“Each should aim just as high as the union of human with divine power makes it possible for him to reach.” -Education, p. 267
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INTRODUCTION

The publication of the Student Teaching Handbook is based on the belief held by the faculty of the School of Education & Psychology that structure, content, and organization are important characteristics of an effective program; furthermore, that these characteristics should be communicated with the student teacher, mentor teacher, and other professionals involved in the Teacher Education Program (TEP) at Southern Adventist University. The need for a handbook that contains policies, procedures, and a framework for documenting the growth of the student teacher becomes critical when one considers the number and variety of individuals involved, and the complexity of the student teaching experience.

The purpose of this handbook is to make available to student teachers the policies governing the capstone experience in the TEP. This handbook covers the student teaching philosophy, objectives, and information pertaining to the student teaching experience. It provides an organized format for the collection and presentation of the professional experiences of student teachers. Policies, procedures, and guidelines affecting the student teacher, mentor teachers, and university supervisors are presented in detail, including samples of forms for planning, supervision, and evaluation.

The School of Education & Psychology subscribes to the philosophy that human beings were created in the image of God. As a result of willful disobedience, sin has marred their God-given attributes and divine likeness. This philosophy recognizes that the object of education is also the object of redemption— to restore in people the image of their Maker, bringing them back to the perfection in which they were originally created. Thus the work of redemption is also the work of education, involving the development of the whole person—physical, mental, social, and spiritual.

The TEP is founded upon the basic assumption that there is a body of information, research, and practice that make up the knowledge base for the teaching profession. Acquisition of this knowledge is a significant part of the teacher’s preparation. Demonstration of the application of this knowledge is equally important. The TEP further confirms the belief that a teacher should be a good example in health, intellect, character, and professionalism. The TEP is guided by the following statement of mission:

The mission of the School of Education & Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The TEP requirements are based upon Council for the Accreditation of Educator Preparation (CAEP), Interstate new Teacher Assessment and Support Consortium (InTASC), TN Department of Education, and North American Division certification standards.
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Please remember that this is the first semester for edTPA implementation so this schedule may vary. Feedback from student teachers will be important as we plan future schedules.

<table>
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<tr>
<th>Timeline</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Jan. 8-12</td>
<td>edTPA:</td>
</tr>
</tbody>
</table>
| Seminar 1: Jan. 8 & 9 from 8-4 |  - Attend the Deep Dive and actively participate in reading, annotating, discussions, and Q & A  
  - Download subject specific edTPA assessment handbook, Making Right Choices document, and Understanding Rubric Level Progressions document  
  - Read and review Making Good Choices  

Classroom:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                    |  - Become familiar with the school (introduce yourself to team members, principal, etc.), your mentor teacher, and the classroom  
  - Complete Get-acquainted Interview with the mentor teacher, including sharing information about edTPA. Give the Mentor Teacher Handbook and show where information about edTPA is found in the handbook.  
  - Submit Cooperating Teacher Information form in LiveText  
  - Do a get-acquainted activity to introduce yourself to the students  
  - Send home letters of introduction to students and parents  
| Jan. 14-19         | edTPA:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Seminar 2: Jan. 19, 12-3 PM |  - Reread handbook for Task 1 and review Making Right Choices in light of the handbook. Email the seminar leader if you have questions that need an immediate response.  
  - Discuss video releases with mentor teacher and distribute them for parental signatures  
  - Collect video release forms from students as they are returned. Keep them in a paper file folder.  
  - Identify the class/period OR group of students of students (minimum of 4) for the edTPA learning segment  
  - Review IEPs and 504 plans with mentor teacher. Remember that at least one of your focus students must have a significant learning challenge (ELL, IEP, struggling reader, etc.)  
  - Set up process for submissions in LiveText (Dr. Laughlin)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Summerour 1300    | Classroom:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                    |  - Ask mentor teacher to review the Classroom Management Plan. Discuss what aspects of classroom management you will be responsible for.  
  - Plan co-teaching lessons with mentor teacher. Co-teach in at least one subject area/class section.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Navigate to Table of Contents
- Email lesson plans to supervisor for each lesson you are co-teaching/teaching (this must be done prior to teaching the lesson)
- Plan co-teaching/teaching schedule for the remainder of the placement.
- Schedule Coaching 1 with mentor teacher/supervisor for next week
- Submit Classroom/Teaching Schedule to SAU supervisor
- Confer with mentor teacher on this week’s experience

<table>
<thead>
<tr>
<th>Jan. 22-26</th>
<th>edTPA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete Context for Learning document. Due for Completeness Check by Sunday, Jan. 28 at 8 PM</td>
</tr>
<tr>
<td></td>
<td>• Complete collection of video releases and file</td>
</tr>
<tr>
<td></td>
<td>• Working with your mentor teacher identify central focus for the learning segment and schedule 3-5 days for teaching the learning segment. Submit schedule to SAU supervisor.</td>
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<tr>
<td></td>
<td>• Review all the rubrics for Task 1 in the handbook and in Understanding Rubric Level Progressions.</td>
</tr>
<tr>
<td></td>
<td>• Review lesson plan requirements in edTPA handbook</td>
</tr>
<tr>
<td></td>
<td>• Plan for how you will address the language demands of your learning segment</td>
</tr>
</tbody>
</table>

**Classroom:**
- Email teaching schedule to supervisor
- Co-teach and/or teach at least two subject areas/class sections each day. Email plans to supervisor
- Write detailed lesson plan for coaching lesson
- Teach Coaching lesson
- Complete Post Lesson Reflection and review Coaching scores in Livetext
- Confer with mentor teacher on coaching lesson

