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

2019/20
CONTACT INFORMATION

Mailing Address
P.O. Box 370
Collegedale, TN 37315

Phone: (423) 236-2765
Fax: (423) 236-1765
www.southern.edu/edpsych
edpsych@southern.edu

Dean:
Tammy Overstreet
(423) 236-2444
toverstreet@southern.edu

Director of Teacher Education Program:
Krystal Bishop
(423) 236-2774
kbishop@southern.edu

Field Experience Coordinator:
Nancy Zima-Gentry
(423)236-2024
nzimagentry@southern.edu

Secondary Coordinators:
Faith Laughlin
(423)236-2414
laughlin@southern.edu

Cathy Olson
(423) 236-2631
cjolson@southern.edu

Certification Officer
Cathy Olson
(423) 236-2631
cjolson@southern.edu
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, mentors, and supervisors 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.
# Table of Contents

Contact Information .................................................................................................................. 3  
Introduction .................................................................................................................................. 4  
Table of Contents .......................................................................................................................... 5

## Part I  General Information ....................................................................................................... 7  
- Conceptual Framework .................................................................................................................. 9  
- Explanation of Roles ...................................................................................................................... 10  
- Policies .......................................................................................................................................... 11  
- Guidelines for Ethical Behavior .................................................................................................... 14  
- Guidelines for Student Teachers .................................................................................................. 15  
- Guidelines for Mentor Teachers .................................................................................................. 17

## Part II  Student Teaching Responsibilities .................................................................................... 19

## Part III  Assessment for Student Teaching ................................................................................... 25

## Part IV  Forms .................................................................................................................................. 29  
- Weekly Schedule of Involvement .................................................................................................. 31  
- Student Teaching Absence Report/Request .................................................................................. 33  
- Lesson Plan Template .................................................................................................................... 35  
- Post Lesson Self-Assessment ........................................................................................................ 37  
- Formative Feedback Self-Assessment ............................................................................................ 39  
- Reflective Final Self-Assessment ................................................................................................... 41  
- Responses for Capstone Interview ................................................................................................. 43  
- Observation and Conference .......................................................................................................... 45  
- Grade Your Student Teacher/ELAT ............................................................................................... 47  
- Grade Your Student Teacher/Secondary ....................................................................................... 49
PART I

GENERAL INFORMATION

“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 in the area of specialization, have taught a minimum of three years, and identified by administrators as highly effective.

**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.
**Selection of Student Teaching Sites**

“At least half of a candidate’s clinical practice shall be completed in a TN public school. Non-public schools may serve as placement sites for no more than half of the clinical practice; however, the non-public school must be a category 1, 2, or 3 school as determined by the rules of the state board.” Tennessee State Board of Education Tennessee Educator Preparation Policy 5.504

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 typically have two placements. Placements for elementary majors include a public school placement and a multi-grade placement in a Seventh-day Adventist (SDA) school. K-12 student teachers will have 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. All candidates must complete a public school placement within a district for which a TN state-recognized partnership has been submitted.

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 one student teacher in the same school.

**Selection of Clinical Mentors**

**Clinical Mentors Shall**

1. Hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the candidate;
2. Have a level of overall effectiveness of above expectations or significantly above expectations for the prior school year; and
3. Have a minimum of three (3) years of experience as a teacher. Tennessee State Board of Education Tennessee Educator Preparation Policy 5.504

Mentor teachers in SDA schools are recognized as being effective as evidenced by positive impact on student learning as supported by standardized assessments and/or administrator observations (see #2 above). They must hold an active NAD teaching license with an endorsement in the area or a closely related area and have a minimum of three years of experience.

**Additional Policies**

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

**Conditional**  
A Performance Improvement Plan (PIP) will be created outlining the reason for conditional
Acceptance

Acceptance and the plan for improvement. Failure to satisfy the conditions in a satisfactory manner will result in a third placement or termination of student teaching. In this case, the TEC will meet to determine eligibility for continuing student teaching or to revise the PIP. The student teacher will not be allowed to return to student teaching until the revised PIP has been approved. In this case, any days missed from student teaching must be made up.

