a student's lesson does not lend itself to one of the indicators, please leave it blank and do not average into score.

PLANNING

Instructional Planning					
5	4	3	2	1	Measurable and explicit goals aligned to state standards
5	4	3	2	1	Plan is developmentally appropriate
5	4	3	2	1	Evidence that plan addresses opportunities to accommodate individual student needs
Student Work					
5	4	3	2	1	Assignments require students to organize, interpret, analyze, synthesize, and evaluate information
5	4	3	2	1	Drawing conclusions, make generalizations, and produce arguments
5	4	3	2	1	Connect what they are learning to experiences, observations, feelings, or situations
Assessment					
5	4	3	2	1	Aligned with state standards
5	4	3	2	1	Have clear measureable objective
5	4	3	2	1	Measure student performance in at least three ways
5	4	3	2	1	Require extended written tasks
5	4	3	2	1	Includes descriptions of how assessment results will inform future instruction
					Formal Lesson Plan submitted 24 hours in advance (subtract 1 point from final planning score for failure to complete)
5	4	3	2	1	Overall Planning Score

Comments

INSTRUCTION

Standards and Objectives					
5	4	3	2	1	Learning Objectives / Standards communicated clearly
5	4	3	2	1	Expectations for student performance are clear, demanding, and high
5	4	3	2	1	Evidence that most students demonstrate mastery of the objective through corresponding assessment
Motivating Students					
5	4	3	2	1	Content organized to be meaningful and relevant to the students
5	4	3	2	1	Learning experiences are provided to include inquiry, curiosity, and exploration
5	4	3	2	1	Effort is reinforced and rewarded
Presenting Instructional Content					
5	4	3	2	1	Visuals included support the lesson
5	4	3	2	1	Examples, illustrations, analogies, and labels for new concepts, and ideas
5	4	3	2	1	Modeling to demonstrate performance expectations
5	4	3	2	1	Concise Communication

5	4	3	2	1	Logical sequencing and segmenting
Lesson Structure and Pacing					
5	4	3	2	1	Lesson starts promptly
5	4	3	2	1	Coherent beginning, middle, end, and student reflection
5	4	3	2	1	Brisk pacing; ample opportunity for different learning rates
5	4	3	2	1	Routine for material distribution
5	4	3	2	1	No instructional time lost in transitions
Activities and Materials					
5	4	3	2	1	Activities and materials included support the lesson (objectives, purpose, reflection, thinking, relevance, curiosity)
5	4	3	2	1	Incorporation of multimedia and technology
5	4	3	2	1	Extension of resources beyond the textbook
Questioning					
5	4	3	2	1	Varied / High Quality questions
5	4	3	2	1	Consistent with instructional goals
5	4	3	2	1	Consistency of purposeful / coherent questions
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Grouping Students					
5	4	3	2	1	Instructional grouping arrangements
5	4	3	2	1	Students in groups are aware of the role and expectations
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5	4	3	2	1	Instructional groups facilitate opportunities to set goals, reflect, and evaluate learning
Teacher Content Knowledge					
5	4	3	2	1	Displays extensive content knowledge of all subjects being taught
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5	4	3	2	1	Displays understanding of students' anticipated learning difficulties
5	4	3	2	1	Practices incorporates student interests and heritage
5	4	3	2	1	Provides differentiated instruction methods and content
Thinking					
5	4	3	2	1	Thinking includes analytical (compare contrast), practical thinking (application, implementation), creative thinking (create, design, imagine, suppose), research based thinking (explore, review ideas, models)
5	4	3	2	1	Provide opportunities to generate ideas / alternatives, analyze problems from multiple perspectives, monitor thinking
Problem Solving					

5	4	3	2	1	Include Abstraction, categorization, Drawing Conclusion / Justifying Solutions, Predicting Outcomes, Observing and Experimenting, Improving solutions, Identifying Relevant / Irrelevant Information, Generating Ideas, Creating and Designing
5	4	3	2	1	Overall Instruction

Comments

ENVIRONMENT

Expectations					
5	4	3	2	1	Sets high and demanding academic expectations for all students
5	4	3	2	1	Encourages students to learn from mistakes
5	4	3	2	1	Creates learning experiences for all students to be successful
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Managing Student Behavior					
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5	4	3	2	1	Deals with students who have caused disruptions quickly and firmly
Environment					
5	4	3	2	1	Welcomes students and guests
5	4	3	2	1	Is organized and understandable for all students
5	4	3	2	1	Supplies, equipment, and resources are easily accessible
5	4	3	2	1	Is arranged to promote individual and group learning
Respectful Culture					
5	4	3	2	1	Teacher / student interaction is appropriate
5	4	3	2	1	Seeks out and is receptive to the interest and opinions of students
5	4	3	2	1	Positive relationships and interdependence characterize the classroom
5	4	3	2	1	Overall Environment Score