<table>
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<tr>
<th>Jan. 29-Feb. 2</th>
<th>edTPA</th>
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<tr>
<td>Seminar 4</td>
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</tr>
<tr>
<td></td>
<td>• Review lesson plans/timeline with mentor teacher to ensure the fit the curriculum requirements and you will be able to teach your learning segment with the two week window of time</td>
</tr>
<tr>
<td></td>
<td>• Begin writing lesson plans for edTPA learning segment and create instructional materials that will be used during the segment</td>
</tr>
<tr>
<td></td>
<td>• Respond to commentary prompts PRIOR to teaching the learning segment</td>
</tr>
<tr>
<td></td>
<td>• Reflect on research/theory that has guided your lesson planning and creation of instructional materials</td>
</tr>
<tr>
<td></td>
<td>• ALL video release permission forms should be collected</td>
</tr>
<tr>
<td></td>
<td>• Complete Task 1 Planning. Thinking Organizers as a resource to help with completion. Refer to Understanding Rubric Level Progressions and Making Good Choices. Both will provide you with assistance in writing your commentary.</td>
</tr>
<tr>
<td></td>
<td>• Task 1 Completeness Check on Feb. 9</td>
</tr>
</tbody>
</table>

**Classroom**
- Email teaching schedule and lesson plans to supervisor
- Schedule Coaching 2 lesson for next week (mentor teacher only)
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar</th>
<th>edTPA</th>
<th>Classroom</th>
</tr>
</thead>
</table>
| Feb. 5-9   | Seminar 5 | - Continue co-teaching/teaching schedule  
- Confer with mentor teacher on this week’s experience | - edTPA:  
  - Task 1 Completeness Check on Feb. 9  
  - Reflect on theory/research that has guided your instruction and teaching effectiveness  
- Classroom:  
  - Email teaching schedule and lesson plans to supervisor  
  - Write detailed plan for coaching lesson  
  - Teach Coaching lesson  
  - Complete Post Lesson Reflection and review Coaching scores in Livetext  
  - Confer with mentor teaching on coaching lesson |
| Feb. 12-16 | Seminar 6 | - Teach Learning Segment (optional week Feb. 19-23)  
- Collect student work samples. One set must be from your focus group.  
- Document student use of academic language. Ideally this will be in the video clip or audio but it can be in specific reference in your commentary  
- Video each learning experience in the segment. Ensure that you have ample video of you with each of your focus students. | - edTPA  
- Classroom  
  - Email teaching schedule to supervisor (supervisor will not be present when you record your learning segment)  
  - Continue classroom involvement as planned with mentor teacher (around edTPA schedule) |
| Feb. 19-23 | Seminar 7 | - Complete/teach Learning Segment  
- Review all rubrics for Task 2  
- Review Video Requirements in edTPA handbook with attention to the number and length of videos required  
- Select a video clip to analyze. Refer to handbook for specific details related to your subject area  
- COMPRESS video – very important step. Follow instructions on website.  
- Type a transcript for any sections of video that are inaudible (suggestion, have a peer watch to see if each part can be heard)  
- Complete Task 2 commentary. Remember to refer to Understanding Rubric Level Progressions and Making Good Choices. These will guide you in writing the commentary  
- Task 2 Completeness Check due on Friday, Mar. 2 at seminar | - Classroom |
<table>
<thead>
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<th>Feb. 26-Mar. 2</th>
<th>edTPA:</th>
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</thead>
<tbody>
<tr>
<td>Seminar 8</td>
<td>- Review all rubrics for Task 3</td>
</tr>
<tr>
<td></td>
<td>- Collect and analyze student work samples</td>
</tr>
<tr>
<td></td>
<td>- Select 3 student work samples to include. Remember that one student MUST be from your focus group</td>
</tr>
<tr>
<td></td>
<td>- Review assessment requirements in edTPA handbook. Attend to the number of focus students required and the type of feedback that you provide your students AS WELL AS how they apply that feedback.</td>
</tr>
<tr>
<td></td>
<td>- Document evidence of your students’ use of academic language to develop content understandings</td>
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<td></td>
<td>- Reflect on research/theory that has guided your assessment and how it will impact and guide your next steps in instruction.</td>
</tr>
<tr>
<td></td>
<td>- Task 2 Completeness Check due at seminar</td>
</tr>
<tr>
<td></td>
<td>Classroom:</td>
</tr>
<tr>
<td></td>
<td>- Conduct student surveys</td>
</tr>
<tr>
<td></td>
<td>- Continue involvement in classroom activities as planned with mentor teacher</td>
</tr>
<tr>
<td></td>
<td>- Complete Formative Feedback Self-Assessment form and email to supervisor for both placements</td>
</tr>
<tr>
<td>Timeline</td>
<td>Assignments</td>
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</tr>
<tr>
<td>Mar. 12-16</td>
<td>edTPA</td>
</tr>
</tbody>
</table>
| Seminar Mar. 12 & 13 | - Complete Task 3 commentaries  
- Study Understanding Rubric Level Progressions to ensure you have met the criteria for each rubric.  
- Re-read and edit ALL edTPA commentaries  
- Double check to ensure ALL files in ALL entries are labeled correctly  
- Complete final edits and revisions  
- Task 3 completeness check on Mar. 13 at 4 PM  
- Submission: March 15 4-6 PM |
| Classroom: | |
| | - Become familiar with the school (introduce yourself to team members, principal, etc.), your mentor teacher, and the classroom  
- Complete Get-acquainted Interview with the mentor teacher, including sharing information about edTPA. Give the Mentor Teacher Handbook and show where information about edTPA is found in the handbook.  
- Submit Cooperating Teacher Information form in LiveText  
- Do a get-acquainted activity to introduce yourself to the students  
- Send home letters of introduction to students and parents  
- Identify what classes you will co-teach/teach week 2. Begin planning with mentor teacher for those lessons.  
- Check with mentor teacher to see if you need to collect video release forms in the event you will need to video a lesson for the supervisor to view |
| Mar. 19-23 | Classroom: |
| Seminar | |
| | - Ask mentor teacher to review the Classroom Management Plan. Discuss what aspects of classroom management you will be responsible for.  
- Complete Context for Learning document  
- Plan co-teaching lessons with mentor teacher. Co-teach in at least one subject area/class section.  
- Email lesson plans to supervisor for each lesson you are co-teaching/teaching (this must be done prior to teaching the lesson)  
- Plan co-teaching/teaching schedule for the remainder of the placement.  
- Schedule Coaching 1 with mentor teacher/supervisor for next week  
- Submit Classroom/Teaching Schedule to SAU supervisor  
- Confer with mentor teacher on this week’s experience |
<table>
<thead>
<tr>
<th>Mar. 26-30</th>
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<tbody>
<tr>
<td>Seminar</td>
<td>- Email teaching schedule and lesson plans to supervisor</td>
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<tr>
<td></td>
<td>- Co-teach and/or teach at least two subject areas/class sections each day. Email plans to supervisor</td>
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<tr>
<td></td>
<td>- Write detailed lesson plan for coaching lesson</td>
</tr>
<tr>
<td></td>
<td>- Teach Coaching lesson</td>
</tr>
<tr>
<td></td>
<td>- Complete Post Lesson Reflection and review Coaching scores in Livetext</td>
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<tr>
<td></td>
<td>- Confer with mentor teaching on coaching lesson</td>
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<tr>
<th>Apr. 2-6</th>
<th>Classroom</th>
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</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>- Email teaching schedule and lesson plans to supervisor</td>
</tr>
<tr>
<td></td>
<td>- Schedule Coaching 2 lesson for next week (mentor teacher only)</td>
</tr>
<tr>
<td></td>
<td>- Continue co-teaching/teaching schedule</td>
</tr>
<tr>
<td></td>
<td>- Complete Formative Self-Assessment in LiveText</td>
</tr>
<tr>
<td></td>
<td>- Confer with mentor teacher on this week’s experience</td>
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<tr>
<th>Apr. 9-13</th>
<th>Classroom:</th>
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<tbody>
<tr>
<td>Seminar</td>
<td>- Email teaching schedule and lesson plans to supervisor</td>
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<tr>
<td></td>
<td>- Write detailed plan for coaching lesson</td>
</tr>
<tr>
<td></td>
<td>- Teach Coaching lesson</td>
</tr>
<tr>
<td></td>
<td>- Complete Post Lesson Reflection and review Coaching scores in Livetext</td>
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<td></td>
<td>- Confer with mentor teaching on coaching lesson</td>
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<tr>
<th>Apr. 16-20</th>
<th>Classroom</th>
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</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>- Email teaching schedule and lesson plans to supervisor</td>
</tr>
<tr>
<td></td>
<td>- Continue classroom involvement as planned with mentor teacher</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Apr. 23-27</th>
<th>Classroom</th>
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</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>- Email teaching schedule and lesson plans to supervisor</td>
</tr>
<tr>
<td></td>
<td>- Continue classroom involvement as planned with mentor teacher</td>
</tr>
<tr>
<td></td>
<td>- Confer with mentor teacher regarding classroom experiences</td>
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<thead>
<tr>
<th>Apr. 30-May 3</th>
<th>Classroom:</th>
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</thead>
<tbody>
<tr>
<td>Seminar: Capstone Interview at 5:00 on May 3</td>
<td>- Conduct student surveys</td>
</tr>
<tr>
<td></td>
<td>- Continue involvement in classroom activities as planned with mentor teacher</td>
</tr>
<tr>
<td></td>
<td>- Prepare for Capstone Interview (see form in handbook)</td>
</tr>
<tr>
<td></td>
<td>- Complete Final Reflective Self-Assessment in LiveText</td>
</tr>
</tbody>
</table>
“It is [the teacher’s] ambition to inspire them with principles of truth, obedience, honor, integrity and purity.” -Education, p. 29
Southern Adventist University
School of Education & Psychology

