



UNIVERSITY *of*
NEW ORLEANS

College of Education and Human Development

The background of the cover is an abstract composition of various colored polygons in shades of brown, tan, green, and purple. A red apple with a green leaf is positioned in the lower right, and a black pen is positioned diagonally across the center.

**Student
Teaching
Handbook
Fall 2007**

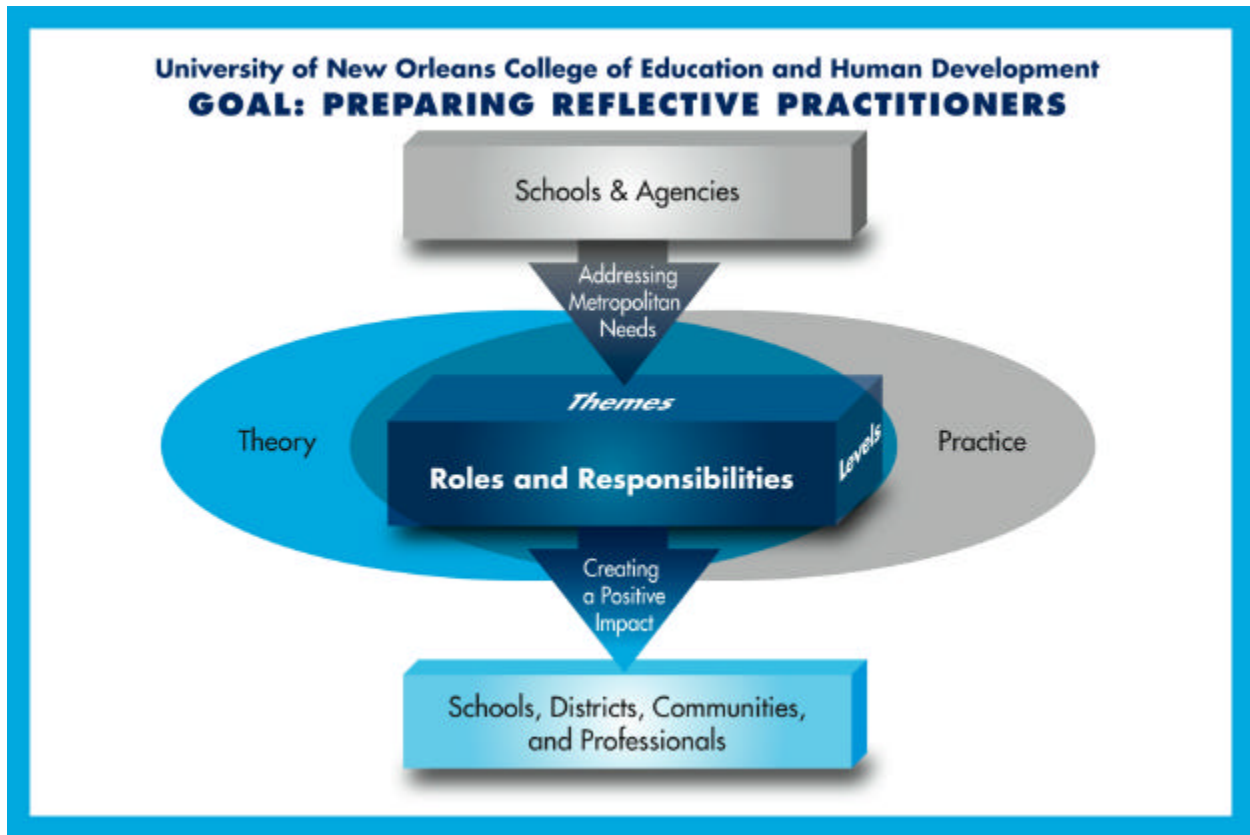
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INTRODUCTION

The Student Teaching Handbook is designed for student teachers, practicing professionals and college personnel who participate in the student teaching program of the College of Education and Human Development at the University of New Orleans (UNO). The handbook specifies the roles and responsibilities of the student teacher and of each member of the professional team. Although the handbook is not intended to be all inclusive, it does provide a comprehensive overview of the entire student teaching program.

Since student teaching represents the culmination of the Teacher Education Program at UNO, it provides opportunities for the teacher candidate to translate basic principles, theories, methods and techniques into teaching strategies that are creative, comprehensive, and effective. Aware of its role and responsibility in the preparation of quality teachers for the future, the university makes a concerted effort to provide teacher candidates with numerous opportunities to acquire the necessary knowledge and skills to improve the academic performance of today's youth.

Student teachers, being exposed to a variety of stimulating learning experiences under the direction of effective educators, not only learn how to direct experiences for their pupils but become aware of real-life professional situations and solutions that will best prepare children and youth for active citizenship in a global community. Committed to our mission to prepare professional educators who will practice in culturally diverse settings in metropolitan area schools, the College of Education and Human Development at the University of New Orleans designs and maintains its entire program with an emphasis on inquiry. This emphasis is expressed in the College's Conceptual Framework.



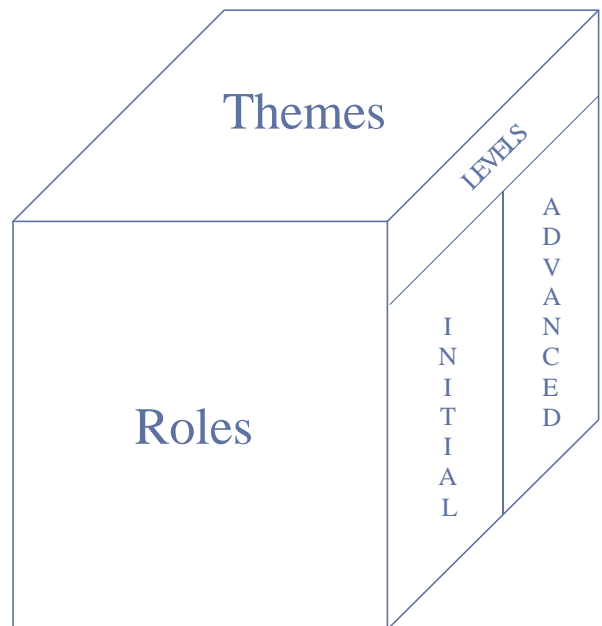
The Conceptual Framework permeates the entire teacher preparation program. As teacher candidates progress through their professional studies, they are introduced to roles and themes that they will experience in the classroom, which along with their personally held beliefs and assumptions, inform their professional practice. The goal of the College of Education and Human Development is to have our candidates internalize the theory-practice interaction model as they develop into reflective practitioners who are constantly reassessing the educational theories, beliefs, and assumptions they embrace.

ROLES and Responsibilities

- Designing And Delivering Instruction
- Managing Time, Tasks, And Environments
- Advocating For Children, Services And Supports
- Providing Support For Group Practice
- Using Inquiry To Improve Practice
- Improving School And System Practice

THEMES

- Assessment
- Diversity
- Communication
- Technology



PART I: GENERAL INFORMATION

DESCRIPTION OF STUDENT TEACHING

The period of student teaching is considered by many to be the most vital phase of the teacher candidate's professional preparation. The student teaching semester at the University of New Orleans provides an opportunity for the teacher candidate to create perspectives of the total school program in operation in its community setting. This is also the time when the teacher candidate is able to make practical use, over an extended period of time, of the principles, methods, knowledge, and materials which have been developed or acquired through coursework.

