Carson-Newman College
Enhanced Student Teaching eBook

Student Teachers
College Coordinators
Cooperating Teachers
Seminar Leaders

For use during Fall 2011 and Spring 2012
Revised Fall 2011
Welcome to the Student Teaching Semester!

This Student Teaching eBook is provided for three groups of people—first, student teachers; second, cooperating teachers who work directly with student teachers on a daily basis in their own classrooms; and third, the college coordinators who provide supervision and mentoring for student teachers. We hope that the information included here will help to make this semester a positive experience for everyone involved!

First, congratulations to our student teachers who are beginning the culminating experience for their teacher education programs at Carson-Newman! This is the time for you to integrate all of the content from your liberal arts classes, your education methods courses, and your subject area courses. It’s a very common belief that people truly learn their content when they have to teach it to someone else! This will be an exciting time for student teachers to draw upon what has already been learned and a time to stretch to learn new things about what is needed to help each and every child learn! So, best wishes to student teachers—let us know how we can help you during this important semester—your faculty members and advisor are here to support you.

Secondly, thanks to cooperating teachers and schools for hosting our student teachers. We recognize that these people are guests in your schools, and we also recognize that they will learn the most from you and your colleagues through daily observations, interactions, and opportunities to teach the students in your classrooms. The cooperating teacher role is SO critical to the success of student teachers—they are with you every day, and your guidance will make the difference between a good student teacher and a really great one! We ask you to remember that we call them “student” teachers for a reason—they’re still students, and they are still learning! They will grow and improve over the course of the time that they are with you, and we encourage you to provide regular and systematic feedback to help them continue each day in their learning process. Please know that we are also here to support you—please be sure to maintain regular contact with the student’s college coordinator, but feel free to contact us on campus if you have a question or a concern!

Third, college coordinators—thanks for being Carson-Newman’s representatives in the public school system. The quality of teachers that emerges after this semester is the result of collaboration between Carson-Newman and the public schools. Your role in facilitating this collaboration is absolutely essential. Staying in close contact with the student teachers assigned to you AND the cooperating teachers with whom they are placed is your primary responsibility. We, too, are here for you—if there are any ways that we can help you facilitate more successful experiences for our student teachers, contact us immediately!

So, everyone, have a GREAT semester of teaching and learning! PLEASE, contact me if I can help you in anyway, big or small. We are here to serve each of you as you enter the important experience of launching the next group of Carson-Newman teachers!

Sharon T. Teets, Ph.D.
Dean, School of Education
865-471-3462; steets@cn.edu
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Carson-Newman College Teacher Education Unit
Conceptual Framework,
Mission, Philosophy, Purpose and Goals

This explanation of the unit’s conceptual framework, mission, philosophy, purpose and goals is intended to be informative for teacher education students entering student teaching, their cooperating teachers and their college coordinators. Student teachers will be expected to reference the conceptual framework as well as the Tennessee Framework for Evaluation when completing their professional development plan. Additionally, cooperating teachers and college coordinators should be knowledgeable about the unit’s ideas and philosophies so that these are carried over into the student teacher’s field experiences during the student teaching semester.

Conceptual Framework

While the driving force of the Teacher Education Unit at Carson-Newman is the passion of the faculty and professional community we collaborate with for preparing called, caring, and competent prospective teachers, the formal foundation for what we do is the unit’s conceptual framework.

The Teacher Education unit’s conceptual framework is based on Brofenbrenner’s theory of human ecology (Brofenbrenner, 1979, 1986; Brofenbrenner & Morris, 1998). The theory explains that forces both near and far are powerful influences in the development of the individual. However, the individual influences those forces him or herself as well. A visual representation of the Teacher Education unit conceptual framework (adapted from Brofenbrenner’s diagrams) uses incomplete concentric circles around the center (individual). This illustrates the dynamic and reciprocal process of interaction between the individual and his/her environment (forces of influence).

The Teacher Education program’s conceptual framework places the teacher education student at the center of the model with the college environment as the initial level of environmental interaction, as seen in the diagram on the following page. The second concentric circle represents factors beyond the college campus that influence the student through the licensure programs offered by the college, such as the Tennessee State Department of Education and classroom teachers and students in the local schools. The outermost concentric circle represents larger values influencing the college and the teacher education program such as societal demographic trends, traditional educational theory and philosophies as well as current trends in educational research.

The Teacher Education unit specifically emphasizes five areas for development seen on the periphery of the central pentagon surrounding the student (circle): reflection; assessment; cultural diversity; home/school/community; and technology. It is the desire of the Teacher Education Unit to develop new teachers who continuously reflect on their practice, use varied assessment strategies for planning effectively to meet the needs of all children, respectfully consider the needs of children and families from diverse cultural backgrounds, facilitate desirable relationships between home, school and community and use technology as a tool to maximize learning in the classroom.
Additionally, inside the pentagon, the dispositions of called, caring, and competent are illustrated. “Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth” (NCATE, 2000).

The Teacher Education Unit seeks to encourage these dispositions realizing the need for dedicated and persevering (called) individuals to enter the classroom who can care for and nurture all children while possessing and using a knowledge base in content, educational theory, research, and technology (competent).

The Teacher Education Unit’s Conceptual Framework reflects the dynamic interaction and reciprocal nature of the near and far forces in the student’s environment that affects his/her development towards becoming a teacher and the fundamental emphases and goals of the unit. The conceptual framework is the foundation for the
functioning of the unit, and its influence can be seen further in the following explanations of the unit’s mission, philosophy, purpose and goals.

Mission & Philosophy

The mission of the Teacher Education Unit is to prepare caring and professionally competent teachers and school personnel who feel called to lifelong commitments to leadership, learning and service. This mission is carried out with the understanding that education is the lifelong process by which each person reaches his or her full potential. In the Carson-Newman Teacher Education Unit this definition of education is reflected in the following beliefs that provide the philosophy for the unit’s practices:

- Students should develop an adequate knowledge base to solve the daily problems of living in a democracy. They should be able to think critically and analytically about problems facing themselves, their communities, states and the nation. As effective citizens in a democracy they will participate in the democratic process and make quality decisions.

- Students understand that each individual is unique and that each individual can learn and want to learn.

- Students know that they must be proficient in their understanding of the knowledge base that they will share with their own students someday, but also realize that knowledge is constantly changing. They understand that they will be responsible for incorporating and using new knowledge in concert with their existing knowledge base.

- All learners come to education with an existing knowledge base acquired from their life experience. Students will acknowledge and honor this to encourage and support the full development of their own students. They understand that the learning process is the interaction between prior knowledge, people, materials, and media in their environment.

- Students know that they must establish a positive environment and positive relationships with their own students to facilitate learning. They must be able to assess learner needs and differences to establish appropriate expectations and to design learning experiences.

Purpose & Goals

The purpose of the Teacher Education Unit is to collaborate with the professional community to prepare teachers and other school personnel to effectively serve culturally diverse P-12 children and their families. This purpose is served by working toward the following goals:
In the General Education Program at Carson-Newman, students will develop the abilities to

- Communicate effectively;
- Reason logically;
- Deepen their awareness of the Christian tradition;
- Develop a sense of personal and social responsibility;
- Develop a breadth and depth of knowledge.

In the Teacher Education Unit at Carson-Newman, students will develop the abilities to

- Establish appropriate goals and objectives to plan for instruction that effectively meets the needs of diverse learners;
- Use knowledge of the subject matter, the student, and instructional strategies to teach in ways in which all students learn;
- Use appropriate assessment and evaluation strategies that can be used to make effective instructional decisions and to communicate student progress to students, parents, and other professionals;
- Provide a learning environment in which all students’ abilities are nourished and in which resources are used effectively;
- Continue to engage in activities that promote professional growth, including reflecting on one’s own practice, collaborating with others, continuing formal training and performing professional responsibilities effectively and efficiently;
- Use appropriate nonverbal, verbal, written and technological communication techniques to effectively dialogue with students, parents, teachers and others.

If you (cooperating teachers, college coordinators or student teachers) have suggestions for change in these ideas please feel free to share them in your evaluation of the student teaching handbook at the end of the semester when you will be asked to complete the form on page 56.

References


General Information & Policies

Overview

The professional semester program of student teaching is planned jointly by the college and local school systems, and involves significant input from the principals and cooperating teachers. Student teachers complete two placements during the student teaching semester. Three separate courses comprise the student teaching semester. Regardless of the field of specialization and graduate/undergraduate status of the student teacher, students are enrolled in a separate course for each placement, as well as a seminar in student teaching. Separate grades are awarded for each course.

The professional semester of student teaching is 15 weeks long, and student teachers are expected to be in the schools for the full day, following the same schedule as cooperating teachers. Student teachers will receive breaks as scheduled by the school system in which they student teach. For example, student teachers will take the spring break of the school system they are placed in, not Carson-Newman’s spring break. Student teachers are expected to participate in in-service activities and all other activities with the cooperating teacher, unless otherwise directed by the cooperating teacher and/or principal of the school.

The professional semester provides individual student teachers a coherent program of observation and teaching experiences with students with diverse learning needs and varied backgrounds. The student teaching semester builds upon practicum experiences in the professional education core of the teacher preparation program.

During the professional semester, 10 seminars are held with the college faculty to focus on application and analysis of teaching knowledge in the classroom and professional development. No other courses are taken by student teachers during the student teaching semester.

Each student teacher is assigned to two cooperating teachers who assume mentoring roles and orchestrate the student teacher’s activities in the classroom. The cooperating teachers and college coordinators meet regularly with the student teachers to provide instruction, analysis, and feedback on classroom teaching effectiveness.

Cooperating teachers are selected according to criteria, which include a minimum of four years teaching experience, appropriate licensure, evaluation as a highly competent teacher, and willingness to assume the roles expected of a mentor. The college provides stipends (based on student teaching fees) and other incentives for cooperating teachers along with orientation and continuing training.

The college coordinators, who are responsible for the student teachers, receive training in supervision and serve as a model of effective teaching. The cooperating teachers and college coordinators cooperatively supervise the experience of student teachers with shared responsibility for formative and summative evaluation.
College coordinators assume responsibility for submitting the final grade for student teaching, based upon significant input from and consultation with cooperating teachers. A grade of A, B, C, D, or F will be given to an undergraduate student teacher; graduate students receive a grade of either A, B, C, or F. Grades for the two placements for student teaching are determined by the performance in each placement, as assessed and recorded on the Summative Assessment Form. The grade for the seminar in student teaching is determined by attendance at seminar meetings, participation in seminar activities, completion of the student teaching exit Professional Development Plan, and successful Praxis II test completion. More specific details about the grade in seminar are distributed in the seminar syllabus.