Schedule

Follow the schedule of the host school. Arrive 30 minutes prior to the beginning of school and remain a minimum of 30 minutes after dismissal. There is 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 may be excused for illness, death in the family, or job interviews. Additional absences will be made up after the scheduled student teaching date. Notify the Southern supervisor, mentor teacher, and other designated school personnel prior to any absence. Provide the mentor teacher with appropriate plans for the day(s) absent, just as a teacher would prepare plans for a substitute teacher. Submit a copy of those plans to supervisor. Document any absence using the Student Teacher Absence Form.

Extracurricular Activities

Participate in extracurricular activities at the host school (parent teacher conferences, professional development, clubs, athletic events, musical program, and academic events). Participation in extracurricular activities should correspond with the standards of the Seventh-day Adventist Church and Southern.

Interviews

With the exception of the authorized Southern Union interview dates, job interviews will take place after school hours or during 2nd placement. If other interview times are requested, arrange for that interview to be conducted online.

Transportation of Students

At no time should a student teacher transport elementary and/or secondary students.

Social Media

Refrain from communicating with students via text messaging or social media. Classroom related information, including pictures, should not be posted on social media.

Seminar

Attend and actively participate in EDUC 464, Teaching Seminar.

Other Courses:

“No other courses may be taken by candidates during the student teaching clinical practice. In exceptional cases, candidates may seek the approval of the EPP head administrator to take one (1) additional course during student teaching clinical practice provided the course does not interfere with the candidate’s full participation in the clinical practice and there is no other opportunity for the candidate to take the course before completion of the educator preparation program.” Tennessee State Board of Education Tennessee Educator Preparation Policy 5.504
Employment  
Student teachers may work up to 15 hours per week. In the event that student teaching responsibilities are not completed in a timely manner, the student teacher must decrease the number of hours worked.

Remuneration  
Remuneration for student teaching is not permitted.

Substitute Teachers  
“Candidates completing a student teaching clinical practice shall not serve as a teacher of record.” Tennessee State Board of Education Tennessee Educator Preparation Policy 5.504. It is the host school’s responsibility to arrange for a substitute who will remain with the class throughout the school day.

Capstone Interview  
TEP faculty will conduct a capstone interview with student teaching candidates.

Withdrawal  
Immediate written notification must be provided to the TEC, supervisor, mentor teacher, and building administrators if a candidate finds it necessary to withdraw from student teaching.

Termination Policy  
Comply with the rules, regulations, and expectations of the host institution. Remain current with planning, instruction, providing student feedback, and activities related to student teaching. Maintain physical, mental, and moral fitness throughout the placements. Failure to fulfill the above may 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 a PIP. This be must be completed 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 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, (b) ability to reflect and refine practice, (c) completion of all responsibilities in a professional manner, and (d) active participation in Student Teaching Seminars.
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. Be punctual and regular in attendance. School policies dictate the established work day and student teachers are expected to follow these policies.

5. Remain at the school during school hours. Do not leave the school during school hours.

6. 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.

7. 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.

8. Take 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.

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

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

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

12. Inform the mentor teacher and university supervisor immediately in the event of an unavoidable tardiness or absence.

13. Introduce yourself to 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.

14. Maintain confidentiality at all times. This includes social media. Do not discuss student problems, parents, teaching staff, etc., outside the classroom. Discussions with the mentor teacher should stay with the teacher or supervisors.

15. Attend faculty meetings, PTA/Home & School, and other school related functions.
16. Attend student teaching seminars and other meetings scheduled for student teachers.

17. Engage in continual self-evaluation of your teaching performance for the purpose of sharing information with your mentor teacher and university supervisor.

18. Adopt a growth mindset when processing feedback provided by mentor and supervisor.

19. Assume responsibility for completion and submission of all assignments, including edTPA.

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

21. Maintain your commitment for achieving spiritual, physical, and social well-being.
GUIDELINES FOR MENTOR TEACHERS

1. Become familiar with the Student Teaching Handbook prior to the first day of student teaching.

2. Introduce the student teacher to the classroom in the way that you wish students to address the student teacher.

3. Share methods you find to be effective. These might be related to classroom management, instructional pedagogy, dealing with family members, and/or professional relationships.