During a fifteen week semester, an increasing responsibility for working with individuals and groups of pupils is assumed by the student teacher through gradual involvement in teaching/learning situations. Through the guidance of the Cooperating Teacher, the student teacher will participate in planning conferences, classroom observations, part time teaching, and debriefing conferences, leading to full time teaching during the latter half of the semester for a minimum of four weeks. Some student teachers will teach full time for more than four weeks, while others may find it necessary to extend the student teaching period for one week in order to satisfactorily complete the required four weeks and 200 teaching hours of full time teaching. Full-time Teaching is defined as full school days of independent teaching by the Student Teacher, during which he/she handles all the duties and activities of a teacher while the Cooperating Teacher functions as a guide, mentor, observer and/or teaching partner.

Concurrent enrollment in EDUC 4000, Meeting the Needs of All Learners III, and Cohort Meetings are designed to address topics of teacher effectiveness, classroom management, exit portfolio requirements, Louisiana Teacher Assistance and Assessment Program, school culture, and interpersonal skills.

GOALS OF STUDENT TEACHING

The goals of student teaching are to provide the Teacher Candidates with opportunities to:

1. Establish and maintain harmonious and productive relationships within the professional environment;
2. Develop teaching talent with respect to the interactive components of artistic and technical pedagogy;
3. Reflect collaboratively upon the origins, purposes, and consequences of his/her actions as well as the constraints and encouragements embedded in teaching and learning situations;
4. Demonstrate effective engagement in the six roles associated with effective educators, and,
5. Internalize the Theory-Practice Interaction Model.

PROCEDURES AND TIMELINES FOR APPLICATION

Student Teaching is the capstone experience of the Teacher Education Program. Application for student teaching must be submitted electronically to the Office of Field Experiences during Tier III, one semester prior to beginning the student teaching semester (Tier IV). The electronic application is available at the College of Education and Human Development's (COEHD) home page, www.coehd.uno.edu. Teacher Candidates expecting to student teach in the Fall semester must apply on or before January 31. Teacher Candidates expecting to student teach in the Spring semester must apply on or before August 31.

Teacher Candidates must enroll in EDSP 3001, one semester prior to student teaching. This 1 credit course is only offered in the Fall and Spring semesters. During enrollment in this course, teacher candidates work collaboratively with Program Coordinators to develop portfolios which meet the Tier III Portal Assessment requirements designed to assess candidate performance prior to enrollment in student teaching.

REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

A Teacher Candidate will not be permitted to schedule an academic load in excess of 12 semester hours during the student teaching semester. Teacher Candidates are permitted to schedule student teaching when they have met the following requirements:

1. Completion of all other course work in the certification and degree program, except for student teaching and EDUC 4000 (taken concurrently with student teaching).
2. The attainment of senior standing in the Teacher Education Program in the COEHD with a minimum grade point average of 2.5.
3. Completion of all courses in professional education with a grade of "C" or higher. Students in middle and secondary education and combined elementary-secondary education must also complete all courses in the major teaching field with a grade of "C" or higher. Students who have an incomplete (I) grade in a course will not be eligible for student teaching.
4. Completion of all performance reviews.
5. Transfer students in elementary education must complete two of the required curriculum and instruction courses in residence at UNO. Transfer students in secondary education must complete one required methods course and one course in the major teaching field in residence at UNO.
6. Approval of the Director of Field Experiences and Clinical Practice.

In order to graduate, teacher candidates must have an overall GPA of a 2.5, successfully complete all courses required for the degree program and pass all parts of PRAXIS I and II. An original set of The Praxis Series (PPST - Reading, Writing,

Math, PLT - Principles of Learning and teaching and Specialty Area Tests) must be sent to the College of Education and Human Development.

NOTE: The COEHD recommends that teacher candidates take PRAXIS II examinations one semester prior to student teaching.

PLACEMENT

Student Teachers are placed in teaching situations which will provide them with optimal professional growth and direction in becoming effective teachers. The assignments are made by the Director of Field Experiences and Clinical Practice or the Directors of Special Education, Music or Health and Physical Education, with the cooperation of the school systems, the individual school principals and the Cooperating Teachers. Assignments are made in public and charter schools which are approved by the State Board of Elementary and Secondary Education in the Greater New Orleans Area. Every effort is made to place student teachers in school sites which share the same philosophical beliefs articulated in the College of Education and Human Development's mission. The criteria used for the selection of Cooperating Teachers is described in Part II: Roles and Responsibilities of Involved Parties.

Each Student Teacher is also assigned a College Coordinator who supervises the Student Teacher's work, provides feedback and direction during the semester, and serves as a liaison between the school site and the university. A description of the College Coordinator's role can be found in Part II: Roles and Responsibilities of Involved Parties.

LEGAL RESPONSIBILITIES

UNO Student Teachers are legally afforded liability and malpractice insurance coverage while conducting student teaching duties and responsibilities. The university's general liability, professional liability, and medical malpractice liability insurance coverage will be extended only to cover UNO undergraduate and graduate teacher candidates for activities directly related to and/or an integral part of a given course of study and during student teaching.

GRADING

A final grade of "C" or higher is required to successfully complete the student teaching semester. The personal and professional growth of the Student Teacher is assessed throughout the semester. At mid-semester and end of semester, 3-Way Collaborative Conferences are conducted to formally assess the student teacher's progress. The Student Teacher, Cooperating Teacher and College Coordinator meet to discuss areas of strengths and areas which require improvement. Specific strategies and recommendations are made to address areas of weakness. Prior to the mid-semester conference, Form 10 is completed by the Cooperating Teacher and reviewed at the conference. Prior to the end of semester conference, Form 11 is completed by the Cooperating Teacher and

reviewed at the conference. Additionally, the 3rd Dispositions review is completed at mid and end of semester.

At the end of the semester, the College Coordinator is responsible for the review and scoring of the exit assessments, which include the exit portfolio (Teacher Work Sample) and the evidence sets. At mid and end of semester, the College Coordinator submits a recommended grade to the Director of Field Experiences and Clinical Practice.

PART II. ROLES AND RESPONSIBILITIES OF INVOLVED PARTIES

Cooperating School

Personnel from the assigned school are involved in the professional development and instructional programs for candidates and for students. Collaboration between school and University personnel helps candidates develop knowledge, skills and dispositions.

Personnel from the Cooperating School:

- Have the legal responsibility for the safety and welfare of its pupils;
- Assure that the Cooperating Teacher and Student Teacher understand and follow established parish and school policies and procedures; and
- Ensure that Student Teachers are under the constant and daily supervision of a qualified Cooperating Teacher. **Student Teachers are not to serve as substitute teachers during the student teaching assignment.** In the absence of the Cooperating Teacher, a substitute teacher needs to assume the ultimate responsibility of the operation of the classroom. However, the Student Teacher can teach lessons previously discussed with the Cooperating Teacher. The Substitute Teacher is to remain in the classroom at all times, just as the Cooperating Teacher would do.