Conceptual Framework

To Serve, To Lead, To Transform

Institutional Mission

Southern Adventist University, as a learning community, nurtures Christ-likeness and encourages the pursuit of truth, wholeness, and a life of service.

The Mission – School of Education & Psychology

Our mission is to prepare all students to be effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Goal

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

The Core Objectives and Expected Proficiencies

1. As a **caring person**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
   a. designing experiences that honor best practices related to multicultural and academic diversity
   b. nurturing relationships by showing warmth, care, respect, and fairness to all individuals
   c. reaching out to families and community agencies
   d. emulating the Christ-centered principles of discipleship and service

2. As an **informed facilitator of learning**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
   a. providing nurturing environments and services based on developmentally and culturally appropriate practices
   b. knowing the content and conveying the importance of subject matter
   c. developing a repertoire of discipline strategies and procedures that encourage positive learning environments
   d. planning for differentiation and scaffolding to ensure that all students experience success
   e. utilizing technology to enhance student learning and communication

3. As a **Christian reflective decision maker**, the candidate/school professional will demonstrate knowledge, skills, and dispositions through
   a. demonstrating intellectual curiosity, critical thinking, and strategic decision making
   b. planning lessons that incorporate evidence-based practices and appropriate materials
   c. using informal and formal assessment data for instructional planning and evaluation
   d. reflecting on observation, instruction, and assessment through a Christ-centered world view

4. As a **committed professional**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
   a. collaborating, consulting, and engaging in opportunities to achieve professional excellence
   b. demonstrating professional demeanor and ethical behavior, and carrying out responsibilities conscientiously and punctually
   c. recognizing the value of health and a commitment to a lifestyle of wellness
   d. demonstrating appropriate written and verbal communication skills
   e. studying God’s Word and seeking His will
EXPLANATION OF ROLES

Student teaching is the capstone experience of the TEP. It provides the student teacher with opportunities to develop competencies through observation, decision making, planning, assessing, co-teaching, teaching, reflecting on practice, conferencing, and goal setting based on formative feedback. The student teacher, mentor teachers, building/system administrators, and university supervisors work as a team in an effort to maximize the value of the experience for all stakeholders.

