

## SECTION 1: THE CONCEPTUAL FRAMEWORK

### What is the Conceptual Framework?

*The Conceptual Framework was adopted by the School of Education in 1997 as a foundation for teacher preparation programs at Lander University.*

The Conceptual Framework is the rationale and organizing principles that guide the development of our curriculum and all of the teacher education programs at Lander University. It is much more than just a document. The Conceptual Framework is our shared beliefs regarding how teachers should be prepared and educated. The Conceptual Framework document includes the Unit mission statement, the shared beliefs of the unit faculty, and learner outcomes for all teacher candidates and teachers enrolled in the M.Ed. program. Our Conceptual Framework is organized around the theme “Professional Educator.” We define the **Professional Educator** as *an educator who collaborates with school and community partners for the benefit of all children.*

### What is the mission of the Department of Teacher Education?

*Lander teacher candidates prepare themselves to become Professional Educators.*

The primary mission of the Lander University Department of Teacher Education is the development of each student as a Professional Educator. In an ethical, caring educational environment, the Professional Education Unit seeks to empower and encourage teacher candidates to become competent professionals as lifelong learners and responsible citizens.

### What distinguishes Lander graduates from those of other institutions?

*Professional Educators create an active learning environment for their students.*

Our theme, Professional Educator, capitalizes upon the strengths of Lander University and reflects the changing roles of the teacher. The University is committed to the concepts of community and collaboration in a professional environment. Lander University also strives to ensure that each student receives the attention and support needed to be successful. The professional Education Faculty believe that the primary responsibility of the teacher is to plan and manage an environment in which children and youth are actively learning. As a Professional Educator, you will combine an understanding of learners and learning with subject matter competence to enhance the construction of knowledge by children and youth.

*The supportive learning environment created by Professional Educators requires collaboration with others.*

However, the Professional Educator must be prepared to do more than teach. As students, schools, and society change, you must be able to work with other school and community partners, such as other teachers, parents, student service personnel, community leaders, and administrators to ensure that each child receives the best education possible. Of course, you must be reflective in your teaching and constantly strive to improve your instructional skills. Professional Educators must also be able to assume leadership roles and facilitate group decision-making. We believe the unique environment of Lander University, coupled with the expertise of the faculty and high quality of our teacher candidates and graduate students, provide a dynamic that will prepare tomorrow’s teachers to be responsive to the educational needs of all children and youth.

## What are the Learner Outcomes and how do teacher candidates demonstrate competence with the Learner Outcomes?

*All Lander University teacher education programs are based on a set of four learner outcomes.*

Knowledge and understanding of the essential beliefs that have been derived from the unit's collective thinking has directed us to the development of four broad learner outcomes for all teacher candidates. The learner outcomes, in conjunction with the other components of the conceptual framework, help define the unique identity of Professional Educators. Below you will find the four learner outcomes followed by examples of requirements or experiences that allow teacher candidates in various majors to achieve each learner outcome. Next you will find sample evidence that you can use to demonstrate your competence in each learner outcome. Each learner outcome is further defined as specific elements. These elements are like objectives and will guide you in preparing your portfolio. The scoring rubric discusses each of these elements.

### 1. The Professional Educator integrates content knowledge and skills of scholarly inquiry to teach all students.

*Professional Educators understand the content they teach.*

Professional Educators must be able to understand concepts, methods of inquiry, and the structure of the following disciplines: communication, literature, mathematics, science, history, social sciences, and the arts. A broad liberal arts background allows you to prepare instruction that incorporates diverse perspectives and disciplines. Professional Educators must maintain in-depth knowledge in their specific major or area of certification.

Sample Requirements or Experiences:

- general education requirements
- major course work
- content specific methods courses, such as mathematics and physical education
- lesson and unit development, especially integrated thematic units
- field experiences teaching children specific content knowledge

### 2. The Professional Educator plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.

*Professional Educators successfully plan and implement instruction.*

Professional Educators must plan and implement instruction that is based on developmentally appropriate practices and that is informed by standards. You must be able to implement a variety of instructional strategies and models and use technological resources to address the needs of all learners. Professional Educators must also utilize a broad based knowledge of assessment techniques to support learning.

Sample Requirements or Experiences:

- experiencing and reflecting on various educational and philosophical models
- observing teachers utilizing different models and approaches to teaching
- engaging in field experiences and reflecting on ADEPT Performance Standards
- developing instructional materials and utilizing technology

- coursework in how children and young adults develop emotionally, physically, and cognitively
- applying appropriate methods of assessment for diverse groups of students
- analyzing student artifacts
- attending to learning styles, cultural differences, socio-economic status, developmental levels, student interest, backgrounds, ability levels, and disabilities when teaching

**3. The Professional Educator communicates and collaborates with diverse populations (students, educators, families, and community members) exhibiting professional behaviors and dispositions.**

*Professional Educators collaborate with others for the benefit of their students.*

The Professional Educator must be able to use a variety of communication skills effectively. You must also be able to use problem-solving techniques both collaboratively and autonomously to improve the learning environment. As a Professional Educator, you must build collaborative relationships with fellow teacher candidates, Lander University faculty, P-12 faculty, other P-12 support staff, parents, and community members to support the teaching of all children and youth.

Dispositions are the values, commitments, and professional ethics that influence teacher behavior. The Professional Educator exhibits enthusiasm for the discipline(s) they teach and are committed to lifelong learning in their content area(s). Professional Educators demonstrate a sense of fairness, ethics, and professionalism in all that they do.

Sample Requirements or Experiences:

- class group projects with peers
- interacting with P-12 faculty and staff in planning
- writing individualized education plans or academic assistance plans
- executing class observations
- role playing in mock parent-teacher meetings
- collaborating with community groups
- observing school board meetings, meetings of parent teacher organizations, and parent conferences
- participating in professional service organizations
- participating in community advocacy activities
- Examine how teacher attitudes and behaviors affect student learning
- Modeling of values, commitments, and ethics by university and P-12 faculty
- Designing, implementing and evaluating lessons that demonstrate enthusiasm, flexibility and an understanding of diversity

**4. The Professional Educator engages in reflection and professional development to foster student learning and inform instructional decisions.**

*Professional Educators strive to improve their content knowledge and teaching ability.*

The Professional Educators must be able to combine reflection and scholarly inquiry with their knowledge of self to improve their practice. You must participate in activities that promote professional growth and renewal. The Professional Educator is encouraged to be an active leader in professional organizations.

Sample Requirements or Experiences:

- gathering data to assess teacher effectiveness

- interviewing children to aid in instructional development and decision making
- participating in research presentations
- utilizing the internet and educational software to conduct research and evaluate instructional materials
- reflecting on personal teaching using ADEPT observation/evaluation forms, journals, and portfolio preparation
- participating in professional organizations to improve content knowledge and pedagogical skills
- participating in special events to increase your content knowledge such as seminars, special lectures, conference attendance and field trips

### **How does Lander University's Conceptual Framework relate to the ADEPT instrument and national teacher preparation standards?**

The Professional Education Faculty are well aware and committed to both national standards for teacher education and state expectations for teacher performance.

The South Carolina system for teacher assistance and evaluation for all teachers is called ADEPT (Assisting, Developing, and Evaluating Professional Teaching). ADEPT is composed of 10 Performance Standards (PS's). All teachers are evaluated with the ADEPT system during their first few years of teaching. Since ADEPT is so important to South Carolina teachers, it is an integral part of Lander's certifying programs.

*Lander University's  
Conceptual Framework  
is based on  
state and national  
teacher education  
standards.*

### **What is NCATE?**

**NCATE** stands for the **National Council for Accreditation of Teacher Education**. NCATE is a prestigious national accrediting body that designs and implements a process of voluntary peer review of teacher education programs. Many states require teachers to graduate from an NCATE accredited institution, and graduates from NCATE accredited institutions are typically regarded as well qualified to teach. All certifying programs at Lander University are NCATE accredited.

An accreditation team visits our campus as part of the NCATE process. During these visits the team examines student work and documents describing our program and interviews faculty members, administrators, P-12 teachers, Lander University graduates and teacher candidates. Team members also visit classes and observe teacher candidates enrolled in field experiences. It is important that you be prepared to talk about your program and to relate your courses and experiences to our Conceptual Framework. You may be interviewed by an NCATE team member or observed in a class or field experience. You may ask any faculty member questions about NCATE or visit the NCATE web site at [www.ncate.org](http://www.ncate.org).

## SECTION 2: PROFESSIONAL PORTFOLIO

### What is a portfolio and why is it important?

A professional portfolio is a collection of artifacts, evidence, and reflections documenting your competence and accomplishments in the teaching field. It may serve many purposes: to document professional growth, to display your best works, to demonstrate your level of competence to an employer. The portfolio is an ever-changing collection. The owner of the portfolio continuously reflects on which items to include or remove. Developing and maintaining a professional portfolio benefits you, other professionals who evaluate your work (Lander faculty, K-12 faculty you are placed with in field experiences) and prospective employers.

### Value to the Student

- a. Serves as a tool for continuous self-evaluation
- b. Serves as a way to ensure competence with the four standards of the Professional Educator
- c. Serves as a help to define areas of strength and weakness
- d. Serves as a tool for continuous reflection, which leads to improved classroom performance

### Value to the Evaluator

(University Professors, Classroom and University Supervisors)

- a. Offers an authentic, performance-based framework to assess the work of the student
- b. Shows areas of strength and weakness
- c. Provides opportunities to guide the student toward improved teaching

### Value to the Potential Employer

- a. Demonstrates authentic application of skills learned
- b. Showcases exemplary work for those at the Exceeds level
- c. Creates opportunities for dialogue about artifacts and beliefs about teaching

### Setting Up Your Portfolio

You will follow the same format in LiveText as you have done the previous semesters.

### What is an artifact?

An artifact is any piece of evidence used for demonstration purposes. Most items will come from the everyday materials, plans, and student work completed in the classroom. Additional items will come from others (e.g., observation notes, evaluations, notes to/from parents). The following are examples of artifacts that could be used to demonstrate competence with each learner outcome of the Professional Educator. It is critical for students to analyze and synthesize evidence and select no more than four to six (maximum) pieces of evidence to document each learner outcome (Learner Outcomes one, three and four). Learner outcome two should include from ten to twelve maximum pieces of evidence. Learner outcomes, which are correlated to ADEPT performance standards must address the elements within each performance standards. The evidence selected should reflect the student's competence with each learner outcome and their elements.