Cooperating Teachers

Cooperating Teachers will:

- Participate in a required orientation session;
- Collaborate with the University and the College Coordinator in assisting the Student Teacher in meeting the goals and challenges during the student teaching experience;
- Communicate verbally and via the Collaborative Journal;
- Act as a liaison to connect the Student Teacher to the school and the school-community;
- Support and mentor the Student Teacher;
- Model “best teaching strategies” and effective classroom management skills and techniques;
- Have an impact on student learning as they plan and confer with the Student Teacher;

- Complete all required student teaching forms, evaluate the Student Teacher's potential as an effective teacher and grade the Mid-Semester and End of Semester Evaluations (*Forms 6, 8, 9, 10, 11, 12, and Dispositions Review*); and
- Be legally responsible for the well-being and safety of the students in the classroom. **Student Teachers must not be left alone in the classroom for more than 15-20 minutes.**

Criteria for the Selection of Cooperating Teachers:

- Principal's Recommendation;
- Teaching in area of certification;
- Full-time responsibilities in the area of the student's licensure;

AND one of the following:

- 3 years of teaching experience and a Masters Degree in Education, OR
- 5 years of teaching experience and Nationally Board Certified, OR
- 5 years of teaching experience and successful completion of the Supervision of Student Teachers Course,
- 5 years of teaching experience and served as Parish Teacher of the Year, OR
- 5 years of teaching experience and LaTAAP Assessor certified.

College Coordinator/Cohort Leader

The College Coordinator will:

- Participate in a required orientation session;
- Assume responsibility for direct supervision of designated Student Teachers (Cohort);
- Uphold the policies and procedures of student teaching;
- Collaborate with the Cooperating School and Cooperating Teacher to share and integrate resources and expertise to support candidate's learning in field experiences;
- Complete 2 observation/conference reports, conduct the Professional Team Meeting at the assigned school/s, confer at the 3-way Conference at Mid-Semester and the End of the Semester, facilitate 4 cohort meetings during the semester, and review and evaluate the second video requirement;
- Complete all required student teaching forms;
- Evaluate the Exit Assessments for Initial Certification via Live Text; and
- Conduct the Capstone Review Conference.

Criteria for Identification of College Coordinator/Cohort Leader:

- Certified in the area/level of supervision;
- A valid teaching certificate (preferably a Louisiana certificate);
- Three semester hours in the Supervision of Student Teaching or Supervision of Instruction;

- Five years of successful teaching experience (preferably in public schools in the Greater New Orleans Area);
- A Master's Degree or higher;
- Three letters of recommendation; and
- Review of vita.

Student Teachers/Teacher Candidates

Student Teachers will:

- Prepare adequately and in advance for all assigned duties;
- Confer with his/her Cooperating Teacher about planning and delivery of lessons, assessment of students and school procedures and policies;
- Prepare and submit lesson plans for review and approval of the Cooperating Teacher 3-5 days in advance of the lesson and make necessary revisions as suggested by the Cooperating Teacher before teaching the lesson;
- Be responsible for classroom management, with the guidance and consent of the Cooperating Teacher;
- Behave in a professional manner at all times;
- Participate in professional activities expected of the Cooperating Teacher, such as faculty meetings teacher inservices, grade level meetings, open house/parent night activities, etc.;
- Attend Cohort Meetings scheduled and conducted by the College Coordinator; and
- Adhere to the same workday schedule as the Cooperating Teacher.

PART III: POLICIES AND PROCEDURES

ELECTRONIC CORRESPONDENCES

Each Student Teacher is responsible for logging on to UNO Email and Blackboard at least twice during each week throughout the semester. Important information from the Office of Field Experiences and Clinical Practice and the assigned College Coordinator will be communicated through these systems.

UNO Email

The University of New Orleans requires every candidate to activate his/her university email account and use **only** his/her UNO email for electronic correspondence. The Office of Field Experiences and Clinical Practice and the Live Text Administrator will only reply to or acknowledge emails from candidates who do the following:

- Use UNO Email for electronic correspondence;
- Identify the teacher candidate's name and course number in the subject line (i.e. Susan Jones, EDUC 4910); and
- Sign the correspondence by including the candidate's first and last names, UNO ID number, and Student Teaching assignment (i.e. Susan Johnson, #555667, 3rd Grade Student Teacher, Bridge City Elementary School).

Blackboard

Teacher Candidates must access Blackboard to check for announcements and other communications. Student teaching policies and procedures, calendars and forms will be posted on Blackboard.

Electronic Portfolio System

Student Teachers will participate in Live Text, electronic portfolio, training seminars. Student Teachers will use Live Text throughout the student teaching semester to:

- Record field experience information on a weekly basis;
- Record mid-semester and end of semester teaching hours; and
- Submit the exit portfolio (Teacher Work Sample and Evidence Sets).

CORPORAL PUNISHMENT:

Student Teachers are **prohibited** from administering corporal punishment. Corporal punishment is used here to refer to the infliction of bodily harm. Student Teachers have no legal authority for such action.

PROFESSIONALISM

The relationships that exist among the members of the faculty and staff of a school and the manner in which respective responsibilities are discharged determine to a great extent the effectiveness of

the total school program. As a member of a school faculty, the Student Teacher is expected to establish and maintain harmonious and productive relationships with members of the faculty and staff of the school.

It is required that the Student Teacher:

1. Greet members of the faculty and staff cordially on all occasions;
2. Maintain a professional attitude toward teachers and co-workers;
3. Treat confidentially information concerning pupils, teachers, and school matters;
4. Abide by the policies and regulations of the district and school; and
5. Discuss with the Cooperating Teacher any questions or concerns which may arise.

Appropriate Dress for Student Teaching

Student Teachers are to follow the dress code outlined by the assigned parish and school. Student Teachers should always consult with the assigned Cooperating Teacher for guidelines and suggestions. Neat, clean, and conservative clothing are appropriate in any situation. Any type of dress or accessories (e.g. body piercing) that would be distracting to pupils or considered inappropriate by the parish and the assigned school or the University should be avoided. (Refer to the Teacher/Employee Handbook of the assigned parish and school.)

Cell Phones, Pagers and Electronic Devices

Each school district has a policy regarding the use of cell phones, pagers and other electronic devices on school property. Each Student Teacher should confer with his/her Cooperating Teacher regarding this policy. (Refer to the Teacher/Employee Handbook of the assigned parish and school.)

ATTENDANCE

Each Student Teacher is expected to be at his/her assigned school on time all day, everyday during the Student Teaching semester. Unexcused absences and/or excessive tardiness are unacceptable. Student Teachers will be released from duties at his/her assigned school only when the College of Education and Human Development has officially mandated the Student Teacher to attend Seminars/Meetings, Live Text Trainings, Professional Development Trainings and/or Workshops. Each Student Teacher will follow the school calendar of the assigned parish/school. A minimum of 200 satisfactory teaching hours is required. Included in this time, is four weeks of full-time, all day teaching.

All Student Teachers must document daily attendance at the school site. Each school has specific procedures regarding this process. Please confer with the assigned Cooperating Teacher.

Absences

Only in cases of extreme emergency should a Student Teacher be absent from responsibilities at the assigned school. Certain absences may be excused when they cannot be avoided and official

written documentation and/or confirmation is presented upon the Student Teacher's return to his/her assigned school.

Examples of excused absences may include:

1. Death in the immediate family, as verified by an obituary;
2. Court appearance, as verified by a summons;
3. Automobile accident, as verified by an accident report providing the date and time of the accident;
4. Personal illness, as verified by a physician's statement stating the date and time of the appointment/visit, and a "Return to Work Form";
5. Hospitalization of the Teacher Candidate, as verified by a physician's orders/statement stating the date/s of the hospitalization; and
6. **Approved** participation in a Professional Development activity.