Sites for placement of student teachers in public schools are chosen by the Teacher Education and Graduate Studies Departments according to criteria, which ensure experiences consistent with the goals of the teacher preparation program and licensure standards. Schools are selected that are within a radius of approximately 30-40 miles from Jefferson City in order to allow for appropriate supervision by Carson-Newman College faculty and college coordinators. The Director of Field Experiences makes these placements with approval by the chair of the Teacher Education and Graduate Studies Departments.

Successful completion of the student teaching semester and attainment of the requisite knowledge and skills for a baccalaureate degree are required to obtain a recommendation for apprentice (beginning teacher) licensure status.

**Hours for Student Teaching/Time Sheet**

The student teaching semester is 15 weeks of fulltime student teaching and is designed to be a fulltime professional experience. This means that student teachers minimally are expected to be present at the school during the hours that all teachers are expected to be present; in many cases, student teachers may need to be in school for longer periods of time in order to be well prepared for their classroom responsibilities.

**Explanation of Categories for Time Sheet**

Student teachers keep a time sheet (p. 55) that summarizes the activities for every hour of the student teacher’s day. In order to assist the student teacher in completing the time sheet, the following definitions of activities are provided:

**Teaching** - Teaching includes any activity in which the student teacher is engaged that is instructional in nature. Examples of activities that would be labeled as teaching are: teaching a lesson to the whole class, teaching a lesson to a small group of students, tutoring an individual student who has need for further instruction, monitoring the class during independent work, interacting with students as the teacher monitors self-chosen activity times, supervising center activities, and supervising cooperative learning groups. The category "teaching" does not just apply to direct instruction to the whole class. Teaching includes a variety of activities, as noted in the previous examples.
**Observation** - The observation category should be used when the student teacher is truly observing--this means sitting or standing apart from the rest of the group and consciously watching what goes on in the classroom. Observation may be conducted in the classroom to which the student teacher is assigned or in other classrooms. During the observation time, the student teacher is not engaged in interacting with or supervising students. The primary purpose of observation is to take conscious time to note interactions among students, to note individual student development and behavior, or to observe teaching strategies.

**Participation** - The participation category is a "catch-all" category. Participation can be used to record the time that a student teacher is at school, working in the classroom to prepare materials for teaching, for example. This category might also be used to account for activities such as lunch; planning time during which no formal conference is held; time during which students are out of the classroom for an activity such as music; an extracurricular activity such as attending a football game or play; participation in parent conferences; and other activities that are not easily categorized such as teaching, observation, seminars, or conferences. If student teachers participate in in-service activities with the teacher, these activities may be counted as participation. In the case that the in-service activity is a formally presented seminar, those hours may also be recorded in the seminar category.

**Seminar** - This category refers to the college-sponsored meetings and seminars that are held prior to the beginning of, during, and after the student teaching semester. This category may also be used for other professional development activities in which the student teacher engages, such as attending a professional meeting, such as the fall conference of the East Tennessee Education Association.

**Formal Conferences** - This category is used for formal conferences with the cooperating teacher and/or the college coordinator (post observation, midterm and final conferences) during which feedback is provided to the student teacher or planning for future classroom or professional activities is being completed. Formal conferences may occasionally be held with other school personnel or peers.

**Tardies and Absences**

Tardies and absences should be extremely rare and occur only in emergency situations. If a tardy or absence should occur, the student teacher must:

1. Notify the cooperating teacher and building principal as far in advance as possible, providing the reason for being tardy or absent.

2. Notify the college coordinator AND the secretary in the Teacher Education Department (865-471-3320) as far in advance as possible, providing the reason for being tardy or absent.

3. Complete the Absence Form for Student Teaching and submit to the Director of Field Experiences (p. 48).
Teacher’s Meetings and In-Service

Student teachers are encouraged to take part in the same meetings as their cooperating teachers, except when the cooperating teacher or principal feels this is not in the best interests of the school or the student teacher. Student teachers are encouraged to attend any PTO, in-service, or faculty meetings to which they are invited by their cooperating teachers or principals.

School Policies

All student teachers are expected to know and adhere to the policies of the school to which they are assigned. Student teachers will acquire a copy of school policies and include those policies in their logbooks.

Standards for Professional Attire

Student teachers are expected to dress professionally at all times, and they should be familiar with the expectations for dress of the administrators and teachers at the assigned school. Student teachers NEVER wear blue jeans to school and maintain professional attire even on casual days. Student teachers should also be very knowledgeable of the dress code for students at the school and should never violate that dress code.

Substituting

Student teachers will not be permitted to substitute for a classroom teacher in any class.

Corporal Punishment

Under no circumstances may student teachers participate in administering corporal punishment to pupils or serve as “witnesses” for staff members administering corporal punishment.

Co-Curricular Activities

Carson-Newman student teachers are encouraged to participate in the activities of the resident school within the rules and regulations governing regular teachers of the school and the rules and regulations governing Carson-Newman students.

Field Trips

Any field trip planned by a student teacher must be discussed with and approved by the cooperating teacher before it is mentioned in class. The cooperating teacher must accompany the student teacher and the class on the field trip.

Campus Activities

It is urged that Carson-Newman College campus activities be confined to a minimum during student teaching. Campus activities (including recitals, athletic events, social activities etc.) should not be allowed to interfere with regular attendance at the resident school or conscientious preparation for student teaching.
Employment

Employment during student teaching is not recommended. If such employment interferes with student teaching performance, the student teacher may be asked to discontinue the employment.

Requests for Information

The student teaching semester is one that requires considerable flexibility and adaptability on the part of student teachers, and there will be times when student teachers are uncertain about a variety of issues. Student teachers are encouraged to consult with their cooperating teachers, college coordinators, and seminar leaders to clarify any issues that are unclear.

Professional Confidentiality

Confidentiality is always an important concern for those who have access to information regarding students in the public schools. Carson-Newman College student teachers are expected to protect student confidentiality even as they share their experiences with their college coordinator and peers in conferences and seminar discussions. A confidentiality statement will be signed at the first meeting and retained in your student files.

Suggested Semester Schedule for Enhanced Student Teachers

The student teaching semester is designed to ensure that graduates of the Teacher Education Program at Carson-Newman have developed the knowledge and skills to begin their first year of teaching in the public schools in Tennessee. Although all student teachers enter the semester with a variety of practicum experiences that have been completed in previous courses, each student teacher will begin at his/her own level of knowledge and skill.

The pacing guide provided on the following page is to help cooperating teachers, college coordinators, and student teachers structure the way in which student teachers assume teaching responsibilities in each placement. Each student teacher, college coordinator, and cooperating teacher will design a schedule that is appropriate for the student teacher, as well as the students in the classroom to which the student teacher is assigned. Although there is no fixed amount of time student teachers must spend in direct instruction of students, student teachers are generally expected to assume the cooperating teacher's full load of teaching for at least one week (“solo week”) in each placement. The cooperating teacher does not need to leave the room during the time the student teacher assumes the full responsibility for the cooperating teacher's load. The cooperating teacher may leave the room during the time a student teacher is assuming full responsibility for the class, but the cooperating teacher should be nearby and available to assist with supervision of students.
The typical schedule (pacing guide) for experiences in each placement is as follows:

<table>
<thead>
<tr>
<th>Approximate Week(s) in Semester</th>
<th>First Placement</th>
<th>Second Placement</th>
<th>Student Teacher Activities</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>9</td>
<td>Observe in the assigned classroom, assume helping roles as appropriate, and begin to help with routine tasks, such as taking roll, assist individual students who need help, tutor/instruct small groups, and assist in monitoring. Meet with cooperating teacher for initial assignments and feedback on performance.</td>
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<tr>
<td></td>
<td>2-6</td>
<td>10-13</td>
<td>Begin to assume responsibility for teaching a subject/class one at a time until a load comparable to that of the cooperating teacher is obtained. Ideally, “solo week” should occur in the 5th or 6th week of the first placement and in the 12th or 13th week of the second placement.</td>
</tr>
<tr>
<td></td>
<td>6-7</td>
<td>14-15</td>
<td>Gradually return subjects/classes to the cooperating teacher. Observe in other classrooms/schools if possible. Be sure your coordinator has knowledge/approves of this.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>15</td>
<td>Final 3-way Summative Assessment complete, finish placement.</td>
</tr>
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**Student Teaching Logbook (notebook or electronic version)**

Student teachers are required to keep a logbook which serves four functions:

- **To organize** information and materials that the student teacher receives during seminars and throughout the student teaching experience from cooperating teachers and coordinators.
- **To communicate** - by examination of the logbook, the college coordinator can observe the kinds of experiences that the student teacher is having in between their visits to observe the student teacher.
- **As a vehicle for professional development.** One of the major goals of student teaching is to help beginning practitioners develop the habit of reflecting upon their practice. The logbook is a place for student teachers to record their reflections, ideas, comments, etc. in a journal. These reflections not only help student teachers analyze their professional practice, but also provide the college coordinator with insight into the student teacher's concerns and needs.
- **As a repository** for records of early teaching experiences. As student teachers begin to seek employment the logbook will contain documentation of teaching experiences (planning and reflecting information records, appraisals, lesson plans, etc.) that can be included in the professional development plan and shared with administrators when interviewing.
You should have your student teaching hardcopy or electronic logbook version with you every day that you are in your placements and at all seminar meetings. It is your text/syllabus/source of information/record keeping tool to be used daily during your student teaching experience. If the student teacher wants a hardcopy logbook, it is the student teachers responsibly to print a copy.

The logbook will be available for examination by the college coordinator and the cooperating teacher at any point during the student teaching semester. The logbook will be created by the student teacher.

**Videotaped Instruction**

One of the most effective ways that student teachers can develop the skills to analyze their own teaching is through the use of videotapes. Student teachers will videotape themselves teaching at least TWO times during EACH placement. All four episodes should be included on ONE videotape and turned in to the college coordinator.

Each videotaped episode should be viewed by the student teacher, who during viewing, scripts his/her observations and takes notes. After watching and scripting, the student teacher will additionally fill out an appraisal form. The first videotaped episode in each placement should occur prior to the midterm evaluation with the second episode in each placement occurring before the final evaluation.

Copies of all scripting and appraisal forms will be turned into the college coordinator as requested.

Student teachers must follow appropriate procedures for obtaining permission to videotape in each classroom. Student teachers should discuss this requirement with your cooperating teacher and follow any school policies pertaining to videotaping. Many schools have a blanket policy that as long as the tape is being used for educational purposes then no permission is needed. Other schools may have their own permission form and some will have no form or policy. A sample form is provided on page 49 in the Forms section of this e-book. Use this form if none is provided by the school but one is required.