**1. The Professional Educator integrates content knowledge and skills of scholarly inquiry to teach all students.**

Artifact examples:

- a. PRAXIS II scores
- b. Evidence of excellence in core courses
- c. Short and long range instructional plans demonstrating the integration of content knowledge and skills of inquiry
- d. Evaluations of lessons taught
- e. Videos of lessons demonstrating integration of content and inquiry
- f. Journal reflections

**2. The Professional Educator plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards**

Artifact examples:

- a. Examples of short and long range instructional planning and analysis of how the plan reflects best practices
- b. Performance evaluation of teaching from a variety of sources including: self, peer, and supervisor evaluations
- c. Assessment instruments developed, utilized, and evaluated
- d. Lesson plans and video tapes demonstrating the use of a variety of instructional strategies
- e. Have video technology approved beforehand by your supervisor (ADI file of MPEG)
- f. Evidence of student learning as a result of your instruction
- g. Original instructional materials that demonstrate best practices
- h. Examples of modification of instruction to meet the needs of all students
- i. Samples of student work which demonstrates planning and teaching ability
- j. Rubrics used to assess student performance
- k. Photographs which illustrate an engaging learning environment or opportunities for enriched learning experiences
- l. Solicited feedback from students regarding the effectiveness of your teaching
- m. Self analysis of growth in planning, implementation, and assessment of instruction
- n. Classroom management plans demonstrating preventive discipline techniques and non-instructional routines

**3. The Professional Educator communicates and collaborates with diverse populations (students, educators, families and community members) exhibiting professional behaviors and dispositions.**

Artifact examples:

- a. Examples of products from collaborative efforts, such as class projects and team planning, with a description of your role in the process
- b. Examples of communication with parents and peer teachers
- c. Evidence of participation in professional organizations
- d. Agendas or photographs of participation in collaborative efforts
- e. Examples of the use of technology to communicate and collaborate with others
- f. Notes or written feedback from an administrator or other professional regarding participation in collaborative activities
- g. Examine how teacher attitudes and behaviors affect student learning
- h. Modeling of values, commitments, and ethics by university and P-12 faculty

- i. Designing, implementing and evaluating lessons that demonstrate enthusiasm, flexibility and an understanding of diversity

**4. The Professional Educator engages in reflection and professional development to foster student learning and inform instructional decisions.**

Artifact examples:

- a. List of activities completed as a member of a professional organization
- b. Professional development plan with documentation of achievement
- c. Highlighted lesson plans demonstrating change of instruction based on student performance
- d. Agendas or programs from workshops, conferences or other professional development activities
- e. Reflective journal entries that demonstrate your level of mastery of subject matter
- f. Notes, letters, written feedback from other professionals regarding your subject matter competency
- g. Written reflection on how your knowledge of subject matter has informed your instructional decisions, improved your teaching effectiveness, and increased student learning
- h. Video reflective analysis

**How will my portfolio be reviewed?**

Your university supervisor and other faculty members may review your portfolio. At mid-term your university supervisor will discuss your portfolio progress, but will not score your portfolio. The actual scoring will involve a faculty member, most likely your supervisor, and possibly a second faculty member, if necessary.

When your portfolio is reviewed, a standard rubric will be used. This rubric describes four levels of performance: Not met (skill is not demonstrated and needs attention), Developing (skill in process of development), At Standard, and Exceeds Standard. Each of the four learner outcomes is divided into two or more elements for scoring. Each learner outcome includes elements that deal with dispositions. These elements are identified by inclusion of the term disposition in the element description.

The scoring is holistic in nature and the expectations for performance change as you move through your program. **To receive a grade of Pass in Directed Teaching and to receive recommendation for certification by the Lander University Department of Teacher Education, you must have an overall rating of At Standard on each of the four learner outcomes.** The overall rating for at standard is arrived at by examining performance documented in the Professional Educator Portfolio on each of the elements within the four learner outcomes.

## SECTION 3: SUGGESTED SCHEDULE

### Suggested Directed Teaching Schedule For Moving into Full-Time Teaching

It is recognized that, during the sixty-day instructional directed teaching experience, each student will be in a different instructional setting characterized by different demands and role responsibilities. While numerous similarities will exist across the group, the needs of each student teacher will be considered. The schedule below should serve as a **guide** for pacing the assumption of full-time teaching duties. Please note that this is a suggested schedule, as a general guideline for all students.

#### Days 1-5 (August 18-24) OBSERVING & ASSISTING

1. Become familiar with curriculum requirements.
2. Prepare a seating chart and learn the names of students.
3. Review school rules for students and teachers.
4. Review cumulative records to gain knowledge about students.
5. Discuss observed student behaviors and progress with the cooperating teacher.
6. Work with individual students and small groups.
7. Visit the media center, and become familiar with available resources.
8. If a student is served by special services, ask for suggestions from the special needs teacher.
9. Review methods of communicating with parents/guardians.
10. Become familiar with class schedule, noting specialty areas.
11. Observations of other teachers in the building.

#### Days 6-12 (August 25-September 12) OBSERVING/PLANNING

During this time the teacher candidate will **team-teach** with the cooperating teacher and may rely on the teacher's plans.

#### Days 13-27 (September 13- 27<sup>th</sup>) HALF-DAY INSTRUCTION

At this time, the teacher candidate should have assumed full teaching responsibilities for at least HALF-DAY instruction. Team-teaching is still encouraged as needed. (The cooperating teacher and/or the university supervisor can modify this schedule if appropriate.) **The teacher candidate may observe other teachers in the building during "open" periods of time.** Appropriate documentation is required and no more than one visit per day is recommended (Form 5). The cooperating teacher may suggest certain teachers to visit in order for the student to observe specific criteria.

During the first few days of this period the student should plan and teach only 1-2 classes. Gradually classes will be added so that by day 31 the teacher candidate will be prepared to start full-time planning and teaching for ALL classes.

*Mid-term evaluation should be done during the first week of October. This should precede Full Time Teaching for most teacher candidates. **September 29 is half way!!***

**Days 28-51 (September 25 – October 28)  
FULL-TIME TEACHING**

At the beginning of full-time teaching a **READINESS FOR FULL-TIME TEACHING REPORT** should be completed. During this period, the teacher candidate assumes ALL responsibilities of the classroom teacher. **FULL-TIME TEACHING IS FOR A MINIMUM OF FOUR WEEKS.**

During this time the cooperating teacher will be readily available if needed. The university supervisor will also carefully monitor the teacher candidate during this time.

**Days 52- 60 (October 29 – November 11)  
HALF-TIME TEACHING/OBSERVATION**

The teacher candidate will continue to teach until day 56 of directed teaching. Classes will be dropped one every 2-3 days until the 56<sup>th</sup> day. On day 56, students should still be teaching at least 2-3 classes. Days 57 – 60 can be used for observation of other classrooms.

**As previously stated, this is a guide and will vary with individual situations. There is nothing magical about 60 days. If a student needs to continue past the 60 days in order to complete requirements that is perfectly permissible.**

## SECTION 4: POLICIES, RESPONSIBILITIES, AND FORMS FOR TEACHER CANDIDATES

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### What are the policies that I need to know?

#### Your Role

1. As a teacher candidate, you are an assistant under the direction and guidance of the cooperating teacher and you are an apprentice whose goal is to learn by observing, by assisting a skilled teacher, and by gradually assuming full teaching responsibilities.
2. Assignments of teacher candidates do not include activities or duties for which the cooperating teacher receives an additional stipend.
3. South Carolina State Department of Education requires substitute teachers in classrooms when the cooperating teacher is absent. The university supervisor or the Coordinator of Field Experiences should be notified if there is a problem in this area.

#### Attendance

4. Directed teaching shall last for no fewer than sixty (60) full teaching days in the public schools. (In some instances, a student may have to complete more than 60 days.)
5. The teacher candidate will abide by the schedule of the host school (e.g. holidays and daily scheduled hours of operation) and the cooperating teacher's daily schedule (e.g. class teaching assignments, duty, faculty meetings, parent conferences, in-service activities, etc.). School district holidays are not a part of the sixty days requirement.
6. As a professional, regular attendance and punctuality are expected. There are no unexcused absences. Only illness or unavoidable emergencies are considered valid excuses for being absent. Any absences must be made up before a final grade can be assigned. If you must be absent, you will have the following responsibilities: (1) to notify your cooperating classroom teacher in advance; (2) notify the principal of the school on the morning of the absence; and (3) notify your university supervisor in advance.
7. For any absences, the necessary information must be recorded on the **LOG OF STUDENT ATTENDANCE** (Form 16).
8. Teacher candidates should report daily to the school office upon arrival unless the administration designates another check-in procedure. (Some schools have a sign-in sheet on which you will be required to sign-in and sign-out every day. Some schools also require all school personnel to wear identification badges. **CHECK!**)
9. Attend all directed teaching seminars and other scheduled events indicated during your directed teaching orientation. Your seminar grade is directly affected by your attendance.

#### Dress and Other School Policies

10. The teacher handbook at individual schools will address specific policies for appropriate dress, breaks, smoking, record keeping, etc. **IT IS YOUR RESPONSIBILITY TO ADHERE TO THESE POLICIES.** If in doubt, ask your cooperating teacher.
11. Students may not teach in a classroom where he/she has served as an aide.
12. If a teacher candidate was employed as an aide, the classroom teacher whom he/she worked with may not supervise the student during directed teaching.

13. Teacher candidates may not be paid employees in an instructional role during student teaching. Full Time Teaching and Evaluations
14. Teacher candidates should follow the suggested time schedule for moving into full-time teaching. **ALL STUDENTS WILL TEACH FULL-TIME FOR A MINIMUM OF FOUR (4) WEEKS/60 days. This includes all planning and other activities associated with teaching.** Complete Verification Forms.
15. Report to the principal and cooperating teacher prior to the beginning of directed teaching.
16. Teacher candidates may use the **DAILY LESSON PLAN** (Form 6) provided, or similar one. Any lesson plan should include all of the items listed on Form 6. The actual format may be different. Your supervisor may require a slightly different format. Also provide your university supervisor with your daily schedule.
17. Before you implement a lesson, get feedback and suggestions from your cooperating teacher.
18. Be receptive when given suggestions from the cooperating teacher, the university supervisor, the principal, or others charged with helping you become a professional educator.
19. Observe parent conferences when the cooperating teacher deems it necessary. It is a courtesy to obtain the parents' permission.
20. Share with the cooperating teacher the responsibility of preventing discipline problems. **Always focus on positive interventions.**
21. **Never administer corporal punishment to a student.**
22. Share with the cooperating teacher the responsibility for the physical condition of the room.
23. Assist the cooperating teacher with field trips or social functions.
24. Be a positive role model for students in matters of dress, oral and written communication, interpersonal relationships, and etiquette.
25. **Mid-term and final evaluations will be made by the student, the cooperating teacher, and the university supervisor using the Lesson and Conference Evaluation Form (Form 18).**
26. Be sure your cooperating teacher or supervisor proofreads any handouts before distribution.
27. Teacher candidates must follow all guidelines outlined in the syllabi for EDUC 461 and EDUC 499.
28. During directed teaching, it is recommended that all teacher candidates take the PRAXIS II, specialty area examination. A passing score on the PRAXIS II is required for certification purposes. **You are encouraged to take PRAXIS II and PLT as early as possible.** We can not recommend you for certification unless we have a copy of these scores.
29. Teacher candidates are required to complete a **CONFIDENCE SCALE SELF EVALUATION** at the beginning of the directed teaching experience. This form will be used as a reference during the semester for both the university supervisor and the student teacher. This encourages self-reflection. (Form 1). **Do this two times.**

#### Serious Problems During Student Teaching

30. If a serious problem occurs during directed teaching, the student must immediately notify the university supervisor, who then notifies the Coordinator of Field Experiences. Each instance will be thoroughly investigated and resolved in an appropriate manner.
31. If a student's successful completion of directed teaching is in jeopardy for any reason, but it is felt that guided additional experiences can be beneficial, the university supervisor will notify the Coordinator of Field Experiences. In consultation with the cooperating teacher, the university supervisor, the Coordinator of Field Experiences, and the Dean of Education, the student's particular situation will be reviewed. Recommendations will be made for the following: time period to extend experiences, whether original placement is to continue;

plans for remediation of specific skills; and a plan of action developed by the student. At this time a **REFERRAL CONFERENCE SHEET** should be completed (Form 13).

If it is determined that a change of placement would be more beneficial for either the assigned school or the student teacher, a **RECOMMENDATION FOR REMOVAL FROM SITE** form should be completed (Form 14). The student may appeal this decision to the Dean of Education.

If the teacher candidate chooses not to follow these recommendations, he/she may be given an incomplete and must repeat the entire directed teaching experience. If the problems are so severe at this time that an extended time period or change of placement will not make a significant difference in the teacher candidate's competence as a classroom teacher, a decision will be made by the Coordinator of Field Experiences and the Dean of Education. Specific measures to remediate the difficulties will have to be completed before a student may repeat directed teaching.