The following reasons are examples of **unacceptable** explanations for absences:

1. Going on a vacation;
2. Attending a wedding (yours or someone else's);
3. Taking a business trip with a family member; and
4. Having out-of-town company.

Three Unexcused Absences

The Student Teacher's current grade will be reduced to the next lowest grade and he/she will be immediately referred to the Review and Retention Committee.

Missing half of a day

This will be counted as one absence. (Refer to procedures for reporting and recording absences).

Reporting an Absence

By 9:00 A.M. the morning of the absence, the Student Teacher will report his/her absence to:

1. The Cooperating Teacher by phone;
2. The Office of Field Experiences and Clinical Practice by UNO Email, with an explanation of the reason for the absence; and
3. His/her College Coordinator by phone or email.

(Note: reporting absence/tardiness does not denote excusal)

Recording an Absence

By 4:00 P.M., on the first day the Student Teacher returns to the classroom after the absence, he/she must:

1. Complete Form 12 "Official Report of Absence/Tardiness";
2. Secure the Cooperating Teacher's signature;
3. Attach written official documentation and/or confirmation, if excused;
4. Fax all information to the Office of Field Experience and Clinical Practice, 504-280-6065.

Absence at a Cohort Meeting

Each absence and tardy arrival at a Cohort Meeting will be added to the number of absences and tardy arrivals in the student teaching classroom. By 9:00 A.M., on the day following the Cohort Meeting, the College Coordinator will report this absence to the Office of Field Experience and Clinical Practice and submit/fax the Cohort Meeting Sign-in Sheet as written official documentation and/or confirmation.

Tardiness

It is imperative that each Student Teacher arrive on time everyday during student teaching at his/her assigned school, and to all mandatory College of Education and Human Development Professional Seminars/Meetings, Live Text Trainings, Workshops and Cohort Meetings.

- Tardy arrivals in the assigned student teaching classroom will be added to the number of tardies reported from attendance taken at all mandatory College of Education and Human Development Meetings/Seminars, Live Text Trainings, Workshops, Professional Development Trainings, and/or Cohort Meetings.
- Student Teacher are required to sign-in at the beginning and conclusion of all mandatory scheduled events. Failure to sign-in at both required intervals will be counted as one Tardy arrival.

Three reports of Tardy Attendance will Constitute 1 Absence

(Refer to procedures for reporting and recording absences.)

Reporting a Tardy Attendance

1. By 9:00 A.M. the morning of the tardy arrival, the Student Teacher will report his/her tardiness by contacting his/her Cooperating Teacher by phone, **AND**;
2. By 4:00 P.M. the day of the tardy, the Teacher Candidate will report his/her tardiness by contacting the Office of Field Experience and Clinical Practice by UNO Email, with an explanation of the reason for the tardiness.

(Note: reporting tardiness does not denote excusal)

Recording Tardy Attendance

By 4:00 P.M., on the day of the tardy, the Student Teacher must:

1. Complete Form 12 “Official Report of Absence/Tardiness”;
2. Secure the Cooperating Teacher’s signature;
3. Attach written official documentation and/or confirmation; and
4. Fax all information to the Office of Field Experience and Clinical Practice, 504-280-6065.

DISTRICT INTERVIEWS

During the Fall and Spring Semesters, campus interviews are arranged by the Office of Field Experiences with public school systems from several parishes in the Greater New Orleans area.

Student Teachers are given the opportunity to indicate with which parish(es) he/she is interested in interviewing. The Director of Field Experience and Clinical Practice will create and disseminate an interview schedule. Student Teachers will be **officially** excused from their assigned school **only long enough to complete their interviews.**

During the Spring Semester, a Teacher's Fair will be held at UNO or one of the local universities. Recruiters from all over the nation will be in attendance. Any Student Teacher who is relocating will be officially excused to attend the Teacher's Fair.

SITUATIONS REQUIRING SPECIAL CONSIDERATIONS

College Coordinator's Report of Problem - Form 13

In the event of a problem at the school site, the Student Teacher must inform the College Coordinator of his/her concern immediately. The College Coordinator will facilitate the process of resolving the problem. The College Coordinator will complete Form 13 and submit it to the Office of Field Experiences, after securing all necessary information and signatures.

Petition to Discontinue Student Teaching

If a Student Teacher decides to discontinue/withdraw from student teaching, he/she must:

1. Discuss the situation with his/her Cooperating Teacher, **and** College Coordinator;
2. Make reference to the UNO Class Schedule Bulletin (on-line) under the section "Important Dates" which lists the final dates to drop or resign;
3. Complete Form 14, "Petition to Discontinue Student Teaching", including all required information, accurate account of earned teaching hours, all appropriate signatures, and a thorough explanation of the reason/s for discontinuing student teaching; and
4. Submit Form 14 in person to the Office of Field Experiences.

Note: If the teacher candidate intends to student teach the following semester, he/she will need to:

1. Re-apply for admission;
2. Be accepted to the Teacher Education Program under the program and enrollment capacity guidelines in effect at that time; and
3. Submit a letter of appeal to the Assistant Dean requesting permission to student teach.

Re-assignment to a Second School

The Principal, Cooperating Teacher and College Coordinator may recommend that a Student Teacher be removed from a particular assignment and re-assigned to another setting when there is sufficient evidence that such a move is warranted.

The following steps are required:

1. Documentation from the Principal, Cooperating Teacher and College Coordinator must be presented to justify this recommendation. Included must be a written description stating the

- reason for the request and the time frame (when it became a concern and the time period the Teacher Candidate was given to address the concern and remediate);
2. An explanation of the action plan developed to assist the Student Teacher in resolving the problem;
 3. A description of the outcome of the action plan;
 4. The College Coordinator will submit all documentation to the Office of Field Experiences;
 5. A decision must be made by the Review and Retention Committee.

NOTE: If a Teacher Candidate has been re-assigned to a second school, no other placement will be considered. After mid-term, re-assignment is not an option.

Policy Governing Student Teacher Removal

A Student Teacher will be removed from the student teaching experience under the following conditions:

1. The Principal and Cooperating Teacher recommend the removal and justify it through official documentation indicating that the Student Teacher jeopardizes the well being of the students and/or the instructional processes at the school.
2. The documentation indicates that the Teacher Candidate had adequate time and opportunity to remediate the problems/s and has not successfully worked with school personnel to resolve the problem/s.
3. A decision must be made by the Review and Retention Committee.

NOTE: Once a Student Teacher is removed, he/she will not be placed in another setting during the same semester.

PART IV. REQUIREMENTS

Student Teaching Calendar

Student Teachers will follow the calendar outlined by (1) the assigned parish and school, and (2) dates and events as listed on the College of Education and Human Development Student Teaching Calendar.

Materials for Student Teaching

- Media for taping 2 lessons (video, DVD, etc.)
- Large Notebook (Collaborative Journal)
- Large Binder –Lesson Plans
- 3 Prong Blue Paper Folder - End of Semester “Capstone” Review (Provided by the College of Education and Human Development)

Pre-Student Teaching Observation – Form 3

Student Teachers are required to complete 10 clock hours of observations at the assigned school site prior to August 19, 2007. Upon completion, the Pre-Student Teaching Observation Log and Reflection form (Form 3) must be submitted to the College Coordinator.