**Laura Brumit Award for Outstanding Student Teaching**

The Laura Brumit Award for Outstanding Student Teaching was established in 1973 in memory of Laura Brumit, a teacher and employee of the Tennessee State Department of Education, who died with lupus at the age of 41.

At the completion of each semester, a plaque is given to the student teacher who best demonstrates scholarship, leadership and dedication to the teaching profession.

Potential award recipients are nominated each semester by their college coordinators. A nomination must be accompanied by a videotaped example of the student teacher’s instruction that occurred during the semester. A committee formed by the Director of Field Experiences makes the final selection. The award is presented at the
Student Teaching Reception. It is understood that there may be some semesters during which no award is presented.

College coordinators are encouraged to consider carefully whether or not any of their student teachers might merit a nomination. A nomination form is provided to facilitate the process (p. 54). Nominations are due to the Director of Field Experiences no later than two weeks before the date of the Student Teaching Reception.
STUDENT TEACHER’S RESPONSIBILITIES

To Cooperating Teacher, College Coordinator and the Teacher Education Program

According to the Tennessee Department of Education’s Framework for Evaluation and Growth and the adapted Carson-Newman College Teacher Education Summative Assessment Form, regarding student teacher responsibilities:

- The student teacher plans teaching-learning situations in accordance with principles of learning.
- The student teacher demonstrates competence in applying principles of learning theory.
- The student teacher utilizes procedures for collecting information about the students to facilitate their learning.
- The student teacher communicates appropriately both orally and in writing.
- The student teacher demonstrates competence in classroom management.
- Establishes and maintains a classroom climate conducive to learning.
- The student teacher performs professional non-teaching responsibilities.
- The student teacher fulfills the student teaching program responsibilities.
- The student teacher follows the direction of the cooperating teacher and college coordinator.
- The student teacher maintains a professional attitude and appearance at all times and demonstrates the behavior of a positive role model.
- The student teacher will prepare lesson plans for all lessons taught, not just lessons evaluated.
COOPERATING TEACHER’S RESPONSIBILITIES

To the Student Teacher and the Teacher Education Program

The cooperating teacher serves as the “model” for the student teacher and is a key figure in shaping the ideas and attitudes of the student teacher, helping her/him acquire the necessary competencies for successful teaching. Below are some of the cooperating teacher’s responsibilities in this key role of modeling and shaping new teaching professionals.

- The cooperating teacher orients and inducts the student teacher into teaching.
  - The cooperating teacher takes the time to get acquainted with the student teacher and establishes a mentoring relationship with her/him.
  - The cooperating teacher prepares a place in the classroom for the student teacher and orients the pupils to the service she/he is to render.
  - During the first days of the assignment, the cooperating teacher introduces the student teacher to classroom expectations, environment, and the curriculum.
  - Later in the assignment, as the student teacher becomes acquainted with surroundings and familiar with the pupils and work routine, the cooperating teacher will assign other duties to perform that will allow active participation in the classroom situation.
  - Later, the cooperating teacher will assign teaching responsibilities gradually as the student teacher understands the responsibilities involved and demonstrates the ability to conduct the class. The cooperating teacher encourages freedom in order to develop initiative and individuality of style in teaching.

- The cooperating teacher supervises the student teacher.
  - The cooperating teacher encourages the student teacher to develop an awareness of the different personality traits and characteristics of the pupils to anticipate some of their typical behavior patterns.
  - The cooperating teacher retains full legal responsibility for the class when the student teacher is teaching.
  - The cooperating teacher never criticizes the student teacher in front of the class. If it is necessary to take over in the middle of the lesson, the cooperating teacher and the student should have a pre-arranged plan so the student teacher is not embarrassed by the change. Careful review of lesson plans before lessons are taught may alert the cooperating teacher to any subsequent difficulties.
  - The cooperating teacher insists on thorough planning submitted well in advance of teaching. Daily plans should be presented to the cooperating teacher in advance so that she/he may review them and give the student teacher time to revise them. The cooperating teacher checks the student teacher’s lesson plans carefully.
  - Throughout the placement, cooperating teachers facilitate the professional development of student teachers.
• The cooperating teacher evaluates the student teacher,
  o The cooperating teacher assists the student teacher in learning to evaluate her/his own planning and teaching
  o The cooperating teacher frequently reviews and records the progress of the student teacher, and this information is shared with the student teacher and the college coordinator.
  o The cooperating teacher evaluates the student teacher’s lesson plans and units and verifies advanced planning.
  o The cooperating teacher completes at least three observations (with completed scripting forms and student teaching appraisal records) of the student teacher after she/he begins teaching.
  o The cooperating teacher confers with the college coordinator on the progress of the student teacher.
  o The cooperating teacher holds a conference with the student teacher and the college coordinator after completing the Mid-Term Summative Assessment form to discuss progress, giving the student teacher an opportunity to reflect upon her/his own teaching and to recognize her/his strengths and weaknesses.
  o The cooperating teacher completes the Final Summative Assessment Form and submits it to the college coordinator at the final three-way conference with the student teacher.

**College Coordinator and the Teacher Education Program**

• The cooperating teacher meets with the college coordinator periodically at the cooperating school to discuss the student teacher’s role, responsibilities, and performance.
• The cooperating teacher completes and signs appropriate forms, i.e., work sample cover sheet, scripting forms and student teaching appraisal records, the midterm and final Student Teaching Summative Assessment form, and the time sheet.
• The cooperating teacher completes and submits evaluation forms concerning the college coordinator and student teaching program.
COLLEGE COORDINATOR’S RESPONSIBILITIES

To the Student Teacher and the Teacher Education Program

The college coordinator’s responsibilities include a variety of activities as outlined below:

- The college coordinator conducts meetings with the student teacher.
  - Has an orientation in which the college coordinator outlines in writing particular expectations; provides forms needed prior to the beginning of student teaching; explains all evaluation forms and procedures in detail.
  - Helps set an appropriate schedule/calendar for the semester.
- The college coordinator guides the professional development of the student teacher through observation and counseling.
  - Personally visits and evaluates the student teacher (at least three formal observations with scripting forms, student teaching appraisal records) in each placement.
  - Gives written and verbal feedback to the student teacher after each observation. These comments should be related to the strengths and weaknesses of the student teacher with the purpose of developing better teaching techniques.
  - Completes the mid-term and final summative assessment form for each placement. A copy of all written feedback will be given to the Director of Field Experiences at the end of the student teaching semester. Three-way conferences involving the college coordinator, student teacher, and cooperating teacher may be conducted for some lessons. A three-way conference is required for mid-term and final summative assessments.
  - Serves as a resource person for the student teacher.
- The cooperating teacher evaluates the student teacher’s lesson plans, units and work sample and verifies advanced planning.
- The college coordinator evaluates the undergraduate student teacher and assigns a grade of A, B, C, D, or F (A, B, C, or F for graduate student teachers) for each placement.

To the Cooperating Teacher and the Teacher Education Program

- The college coordinator makes an initial visit with the cooperating teacher before the first week of the assignment. The purpose of this visit is to build public relations, confirm correctness of placement, allay initial apprehensions, answer questions, and present the college coordinator’s approach to supervision.
- The college coordinator provides the cooperating teacher with the necessary forms, rules, and regulations for the Carson-Newman student teacher in the form of the Student Teaching Handbook (eBook) for cooperating teachers.
- The college coordinator shares with the cooperating teacher the Teacher Education Program objectives upon which the student teacher will be evaluated.
• The college coordinator shares in writing his/her evaluation of the student teacher’s teaching and planning.
• The college coordinator conducts three-way conferences composed of the cooperating teacher, college coordinator, and student teacher. The college coordinator’s and cooperating teacher’s mid-term and final summative assessments are the basis for these meetings.
• The college coordinator serves as a resource person for the cooperating teacher if requested.
• The college coordinator works with the cooperating teacher to complete necessary paperwork concerning the student teacher.
• The college coordinator expresses gratitude for the cooperating teacher’s participation in this professional experience on behalf of Carson-Newman College.
• The college coordinator, in addition to required visits, makes visits as needed to the school to support the cooperating teacher in directing and evaluating the student teacher.
• The college coordinator provides, in a timely fashion, the Director of Field Experiences with all required paperwork for student teachers and cooperating teachers.
PLANNING GUIDELINES
LESSON FORMATS INTRODUCTION

Every time a lesson is taught, a lesson plan is required!

The purpose of written lesson plans is to ensure that instruction is effective, and in the case of the student teaching situation, that the cooperating teacher, the college coordinator, and the student teacher are communicating clearly about the instruction that is provided during the time the student teacher is responsible for instruction.

Lesson plans can be developed following a variety of formats, and there are a variety of formats used in curriculum planning guides and web sites; HOWEVER, all lesson plans submitted during student teaching will be in the format designated for use in all Carson-Newman College Teacher Education classes which includes the following components:

1. objective(s) for the lesson
2. materials needed for the lesson
3. procedures to be followed
4. method for assessing whether or not the objective(s) have been met
5. modifications

See pages 19-20 for further explanation.

In addition to planning for individual lessons, student teachers will be responsible for planning sequences of lessons on a given topic; these sequences of lessons are referred to as units of instruction. Unit plans may follow a variety of formats. For example, units may be integrated and thematically based (such as a unit on butterflies that integrates math, language arts, social studies, science, art, music, technology, and physical movement activities) or they may be focused in a single discipline (such as a unit in mathematics in which a series of lessons focuses on fractions).

The Teacher Education Department has developed a model for unit plans, and this format is provided in this section as well (see pgs. 23-25). All student teachers will be planning at least one unit of instruction in each placement and then teaching this unit during their “solo week.” Each unit must also use the accepted Carson-Newman College Teacher Education model used in all education classes.

Each unit (2) will be the foundation for the Work Sample completed during each placement. Instructions for the completion of the work samples will be given during the first seminar meeting of the semester. The Work Samples will be graded and included in the student teacher’s final professional development plan.
CARSON-NEWMAN COLLEGE LESSON PLAN FORMAT

Remember: Every time a lesson is taught, a lesson plan is required!

There are a variety of lesson plan formats used by different teachers, schools, and school systems across the country. The following lesson plan format is designed to be general enough to be used with any specific lesson plan model. Some professors may have more specific requirements.

Lesson Title

The title should include not only the name of the lesson (even if it is just Day 1) it should also include the subject and grade level.