### Severe Clause Clinical Statement for All Clinical Syllabi and Directed Teaching Handbook

Each clinical experience has requirements and a final portfolio that are evaluated to determine a final grade; however, teacher candidates can be removed from the clinical or required to repeat the clinical based on the **Severe Clause** policy.

The **Severe Clause** policy is in place to ensure that all teacher candidates are promoting and creating a safe, warm learning environment and not committing gross misconduct. This clause is implemented at the discretion of the university supervisor. With the implementation of this clause, should it be necessary, the teacher candidate can either be immediately removed from the clinical experience and recommended to leave the program or required to repeat the experience the following semester.

A few examples of grounds for implementation of the **Severe Clause** are, but not limited to: improper Dress, improper use of language, improper guidance of children, attendance issues, insubordinate acts between the teacher candidate and cooperating teacher and/or the university supervisor, etc.

#### Additional classes and outside work during student teaching

32. Teacher candidates are not allowed to take additional classes during directed teaching without approval from your advisor, department chair and the director of field experiences. You are strongly encouraged not to take any additional courses unless absolutely necessary for graduation.
33. A teacher candidate may work in an after school homework center as a paid "substitute/tutor". This is by no means a requirement and should be pursued individually through the school district's Human Resources Department. Lander University assumes no responsibility for this involvement. You are not excused from required seminars due to this commitment and will have to make arrangements when you need to be out.

#### Additional Information

34. Future job opportunities are explored during a scheduled seminar. Procedures for developing a file with the Lander Career Center will be discussed. Maintain a personal career file that includes a cover letter, your resume, your philosophy of teaching, and reference letters.
35. The services provided by the Lander Counseling Services are available for all teacher candidates during the semester of directed teaching (social and psychological services).
36. Teacher candidates will have completed training in utilizing the South Carolina Assisting, Developing, and Evaluating Professional Teaching (ADEPT) System.
37. Teacher candidates are responsible for arranging transportation during directed teaching.
38. Boarding students should see Mr. Chris Spellman for lunch reimbursement procedures.
39. If you have now or develop during this semester a physical or a learning disability and you want your instructors to make reasonable accommodations, you must see Health Services (8885) in the Genesis Building and provide them with appropriate documentation unless you have done so in the past. Once Health Services

is aware of your disability, they will inform all of your instructors each semester you attend Lander University unless you ask them in writing not to do so.

40. Most school districts' insurance policies do not cover teacher candidates. You should check with the Lander University Office of Student Affairs regarding specific coverage.
41. Teacher candidates will be asked to evaluate both their cooperating teacher and their university supervisor.

### **TEACHER CANDIDATE SCHOOL ORIENTATION QUESTIONS (Things you need to find out right away!)**

1. Where can I locate a student handbook and a teacher handbook?
2. What is the daily school schedule?
3. What are the regulations regarding visitors to the school and classroom?
4. What preparations must be made to handle fire drills or other emergency drills? Become familiar with escape routes.
5. What procedures are to be followed in case of an emergency?
6. What are the regulations concerning students leaving the room or the building?
7. What do the different bell signals mean?
8. How may the services of the custodian, guidance counselor, or nurse be secured? Meet these important people.
9. What are the teacher's responsibilities before school, during lunch, during change of classes, and after school?
10. What are the teacher's responsibilities during break times, during recess, or during other free activity times?
11. How are discipline problems handled? Are there written guidelines and regulations?
12. How are needed supplies secured?
13. What space is available for special activities?
14. What kinds of assistance are provided by the office staff, library personnel, instructional specialist, principal and assistant principal?
15. How is parent communication handled, both positive and negative?
16. What is the procedure for handling a new student after the school year has started?
17. Are there students who have special needs that you need to know about?

**OTHER QUESTIONS YOU MIGHT HAVE!!!!!!**

## **ASSIGNMENT GUIDELINES FOR THE TEACHER CANDIDATE**

(supervisors will modify assignments as needed)

### **Confidence Scale**

1. Complete the **CONFIDENCE SCALE** (Form 1) which is a self-assessment tool. Share this with your university supervisor and your cooperating teacher. You do not have to turn this in.

### **Portfolio**

2. You must develop a professional portfolio during directed teaching. This is not optional!!

Portfolio documentation must be provided for each of the four learner outcomes in LiveText. For each learner outcome element: YOU MUST SELECT THE EVIDENCE AND COMPLETE A REFLECTIVE ANALYSIS in LiveText. Form 3 can serve as a guide.

Your portfolio should show collaboration with students, teachers, and others to develop, deliver, and enhance the total educational program.

- a. It must be well organized.
- b. It cannot be completed at the last minute.
- c. Be prepared to discuss your progress with your supervisor at mid-term

### **Reflective Journal**

3. Your journal should provide daily insight as you constantly monitor and adjust your teaching to meet the needs of all of your students. Specific guidelines are given for the entries (Form 2). Discuss with your supervisor whether or not the journal should be type and how many entries per week are necessary.

### **Observation of Other Classes**

4. Observe five (5) other classes during your student teaching experience. Spread these out over the semester. The "Teacher Candidate Lesson Critique Form" (**Form 5**) is designed for you to use when observing other teachers.

### **Unit Of Study**

4. \*During your directed teaching experience, develop a unit of study that enhances the existing curriculum to be implemented. Each discipline will determine the length needed for the unit.

### **EEDA Assignment**

5. Create a lesson plan that clearly addresses the Education Economic Development Act (EEDA) Standards (cooperative learning, contextual teaching, character education)

### **Videotaped Lesson**

6. Complete an analysis of a videotaped lesson.
  - \*Videotape a lesson where students are engaged in thinking skills.
  - \*Write a commentary on the lesson using the **VIDEOTAPE ANALYSIS FORM** (Form 4). It is recommended that you not wait until the end of your Directed Teaching experience to do this assignment. It is designed to help you analyze your teaching and provides the opportunity to improve. This is only effective if done fairly early in your full-time teaching. This also provides excellent evidence in your portfolio!

### **Impact on Student Learning**

7. This assignment varies somewhat within disciplines. Your supervisor will provide more specific guidelines.
- \* Choose five very different students in your class.
  - \* Record observations on the form provided (Form 10)
  - \* Record observations once a week during the entire semester.
  - \* Areas to observe: cognitive, social, emotional, and physical.
  - \* Analyze if the above factors are related to the students' overall learning.
  - \* Can any of these factors be manipulated to achieve different results?

Analysis of Student Work (using the information gathered from Form 10). Check with your supervisor about specific requirements with student work (depending on the appropriateness and the discipline)

- (a) Collect 3 pieces of work from each student (throughout the Directed Teaching experience)
- (b) Write a commentary that interprets the learning of each student and its effects on your actual teaching practices (do not use student names)
- (c) Share your results with the cooperating teacher.
- (d) Use student work and the commentary in your portfolio as appropriate.
- (e) Reflect on the impact of your teaching on these students' learning (LLO 4.2)

### **Relationships with Families/Caregivers**

8. This assignment is designed to give you the opportunity to collaborate with caregivers
- \* Establish a way to share information with families/caregivers.
  - \* Help families cultivate good learning and study skills in students.
  - \* **Write a letter to parents within the first 2 weeks of school.**

### **Professional Involvement**

9. Develop a list and brief description of all the professional organizations to which you belong. Show how you are an active member. Also, include all of your community volunteer services

### **Technology Use**

10. Document all the ways you utilize technology within your classroom. This includes both student and teacher-centered technology use. A list is sufficient.

**ALL OF THE ABOVE CAN BE EVIDENCE FOR YOUR PROFESSIONAL PORTFOLIO.**

## **SUGGESTIONS FOR OBSERVATION OF OTHER CLASSES BY THE TEACHER CANDIDATE**

One aspect of the directed teaching experience that allows the teacher candidate to gain valuable ideas about teaching is through the observation of a number of positive role models in teaching. Obviously, the cooperating teacher will serve as the most significant role model during this period. Beyond this, however, student teachers should observe other teachers in the school. Such observations of other teachers will serve to enhance even further the student teacher's building a repertoire of instructional skills and behaviors. Concerning the observations, the teacher candidate is to do the following:

1. Be instructed before the lesson as to the purpose(s) and objectives of the lesson.
2. Make preparation for the observation by reading material related to the type of lesson to be observed and listing the three or four main points of the lesson that will be viewed.
3. Observe the lesson from the beginning of a class period or activity and stay until its conclusion.
4. Observe the lesson in terms of the formal assessment instrument (Form 5).
5. Observe the lesson in terms of the objectives, the activities, and the assessment procedures used by the teacher.
6. Watch the students, their activities, and their reactions to the subject matter being taught, preferably from a location in the room where the faces of the students can be viewed.
7. Pay particular attention to the types of activities engaged in by the interested students and by those who seem to have little or no interest.
8. Observe what makes the room attractive and pleasant.
9. Observe the different techniques and methods being used by the teacher for students of different abilities, interests, and rates of learning.
10. Observe the means being used to make the work of the class more interesting.
11. Observe the balance of student-student and teacher-student participation in classroom discussion and activities.
12. Observe techniques used in handling individual students and group problems.
13. Discuss the lesson with the cooperating teacher and record for future reference the ideas that have been gained.
14. Observe how various assignments are made and how routine matters are handled.
15. Observe the different methods used by the teacher and students in evaluating the work of the class.

## **GUIDELINES FOR REFLECTIVE JOURNAL ENTRIES**

### **Why do I need to keep a journal?**

One of the requirements for student teaching is the reflective journal. Keep a journal of your introspection, feelings, and reactions to any aspect of your teaching experience. Reflect upon these experiences, and make decisions about changing what you are doing in the classroom as a result of your reflections.

The motive for asking you to do this activity centers on the idea that writing is a means of reflection and that reflection on experience leads to meaningful learning. **Simply put, you can become a better teacher by** (1) thinking intensely about (reflecting upon) the things that happen to you during your student teaching experience and (2) working to improve your teaching effectiveness, based on your reflections. Such reflection will allow you to isolate your positive teaching experiences, to analyze what made them positive, and to repeat them. Likewise, negative teaching experiences will be isolated, analyzed, and eliminated or avoided.

Some types of journal writing are “free form” with few or no limitations on format or content. However, the reflective journal is a bit more “systematic”; its format leads you through a series of questions designed to promote description, reflection, and action. Guidelines (from Posner, 1985; Pultorak, 1983; Smythe, 1989), “shape” the form and contents of your reflective journal for student teaching.

### **What are the objectives, guidelines and requirements?**

1. Keep a journal during the student teaching experience;
2. **WRITE DAILY IN YOUR JOURNAL using the Directed Teaching Reflection Form (Form 2)**
3. Each entry is composed of three parts:
  - a. **description** of an experience (Ask yourself questions such as: What happened? What did I do? What did the students do?);
  - b. **reflection** upon that experience (Ask yourself the following questions: What does it mean? What influenced my decision? How did I come to be that way?); and
  - c. **decisions, conclusions, or actions** on how your subsequent teaching will change as a result of the experience and reflection (Ask yourself the following question: How can I teach differently? How can I maintain the positive and avoid the negative?).

A “teaching experience” encompasses all aspects of instruction (preparation, planning, teaching, etc.) and all interactions within the school: teacher-to-student(s); teacher-to-teacher; teacher-to-administrator; teacher-to-parent; and teacher-to-central office personnel.

4. Consult with your supervisor concerning whether or not he/she wants your journal typed.

## TEACHER CANDIDATE CHECKLIST

### GENERAL

- Graduation Approval Form
- Digital FBI fingerprint check – this was done six months ago.
- TB test through Health Department (required for first year teaching). You do not have to do this now.
- Complete the On line Application (<http://www.winthrop.edu/scteach/>)
- Recommendation for Certification from Lander University (make sure all Praxis Scores are complete)
- Personal Philosophy of Education – Include in one of the Learner Outcomes in your portfolio.

