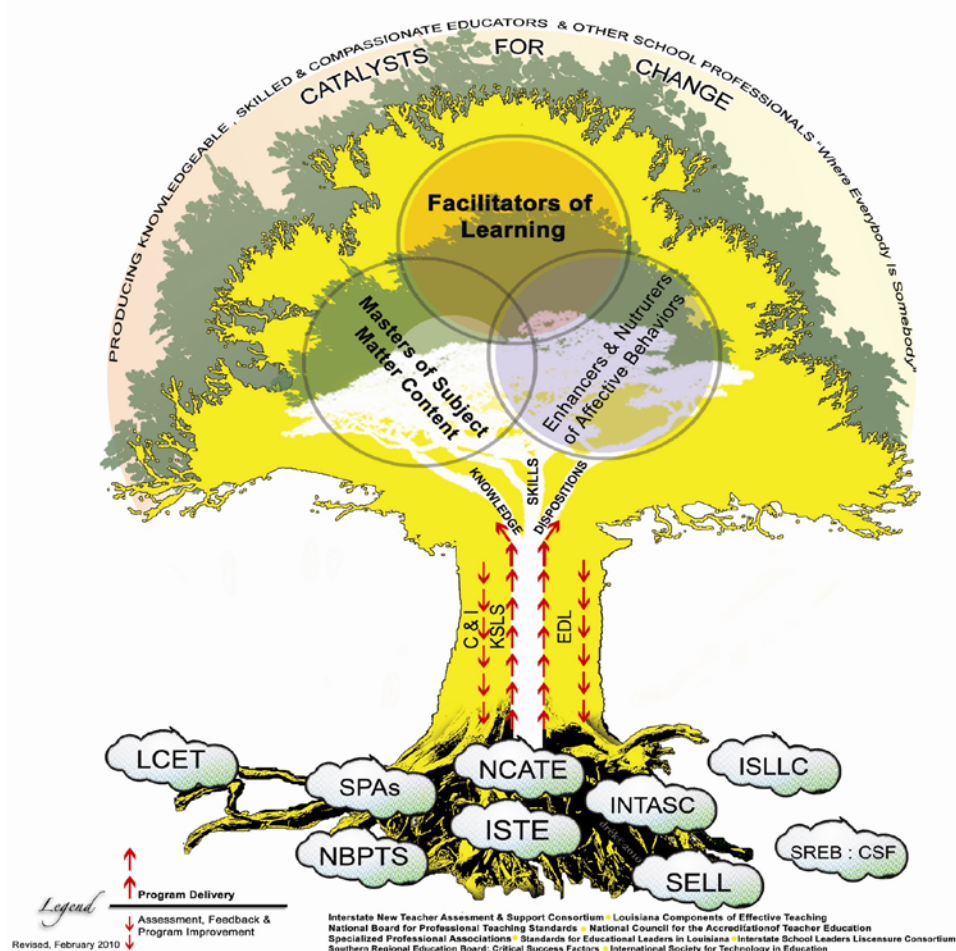


# STUDENT TEACHING/INTERNSHIP HANDBOOK

## Grambling State University College of Education Conceptual Framework



Dr. Wynetta Lee, Dean  
College of Education  
GSU P.O. Box 4219  
Grambling State University  
Grambling, Louisiana 71245  
(318) 274-2231-FAX (318) 274-2799  
E-mail Address: [leew@gram.edu](mailto:leew@gram.edu)

Gloria J. Rabon, Director  
Office of Professional Laboratory Experiences  
GSU P.O. Box 4281  
Grambling State University  
Grambling, Louisiana 71245  
(318) 274-2184/2272-FAX (318) 274-6085  
E-Mail Address: [rabongj@gram.edu](mailto:rabongj@gram.edu)

# **STUDENT TEACHING/INTERNSHIP HANDBOOK**

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)

\*Diverse 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***

**Cooperating Principal.** The administrative official in charge of the cooperating school.

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

**Cooperating Teacher.** A fully certified public school teacher who supervises the student teacher at the placement site.

