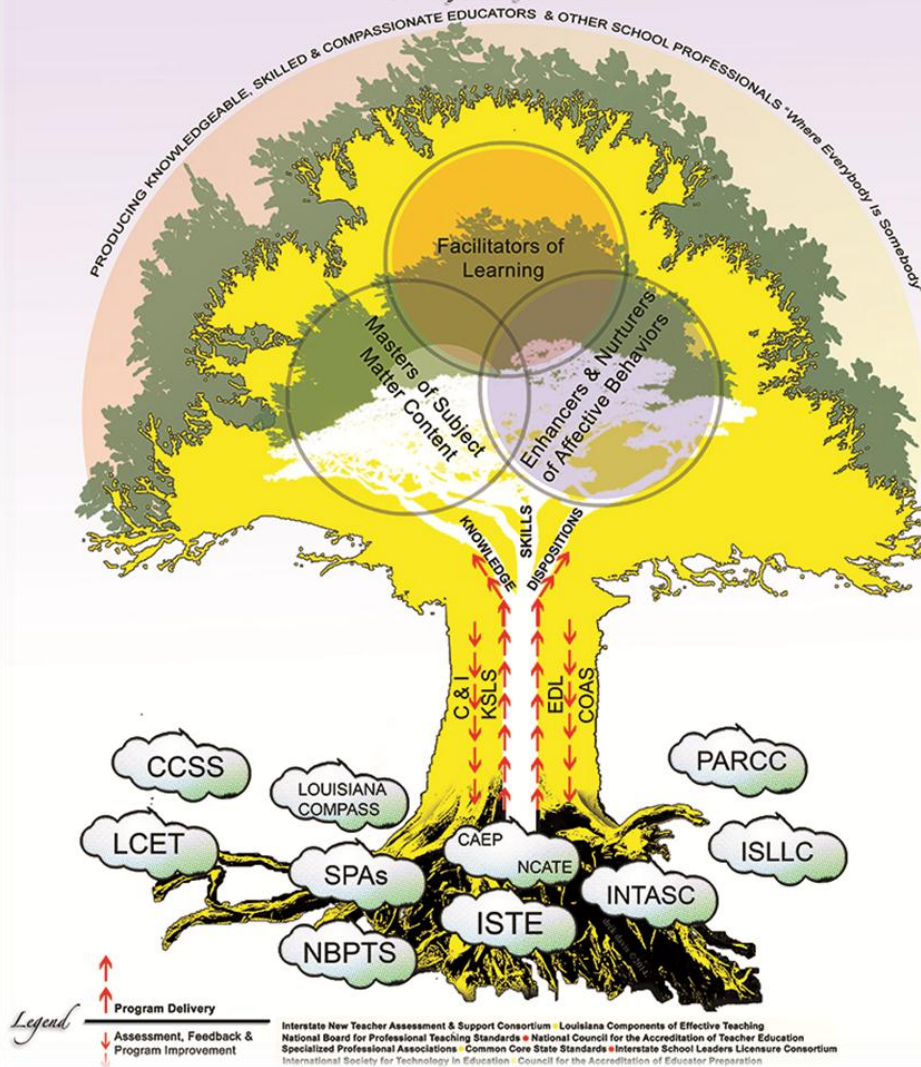# STUDENT TEACHING/INTERNSHIP HANDBOOK

Grambling State University
College of Educational, Professional and Graduate Studies
Conceptual Framework

PRODUCING KNOWLEDGEABLE, SKILLED & COMPASSIONATE EDUCATORS & OTHER SCHOOL PROFESSIONALS "Where Everybody Is Somebody"

Facilitators of Learning

Masters of Subject Matter Content

Enhancers & Nurturers of Affective Behaviors

KNOWLEDGE   SKILLS   DISPOSITIONS

C & I   KSLS   EDL   COAS

CCSS   LOUISIANA COMPASS   PARCC

LCET   SPAs   CAEP   NCATE   ISLLC

NBPTS   ISTE   INTASC

Legend
↑ Program Delivery
↓ Assessment, Feedback & Program Improvement

Interstate New Teacher Assessment & Support Consortium ● Louisiana Components of Effective Teaching
National Board for Professional Teaching Standards ● National Council for the Accreditation of Teacher Education
Specialized Professional Associations ● Common Core State Standards ● Interstate School Leaders Licensure Consortium
International Society for Technology in Education ● Council for the Accreditation of Educator Preparation

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A member of the University of Louisiana Systems

Producing knowledgeable, skilled and compassionate educators and other school professionals
"Where Everybody is Somebody"

INTRODUCTION

Overview

The student teaching experience is the capstone of pre-service professional preparation for teachers. Candidates develop an awareness of the various roles and responsibilities of teachers and an understanding of how theory and practice are related. Practice at the school level and feedback from school personnel enable students to use acquired knowledge and skills of teaching.

All persons pursuing a degree program in teacher education at Grambling State University (GSU) are required to be involved in a comprehensive program of structured field experiences beginning with observation and participation in the freshman year and progressing to intense involvement in the senior year. Student teaching, in the final semester, has long been recognized as one of the most significant components of pre-service teacher education. Student teachers should find this experience to be one of the most challenging and rewarding of their college education.

The Conceptual Framework for the College of Education focuses on developing candidates with extensive content and pedagogical knowledge, skills based on research-based teaching and learning strategies, and dispositions that enable them to enhance and nurture affective behaviors.

PROGRAM GOALS and OBJECTIVES

Through broad-based curricula, consisting of performance-based assessment, research-based instruction and strategic field experiences, the teacher education and educational leadership programs at Grambling State University graduates teachers and educational and community leaders. Content, professional and pedagogical knowledge, skills and dispositions enable professional educators to help all students reach their full potential. The department recognizes three strands: preparers of subject matter scholars, facilitators of learning, and enhancers and nurturers of affective behaviors.

The following program outcomes represent what teacher candidates and other professionals will know and be able to do at the completion of this course as it relates to the conceptual framework:

Discussion of Program Outcomes for Each Strand

1.0   Knowledge: Masters of Subject Matter Content

1.1 Demonstrate knowledge of content that underlies professional competencies. (Cognitive)
1.2 Apply knowledge of best pedagogical practices for use in the instructional process. (Cognitive, Psychomotor)
1.3 Describe diverse strategies for interrelating disciplines in the instructional process. (Cognitive, Psychomotor)
1.4 Identify technology infusion strategies for diverse populations. (Cognitive, Psychomotor)
1.5 Plan effective lesson procedures and demonstrate effective delivery strategies. (Cognitive, Psychomotor)
1.6 Interpret and implement appropriate and multiple measures of assessment. (Cognitive, Psychomotor)
1.7 Reflect on the value of reflective practices, knowledge inquiry and critical thinking behaviors. (Cognitive, Affective)
1.8 Identify personal, professional, and curricular values. (Cognitive, Affective)

2.0   Skills: Facilitators of Learning

2.1 Demonstrate the effective delivery of standards-based instruction. (Cognitive, Psychomotor)
2.2 Create and maintain effective management strategies (organization of time, space, resources, and activities. (Cognitive, Psychomotor)
2.3 Devise activities that promote active involvement, critical/creative thinking and problem solving skills for all students. (Cognitive, Psychomotor)
∗ 2.4 Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. (Cognitive, Psychomotor)
2.5 Perform strategies that incorporate literacy learning across the curriculum. (Cognitive, Psychomotor)
* 2.6 Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources. (Cognitive, Psychomotor)
* 2.7 Analyze research that relates to strategies for promoting effective teaching and learning in a global society. (Cognitive)
∗ 2.8 Commit to the continuing development of life-long learning in a global society. (Affective)
2.9 Relate knowledge of educational theories to planning, lesson delivery, and classroom management. (Cognitive, Psychomotor)
* 2.10   Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners. (Cognitive, Psychomotor, Affective)
2.11   Utilize technology in planning and presenting lessons, research, and professional development. (Cognitive, Psychomotor)

2.12   Facilitate school improvement
2.13   Model best practices for teaching and learning
2.14   Demonstrate competence as action researchers
2.15   Demonstrate proficiency in the application of research findings
2.16   Model best practices for implementing reading specific to content area
2.17   Advocate for literacy and numeracy across the curriculum

3.0   Dispositions: Enhancers and Nurturers of Affective Behaviors

3.1   Display positive self-concept development and respect for others. (Affective)
3.2   Practice a positive attitude and mutual respect for others. (Affective)
3.3   Display sensitivity to diverse learning styles and multiple intelligences. (Affective, Psychomotor)
3.4   Demonstrate sensitivity to the many facets of diversity. (Cognitive, Affective)
3.5   Organize school, family, and community partnerships. (Cognitive, Psychomotor)
3.6   Influence the development of healthy mental, physical, and social lifestyles. (Affective, Psychomotor)
3.7   Display a commitment to the improvement of student learning and school improvement. (Affective, Psychomotor)
3.8   Display a classroom climate that is conducive to learning. (Affective, Psychomotor)

*Diversity Proficiencies

Disclaimer

This handbook does not constitute a contract between a student
and Grambling State University either expressed or implied.
Grambling State University reserves the right to change, delete, or
add to any of the content any time and at its sole discretion.

GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION

Student Teaching/Internship Handbook

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PROFESSIONAL TERMINOLOGY

<u>Cooperating Principal</u>. The administrative official in charge of the cooperating school.

<u>Cooperating School</u>. An off-campus school that provides facilities and personnel for professional laboratory experiences, including student teaching.

<u>Cooperating Teacher</u>. A fully certified public school teacher who supervises the student teacher at the placement site.

<u>University Supervisor</u>. A university faculty member who supervises student teachers in close cooperation with the cooperating teacher.

<u>Director of Professional Laboratory Experiences</u>. The person designated by the university with administrative responsibility for organizing, coordinating, and directing the university's total program of student teaching.

<u>Pre-Service Education</u>. All university work leading to the baccalaureate degree and teacher certification.

> (a) <u>General Education</u>. Courses and experiences that include theoretical and practical knowledge gained from studies in communications, mathematics, science, history, philosophy, literature, and the arts.

> (b) <u>Specialty Studies</u>. All courses in a specific field required for certification in that field.

> (c) <u>Professional Studies</u>. Courses in education and educational psychology, including student teaching, required of teachers in preparation.

<u>Professional Laboratory Experiences</u>. All direct relationships with children, youth, laymen, and professional groups that contribute to the effectiveness of a person in performing the total functions of a teacher.