### ASSIGNMENTS

- Completed Confidence Scale – Self Evaluation Form (Form 1). Share with the university supervisor.
- Student Observations (5 different students, done weekly) (Form 10).
- Analysis of student work (written commentary (information from – Form 10) and student work).
- Membership and participation in professional organizations information – written list
- Five Lesson Observation Critique Forms (observations of other classes) (Form 5). Use in your portfolio or turn them in to your supervisor.
- Daily Lesson Plans (all) (use Form 6 until supervisor gives ok to switch format)
- One Lesson Plan addresses EEDA Standards
- Letter Home to Parents within first two weeks.
- Technology Use Information – written list
- Reflective Journal (Form 2, provides guidance).
- Unit of Study – As directed by discipline. Check with your supervisor concerning the length.
- Analysis of videotaped lesson (Form 4)
- Cover sheet with Rationale/Justification for each artifact in portfolio (Form 3).
- Professional Portfolio – **Due to Supervisor by December 8.**

### EVALUATIONS AND SEMINAR WRITE UPS

- Seminar write ups due on or before **November 13<sup>th</sup>**. Turn these in to Mrs. Hawkins. Put them in a folder with your name and phone number on the outside of the folder.
- Evaluation of Cooperating Teacher Form (Form 7). Due to Mrs. Hawkins on **November 13.**
- Evaluation of University Supervisor Form (Form 8). Due to Mrs. Hawkins on **November 13**
- Evaluation of Directed Teaching Form (Form 9). Due to Mrs. Hawkins on **November 13.**
- Yellow Survey of Seminars form. Turn in to Mrs. Hawkins on **November 13.**

**Only turn in three (3) evaluation forms and the survey of seminars to Mrs. Hawkins along with the Seminar write ups.**

**All other required assignments either go in your portfolio or go to your university supervisor;**

**TEACHER CANDIDATE CONFIDENCE SCALE****FORM 1**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Directions: Please rate these statements with respect to your feelings of confidence to do the things specified. Rate the statement on a nine-point scale by writing the number beside each statement, which best describes your feeling of confidence. Put a 9 for those statements which describe the knowledge or skills that you are very confident you possess; put 1 for those statements which describe the knowledge or skills you are very uncertain you possess; or put a number between 1 and 9 which you think best describes your level of confidence.

1	2	3	4	5	6	7	8	9
<b>Very Uncertain</b>		<b>Uncertain</b>		<b>Neutral</b>		<b>Confident</b>		<b>Very Confident</b>

I am confident that I have:

- \_\_\_ 1. A workable knowledge of human growth and development and can use that information in developing programs for students.
- \_\_\_ 2. An understanding of a variety of student disabilities and can plan appropriate programs for them.
- \_\_\_ 3. An understanding of the least restrictive environment to plan appropriate placements for students.
- \_\_\_ 4. The skills to assess a student's current level of performance.
- \_\_\_ 5. The skills to write annual goals and daily objectives.
- \_\_\_ 6. The skills to develop effective lesson plans incorporating all the necessary components.
- \_\_\_ 7. The skills to implement lessons effectively.
- \_\_\_ 8. The skills to maintain and evaluate student progress.
- \_\_\_ 9. The skills to manage inappropriate behaviors.
- \_\_\_ 10. The skills to work effectively with small groups.
- \_\_\_ 11. The skills to work effectively with large groups.
- \_\_\_ 12. The skills to communicate effectively with teachers, staff, and parents.
- \_\_\_ 13. An understanding of ethical and professional standards for teachers.
- \_\_\_ 14. The computer skills necessary to enhance instruction and classroom management.
- \_\_\_ 15. An understanding of professionalism in all areas of an educational setting.

Complete these sentence stems:

1) The supervisor should be willing to ...

---

---

2) I expect the cooperating teacher to ...

---

---

3) My biggest fear about the directed teaching experience is ...

---

---

4) I have confidence in my ability to ...

---

---

5) I will need the most help in ...

---

---

Strengths:

---

---

---

---

Areas needing development:

---

---

---

LANDER UNIVERSITY  
Department of Teacher Education

FORM 2

**Reflective Journal Guide**

**Date:**

**Description of experience** (Ask yourself questions such as: What happened? What did I do? What did the students do?)

**Reflection upon that experience** (Ask yourself the following questions: What does it mean? What influenced my decision? How did I come to be that way?)

**Decisions, conclusions, or actions on how your subsequent teaching will change as a result of the experience and reflection** (Ask yourself the following questions: How can I teach differently? How can I maintain the positive and avoid the negative?)

## FORM 3

**ARTIFACT REFLECTION TEMPLATE  
FOR USE WITH PORTFOLIO**

Learner Outcome (LO) \_\_\_\_\_

ADEPT Performance Standard (PS) \_\_\_\_\_

DESCRIPTION

**What:** (artifact you are presenting)..... lesson plan, evaluation form, student test, picture

**Who:** (class being taught, not who is doing the teaching or observing)...3<sup>rd</sup> grade science class, 12<sup>th</sup> grade math class, 9<sup>th</sup> grade PE class

**When:** (time/date class is being taught).....8:15 am/October, 2009

**Where:** (school where class is being taught)...Awesome Elementary, Greenwood, SC

**Significant Details:** (Why this particular artifact clearly shows your competency in the LO or APS that you are addressing). The evaluator is interested in your competency more than the artifact. Choose the very best artifact you can to show your competency..... I chose this artifact because it clearly demonstrates my ability to.....

ANALYSIS

Describe the strengths and weaknesses or effectiveness or ineffectiveness of the evidence and how it demonstrates effectiveness in meeting the LO element or ADEPT PS .

PLANNING

Describe how you might do something different in the future to accomplish this element or PS.  
(In the future I will.....)

Teacher Candidate Videotape Analysis and Reflection

**FORM 4**

**Directions:** Videotape a 30-45 minute segment of teaching. Include transitions into and following the lesson. View the tape twice before completing this analysis.

Name \_\_\_\_\_ Recording Date \_\_\_\_\_

Topic of Lesson \_\_\_\_\_

What standards did you plan to demonstrate with this video?

Describe the degree to which you accomplished your goal:

**Self-Analysis of My Teaching**

How were you successful? What can you improve?

**TEACHER CANDIDATE LESSON CRITIQUE FORM**  
**(For use when observing other teachers – minimum of 5)**

Date: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_

Teacher Candidate: \_\_\_\_\_ Teacher observed: \_\_\_\_\_

Observation time: \_\_\_\_\_ Grade Observed: \_\_\_\_\_

Description of lesson observed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strong points of lesson: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explanations of things you would have done differently: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructional strategies observed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ADEPT Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Candidate

(You can make extra copies of this form.)

**LESSON PLAN FORM**

**FORM 6**

Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Curriculum Standard(s):

Developmentally Appropriate Practice(s):

LEARNING OBJECTIVE(S):	PROCEDURES/MATERIALS:	ASSESSMENT:
	MOTIVATION/OPENING	
SUMMARY/CLOSURE:		
ACCOMMODATIONS:		
EARLY FINISHERS:		

**EVALUATION OF COOPERATING TEACHER BY TEACHER CANDIDATE FORM 7**

COOPERATING TEACHER: \_\_\_\_\_

CANDIDATE \_\_\_\_\_ FALL \_\_\_\_\_ SPRING \_\_\_\_\_ YEAR \_\_\_\_\_

SCHOOL: \_\_\_\_\_

This form is to be completed by the teacher candidate and given to the Coordinator of Field Experiences at the end of the semester. Check the appropriate blank and record comments in the appropriate area.

The cooperating teacher:	<b>USUALLY</b>	<b>SOMETIMES</b>	<b>NEVER</b>
1. provided appropriate, effective, formative and ongoing feedback on candidate performance	_____	_____	_____
2. provided opportunities for team teaching.	_____	_____	_____
3. assisted in initial lesson planning.	_____	_____	_____
4. provided guidance in the following areas:			
lesson plans	_____	_____	_____
instructional procedure	_____	_____	_____
materials, resource	_____	_____	_____
assessment (appropriate)	_____	_____	_____
observed teaching	_____	_____	_____
professional behaviors	_____	_____	_____
classroom management	_____	_____	_____
5. arranged observations of other classes.	_____	_____	_____
6. provided guidance in school & district policies and procedures	_____	_____	_____
7. provided feedback in the following areas:			
speech idiosyncrasies	_____	_____	_____
appearance	_____	_____	_____
organization and time management	_____	_____	_____
8. provided guidance in the following areas:			
ADEPT	_____	_____	_____
parental interaction	_____	_____	_____
9. participated in midterm & final evaluation	Yes	No	
10. documented dispositions on the observation form	Yes	No	

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TEACHER CANDIDATE SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**EVALUATION OF UNIVERSITY SUPERVISOR BY TEACHER CANDIDATE**

**FORM 8**

UNIVERSITY SUPERVISOR \_\_\_\_\_

TEACHER CANDIDATE \_\_\_\_\_ FALL \_\_\_\_ SPRING \_\_\_\_ YEAR: \_\_\_\_\_

This form is to be completed by the teacher candidate and forwarded to the Dean of the College of Education at the end of the semester. Check the appropriate blank and record additional comments on the back of this form.

The university supervisor:

	<b>YES</b>	<b>NO</b>	
1. provided appropriate and effective formative feedback and assistance prior to mid-term	_____	_____	
reviewed confidence form within first two weeks of placement	_____	_____	
2. Set up communication procedures between the teacher candidate and others involved in directed teaching (for example, email, phone call, etc)	_____	_____	
3. provided guidance in the following areas:			
portfolio evidence, including ADEPT	_____	_____	
parental interaction	_____	_____	
4. paced observations to provide for improvement in teaching skills	_____	_____	
5. documented dispositions on the observation form (enthusiastic, conscientious, reliable)	_____	_____	
6. participated in mid- term and final evaluation	_____	_____	
7. provided follow-up after recommendations were provided	_____	_____	
8. provided guidance in the following areas:	<b>Usually</b>	<b>Seldom</b>	<b>Never</b>
lesson plans	_____	_____	_____
instructional procedures	_____	_____	_____
materials, resources	_____	_____	_____
assessment (appropriate)	_____	_____	_____
observed teaching	_____	_____	_____
professional behaviors	_____	_____	_____
classroom management	_____	_____	_____
9. provided feedback in the following areas:			
speech idiosyncrasies (grammar, colloquialisms)	_____	_____	_____
mannerisms	_____	_____	_____
appearance	_____	_____	_____
organization and time management	_____	_____	_____
10. regularly asked teacher candidate for areas of concern	_____	_____	_____

TEACHER CANDIDATE SIGNATURE \_\_\_\_\_

**EVALUATION OF DIRECTED TEACHING BY TEACHER CANDIDATE**

**FORM 9**

PLEASE WRITE THE LETTERS ON EACH LINE WHICH MOST CORRECTLY MATCHES YOUR RESPONSE TO THE FOLLOWING ITEMS.