**University Supervisor.** A university faculty member who supervises student teachers in close cooperation with the cooperating teacher.

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

**Pre-Service Education.** All university work leading to the baccalaureate degree and teacher certification.

- (a) **General Education.** Courses and experiences that include theoretical and practical knowledge gained from studies in communications, mathematics, science, history, philosophy, literature, and the arts.
- (b) **Specialty Studies.** All courses in a specific field required for certification in that field.
- (c) **Professional Studies.** Courses in education and educational psychology, including student teaching, required of teachers in preparation.

**Professional Laboratory Experiences.** 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.

**Students.** The children or youth in the cooperating school classrooms.

**Teacher Candidate.** College student who has been admitted to the teacher preparation program.

**Student Teacher.** Teacher candidate admitted to student teaching.

**Student Teaching.** 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.

**GRAMBLING STATE UNIVERSITY  
COLLEGE OF EDUCATION**

Student Teaching/Internship Handbook

**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. 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
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 PRAXIS I Examinations



## **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 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 places the student teacher/intern in one of 12 public school systems: Bienville, Bossier, Caddo, Claiborne, Jackson, Lincoln, Monroe City, Ouachita, Rapides, Richland, Union and Webster. 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 to work in a diverse classroom where technology is an integral part of the teaching-learning process. The director 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 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, Music, Art, Foreign Languages) 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.

## PROGRAM INFORMATION

### 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.

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.

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.

### **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. Submit originals to the OPLE director and keep a copy for your 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 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.
- Student teachers/interns are expected to accompany/assist the cooperating teacher all day. Duties may include attending faculty and professional meetings.
- More than three 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, 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.

## **The Student Teacher/Intern Professional Portfolio**

The Professional Portfolio provides evidence that Louisiana Components of Effective Teaching (LCET) standards and College of Education Conceptual Framework outcomes have been accomplished. It serves as an introduction to be used when seeking employment. The Professional Portfolio is refined and completed during the student teaching/internship assignment. Student Teachers present the Professional Portfolio to a panel of educators external to GSU who rate the presentation using the rubric provided. Additional guidelines are disseminated in seminar sessions.

Written evaluations of the student teacher/intern are completed 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.

## **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**

Teacher candidates must present evidence of having taken all required parts of the PRAXIS. **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 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 teachers.
2. Help develop a supportive climate for student teachers/interns. Encourage faculty, staff, and 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 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.
11. Remain in the classroom or nearby at all times.
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.
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 all 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.

## **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 grade 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.

### **Suggested Schedule**

#### ***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 **thorough 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.

### **Suggested Activities by Week**

#### **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 of the 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 **highly confidential**.

**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**  
Gloria Rabon, Director  
rabongj@gram.edu

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EXCUSE FOR ABSENCE

\_\_\_\_\_ was absent from student teaching on \_\_\_\_\_  
Student Teacher Date(s) Absent

for \_\_\_\_\_  
Reason Absent

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

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

This absence is:  
\_\_\_\_excused  
\_\_\_\_unexcused

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\_\_\_\_\_  
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**

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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?

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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?  
\_\_\_\_\_  
\_\_\_\_\_



**Grambling State University  
Teacher Candidate/Intern Evaluation  
Elementary Education (1-5)**

**Teacher Candidate's Name:** \_\_\_\_\_

1st Evaluation     Mid Term Grade \_\_\_\_\_     3rd Evaluation     4<sup>th</sup> Evaluation     Final Grade \_\_\_\_\_

**Directions:** Indicate whether the teacher candidate/intern accomplished the components of effective teaching. Use a rating in each blank to indicate achievement of each element. When scoring needs improvement, please make recommendations for improving performance. Please review this form with the teacher candidate.

**Evaluation Scale**

4 = Target

Performance in this Component/Attribute meets established standards. Current practices are clearly good on a consistent basis. The student teacher has demonstrated an ability to create a community of learners that has students motivated and engaged in assuming considerable responsibility for their own learning. Desired professional behavior is demonstrated consistently with minimal supervision.