Mentor Teachers

Professional educators who have demonstrated a commitment to teaching are selected as mentor teachers. These teachers must be certified and have taught a minimum of four years.

Building/System Administrators

The administrator plays a key role in selecting qualified mentor teachers for the program and helping the student teacher become a contributing professional to the school program. The administrators will assist you as they observe and as they inform you of resources that will enhance your experience.

University Supervisors

The university supervisors are a part of the team assisting in the professional development of student teachers. They serve as an advisor, a consultant for mentor teachers, and a liaison between Southern and the host institutions. Secondary student teachers will have supervisors from their major area as well as from the School of Education.

University supervisors accept the responsibility for facilitating positive learning experiences for student teachers. Supervisors will make notes during observations. Based on these they will confer, affirm strengths, and offer suggestions for improvement. It is the responsibility of the supervisor to respond to student teaching assignment submissions.

Student Teachers

Student teachers must demonstrate exemplary professional and ethical standards both at school and in the community. Student teachers must dress as professionals, reflecting the dress code standards for Southern as well as the local school.

Student teachers are members of the instructional team in the host institution, serving as colleagues in making instructional decisions that impact student learning. They are involved in a variety of school based activities directed at the improvement of teaching and learning. This may include activities such as collaborative projects with peers, using information technology, and engaging in service learning.

It is expected that student teachers will demonstrate a commitment to excellence, assuming the initiative for full immersion. Student teaching is a privilege and a responsibility.
POLICIES

Selection of Student Teaching Sites

The Field Experience Coordinator will contact school administration to secure these placements. Hamilton County Department of Education is responsible for vetting schools and mentor teachers. Student teachers will have two placements. Placements for elementary majors include a public school placement and a multi-grade placement in a Seventh-day Adventist school. K-12 student teachers will have at least two placements, one in elementary (grades K-5) and one in middle and secondary (grades 6-12). Secondary students will have two placements, one in middle school and one in a high school setting.

SDA student teaching placements must be completed within the Southern Union Conference region. Public school placements must be completed within a radius of 30 miles of the Southern campus. Exceptions to this policy must be applied for and approved by the Teacher Education Council (TEC).

While efforts are made to accommodate requests for local placements, it must be recognized that some student teaching assignments will be located at a distance. In this case, efforts will be made to place several student teachers in the same school.

Student teachers are required to become familiar with the policies outlined in this handbook.

Acceptance

Admission to student teaching is voted by the Teacher Education Council.

Conditional Acceptance

If a student teacher receives a Conditional Acceptance he/she will be notified of the reason for the condition. An Action Plan will be created outlining the Reason for conditional acceptance and the plan for remediation. Failure to Satisfy the conditions in a satisfactory manner will result in a third placement or termination of student teaching. The TEC will meet to determine eligibility for continuing student teaching and to revise the Action Plan. The student teacher will not be allowed to return to student teaching until the Action Plan has been approved. In this case, any days missed from student teaching must be made up.

Schedule

Student teachers will follow the schedule of the host school. Typically you should arrive 30 minutes prior to the beginning of school and remain a minimum of 30 minutes after dismissal. There will only be one week of spring break so the schedule must be coordinated with the school where the 2nd placement takes place.

Absence

Student teachers do not have personal days. Up to two days will be excused for illness, death in the family, or job interviews. Additional absences must be made up after the scheduled student teaching date. The student teacher is responsible for notifying the Southern supervisor, the mentor teacher, and other designated school personnel if he/she is going to be absent. The student teacher is responsible for providing the mentor teacher with appropriate plans for the day(s) absent, just as a teacher would prepare plans for a substitute teacher. A copy of the plans must be submitted to the Southern supervisor. All absences must be documented using the
Student Teacher Absence Form. A student teacher who foresees an absence should complete the first portion of the Student Teacher Absence Form and give it to the mentor teacher and supervisor who will approve or disapprove the request.

**Extracurricular Activities**
Student teachers are encouraged to participate in extracurricular activities at the host school (parent conferences, clubs, athletic events, musical programs, and academic events). Participation in extracurricular activities should correspond with the standards of the Seventh-day Adventist Church and Southern.

**Transportation of Students**
At no time should a student teacher transport elementary and/or secondary students.

**Seminar**
Student teachers are required to attend and actively participate in EDUC 464, Teaching Seminar.

**Classroom Responsibilities**
Classroom responsibilities are outlined and must be completed.

**Other Courses:**
Because of time commitments during the student teaching experience, it is expected that all courses will be completed prior to student teaching. Enrollment in additional courses must be approved by the TEC.

**Employment**
Student teachers needing to work must submit a petition for approval by the TEC. Student teachers may not work more than 15 hours per week. If the student teacher is unable to effectively balance work and student teaching requirements, the permission for work will be withdrawn.

**Remuneration**
Remuneration for student teaching is not permitted.

**Substitute Teachers**
In the event of the mentor teacher’s absence, it is the host school’s responsibility to arrange for a substitute teacher who will remain with the class throughout the school day.

**Mileage**
Student teachers commuting more than 20 miles from Southern’s campus to their placement will be reimbursed for a portion of their travel expenses. The Student Teaching Mileage Report must be submitted to the SEP office. No reimbursements will be made for student teaching outside the Southern Union.

**Capstone Interview**
At the completion of student teaching the TEP faculty will conduct a capstone interview with student teaching candidates.
Withdrawal  If a candidate finds it necessary to withdraw from student teaching there must be immediate written notification to the TEC, mentor teacher, and building administrators.

Termination Policy  Candidates who represent the School of Education & Psychology are expected to comply with the rules, regulations, and expectations of the host institution. It is expected that student teachers will remain current with planning, instruction, providing student feedback, and activities related to student teaching. Student teachers must maintain physical, mental, and moral fitness throughout the placements. Failure to do so will result in termination of the student teaching placement. At the request of the host institution, the student teacher may be removed from the site at any time during the placement.