<u>Students</u>. The children or youth in the cooperating school classrooms.

<u>Teacher Candidate</u>. College student who has been admitted to the teacher preparation program.

<u>Student Teacher</u>. Teacher candidate admitted to student teaching.

<u>Student Teaching</u>. The part of the field experience organized and directed by the university during which the student is placed in a public school under the direct supervision of a fully certified classroom teacher and university faculty member for one semester on an all-day basis.

THE STUDENT TEACHING/INTERNSHIP EXPERIENCE

GENERAL PRE-REQUISITES FOR ADMISSION TO STUDENT TEACHING

Undergraduate Requirements

To be admitted to the Student Teaching Program, a student must have been admitted to the College of Education, Department of Curriculum and Instruction, and Advanced Standing (admitted into a teacher education program). Additionally, a student must successfully meet the following requirements:

1.   Complete an application for admission to Student Teaching

2.   Complete appropriate methods courses with a minimum grade of "C"

3.   Have a minimum grade-point average of 2.5 in the specialized academic and professional sequence

4.   Demonstrate general proficiency in literacy and numeracy by completing the English and Mathematics sequences with a minimum grade of "C"

5.   Demonstrate exemplary moral and ethical character – must have a background check at the expense of the candidate.

6.   Correct and/or make provisions for managing conditions which would interfere with effective teaching

7.   Secure recommendation from adviser, appropriate department head and the director of Professional Laboratory Experiences

8.   Provide evidence of completion of observation/participation requirements (minimum of 180 clock hours)

9.   Achieve the score required for certification in Louisiana on all required PRAXIS I and II Examinations

10.   Join a professional teacher education organization for liability coverage at the expense of the candidate.

Placement Procedures

Prospective student teaching candidates are provided information relative to application procedures during the semester immediately preceding the experience.

- The Office of Professional Laboratory Experiences collects and reviews applications and recommends admittance based on College of Education Adviser's review of transcript scores on all PRAXIS exams, college and university GPA, GET 300 results, and number of observation/participation field experience hours completed.

- The director of Professional Laboratory Experiences Committee reviews data provided for each applicant and forwards recommendations to the department head.

- The department head reviews recommendations and grants final approvals.

- The director of Professional Laboratory Experiences notifies student, adviser, department head, and dean in writing of the decision.

- The Office of Professional Laboratory Experiences (OPLE) places the student teacher/intern in one of 19 public school systems: Bienville, Bossier, Caddo, Claiborne, DeSoto, East Carroll, Grant, Jackson, Lincoln, Monroe City, Ouachita, Madison, Morehouse, Rapides, Richland, Sabine, Union, Webster, and Winn Parishes. The Director of Professional Laboratory Experiences reviews each application and makes school assignments. Principals recommend qualified cooperating teachers based on information supplied about the candidate. Consideration is given to providing opportunities for teacher education candidates to work in a diverse classroom where technology is an integral part of the teaching-learning process. The OPLE office keeps in mind the following major considerations: schools and grade levels requested by applicants and availability of qualified cooperating teachers. As a rule, student teachers are not assigned to schools where they have immediate family or relatives or where their own children are attending.

The following guidelines are adhered to when placing student teachers:

1. Except in special teaching fields, a student teacher is placed with one supervising teacher during the teaching assignment.

2. Student teachers work in their minor fields of concentration only by special permission.

3. Student teachers are not assigned to teaching principals, coordinators of instruction, or anyone whose major responsibility is not teaching.

Special Placements According to Majors

1. **Elementary majors** engage in one teaching assignment for the semester in school organizations where supervising teachers are responsible for only one or two subject areas. Student teachers are required to observe teaching in other subject areas.

2. **Elementary majors pursuing a dual major** must complete half of the student teaching experience in a regular classroom and the other half of the experience in a special education classroom.

3. **Special education majors** must complete half of the student teaching experience in an appropriate special education classroom and the other half of the experience in an elementary classroom.

4. **Secondary majors** engage in teaching and observing a full day for the entire semester in their major areas.

5. **All teacher education majors** are required to spend 16 weeks student teaching. This exceeds the minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching required by the state. Student teachers must document 180+ hours of actual student teaching.

6. **All levels majors** (Health and Physical Education (Kinesiology-Pedagogy), Music,) will engage in student teaching at two levels where possible. One half of the student teaching period will be spent at elementary and secondary settings respectively.

Criteria for Selecting Cooperating Schools

Schools are selected for student teaching/internship centers on the basis of the following criteria:

1. Approval of the parish school board and the parish superintendent to participate in the program of student teaching operated by Grambling State University.

2. Quality and extent of curricula offerings.

3. Willingness and desire of qualified teachers to assume responsibility for the supervision of student teachers.

4. A school program that meets major and minor needs of student teachers.

Supervisor of Student Teaching

Cooperating teachers who model behaviors of a professional whose subject matter knowledge is extensive, whose teaching and learning strategies are based on research and best practices, and whose classroom management and personal interactions are those of a nurturing, caring practitioner are selected to help our student teachers/interns enter the teaching profession as **masters of subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors**.

Cooperating teachers must meet the certification requirements for a supervisor of student teaching (or must have taken and passed the Supervision of Student Teaching course). These qualifications are:

    (a)   valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment;

    (b)   valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the three semester-hour course in the supervision of student teaching;

    (c)   valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor training through the Louisiana Teacher Assistance and Assessment Program; and

    (d)   valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment.

Grambling State University attempts to select only fully qualified and certified cooperating teachers as defined by the above certification regulations. The selection of cooperating teachers is made by the director of Professional Laboratory Experiences from a list compiled in conjunction with the principals of the cooperating schools.

HONORARIUM SCHEDULE

Cooperating Teachers

Cooperating teachers who meet the above qualifications are paid $200 (plus an adjustment to offset withholdings) per semester. Based on placement opportunities, if it is necessary to use a supervising teacher who fails to meet the stated qualifications, payment will be $150 (plus an adjustment to offset withholdings) per semester. Cooperating teachers who supervise a student teacher for half a semester are paid $100 (plus an adjustment to offset withholdings) per student teacher.

Cooperating Principals

Cooperating principals are paid $50.00 (plus an adjustment to offset withholdings) per semester for each student teacher placed in the school up to a total of 20. The maximum compensation during the contract period shall not exceed $500.

Policy for Paying Cooperating Teachers and Principals When a Student Teacher Resigns.

- If the student teacher resigns after the fourteenth class day, the supervising teacher and cooperating principal will be paid the full honorarium stated in the contract.

- If the student teacher resigns or is directed to withdraw from student teaching prior to the fourteenth class day, the circumstances of the resignation/withdrawal will be reviewed to determine whether the full honorarium will be paid.

Student Teaching/Internship Policies and Procedures

Grambling State University requires a full semester of student teaching. This allows for more than the minimum required hours mandated by the Louisiana Legislature in House Bill 733. The law specifically states:

> That the applicant shall have spent a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. That the applicant shall have completed a substantial portion of his/her 180 hours of actual student teaching on an all-day basis at the assigned student teaching school site..

The student teacher is expected to spend 16 weeks, five days per week, in the cooperating school. Three to five consecutive weeks should be devoted to full-time (all day) teaching. Student teachers must remain in the student teaching experience either teaching, engaged in planned observations or other activities until the end of the semester(as designated on the Student Teaching Calendar).

Student Teacher Activity Log

Clock hours should be recorded daily on the **Student Teacher/Intern Weekly Activity Report**. Notes must be concise and informative enough for the cooperating teacher and other supervising personnel

to understand what the student teacher has been doing. The report should be signed weekly by the cooperating teacher and regularly submitted to the OPLE director. Student teachers should submit originals to the OPLE director and keep a copy for their own records.

Hours may be recorded in four categories:

(A) **Assisting Teacher:** Assisting the teacher in any phase of duty that includes direct contact with students. This includes working with individual or small groups. For example, a student teacher may perform routine housekeeping tasks, stand duty with the supervising teacher, assist students in the class, and attend after-school meetings and activities. University sponsored meetings that require the student's attendance may be recorded as participation.

(B) **Conference/Participation**: Meeting with the cooperating teacher, cooperating principal, university supervisor, or the director of Professional Laboratory Experiences to discuss matters such as lesson plans and classroom management procedures, or to critique the candidate's teaching performance. Seminars with the OPLE director may be recorded as conference/participation. Attending after-school meetings, performing routine tasks, standing duty with the cooperating teacher may be recorded in this category.

(C) Observation: Observation of teaching-learning situations is essential in the planning process for student teachers/interns. Time spent observing the cooperating teacher or other teachers in the school may be recorded in this category.

(D) **Teaching**: Record time teaching from your own lesson plans and only in your area of Certification or from your teacher's lesson plan if you have been informed in advance and have time to implement ideas and procedures. Student teacher/interns are expected to assume the role of a teacher and conduct themselves accordingly. Professionalism is expected of each student teacher. This includes but is not limited to:

- Being punctual with attendance and all assignments.

- Adhering to school systems' philosophies and policies regarding personal habits, conduct and dress.

- Following the school systems' policies of grading, record keeping, and reporting to parents/guardians.

- Using effective verbal and written communication.

- Being thoroughly prepared for all teaching assignments.

- Following FERPA guidelines regarding confidentiality of student records.

- Attending orientation and all seminars held by the director of Professional Laboratory Experiences and those required by the school system.

- Maintaining weekly activity logs.

Attendance

The student teacher/intern should know the cooperating school's policy for emergencies or illness and comply with it. The cooperating teacher, the supervising teacher, and the Office of Professional Laboratory Experiences each should be notified of absences (full and partial days). First notify the cooperating teacher and then call the Office of Professional Laboratory Experiences. If the university supervisor has a scheduled visit to your school that day, the Office of Professional Laboratory Experiences, if requested, will notify the university supervisor of your absence.

The student teacher/intern may be excused from student teaching duties only for the following reasons:

(a)   University required activities (absences aren't recorded for these activities);

(b)   Individually arranged interviews for job placements (these should be limited in number and approved in advance by the Office of Professional Laboratory Experiences);

(c)   Emergencies including personal illness, death or illness in the immediate family;

(d)   Official closing of cooperating school for an emergency (absences aren't recorded in this case). Submit a written excuse for absence to OPLE.