**3 = Acceptable**

**S A M W I D E**

Performance in this Component/Attribute meets established standards. The student teacher understands the concepts underlying the component. The candidate is aware of successful techniques but has difficulty with implementation. Successful behaviors are demonstrated consistently, but with the assistance of supervisors.

**2 = Approaching Acceptable**

Performance in this Component/Attribute is intermittent and not entirely successful. The teacher candidate appears to understand the concepts underlying the component and attempts to implement its elements. While a good effort is made in planning for and correcting problems, considerable work is still needed.

**1 = Unacceptable**

Performance in this Component/Attribute is sometimes inadequate/unacceptable. Work on the fundamental practices associated with the element is required to enable growth in the area. Often needs support to perform at an acceptable level.

<b>I. Planning</b>					
<b>IA</b>	<b>The teacher candidate/intern plans effectively for instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
IA1.	Specifies learner outcomes in clear, concise objectives.				
IA2.	Includes activities that develop objectives.				
IA3.	Identifies and plans for individual differences.				
IA4.	Identifies materials, other than standard classroom materials, as needed for lesson.				
IA5.	States methods of evaluation to measure learner outcomes.				
<b>II. Management</b>					
<b>IIA</b>	<b>The teacher candidate/intern plans effectively for instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
IIA1.	Organizes available space, materials, and/or equipment to facilitate learning.				
IIA2.	Promotes a positive learning climate.				
<b>IIB</b>	<b>The teacher candidate/intern maximizes the amount of time available for instruction</b>				
IIB1.	Manages routines and transitions in a timely manner.				
IIB2.	Manages and/or adjusts allotted time for activities				
<b>IIC</b>	<b>The teacher candidate /intern manages learner behavior to provide productive learning opportunities</b>				
IIC1.	Establishes expectations for learner behavior.				
IIC2.	Uses monitoring techniques to facilitate learning.				
<b>III. Instruction</b>					

<b>IIIA</b>	<b>The teacher candidate/intern delivers instruction effectively</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
IIIA1.	Uses techniques that develop lesson objectives.				
IIIA2.	Sequences lesson to promote learning.				
IIIA3.	Uses available teaching materials to achieve lesson objectives.				
IIIA4.	Adjusts lesson when appropriate.				
IIIA5.	The teacher integrates technology into instruction.				
<b>IIIB</b>	<b>The teacher candidate/intern presents appropriate content</b>				
IIIB1.	Presents content at a developmentally appropriate level.				
IIIB2.	Presents accurate subject matter.				
IIIB3.	Relates relevant examples, unexpected situations, or current events to content.				
<b>IIIC</b>	<b>The teacher candidate/intern provides opportunities for student involvement in the learning process.</b>				
IIIC1.	Accommodates individual differences.				
IIIC2.	Demonstrates ability to communicate effectively with students.				
IIIC3.	Stimulates and encourages higher order thinking at the appropriate developmental levels.				
IIIC4.	Encourages student participation.				
<b>IIID</b>	<b>The teacher candidate/intern demonstrates ability to assess and facilitate student academic growth</b>				
IIID1.	Consistently monitors ongoing performance of students.				
IIID2.	Uses appropriate and effective assessment techniques.				
IIID3.	Provides timely feedback to students.				
IIID4.	Produces evidence of student academic growth under his/her instruction.				

#### **IV. Professional Development**

<b>IVA</b>	<b>The teacher candidate/intern plans for professional self-development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
IVA1.	Identifies areas of instruction that need strengthening, develops a plan for improvement with mentor or principal, and works to complete the plan.				
IVA2.	Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them.				

#### **V. Technology \*NETS National Educational Technology Standards for Teachers**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
V1.	Uses knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environment.				
V2.	Designs, develops, and evaluates authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS*S.				
V3.	Exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.				
V4.	Understands local and global societal issues and responsibilities in an evolving digital culture and exhibits legal and ethical behavior in professional practices.				
V5.	Continuously improves professional practice, models lifelong learning, and exhibits leadership in school and professional community by promoting and demonstrating the effective use of digital tools and resources.				