Upon termination the TEC will meet with the student teacher to define an action plan that must be implemented before a subsequent placement is determined. Decisions about subsequent placement(s) for candidates terminated from student teaching will be made in light of factors associated with prior placements and in compliance with university policies related to students’ right and responsibilities.

Awards  Awards are presented at the Senior Recognition Banquet. Awards presented are (a) Dean’s Award, (b) Elementary Student Teacher of the Year, (c) Secondary Student Teacher of the Year (d) Leadership, (e) Elementary Professional Growth, and (f) Secondary Professional Growth.

Guidelines for selection of awards include: (a) evidence of initiative, effective planning and instruction as noted by both mentor teacher and supervisor, ability to reflect and refine practice, (b) completion of all responsibilities in a professional manner, and (c) active participation in Student Teaching Seminars.
GUIDELINES FOR ETHICAL BEHAVIOR

1. All information which the student teacher receives about students is to be kept confidential.
2. A student teacher should be primarily concerned with student achievement.
3. The student teacher should maintain the dignity necessary to gain the respect of the students.
4. The student teacher should show enthusiasm throughout the learning process.
5. The student teacher should be a member of the school community and act accordingly.
6. The student teacher should be sympathetic and courteous toward all students, faculty, and staff.
7. Classroom management should conform to procedures outlined by the mentor teacher.
8. The student teacher must be an example to students, both academically and ethically.
9. The student teacher must realize that each student is an individual and must take into consideration individual abilities, interests, and capacities for learning.
10. The student teacher must be completely impartial in dealing with students and must constantly strive to be fair in judging students’ actions.
11. The student teacher should refrain from imposing personal religious or political views upon the students and should exhibit a broad-minded tolerant attitude toward other groups and individuals.
12. Student teachers must respect and protect the professionalism of their mentor teachers.
13. Due process for complaints or concerns includes meeting with the: (a) person involved, then (b) supervisor, then (c) TEP Director of Teacher Education Program, and finally (e) SEP Dean.
GUIDELINES FOR STUDENT TEACHERS

1. Give priority in time, attention, and preparation to the student teaching assignment, which includes all school-based activities and responsibilities.

2. Keep non-student teaching responsibilities to a minimum.

3. Dress professionally and be well groomed at all times.

4. Attend orientation meeting prior to the beginning of student teaching.

5. Be punctual and regular in attendance. School board policies dictate the established work day and student teachers are expected to follow these policies.

6. Do not leave the school during school hours without prior approval of your mentor teacher.

7. Address your mentor teachers by proper name and title when in front of students and parents. Students in your assigned school should not be allowed to call you by your first name.

8. Schedule a weekly conference with your mentor teacher. Ask the teacher to provide you with feedback on (a) something you did well this week, (b) an area to focus on for growth, and (c) ways you are demonstrating growth.

9. Take the initiative to arrange time as needed for assistance with planning and evaluating. Remember that your mentor teacher and university supervisor are here to assist you.

10. Determine with the mentor teacher what classes you will co-teach/teach and what learning segment you will plan for and teach.

11. Submit lesson plans, assignments, resources, etc., to the mentor teacher prior to instruction.

12. Prepare thoroughly and carefully for each day of teaching.

13. Be creative when planning lessons and preparing materials to present the lessons.

14. Inform the mentor teacher and university supervisor as soon as possible in the event of an unavoidable tardiness or absence.

15. Become acquainted with the secretary, school nurse, librarian, custodian, and other auxiliary personnel as well as the principal and teaching staff. Be appreciative of the services they provide.

16. Do not discuss student problems, parents, teaching staff, etc., outside the classroom. Discussions with the mentor teacher should stay with the teachers or supervisors. Confidentiality is a must!

17. Attend faculty meetings, PTA/Home & School, and other school related functions whenever it is appropriate to do so.
18. Attend student teaching seminars and other meetings scheduled for student teachers.


20. Assume responsibility for completion and submission of all forms.

21. Keep current regarding educational issues involving your school and district.

22. Maintain your commitment for achieving spiritual, physical, and social well-being.

23. Encourage your students to become involved in some type of community service.
PART II

STUDENT TEACHING RESPONSIBILITIES

“He constantly seeks higher attainments and better methods. His life is one of continual growth. In the work of such a teacher there is a freshness, a quickening power, that awakens and inspires his pupils.”

-Education, p. 278
PRESENTING YOURSELF AS A PROFESSIONAL

INTRODUCTORY INTERVIEW WITH MENTOR TEACHER

Schedule an interview with your mentor teacher during your first week of student teaching. Be prepared to share your responses to the following:

- What influenced you to want to become a teacher?
- What is a strength you feel you will have as a student teacher?
- What attributes do you hope your mentor teacher will see in your interactions?
- What particular things do you hope to see your mentor teacher modeling to you?
- What are some strategies you would like to try in this placement?
- What interests do you have in addition to teaching?

EXPLANATION OF edTPA (First Placement)

Be prepared to provide your mentor teacher with an explanation of edTPA. Explain what it is, why it is important, and give a brief outline of the three tasks. Encourage the mentor teacher to read the Mentor Teacher Handbook that contains additional information related to edTPA. Direct the mentor teacher to the supervisor for further questions.

WEEKLY CONFERENCE WITH MENTOR TEACHER

Schedule a weekly conference with your mentor teacher. Ask the teacher to provide you with feedback on (a) something you have done well this week, (b) an area to focus on for growth, and (c) ways you are demonstrating growth. Your supervisor will request that you share information from the weekly conferences.

LETTERS OF INTRODUCTION

Communication is a critical component in effective teaching. The students and their parents with whom you will be working will appreciate getting to know you as a person. To foster this communication, you should develop two letters of introduction. These letters should be written, approved by mentor teacher and supervisor, and distributed during the first week of each placement. It is suggested that a photo be included on the letter.