Objectives

Objectives for many lessons will be based on the Tennessee Curriculum Framework/Standards. Use the Accomplishment statements for the selected content area and discipline. (The accomplishments are numbered with small letters and are different for each grade level, e.g. from the Social Studies Framework 2.4.01.b. Identify functions of government).

In some cases the lesson may only attempt to meet part of an objective in which case a more specific teacher generated objective should be included, e.g. 4.1.01.a. Describe the cultures of Native American tribes (In this lesson the student will describe the customs and social structure of Cherokee tribe in Tennessee at the time of the first European explorers).

The lesson objectives may also include cognitive, skill, and affective objectives written by the teacher for the specific learning situation that you are creating for your students and may not come directly from the standards mentioned above.

Materials

The materials and media that will be used in the lesson should be explained/listed here. In some cases the student may be required to include the actual materials with the lesson plan. The reference/source of any lesson plan designed by someone other than yourself, such as a teacher magazine or web site, must be included here too if appropriate.

Procedures

This section is the heart of the lesson plan. It contains a description of the actions to be taken by the teacher and by the students during the lesson.

Some students find it easier to complete the procedures section of a lesson plan if they follow a guideline; several different guidelines exist. One that has been used for some time at Carson-Newman and is reflective of traditional or direct instruction is the TIM (Tennessee Instructional Model), also known as the Instructional Theory Into Practice model, developed by Madeline Hunter. The lesson plan format includes sections
such as Instruction Objective; Set/Instruction; Instruction, which may include modeling, monitoring and adjusting, and supervised practice; Closure; and Option, which may include independent practice, enrichment, or re-teaching.

Other more modern/inquiry-oriented examples of guidelines for procedures in a lesson plan include the 3E and 5E models or a 3 step procedure. The 5E is commonly used for math and science lessons and includes the following sections: engage; explore; explain; elaborate; evaluate. Prior to the 5E, the 3E was used and included engage, explain, and evaluate as sections. A guideline similar to the 3E is the 3 step which includes an introduction, exploration, and application section. More information on these guidelines for lesson plan procedures can be obtained from an easy internet search or from Carson-Newman Teacher Education faculty.

Regardless of the guideline you choose for the procedures section of your lesson plan, it should include information about how the teacher will manage student interactions, materials, and movement. There should be sufficient detail so that another teacher could use the plan to teach. For example, in addition to saying that, “the teacher will lead the class in a discussion,” include a list of the questions that you will use to prompt the students during the discussion.

**Assessment**

This section of the lesson plan will contain a description of the techniques that will be used during the lesson to monitor student understanding as well as techniques to determine what the students learned after the lesson is completed. Any specific assessment instruments must be included (for ex. checklists, rubrics, quizzes, prompts for writing assignments etc.)

Very Important: The methods of assessment that are selected should align with both the objectives of the lesson and the teaching methods used to reach the objectives. If you are unsure about the alignment of your choice for assessment techniques, please talk with your cooperating teacher and/or college coordinator.

**Modifications**

This section includes ideas for how to extend the learning for students who master the objectives quickly as well as for students who have special learning needs. Typically, all teachers plan so that they are sure they are targeting both high and low achieving students but there may often need to be additional plans made for an exceptional student. During student teaching, any lesson plans that you write will need to include this section and will need to refer directly to any special needs students you have in the classroom. If there are no special needs student identified, you will explain your strategies for instructing high and low achieving students that may differ from the methods you have already explained in the procedures section of your lesson plan.
EVALUATION OF AN IMPLEMENTED LESSON PLAN

Student teachers are expected to reflect upon their teaching, with the help of their cooperating teachers and college coordinators. Lesson plans should be reviewed carefully before implementation, as well as after implementation. Student teachers are encouraged to collect data on their own teaching, either through the use of audiotapes, videotapes, or observations by a critical friend, in addition to that which is provided by the college coordinator and cooperating teacher. As observations are made, the following questions are posed as a way to help student teachers and their college coordinators and cooperating teachers think about the quality of the lesson as they plan together to ensure that all students achieve.

**Objectives**

- Was the lesson appropriate for the age and ability of the students? (Check to ensure pre-assessment data and state standards).
  1. Did the lesson objectives state clearly what the students were expected to learn? Was I clear in my own mind what I want the students to be able to know and do?
  2. Did the objectives focus the lesson?
  3. Were the numbers of objectives appropriate? (Remember that if you have objectives, you must have a way of determining if you met them. If there are too many, you will not be able to assess all of them).
  4. Did the objectives state what the students were to learn, not just what they were to do? (Example—rather than stating an objective as: The student will create a map of an island; the objective is better that reads: The student will demonstrate his/her knowledge of the 8 parts of a map (title, orientation, date, author, legend, scale, index, grid) by correctly including all parts on a map of an imaginary island).

**Materials**

1. Were materials appropriate for the lesson objectives and the level of the students?
2. Were all materials easily accessible during the lesson?
3. Was there an appropriate and efficient plan for distribution of materials to students?

**Procedures**

1. Did I know exactly how to start the lesson? Did I have on my lesson plan the very first thing I was going to say? Did I have a way to engage all students at the beginning of the lesson?
2. Did I relate the learning to previous learning (if appropriate)?
3. Did the learning activities for the lesson relate directly to the lesson objectives?
4. Did the lesson actions unfold in a logical manner—did the order make sense?
5. Were instructions provided for the students clear? Were the directions appropriate for the age and ability of the children?
6. Did I have prepared focus and follow-up questions?
7. Did I plan for efficient transitions between activities? Was instructional time lost in transitions? Did I have a plan for grouping children that was clear to the students?
8. Did I have parts of the lesson well-timed; did I make good use of time, in general?
9. Was the lesson plan formatted (bullets, numbers) so that I could follow it easily?
10. Did the instructional strategies provide an opportunity for thinking beyond simple recall (e.g., Bloom’s Taxonomy)?
11. Did I monitor each student’s understanding during the lesson?
12. Did I bring the lesson to an appropriate closure?

Assessment
1. Was there a way to assess each objective?
2. Did the lesson plan include copies of assessments to be used with students? If a rubric was used to evaluate a particular piece of student work, was it included in the lesson plan?
3. Could the assessment be used to determine each individual student’s performance level?
4. Were the criteria for acceptable performances and/or written work stated clearly?

Modification
1. Were modifications included on the lesson plan, and were they made appropriately for individual and groups of children?
2. Did the modifications help each student achieve success during the lesson?
3. Were modification plans based on the I.E.P.s of students, individual observations of students, and/or information from the cooperating teacher?

Overall Evaluation
1. Ask yourself this one most important question about the planning: Could anyone else understand exactly what I mean and what I am going to do in this lesson plan?
2. Did the cooperating teacher and/or college coordinator review the lesson plan ahead of time and make suggestions for change?
UNIT PLANS

There are several different ways to organize the items that comprise a unit of instruction. Following is the organizational structure that is being used in most courses in the Teacher Education Department. Individual professors may add additional explanations and requirements for each section.

I. Overview

The unit overview will include the following information:
- Description - brief, general information about the types of activities that will comprise the unit and where the unit would fall in the academic school year.
- Rationale – a description of why this unit is worth teaching.
- Relationship to National Standards – a description of how this unit relates to the national standards for the discipline of the unit.
- Resources – a bibliography of all resources used in the preparation and teaching of the unit. Enough information should be included in each bibliographic entry to allow the reader to readily locate the resource.

II. Unit Goals and Objectives

Goals are broad statements. They should be based on the Tennessee Curriculum Framework Learning Expectations. (The expectations are numbered in the following way: 1.2.03 where the first number is the grade, the second number is the standard number, and the final digits are the learning expectation.)

Objectives are more specific statements. They will come from the Tennessee Curriculum Framework Learning Accomplishments. (The accomplishments are numbered with small letters and are different for each grade level).

Unit goals and objectives could also come from sources other than the Tennessee Curriculum Framework such as national standards and teacher generated goals and objectives.

The unit goals and objectives should be organized in a logical manner. Use categories and list in numerical order for the objectives from the state framework.

III. Unit Organizer

The unit organizer provides a visual overview of the unit. It is best to layout activities in the unit organizer BEFORE writing detailed lesson plans. It is easier to see if lessons are well sequenced, follow a logical progression, are developmentally appropriate (indicated by developmental levels of content and length of lessons), and would accomplish unit goals and objectives by looking at the big picture the unit organizer provides. In your word processor, create a chart similar to the one on the next page to complete this requirement for completion of the unit.
**Unit Organizer**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Length</th>
<th>Objectives</th>
<th>Assessment</th>
<th>Activity Description</th>
<th>Special Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>List each lesson separately. If a lesson contains more than one activity, list all the activities.</td>
<td>This can be stated in minutes or class periods. Some lessons may last more than one class period.</td>
<td>These will be taken from the list of unit objectives. It is acceptable to only list the objective number. Every objective listed in the Unit Objectives should be listed somewhere in this column.</td>
<td>Describe how you will assess each objective. Will you use a single assessment for all objectives or will you use different assessments? Be specific in your description, e.g. quiz, journal entry, rating scale, checklist, etc. (Don’t include the actual assessment here. It will be in the lesson plans of the unit.)</td>
<td>Briefly describe what will take place in the lesson. Include the name or description of any teaching strategy, e.g. a cooperative learning lesson or a whole class discussion, etc. Also include what type of activity, e.g. initiating, organizing, application, creative expression, evaluating, culminating</td>
<td>Examples would be guest speaker, technology, video, etc. Not every lesson will have a special feature.</td>
</tr>
</tbody>
</table>

**IV. Assessment Plan**

The assessment plan will provide a description of the means by which the teacher will determine if the students have met the goals and objectives of the unit. A good unit will utilize a variety of assessment techniques. It is important that the assessment activities align with the objectives of the unit as well as the types of activities presented in the unit. The assessment plan includes a unit pre-assessment, a unit post- assessment and a summary of your daily assessments and a rationale for why you have decided to use the assessment methods that you have.

**Pre-Assessment**

Describe the method(s) that will be used to determine student prior knowledge and understanding before you begin to teach the unit so that you can refine your unit plan for the students you are currently teaching. Ideally, you will include a copy of this assessment with your assessment plan and describe why (rationale) you have decided to use this assessment method for pre-assessing your students.

**Post-Assessment**

Include here a description of the summative assessment that will be used at the close of the unit to collect student achievement information and if the post-assessment is a test you must include a copy of the test and a key. If a performance assessment is used, a full description must be provided and included as well as the direction sheet that will be given to students and any rubric or checklist that will be used for grading the performance assessment. Again, be sure to include a rationale for why you have chosen to summatively assess the unit in this manner.
Summary of the Daily Assessments

Describe in a brief summary the type of daily assessment choices you have made for your students. You need not list every single one but can speak about them collectively as formal, informal, formative, and summative or any other characterization that you feel is accurate. Be sure to include a reason for why you have made the assessment choices you have (this is your rationale).