Lesson Plan Outline

Student teachers are required to have a written plan for each lesson taught throughout the semester. These plans must be approved in advanced by the cooperating teacher. If lesson plans have not been submitted in advance, the student teacher will not be allowed to teach. The format for unit and daily plans provided by the student teaching instructor of record must be used. **Copies of the lesson plans initiated by the cooperating teacher should be placed in a ring binder and be readily available during the university supervisor's and principal's visits.**

Calendar

The calendar distributed at the orientation meeting includes important dates for university activities. The student teacher is required to meet the obligations listed unless they are indicated as optional.

The student teacher is required to follow the cooperating school's calendar during the student teaching experience rather than the university's calendar for holidays. It is the student teachers' responsibility **to make the director of professional laboratory experiences aware of their cooperating school's calendar. A copy of this calendar should be given to the director of professional laboratory experiences at the first seminar.**

Student teachers/interns must adhere to the following attendance guidelines:

- Student teachers/interns are expected to complete the full semester in their assigned placement(s).

- Student teachers/interns are to follow the same calendar as the school system in which they are assigned.

- Student teachers/interns are expected to report at the designated time for teachers each day and to remain at the school until the time for dismissal of regular personnel for the entire semester.

- Absences are inexcusable except in the case of approved university required activities, illness, death in the family or other serious circumstance that MUST be reported immediately to the Office of Professional Laboratory Experiences AND the school site using the form provided.

- Student teachers/interns are expected to accompany/assist the cooperating teacher for the entire school day. Duties may include attending faculty and professional meetings.

- More than three unexcused absences will be considered unsatisfactory performance.

- For professional and legal purposes, the student teacher/intern must always be accompanied by the cooperating teacher or substitute teacher when on duty.

Substitute Teaching Policy

A student teacher/intern may not serve as a paid (or unpaid) substitute teacher in a local school system. The school system must provide a substitute teacher who assumes legal responsibility for the classroom and students. Providing the student teacher/intern is prepared and the substitute teacher agrees, the candidate may assume major teaching responsibilities during these times. Unless the cooperating teacher's absence becomes excessive, no interruption in the student teaching/internship placement should be necessary.

Due Process/Grievance Procedure

When there is an apparent problem with the classroom performance and/or the professional performance of a student teacher/intern, the cooperating teacher notifies the student teacher/intern, the supervising teacher, and the director of Professional Laboratory Experiences of the unsatisfactory performance. A conference is held with the director of Professional Laboratory Experiences, the supervising teacher, the cooperating teacher, and the student teacher where an intervention plan is developed.

During the period specified for demonstrated improvement of the student teacher/intern, the director of the Office of Professional Laboratory Experiences will evaluate the student teacher at least one full period each week. If the student teacher/intern does not show improvement during the specified time, the student teacher/intern will be removed using the following procedures:

- A meeting will be held at the cooperating school for the purpose of removal of the student teacher. The director of laboratory experiences, the supervising teacher, the principal, the cooperating teacher, and the student teacher/intern will be present.

- The director of Professional Laboratory Experiences will verbally notify the student teacher/intern of the decision.

- The director of Professional Laboratory Experiences will give the student teacher/intern specific reasons for the removal in writing.

- The student teacher/intern will sign a copy of the document of reasons for removal.

- The student teacher/intern will be notified of the written appeal process.

- The student may appeal in writing to the Professional Laboratory Experiences Committee. This committee will make a recommendation to the dean of the College of Education who will make the final decision regarding the student teacher's/intern's removal.

If the student teacher/intern is a member of a professional organization, the student teacher/intern may wish to contact the organization for assistance.

Observations

Record observations of classroom routines using the form provided; make notes about strategies for planning, and record other pertinent information. Observe at different times of the day and in other classrooms in the school.

Coursework

Due to the demands of student teaching/internship, candidates may enroll in one course:
ED 427 – Classroom Management. Candidates must seek approval to enroll in another course (3 hrs.), a course that must meet outside the regular school day.

Candidates must purchase the required student teaching textbook for readings and assignments from the course instructor.

The Student Teacher/Intern Professional Portfolio

The Professional Digital Portfolio provides evidence that Louisiana Compass Danielson Rubric for Enhancing Professional Practice, College of Education Conceptual Framework outcomes, and the InTASC Standards have been accomplished. In addition to being an exit requirement for student teaching, the electronic portfolio also serves as an introduction to be used when seeking employment. The Professional Portfolio is refined and completed during the student teaching/internship assignment and it must be uploaded into TaskStream, the assessment management system for the College of Education. Student teachers present the digital Professional Portfolio to a panel of educators external to GSU who rate the presentation using the rubric provided. Additional guidelines are disseminated in student teaching seminar sessions.

Written evaluations of the student teacher/intern are completed using the Louisiana Compass rubric provided by the cooperating teacher (3), the principal (1), and the university supervisor (3). Evaluation begins during the first week and continues to the end of the assignment with observations and feedback by the cooperating teacher, school principal, and university supervisor. All evaluations except the final evaluations by the cooperating teacher and the university supervisor are formative. In addition, cooperating teachers and university supervisors are required to complete the Dispositions Inventory for each teacher education candidate assigned to them. Each student teacher also completes a dispositions inventory and an exit interview upon completion of student teaching.

Evaluation of Cooperating Teacher and University Supervising Teacher

The student teacher/intern is to evaluate his/her cooperating teacher and university supervisor during the final week of the semester and submit the evaluations at the final seminar meeting of the semester. The evaluations will be kept in confidence. Cooperating teacher will evaluate university supervisors and university supervisors will evaluate cooperating teachers.

PRAXIS Requirements

Teacher candidates must present evidence of having taken and passed all required parts of the PRAXIS Examinations. **Passing scores (state certifying scores) on all parts of the PRAXIS are required in order to complete the student teaching/internship experience.** A grade of Z will be given until such time as the PRAXIS is passed.

RESPONSIBILITIES OF KEY PERSONNEL

Cooperating School Principals

The university relies on partnership district principals who accept the responsibility of hosting a student teacher/intern to provide opportunities for maximum professional growth. Principals should:

1. Work with the Office of Professional Laboratory Experiences in the selection of qualified and certified supervising (cooperating) teachers.

2. Help develop a supportive climate for student teachers/interns. Encourage faculty, staff, and K-12 students to accept student teachers/interns as professionals.

3. Meet with the student teachers/interns at the beginning of the semester to explain the School program, school rules, procedures, and regulations, and introduce student teachers/interns to faculty and staff.

4. Assist with the supervision and evaluation of student teachers/interns by making at least two classroom visits during the semester using the parish/city evaluation instrument or the one provided by the university.

5. Strongly promote the attendance of all cooperating teachers at the orientation meeting planned for supervisory personnel at the beginning of each semester.

6. Require all cooperating teachers to utilize professionally acceptable planning techniques with daily lesson plans.

7. Provide adequate conference time and space for cooperating teachers, student teachers/interns, and supervising teachers.

8. Maintain a school climate in which student teachers/interns and cooperating teachers are encouraged to try a variety of research-based teaching strategies.

9. Provide optimum opportunities for student teachers/interns to experience working with diverse students, teaching technology infused lessons, and working in classrooms with inclusion students.

10. Ensure that the cooperating teacher is present when the student teacher/intern is on hall duty, playground duty, teaching in the classroom, etc.

11. Stress the importance of lesson planning to actively engage students in learning.

The Cooperating Teacher

Cooperating teachers assume a vital role in the teacher preparation program. The cooperating teacher represents the profession in action and provides opportunities for student teachers/interns to apply knowledge, skills, and dispositions acquired in the teacher preparation program. The cooperating teacher is expected to:

1. Prepare the students and the classroom for the student teacher's/intern's arrival.

2. Orient the student teacher/intern to the total school program (school policies, resources, etc.).

3. Introduce the student teacher/intern to faculty and staff.

4. Model effective teaching skills for student teachers/interns to observe.

5. Provide a work-space for student teachers/interns.

6. Confer with student teachers/interns regularly about planning, classroom management, and professionalism to help them develop awareness and understanding of personal strengths and weaknesses.

7. Review lesson plans daily, approving all plans to be implemented by student teacher/intern and making suggestions for improvement.

8. Confer with supervising teacher about student teacher's/intern's performance.

9. Keep a record of student teacher's/intern's absences and tardies.

10. Complete required evaluations and arrange for student teacher observations.

11. Remain in the classroom or nearby at all times. Never leave the students unattended.

12. Notify the supervising teacher and the Director of the Office of Professional Laboratory Experiences immediately concerning weaknesses in the student teacher's performance.

The University Supervisor

University Supervisors work closely with the Director of Professional Laboratory Experiences to provide supervision of candidates doing student teaching. The major responsibilities of supervisors are:

1. Establish and maintain positive working relationships with the student teacher/intern, the principal, and the cooperating teacher.

2. Establish a schedule of visits to classrooms where student teachers/interns are working. Establish the schedule with input from the cooperating teacher. Provide a copy of the schedule to the student teacher/intern, the cooperating teacher, the principal, and the Office of Professional Laboratory Experiences.

3. Complete an initial visit in the first two weeks of the assignment.

4. Confer with the student teacher/intern after each observation to discuss classroom performance and to provide constructive feedback.

5. Make additional visits and complete additional observations when problems arise with the student teacher/intern.

6. Submit all required documentation to the Office of Professional Laboratory Experiences.

7. Evaluate the cooperating teacher. Complete the Dispositions Inventory.

8. Conduct a mid-semester and end-of-semester conference with the cooperating teacher about the performance of the student teacher/intern.

Student Teachers/Interns

Candidates who have been admitted to the student teaching program must assume the following responsibilities:

1. Complete the full semester in their assigned placement(s).

2. Follow the calendar of the school system in which they are assigned.

3. Attend student teaching conference prior to reporting to the teaching assignment.

4. Adhere to school and classroom teacher expectations and policies.

5. Be active in learning about the school, physical plant, programs and opportunities.

6. Dress appropriately and professionally throughout the student teaching semester.

7. Use the Guided Observation Form to record observations of classroom routines, strategies for planning, and other pertinent information.

8. Prepare lesson plans in time for the cooperating teacher to approve them prior to use.

9. Submit required reports to the director of Professional Laboratory Experiences on time.

10. Evaluate cooperating and supervising teacher.

11. Present evidence of having taken and passed all required parts of PRAXIS. Passing scores (state certifying scores) on all parts of PRAXIS are required in order to complete the student teaching/internship experience.