Comments

Final Average _____**Areas of Strength**

Areas to Strengthen

Student Signature / Date_____
Supervisor / Date

Name: _____

Date: _____

Observation Number: 1 2 3

Student Teaching Observation Form

(derived from the Tennessee Educator Acceleration Model)

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5	4	3	2	1	Measure student performance in at least three ways
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5	4	3	2	1	Includes descriptions of how assessment results will inform future instruction
					Formal Lesson Plan submitted 24 hours in advance (subtract 1 point from final planning score for failure to complete)
5	4	3	2	1	Overall Planning Score

Comments

INSTRUCTION

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5	4	3	2	1	Learning Objectives / Standards communicated clearly
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5	4	3	2	1	Provide opportunities to generate ideas / alternatives, analyze problems from multiple perspectives, monitor thinking
Problem Solving					

5	4	3	2	1	Include Abstraction, categorization, Drawing Conclusion / Justifying Solutions, Predicting Outcomes, Observing and Experimenting, Improving solutions, Identifying Relevant / Irrelevant Information, Generating Ideas, Creating and Designing
5	4	3	2	1	Overall Instruction

Comments

ENVIRONMENT

Expectations					
5	4	3	2	1	Sets high and demanding academic expectations for all students
5	4	3	2	1	Encourages students to learn from mistakes
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5	4	3	2	1	Deals with students who have caused disruptions quickly and firmly
Environment					
5	4	3	2	1	Welcomes students and guests
5	4	3	2	1	Is organized and understandable for all students
5	4	3	2	1	Supplies, equipment, and resources are easily accessible
5	4	3	2	1	Is arranged to promote individual and group learning
Respectful Culture					
5	4	3	2	1	Teacher / student interaction is appropriate
5	4	3	2	1	Seeks out and is receptive to the interest and opinions of students
5	4	3	2	1	Positive relationships and interdependence characterize the classroom
5	4	3	2	1	Overall Environment Score

Comments

Final Average _____**Areas of Strength**

Areas to Strengthen

Student Signature / Date_____
Supervisor / Date

STUDENT TEACHER MIDTERM EVALUATION

Name _____ Date _____ Grade/Subject _____

Location _____ Supervising Teacher _____

Please use the following scale to rate student teachers: Significantly Above Expectations (5), At Expectations (3), and Significantly Below Expectations (1). Mark the appropriate box for each category and add comments as appropriate.

5	4	3	2	1	Lesson planning demonstrates appropriate grade levels and interests
5	4	3	2	1	Demonstrates content knowledge
5	4	3	2	1	Varies strategies and resources
5	4	3	2	1	Adapts lesson to diverse learners
5	4	3	2	1	Uses assessment to evaluate student progress
5	4	3	2	1	Uses reflection in developing lessons
5	4	3	2	1	Maintains good class climate and control
5	4	3	2	1	Communicates with professionals in school setting
5	4	3	2	1	Demonstrates a positive/professional attitude
5	4	3	2	1	Uses correct and appropriate grammar
5	4	3	2	1	Uses expression and voice enunciation
5	4	3	2	1	Is punctual with assignments and duties
5	4	3	2	1	Demonstrates commitment to the school/students
5	4	3	2	1	Evidence that plan addresses opportunities to accommodate individual student needs

Signature of Supervising Teacher / Date_____
Signature of College Supervisor / Date

FINAL EVALUATION OF THE STUDENT TEACHER

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

Supervising Teacher _____ School _____

Please use the following scale to rate student teachers: Significantly Above Expectations (5), At Expectations (3), and Significantly Below Expectations (1). Mark the appropriate box for each category and add comments as appropriate.