V. Lesson Plans

There should be a fully developed lesson plan for each lesson listed in the Unit Organizer (3 – 5 lessons). Each lesson plan should include sufficient information to implement the lesson, including information about how student interaction, movement, and materials will be managed. Methods for adapting the lesson for diverse learners should be included (modifications). The lesson plan will follow the Teacher Education lesson plan format provided previously. Ideally, one lesson in the unit will make use of technology in an effective way.

VI. Reflection

This section will require the student to review the activities of the unit and his/her development process. The work sample reflection is guided by the form provided in the seminar.
Student Teaching Evaluation

Introduction

The Tennessee Educator Acceleration Model (TEAM) is the tool used for evaluating teachers who work in the public schools in Tennessee. The Tennessee Educator Acceleration Model includes four domains, with indicators for assessing accomplishment in each domain. In addition, five levels of performance (1-5) have been established to provide a rating for each indicator. The 1 level of performance is expected for novice teachers, while the 5 level indicates accomplished teaching.

Based on recommendations from the Tennessee State Board and Department of Education, Carson-Newman College has adapted the Tennessee Educator Acceleration Model to evaluate student teachers. The rubrics for each domain indicator at performance level B have been used to construct the Teacher Observation Report Template for the evaluation of Carson-Newman student teachers. In the following pages you will find a summary of the Tennessee Educator Acceleration Model including the Performance Standards with domain and indicator statements, the rubrics explaining each of the levels and the Teacher Observation Report Template and Educator Professionalism Rating Report. This is the form that cooperating teachers, college coordinators, and student teachers themselves will use to complete their midterm and final evaluations for each placement. The following website may be viewed for the complete and most recent version of the model http://www.state.tn.us/education.

Explanation of the Student Teacher Evaluation Process:

1. During the Student Teaching Orientation meeting preceding the beginning of the student teaching experience, the process for evaluation will be introduced to the student teachers and college coordinators.
2. All student teachers will keep a logbook of activities during the student teaching semester. This logbook should have a copy of all completed evaluation materials. For more explanation of keeping the logbook see page 10 of this handbook.
3. During each placement, student teachers will be observed three times each by cooperating teachers and college coordinators (total six formal observations in each placement, twelve for the entire semester). For each observed lesson, the student teacher will complete:
   A lesson plan using the required format
   Teacher Observation Report Template

   The college coordinator and the cooperating teachers will use scripting notes to record the events of each lesson and then complete the Reinforcement and Refinement Plan forms and Teacher Observation Report Template for each observed lesson. They will each share the information with the student teacher in a post-lesson conference after the student teacher has completed the Teacher Observation Report Template and given it to the evaluator.
The Teacher Observation Report Template and Educator Professionalism Rating Report are provided as an electronic file. One copy of each should go to the student teacher, the cooperating teacher, and the college coordinator. (Submitted documents as directed by the college coordinator).

Midway through each placement, a three-way conference should be scheduled, during which the cooperating teacher, college coordinator, and student teacher share with each other their ratings of the student teacher’s performance on the Teacher Observation Report Template.

4. The descriptors on this rubric are taken from Tennessee Educator Acceleration Model (TEAM). Scores from the college coordinator and cooperating teacher will be recorded at the midterm and final conferences on the Teacher Observation Report Template. The college coordinator will maintain possession of these forms between the midterm and final evaluation conferences. A cumulative score will be calculated at the midterm conference and communicated to the student teacher.

Towards the end of each placement, a second three-way conference will be held following the same format as the midterm evaluation. At the end of the second placement, the cumulative report Grade Record Sheet will be filled out and turned in by the college coordinator in the student teacher’s folder and used for the assignment of a grade for the student teacher.

5. A chart on the following page provides a summary of these activities to illustrate the time frames for completion of the various components of the evaluation process. Responsibilities for student teachers, college coordinators, and cooperating teachers are identified. The same sequence will be followed in both the first and second placements. In addition, a checklist of activities to be completed at the midterm and final evaluation conferences for each placement is provided.
6. The college coordinator is responsible for ensuring that the records kept for each student teacher are placed in a folder and submitted to the Director of Field Experiences prior to the deadline for submission for grades for the semester (please note the specific date each semester). Each folder should contain the following items in the order given:

- Student Teaching Grade Record Sheet
- Report Blank for Student Teaching (to be completed by the student teacher, p. 71.)
- Time Sheets for both Placements (p. 55)
- Midterm/Summative Assessment Forms for both Placements.
- Cumulative Report
- Twelve observations completed by the College Coordinator (6) and Cooperating Teachers (3 each) (each observation includes Planning Information Record, Scripting Forms, Lesson Plan, Reflecting Information Record, and Appraisal Record)

### Student Teaching Evaluation
#### Time Frames and Responsibilities

<table>
<thead>
<tr>
<th>Time Schedule</th>
<th>Activity &amp;/or Product</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Student Teaching Meeting</td>
<td>Introduce TEAM Model for Evaluation, Domains, and Rubrics</td>
<td>College Faculty Members</td>
</tr>
<tr>
<td>Observations 1st and 2nd placement</td>
<td>Lesson Plans</td>
<td>Student Teacher</td>
</tr>
<tr>
<td></td>
<td>Teacher Observation Report Template</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scripting notes</td>
<td>College Coordinator (Minimum of 1 observation by midterm)</td>
</tr>
<tr>
<td></td>
<td>Reinforcement and Refinement Plan form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Observation Report Template</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scripting notes</td>
<td>Cooperating Teacher (Minimum of 1 observation by midterm)</td>
</tr>
<tr>
<td></td>
<td>Reinforcement and Refinement Plan form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Observation Report Template</td>
<td></td>
</tr>
<tr>
<td>Midterm Evaluation- approximately 1/2 way through each placement</td>
<td>Self-Teacher Observation Report Template</td>
<td>Student Teacher</td>
</tr>
<tr>
<td></td>
<td>Three-Way Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Videotaped Lesson (1 of 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Observation Report Template</td>
<td>College Coordinator</td>
</tr>
<tr>
<td></td>
<td>Three-way Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educator Professionalism Report Template</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative report</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation-usually the last week of each placement</td>
<td>Teacher Observation Report Template</td>
<td>Cooperating Teacher</td>
</tr>
<tr>
<td></td>
<td>Three-way Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educator Professionalism Report Template</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three-way Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Observation Report Template</td>
<td>College Coordinator</td>
</tr>
<tr>
<td></td>
<td>Three-way Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Teacher Observation Report Template</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three-way Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Videotaped lesson (2 of 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Observation Report Template</td>
<td></td>
</tr>
<tr>
<td>Template</td>
<td>Educator Professionalism Report Template</td>
<td>Cumulative Report Template</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Teacher Observation Report Template</td>
<td>Educator Professionalism Report Template</td>
<td>Three-way Conference</td>
</tr>
<tr>
<td>Post-Student Teaching Meeting</td>
<td>All relevant documentation for student teaching must be turned in to College Coordinator</td>
<td></td>
</tr>
</tbody>
</table>
Midterm and Final Evaluation Activity Checklist

Please let this serve as a guide for the activities and forms to be completed each placement by the midterm and final evaluation conferences.

By Midterm Conference

For Student Teacher

___ Bring one completed videotaped lesson and follow-up analysis (scripting and appraisal forms)
___ Bring completed Teacher Observation Report Template for any observations to date (will not be used in grade determination, but should be completed for purposes of reflection and self-evaluation)
___ Bring the logbook to the conference

For Cooperating Teacher

___ Bring at least one set of observation scripting notes (w. Reinforcement and Refinement plans) and the corresponding Teacher Observation Report Template to the midterm conference
___ Bring the completed Educator Professionalism Rating Report (see forms folder on CD)

For College Coordinator

___ Make the arrangements for the three-way conference at midterm
___ Bring at least one set of observation scripting notes (w. Reinforcement and Refinement plans) and the corresponding Teacher Observation Report Template to the midterm conference
___ Bring the completed Educator Professionalism Rating Report to the conference (see forms folder)
___ Check student teacher’s logbook

By Final Conference

For Student Teacher

___ Provide the college coordinator with three evaluated lessons and associated paperwork from the cooperating teacher
___ Provide the college coordinator with the completed and signed time sheet for the placement
___ Provide the college coordinator with a total of two videotaped and analyzed lessons
___ Bring the completed Teacher Observation Report Template (will not be used in grade determination, but should be completed for purposes of reflection and self-evaluation)
___ Bring the logbook to the conference

For Cooperating Teacher

___ Bring the completed remaining two required lesson observation scripting notes and corresponding Teacher Observation Report Templates (total of 3 sets for the placement)
___ Bring the completed Educator Professionalism Rating Report