12. Provide the supervising teacher a completed up-to-date schedule of classes as teaching assignments change.

13. Maintain a binder that includes all unit and daily lesson plans and have it available on site at all times.

14. Complete the Dispositions Inventory.

15. Present the Digital Professional Portfolio at the conclusion of student teaching.

Office of Professional Laboratory Experiences

The director of the Office of Professional Laboratory Experiences works in conjunction with university and Department of Teacher Education faculty to establish and maintain policies and procedures for all observation/participation programs of the College of Education. The director also coordinates all contacts, operations, activities and records pertaining to observation/participation experiences with university personnel and area school systems.

The duties of the director of Professional Laboratory Experiences include:

1. Plan and coordinate field experiences for candidates in the teacher education program.

2. Secure contractual agreements with participating school systems for the placement of teacher candidates for field experiences and student teaching.

3. Review applications for student teaching/internship and determine eligibility.

4. Assign candidates to cooperating schools and assign cooperating teachers in collaboration with the school principal.

5. Assume primary responsibility for conducting orientation programs for student teachers/interns, cooperating teachers, supervising teachers and principals.

6. Coordinate the assignment of supervising teachers to candidates, matching areas of specialization.

7. Plan the student teaching calendar to include professional seminars on various topics important to teachers and teacher candidates.

8. Monitor candidates' progress and hold conferences as needed with student teachers, supervising teachers and cooperating teachers.

9. Administer and summarize program evaluations at the end each semester. Disseminating evaluation results to department heads, and the dean of the College of Education.

10. Prepare stipend and reimbursement requests for appropriate personnel.

11. Maintain a file for each student teacher that contains evaluation reports from supervising teachers and cooperating teachers.

12. Assign and enter final grades for student teachers.

The Progress of Teacher Candidates

All teacher candidates must complete a full semester of student teaching. The experience starts with observation and participation and gradually incorporates expanded teaching responsibilities until full-time teaching is achieved. The exact sequence and timing of assumption of responsibilities should be based on the readiness of the teacher candidate. The teacher candidate, cooperating teacher, and the university supervisor should determine readiness based on field performance rather than any pre-determined schedule.

<u>**Suggested Schedule**</u>

First Week

Begin orientation, observation, analysis of gradually increasing blocks of participation, and **numerous conferences.**

Second and Third Weeks

Continued observation and participation and the beginning of teaching assignments-perhaps one, then two lessons a day followed by thoro**ugh evaluations.**

Fourth and Fifth Weeks

During this period the teaching load may move from half-time to almost full-time.

Sixth Week Through Completion of Experience

Full-time teaching. During the final week, however, the student teacher should once again have some opportunities to observe the cooperating teacher.   Variations between elementary school student teaching patterns and secondary school teaching patterns are required chiefly because of the differences in scheduling and programming of subjects. In contrast to the elementary teacher, the secondary school teacher will meet a larger number of different students and give instruction in one or two subject rather than a complete range of subjects. The secondary school teacher candidate needs to keep in mind the necessity of discussing early with the cooperating teacher the class that will be taken over first. This provides an initial focus for observation activities before actual teaching. The student teaching activity schedule needs to be interpreted according to each particular situation.

<u>**Suggested Activities by Week**</u>

First and Second Weeks

The first two weeks should be utilized for getting acquainted with the school, its personnel and the students that the teacher candidate will have in class. Time should be spent in conferring with the school personnel who can best help the candidate become oriented. Suggested activities include:
- Tour of community served by the school

- Tour of building, noting classrooms, special facilities (art, music, computer labs, gymnasium, cafeteria, guidance office, play areas, auditorium, etc.)

- Study community newspapers and other sources of information about the town.

- Study teacher's administration manual, faculty bulletins, minutes of faculty meetings, etc.

- Study student handbooks, school newspapers, yearbooks, and the guidance office report concerned with test records, health records, interest inventories, and personal conferences.

- Attend student council meetings, club meetings, athletic, musical, dramatic events, school assemblies, student rehearsals, and practices.

- Attend PTA/PTO meetings, faculty meetings, and community meetings devoted to discussion of school affairs.

- Observe lunchroom, transportation facilities, and provisions for supervision of students outside the classroom.
- Study school schedule, noting opening and closing times, length of class periods, detention hall, and special aspects of the schedule.

- Observe classes that you expect to begin teaching first. Note the types of students, the content, and the methods used by the teacher.

- Examine the program of studies of the school, courses of study for subject areas, and note the scope and sequence of courses. Begin the special study of courses for subjects to be taught.

- Become acquainted with the methods of reporting to parents (report cards and conferences).

Second and Third Week

By the start of the second week the student teacher should begin to contribute to the school by helping the cooperating teacher with the many related teaching duties and some tasks of classroom instruction. Possible activities include:
- Prepare attendance register and grade book similar to the register and grade book of the cooperating teacher. Prepare daily attendance and/or attendance each period.

- Prepare bulletin board displays, table exhibits, and reference lists. Operate audio-visual aid equipment and become familiar with resources.

- Help plan and supervise a field trip, school excursion or other class activity outside of the classroom.

- Work with small groups, individual students, or instructional problems (mathematics, reading, comprehension, spelling, group reports, committee work, etc.)

- Assume responsibility for introducing current or supplementary material related to a subject matter, introduce a lesson, administer and correct tests. Bring your ideas, knowledge and interest to bear on explaining a given problem. Construct some visual aids (charts, graphs, models); prepare a list of questions or develop an activity for students that will contribute to class understanding of the problem.

- Assume responsibility for making announcement, conducting opening exercises, supervising playground activities, dismissing classes, club activities, and study hall.

- Study the units of work under consideration in classes that you are to teach. Note scope and sequence of the unit, the project activities, the resources, and the assessment and evaluation procedures. Note the grading policies and the relation of grading practices to evaluation.

- Study daily lesson plans of the cooperating teacher noting the time devoted to each activity; note the variety of activities. Observe techniques for motivating students, utilization of student interests, and use of homework in relation to daily lessons.

- Begin to study intensively the students in the class or classes that you will be teaching first. Note class leaders and potential problems. Try to discover the special interests, family background, and the past school history of class members.

- Focus on units of work that will be presented to students. Begin to prepare daily lesson plans to fit the unit of work.

- Begin preparation of lesson plans for a week based on the unit of work. Be prepared, by the beginning of the third week, to teach two or three subjects in the elementary grades or one or two sections of your major subject in the secondary field.

- Begin preparation of a unit of work that incorporates your ideas as approved by the cooperating teacher.

Third and Fourth Weeks

The third and fourth weeks may be devoted to:

- Acquiring additional understanding and appreciation of the school and students in the classes to be taught.

- Further study and observation of content and methods in subjects and grades that the student teacher will be teaching.

- Additional experiences in the management of certain classroom activities related to duties of a teacher.

- Teaching selected lessons and classes based on lesson plans approved by the cooperating teacher.

- Completing a unit of work based on the course of study on which daily lesson plans will be developed; such a unit will need the careful scrutiny of the cooperating teacher. The unit may incorporate the ideas of the student teacher, as supplemented and approved by the cooperating teacher.

Fourth and Fifth Weeks

By the fourth or fifth week, the student should have a reasonable grasp of the total school situation and be fully accepted as an assistant to the cooperating teacher. The student teacher may be expected to :

- Accept full responsibility for class activities related to teaching.

- Assume at least a half-time teaching load (in the elementary grades three or four subjects, and in the secondary grades two or three major subjects and one minor subject, and to devote the major portion of this time to planning and working with classroom groups).

- Know and plan for the class sections and subjects that will complete a full teaching load in the fifth or sixth week.

- Plan regular conferences with the cooperating teacher concerning understanding of the total school, teaching techniques, lesson planning, understanding students, discipline and management of classroom routines.

- Have completed a unit of work that is suitable for use in the secondary field or with a subject area within the elementary grades.

Fifth and Sixth Weeks

During the fifth and sixth weeks, the teacher candidates should:

- Accept a majority of the teaching load responsibility.

- Prepare adequate weekly lesson plans and manage the extra instructional duties of the teacher.

- Teach children using planned instructional techniques, prepare and administer tests, and hold work conferences with students

- Schedule regular conference with cooperating teacher and college supervisor to discuss and evaluate progress.

Sixth Week through Completion of Experience

From the sixth week through completion of the student teaching experience there should be devotion to:

- Teaching full-time.

- The introduction of unit(s) of work prepared by teacher candidate.

- The recording and summarizing of all activities experienced during student teaching. Organize activities under major heading according to purpose of activities.

- Holding daily conferences with cooperating teacher with respect to student teaching and to notebook materials. Reserve a section in your notebook for self-evaluation of progress during teaching. Candidate prepares list of suggestions on how he/she may improve his/her qualification for teaching.

- During the final week, spend some time again observing the cooperating teacher.

Observations and Conferences

The success of student teachers in classrooms depends greatly upon the degree to which their performance is carefully monitored. Observations should be performed on a daily basis to provide growth opportunities for student teachers. These observations should be used to identify strengths and weaknesses of student teachers and to provide support in building on strengths and eliminating weaknesses. Cooperating teachers should discuss findings of each observation with student teachers. Feedback to student teachers may be written or oral. Written observation feedback should be signed by the student teacher. An observation feedback form is provided.

Conferences between cooperating teachers and student teachers and conferences between university supervisors, cooperating teachers, and student teachers are essential. The major purpose of the regular conference is to provide student teachers with counsel and insight into their teaching behaviors. Conferences should enable student teachers to:

1. Understand the relationship between theory and practice.

2. Grow in self-analysis and self-improvement

3. Develop a professional approach to problem solving.

Formal Observations and Conference

Cooperating teachers and university supervisors conduct three formal observations each. These formal measurements include written feedback for student teachers and a post observation conference with student teachers and cooperating teachers. These conferences should provide for:

1. Helping student teachers to analyze observed performance and assessing progress.

2. Exploring alternative teaching techniques and strategies.

3. Exploring alternative activities and strategies.

4. Exploring solutions to identified problems.

5. Helping university supervisors understand and assist cooperating teachers and student teachers.

Evaluations

Candidate Evaluations
Mid-term evaluations are formal and result in the recommendation of a letter grade from university supervisors and cooperating teachers. These evaluations are followed by additional practice time; therefore, areas in need of remediation can be addressed. Mid-term evaluations are discussed with and signed by the student teacher and sent to the Office of Professional Laboratory Experiences.