**KEY:** SA-Strongly Agree      A-Agree      D-Disagree      SD-Strongly Disagree

- 1. My directed teaching experience was sufficient to prepare me for teaching in the classroom. \_\_\_\_\_
- 2. My cooperating teacher adequately supervised my directed teaching experience. \_\_\_\_\_
- 3. My university supervisor adequately supervised my directed teaching experience. \_\_\_\_\_
- 4. The university supervisor provided appropriate and effective formative feedback. \_\_\_\_\_
- 5. My classes at Lander University adequately prepared me for my directed teaching experience. \_\_\_\_\_
- 6. The directed teaching seminars were helpful to me. \_\_\_\_\_
- 7. I felt prepared to complete my portfolio. \_\_\_\_\_
- 8. The directed teaching handbook provided me with useful information concerning directed teaching. \_\_\_\_\_
- 9. The expectations for directed teaching were made clear at the beginning of the experience. \_\_\_\_\_
- 10. Opportunities for reflecting on my experiences were provided during directed teaching. \_\_\_\_\_
- 11. The cooperating teacher provided me with adequate information about my class in order for me to effectively plan instruction. \_\_\_\_\_
- 12. The cooperating teacher provided appropriate and effective formative feedback. \_\_\_\_\_
- 13. My cooperating teacher provided a professional role model for me in the classroom. \_\_\_\_\_
- 14. My university supervisor provided a professional role model for me in the classroom. \_\_\_\_\_
- 15. I feel adequately prepared to participate in the ADEPT evaluation during my induction year. \_\_\_\_\_

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

PERMANENT ADDRESS (AFTER GRADUATION): \_\_\_\_\_

PHONE: \_\_\_\_\_ MAJOR \_\_\_\_\_ DEGREE \_\_\_\_\_ YEAR \_\_\_\_\_ SEMESTER \_\_\_\_\_

**PLEASE LIST ON THE BACK ANY SPECIFIC COMMENTS YOU MAY HAVE CONCERNING THE PREPARATION FOR DIRECTED TEACHING YOU RECEIVED AT LANDER UNIVERSITY**

Student # \_\_\_\_\_

**WEEKLY STUDENT OBSERVATION FORM**

**FORM 10**

WEEK OF	PHYSICAL	SOCIAL	EMOTIONAL	COGNITIVE
<b>INITIAL:</b>				
<b>FINAL:</b>				

**VIDEO CONSENT FORM**

**FORM 20**

**LANDER UNIVERSITY**  
School of Teacher Education  
Parental Permission Form

**Student's Name** \_\_\_\_\_

**I give permission and consent for Lander University and** \_\_\_\_\_

**(School's name) to photograph my child in instructional and/or educational settings.**

**These videotapes and/or pictures may be used at Lander University's and** \_\_\_\_\_

**(School's name) discretion for educational purposes ONLY.**

**Signature** \_\_\_\_\_

**Relationship to student** \_\_\_\_\_

**Date** \_\_\_\_\_

## SECTION 5: COOPERATING TEACHER RESPONSIBILITIES AND FORMS

The cooperating teacher is a **KEY** person providing potentially the most effective teaching-learning situation in the teacher education program. The cooperating teacher's valuable contribution to the improvement of the teaching profession is, in part, through the proper guidance and teaching of the student teacher in this final experience. It is appropriate that the final period of preparation and planning prior to entering the teaching profession be spent under the expert guidance of a competent, experienced classroom teacher. Lander University depends upon the services of many highly qualified professionals whose contributions are indispensable to its teacher education program. The responsibilities of the cooperating teacher in the Lander University Directed Teaching program are as follows:

### As a Cooperating Teacher, you will need to complete the following at Lander.

1. participate in the orientation and supervision preparatory meeting held prior to the beginning of the directed teaching experience that addresses timelines, role expectations, supervision procedures, and benefits.
2. participate in an ADEPT orientation and training session, if needed. If you are unable to participate in training at Lander, you will need to make arrangements with Sandra Hawkins to schedule a training date as ADEPT training is a requirement.
3. complete the Cooperating Teacher Data Sheet (Form 11 ). Once completed send/give to Sandra Hawkins, Coordinator of Field Experiences ASAP. This is the form we must turn in to provide your honorarium.

### As a Cooperating Teacher, you will need to address the following with the Student Teacher:

4. Make the teacher candidate aware of the policies and procedures both for the school and the district. Please see that the student has a handbook of all policies and procedures.
5. Arrange for the teacher candidate to observe other classes (5). This can be done before, during or after full-time teaching. Preferably, this will be distributed throughout student teaching.
6. Provide your written lesson plans and assistance to aid the teacher candidate in learning the techniques and importance of making and using written plans for each lesson in which the daily objectives help to achieve the overall long-term goals. **Student teachers need your long range plans as soon as possible.** Critique and approve lesson plans addressing the appropriateness of objectives, instructional procedures, materials and resources, and evaluative procedures for assessments BEFORE implementation.
7. Complete **6** observations of teacher candidate using the Lesson and Conference Observation Form (Form 18). *Consistent formal observations of teaching and professional behaviors of the teacher candidate, with follow-up feedback should be an ongoing part of the cooperating teacher's suggestions for improving instruction.* Collect data on the performance of student teachers in ADEPT Performance Standard throughout the student teaching assignment (refer to Lesson Observation Conference Form).
8. While the teacher candidate should have full instructional responsibilities for a minimum of four (4) weeks, the ultimate responsibility for what occurs in the classroom (e.g., that information presented is correct, the material is covered completely and in a logical sequence, and that school policies are enforced) rests with the cooperating teacher. Because of this, the cooperating teacher must use his/her own judgment in terms of the amount of in class supervision that is required.

### As a Cooperating Teacher, you will complete the following with the University Supervisor:

9. Have Periodic conferences with university supervisor (informal) and include teacher candidate, if possible. These conferences should address difficulties, etc... if necessary as well as assist the supervisor with a remediation plan.

10. Notify the university supervisor if a problem arises. The Coordinator of Field Experiences will then be notified. Solving the problem will be a joint effort among all the participants.
11. Readiness for Full-time Teaching Report (Form **12**). This form will be given to the University Supervisor once a conference is held to determine student readiness for full time teaching.
12. Give the University Supervisor the “yellow” copy of all 6 of your evaluations. The teacher candidate gets the white copies and you keep the pink copies.
13. Complete a Mid-term evaluation by having a conference with student teacher and university supervisor to stress both the strengths and weaknesses identified at that point and should offer specific suggestions for improvement. The Lesson Observation and Conference Form (Form 18) will be the evaluation instrument used.
14. Log of Student Attendance (Form 16) Give form to the University Supervisor at the Final Conference. This form must go in the teacher candidate’s permanent folder. Be sure **all** sign the **LOG OF STUDENT ATTENDANCE** (Form 16).
15. Final evaluation and conference with student teacher and university supervisor. This conference is intended to provide a final written evaluation of the teacher candidate. The Lesson Observation and Conference Form (Form 18) will be the evaluation instrument used.

#### **Return to Lander:**

16. Evaluation of University Supervisor\* to evaluate the effectiveness of the directed teaching experience and the effectiveness of the university supervisor. (Form **15**). Please mail this form to the Coordinator Field Experiences after your final conference. An envelope is provided.
17. Receipt of honorarium. If you do not receive your honorarium by the end of directed teaching please call the Coordinator of Field experience at 388-8491 or email to [shawkins@lander.edu](mailto:shawkins@lander.edu).
  - Please return evaluation forms in envelope provided to:

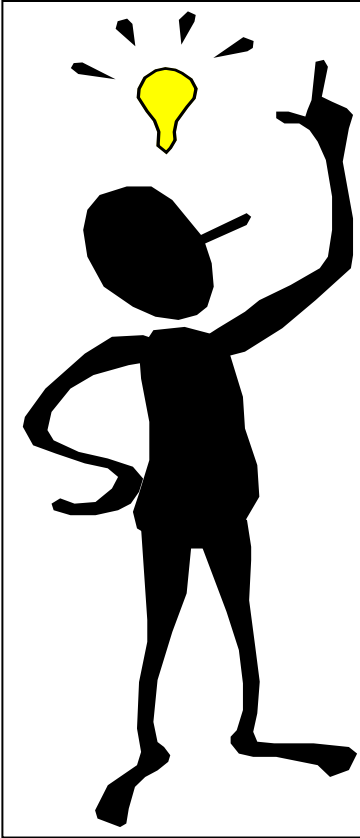
Lander University  
 Department of Teacher Education  
 Attention: Coordinator of Field Experiences  
 Greenwood, SC 29649

#### **CLARIFYING THE CHANNELS OF COMMUNICATION**

If a concern develops with the teacher candidate, the cooperating teacher should ask for assistance from the university supervisor. The teacher candidate is also encouraged to consult his/her university supervisor if problems arise. The cooperating teacher should keep the principal apprised of problems. This person is a valuable resource not to be overlooked.

If a problem persists, a **REFERRAL CONFERENCE SHEET** (Form 13) is to be completed and the Coordinator of Field Experiences is to be notified immediately. This form specifies the nature of the concern and recommendations for improvement. If the student teacher does not show marked improvement within a reasonable length of time, the Coordinator and Dean of Education will take appropriate action. The **RECOMMENDATION FOR REMOVAL FORM** (Form 14) must be filled out and returned by the university supervisor to be placed in the student’s permanent folder.

## Key Considerations For the Cooperating Teacher



### DO...

- a. Constructively criticize the teacher candidate's performance emphasizing positive, as well as negative aspects. This should be done in a private setting with suggestions for improvement always following identification of areas needing improvement.
- b. Look for and create situations in which you and the teacher candidate can get to know one another on a professional and personal level.
- c. Cooperatively plan and evaluate.
- d. Expect and require that the teacher candidate gradually assume more responsibility.
- e. Ensure that the teacher candidate assumes "full" teaching responsibility for four (4) weeks.
- f. Help provide the teacher candidate with ample planning time each day.
- g. Require that the teacher candidate deals with the "how's", "why's", and "if's" of educational decision-making.
- h. Be as candid and objective as possible with the teacher candidate and expect the same in return.
- i. Expect the teacher candidate to assist and then assume all of your teaching responsibilities.
- j. Be sure to proofread all handouts and especially anything going home to parents.
- k. Please be patient. Remember what it was like when you did your directed teaching. Sometimes it's difficult to deal with so many things at first, and remember the more positive experiences the teacher candidate has the more confident he/she will become.
- l. Please provide written feedback. The Lesson Observation and Conference Form is used in the portfolio for evidence of competency in ADEPT and Learner Outcomes.

### DON'T...

- a. Criticize the teacher candidate in front of students.
- b. Emphasize only the negative aspects of the student's performance, or criticize without some suggestions for improvement.
- c. Allow a "stranger" in your classroom who views you merely as his or her "superior". Don't remain aloof playing the "expert role".
- d. Allow the teacher candidate to make instructional decisions and evaluation decisions in a vacuum.
- e. Monopolize the decision-making process, even if it is done to avoid failure. Some failure is often necessary for learning.
- f. Exclude the teacher candidate from any professional responsibilities that he/she will have to master as a teacher.
- g. Forget that a novice requires more time than you to plan for educational activities.
- h. Allow the teacher candidate to make decisions without critically evaluating the implications.
- i. Hide major areas of concern or conflict from one another.



Year \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_

Form 11

**COOPERATING TEACHER PERSONAL DATA SHEET**

(necessary to receive honorarium)

1. Name: \_\_\_\_\_ Social Security # \_\_\_\_\_  
(required for honorarium)

Home Address \_\_\_\_\_  
(Mailing Address) (City, State, Zip Code)

School Name: \_\_\_\_\_ District: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

E-Mail Address \_\_\_\_\_

2. Certification: \_\_\_\_\_

Area(s): \_\_\_\_\_

Grade Level(s): \_\_\_\_\_

3. Number of Years Teaching Experience in Public Schools: \_\_\_\_\_

4. Subject(s) Experiences: \_\_\_\_\_

5. Current grade level and teaching assignment: \_\_\_\_\_

6. Degree(s): a. B.A./B.S. \_\_\_\_\_ Area: \_\_\_\_\_  
b. M. Ed. \_\_\_\_\_ Area: \_\_\_\_\_  
c. Other: \_\_\_\_\_ Area: \_\_\_\_\_

7. Professional Affiliations: \_\_\_\_\_

8. Have you had a teacher candidate before? \_\_\_\_\_

Positive experiences: \_\_\_\_\_

Negative experiences: \_\_\_\_\_

9. Your expectations for the teacher candidate: \_\_\_\_\_  
\_\_\_\_\_

10. Your expectations for the university supervisor: \_\_\_\_\_

11. Additional Comments: \_\_\_\_\_  
\_\_\_\_\_

12. Name of your student teacher this semester \_\_\_\_\_

LANDER UNIVERSITY  
Department of Teacher Education

READINESS FOR FULL-TIME TEACHING REPORT

Student's Name: \_\_\_\_\_

Major: \_\_\_\_\_

Assigned School: \_\_\_\_\_

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

*At this point, the cooperating teacher should feel comfortable allowing the teacher candidate to assume full-time teaching responsibilities.*

**The student has assumed responsibility for the classroom, and I feel confident leaving the students in his/her hands.**

Yes \_\_\_\_\_ No \_\_\_\_\_

**If the response is "no", a REFERRAL/CONFERENCE SHEET should be completed.**

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comment (if desired). \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This form should be kept by the University Supervisor.