For College Coordinator

___ Bring the completed remaining two required lesson observation scripting notes and corresponding Teacher Observation Report Templates (total of 3 sets for the placement)
___ Bring the completed Educator Professionalism Rating Report
___ Record the points total of the college coordinator and cooperating teacher on the Grade Record Sheet and secure signatures of both the student teacher and cooperating teacher.
___ Collect all materials from the student teacher and cooperative teacher, place in a folder for filing to the Director of Field Experiences. Please arrange observations by date (both CC and CT) and place the Grade Record Sheet on top.
<table>
<thead>
<tr>
<th>Standards and Objectives</th>
<th>SIGNIFICANTLY ABOVE EXPECTATIONS (5)*</th>
<th>AT EXPECTATIONS (3)*</th>
<th>SIGNIFICANTLY BELOW EXPECTATIONS (1)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>All learning objectives and state content standards are explicitly communicated.</td>
<td>Most learning objectives and state content standards are communicated.</td>
<td>Few learning objectives and state content standards are communicated.</td>
<td></td>
</tr>
<tr>
<td>Sub-objectives are aligned and logically sequenced to the lesson’s major objective.</td>
<td>Sub-objectives are mostly aligned to the lesson’s major objective.</td>
<td>Sub-objectives are inconsistently aligned to the lesson’s major objective.</td>
<td></td>
</tr>
<tr>
<td>Learning objectives are (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</td>
<td>Learning objectives are connected to what students have previously learned.</td>
<td>Learning objectives are rarely connected to what students have previously learned.</td>
<td></td>
</tr>
<tr>
<td>Expectations for student performance are clear, demanding, and high.</td>
<td>Expectations for student performance are clear.</td>
<td>Expectations for student performance are vague.</td>
<td></td>
</tr>
<tr>
<td>State standards are displayed and referenced throughout the lesson.</td>
<td>State standards are displayed.</td>
<td>State standards are displayed.</td>
<td></td>
</tr>
<tr>
<td>There is evidence that most students demonstrate mastery of the objective.</td>
<td>There is evidence that most students demonstrate mastery of the objective.</td>
<td>There is evidence that few students demonstrate mastery of the objective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivating Students</th>
<th>Presentation of content always includes:</th>
<th>Presentation of content most of the time includes:</th>
<th>Presentation of content rarely includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher consistently organizes the content so that it is personally meaningful and relevant to students.</td>
<td>The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.</td>
<td>The teacher rarely organizes the content so that it is personally meaningful and relevant to students.</td>
<td></td>
</tr>
<tr>
<td>The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.</td>
<td>The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued.</td>
<td>The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued.</td>
<td></td>
</tr>
<tr>
<td>The teacher regularly reinforces and rewards effort.</td>
<td>The teacher sometimes reinforces and rewards effort.</td>
<td>The teacher rarely reinforces and rewards effort.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presenting Instructional Content</th>
<th>Presentation of content includes:</th>
<th>Presentation of content includes:</th>
<th>Presentation of content includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of content always includes:</td>
<td>Presentation of content most of the time includes:</td>
<td>Presentation of content rarely includes:</td>
<td>Presentation of content rarely includes:</td>
</tr>
<tr>
<td>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information.</td>
<td>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information.</td>
<td>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information.</td>
<td></td>
</tr>
<tr>
<td>The lesson starts promptly.</td>
<td>The lesson starts promptly.</td>
<td>The lesson does not start promptly.</td>
<td></td>
</tr>
<tr>
<td>The lesson’s structure is coherent, with a beginning, middle, and end, and time for reflection.</td>
<td>The lesson’s structure is coherent, with a beginning, middle, and end.</td>
<td>The lesson has a structure, but may be missing closure or introductory elements.</td>
<td></td>
</tr>
<tr>
<td>Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.</td>
<td>Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.</td>
<td>Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.</td>
<td></td>
</tr>
<tr>
<td>Routines for distributing materials are seamless.</td>
<td>Routines for distributing materials are efficient.</td>
<td>Routines for distributing materials are inefficient.</td>
<td></td>
</tr>
<tr>
<td>No instructional time is lost during transitions.</td>
<td>Little instructional time is lost during transitions.</td>
<td>Considerable time is lost during transitions.</td>
<td></td>
</tr>
</tbody>
</table>

* Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.
### INSTRUCTION Continuation

<table>
<thead>
<tr>
<th>Activities and Materials</th>
<th>SIGNIFICANTLY ABOVE EXPECTATIONS (5)</th>
<th>AT EXPECTATIONS (3)</th>
<th>SIGNIFICANTLY BELOW EXPECTATIONS (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and materials include all of the following:</td>
<td>• support the lesson objectives;</td>
<td>• support the lesson objectives;</td>
<td>Activities and materials include few of the following:</td>
</tr>
<tr>
<td>• are engaging;</td>
<td>• are challenging;</td>
<td>• are engaging;</td>
<td>• support the lesson objectives;</td>
</tr>
<tr>
<td>• sustain students’ attention;</td>
<td>• sustain students’ attention;</td>
<td>• sustain students’ attention;</td>
<td>• are engaging;</td>
</tr>
<tr>
<td>• elicit a variety of thinking;</td>
<td>• elicit a variety of thinking;</td>
<td>• elicit a variety of thinking;</td>
<td>• sustain students’ attention;</td>
</tr>
<tr>
<td>• provide time for reflection;</td>
<td>• provide time for reflection;</td>
<td>• provide time for reflection;</td>
<td>• elicit a variety of thinking;</td>
</tr>
<tr>
<td>• are relevant to students’ lives;</td>
<td>• are relevant to students’ lives;</td>
<td>• are relevant to students’ lives;</td>
<td>• provide time for reflection;</td>
</tr>
<tr>
<td>• provide opportunities for student-to-student interaction;</td>
<td>• provide opportunities for student-to-student interaction;</td>
<td>• provide opportunities for student-to-student interaction;</td>
<td>• are relevant to students’ lives;</td>
</tr>
<tr>
<td>• induce student curiosity and suspense;</td>
<td>• induce student curiosity and suspense;</td>
<td>• induce student curiosity and suspense;</td>
<td>• provide opportunities for student-to-student interaction;</td>
</tr>
<tr>
<td>• provide students with choices;</td>
<td>• provide students with choices;</td>
<td>• provide students with choices;</td>
<td>• induce student curiosity and suspense;</td>
</tr>
<tr>
<td>• incorporate multimedia and technology; and</td>
<td>• incorporate multimedia and technology; and</td>
<td>• incorporate multimedia and technology; and</td>
<td>• provide students with choices;</td>
</tr>
<tr>
<td>• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).</td>
<td>• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).</td>
<td>• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).</td>
<td>• incorporate multimedia and technology; and</td>
</tr>
<tr>
<td>In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Questioning

Teacher questions are varied and high quality, providing a balanced mix of question types:

- knowledge and comprehension;
- application and analysis;
- creation and evaluation;
- Questions are consistently purposeful and coherent.
- A high frequency of questions is asked.
- Questions are consistently sequenced with attention to the instructional goal.
- Questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers).
- Wait time (3-5 seconds) is consistently provided.
- The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.
- Students generate questions that lead to further inquiry and self-directed learning.

Teacher questions are varied and high quality, providing a balanced mix of question types:

- knowledge and comprehension;
- application and analysis; and
- creation and evaluation.
- Questions are usually purposeful and coherent.
- A moderate frequency of questions asked.
- Questions are sometimes sequenced with attention to the instructional goal.
- Questions sometimes require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).
- Wait time is sometimes provided.
- The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.

Teacher questions are inconsistent in quality and include few question types:

- knowledge and comprehension;
- application and analysis; and
- creation and evaluation.
- Questions are random and lack coherence.
- A low frequency of questions is asked.
- Questions are rarely sequenced with attention to the instructional goal.
- Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).
- Wait time is inconsistently provided.
- The teacher mostly calls on volunteers and high-ability students.
### INSTRUCTION Continued

<table>
<thead>
<tr>
<th>Academic Feedback</th>
<th>AT EXPECTATIONS (3)</th>
<th>SIGNIFICANTLY BELOW EXPECTATIONS (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIGNIFICANTLY ABOVE EXPECTATIONS (5)</strong></td>
<td><strong>SIGNIFICANTLY BELOW EXPECTATIONS (1)</strong></td>
<td></td>
</tr>
<tr>
<td>Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another.</td>
<td>The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.</td>
<td></td>
</tr>
</tbody>
</table>

| Grouping Students | The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. | The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. | The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson. |

| Teacher Content Knowledge | Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. Teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. | Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. Teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. | Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way. |

| Teacher Knowledge of Students | Teacher practices display understanding of each students’ anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher practices provide differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | Teacher practices display understanding of some students’ anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | Teacher practices demonstrate minimal knowledge of students’ anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content. |
### INSTRUCTION Continued

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Significantly Above Expectations (5)</th>
<th>At Expectations (3)</th>
<th>Significantly Below Expectations (1)</th>
</tr>
</thead>
</table>
|          | The teacher thoroughly teaches two or more types of thinking:  
|          | - analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;  
|          | - practical thinking, where students use, apply, and implement what they learn in real-life scenarios;  
|          | - creative thinking, where students create, design, imagine, and suppose; and  
|          | - research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.  
|          | The teacher provides opportunities where students:  
|          | - generate a variety of ideas and alternatives;  
|          | - analyze problems from multiple perspectives and viewpoints; and  
|          | - monitor the thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. |
|          | The teacher thoroughly teaches one type of thinking:  
|          | - analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;  
|          | - practical thinking, where students use, apply, and implement what they learn in real-life scenarios;  
|          | - creative thinking, where students create, design, imagine, and suppose; and  
|          | - research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.  
|          | The teacher provides opportunities where students:  
|          | - generate a variety of ideas and alternatives; and  
|          | - analyze problems from multiple perspectives and viewpoints. |
|          | The teacher implements no learning experiences that thoroughly teach any type of thinking.  
|          | The teacher provides no opportunities where students:  
|          | - generate a variety of ideas and alternatives; or  
|          | - analyze problems from multiple perspectives and viewpoints. |

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Significantly Above Expectations (5)</th>
<th>At Expectations (3)</th>
<th>Significantly Below Expectations (1)</th>
</tr>
</thead>
</table>
|                 | The teacher implements activities that teach and reinforce three or more of the following problem-solving types:  
|                 | - Abstraction  
|                 | - Categorization  
|                 | - Drawing Conclusions/Justifying Solutions  
|                 | - Predicting Outcomes  
|                 | - Observing and Experimenting  
|                 | - Improving Solutions  
|                 | - Identifying Relevant/Inrelevant Information  
|                 | - Generating Ideas  
|                 | - Creating and Designing |
|                 | The teacher implements activities that teach two of the following problem-solving types:  
|                 | - Abstraction  
|                 | - Categorization  
|                 | - Drawing Conclusions/Justifying Solution  
|                 | - Predicting Outcomes  
|                 | - Observing and Experimenting  
|                 | - Improving Solutions  
|                 | - Identifying Relevant/Inrelevant Information  
|                 | - Generating Ideas  
|                 | - Creating and Designing |
|                 | The teacher implements no activities that teach the following problem-solving types:  
|                 | - Abstraction  
|                 | - Categorization  
|                 | - Drawing Conclusions/Justifying Solution  
|                 | - Predicting Outcomes  
|                 | - Observing and Experimenting  
|                 | - Improving Solutions  
|                 | - Identifying Relevant/Inrelevant Information  
|                 | - Generating Ideas  
|                 | - Creating and Designing |
# PLANNING