Final Evaluations. The cooperating teacher and the university supervisor complete a final evaluation and Dispositions Inventory of each assigned student teacher at the end of the student teaching period. Both the cooperating teacher and the university supervisor recommend a letter grade. Conferences with the student teacher should be conducted prior to submitting the grade to give the student teacher an opportunity to discuss the report. Student teachers are required to sign the form to verify that they have had the

opportunity to discuss the report with the cooperating teacher and the university supervisor. The ED 445 Course Requirements for final grades are detailed in the course syllabus.

Personnel Evaluations

Student teachers and cooperating teachers complete an evaluation of the university supervisor.
Student teachers and university supervisors complete an evaluation of the cooperating teacher. Data from these evaluations are analyzed and used in program decision-making. The information obtained from these evaluations is **<u>highly confidential.</u>**

Grambling State University
Office of Professional Laboratory Experiences

STUDENT TEACHING/INTERNSHIP WEEKLY ACTIVITIES LOG

Name_____   Dates_____to _____

Describe all activities during the week. Each should be labeled as Assisting Teacher (AT), Conference (C), Observation (O), and Teaching (T). All absences should be noted.

Day	Time	Type	Activity (ies)

Total O Hours:____   Total C Hours _____   Total Teaching Hours _____Week Total _____
                                                                                    (T + AT)   (O+C+T+AT)

Approved by:_____   Date_____
                         Cooperating Teacher

Please provide all requested totals each week.
Each candidate must submit this form to OPLE by Wednesday of each week.

GRAMBLING STATE UNIVERSITY
OFFICE OF PROFESSIONAL LABORATORY EXPERIENCES
Dr. Patricia Johnson,   Director
johnsonp@gram.edu

_____

EXCUSE FOR ABSENCE

_____ was absent from student teaching on _____

<div align="center">Student Teacher   Date(s) Absent</div>

for_____.

<div align="center">Reason Absent</div>

Please attach doctor's excuse (if applicable).
Excuses on prescription forms will not be accepted

_____

♦To be completed by cooperating teacher or
Director of Professional Laboratory Experiences (seminar only)

This absence is:
____excused

____unexcused

_____

_____
Student Teacher's Signature

_____
Cooperating Teacher's Signature or
Director of Professional Lab. Exp. (seminar only)

Submit this form with the Weekly Activity Log if you were absent during the week.

GRAMBLING STATE UNIVERSITY
OFFICE OF PROFESSIONAL LABORATORY EXPERIENCES

Student Teacher Referral Form

Date_____

Student Teacher's Name_____

Cooperating Teacher_____

University Supervisor _____

Reason for Referral_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Teacher's Signature_____

Referrer's Signature_____

Please mail this form to the Office of Professional Laboratory Experiences at 403 Main Street

GSU Box 4281, Grambling, LA 71245 or fax to 274-6085.

Observation Guidelines
Observing a Teacher

Name of Teacher:_____   Date:_____

1. Describe the teacher's style of presenting a lesson _____
    _____
    _____
    _____

2. What materials or resources were used in the lesson? Technology? Media?
    _____
    _____
    _____
    _____

3. How did the teacher maintain interest throughout the lesson?
    _____
    _____
    _____
    _____

4. How was the lesson
    culminated?_____
    _____
    _____
    _____

5. How do you know the students learned anything?
    _____
    _____
    _____
    _____

Observing a Small Group

Date:_____ Number in Group_____: Subject/Grade Level_____

1. Why is this small group working together?
    _____
    _____
    _____
    _____

2. Who is the leader of the group? Is the leader self-appointed
    or teacher-appointed?
    _____

_____
_____
How effective is the leader?
_____
_____

3. Is the group completing the assigned task? How do you
    know?_____
    _____
    _____

4. Are all members of the group participating? What are the differences in the individual members'
    contributions to the group? Give an example.
    _____
    _____

5. What is your overall impression of this group
    activity?_____
    _____

6. Write any questions you have._____
    _____
    _____

Observing a Whole Classroom

Date:_____ Teacher:_____ Grade Level/Subject:_____

Sketch the classroom and how students are seated and attach.

1. How would you describe the students in this
    classroom?_____
    _____

2. Note the number of students responding to the teacher and the number who are not. Why do you
    think this is happening?
    _____
    _____

3. Do you notice any differences among the students? How do you know? Why do you think that?
    _____
    _____
    _____

4. Describe any effective teaching strategy the teacher
    used._____
    _____
    _____

5. How would you describe the classroom environment? Does it facilitate learning? How do you
    know?

_____
_____

Appendix E:
Evaluation Checklist

Grambling State University
College of Education

Department of Curriculum and Instruction

Teacher Candidate Observation Checklist

(Use during observation to compile data for completing the **Teacher Candidate Evaluation Rubric)**

Teacher Candidate's Name: _____

Area of Certification_____

Observed by _____

Observation Date_____ Observation Number_____

Observations

Critical Attributes of Domain 1 (Planning and Preparation), Domain 2 (The Classroom Environment), and Domain 3 (Instruction) are assessed during the student teaching experience. Student Teachers are observed by the cooperating teacher, university supervisor and the principal. The observer uses the following checklist of critical attributes listed from minimally effective to highly effective. Observation results are used to rate the student teacher's performance and provide assistive feedback. **Results from the final evaluation are summative**.

Directions: Please check each attribute you observe in the teacher candidate's work. Attributes are listed from **ineffective (1)** to **highly effective (4).**

Domain 1c: Setting Instructional Outcomes (Check each attribute you observe on this visit)

Ineffective

Outcomes

___ 1. lack rigor

___ 2. do not represent important learning in the discipline

___ 3. are not clear or are stated as activities

___4. are not suitable for many students in the class

Effective: Emerging

Outcomes

___5. represent a mixture of low expectations and rigor

___6. some reflect important learning in the discipline

___7. are suitable for most of the class

Effective: Proficient

Outcomes

___8. represent high expectations and rigor

___9. are related to "big ideas" of the discipline

__10. are written in terms of what students will learn rather than do

__11. represent a range of outcomes: factual, conceptual understanding, reasoning, social
        management, communication

Highly Effective (Includes 8-11 plus 12-15)

__12. Suitable to groups of students in the class, differentiated where necessary

__13. Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing

__14. Outcomes connected to previous and future learning

__15. Outcomes are differentiated

Domain 2c: Managing Classroom Procedures

Ineffective

___1. When moving into small groups, students are confused as to where they are supposed to   go, whether they should take their chairs, etc.

___2. There are long lines for materials and supplies or distributing supplies is time consuming.

___3. Students bump into each other lining up or sharpening pencils.

___4. Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.

___5. Most students ask what they are to do or look around for clues from others.

Effective: Emerging

__6. Small groups are only partially engaged while not working directly with the teacher.

__7. Procedures for transitions, and distribution/collection of materials, seem to have been   established, but their operation is rough.

__8. Classroom routines function unevenly.

Effective: Proficient

__9. Students are productively engaged during small group work

__10. Transitions between large and small group activities are smooth.

__11. Routines for distribution and collection of materials and supplies work efficiently.

__12. Classroom routines function smoothly

Highly Effective (Includes 9-12 plus 13-15)

__**13.** Students take the initiative with their classmates to ensure that their time is used productively.

__14. Students themselves ensure that transitions and other routines are accomplished smoothly.

__15. Students take initiative in distributing and collecting materials efficiently.

3 c: Engaging Students in Learning

Ineffective

___1. Few students are intellectually engaged in the lesson

___2. Learning tasks require only recall or have a single correct response or method

___3. The materials used only require students to perform rote tasks.

___4. Only one type of instructional group is used when variety would better serve the instructional purpose.

___5. Instructional materials used are unsuitable to the lesson and/or the students.

___6. The lesson drags, or is rushed.

Effective: Emerging

___7. Some students are intellectually engaged in the lesson.

___8. Learning tasks are a mix of those requiring thinking and recall.

___9. Student engagement with the content is largely passive, learning primarily facts or procedures.

___10. Students have no choice in how they complete tasks.

___11. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.

___12. The materials and resources are partially aligned to the lesson objectives, some of them   demanding student thinking.

___13. The pacing of the lesson is uneven, suitable in parts, but rushed or dragging in others.

Effective: Proficient

___14. Most students are intellectually engaged in the lesson.

___15. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.

___16. Students have some choice in how they complete learning tasks.

___17.   There is a mix of different types of groupings, suitable to the lesson objectives

.___18.   Materials and resources support the learning goals and require intellectual engagement, as appropriate

___19.   The pacing of the lesson provides students the time needed to be intellectually engaged.

Highly Effective (Includes 14-19 plus 20-25)

___20. Virtually all students are highly engaged in the lesson.

___21. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.

___22. Students suggest modifications to the grouping patterns.

___23. Students have extensive choice in hoe they complete tasks.

___24. Students suggest modifications or additions to the materials being used.

___25. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Domain 3d: Using Assessment in Instruction

Ineffective

____26. The teacher gives no indication of what quality work looks like.

___27.   The teacher makes no effort to determine whether students understand the lesson.

___28. Feedback is only global.

___29. The teacher does not ask students to evaluate their own classmates' work.

Effective: Emerging

___30. There is little evidence that the students understand how their work will be evaluated.

___32. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.

___33. Teacher requests global indications of student understanding.

___34. Feedback to students is not uniformly specific, not oriented toward future improvement of work.

___35. The teacher makes only minor attempts to engage students in self-or peer- assessment.

___36. The teacher's attempts to adjust the lesson are partially successful.

Effective: Proficient

___37. Students indicate that they clearly understand the characteristics of high quality work

___38. The teacher elicits evidence of student understanding during the lesson.

___39. Students are invited to assess their own work and make improvements.

___40. Feedback includes specific and timely guidance for at least groups of students.

___41. The teacher attempts to engage students in self- or peer- assessment.

___42. When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.

Highly Effective (Includes 37-42 plus 43-48)

___43. There is evidence that students have helped establish the evaluation criteria.

___44. Teacher monitoring of student understanding is sophisticated and continous: the teacher is constantly "taking the pulse" of the class.