One letter should be written to the students. This should be an informal letter in which you relate information that will help them see you as a real person. It is appropriate to tell them some little anecdote about yourself as a learner when you were their age. Share a little about your current interests/hobbies. Tell some of the things you hope to involve them in while student teaching.

Another letter, written to the parents, should be more formal. Include information about your teacher education program, telling them some of the things you found to be most important to you. Briefly explain your philosophies about teaching. Invite them to get to know you during the time you will be teaching their child.
CLASSROOM MANAGEMENT PLAN

For each placement you will need to become familiar with the management plan of your mentor teacher. As you work with his/her plan you will also be learning more about your own plan.

During the first week of each placement you should interview your mentor teacher about the behavior management plan in effect. Be prepared to explain what techniques you would like to incorporate into his/her plan. It is suggested that you become familiar with Harry Wong, The First Days of School. He gives many suggestions for classroom management that are effective at all grade levels.

edTPA (First Placement)

edTPA will be completed in the first placement. Follow the edTPA schedule and handbooks for completion of all plans, videos, and commentaries required for completion of edTPA.

LESSON PLANS

Your mentor teacher may decide to have you co-plan and co-teach many of the lessons. All lessons must have a lesson plan but you and your mentor teacher will use the format approved by the host school for co-taught lessons. These plans must be emailed to the supervisor prior to teaching.

Your supervisor, in consultation with your mentor teacher, will determine if and when you need to write detailed lesson plans. This decision will be based on your ability to articulate the standards, objectives, etc. of the lessons observed. If the supervisor feels you need additional practice in including all components of the lesson plan you will be asked to provide detailed plans.

You must submit a detailed lesson plan for each coaching lesson as well as for the lessons taught during the learning segment of edTPA.

COACHING

Two coaching lessons will be completed in each placement.

First Coaching Lesson (3rd week): It is your responsibility to schedule the first coaching lesson with both the mentor teacher and the supervisor present. You will write and submit a detailed lesson plan for each coaching lesson. The supervisor and mentor teacher will independently complete the Coaching form and will then collaborate on a score that will be entered in LiveText. Both will confer with you regarding their observations. You will set goals for growth based on the coaching feedback. In the event that you are unable to schedule the first lesson with both supervisor and mentor teacher present it will be your responsibility to record the lesson for the supervisor to view.

Second Coaching Lesson (5th week): Completed by mentor teacher in LiveText.
PART III

ASSESSMENTS FOR STUDENT TEACHING

“He who discerns the opportunities and privileges of his work will allow nothing to stand in the way of earnest endeavor for self-improvement. All that he desires his pupils to become, he will himself strive to be.” -Education, p. 281
ASSESSMENT

Assessment takes place throughout student teaching. It involves continuous monitoring of the candidate’s classroom performance and student teaching assignments utilizing both verbal and written feedback. Assessment includes both formative and summative strategies.

Formative Assessment: Formative assessments are used to facilitate growth. These assessments are both informal and formal. Informal assessments include frequent observations completed by the mentor teacher and supervisors. The post-observation conference conducted verbally or in writing provides feedback. It is expected that the student teacher will reflect on the feedback and incorporate suggestions into ongoing teaching.

Two coaching lessons are conducted in each placement to provide the student teacher with additional feedback for growth. The Coaching Assessment form is completed by both the mentor teacher and the supervisor for the first coaching of each placement. The mentor teacher completes the second coaching. A coaching conference is held to discuss the specific lesson. Prior to this conference the student teacher will complete the Post Lesson Self-Assessment. The coaching conference will give opportunity for the student teacher to share his/her self-assessment and the mentor teacher to explain the scores that were given. The conference should conclude with the student teacher setting goals for strengthening any developing scores.

At midpoint of each placement and at the end of the first placement the mentor teacher completes the Formative Assessment instrument which is the same as the Summative Evaluation. The student teacher will formulate written goals based on these formative assessments.

Monitoring: The faculty of the School of Education and Psychology will monitor a candidate’s academic progress, dispositions, and social and professional skills throughout the student teaching placements. The SAU supervisor will observe a minimum of five times per placement. If a student teacher fails to demonstrate commitment to the development of knowledge, skills, and dispositions for teaching, he/she may be asked to withdraw from student teaching until a Remediation Action Plan is created. This Remediation Action plan must be successfully implemented for completion of student teaching.

Self-Assessment: Since assessment is used to facilitate growth it is important for student teachers to engage in specific self-assessment that includes goal setting. While student teachers engage in informal self-assessment on a daily basis there are several opportunities to engage in formal self-assessment.
  - Post Lesson Self-Assessment (complete form prior to coaching conference)
  - Plan of Action Self-assessment based on Formative Assessment instrument (complete form)
  - Final Reflective Self-Assessment (complete form)
**Summative Evaluation:** Three summative assessments are used to determine the student teaching grade and to provide data for program improvement. These summative assessments include: (a) edTPA score, (b) Dispositions Assessment completed by supervisors, and (c) Student Teaching Summative Evaluation completed by both the mentor teacher and the supervisor. The Summative Evaluation is based on the Project Coach evaluation system required by the TN Department of Education for teachers and student teachers in Hamilton County.

**Pupil Assessment:** Student teachers benefit from perception feedback provided by pupils in their classrooms. The student teacher should use an appropriate form for this evaluation. Sample forms are provided in the Forms section of this handbook. At the conclusion of each placement administer this assessment and reflect on what you have learned from it.

**Final Grade:** The final grade in student teaching must be an A or a B. Any grade less than a B will require a Plan of Action to be implemented before a passing score is earned. The final letter grade for the student teacher’s performance is determined by the supervising faculty from both placements. The final grade is based on scores for the Summative Evaluation, Dispositions Assessment, and edTPA scores.

- **A** = (a) Passing score on edTPA, (b) 12-16 points on the Dispositions Assessment, and (c) 100-140 points on the Summative Evaluation. All three areas must receive the designated scores to earn an A in student teaching.