4. Introduce the student teacher to the faculty and staff with whom they will be interacting.

5. Explain emergency procedures.

6. Interview the student teacher. Suggestions for the interview are found under the heading, Presenting Yourself as a Professional.

7. Request that the student teacher explain edTPA and its requirements. If you need additional information related to edTPA, speak with the supervisor. [Note: First placement only]

8. Identify a learning segment that will be a part of a larger unit of learning. The student teacher must plan for, video-record instruction, and assess a 3-5 day learning segment as a requirement for edTPA.

9. Assist the student teacher in distributing and collecting video permissions required for edTPA.

10. Explain your classroom management system

11. Furnish the student teacher with policies, school handbooks, information on the local school dress code, and professional ethics.

12. Discuss the schedule of involvement with the student teacher. It is expected that the student teacher will be fully involved on a daily basis. The student teacher must provide a weekly schedule of involvement to the supervisor so please ensure that the student teacher knows what his/her responsibilities will be each week. In addition to whole class instruction involvement might be small group instruction, co-planning, co-teaching, supervision, team planning meetings, faculty meetings.

13. Conduct a weekly conference with the student teacher. In this conference you will provide feedback related to one thing the student teacher has done well this week, one area to focus on for growth in the following week, and ways the student teacher has demonstrated growth. It is the responsibility of the student teacher to take notes on the conference and submit those notes as a weekly assignment.

14. Allow the student teacher to attend IEP meetings, parent-teacher conferences, professional development opportunities as determined appropriate by you and the school administration.

15. Request a detailed lesson plan for any lessons the student teacher will teach independently for the first three weeks. When co-planning and co-teaching a lesson the host school lesson plan may be used.

16. Coach two lessons in the placement. Request a detailed lesson plan for each coaching session.

17. Complete the online assessments. Instructions will be sent from the SAU Unit Assessment Manager.

18. Direct any concerns you have to the student teaching supervisor. If these concerns are not adequately
addressed please share those concerns with the Director of the Teacher Education Program (see Contact Information page).
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 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. Direct the mentor teacher to the supervisor for further questions.

WEEKLY SCHEDULE OF INVOLVEMENT

Complete and submit a Schedule of Involvement to the supervisor each week by 10 PM on Sunday prior to the teaching week. The teaching schedule must identify each type of involvement you will be engaged in for the week. For each hour identify which type of involvement you will have. Types of involvement include: co-planning, co-teaching, whole class instruction, small group instruction, IEP meeting, recess duty, lunch duty, team planning, dismissal, faculty meeting, parent-teacher conference. It is expected that each hour will be filled with some meaningful engagement related to teaching.

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. Submit your notes, along with a reflection on how you will grow as a result of the conference, as an assignment. Your supervisor will read the notes and your reflection and address any concerns with you.

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.

You must follow the detailed lesson plan format when planning for lessons you will teach independently, including each coaching lesson. Your supervisor, in consultation with your mentor teacher, will determine if and when you will be allowed to write condensed lesson plans. Condensed lesson plans must include the objectives, pedagogical strategies, and type of assessment. 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. You will write and submit a detailed lesson plan for each of these lessons.

First Coaching Lesson (3rd week): It is your responsibility to schedule the first coaching lesson with both the mentor teacher and the supervisor present. At the conclusion of the lesson you must complete the Post Lesson Self-Assessment (see Self Assessments). This will be referred to when the mentor teacher and supervisor confer with you regarding their observations. The supervisor and mentor teacher will independently complete the Coaching form and will then collaborate on a score. 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 video the lesson for the supervisor to view.

Second Coaching Lesson (5th week): Completed by mentor teacher. Follow the format outlined in the first coaching lesson.

CONFERENCE INTERVIEWS

Southern Union administrators conduct interviews for potential hires. It is suggested that you interview with each
conference where you would like to be employed. Interviews are not regarded as an absence but you must report to your school before and after the interviews you attend.

SELF ASSESSMENTS

You will complete three formal self-assessments. Each are described more fully in the Assessment pages of this handbook.

The three self-assessments are:

- Post Lesson Self-Assessment completed after each coaching lesson (form provided)
- Plan of Action Self-Assessment completed after each Formative Assessment (form provided)
- Final Reflective Self-Assessment completed at conclusion of student teaching (form provided)

Each of these assessments will be submitted.