LANDER UNIVERSITY

Department of Teacher Education

FORM 13

REFERRAL/CONFERENCE SHEET  
FOR THE TEACHER CANDIDATE

Student's Name: \_\_\_\_\_

Major: \_\_\_\_\_

Assigned School: \_\_\_\_\_

Assigned Teacher: \_\_\_\_\_

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

Nature of the problem: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suggestions for improvement/resolution: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Length of extension (if applicable) \_\_\_\_\_ week(s).

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Reaction: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copies of this form should be given to the Student, Principal, Cooperating Teacher, University Supervisor, and the Coordinator of Field Experience

LANDER UNIVERSITY  
Department of Teacher Education

RECOMMENDATION FOR REMOVAL FROM SITE

We recommend the removal of \_\_\_\_\_ from  
\_\_\_\_\_ School for the following reasons:

Comments: \_\_\_\_\_  
\_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_  
And/or Principal: \_\_\_\_\_  
University Supervisor: \_\_\_\_\_  
Date: \_\_\_\_\_

.....  
My signature indicates **my knowledge** of the removal and the reasons for the same.

Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_  
.....

Grade Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

Appeal: Yes ( ) No ( ) Coordinator of Field Experiences:

Student Signature: \_\_\_\_\_

Result of Appeal: \_\_\_\_\_  
\_\_\_\_\_

Dean of Education Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

FORM 15

EVALUATION OF UNIVERSITY SUPERVISOR BY COOPERATING TEACHER

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

UNIVERSITY SUPERVISOR: \_\_\_\_\_ FALL \_\_\_\_\_ SPRING \_\_\_\_\_ YEAR \_\_\_\_\_

This form is to be completed by the cooperating teacher and returned to the Coordinator of Field Experiences at Lander University. Check under the appropriate word and record comments if necessary.

	Always	Most of the time	Never	Comment
1. The university supervisor was punctual, responsible, and conscientious in carrying out his/her duties as described in the handbook.				_____
2. The university supervisor was helpful and kept the cooperating teacher informed of his/her responsibilities.				_____
3. The university supervisor gave positive feedback and appropriate suggestions for improvement to the student teacher.				_____
4. The university supervisor conferenced periodically with the cooperating teacher.				_____
5. The university supervisor worked positively with the cooperating teacher and student teacher.				_____
6. The university supervisor provided guidance in portfolio development for the student teacher.				_____
7. The university supervisor provided guidance as the student teacher collected data for the ADEPT performance standards.				_____
8. The university supervisor made arrangements immediately to address concerns expressed by the cooperating teacher.				_____
9. The university supervisor was professional in all areas of supervision.				_____

COMMENTS: Please share both negative and positive comments about the above areas on the back of this form.

SUGGESTIONS: If you have any suggestions which you feel will improve the student teaching experience, please record them on the back of this form.

COOPERATING TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

LANDER UNIVERSITY  
Department of Teacher Education

LOG OF STUDENT ATTENDANCE  
DIRECTED TEACHING

Please use this form to document the student's attendance and progression into full-time teaching.

First Day of Directed Teaching \_\_\_\_\_

Date Beginning Full-time Teaching \_\_\_\_\_

Date Ending Full-time Teaching \_\_\_\_\_

Last Day of Directed Teaching \_\_\_\_\_  
(Because of differences in district schedules, this date will vary.)

**Total number of days in placement** \_\_\_\_\_

Excused Absences:

Date:	Reason:
_____	_____
_____	_____
_____	_____

Unexcused Absences:

Date:	Reason and Follow-up:
_____	_____
_____	_____
_____	_____

Please refer to the **DIRECTED TEACHING HANDBOOK** for the proper procedure for handling student absences.

_____ <b>Cooperating Teacher</b>	_____ <b>Date</b>
_____ <b>Teacher Candidate</b>	_____ <b>Date</b>
_____ <b>University Supervisor</b>	_____ <b>Date</b>

This form must be turned into the University Supervisor at the completion of Directed Teaching.

## SECTION 6: UNIVERSITY SUPERVISOR RESPONSIBILITIES AND FORMS

### UNIVERSITY SUPERVISOR RESPONSIBILITIES CHECKLIST

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The responsibilities of the university supervisor are:

- To serve as a liaison between the university and school personnel and be readily available for consultation and/or interpretation of policies affecting teacher candidates and cooperating teachers. It is imperative that you maintain consistent contact with your teacher candidate(s) and with your cooperating teacher(s).
- To complete the required orientation program hosted by Lander University. Preparation in professional education is required, or in the case of disciplines other than Education, this may be a shared assignment – one supervisor from the discipline and one from professional education.
- To have school experiences germane to the area of supervision. An area may also be jointly supervised (see above).

This checklist contains reminders of ‘things to do’ and ‘things to turn in’. Use this as a guide. If you are unsure of specifics not included, please call the Coordinator of Field Placement at 864-388-8491.

1. \_\_\_\_ Provide on-going guidance to teacher candidate regarding lesson plans, instructional procedures, materials and resources, assessment, professional behavior, classroom management, professional behavior and dispositions (including speech, mannerisms, appearance, organization and time management, the belief that all children can learn, reliability, and enthusiasm for teaching).
2. \_\_\_\_ Establish email contact with the cooperating teacher within the first week of placement.
3. \_\_\_\_ Review Student Candidate Self-Confidence Form (Form 1) at your first opportunity.
4. \_\_\_\_ Proofread letter to parents/guardians; provide guidance regarding parental interactions.
5. \_\_\_\_ Review Reflective Journal periodically – you decide if you want it typed or not.
6. \_\_\_\_ Assist student teacher in portfolio development, including documentation of ADEPT standards.
7. \_\_\_\_ Regularly ask cooperating teacher for any areas of concerns (in person or by email).
8. \_\_\_\_ Regularly ask teacher candidate for any areas of concerns (in person or by email).
9. \_\_\_\_ Monitor teacher candidate performance in response to recommendations for improvement.
10. \_\_\_\_ Hold periodic conferences with cooperating teacher. Note dates.
11. \_\_\_\_ Hold periodic conferences with teacher candidate. Note dates.
12. \_\_\_\_ Support student teacher in documenting the impact they have on student learning (e.g. conferencing with student teacher on child studies, planning appropriate learning experiences, and assisting with analysis of student work).
13. \_\_\_\_ Complete Readiness for Full-time Teaching Form (Form 12). Obtain this form from the cooperating teacher to be turned in at the end of Directed Teaching
14. \_\_\_\_ **Complete mid-term evaluation** (Use a “clean” Lesson Observation and Conference Form 18) with the teacher candidate and the cooperating teacher. University supervisor conducts the conference. This should occur around the 30<sup>th</sup> day of Directed Teaching. This form goes in the final folder to be turned in.

15. \_\_\_\_ Hold a mid-term conference with student teacher concerning portfolio. You do not have to score the portfolio at mid-term. However, it is important to check on progress and ask to see the portfolio. It should be organized and some LO elements addressed.
16. \_\_\_\_ Complete four formal Lesson Observations using Form **18**. Share your evaluation with the teacher candidate after each observation.
17. \_\_\_\_ **Hold a final evaluation and conference** with student teacher and cooperating teacher using Form **18**. This Final observation will be turned in to the Coordinator of Field placements to go in the student's permanent file.
18. \_\_\_\_ Grade assignment. Each supervisor will assign the grade of P (pass) or F (fail) for EDUC 461. You must do this through Bear Cat Web.
19. \_\_\_\_ Complete an Evaluation of Cooperating Teacher (Form **17**). Turn in to Coordinator of Field Experiences.
20. \_\_\_\_ Score the portfolio in LiveText. Notify the student if there are deficiencies.
21. \_\_\_\_ Turn in the "Portfolio Data Collection Form" indicating portfolio scores at the end of student teaching.
22. \_\_\_\_ Complete Travel Log Form (please get from School of Education office). Turn in form to the Administrative Assistant in LC 226 at the end of Directed Teaching.
23. \_\_\_\_ Turn in final folder to Coordinator of Field Experiences (see final checklist on for what needs to be in that folder).

#### **Summary of Final Checklist (documents to be submitted to Coordinator of Field Experiences)**

- Log of Student Attendance (Form **16**). You should get this from the cooperating teacher. It must be signed by all parties!
- Mid term conference evaluation (Form **18**). All signatures are needed on this form.
- Final conference evaluation (Form **18**). All signatures are needed on this form.
- Evaluation of Cooperating Teacher (Form **17**)
- Readiness for Full-Time teaching form (Form **12**). You should get this from the cooperating teacher and all signatures should be evident.
- Any referral/conference forms (Form **13**) if necessary.
- Removal Forms (Form **14**) if necessary.
- Portfolio Data Collection Form.

**Please be sure that the folder is labeled with the name of the student and the supervisor. Please include a phone number where you can be reached in case something is missing from the folder.**

Please put your folders in the "University Supervisor" folders box in the LC 228 conference room as soon as you have collected all the required items.

### EVALUATION OF COOPERATING TEACHER BY UNIVERSITY SUPERVISOR

COOPERATING TEACHER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

STUDENT TEACHER: \_\_\_\_\_ FALL \_\_\_\_\_ SPRING \_\_\_\_\_ YEAR \_\_\_\_\_

This form is to be completed by the University Supervisor and forwarded to the Coordinator of Student Teaching at the end of each semester. Check the appropriate block below and record comments on the back of this form.