Lesson Plans

- The Cooperating Teacher will determine the teaching assignments for the Student Teacher. Student Teachers should indicate preferences and student teaching requirements to the Cooperating Teacher.
- Student Teachers must have a written lesson plan for every lesson taught. On a daily basis, the lesson plan format used at the assigned school site may be used.
- Student Teachers will use the “LA Making Connections” on-line lesson plan format for the two videos, two observations by the College Coordinator and artifacts submitted for the Exit Portfolio Assessment. This format can be found at <http://mconn.doe.state.la.us/>.

Student Teacher Semester Schedule - Form 4

This form is to be completed by the Student Teacher and submitted to the College Coordinator during the Coordinator’s initial visit to the school.

Collaborative Journal

A fundamental process required of every teacher is constant self-reflection. It is necessary for the determination of areas of strength and areas where professional development concerns should be targeted. Self-reflection should be utilized as a basis for conferences with the Cooperating Teacher and the College Coordinator, which should lead to a realistic awareness of one's capabilities and development as a teacher.

- The Student Teacher will record weekly, dated entries of observations, insights, questions and reflections regarding the student teaching experience.

- The Cooperating Teacher shall respond weekly with written feedback regarding observations, lessons, and recommendations for improvement of performance.
- Journals should remain in the classroom.

Cohort Meetings (4)

Four Cohort Meetings will be scheduled after school hours by each College Coordinator. Issues of common concern for Student Teachers in particular fields are selected for discussion.

Instructions are also provided regarding the exit portfolio and other requirements. **Attendance at all Cohort Meetings is mandatory.**

College Coordinator Observation Reports (2) – Form 5

This instrument is designed to provide feedback from the College Coordinator after completing classroom observations.

- After completion by the College Coordinator, the original form will be given to the Student Teacher.
- The Student Teacher must reflect on the lesson taught and feedback provided to complete a reflection.
- A copy of the lesson plan, using the Making Connections format, must be attached.
- All original documents must be placed in the blue Capstone Review folder.

Taped Lessons – Forms 6 and 7

Two videos of teaching sessions are required.

- One teaching session is taped during the first four weeks for review and comment by the Cooperating Teacher and the Student Teacher (Form 6).
- Another session is taped during the second four weeks for review and comment by the College Coordinator and the Student Teacher (Form 7).
- A copy of the lesson plan, using the Making Connections format, must be attached to the original forms and placed in the blue Capstone Review folder.

Mid-Semester and End-Semester Student Teaching Hours Logs – Forms 8 and 9

- Student Teachers are required weekly to record all teaching hours on these forms.
- At the 3-Way Conferences conducted at Mid Semester and at the End of the Semester, all hours will be reviewed.
- The Student Teacher, College Coordinator and Cooperating Teacher will sign in the appropriate places.
- This data must also be submitted electronically, via Live Text, at mid and end of semester.
- The originals will be placed in the blue Capstone Review folder.

Cooperating Teacher's Mid-Semester and End-Semester Evaluations – Forms 10 and 11

- Cooperating Teachers are to complete evaluations, both at mid-semester and at the end of the semester.

- A 3-Way Conference will be conducted, during which the College Coordinator, Cooperating Teacher and Student Teacher discuss the Student Teacher's progress.
- Summative and Formative evaluations will be completed and signed.
- Original documents will be placed in the blue Capstone Review folder.

Exit Assessments

The exit assessments are aligned with the Conceptual Framework of the College. These assessments require student teachers to engage in various teacher roles while focusing on several themes to impact student learning. The UNO Evidence Sets, Louisiana Components of Effective Teaching and Specialty Professional Area (SPA) Standards are addressed through these assessments.

1. Dispositions-3rd Review

Effective teachers possess a set of dispositions that guide his/her actions inside and outside of the classroom. All candidates deepen his/her understanding and development of dispositions during the program. Prior to the mid-semester 3-way conference and again, prior to the end of the semester 3-way conference, the Cooperating Teacher will review and score the Candidate Dispositions 3rd Review. Prior to the end of the semester 3-way conference, the College Coordinator will also review and score the Candidate Dispositions 3rd Review. Scores indicate a Student Teacher's areas of strengths and areas for improvement.

2. Exit Portfolio

Each Student Teacher must submit an exit portfolio via Live Text. The exit portfolio consists of a Teacher Work Sample (TWS). Requirements for the exit portfolio are based on each candidate's area of certification. College Coordinators guide Student Teachers through the portfolio process. At the end of the semester, Student Teachers participate in a Teacher Work Sample Exhibit. The exhibit is a visual display that demonstrates the processes used in the creation of the Teacher Work Sample and the results of their efforts.

3. Evidence Sets

Each Student Teacher is assessed by the assigned College Coordinator using the comprehensive Evidence Sets rubric. Information gathered throughout the semester, including during observations, conferences, Cohort Meetings, various assignments and portfolio development are taken into consideration.

End of Semester "Capstone" Review – Form D

Each Student Teacher is required to submit the completed End of Semester "Capstone" Review Folder to his/her College Coordinator during the week of **December 3, 2007**. College Coordinators will schedule a 15 minute time period for presentation and check-out of the required student teaching forms and documentation containing the appropriate signatures during the Student Teaching Semester. **All required documentation must be contained in the folder at the time of presentation.** Graduation is pending presentation of "Capstone" Folder.

Teaching Certificates:

Student Teachers will complete the application for teaching certificate at the orientation session scheduled at the beginning of the semester. At the end of the semester, during the Capstone Review, each Student Teacher will submit a personal check or money order in the amount of \$50.00 (NO CASH) made payable to: Louisiana Department of Education. After graduation, the teaching certificate is applied for, and upon receipt by the College, is mailed to each Student Teacher. **The process usually takes six to eight weeks.**

Graduate Record Examination (GRE):

Graduating seniors are encouraged to take the GRE. It is required for admission to the UNO Graduate School.

Graduate Follow-Up Survey:

Within a year after graduation, an employment status survey form will be mailed to you. Please fill it out and return it to the College of Education and Human Development.

APPENDIX

All forms are included in the appendix. An electronic copy is available on Blackboard. All form(s) must be completed neatly and legibly, using a blue pen. All originals should be placed in the Capstone Review Folder.



College of Education and Human Development
Graduation Requirements

Form 1

The following catalog revisions became effective for all students who were admitted to the teacher Education Program Fall 2001 and thereafter. The catalog revisions are indicated below.

- The College of Education and Human Development recommends that students take all remaining PRAXIS exams prior to student teaching.
- Students seeking teacher certification through a baccalaureate degree program must take and pass PRAXIS II: Subject Assessments. Subject Assessments include: Specialty Area Test(s) and the Principles of Learning and Teaching. Passing scores for PRAXIS II exams are required prior to program completion and graduation.

The last test date for Fall 2007 student teachers to schedule PRAXIS II is September 8, 2007. Registration must be received by August 9, 2007. The approximate score report mailing date is October 9, 2007.

NOTE: The November 17, 2007 is NOT an option for Fall 2007 student teachers. The approximate score report mailing date is December 18, 2007 which is AFTER Fall Commencement.