<b>VI. Content Evaluation (To be completed by SPA representative)</b>		<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
VII.	<b>Development, Learning and Motivation.</b> Knows, understands, and uses the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.					
VI2.	<b>Reading, Writing, and Oral Language.</b> Demonstrates a high level of competence in use of English language arts and knows, understands, and uses concepts from reading, language, and child development, to teach reading writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different					

	situations,, materials, and ideas.						
VI3.	<b>Science.</b> Knows, understands, and uses fundamental concepts of physical, life, and earth/space sciences. Designs and implements age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.						
VI4.	<b>Mathematics.</b> Knows, understands, and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. Engages consistently in problem solving, reasoning and proof, communication, connections, and representation.						
VI5.	<b>Social Studies.</b> Knows, understands, and uses the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.						
VI6.	<b>The Arts.</b> Knows, understands, and uses – as appropriate to own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquire, and engagement among elementary students.						
VI7.	<b>Health Education.</b> Knows, understands, and uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.						
VI8.	<b>Physical Education.</b> Knows, understands, and uses – as appropriate to own understanding and skills – human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.						
VI9.	<b>Integrating and Applying Knowledge for Instruction.</b> Plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.						
VI10.	<b>Adaptation to Diverse Students.</b> Understands how elementary students differ in their development and approaches learning, and creates instructional opportunities that are adapted to diverse students.						
VI11.	<b>Development of Critical Thinking and Problem Solving.</b> Understands and uses a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.						
VI12.	<b>Active Engagement in Learning.</b> Uses knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.						
VI13.	<b>Communication to Foster Collaboration.</b> Uses knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.						
VI14.	<b>Assessment for Instruction.</b> Knows, understands, and uses formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.						
VI15.	<b>Professional Growth, Reflection, and Evaluation.</b> Demonstrates awareness of and reflects on practice in light of research on teaching, professional ethics, and resources available for professional learning; evaluates continually the effects of professional decisions and actions on students, families and other professionals in the learning community and seeks out actively opportunities to grow professionally.						
VI16.	<b>Collaboration with Families, Colleagues, and Community Agencies.</b> Knows the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.						

## 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: \_\_\_\_\_  
Signature of Student Teacher/Intern

Date: \_\_\_\_\_

**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: \_\_\_\_\_  
Signature of Clinical Student

Date: \_\_\_\_\_

**Grambling State University  
University Supervisor Evaluation Form  
by Cooperating Teacher**

University Supervisor \_\_\_\_\_ Semester: \_\_\_\_\_, 20\_\_\_\_\_

**Directions:** 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: \_\_\_\_\_  
Signature of Cooperating Teacher

Date: \_\_\_\_\_

Appendix I:  
Cooperating Teacher/University Supervisor

**Grambling State University  
Cooperating Teacher Evaluation Form  
by University Supervisor**

Cooperating Teacher \_\_\_\_\_ Semester: \_\_\_\_\_, 20\_\_\_\_\_

**Directions:** 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: \_\_\_\_\_  
Signature of University Supervisor

Date: \_\_\_\_\_

Appendix J:  
University Supervisor's Visitation Schedule

	<div data-bbox="526 304 1281 438" style="border: 1px solid black; padding: 10px; text-align: center;"><i>University Supervisor's Visitation Schedule</i></div>
	<p>Supervisor's Name: _____</p> <p>Candidate's Name: _____</p> <p>Cooperating Teacher's Name: _____</p> <p>School: _____</p> <p><b>Date of Scheduled Visits</b></p> <p>Visit 1 _____</p> <p>Visit 2 _____</p> <p>Visit 3 _____</p> <p>Visit 4 _____</p> <p>Visit 5 _____</p>



Grambling State University  
Evaluators Pre-Evaluation Tool

*Please review the elements of the attributes of each component prior to evaluation. These elements should be considered as you rate the candidate's performance on each attribute.*