The cooperating teacher:	Always	Most of the Time	Never
1. was knowledgeable of the rules/policies/requirements which guided the student teaching experience.	_____	_____	_____
2. worked positively with the teacher candidate.	_____	_____	_____
3. provided opportunities for the teacher candidate to participate in team teaching/team planning.	_____	_____	_____
4. made special efforts to include the teacher candidate as part of the professional school staff.	_____	_____	_____
5. had a professional relationship with the university supervisor.	_____	_____	_____
6. counseled frequently with the teacher candidate providing positive feedback and suggestions for improvements.	_____	_____	_____
7. evaluated the teacher candidate weekly.	_____	_____	_____
8. properly oriented the teacher candidate to school and district policies/procedures.	_____	_____	_____
9. arranged observations for teacher candidate.	_____	_____	_____
10. provide guidance in all phases of teaching to the teacher candidate.	_____	_____	_____
11. submitted all forms to the university supervisor regarding teacher candidate's performance.	_____	_____	_____
12. regularly conferred with the university supervisor regarding teacher candidate's performance.	_____	_____	_____

PLEASE CHECK YOUR RESPONSE:

\_\_\_\_\_ I recommend that this teacher continue to supervise Lander University student teachers.  
Comments:

\_\_\_\_\_ I do not recommend this teacher to continue to supervise teacher candidates.  
Comments:

SIGNATURE: \_\_\_\_\_ TITLE: \_\_\_\_\_  
University Supervisor

# SECTION 7: LESSON OBSERVATION AND CONFERENCE FORM

Form 18

Lander University  
Department of Teacher Education

Mid-Term \_\_\_\_\_  
Final \_\_\_\_\_

## Lesson Observation and Conference Form

Teacher Candidate: \_\_\_\_\_ Date/Time of Observation: \_\_\_\_\_ / \_\_\_\_\_ Observer \_\_\_\_\_

L# \_\_\_\_\_ Grade Level: \_\_\_\_\_ Observation \_\_\_\_\_ of \_\_\_\_\_ School: \_\_\_\_\_ Clinical Level: 329 429 461

Description of Lesson Observed \_\_\_\_\_

(Criteria established from Department of Teacher Education Conceptual Framework [Learner Outcomes] and ADEPT State Standards for Professional Teaching)

<p><b>I. Planning (Long and Short Range): LO 1.3, 1.4, 2.1, 2.2</b> (ADEPT PS 1 &amp; 2)</p> <ul style="list-style-type: none"> <li>Determine students' ability/developmental levels, needs, interests</li> <li>**Plan appropriate long range developmental goals for students</li> <li>**Sequence instructional goals or concepts within a unit of study</li> <li>**Obtain materials and resources for unit of study</li> <li>Maintain rules for student behavior and non-instructional routines</li> <li>**Maintain procedures for communicating with caregivers</li> <li>**Plan a unit of study that is contextual and that provides for integration</li> <li>** Plan a unit of study that builds on prior learning &amp; connects to future skills</li> <li>Plan objectives appropriate for ability &amp; developmental levels and that set high expectations for all students</li> <li>Select levels and sources of content appropriate for students using a variety of intellectual, social, &amp; cultural perspectives</li> <li>Select, adapt, and develop materials, resources, &amp; technologies to present content in a variety of formats</li> <li>Plan a variety of logically sequenced strategies for initial presentation, application, practice, and review</li> <li>Plan strategies to match students' learning styles and to accommodate different rates of learning and development</li> <li>Plan strategies to actively engage students in a variety of formats including: Cooperative learning, character education, and contextual learning (EEDA)</li> <li>Plan activities to promote varied levels of thinking, problem-solving skills and integration of subject matter</li> <li>Plan strategies using a variety of groupings</li> <li>Revise and adjust plans to accommodate students' needs</li> </ul>	<p><input type="checkbox"/> <b>NEEDS IMPROVEMENT</b> Evidence shows that the candidate is <b>inconsistent</b> in addressing the ability levels of students in planning logically sequenced strategies and identifying developmentally appropriate learning experiences.</p> <p><input type="checkbox"/> <b>DEVELOPING</b> Evidence shows that the candidate <b>demonstrates some knowledge</b> of addressing the ability levels of students in planning logically sequenced strategies and identifying developmentally appropriate learning experiences that provide technology integration of content for diverse learners.</p> <p><input type="checkbox"/> <b>AT STANDARD</b> Evidence shows that the candidate <b>consistently</b> addresses the ability levels of students in planning logically sequenced strategies and identifying developmentally appropriate learning experiences that provide for integration of content for diverse learners.</p> <p><input type="checkbox"/> <b>EXCEEDS STANDARDS</b> Evidence shows that the candidate <b>fully meets</b> all Learner Outcome elements . The lesson plan(s) is (are) thorough, detailed, and reflective of a balanced, high quality learning experience.</p>
<p><b>II. Lesson Implementation (Teaching): LO 1.1, 1.3, 1.4, 2.4, 2.5, 2.6</b> (ADEPT PS 4, 5, &amp; 6)</p> <ul style="list-style-type: none"> <li>Establish and maintain high expectations for performance and participation</li> <li>Use strategies to create student responsibility for performance</li> <li>Select objectives that make connections between prior and future learning</li> <li>Use varied strategies to present content in a logical sequence</li> <li>Use strategies that are appropriate for the learning objectives</li> <li>Use strategies that are appropriate for students' ability &amp; developmental levels and pace of learning</li> <li>Use strategies that are appropriate for learning styles of students</li> <li>Use strategies to provide for initial, application, practice and review</li> <li>Use strategies to actively engage students in instruction</li> <li>Use strategies to promote varied levels of thinking and problem-solving</li> <li>Use strategies that provide for a variety of groupings</li> <li>Use multimedia and technology effectively and appropriately</li> <li>Use strategies to actively engage students in a variety of formats including: cooperative learning, character education, and contextual learning (EEDA)</li> <li>Provide content that is appropriate for lesson objectives</li> <li>Provide content appropriate for ability and developmental needs of students</li> <li>Use content that is current and accurate</li> </ul>	<p><input type="checkbox"/> <b>NEEDS IMPROVEMENT</b> Evidence shows that the candidate demonstrates an <b>inadequate knowledge</b> or use of evidence-based instructional strategies.</p> <p><input type="checkbox"/> <b>DEVELOPING</b> Evidence shows that the <b>candidate demonstrates some knowledge</b> or use of evidence-based instructional strategies that address diverse learners and foster high expectations.</p> <p><input type="checkbox"/> <b>AT STANDARD</b> Evidence shows that the candidate <b>applies a variety</b> of evidence-based instructional strategies in a variety of content areas that foster high expectations for diverse learners.</p> <p><input type="checkbox"/> <b>EXCEEDS STANDARDS</b> Evidence shows that the candidate <b>consistently applies a variety</b> of evidence-based, interdisciplinary instructional strategies in a variety of settings that foster high expectations for diverse learners.</p>

<ul style="list-style-type: none"> <li>• Use content from multiple sources to reflect varied intellectual, social, and cultural perspectives</li> <li>• Use appropriate examples, explanations, and demonstrations</li> <li>• Emphasize key elements of subject matter as needed</li> </ul>	
<p><b>III. Assessment: LO 2.3, 2.7, 2.9, 4.1, 4.2</b> (ADEPT PS 3 &amp; 7)</p> <ul style="list-style-type: none"> <li>• *Plan a variety of assessments that address developmental levels and content and skills learned</li> <li>• Determine appropriate criteria for evaluating student progress</li> <li>• **Design a process for maintaining student progress</li> <li>• Analyze assessment results for student progress and feedback</li> <li>• Observe and monitor the physical environment for learning</li> <li>• Monitor learning through observations of students' performance during lesson</li> <li>• Monitor learning through appropriate questioning techniques</li> <li>• Monitor learning by reviewing work completed by students</li> <li>• Use information from monitoring to adjust pace of lessons</li> <li>• *Use information to provide feedback to enhance learning</li> </ul>	<p><input type="checkbox"/> <b>NEEDS IMPROVEMENT</b> Evidence shows that the candidate is <b>inconsistent</b> in developing and/or implementing adequate formal/informal assessment.</p> <p><input type="checkbox"/> <b>DEVELOPING</b> Evidence shows that the candidate <b>demonstrates some knowledge</b> in developing, implementing, and evaluating assessments that are appropriate for the learner and the learning environment.</p> <p><input type="checkbox"/> <b>AT STANDARD</b> Evidence shows that the candidate <b>consistently</b> develops, implements, and evaluates assessments that are appropriate for the learner and the learning environment.</p> <p><input type="checkbox"/> <b>EXCEEDS STANDARDS</b> Evidence shows that the candidate <b>consistently</b> develops, implements, and evaluates a <b>variety</b> of assessments that are appropriate for the learner and the learning environment.</p>
<p><b>IV. Learning Environment: LO 2.8, 2.9</b> (ADEPT PS 8 &amp; 9)</p> <ul style="list-style-type: none"> <li>• **Create and maintain an ordered, engaging and interesting physical environment</li> <li>• Convey confidence in students' knowledge of content and skills</li> <li>• Create respect for feelings, ideas, and contributions of students</li> <li>• Convey sensitivity to social and cultural backgrounds of students</li> <li>• Maximize positive and productive interactions with students</li> <li>• Provide appropriate encouragement for learning</li> <li>• Maintain clear and appropriate rules for behavior in a fair and consistent way</li> <li>• Use appropriate student guidance techniques</li> <li>• Create in students a sense of responsibility for their own behavior</li> <li>• Maintain a learning environment that allows all students to see, hear, and participate in instructional events</li> <li>• Establish and maintain smooth transitions and other effective routines for non-instructional tasks</li> <li>• Use and manage instructional materials, resources effectively</li> </ul>	<p><input type="checkbox"/> <b>NEEDS IMPROVEMENT</b> Evidence shows that the candidate is <b>inconsistent</b> in maintaining a well organized and positive learning environment where students follow appropriate rules and are appropriately guided and supported.</p> <p><input type="checkbox"/> <b>DEVELOPING</b> Evidence shows that the candidate <b>maintains</b> a well organized and positive learning environment where students follow appropriate rules and are frequently encouraged for their contributions and growth as learners.</p> <p><input type="checkbox"/> <b>AT STANDARD</b> Evidence shows that the candidate <b>establishes and/or maintains</b> a well organized and positive learning environment where students follow appropriate rules, are taught to take responsibility for their own behaviors, and are always encouraged for their contributions and growth as learners.</p> <p><input type="checkbox"/> <b>EXCEEDS STANDARDS</b> Evidence shows that the candidate <b>establishes and/or maintains</b> a highly engaging and interesting physical environment that fosters students' confidence, self-responsibility, sensitivity to and respect for others and their contributions as features of a productive learning environment.</p>
<p><b>V. Professional Responsibilities and Teaching Dispositions: LO 3.1, 3.2, 3.3, 3.4,</b> (ADEPT PS 10)</p> <ul style="list-style-type: none"> <li>• Use effective written and oral communication</li> <li>• Demonstrates caring, compassion, understanding, and tolerance</li> <li>• Demonstrate a sense of fairness and ethical behavior</li> <li>• Model a positive self concept</li> <li>• Exhibit adaptability, flexibility, and emotional stability</li> <li>• Demonstrate professional appearance and behavior</li> <li>• Collaborate with other teachers about learning activities</li> <li>• Willingness to accept professional recommendations</li> <li>• Participate in activities that promote continued professional growth</li> <li>• **Actively participate in any scheduled meetings</li> <li>• **Work with teams, committees to achieve organizational goals</li> <li>• **Participate in school organizations (PTO, school councils, etc.)</li> <li>• **Work well with principal, librarian, and other district personnel</li> <li>• **Support extracurricular activities</li> <li>• **Establish positive, productive relationships with parents and guardians</li> <li>• **Establish collaborative relationships with agencies, community groups, and businesses that promote the well-being of students</li> </ul>	<p><input type="checkbox"/> <b>NEEDS IMPROVEMENT</b> Evidence shows that the candidate <b>inconsistently</b> demonstrates effective communication, and affective and professional behaviors as defined in the Lander Professional Dispositions and Behavior Rubric.</p> <p><input type="checkbox"/> <b>DEVELOPING</b> Evidence shows that the candidate <b>consistently</b> demonstrates effective communication, affective and professional behaviors and the willingness to collaborate with teachers and supervisors to improve teaching. (At standard for filed experiences)</p> <p><input type="checkbox"/> <b>AT STANDARD</b> Evidence shows that the candidate <b>consistently</b> demonstrates effective communication, affective and professional behaviors, and the ability to collaborate effectively with diverse members of the learning community for the well-being of students.</p> <p><input type="checkbox"/> <b>EXCEEDS STANDARDS</b> Evidence shows that the candidate <b>consistently</b> demonstrates effective communication, affective and professional behaviors, and effective collaboration with diverse members of the learning community for the well-being of students and continued professional growth.</p>

## SECTION 8: PORTFOLIO RATING FORM

### Lander University – College of Education - Portfolio Rating Form

Name: \_\_\_\_\_ L# \_\_\_\_\_ Date \_\_\_\_\_

Course: \_\_\_\_\_ Reviewer \_\_\_\_\_

#### Learner Outcome # 1: The professional educator integrates content knowledge and skills of scholarly inquiry to teach all students.