COMMENTS:

PLANNING					
5	4	3	2	1	Instructional Plans
5	4	3	2	1	Student Work
5	4	3	2	1	Assessment
INSTRUCTION					
5	4	3	2	1	Standards and Objectives
5	4	3	2	1	Motivating Students
5	4	3	2	1	Presenting Instructional Content
5	4	3	2	1	Lesson Structure and Pacing
5	4	3	2	1	Activities and Materials
5	4	3	2	1	Questioning
5	4	3	2	1	Academic Feedback
5	4	3	2	1	Grouping Students
5	4	3	2	1	Teacher Content Knowledge
5	4	3	2	1	Teacher Knowledge of Students
5	4	3	2	1	Thinking
ENVIRONMENT					
5	4	3	2	1	Problem Solving
5	4	3	2	1	Expectations
5	4	3	2	1	Managing Student Behavior
5	4	3	2	1	Environment
5	4	3	2	1	Respectful Culture
PROFESSIONALISM					
5	4	3	2	1	Development of Professional Growth
5	4	3	2	1	Reflection of Teaching
5	4	3	2	1	Community Involvement
5	4	3	2	1	School Responsibilities

Signature of Supervising Teacher / Date

Signature of College Supervisor / Date

TUSCULUM COLLEGE SUPERVISOR

MATERIALS AND EVALUATIONS TO BE COMPLETED BY COLLEGE COORDINATOR

- **Three Formal Observations/Evaluations of the Student Teacher**
- **Final Grade of the Student Teacher**

FORMS TO BE UTILIZED DURING STUDENT TEACHER PLACEMENT

- **Classroom Observation Forms – Duplicate Copy Forms**
- **Grade sheet**

—

Student Teaching Observation Form
(derived from the Tennessee Educator Acceleration Model)

**END OF EACH PLACEMENT AND PLACED IN THE PERMANENT FILES IN THIS
ORDER**

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

Tusculum College

EDUC 453, 454, 455, 456, 457, 458, 460, 554, 555, 556, 557; SPED 458, 459, 460

Student Name _____

Placement 1 _____

Notebook		Possible Points	Earned Points
	Instructional Project one: due 9/8	4	
	Instructional Project two: due 9/29	4	
	School Board Visit: due 10/6	2	
	Management Plan: due 9/22	4	
	Grading Plan : due 9/22	4	
	Weekly Reports beg. Aug 22-Oct 3	7	
		25	

Absences _____

Date _____

Weekly Lesson Plans	Week 1: due Aug 29	5	
	Week 2: due Sept 5	5	
	Week 3: due Sept 12	5	
	Week 4: Due Sept 19	5	
	Week 5: due Sept 26	5	
	Week 6: due Oct 3	5	
		30	

Supervising Teacher	Observation 1	5	
	Observation 2	5	
	Observation 3	5	
	Midterm Evaluation: due 9/8	5	
	Final Evaluation: due 10/6	10	
		30 Points	

College Supervisor	Observation 1	5	
	Observation 2	5	
	Observation 3	5	
		15	

Total Possible Points 100

Agreement Form: due by 8/25

Planning Form : due by 8/25

Evaluation of Supervising Teacher :due 10/6

Tally Sheet Student Evaluation(grades 4-12):due 10/6

Self-Evaluation: due 10/6

Total Score _____

√ Indicates Present

-2 pt. per missing item

Supervisor Signature _____

Date _____

Tusculum College

EDUC 453, 454, 455, 456, 457, 458, 460, 554, 555, 556, 557; SPED 458, 459, 460

Student Name _____

Placement 2 _____

Notebook		Possible Points	Earned Points
	Instructional Project one: due 11/3	4	
	Instructional Project two: due 11/17	4	
	School Board Visit: due 12/1	2	
	Management Plan: due 11/24	4	
	Grading Plan: due 11/24	4	
	Weekly Reports beg. Oct 17-Nov 28	7	
		25	
Weekly Lesson Plans	Week 1: due Oct 24	5	
	Week 2: due Oct 31	5	
	Week 3: due Nov 7	5	
	Week 4: due Nov 14	5	
	Week 5: due Nov 21	5	
	Week 6: due Nov 28	5	
		30	
Supervising Teacher	Observation 1	5	
	Observation 2	5	
	Observation 3	5	
	Midterm Evaluation: due 11/3	5	
	Final Evaluation: due 12/1	10	
		30 Points	
College Supervisor	Observation 1	5	
	Observation 2	5	
	Observation 3	5	
		15	

Total Possible Points 100

Agreement Form: due by 10/20

Planning Form : due by 10/20

Evaluation of Supervising Teacher: due 12/1

Tally Sheet Student Evaluation (grades 4-12):
due 12/1

Self-Evaluation: due 12/1

Total Score

_____ √ Indicates Present

_____ -2 pt. per missing item

Supervisor Signature _____

Date _____