**DOMAIN I - PLANNING (Pre-Observation Conference)**

**Component A – The teacher candidate/intern plans effectively for instruction.**

- IA1. Specifies learner outcomes in clear, concise objectives.  
At least one clearly stated objective  
Objectives should target Higher Order Thinking Skills (HOTS) where appropriate  
Variety of sources used for objectives – (curriculum guides, content strands)  
Natural sequence of objectives  
How lesson fits with past and future lessons
- IA2. Includes activities that develop objectives.  
Activities matched to objective  
Activities are varied – (more than one)  
Activities used for a variety of purposes  
Ordering of activities to achieve lesson's objectives
- IA3. Identifies and plans for individual differences.  
Knowledge of teaching/learning strategies  
Specific differences in learners identified  
Planning shows match between activities and learner differences
- IA4. Identifies materials, other than standard classroom materials, as needed for lesson.  
Variety of materials/media other than text, workbook, chalkboard  
Variety of aids/materials used to meet needs of all students  
Aids, materials, media used for variety of purposes  
Sequencing of aids, materials, media to maximize learning
- IA5. States methods of evaluation to measure learner outcomes.  
At least one specific to assess learner outcome  
Activities have prepared students for assessment  
Indicates when formal assessment will be done
- IA6. \*Develops an Individual Education Plan (IEP), Individual Transition Plan (ITP), And/or Individual Family Service Plan (IFSP).  
\*Applies only to Special Education interns.

**DOMAIN II - MANAGEMENT**

**Component A – The teacher candidate/intern plans effectively for instruction.**

- II A1. Organizes available space, materials, and/or equipment to facilitate learning.  
Furniture/room arrangement facilitates easy movement  
Materials, aids, equipment organized and easily accessible  
Pre-organization by teacher evident  
Safety and security of all students ensured

- II A2. Promotes a positive learning climate.
- Comfortable atmosphere
  - Provides assistance to all students
  - Communicates high expectations
  - Communicates caring for students, verbally and non verbally
  - Expresses confidence in all students
  - Treats all students fairly, equitably

**Component B – The teacher candidate/intern maximizes the amount of time available for instruction.**

- II B1. Manages routines and transitions in a timely manner.
- Begins lesson promptly
  - Readily observable systematic routines
  - Smooth transitions in changing activities, content in lesson—no time lost
  - Students engaged in learning entire class period
- II B2. Manages and/or adjusts allotted time for activities.
- Provides additional activities for early finishers
  - Handles interruptions with a minimum loss of time
  - Minimizes or redirects student digressions
  - Minimizes time spent with nothing to do
  - Pace of lesson appropriate for grade level

**Component C – The teacher candidate/intern manages learner behavior to provide productive learning opportunities.**

- II C1. Establishes expectations for learner behavior.
- Rules are clear with constant reinforcement of them
  - Consequences of unacceptable behavior well-established
  - Constant attention to high standards/expectations
- II C2. Uses monitoring techniques to facilitate learning.
- Monitors for adherence to rules
  - Unacceptable behavior stopped and redirected
  - Consequences of unacceptable behavior well established
  - Preventive measures taken to keep problems from occurring

**DOMAIN III – INSTRUCTION**

**Component A – The teacher candidate/intern delivers instruction effectively.**

- III A1. Uses techniques that develop lesson objectives.
- Provides purposes/objectives of lesson to students
  - Secures attention of all students before each activity begins
  - Lesson begins with an activity that focuses students' attention (motivation)
  - Activities develop objective(s)
- III A2. Sequences lesson to promote learning.
- Provides continuity among past, present, and future lessons
  - Activities focus on learning new concept/skill
  - Guided practice is monitored to develop understanding
  - Independent practice is provided
  - Develops/presents lesson in organized manner
  - Lessons presented in logical sequence

Lessons includes a review and formal closure  
Monitoring is done throughout the lesson  
Feedback concerning student's academic performance is given