Directions: Use the following scale to rate each element according to the criteria below:

NM = Not Met (1)	D = Developing (2)	AS = At Standard (3)	ES = Exceeds Standard (4)
	1.1 Has some command of content area(s) subject matter.	1.1 Has adequate command of appropriate knowledge of content area(s) subject matter.	1.1 Has a thorough command of appropriate knowledge of subject matter at a consistently high level.
	1.2 Implements standards of content area to provide appropriate content on a limited basis	1.2 Implements standards of content area appropriately on a regular basis	1.2 Consistently implements standards of content area to a high degree
	1.3 Identifies developmentally & age appropriate activities that address physical, cognitive, social and emotional needs	1.3 Usually provides developmentally & age appropriate activities that address physical, cognitive, social and emotional needs.	1.3 Consistently uses developmentally & age appropriate activities to address physical, cognitive, social, and emotional needs.
	1.4 Sometimes makes relevant connections between content areas or some evidence of efforts to make learning contextualized	1.4 Regularly structures content to make connections among content areas for contextualized, meaningful learning *Evidence of ability to plan and/or implement with <u>EEDA</u> standards (real world application & problem solving) required.	1.4 Consistently structures content to make connections across content areas for contextualized, meaningful learning . *Evidence of ability to plan and/or implement with <u>EEDA</u> standards (real world application & problem solving) required.

1.1 Possesses current thorough knowledge and understanding of content area(s) subject matter.

1.2 Implements Standards of the content area.

1.3 Demonstrates knowledge of human development by providing developmentally and age appropriate content.

1.4 Integrates content to make learning contextualized, relevant and meaningful. (*EEDA evidence of emphasis on real world application & problem solving*)

**Learner Outcome #2: The professional educator plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.**

NM = Not Met (1)	D = Developing (2)	AS =At Standard (3)	ES = Exceeds Standard (4)
	2.1 Uses teacher's LRP to plan some lessons. Students' needs and interests are sometimes used in planning.	2.1 Uses and adapts teacher's LRP reflecting students' needs and interests within the logical sequence of the curriculum.	2.1 Significantly adapts teacher's LRP to improve alignment with students' needs and interests. Curriculum is enhanced to match context & provide experiential learning
	2.2 SRP addresses some standards and Teacher Candidate attempts to complete plans in a timely manner. Some connections to prior and future learning are made.	2.2 SRP usually aligns standards with goals and objectives of discipline. Plans are prepared ahead of time and connections of prior and future learning are clear.	2.2 SRP consistently aligns standards with lesson goals and objectives. Plans are prepared ahead of time, based on student performance, and display creativity. Activities which enrich the curriculum and connect prior and future learning are included
	2.3 Some formal and informal assessments used. Some daily lesson assessments measure objectives. Assessment results are used minimally in planning and instruction.	2.3 Uses a variety of formal and informal assessments to measure student learning on a regular basis. Accurate records are maintained & evidence of use for future planning is present.	2.3 Consistently selects, develops, and uses a variety of formal and informal assessments to evaluate student learning. Gathers data in multiple ways. Accurate records are maintained and used to plan.
	2.4 Occasionally communicates expectations for student achievement. Uses some specific praise and feedback and active listening to student responses.	2.4 Usually communicates expectations for student achievement. Some opportunities for student choice provided through varied assignments. Provides additional support for student success.	2.4 Consistently communicates high expectations and encourages students to challenge themselves. Provides opportunities for student choice in activities. Uses comments to foster students reaching their full potential.
	2.5 Teaching demonstrates more than one instructional strategy within a lesson and a variety of approaches such as using concrete materials over time, including occasional use of multimedia and technology.	2.5 Teaching demonstrates a variety of appropriate instructional strategies and groupings that are used effectively to meet the needs of diverse learners including use of multimedia and technology. <i>*(EEDA evidence of use of concrete/ hands on instruction, learning strategies that promote cooperation &amp; needs of diverse learners)</i>	2.5 Teaching demonstrates a variety of instructional strategies including multimedia and technology which promote higher levels of thinking and/or performance. All students actively engaged in questioning concepts, developing learning strategies, and problem solving. <i>*(EEDA evidence required).</i>
	2.6 Displays limited awareness or use of resources available or does not take the initiative to obtain materials in delivering content. Occasionally uses supplemental materials.	2.6 Uses multiple resources for teaching that are accurate, current and diverse. Makes a deliberate attempt to respect diverse perspectives in delivering content.	2.6 Consistently provides content from professional organizations and/or the community that is accurate, current, and provides diverse perspectives in delivering content.
	2.7 Feedback is delivered but it is general and/or infrequent, inappropriate or inaccurate.	2.7 Usually delivers specific and appropriate instructional feedback that results in student learning. Displays general understanding of the changing dynamics of the learning environment.	2.7 Consistently delivers specific, appropriate instructional feedback that result in skill acquisition, student learning and motivation. Displays significant understanding of the changing dynamics of the learning environment.
	2.8 Compliments students	2.8 Creates and maintains a safe,	2.8 Facilitates cooperation

	for appropriate behavior and study habits. Encourages students to appreciate others. Some use of strategies for creating positive learning environment.	positive physical and emotional environment that is conducive to learning. Students are actively engaged. Clearly shows a caring attitude toward all students.	and teamwork among students in a positive physical and emotionally safe environment. Assists class in developing shared and expectations for interactions and academic discussions to create a community of learners.
	2.9 Standards of conduct appear to have been established for situations and most students seem to understand them. Standards for participation are not regularly maintained or students are not redirected appropriately.	2.9 Standards of conduct are clear to all students. Reviews and prompts behaviors when appropriate and uses preventative discipline techniques effectively. Most instructional and non-instructional time and resources are used effectively. Most transitions are efficient and orderly.	2.9 Deliberately assists class in developing shared values, expectations and assumption of responsibility for their own behavior. Standards of conduct are clear to students. Monitoring is subtle and preventative. All instructional and non-instructional time and resources are used effectively. All transitions are efficient and orderly.

- 2.1 Uses and adapts teacher's LRP reflecting students' needs and interests within the logical sequence of the curriculum.
- 2.2 SRP usually aligns standards with goals and objectives of discipline.
- 2.3 Uses a variety of formal and informal assessments to measure student learning on a regular basis.
- 2.4 Communicates high expectations for student achievement with student choice and varied assignments
- 2.5 Teaching demonstrates a variety of appropriate instructional strategies and groupings that are used effectively to meet the needs of diverse learners. *\*(EEDA evidence of use of concrete/ hands on instruction, learning strategies that promote cooperation, address bullying & needs of diverse learners)*
- 2.6 Provides content for learners through the use of multiple resources for teaching that are accurate, current and diverse.
- 2.7 Candidate delivers specific and appropriate instructional feedback that results in student learning and displays a general understanding of the changing dynamics of the learning environment.
- 2.8 Creates and maintains a safe, positive physical and emotional environment that is conducive to learning in which Students are actively engaged.
- 2.9 Manages the classroom through clear standards of conduct, effective use of time and materials and efficient transitions.

**Learner Outcome # 3: The professional educator communicates and collaborates with diverse populations (students, educators, families, and community members) exhibiting professional behaviors and dispositions.**

Directions: Use the following scale to rate each portfolio item according to the criteria below:

NM = Not Met (1)	D = Developing (2)	AS = At Standard (3)	ES = Exceeds Standard (4)
	3.1 Oral communication is free of notable grammatical errors. Vocabulary is correct, but it is limited and/or not sufficiently relevant to the listening audience. Written communication is free of notable errors in content, spelling, mechanics, and it is legible. Diction is correct but it is limited and/or not sufficiently relevant to the listening audience.	3.1 Oral communication is generally correct, accurate, clear and relevant to the listening audience (students, educators, families, and community members). Written communication is legible and generally correct, accurate, clear and relevant to the reading audience (students, educators, families, and community members).	3.1 Oral communication is correct, expressive, effective and compelling with well chosen vocabulary that enriches the lesson and/or promotes the learning environment. Written communication is legible and correct with accurate content, which is clearly, effectively and compellingly expressed.
	3.2 Candidate demonstrates some professional responsibilities and	3.2 Candidate usually demonstrates professional responsibilities and	3.2 Candidate consistently demonstrates professional

	behaviors (e.g. appearance, attendance, punctuality, confidentiality, etc.) in interactions with students, educators, families, & community members that support the learning environment.	behaviors (e.g. appearance, attendance, punctuality, confidentiality, etc.) in interactions with students, educators, families, & community members that support the learning environment. Attends required meetings.	behaviors and seeks out additional opportunities to work collaboratively with colleagues and other professionals to enhance the learning environment.
	3.3 Candidate does not attempt to establish professional relationships with school staff. Interaction with colleagues is limited to required meetings.	3.3 Candidate regularly demonstrates professional dispositions (initiative, responsibility, self-control & flexibility) in interactions with students, families, community & colleagues. Candidate consistently maintains professional, cordial relationships.	3.3 Candidate consistently demonstrates professional dispositions and seeks out ways to increase positive, professional, social, and collegial interactions within and beyond the classroom.

3.1 Demonstrates effective written & oral communication that is correct, accurate, clear and relevant to the listening audience (students, educators, families, and community members).

3.2 Candidate demonstrates professional responsibilities and behaviors (e.g. appearance, attendance, punctuality, confidentiality, participation in meetings, etc.) in interactions with students, educators, families, & community members that support the learning environment.

3.3 Candidate consistently demonstrates professional dispositions (initiative, responsibility, self-control & flexibility) in interactions with students, families, community & colleagues through cordial relationships.

**Learner Outcome # 4: The professional educator engages in reflection and professional development to foster student learning and inform instructional decisions.**

Directions: Use the following scale to rate each portfolio item according to the criteria below:

NM = Not Met (1)	<u>D = Developing</u> (2)	AS = At Standard (3)	ES = Exceeds Standard (4)
	4.1 Candidate uses some assessments to evaluate student learning during parts of the instructional process.	4.1 Candidate systematically uses assessments that are appropriate to evaluate student learning before, during and after instruction to assess impact of instruction. Some evidence of positive impact on student learning.	4.1 Candidate systematically uses a variety of valid and appropriate assessments to evaluate student learning before, during, and after instruction to measure impact of instruction. Clear, high quality evidence of positive effect of instruction on student learning.
	4.2 Candidate recognizes effectiveness of the lesson. Offers vague, general suggestions for improvement or is dependent on supervisor for ideas. Candidate reflects more on teaching performance rather than on the impact on student learning.	4.2 Candidate recognizes effectiveness of lessons and notes strengths and weaknesses. Candidate uses the reflective cycle to implement change in the teaching-learning process as evidence by lesson reflections and modifications. Constructive criticism is welcomed.	4.2 Candidate is able to critically analyze a lesson and offer modifications to implement change in teaching performance, both during and following instruction, in order to impact student learning.
	4.3 Candidate participates in required professional activities.	4.3 Candidate is involved in professional opportunities and uses some available resources to develop as a reflective professional. Intentionally advocates for educational values.	4.3 Candidate consistently seeks a variety of resources (colleagues, literature, professional organizations) to enhance student learning, professional and program development.

- 4.1 Candidate systematically uses assessments that are appropriate to evaluate student learning before, during and after instruction and provides evidence of a positive impact as a result of their instruction.**
- 4.2 Candidate uses the reflective cycle to implement change in the teaching-learning process as evidence by lesson reflections and modifications.**
- 4.3 Candidate is involved in professional opportunities and uses some available resources to develop as a reflective professional.**