___45. Teacher makes frequent use of strategies to elicit information about individual student understanding.

___46. Feedback to students is specific and timely, and is provided from many sources,   including other students.

___47. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

___48. The teacher's adjustments to the lesson are designed to assist individual students.

Appendix E:

Grambling State University
College of Education

Department of Curriculum and Instruction

Teacher Candidate Observation Checklist

(Use during observation to compile data for completing the **Teacher Candidate Evaluation Rubric)**

Teacher Candidate's Name: _____
Area of Certification_____
Observed by _____
Observation Date_____ Observation Number_____

Observations
    Critical Attributes of Domain 1 (Planning and Preparation), Domain 2 (The   Classroom Environment), and Domain 3 (Instruction) are assessed during the student teaching experience. Student Teachers are observed by the cooperating teacher, university supervisor and the principal. The observer uses the following checklist of critical attributes listed from minimally effective to highly effective. Observation results are used to rate the student teacher's performance and provide assistive feedback. **Results from the final evaluation are summative**.
Directions: Please check each attribute you observe in the teacher candidate's work. Attributes are listed from **ineffective (1)** to **highly effective (4).**
Domain 1c: Setting Instructional Outcomes (Check each attribute you observe on this visit)
Ineffective
Outcomes
___ 1. lack rigor
___ 2. do not represent important learning in the discipline
___ 3. are not clear or are stated as activities
___4. are not suitable for many students in the class

Effective: Emerging
Outcomes
___5.   represent a mixture of low expectations and rigor
___6. some reflect important learning in the discipline
___7. are suitable for most of the class
Effective: Proficient
Outcomes
___8. represent high expectations and rigor
___9. are related to "big ideas" of the discipline
__10. are written in terms of what students will learn rather than do
__11. represent a range of outcomes: factual, conceptual understanding, reasoning, social
        management, communication
Highly Effective (Includes 8-11 plus 12-15)
__12. Suitable to groups of students in the class, differentiated where necessary
__13. Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing
__14. Outcomes connected to previous and future learning
__15. Outcomes are differentiated

Domain 2c: Managing Classroom Procedures

Ineffective

___1. When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.

___2. There are long lines for materials and supplies or distributing supplies is time consuming.

___3. Students bump into each other lining up or sharpening pencils.

___4. Roll taking consumes much time at the beginning of the lesson and students are not working on anything.

___5. Most students ask what they are to do or look around for clues from others.

Effective: Emerging

__6. Small groups are only partially engaged while not working directly with the teacher.

__7. Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.

__8. Classroom routines function unevenly.

Effective: Proficient

__9. Students are productively engaged during small group work

__10. Transitions between large and small group activities are smooth.

__11. Routines for distribution and collection of materials and supplies work efficiently.

__12. Classroom routines function smoothly

Highly Effective (Includes 9-12 plus 13-15)

__**13.** Students take the initiative with their classmates to ensure that their time is used productively.

__14. Students themselves ensure that transitions and other routines are accomplished smoothly.

__15. Students take initiative in distributing and collecting materials efficiently.

3 c: Engaging Students in Learning

Ineffective

___1. Few students are intellectually engaged in the lesson

___2. Learning tasks require only recall or have a single correct response or method

___3. The materials used only require students to perform rote tasks.

___4. Only one type of instructional group is used when variety would better serve the instructional purpose.

___5. Instructional materials used are unsuitable to the lesson and/or the students.

___6. The lesson drags, or is rushed.

Effective: Emerging

___7. Some students are intellectually engaged in the lesson.

___8. Learning tasks are a mix of those requiring thinking and recall.

___9. Student engagement with the content is largely passive, learning primarily facts or procedures.

___10. Students have no choice in how they complete tasks.

___11. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.

___12. The materials and resources are partially aligned to the lesson objectives, some of them demanding student thinking.

___13. The pacing of the lesson is uneven, suitable in parts, but rushed or dragging in others.

Effective: Proficient

___14. Most students are intellectually engaged in the lesson.

___15. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.

___16. Students have some choice in how they complete learning tasks.

___17.   There is a mix of different types of groupings, suitable to the lesson objectives.

___18.   Materials and resources support the learning goals and require intellectual engagement, as appropriate.

___19.   The pacing of the lesson provides students the time needed to be intellectually engaged.

Highly Effective (Includes 14-19 plus 20-25)

___20. Virtually all students are highly engaged in the lesson.

___21. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.

___22. Students suggest modifications to the grouping patterns.

___23. Students have extensive choice in hoe they complete tasks.

___24. Students suggest modifications or additions to the materials being used.

___25. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Domain 3d: Using Assessment in Instruction

Ineffective

____26. The teacher gives no indication of what quality work looks like.

___27.   The teacher makes no effort to determine whether students understand the lesson.

___28. Feedback is only global.

___29. The teacher does not ask students to evaluate their own classmates' work.

Effective: Emerging

___30. There is little evidence that the students understand how their work will be evaluated.

___32. Teacher monitors understanding through a single method, or without eliciting evidence   of understanding from all students.

___33. Teacher requests global indications of student understanding.

___34. Feedback to students is not uniformly specific, not oriented toward future improvement   of work.

___35. The teacher makes only minor attempts to engage students in self-or peer- assessment.

___36. The teacher's attempts to adjust the lesson are partially successful.

Effective: Proficient

___37. Students indicate that they clearly understand the characteristics of high quality work

___38. The teacher elicits evidence of student understanding during the lesson.

___39. Students are invited to assess their own work and make improvements.

___40. Feedback includes specific and timely guidance for at least groups of students.

___41. The teacher attempts to engage students in self- or peer- assessment.

___42. When necessary, the teacher makes adjustments to the lesson to enhance understanding   by groups of students.

Highly Effective (Includes 37-42 plus 43-48)

___43. There is evidence that students have helped establish the evaluation criteria.

___44. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.

___45. Teacher makes frequent use of strategies to elicit information about individual student understanding.

___46. Feedback to students is specific and timely, and is provided from many sources,   including other students.

___47. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

___48. The teacher's adjustments to the lesson are designed to assist individual students.

Teacher Candidate Evaluation Rubric

Candidate Name _____ _____ Major: _____

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
		another, with uneven results.	students are heard.	
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

The Danielson Rubric

D1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

1b Demonstrating Knowledge of Students

1c Setting Instructional Outcomes

1d Demonstrating Knowledge of Resources

1e Designing Coherent Instruction

1f Designing Student Assessments

D2: Classroom Environment

2a Creating an Environment of Respect and Rapport

2b Establishing a Culture for Learning

2c Managing Classroom Procedures

2d Managing Student Behavior

2e Organizing Physical Space

D3: Instruction

3a Communicating With Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

D4: Professional Responsibilities

4a Reflecting on Teaching

4b Maintaining Accurate Records

4c Communicating with Families

4d Participating in a Professional Community

4e Growing and Developing Professionally

4f Showing Professionalism

Grambling State University

Cooperating Teacher Evaluation Form
By Student Teacher/Intern

Cooperating Teacher: _____ Semester: _____, 20___

Directions: *The following instrument is designed to obtain feedback about the performance of the Cooperating Teacher assigned to your classroom this semester. Rate each item using the scale below.*

Rating Scale: *4 = Always*
                        3 = Usually
                        2 = Seldom
                        1 = Never
                        NC = No Chance to Observe

During the placement, this cooperating teacher:

_____ Showed me respect.
_____ Solicited and accepted my ideas or opinions.
_____ Listened to me.
_____ Deserved and earned my respect.
_____ Was willing to spend extra time with me, as needed
_____ Showed genuine interest.
_____ Seemed to enjoy supervising me.
_____ Collected sufficient information to adequately evaluate the student teacher's/intern's performance.
_____ Spent required time in the classroom observing.
_____ Provided sufficient feedback to me.
_____ Was fair and objective in evaluating my performance.
_____ Treated me in a fair manner.
_____ Kept information confidential when necessary.
_____ Demonstrated a professional attitude.
_____ Communicated with skill and effectiveness.

How many visits to the school did the Cooperating Teacher make this semester? _____.

What was this Cooperating Teacher's major strengths?

How could this Cooperating Teacher improve:

Would you recommend this Cooperating Teacher for future clinical students?   Yes____ or No_____.
    Why or why not:

Additional comments:

Evaluator: _____   Date: _____

Appendix G:
University Supervisor/Student Teacher

Grambling State University

University Supervisor Evaluation Form
By Student Teacher

University Supervisor: _____   Semester:_____, 20_____

Directions: *The following instrument is designed to obtain feedback about the performance of the University Supervisor assigned to your classroom this semester. Rate each item using the scale below.*

Rating Scale: 4 = Always
                       3 = Usually
                       2 = Seldom
                       1 = Never
                       NC = No Chance to Observe

During the placement, this University Supervisor:

_____ Showed me respect.
_____ Solicited and accepted my ideas or opinions.
_____ Listened to me.
_____ Deserved and earned my respect.
_____ Was willing to spend extra time with me, as needed.
_____ Showed genuine interest.
_____ Seemed to enjoy supervising me.
_____ Collected sufficient information to adequately evaluate the student teacher's/intern's performance..
_____ Spent required time in the classroom observing.
_____ Provided sufficient feedback to me.
_____ Was fair and objective in evaluating my performance.
_____ Treated me in a fair manner.
_____ Kept information confidential when necessary.
_____ Demonstrated a professional attitude.
_____ Communicated with skill and effectiveness.

How many visits to the school did the University Supervisor make this semester? _____

What were this University Supervisor's major strengths?

How could this University Supervisor improve?

Would you recommend this University Supervisor for future clinical students?   Yes _____   or No _____.
Why or Why not?

Additional Comments:

Evaluator: _____   Date: _____
              Signature of Clinical Student

Grambling State University
University Supervisor Evaluation Form
by Cooperating Teacher

University Supervisor _____ Semester: _____, 20_____

<u>Directions</u>**:** The following instrument is designed to obtain feedback about the performance of the University Supervisor assignment to your classroom this semester. Rate each item using the scale below.