<table>
<thead>
<tr>
<th>SIGNIFICANTLY ABOVE EXPECTATIONS (5)</th>
<th>AT EXPECTATIONS (3)</th>
<th>SIGNIFICANTLY BELOW EXPECTATIONS (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Plans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional plans include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• measurable and explicit goals aligned to state content standards;</td>
<td>• goals aligned to state content standards;</td>
<td>• few goals aligned to state content standards;</td>
</tr>
<tr>
<td>• activities, materials, and assessments that:</td>
<td>• are aligned to state standards,</td>
<td>• are rarely aligned to state standards;</td>
</tr>
<tr>
<td>• are aligned to state standards,</td>
<td>• are sequenced from basic to complex,</td>
<td>• are rarely logically sequenced,</td>
</tr>
<tr>
<td>• are sequenced from basic to complex,</td>
<td>• build on prior student knowledge,</td>
<td>• rarely build on prior student knowledge;</td>
</tr>
<tr>
<td>• build on prior student knowledge,</td>
<td>• provide appropriate time for student work,</td>
<td>• inconsistently provide time for student work,</td>
</tr>
<tr>
<td>• relevant to students' lives, and integrate other disciplines,</td>
<td>and lesson and unit closure;</td>
<td>and lesson and unit closure;</td>
</tr>
<tr>
<td>• provide appropriate time for student work,</td>
<td>• evidence that plan is appropriate for the age,</td>
<td>• little evidence that the plan is appropriate for the age,</td>
</tr>
<tr>
<td>student reflection, and lesson and unit closure;</td>
<td>knowledge, and interests of most learners; and</td>
<td>knowledge, or interests of the learners; and</td>
</tr>
<tr>
<td>• evidence that plan is appropriate for the age,</td>
<td>• evidence that the plan provides some opportunities to accommodate individual student needs.</td>
<td>• little evidence that the plan provides some opportunities to accommodate individual student needs.</td>
</tr>
<tr>
<td>knowledge, and interests of all learners; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• evidence that the plan provides regular opportunities to accommodate individual student needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments require students to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;</td>
<td>• interpret information rather than reproduce it;</td>
<td>• mostly reproduce information;</td>
</tr>
<tr>
<td>• draw conclusions, make generalizations, and produce arguments that are supported through extended writing and</td>
<td>• draw conclusions and support them through writing;</td>
<td>• rarely draw conclusions and support them through writing;</td>
</tr>
<tr>
<td>• connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.</td>
<td>• connect what they are learning to prior learning and some life experiences.</td>
<td>• rarely connect what they are learning to prior learning or life experiences.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Plans:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• are aligned with state content standards;</td>
<td>• are aligned with state content standards;</td>
<td>• are rarely aligned with state content standards;</td>
</tr>
<tr>
<td>• have clear measurement criteria;</td>
<td>• have measurement criteria;</td>
<td>• have ambiguous measurement criteria;</td>
</tr>
<tr>
<td>• measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice tests);</td>
<td>• measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test);</td>
<td>• measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); and</td>
</tr>
<tr>
<td>• require extended written tasks;</td>
<td>• require written tasks; and</td>
<td>• include performance checks, although the purpose of these checks is not clear.</td>
</tr>
<tr>
<td>• are portfolio-based with clear illustrations of student progress toward state content standards; and</td>
<td>• include performance checks throughout the school year.</td>
<td></td>
</tr>
<tr>
<td>• include descriptions of how assessment results will be used to inform future instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ENVIRONMENT

<table>
<thead>
<tr>
<th>Significantly Above Expectations (5)</th>
<th>At Expectations (3)</th>
<th>Significantly Below Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher sets high and demanding academic expectations for every student.</td>
<td>• Teacher sets high and demanding academic expectations for every student.</td>
<td>• Teacher expectations are not sufficiently high for every student.</td>
</tr>
<tr>
<td>• Teacher encourages students to learn from mistakes.</td>
<td>• Teacher encourages students to learn from mistakes.</td>
<td>• Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</td>
</tr>
<tr>
<td>• Teacher creates learning opportunities where all students can experience success.</td>
<td>• Teacher creates learning opportunities where most students can experience success.</td>
<td>• Students demonstrate little or no pride in the quality of their work.</td>
</tr>
<tr>
<td>• Students take initiative and follow through with their own work.</td>
<td>• Students complete their work according to teacher expectations.</td>
<td></td>
</tr>
<tr>
<td>• Teacher optimizes instructional time, teaches more material, and demands better performance from every student.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Managing Student Behavior**        |                      |                                      |
|--------------------------------------|----------------------|                                      |
| • Students are consistently well-behaved and on task. | • Students are mostly well-behaved and on task, some minor learning disruptions may occur. | • Students are not well-behaved and are often off task. |
| • Teacher and students establish clear rules for learning and behavior. | • Teacher establishes rules for learning and behavior. | • Teacher establishes few rules for learning and behavior. |
| • The teacher uses several techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. | • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. | • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. |
| • The teacher overlooks inconsequential behavior. | • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. | • Disruptions frequently interrupt instruction. |
| • The teacher deals with students who have caused disruptions rather than the entire class. | • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. |                                      |
| • The teacher attends to disruptions quickly and firmly. |                                      |                                      |

| **Environment**                      |                      |                                      |
|--------------------------------------|----------------------|                                      |
| The classroom:                       |                      |                                      |
| • welcomes all members and guests.   |                      |                                      |
| • is organized and understandable to all students. | • is organized and understandable to most students. | • is somewhat cold and unwelcoming. |
| • supplies, equipment, and resources are easily and readily accessible. | • supplies, equipment, and resources are accessible. | • is not well-organized and understandable to students. |
| • displays student work that frequently changes. | • displays student work. | • supplies, equipment, and resources are difficult to access. |
| • is arranged to promote individual and group learning. | • is arranged to promote individual and group learning. | • does not display student work. |

| **Respectful Culture**               |                      |                                      |
|--------------------------------------|----------------------|                                      |
| Teacher-student interactions demonstrate caring and respect for one another. | Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. | Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. |
| Students exhibit caring and respect for one another. | Students exhibit respect for the teacher and are generally polite to each other. | Students exhibit disrespect for the teacher. |
| Teacher seeks out and is receptive to the interests and opinions of all students. | Teacher is sometimes receptive to the interests and opinions of students. | Student interaction is characterized by conflict, sarcasm, or put-downs. |
| Positive relationships and interdependence characterize the classroom. |                                      | Teacher is not receptive to interests and opinions of students. |
## PROFESSIONALISM

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Significantly Above Expectations (5)</th>
<th>At Expectations (3)</th>
<th>Significantly Below Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The educator is prompt, prepared, and participates in professional development</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>opportunities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The educator appropriately attempts to implement new strategies.</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>3. The educator develops and works on a personal learning plan based on analyses of</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>school improvement plans and goals, self-assessment, and feedback from observations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The educator makes thoughtful and accurate assessments of his/her effectiveness</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>as evidenced by the self-reflection after each observation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The educator takes action to improve his/her performance.</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>6. The educator utilizes student achievement data to address strengths and</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>weaknesses of students and guide instructional or support decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The educator actively supports school activities and events.</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>8. The educator adheres to school and district policies for personnel.</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>9. The educator works with peers in contributing to a safe and orderly learning</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The educator contributes to the school community by assisting/mentoring others,</td>
<td>Regularly</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>including collaborative planning, coaching, or mentoring other educators, or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supervising clinical experiences for aspiring teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How will overall observation scores be calculated?
The three components (35% growth, 15% student achievement, and 50% observation), will be combined into a single rating on a 5-category scale. Each teacher will receive a final score on this scale:

![Rating Scale]

The state will provide a web-based platform for combining the three component scores into a final rating.

How will my observation scores be used?
The First to the Top Act requires observations to be used as a factor in personnel decisions, including professional development, tenure attainment, and dismissal. The state will provide guidance to districts for using observations in these decisions, including how to best align professional development and other supports to observation results. Ultimately, the primary function of the new observation system is to help improve instruction by developing instructional skills, increasing collaboration and communication, determining needed assistance, and differentiating effective practices.
# TEACHER OBSERVATION REPORT TEMPLATE

Observer ________________________________

Teacher Observed ________________________________

School Name ________________________________

License Number ________________________________

☐ Announced    ☐ Unannounced

Date _____/____/_____  Time ___________

Observation Number ________________

<table>
<thead>
<tr>
<th>Planning</th>
<th>Observer Score</th>
<th>Self Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Plans (IP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Work (SW)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment (AS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environment</th>
<th>Observer Score</th>
<th>Self Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations (ES)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Student Behavior (MSB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment (ENV)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful Culture (RC)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Observer Score</th>
<th>Self Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Objectives (SO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivating Students (MOT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting Instructional Content (PIC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Structure and Pacing (LS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities and Materials (ACT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning (QU)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Feedback (FEED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grouping Students (GRP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Content Knowledge (TCK)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Knowledge of Students (TKS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking (TH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving (PS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):

Adapted from the National Institute for Excellence in Teaching. Do not duplicate without permission.

Observer Signature _______________________________ Date __________________

Teacher Signature _______________________________ Date __________________
REINFORCEMENT PLAN FORM

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence:
REFINEMENT PLAN FORM

Refinement Area (Indicator):

Self-Analysis Question:

Evidence:

Recommendations:

CARSON-NEWMAN COLLEGE

ABSENCE AND TARDY FORM FOR STUDENT TEACHING

Name ____________________

Reason for absence:

________________________________________________________________________
________________________________________________________________________

Medical evidence verified by signatures:

Cooperating Teacher __________________________________________________________

College Coordinator _____________________________ Date ________________

Director of Field Experiences ___________________________ Date ________________

Student Teacher ________________________________ Date ________________

• All student teachers begin student teaching on the same day and end the experience on the same day. No one leaves early.

• With the approval of the three persons listed above, the student teacher may be absent to interview for teaching positions.

• Absence for medical reasons should be accompanied with an excuse from a person from the medical profession.

• Absence without excuse is considered to be unprofessional and will be considered in the final evaluation of the student teacher.

• All absences from student teaching are to be reported on this form to the Director of Field Experiences.

• Failure to comply with these regulations may affect the final evaluation in student teaching.
The following is a sample permission form. Before videotaping, the student teacher should secure permission from the cooperating teacher and principal prior to contacting parents for permission to video tape. The student teacher should also use the forms provided by the school if available.