ASSIGNMENT SUBMISSIONS

Assignments are due as indicated. Failure to submit assignments in a timely manner will require a PIP that must be successfully implemented to continue in student teaching as well as completion of student teaching.

- Weekly Schedule of Involvement
- EdTPA documentation (as outlined in Seminar requirements)
- Letters of Introduction
- Weekly mentor teacher conference notes and reflection
- Lesson plans (both detailed and condensed)
- Written feedback from supervisor
- Post-Lesson Self-Assessment (after coaching lessons)
- Formative Feedback Self-Assessment (based on Formative Assessments)
- Reflective Final Self-Assessment
PART III

ASSESSMENT 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 OF STUDENT TEACHING

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 PIP is created. This 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.

**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

A 10% penalty will be incurred for late submission of edTPA. The submission date is determined by the TEC. See calendar distributed in EDUC 464 for submission date.

Assessment forms for Coaching lessons, Dispositions, and Formative/Summative can be accessed through eclass. 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
WEEKLY SCHEDULE OF INVOLVEMENT
(submit to supervisor via email by Sunday evening each week)

Student Teacher_________________________________ School___________________________

Activities for week(s) of ______________________

Complete and submit a weekly schedule to the supervisor each week by 10 PM on Sunday prior to the teaching week. The teaching schedule must identify each type of involvement you will be engaged in. For each hour identify which type of involvement you will have. Types of involvement include: co-planning, co-teaching, whole class instruction, small group instruction, recess duty, lunch duty, team planning, dismissal, parent-teacher conferences, IEP meeting, faculty meeting. It is expected that each hour will be filled with some meaningful engagement related to teaching.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 do not have personal days but are allowed two absences during the student teaching semester. Additional absences must be made up at the end of the 2nd placement. Southern Union local interview or attendance at professional workshops are not counted as absences. 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>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Focus</td>
<td>Identify central focus of learning segment</td>
</tr>
<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</td>
<td>Indicate learning objectives using SWBAT Refer to Webb’s Depth of Knowledge (DOK) for appropriate verbs</td>
</tr>
<tr>
<td>Resources</td>
<td>List handouts, texts, manipulatives, websites, teacher guides, etc.</td>
</tr>
</tbody>
</table>
| Academic and Content specific Vocabulary | List academic (Tier 2)  
List content-specific (Tier 3) |
| Connect (2 minutes)              | Connect how content relates to students  
Explain how content is applied within the discipline  
State what students will be learning |
| Instructional Sequence           | Explain in detail what will be done for each:  
Teach/Model  
Practice  
Apply  
Share |
| Guiding Questions (Include questions that require students to analyze, synthesize, and evaluate) | List questions used to construct/deepen conceptual knowledge  
List questions used to check for understanding of content knowledge |
<p>| Differentiated instruction (Identified as Planned Supports in edTPA) | Describe accommodations or strategies used for meeting needs of identified focus students. |
| Assessment of Student Learning   | Describe and justify at least 2 pre-assessment, formative, summative assessment strategies by completing the boxes below. |</p>
<table>
<thead>
<tr>
<th>Assessment Strategy #1: Describe assessment strategy here</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Objectives:</strong> Describe how this assessment is aligned to stated objectives. Which objective(s) is it assessing?</td>
</tr>
<tr>
<td><strong>Evidence of Student Understanding:</strong> Describe how this assessment strategy provides evidence of student understanding of the concepts.</td>
</tr>
<tr>
<td><strong>Student Feedback:</strong> Describe how you will provide feedback to students on this assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Strategy #2: Describe assessment strategy here</th>
</tr>
</thead>
<tbody>
<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 SUPERVISOR NOTES

Student Teacher ___________________________ Date ____________________

School ___________________________ Subject/Grade ____________________

Quality of Lesson Plan or Presentation

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Observations

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Observed Strengths

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Suggestions/Recommendations

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

______________________________
Signature of Observer
GRADE YOUR STUDENT TEACHER EXAMPLE/ELAT

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
 😞 = 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 EXAMPLE/Secondary

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 _________