Rating Scale: *4 = Always*
               3 = Usually
               2 = Seldom
               1 = Never
               NC = No Chance to Observe

During the clinical placement, this University Supervisor:

_____ Showed respect for me as a Cooperating Teacher.
_____ Solicited and accepted my ideas or opinions.
_____ Listened to me.
_____ Deserved and earned my respect.
_____ Was willing to spend extra time needed with the teacher candidate/intern.
_____ Showed genuine interest in the progress of the teacher candidate/intern.
_____ Had realistic expectations of the teacher candidate/intern.
_____ Seemed to enjoy supervising a teacher candidate/intern.
_____ Collected sufficient information to adequately evaluate the teacher candidate's/intern's
        performance.
_____ Gave the teacher candidate/intern constructive suggestions.
_____ Pointed out strengths.
_____ Outlined clear objectives for improvement of the teacher candidate's/intern's teaching.
_____ Was fair and objective in evaluating the teacher candidate's/intern's performance.
_____ Treated teacher candidate/intern in a fair manner.
_____ Kept information confidential when necessary.
_____ Demonstrated a professional attitude.
_____ Communicated with skill and effectiveness.

How many visits to the school did this University Supervisor make this semester? _____

What were your University Supervisor's major strengths?

How could your University Supervisor improve?

Would you recommend this University Supervisor for future teacher candidates/interns?
Yes____ or No____. Why or why not?

Additional Comments:

Evaluator: _____   Date: _____
              Signature of Cooperating Teacher

Appendix I:
Cooperating Teacher/University Supervisor

Grambling State University
Cooperating Teacher Evaluation Form
by University Supervisor

Cooperating Teacher _____ Semester: _____, 20_____

<u>Directions</u>:   The following instrument is designed to obtain feedback about the performance of the Cooperating Teacher during the teaching internship. Rate each item using the scale below.
Rating Scale: 4 = Always
3 = Usually
2 = Seldom
1 = Never
NC = No Chance to observe:

During the clinical placement, this Cooperating Teacher:

_____ Showed respect for me as a University Supervisor.
_____ Solicited and accepted my ideas or opinions.
_____ Listened to me.
_____ Deserved and earned my respect.
_____ Was willing to spend extra time with the teacher candidate/intern, as needed.
_____ Showed genuine interest in the progress of the teacher candidate/intern.
_____ Had realistic expectations of the teacher candidate/intern.
_____ Seemed to enjoy supervising a teacher candidate/intern.
_____ Collected sufficient information to adequately evaluate the teacher candidate's/intern's
          performance..
_____ Gave the teacher candidate/intern constructive suggestions.
_____ Pointed out strengths.
_____ Outlined clear objectives for improvement of the teacher candidate's/intern's teaching..
_____ Was fair and objective in evaluating the teacher candidate's/intern's performance.
_____ Treated teacher candidate/intern in a fair manner.
_____ Kept information confidential when necessary.
_____ Demonstrated a professional attitude.
_____ Communicated with skill and effectiveness.

What were your Cooperating Teacher's major strengths?

How could this Cooperating Teacher improve?

Would you recommend this Cooperating Teacher for future teacher candidates/interns?
Yes_____ or No_____. Why or why not?

Additional Comments:

Evaluator: _____   Date: _____
                   Signature of University Supervisor

*InTASC 2012 – (Priority Indicators are **bold**)*

Standard #1: Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

(b) The teacher creates developmentally appropriate instruction that takes into account individual students' strengths, interests, and needs and that allow each student to advance and accelerate his/her learning.

(c) The teacher collaborates with families, colleagues and other professionals to promote student growth and development.

Essential Knowledge

(d) The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop disciplined thinking processes --and knows how to use instructional strategies that promote student learning.

(e) The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that take these factors into account.

(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions

(h) The teacher respects students' differing strengths and needs and is committed to using this information to further each student's development.

(i) The teacher is committed to using students' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(j) The teacher takes responsibility for promoting students' growth and development.

(k) The teacher values the input and contributions of families, colleagues and other professionals in understanding each student's development.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Performance

(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.

(b) The teacher uses teaching strategies that are sensitive to the multiple experiences and diversity of learners and that allow for different ways of demonstrating learning.

(c) The teacher makes appropriate provisions (e.g.,variations in time, task demands, communication, assessment, and response modes) for individual students who have particular learning differences or needs.

(d) The teacher creates learning environments in which individual differences are respected and valued.

(e) The teacher connects instruction to each student's prior knowledge and experiences.

(f) The teacher brings multiple perspectives to the discussion of content, including attention to students' personal, family, and community experiences and cultural norms.

(g) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(h) The teacher accesses appropriate services and resources to meet specific learning differences or needs.

Essential Knowledge

(i) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each student's strengths to promote growth.

(j) The teacher understands students' exceptional learning needs (both disabilities and giftedness) and knows how to use strategies and resources to serve these needs.

(k) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(l) The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, and prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(m) The teacher knows how to access information about the values and norms of diverse cultures and communities and how to incorporate students' experiences, cultures, and community resources into instruction.

Critical Dispositions

(n) The teacher believes that all children can learn at high levels and persists in helping all children reach their full potential.

(o) The teacher respects students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

(p) The teacher makes students feel valued and helps them learn to value each other.

(q) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

Performance

(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support,
and inquiry.

(b) The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend their interaction with ideas and people locally and globally.

(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility for quality work.

(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and

coordinating resources of time, space, and learners' attention.

(e) The teacher uses a variety of methods to engage students in evaluating the learning environment and collaborates with students to make appropriate adjustments.

(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge

(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self direction and ownership of learning.

(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

(k) The teacher knows how to work with students to collaboratively set and monitor elements of the learning environment including norms, expectations, routines and organizational structures to assure access for all students.

(l) The teacher understands how student diversity (e.g., culture, gender, exceptionalities) can affect communication and knows how to communicate effectively in differing environments.

(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Critical Dispositions

(n) The teacher is committed to working with students to establish positive and supportive learning environments.

(o) The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(p) The teacher is committed to supporting students as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) The teacher appreciates the cultural dimensions of communication and seeks to foster respectful communication and multiple perspectives among all members of the learning community.

(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Performance

(a) The teacher effectively uses multiple representations and explanations of concepts that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

(b) The teacher engages students in learning experiences in the discipline(s) they teach that encourage students to understand, question, and analyze ideas from diverse perspectives.

(c) The teacher engages students in applying methods of inquiry and standards of evidence used in the discipline.

(d) The teacher stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.

(e) The teacher recognizes when student misconceptions interfere with learning and creates experiences to build conceptual understanding.

(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness and accuracy for representing particular concepts in the discipline as well as for accessibility and relevance.

(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge

(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) The teacher knows and uses the academic language of his/her discipline and knows how to make it accessible to learners.

(m) The teacher knows how to integrate culturally relevant content to build on students' background knowledge.

(n) The teacher has a working knowledge of student content standards in the discipline(s) they teach.

(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

(p) The teacher appreciates multiple perspectives within the discipline and facilitates students' critical analysis of these perspectives.

(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

(r) The teacher is committed t work toward each learner's mastery of disciplinary content and skills.

Standard #5: Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Performance

(a) The teacher develops and implements projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

(b) The teacher engages students in applying disciplinary knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

(d) The teacher engages students in questioning and challenging assumptions and approaches that is critical to fostering innovation and problem solving in local and global contexts.

(e) The teacher develops students' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) The teacher facilitates students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems. (h) The teacher facilitates students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems.

(h) The teacher develops and implements supports for student literacy development across content areas.

Essential Knowledge

(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

(l) The teacher understands how to use digital and social media tools for efficiently and effectively achieving specific learning goals.

(m) The teacher understands critical thinking processes and knows how to help students develop high level questioning skills to promote their independent learning.

(n) The teacher understands communication modalities and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) The teacher understands creative thinking processes and how to engage students in producing original work.

(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions

(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

(r) The teacher values knowledge outside his/her own discipline and how such knowledge enhances student learning.

(s) The teacher values open and flexible learning environments that encourage student exploration, discovery, expression, and collaboration across content areas.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.

Performance

(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) The teacher models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

(g) The teacher effectively uses multiple and appropriate types of assessment data to identify student learning needs and to develop differentiated learning experiences.

(h) The teacher prepares all students for the demands of particular assessment formats and appropriately modifies assessments or testing conditions for English language learners, students with disabilities, and students who are above grade level.

(i) The teacher continually seeks innovative ways to employ technology to support assessment practice both to engage students more fully and to assess and address student needs.

Essential Knowledge

(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias

(l) The teacher knows how to analyze and interpret various kinds of student data to guide planning and instruction and to provide meaningful feedback to each learner.

(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) The teacher knows when and how to evaluate and report learner progress against standards.

(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions

(q) The teacher is committed to engaging students actively in assessment processes and in reviewing their own progress and learning.

(r) The teacher takes professional responsibility for aligning learning goals with instruction and assessment.

(s) The teacher is committed to providing timely and effective descriptive feedback to students on their progress.

(t) The teacher is committed to using multiple types of assessment processes to support and document learning.

(u) The teacher is committed to modifying assessments and testing conditions for English language learners and students with exceptional learning needs.

(v) The teacher is committed to the ethical use of various assessments and assessment data to identify student strengths and needs to promote student growth.

Standard #7: Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Performance

(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's needs and enhance learning.

Essential Knowledge

(g) The teacher understands content and content standards and how these are organized in the curriculum.

(h) The teacher understands how cross-disciplinary skills engage students purposefully in applying content knowledge.

(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(j) The teacher understands the strengths and needs of individual students and how to plan instruction that is responsive to these strengths and needs.

(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(l) The teacher knows when and how to adjust plans based on student responses and other contingencies.

(m) The teacher knows when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).

Critical Dispositions

(n) The teacher respects students' diverse strengths and needs and is committed to using this information to plan effective instruction.

(o) The teacher values curriculum planning as a collegial activity that takes into consideration the input of students, colleagues, families, and the larger community.

(p) The teacher takes professional responsibility to use long and short-term planning as a means of assuring student learning.

(q) The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to

encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Performance

(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(d) The teacher varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

(e) The teacher provides multiple models and representations of concepts and skills with opportunities for students to demonstrate their knowledge with a variety of products and performances.

(f) The teacher engages all students in developing higher order questioning skills and metacognitive processes.

(g) The teacher engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

(i) The teacher asks questions to stimulate discussion that serves different purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.

Essential Knowledge

(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(k) The teacher understands the principles, techniques, advantages and limitations of a range of developmentally, culturally, and linguistically appropriate instructional strategies, and knows how to target these to learning goals.

(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all students in complex thinking and meaningful tasks.

(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

(n) The teacher knows how to use of a wide variety of resources, including human and technological, to engage students in learning.

(o) The teacher understands how content and skill development can be supported by multiple media and technology and knows how to evaluate these resources for quality, accuracy and effectiveness.