- **B** = (a) Passing score on edTPA, (b) 10-12 points on the Dispositions Assessment, and (c) 85-100 points on the Summative Evaluation

Assessment forms for Coaching lessons, Dispositions, and Formative/Summative are located in your LiveText course in the assignment titled “Resources.” Become familiar with these assessments so you will know what expectations must be met.
PART IV
FORMS

“[You] should possess not only strength but breadth of mind.” -Education, p. 276
EMPLOYMENT/ADDITIONAL COURSE RESPONSIBILITIES

PETITION FOR APPROVAL

Name ______________________________

ID Number ____________________________

Phone (_____) _____-_______

Advisor ______________________________

The State of Tennessee Department of Education states that “Regular seminars will be held with EPP faculty to focus on application and analysis of teaching knowledge in the classroom, but no other courses may be taken by student teachers during the student teaching clinical practice. In exceptional cases, candidates may seek the approval of the head of the college or department of education to take no more than one additional course during student teaching clinical practice provided: (1) the course does not interfere with the candidate’s full participation in all activities associated with student teaching and (2) no other opportunity exists for the candidate to take the course before completion of the educator preparation program.” (Tennessee Educator Preparation Policy, TN State Board of Education, pg. 16)

Additionally, student teachers are notified that outside employment may affect the success of the student teacher’s professional semester. Student teachers are discouraged from holding a job during the semester. However, if employment is necessary student teachers must not work more than 15 hours a week. If employment interferes with student teaching performance the student teacher will be required to end employment.

If either of these guidelines pertain to you, please state in writing the factors influencing (a) your need to enroll in one or more university courses during the semester, and/or (b) the conditions regarding your employment during the professional semester. Submit this completed form to Krystal Bishop, Director for Teacher Education. This form must be received prior to the first placement.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Signature ______________________________

33
WEEKLY SCHEDULE OF PLANNED STUDENT TEACHING ACTIVITIES
(submit to supervisor via email by Sunday evening each week)

Student Teacher_____________________________ School_________________________

Activities for week(s) of _________________

This schedule should be completed and submitted to your university supervisor by email for the coming week. It is due by Monday of each week. List the class schedule. Put a star by classes you will be assisting with. Highlight the periods in which you will be in charge and teaching.

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<tr>
<th>Time</th>
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List briefly all activities other than regularly assigned classes in which you plan to participate.

________________________________________________________________________________
________________________________________________________________________________

List questions or concerns which you would like to discuss with your university supervisor.

________________________________________________________________________________
________________________________________________________________________________
STUDENT TEACHING ABSENCE REPORT/REQUEST

Student Teacher ___________________________ University Supervisor_____________________

Date Submitted ___________________________

Student teachers are allowed two absences during the student teaching semester. Additional absences must be made up at the end of the 2nd placement. Taking the Praxis exam or attending professional workshops are not counted as absences but must still be requested on this form. Absences for reasons other than sickness must be approved prior to the absence.

A student teacher who desires to request absence from duty should complete all the appropriate spaces below and give to the mentor teacher who will approve or disapprove the request. A copy must be submitted to the university supervisor.

Sick Leave Report:
I hereby report that I was absent due to illness on the dates indicated below.

Date(s) of Absence ___________________________

Absence Request:
Date(s) of Absence ___________________________
Reason for Absence _______________________________________________________________
Comments:

______________________________
Signature of Mentor Teacher

_____________________
Date
# LESSON PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Central Focus</th>
<th>Identify central focus of learning segment</th>
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<tbody>
<tr>
<td>Standards</td>
<td>List state or NAD standards introduced or further developed in lesson. Include only standards central to student learning that you expect to support during the learning segment</td>
</tr>
<tr>
<td>Essential Question</td>
<td>Identify essential question</td>
</tr>
<tr>
<td>Objectives (Identified as function in edTPA)</td>
<td>Indicate learning objectives using SWBAT Refer to Webb’s Depth of Knowledge (DOK) for appropriate verbs</td>
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<tr>
<td>Resources</td>
<td>List handouts, texts, manipulatives, websites, teacher guides, etc.</td>
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<tr>
<td>Academic and Content specific Vocabulary</td>
<td>List academic (Tier 2) List content-specific (Tier 3)</td>
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<tr>
<td>Connect (2 minutes)</td>
<td>Connect how content relates to students Explain how content is applied within the discipline State what students will be learning</td>
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<tr>
<td>Instructional Sequence</td>
<td>Explain in detail what will be done for each: Teach/Model Practice Apply Share</td>
</tr>
<tr>
<td>Guiding Questions (Include questions that require students to analyze, synthesize, and evaluate)</td>
<td>List questions used to construct/deepen conceptual knowledge</td>
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<tr>
<td>Differentiated instruction (Identified as Planned Supports in edTPA)</td>
<td>Describe accommodations or strategies used for meeting needs of identified focus students.</td>
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<tr>
<td>Assessment of Student Learning</td>
<td>Describe and justify at least 2 pre-assessment, formative, summative assessment strategies by completing the boxes below.</td>
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<tr>
<td>Assessment Strategy #1: Describe assessment strategy here</td>
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<tr>
<td><strong>Alignment with Objectives:</strong> Describe how this assessment is aligned to stated objectives. Which objective(s) is it assessing?</td>
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<tr>
<td><strong>Evidence of Student Understanding:</strong> Describe how this assessment strategy provides evidence of student understanding of the concepts.</td>
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<td><strong>Student Feedback:</strong> Describe how you will provide feedback to students on this assessment.</td>
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<tr>
<th>Assessment Strategy #2: Describe assessment strategy here</th>
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<tr>
<td><strong>Alignment with Objectives:</strong> Describe how this assessment is aligned to stated objectives. Which objective(s) is it assessing?</td>
</tr>
</tbody>
</table>
POST LESSON SELF-ASSESSMENT  
(To be completed prior to the coaching conference)

1. As you reflect on the lesson, how did it actually unfold as compared to what you had anticipated happening as you engaged in planning?