Registration for PRAXIS II is available via the ETS web site at www.ets.org/praxis. It is important to list the University of New Orleans as a **SCORE RECIPIENT**. **UNO recipient code is 6379.**

I understand that in order to graduate I must have an overall GPA of a 2.5, successfully complete all courses required for my degree program and pass all parts of PRAXIS I and II.

Signature

Date

Print Name



UNIVERSITY of
NEW ORLEANS

College of Education and Human Development
Office of Field Experiences

Form 2

Permission Form: UNO Academic File

Please PRINT all information clearly.

I, _____, do hereby give permission for my name, mailing address, phone number(s), area of certification and appropriate information contained in my University of New Orleans, College of Education and Human Development Academic File to be furnished to prospective employers upon request.

Permission Form: Transcript Release

I, _____, do hereby give permission for my transcript to be sent to the Louisiana State Department of Education for teacher certification.

Teacher Candidate Name _____

Current Mailing Address _____

Phone Number _____ Student ID# _____

Teacher Candidate's Signature _____

Date _____



**UNIVERSITY of
NEW ORLEANS**

***College of Education and Human Development
Office of Field Experiences***

Form 3 – page 1

Student Teacher Observation Log and Reflection

Student Teacher _____ **Assigned School** _____

Cooperating Teacher _____ **Grade/Subject** _____

Indicate the date and experiences of each visit to the assigned school utilizing the coding system below. Student Teachers are required to complete a minimum of 10 clock hours of observation time in the assigned setting. Obtain the necessary signature prior to submitting the form to the College Coordinator by the deadline indicated.

Date	Experiences	Start Time	End Time	Hours per Visit
Total Hours				

Coding System

- EI – Exchanged contact information
- OH – Obtained copy of the school/parish handbook and/or other information about policies and procedures
- GI – Gained insight about neighborhood/community influence on pupils
- OM – Obtained copies of text, manual, benchmarks, curriculum guides, and other planning material
- UR – Developed an understanding of required classroom/school routines and schedules
- CJ – Initiated the development of the Collaborative Journal
- SU – Assisted with classroom setup
- PD – Participated in school professional development activities and/or faculty meetings
- CT – Conferred with Cooperating Teacher regarding goals, expectations, planning and beginning experiences
- MS – Met administrators, teachers, faculty and staff members
- OP – Observed and participated in other activities. Please specify.

Total Hours in Assigned School _____

Student Teacher’s Signature _____ **Date** _____

Cooperating Teacher’s Signature _____ **Date** _____



UNIVERSITY of
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College of Education and Human Development
Office of Field Experiences

Form 3 – page 2

Student Teacher Observation Log and Reflection

Student Teacher _____ Assigned School _____

Cooperating Teacher _____ Grade/Subject _____

After completing 10 clock hours of observations at the assigned school site, reflect on what you gained from this experience.

1.) What did you learn about the school community?

2.) What did you learn about classroom preparation?

3.) What did you learn about the Cooperating Teacher?



UNIVERSITY of
NEW ORLEANS

College of Education and Human Development
Office of Field Experiences

Form 3 – page 3

4.) What do you expect to be your greatest challenge as a Student Teacher?

5.) What do you expect to be your greatest success as a Student Teacher?



**UNIVERSITY of
NEW ORLEANS**

**College of Education and Human Development
Office of Field Experiences**

Form 4

Student Teacher/Intern Semester Schedule

Teacher Candidate _____ Student ID _____

School _____ Grade/Content Area _____

Cooperating Teacher Name _____

INSTRUCTIONS: Give a copy of this schedule to your College Coordinator at the initial visit. Special Education, Physical Education and Music majors will complete a separate form for each assigned school/cooperating teacher. Elementary teacher candidates should indicate the time of the day (e.g., 8:45-9:45) when each activity begins. Secondary teacher candidates should indicate both period (e.g., 1st, 2nd) and time of day when each activity begins. Please include planning, lunch and/or recess periods in the proper place on the schedule. If necessary, you may include an attachment.

School Begins _____ A.M.

School Ends _____ P.M.

Period	Start Time	End Time	Room #	Subject/Activity	Identify which subject/period you expect to begin teaching 1 st , 2 nd , etc.

Specify your Cooperating Teacher's Planning Day(s) and Time(s): _____

Student Teacher's Signature _____ Date _____

Cooperating Teacher's Signature _____ Date _____

College Coordinator's Observation/Conference Report (Form 5)

Student Teacher: _____ Grade/Subject: _____

Lesson Plan: Yes ___ No ___ Lesson Focus: _____

Observation Number: _____ Date: _____ Start Time: _____ End Time: _____

College Coordinator's Notes	Student Teacher's Reflection

Collaborative Journal - Written dialogue supports evidence of weekly collaboration between the Student Teacher and the Cooperating/Mentor Teacher Yes ___ No ___

Number of Teaching Hours to Date: _____ College Coordinator's Next Visit: _____

Signature of College Coordinator _____ Date _____

Signature of Student Teacher/Intern _____ Date _____

Cooperating Teacher's Observation Report of Video Tape Lesson #1 (Form 6)

Student Teacher: _____ School: _____

Grade/Subject: _____ Lesson Focus: _____

Date: _____ Lesson Start Time: _____ Lesson End Time: _____

Part A: Technical Assessment of Lesson – Video – Rate the teaching performance in each of the three Technical Performance Dimensions.

A= Outstanding B=Above Average C=Average D=Below Average F=Ineffective

	I. Planning and Organization	II. Classroom Management and Discipline	III. Instruction and Assessment
Student Teacher/Intern			
Cooperating/Mentor Teacher			

Part B: Analysis of Lesson Write an analysis of the teaching performance in the space below. The analysis should include: Insights about teaching behavior and student behavior; specific information about the effectiveness of the teaching performance, impact on student learning; and concrete actions for improvement. (Attach additional sheets if necessary.)

Student Teacher/Intern	Cooperating/Mentor Teacher
I.	
II.	
III.	

Signature of Student Teacher/Intern _____ Date _____

Signature of Cooperating/Mentor Teacher _____ Date _____

College Coordinator’s Observation Report of Video Tape Lesson #2 (Form 7)

Student Teacher: _____ School: _____

Grade/Subject: _____ Lesson Focus: _____

Date: _____ Lesson Start Time: _____ Lesson End Time: _____

Part A: Technical Assessment of Lesson – Video – Rate the teaching performance in each of the three Technical Performance Dimensions.

A= Outstanding B=Above Average C=Average D=Below Average F=Ineffective

	I. Planning and Organization	II. Classroom Management and Discipline	III. Instruction and Assessment
Student Teacher/Intern			
College Coordinator			

Part B: Analysis of Lesson Write an analysis of the teaching performance in the space below. The analysis should include: Insights about teaching behavior and student behavior; specific information about the effectiveness of the teaching performance, impact on student learning; and concrete actions for improvement. (Attach additional sheets if necessary.)

Student Teacher/Intern	College Coordinator
I.	
II.	
III.	

--	--

Signature of Student Teacher/Intern _____ Date _____

Signature of College Coordinator _____ Date _____

MID-SEMESTER

Weekly Log of Student Teaching Hours (Form 8)

Student Teacher _____ Grade/Subject _____

Cooperating Teacher _____ School _____

College Coordinator _____ Semester/Year Fall Spring 2007

INSTRUCTIONS:

This log will assist you when completing the field experience template for Mid-Semester Teaching Hours. The Cooperating Teacher verifies teaching hours prior to the student teacher's completion of weekly entry. Prior to the Mid-Semester Three-Way Conference, print this log and bring to the Mid-Semester Three-Way Conference to obtain the required signatures.