- III A3. Uses available teaching materials to achieve lesson objectives.  
Variety of aids/materials used to maintain interest  
Aids/materials used to develop objectives  
Aids/materials used to accommodate individual differences  
Aids/materials used for enrichment/remediation
- III A4. Adjusts lesson when appropriate.  
Reteaches when necessary  
Adjusts topic when appropriate (“teachable moments”)
- \*III A5. The teacher integrates technology into instruction.  
Provides for all students to see presentation  
Provides for computer/distance learning opportunities to be available to all students  
Monitors for on-task instruction (security)

**Component B – The teacher candidate/intern presents appropriate content.**

- III B1. Presents content at a developmentally appropriate level.  
Demonstrates knowledge of content  
Relates content to student achievement, ability, and interest
- III B2. Presents accurate subject matter.  
Uses accurate and up-to-date material  
Adjusts for out-dated materials
- III B3. Relates relevant examples, unexpected situations, or current events to the content.  
Relates content to life experiences and current events  
Teaches real life applications of knowledge and skills  
Answers questions correctly and/or directs students to additional sources

**Component C – The teacher candidate/intern provides opportunities for student involvement in the learning process.**

- III C1. Accommodates individual differences.  
Addresses different learning styles, rates of learning, achievement, ability, maturation levels, and interests of students  
Provides different enrichment/remedial activities if necessary
- III C2. Demonstrates ability to communicate effectively with students.  
Uses correct oral and written communication  
Gives clear directions, examples, and steps to complete assignments  
Uses appropriate vocabulary  
Uses students' ideas and responses
- III C3. Stimulates and encourages higher order thinking at the appropriate developmental levels.  
Asks questions that require the use of higher thinking skills  
Provides “wait time” for student's response  
Asks probing questions  
Provides activities that require problem solving or decision making

- III C4. Encourages student participation.  
Encourages all students to participate  
Provides opportunities for all to participate  
Uses students' ideas/responses to further interaction

**Component D – The teacher candidate/intern demonstrates ability to assess and facilitate student academic growth.**

- III D1. Consistently monitors ongoing performance of students.  
Moves around room to check for student understanding  
Requests student demonstrations of what is taught/learned  
Encourages students to ask questions  
Asks higher order questions to check for students' comprehension
- III D2. Uses appropriate and effective assessment techniques.  
Demonstrates knowledge of effective test construction (multiple choice, matching, short answer, essay, portfolio, projects, reports, etc.)  
Asks questions at all levels; cognitive domain
- III D3. Provides timely feedback to students.  
Acknowledges student participation  
Affirms correct response and explains why  
Provides corrective feedback and why response is incorrect  
Makes specific recommendations for improvement  
Praises specific academic behaviors
- III D4. Produces evidence of student academic growth under his/her instruction.

**DOMAIN IV – PROFESSIONAL DEVELOPMENT**

**Component A – The teacher candidate/intern possesses effective interpersonal skills.**

- IV A1. Establish a climate of courtesy and respect.  
Assumes appropriate role of authority with students  
Is respectful of students and peer faculty
- IV A2. Communicates an enthusiasm for teaching and learning.  
Demonstrates an overall positive approach  
Follows parish and building dress codes
- IV A3. Uses correct oral and written English  
Uses correct pronunciation, grammar and appropriate and varied vocabulary  
Produces legible, appropriate, and grammatically correct work

## **DOMAIN V – SCHOOL IMPROVEMENT**

**Component A: The teacher takes an active role in building-level decision making.**

**Component B: The teacher creates partnerships with parents/caregivers and colleagues.**

- V B1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
- V B2. Encourages parent/caregivers to become active partners in their children’s education and to become involved in school and classroom
- V B3. Seeks community involvement in instructional program



# GRAMBLING STATE UNIVERSITY

## OFFICE OF PROFESSIONAL LABORATORY EXPERIENCES

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### 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: _____ <input type="checkbox"/> MIDTERM <input type="checkbox"/> 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: _____