Permission to Video Tape

Date ______________

I, ________________________________, give permission for my child,
   (signature of parent)
____________________________________, to be included in a class in which the
student teacher, _________________________, is videotaping his/her lesson. I
understand that the videotapes will be used only for the student teacher, cooperating
teacher, and college coordinator to help the student teacher to improve the effectiveness
of his/her teaching.
ANALYSIS OF COOPERATING TEACHER’S EFFECTIVENESS
BY
STUDENT TEACHER

Name of Cooperating Teacher: ____________________________________________________________

Please rate the Cooperating Teacher using the following scale:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

The Cooperating Teacher…

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Took the time to get acquainted with you.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Prepared a place in the classroom for you.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Introduced you to the students, resources, and curriculum.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Assigned you participating duties early in your experience.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Assigned actual teaching as you understood your duties.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Encouraged you to develop initiative and individuality in your teaching style.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Insisted on lesson plans submitted in advance and checked them carefully.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Offered helpful suggestions for improvement as necessary.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. Encouraged your awareness of the different personalities and needs of your students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10. Held regular conferences with you.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11. Reviewed your progress in written form.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12. Encouraged you to evaluate yourself.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>13. Conferred with your college coordinator.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14. Completed your Mid-term and Final Summative Assessments.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15. I would recommend this person as a cooperating teacher.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:

Return this form to:
Director of Field Experiences
Carson-Newman College, Box 72038
Jefferson City, TN 37760
**ANALYSIS OF COOPERATING TEACHER’S EFFECTIVENESS**

**BY**

**COLLEGE COORDINATOR**

Name of Cooperating Teacher: ____________________________________________________________

Please rate the Cooperating Teacher using the following scale:

<table>
<thead>
<tr>
<th>5-Strongly Agree</th>
<th>4- Agree</th>
<th>3-Neutral</th>
<th>2-Disagree</th>
<th>1-Strongly Disagree</th>
<th>0-Not Applicable</th>
</tr>
</thead>
</table>

The Cooperating Teacher…

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attended the three-way conference for the mid-term and final evaluations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Formally observed the student teacher at least three times.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Completed all required forms.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Oriented the student teacher effectively.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Supervised the student teacher effectively.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Evaluated the student teacher effectively.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Offered helpful suggestions for improvement as necessary.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. I would recommend this person as a cooperating teacher.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:

Return this form to:

Director of Field Experiences  
Carson-Newman College, Box 72038  
Jefferson City, TN 37760
# ANALYSIS OF COLLEGE COORDINATOR’S EFFECTIVENESS

Name of College Coordinator: ________________________________

Please Circle one of the following: Student Teacher Cooperating Teacher

Please rate the college coordinator using the following scale:

5-Strongly Agree  4- Agree  3-Neutral  2-Disagree  1-Strongly Disagree  0-Not Applicable

<table>
<thead>
<tr>
<th>The College Coordinator…</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Met with you prior to the beginning of student teaching to discuss expectations for your role.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Provided you with the eBook and explained its contents.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Explained the evaluation process.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Observed the student teacher at least three times.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Shared written and oral observational comments and recommendations with you after each of the three observations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Checked student teacher’s lesson plans.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Held a three-way conference for the mid-term and final evaluations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Provided resources/help when requested.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. I would recommend this person be retained as a college coordinator.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Student Teachers only:**

10. The College Coordinator provided me with an opportunity to discuss my final grade. 5 4 3 2 1 0

Comments: ____________________________________________________________________________________________________________________________________________________________________________________________

Return this form to:

Director of Field Experiences  
Carson-Newman College, Box 72038  
Jefferson City, TN 37760
Please circle one of the following:

Student Teacher  Cooperating Teacher  College Coordinator

**Cooperating Teacher Only:**

<table>
<thead>
<tr>
<th>Gender: Male  Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race: Caucasian  African American  Asian  Hispanic  Other:_________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years Experience:</th>
<th>0-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>20+</th>
</tr>
</thead>
</table>

Please rate the eBook using the following scale:

<table>
<thead>
<tr>
<th>5-Strongly Agree</th>
<th>4- Agree</th>
<th>3-Neutral</th>
<th>2-Disagree</th>
<th>1-Strongly Disagree</th>
<th>0-Not Applicable</th>
</tr>
</thead>
</table>

1. **The eBook CD was compatible with my school computer.**  
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

2. **The information was easily accessible.**  
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

3. **The information was organized in a useful manner.**  
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

4. **The eBook provided enough information so that my responsibilities during the student teaching experience were clear.**  
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

5. **I prefer information in an electronic format.**  
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments on the eBook:

Please evaluate your overall student teaching experience. What worked well? On what can we improve?
LAURA BRUMIT AWARD NOMINATION

Name of Student Teacher ___________________________________________________

Name of College Coordinator ______________________________________________

Evidence of Meeting the Criteria for the Award (Please provide specific examples of how the student teacher exemplifies each characteristic):

Scholarship:

Leadership:

Dedication to the Profession:

Each nomination must be accompanied by the student teacher's work sample and videotape, as well as copies of the plans for the lesson (Planning Information Record, Lesson Plan, Reflecting Information Record, and College Coordinator's Appraisal Record).
**TIME SHEET**

Name ______________________________________  Placement  1  2

A. Teaching  B. Observation  C. Participation  D. Seminar  E. Formal Conferences
Keep time to nearest 15 minute interval (1 hour, 25 minutes = 1.5; 1 hour, 5 minutes = 1).
See General Information & Policies for an explanation of these categories, pgs. 5-6.

<table>
<thead>
<tr>
<th>Date</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
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<th>B</th>
<th>C</th>
<th>D</th>
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<tr>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
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Signature (Cooperating Teacher) ______________________________________ Date ____________________

Signature (College Coordinator) ______________________________________ Date ____________________
**TIME SHEET**

Name _______________________________  Placement  1  2

A. Teaching  B. Observation  C. Participation  D. Seminar  E. Formal Conferences

Keep time to nearest 15 minute interval (1 hour, 25 minutes = 1.5; 1 hour, 5 minutes = 1).

See General Information & Policies for an explanation of these categories, pgs. 5-6.

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Signature (Cooperating Teacher) ________________________________ Date ____________________

Signature (College Coordinator) _________________________________ Date ____________________
**DAILY SCHEDULE**

Semester _____________________ Placement 1 2 (Circle one)

Complete and give a copy to your College Coordinator within a week after beginning each placement experience.

Name of Student Teacher ____________________________________________

CNC Box Number ________ Phone Number ________________

Address ____________________________________________________________

Name of Public School ______________________________________________

School Phone Number ______________________________________________

Name of Principal __________________________________________________

Name of Cooperating Teacher _________________________________________

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Be sure to include where you will be located each period of the day. Include any alterations to the regular schedule (such as for music, art, and physical education) below or on the back of the form.
REPORT BLANK FOR STUDENT TEACHING

This form is to be returned to the college coordinator. The form is filed with the student teacher's permanent records at Carson-Newman College.

Name:__________________________________________________________

Street:___________________________________________________________________

City:______________________________________ State:___________________

Semester Hours in Student Teaching:__________________________________

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<td>Total Hours in Student Teaching</td>
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I certify that the hours listed above are correct.

Signed (Student Teacher) ______________________________________

I concur with the statement that the number of clock hours devoted to observation, participation, and teaching are correct.

Signed (College Coordinator) ___________________________________
COACHING QUESTIONS FOR POST-CONFERENCES

Standards and Objectives:
» How do you decide on the standards/objectives you will teach?
» How do you identify the sub-objectives for a lesson?
» How do you decide on the method you will use to communicate the standards/objectives to students?
» How do you utilize a visual of the standards/objectives during a lesson?
» How do you communicate your expectations to the students?
» How will you obtain evidence that most students have demonstrated mastery of the objective?

Motivating Students:
» How do you organize the content of a lesson so that it is meaningful and relevant to the students?
» How do you develop learning experiences that provide opportunities for students to ask questions and explore?
» How do you reinforce and reward the efforts of all students?
» Why is it important for students to have opportunities to develop their own questions and explore for the answers?
» How does motivation impact student achievement?

Presenting Instructional Content:
» How do you decide on the types of visuals you will use during a lesson?
» Why is it important for the teacher to model his/her expectations for students?
» How do you plan for effective modeling during a lesson?
» How do students clearly know your expectations for their assignments and for what they are to learn?
» When planning a lesson, how do you decide on the sequencing of the instruction within the lesson?
» When planning a lesson, how do you decide on the manner in which the different elements of the lesson will be segmented?
» How do you maintain focus in a lesson on the learning objectives?

Lesson Structure and Pacing:
» How do you decide on the manner in which you will segment the different parts of a lesson?
» How do you plan for effective closure within a lesson?
» How do you plan for the pacing of a lesson that provides opportunities for students who progress at different rates?
Questioning:
- How do you decide on the types and frequency of questions you ask during a lesson?
- Why is it important for teachers to ask higher-order questions during a lesson?
- How do you provide opportunities for all students to respond to your questions?
- How do you provide for wait time during a lesson?
- What is the purpose for a teacher to provide wait time?

Academic Feedback:
- How do you decide on the type of feedback you provide to students?
- How do you use student feedback to make adjustments to your instruction?
- How do you engage students in providing quality feedback to one another?

Grouping:
- How do you decide on the instructional grouping of students during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do you communicate your expectations to students for their own work and that of the group?
- How do you assess the performance of groups and individuals when it is completed in a group setting?

Teacher Content Knowledge:
- How do you prepare yourself to teach (Insert a topic taught)?
- How do you develop or select instructional strategies to teach (Insert the specific topic being taught)?
- How do you decide on the ways in which you will connect the content being taught to more powerful ideas?
- What are some other ideas to which you could have connected during the lesson?

Teacher Knowledge of Students:
- How do you identify the learning styles of your students and incorporate these into your lessons?
- How do you identify the interests of your students and incorporate these into your lessons?
- How do you provide differentiated instructional methods within your lessons?
POST-CONFERENCE PLAN

While the TAP Teaching Standards are used to evaluate teachers’ lesson planning and instruction, their primary purpose is to provide the basis of support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or teacher leaders, including the modeling of specific indicators in professional development meetings, in teachers’ classrooms, and in the post-conference. Modeling of the indicators in professional development meetings was previously addressed in “Explanation of the TAP Teaching Standards.” The post-conference will be addressed in this section.

The purpose of the post-conference is to provide teachers opportunities to self-reflect on their lessons with guidance and support from the administrator or teacher leader who conducted the observation. This guidance should be provided through the use of leading questions by the observer, along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (area in which the observer needs to help the teacher improve). Therefore, the focus of the post-conference is on two indicators or descriptors from the rubric as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or teacher leader. Examples of coaching questions corresponding to each indicator on the rubrics can be found in “Explanation of the TAP Teaching Standards.”

When choosing an area of reinforcement and refinement from the rubric, observers should ask themselves several guiding questions to ensure that a teacher’s professional growth will have the maximum impact on the achievement of his/her own students.

Hints and Questions for Choosing Reinforcement and Refinement Objectives

» Which areas on the rubric received the highest scores (reinforcements) and the lowest scores (refinements)?
» Which of these areas would have the greatest impact on student achievement?
» Which of these areas would have the greatest impact on other areas of the rubric?
» In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher’s ability to teach problem solving.
» Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a reinforcement that is directly related to the refinement, it would be like saying, “Your questioning was great, but there were no higher-order questions.”
» Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
» Select refinement topics with which you have personal knowledge and teaching experience. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done or modeling these examples for them.