Critical Dispositions

(p) The teacher is committed to deepening awareness and understanding of diverse learners when planning and adjusting instruction.

(q) The teacher values the variety of ways people communicate and encourages students to develop and use multiple forms of communication.

(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Standard #9: Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually

evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Performance

(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge

(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to reflect on

his/her practice, its influences on students' growth and learning, and the complex interactions between them.

(h) The teacher knows how to analyze his/her practice based on research and student data and how to adapt and differentiate instruction based on thoughtful reflection.

(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

(j) The teacher understands laws related to students' rights and teacher responsibilities (e.g., for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions

(l) The teacher takes ethical responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with students and their families.

(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice,

and relevant law and policy.

Standard #10: Collaboration: The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

Performance

(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) The teacher uses and generates meaningful research on education issues and policies.

(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) The teacher knows how to participate in and contribute to a common culture that supports high expectations for student learning.

Critical Dispositions

(p) The teacher takes responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

(q) The teacher respects families' norms and expectations and seeks to work collaboratively with students and families in setting and meeting challenging goals.

(r) The teacher takes responsibility to grow and develop with colleagues through interactions that enhance practice and support student learning.

(s) The teacher takes responsibility for contributing to and advancing the profession.

(t) The teacher embraces all the challenge of continuous improvement and change.

Grambling State University
College of Educational, Professional and Graduate Studies
Dispositions Inventory
Revised Draft Spring 2015

Name: _____ Major: _____

G#: _____ Date: _____

1. Admitted to College of Educational, Professional, and Graduate Studies:
(Date) _____

2. Admitted to Curriculum and Instruction/COAS Program: Yes_____ No _____

3. Gender: 4. Ethnicity: 5. Classification:

a. Male _____ a. Black _____ a. Freshman ____

b. Female _____ b. White _____ b. Sophomore ___

c. Hispanic _____ c. Junior _____

d. Native American ____ d. Senior _____

e. Asian American _____ e. Graduate ____

f. Other _____ (specify)

_____

Evaluator: _____ Semester: _____

Course Name/Number: _____

Directions: Please indicate the response for each item that best describes the candidate's
personal and professional attitudes (dispositions) using a scale of 1-4.
(1) Unsatisfactory; (2) Developing; (3) Satisfactory; (4) Exemplary (0) Not
Able to Observe

3.1 – Display positive self-concept development and respect for others.

DISPOSITION					
The candidate: Displays positive self-concept development and respect for others.	Unsatisfactory	Developing	Satisfactory	Exemplary	Not Able to Observe
Displays a commitment to selfdevelopment. (CF 3.1)	1	2	3	4	0
Evaluates personal and professional attributes and areas of need.(self-reflection and self-assessment)	1	2	3	4	0
Displays self-confidence in interactions with others. (CF 3.1)					
Aspires to achieve personal, academic and professional excellence. (CF 3.1, CF 3.7)					
Demonstrates care for others in his/her world (e.g. home, school, community). (CF 3.1, CF 3.5)					
Demonstrates a humanitarian					

attitude in interactions with others. (CF 3.1, CF 3.4)				
Participates in humane causes (e.g. volunteering, church/community based tutorials, Big Brother/Sister Program, walk-a-thons, literacy, etc.) (CF 3.1, CF 3.5)				

3.2 - **Practice a positive attitude and mutual respect toward students, parents and colleagues.**

DISPOSITION					
The candidate: Practices a positive attitude and mutual respect toward students, parents and colleagues.	Unsatisfactory	Developing	Satisfactory	Exemplary	Not Able to Observe
Receives and applies constructive criticism. (CF 3.2, CF 3.4)	1	2	3	4	0
Approaches teaching/learning situations with a positive attitude. (CF 3.2, CF 3.7)	1	2	3	4	0
Shows respect for students, parents and colleagues as individuals with diverse backgrounds, skills, talents, and interests. (Differentiating Instruction/Making Accommodations) (CF 3.2, CF 3.3)					

3.3 – **Display sensitivity to diverse learning styles and multiple intelligences.**

DISPOSITION					
The candidate: Displays sensitivity to diverse learning styles and multiple intelligences.	Unsatisfactory	Developing	Satisfactory	Exemplary	Not Able to Observe
Shows commitment to seeking, developing and adapting practices that address diverse learning styles (e.g. visual, auditory, tactile, etc.). (CF 3.3)	1	2	3	4	0
Shows commitment to seeking, developing and adapting	1	2	3	4	0

practices that address multiple intelligences (e.g. verbal, logical, artistic, musical, athletic). (CF 3.3, CF 3.4)					

3.4 – **Demonstrate sensitivity to the many facets of diversity.**

DISPOSITION					
The candidate: Demonstrates sensitivity to the many facets of diversity.	Unsatisfactory	Developing	Satisfactory	Exemplary	Not Able to Observe
Demonstrates an awareness of the many facets of diversity that include gender, socioeconomic status, race/ethnicity, special needs, religions, languages, and cultures. (Cultural Responsiveness) (CF 3.3, CF 3.4)	1	2	3	4	0
Demonstrates appreciation for and value of the importance of all aspects each individual's life experiences. (CF 3.2, CF 3.4)	1	2	3	4	0
Articulates the points of view of diverse groups. (CF 3.4)	1	2	3	4	0
Listens in a thoughtful and responsive manner. (CF 3.3, CF 3.4)	1	2	3	4	0

3.5 – **Organize school, family, and community partnerships.**

DISPOSITION					
The candidate: Organizes school, family, and community partnerships.	Unsatisfactory	Developing	Satisfactory	Exemplary	Not Able to Observe
Works well with peers and colleagues in schools and other professional settings (e.g. PTO, field trips, school improvement committee, conferences, etc.). (CF 3.5, CF 3.7)	1	2	3	4	0
Creates positive rapport and liaisons with family groups (e.g. parents, siblings, extended family members, foster families, etc.). (CF 3.5, CF 3.6)	1	2	3	4	0
Contributes to community	1	2	3	4	0

projects partnerships. (CF 3.5)					
Listens in a thoughtful and responsive manner. (CF 3.3, CF 3.4)	1	2	3	4	0

3.6- Influence the development of healthy, mental, physical and social lifestyles.

DISPOSITION					
The candidate: Influences the development of healthy, mental, physical and social lifestyles.	Unsatisfactory	Developing	Satisfactory	Exemplary	Not Able to Observe
Makes choices that promote wellness through the practice of healthy mental, physical and social lifestyles. (CF 3.6)	1	2	3	4	0
Practices positive beliefs, thoughts, and attitudes that influence similar practices in others. (CF 3.1, CF 3.6)	1	2	3	4	0
Demonstrates responsible personal and professional behaviors. (CF 3.1, CF 3.6)	1	2	3	4	0

3.7 – Display a commitment to the improvement of student learning and school improvement.

DISPOSITION					
The candidate: Displays a commitment to the improvement of student learning and school improvement.	Unsatisfactory	Developing	Satisfactory	Exemplary	Not Able to Observe
Displays a belief that all individuals can learn at high levels and persists in helping them achieve success. (CF 3.4, CF 3.7)	1	2	3	4	0
Demonstrates a commitment to professional growth and lifelong learning. (CF 3.7)	1	2	3	4	0
Participates actively in continuous school improvement efforts such as conferences, staff development, in-services, focus groups, needs	1	2	3	4	0

assessments, etc. (CF 3.7)					
Practices building rapport, forming affiliations and making connections to other stakeholders to improve the teaching/learning environment. (CF 3.5, CF 3.7)	1	2	3	4	0
Demonstrates competence in communication, decision-making, use of technology, and academic standing. (CF 3.7)	1	2	3	4	0

3.8 – Display a classroom climate that is conducive to learning.

DISPOSITION					
The candidate: Displays a classroom/workplace climate that is conducive to learning.	Unsatisfactory	Developing	Satisfactory	Exemplary	Not Able to Observe
Takes responsibility for establishing and maintaining a positive climate in the teaching/learning environment. (CF 3.7, CF 3.8)	1	2	3	4	0
Demonstrates flexibility and reciprocity in the teaching/mentoring process as needed to adapt instruction to the responses, ideas and needs of others. (CF 3.2, CF 3.3, CF 3.7, CF 3.8)	1	2	3	4	0

Additional Comments:

_____
_____
_____
_____

Signature: _____ Date: _____

Contact #:_____

School:

_____

GRAMBLING STATE UNIVERSITY
Grambling, LA

APPLICATION FOR STUDENT BACKGROUND CHECK

Name _____
                First   Middle   Last

Date of Birth _____Department _____

Current Mailing Address_____

City _____ State _____ Zip_____ County/Parish _____

Previous Mailing Address_____

City _____ State _____ Zip_____ County/Parish _____

Home Phone_____ Cell Phone_____

Email Address _____

In case of an emergency, notify: _____

Relationship _____ Phone _____

Employment History
Name of Firm _____

Address of Firm _____
                Street   City   State   Zip

Type of Business _____

Supervisor_____ Phone# _____

Start Date _____ End Date _____ Salary _____

I HEREBY CERTIFY THAT THE INFORMATION ON THIS FORM IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

_____
Signature of Applicant   Date

GRAMBLING STATE UNIVERSITY
OFFICE OF PROFESSIONAL LABORATORY EXPERIENCES

TEACHER CANDIDATE LETTER GRADE ASSIGNMENT FORM

Teacher Candidate: _____

Area/Level of Practice: _____

School: _____ Principal: _____

Address of School: _____

University Supervisor: _____

Cooperating Teacher: _____

Date of Student Teaching: From_____ To _____
(Indicate semester and year, giving specific dates)

This evaluation should be based on the evaluator's observations of the candidate's work during the field experience and should, in the evaluator's professional opinion, fairly report the candidate's performance during that period. Expectations for performance should be reasonably consistent with those for one who is qualified to ENTER the teaching profession. **This form should be attached to the mid-term and final Teacher Candidate/Internship Evaluation Form.** The evaluator should use the rating scale on that form to determine the recommended grade.

Recommended Letter Grade: _____ ☐ MIDTERM   ☐ FINAL

Date: _____

Comments: _____

_____

_____

_____

_____

Evaluator's Signature: _____

Title: _____

Date: _____

My signature is an acknowledgement that this evaluation has been discussed with me.

_____
Teacher Candidate's Signature

Date: _____