2. Provide the data/information that you used to determine your students’ progress toward the objectives of the lesson. Include both individual and whole group information.

3. How will you use student performance today as you envision the next step in instruction?

4. If you were to teach this again to these students, what changes would you make?

5. As you reflect on this lesson, what ideas or insights are you discovering about your teaching?
FORMATIVE FEEDBACK SELF-ASSESSMENT

The mentor teacher completes a Formative Assessment three times throughout the student teaching semester. In collaboration with your mentor teacher and supervisor choose the three most critical domain competencies in which you received a Developing score. Complete the self-assessment with a specific plan for strengthening each of those areas.

Area to strengthen: Domain____________________
Competence________________________
Goal(s) to strengthen this area by the next assessment:

Area to strengthen: Domain____________________
Competence________________________
Goal(s) to strengthen this area by the next assessment:

Area to strengthen: Domain____________________
Competence________________________
Goal(s) to strengthen this area by the next assessment:

For every Undeveloped score you must complete the same plan.

Area to strengthen: Domain____________________
Competence________________________
Goal(s) to strengthen this area by the next assessment:

Area to strengthen: Domain____________________
Competence________________________
Goal(s) to strengthen this area by the next assessment:
REFLECTIVE FINAL SELF-ASSESSMENT
(Completed at Conclusion of Student Teaching)

Making reference to the domains in the Summative Assessment reflect upon the level of competency you have exhibited. Identify three areas of strength and provide specific evidence for each choice. Identify three areas to strengthen and goal(s) you have to grow in each of those areas.

Area of strength: Domain _______________________  Indicator______________________________
Reason for selection (evidence)

Area of strength: Domain _______________________  Indicator______________________________
Reason for selection (evidence)

Area of strength: Domain _______________________  Indicator______________________________
Reason for selection (evidence)

Area to strengthen: Domain _______________________
Indicator______________________________
Goal(s) to strengthen

Area to strengthen: Domain _______________________
Indicator______________________________
Goal(s) to strengthen

Area to strengthen; Domain _______________________
Indicator______________________________
Goal(s) to strengthen
RESPONSES FOR CAPSTONE INTERVIEW
(2nd Placement Only)

Prepare for the Capstone Interview by thinking of how you will respond to each of the following questions. You do not need to type the answers but be prepared to share specific details during the interview.

**Yourself as a Facilitator of Learning and Reflective Decision-maker**
1. Describe the professional qualities, dispositions, and behaviors you have learned that will need to be demonstrated in your teaching profession. Which do you want to improve?
2. Describe the importance of observing and recording individual student behaviors.
3. Describe three of the most important things you learned while student teaching.

**Yourself as a Caring Person and Committed Professional**
1. Describe the supportive and nurturing behaviors that you use when interacting with students.
2. Describe your ability to function as a team member, including your ability to follow directions and your reaction to guidance and constructive feedback.
3. What do you feel you are very well prepared for?
4. If someone asked how prepared you are to begin your first year of teaching, how would you rate yourself on a scale of 1-5 (with 1 being unprepared to 5 being well prepared)?
   __________
5. Teachers make a difference. Is there one student in particular for whom you are certain you made a difference? Describe what you did and how that made a difference for the student.

**Perceptions of the Teacher Education Program Faculty**
1. Indicate one area you believe is a strength of the TEP that helped you in your student teaching.
2. To what degree do you feel Southern professional education faculty modeled the pillars of the Conceptual Framework? On a scale of one to five, with five being exceptional, rate each pillar.
   • Caring Persons ______
   • Informed Facilitators ______
   • Reflective Decision-makers ______
   • Committed Professionals ______
# OBSERVATION AND CONFERENCE

Student Teacher  \\

Date  \\

School  \\

Subject/Grade  \\

<table>
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<tr>
<th>Quality of Lesson Plan or Presentation</th>
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<th>Suggestions/Recommendations</th>
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GRADE YOUR STUDENT TEACHER

Read each question and think carefully about your student teacher. Then mark the answer that shows how you feel about your student teacher.

😊 = Doing a great job
✓ = OK
อากาศ = Keep working

1. I understand the things she/he teaches. ____
2. I learn new things from my student teacher. ____
3. My student teacher makes the lessons interesting. ____
4. My student teacher gives the right amount of work. ____
5. When I need help the student teacher helps me. ____
6. My student teacher is fair to everyone. _____
7. My student teacher likes me. _____
8. My student teacher smiles and laughs sometimes. ____
9. I think my student teacher acts like a teacher should. ____
10. I think my parents would like my student teacher. ____
11. My student teacher understands kids. _____
12. I think my student teacher likes teaching. _____

If I could give my student teacher some advice it would be...

The things I like best about the student teacher are...

I wish my student teacher would...

I give my student teacher a grade of ____.
Grade Your Student Teacher

Scores:
1  Needs Improvement
2  Satisfactory
3  Excellent

_____1.  I was able to understand the lessons that he/she taught.
_____2.  Instructions were clear and easy to follow.
_____3.  I found the lessons to be interesting and engaging.
_____4.  The student teacher had reasonable expectations for given assignments.
_____5.  I was comfortable asking him/her for additional help or to answer questions.
_____6.  I was treated fairly and with respect by the student teacher.
_____7.  I felt that the student teacher attempted to get to know me as a person.
_____8.  I was able to tell that he/she had a sense of humor.
_____9.  The student teacher conducted himself/herself in a professional manner.
____10.  My parents would approve of my student teacher.
____11.  The student teacher understands us and our needs.
____12.  I could tell that my student teacher enjoyed teaching my class.

My advice to my student teacher is. . .

What I liked best about my student teacher. . .

Overall, I would give my student teacher a letter grade of _________
**STUDENT TEACHING MILEAGE REPORT**
(Applies to a driver commuting more than 20 miles to placements, but within the Southern Union)

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Total $ 

*Complete and submit to the Education & Psychology office for reimbursement.*