Week Of	Total Teaching Hours per Week	Number of Absences	Number of Times Tardy
Mid-Semester Totals			

Student Teacher _____ Date _____

Cooperating Teacher _____ Date _____

College Coordinator _____ Date _____

END OF SEMESTER

Weekly Log of Student Teaching Hours (Form 9)

Student Teacher _____ Grade/Subject _____

Cooperating Teacher _____ School _____

College Coordinator _____ Semester/Year Fall Spring 2007

INSTRUCTIONS:

This log will assist you when completing the field experience template for Mid-Semester Teaching Hours. The Cooperating Teacher verifies teaching hours prior to the student teacher's completion of weekly entry. Prior to the Mid-Semester Three-Way Conference, print this log and bring to the Mid-Semester Three-Way Conference to obtain the required signatures.

Week Of	Total Teaching Hours per Week	Number of Absences	Number of Times Tardy
Mid-Semester			
Semester Total			

Student Teacher _____ Date _____

Cooperating Teacher _____ Date _____

College Coordinator _____ Date _____

Note: Secure all required signatures at the end of semester 3-way conference
Place original in Capstone Review folder

Cooperating Teacher Mid-Semester Evaluation (Form 10)

Teacher Candidate: _____ Grade/Subject: _____

Cooperating/Mentor Teacher: _____ School: _____

University Coordinator: _____ Semester/Year: _____

COMPETENCIES OBSERVED (Circle the appropriate number - *each element must be scored*)

<u>Rating Scheme:</u>	1	Unsatisfactory	F
	2	Needs Improvement	D
	3	Average	C
	4	Above Average	B
	5	Outstanding	A

A PLANNING

1. Specifies learner outcomes in clear, concise objectives	1	2	3	4	5
2. Includes activity/activities that develop objectives	1	2	3	4	5
3. Identifies and plans for individual differences	1	2	3	4	5
4. Identified materials, other than standard classroom materials, as needed for lesson	1	2	3	4	5
5. State method(s) of evaluation to measure learner outcomes	1	2	3	4	5

B MANAGEMENT

1. Organizes available space, materials, and/or equipment to facilitate learning	1	2	3	4	5
2. Promotes a positive learning climate	1	2	3	4	5
3. Manages routines and transitions in a timely manner	1	2	3	4	5
4. Manages and/or adjusts allotted time for activities planned	1	2	3	4	5
5. Establishes expectations for learner behavior	1	2	3	4	5
6. Uses monitoring techniques to facilitate learning	1	2	3	4	5

C INSTRUCTION

1. Uses technique(s) which develop(s) lesson objective(s)	1	2	3	4	5
2. Sequences lesson to promote learning	1	2	3	4	5
3. Uses available teaching material(s) to achieve lesson objective(s)	1	2	3	4	5
4. Adjusts lesson when appropriate	1	2	3	4	5
5. The teacher integrates technology into instruction	1	2	3	4	5
6. Presents content at a developmentally appropriate level	1	2	3	4	5
7. Presents accurate subject matter	1	2	3	4	5
8. Relates relevant examples, unexpected situations, or current events to the content	1	2	3	4	5
9. Accommodates individual differences	1	2	3	4	5
10. Demonstrates ability to communicate effectively with students	1	2	3	4	5
11. Stimulates/encourages higher order thinking at the appropriate developmental levels	1	2	3	4	5
12. Encourages student participation	1	2	3	4	5
13. Consistently monitors ongoing performance of students	1	2	3	4	5
14. Uses appropriate and effective assessment techniques.	1	2	3	4	5

15. Provides timely feedback to students	1	2	3	4	5
16. Produces evidence of student academic growth under his/her instruction	1	2	3	4	5

D. INTERPERSONAL COMMUNICATION AND PROFESSIONALISM**The Teacher:**

- | | | | | | |
|--|---|---|---|---|---|
| 1. Realizes subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. | 1 | 2 | 3 | 4 | 5 |
| 2. Seeks to keep abreast of new ideas and understandings in the field. | 1 | 2 | 3 | 4 | 5 |
| 3. Appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. | 1 | 2 | 3 | 4 | 5 |
| 4. Has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life. | 1 | 2 | 3 | 4 | 5 |
| 5. Is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline | 1 | 2 | 3 | 4 | 5 |
| 6. Appreciates individual variation within each area of development, shows respect for the diverse talents of all learners and is committed to help them develop self-confidence and competence. | 1 | 2 | 3 | 4 | 5 |
| 7. Is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning. | 1 | 2 | 3 | 4 | 5 |
| 8. Believes that all children can learn at high levels and persists in helping all children achieve success. | 1 | 2 | 3 | 4 | 5 |
| 9. Appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." | 1 | 2 | 3 | 4 | 5 |
| 10. Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. | 1 | 2 | 3 | 4 | 5 |
| 11. Is sensitive to community and cultural norms. | 1 | 2 | 3 | 4 | 5 |
| 12. Makes students feel valued for their potential as people, and helps them learn to value each other. | 1 | 2 | 3 | 4 | 5 |
| 13. Values the development of students' critical thinking, independent problem solving, and performance capabilities. | 1 | 2 | 3 | 4 | 5 |

COMPETENCIES COMMENTS (OPTIONAL):

--

E. FORMATIVE EVALUATION (check the appropriate box)

- Continuous and progressive evaluation of the Teacher Candidate's classroom performance distinguishes the Teacher Candidate as outstanding. **GRADE is A.**
- Continuous and progressive evaluation of the Teacher Candidate's classroom performance distinguishes the Teacher Candidate as above average. **GRADE is B.**
- Continuous and progressive evaluation of the Teacher Candidate's classroom performance distinguishes the Teacher Candidate as average. **GRADE is C.**
- Continuous and progressive evaluation of the Teacher Candidate's classroom performance indicates the Teacher Candidate is below average. **GRADE is D.**
- Continuous and progressive evaluation of the Teacher Candidate's classroom performance indicates that the

Teacher Candidate has been ineffective. The recommended **GRADE is F.**

Cooperating Teacher's Signature _____ Date _____
 Student Teacher's Signature _____ Date _____
 College Coordinator's Signature _____ Date _____

Cooperating Teacher Mid-Semester Evaluation (Form 10)

Teacher Candidate: _____ Grade/Subject: _____
 Cooperating/Mentor Teacher: _____ School: _____
 University Coordinator: _____ Semester/Year: _____

COMPETENCIES OBSERVED (Circle the appropriate number - each element must be scored)

Rating Scheme:	1	Unsatisfactory	F
	2	Needs Improvement	D
	3	Average	C
	4	Above Average	B
	5	Outstanding	A

A PLANNING

1. Specifies learner outcomes in clear, concise objectives	1	2	3	4	5
2. Includes activity/activities that develop objectives	1	2	3	4	5
3. Identifies and plans for individual differences	1	2	3	4	5
4. Identified materials, other than standard classroom materials, as needed for lesson	1	2	3	4	5
5. State method(s) of evaluation to measure learner outcomes	1	2	3	4	5

B MANAGEMENT

1. Organizes available space, materials, and/or equipment to facilitate learning	1	2	3	4	5
2. Promotes a positive learning climate	1	2	3	4	5
3. Manages routines and transitions in a timely manner	1	2	3	4	5
4. Manages and/or adjusts allotted time for activities planned	1	2	3	4	5
5. Establishes expectations for learner behavior	1	2	3	4	5
6. Uses monitoring techniques to facilitate learning	1	2	3	4	5

C INSTRUCTION

1. Uses technique(s) which develop(s) lesson objective(s)	1	2	3	4	5
2. Sequences lesson to promote learning	1	2	3	4	5
3. Uses available teaching material(s) to achieve lesson objective(s)	1	2	3	4	5
4. Adjusts lesson when appropriate	1	2	3	4	5
5. The teacher integrates technology into instruction	1	2	3	4	5
6. Presents content at a developmentally appropriate level	1	2	3	4	5
7. Presents accurate subject matter	1	2	3	4	5
8. Relates relevant examples, unexpected situations, or current events to the content	1	2	3	4	5
9. Accommodates individual differences	1	2	3	4	5

10.	Demonstrates ability to communicate effectively with students	1	2	3	4	5
11.	Stimulates/encourages higher order thinking at the appropriate developmental levels	1	2	3	4	5
12.	Encourages student participation	1	2	3	4	5
13.	Consistently monitors ongoing performance of students	1	2	3	4	5
14.	Uses appropriate and effective assessment techniques.	1	2	3	4	5
15.	Provides timely feedback to students	1	2	3	4	5
16.	Produces evidence of student academic growth under his/her instruction	1	2	3	4	5

D. INTERPERSONAL COMMUNICATION AND PROFESSIONALISM

The Teacher:

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | Realizes subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. | 1 | 2 | 3 | 4 | 5 |
| 2. | Seeks to keep abreast of new ideas and understandings in the field. | 1 | 2 | 3 | 4 | 5 |
| 3. | Appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. | 1 | 2 | 3 | 4 | 5 |
| 4. | Has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life. | 1 | 2 | 3 | 4 | 5 |
| 5. | Is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline | 1 | 2 | 3 | 4 | 5 |
| 6. | Appreciates individual variation within each area of development, shows respect for the diverse talents of all learners and is committed to help them develop self-confidence and competence. | 1 | 2 | 3 | 4 | 5 |
| 7. | Is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning. | 1 | 2 | 3 | 4 | 5 |
| 8. | Believes that all children can learn at high levels and persists in helping all children achieve success. | 1 | 2 | 3 | 4 | 5 |
| 9. | Appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." | 1 | 2 | 3 | 4 | 5 |
| 10. | Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. | 1 | 2 | 3 | 4 | 5 |
| 11. | Is sensitive to community and cultural norms. | 1 | 2 | 3 | 4 | 5 |
| 12. | Makes students feel valued for their potential as people, and helps them learn to value each other. | 1 | 2 | 3 | 4 | 5 |
| 13. | Values the development of students' critical thinking, independent problem solving, and performance capabilities. | 1 | 2 | 3 | 4 | 5 |

COMPETENCIES COMMENTS (OPTIONAL):

E. FORMATIVE EVALUATION (check the appropriate box)

- Continuous and progressive evaluation of the Teacher Candidate's classroom performance distinguishes the Teacher Candidate as outstanding. **GRADE is A.**

- Continuous and progressive evaluation of the Teacher Candidate's classroom performance distinguishes the Teacher Candidate as above average. **GRADE is B.**
- Continuous and progressive evaluation of the Teacher Candidate's classroom performance distinguishes the Teacher Candidate as average. **GRADE is C.**
- Continuous and progressive evaluation of the Teacher Candidate's classroom performance indicates the Teacher Candidate is below average. **GRADE is D.**
- Continuous and progressive evaluation of the Teacher Candidate's classroom performance indicates that the Teacher Candidate has been ineffective. The recommended **GRADE is F.**

Cooperating Teacher's Signature _____ Date _____
 Student Teacher's Signature _____ Date _____
 College Coordinator's Signature _____ Date _____

Office of Field Experiences

Form 12

Official Report of Absence/Tardiness in Student Teaching/Internship

Teacher Candidate:		Date:	
Cooperating/Mentor Teacher:		School Name:	

Instructions: All absences and tardies MUST be reported to the Office of Field Experiences. Complete and submit Form 12 to the Office of Field Experiences by the day and time requested (Refer to Policies and Procedures packet).

For Cooperating/Mentor Teacher Only

Official Report of: Absence Tardiness

Date of Official Report (Form 12) _____ **Date of Absence/Tardy** _____

School's Required "Arrival Time" for Teacher Candidate: _____

Recorded "Late Arrival Time" of Teacher Candidate: _____

Student Provided Official Documentation and/or Confirmation of Absence/Tardiness:


Yes No

Official Documentation was faxed to the Office of Field Experiences:

Yes No **Date** _____

Teacher Candidate's Reason for Absence/Tardiness:

--

 UNIVERSITY of NEW ORLEANS	College of Education and Human Development Clinical and Field Experiences Form 13
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Petition to Discontinue Student Teaching/Internship

Teacher Candidate:		Date:	
Certification Area:		Student ID#:	

<input type="checkbox"/> Student Teaching	<input type="checkbox"/> Internship
---	-------------------------------------

Cooperating/Mentor Teacher:		School:	
University Supervisor:		Semester/Year:	

**Attach your reason for requesting permission to discontinue Student Teaching/Internship on a separate sheet of paper*.*

I understand that should I later decide that I want to complete requirements for a license to teach through the University of New Orleans, I will have to reapply for admission and be accepted to the Teacher Education Program under the program and enrollment capacity guidelines in effect at that time.

Teacher Candidate Signature:		Date:	
------------------------------	--	-------	--

Cooperating/Mentor Teacher Formative Evaluation of Teacher Candidate

_____’s current classroom performance distinguishes the
Teacher Candidate as:


<input type="checkbox"/>	Outstanding	Grade is A
<input type="checkbox"/>	Above Average	Grade is B
<input type="checkbox"/>	Average	Grade is C
<input type="checkbox"/>	Below Average	Grade is D
<input type="checkbox"/>	Ineffective	Grade is F

Last day reported to assigned school – Month/Day/Year		
---	--	--

Number of Teaching Hours Earned (To Date):		_____	_____
Cooperating/Mentor Teacher Signature:		_____	Date: _____

For Office Use Only			
Date Received:	_____	Received By:	_____
Action Taken:			
Outcome:			

- Copy to Teacher Candidate and Cooperating/Mentor Teacher
- Submit original immediately to the College Office.

 <p data-bbox="397 273 738 367">UNIVERSITY of NEW ORLEANS</p>	<p data-bbox="828 262 1356 420" style="text-align: center;">College of Education and Human Development Clinical and Field Experiences Form 14</p>
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TEACHER CANDIDATE TEACHER FEEDBACK RE: COOPERATING TEACHER

Student Teacher _____ Grade/Subject _____

Cooperating Teacher _____ School _____ Semester/Year _____

Below is a list of Cooperating Teacher practices. Using the following scale, please indicate the frequency of these practices as evidenced by your cooperating teacher.

A = Always M = Most of the Time S = Sometimes R = Rarely N = Never

My Cooperating Teacher:

- _____ A. exchanged Profile Sheet (Appendix B) and discussed.
- _____ B. shared copies of planning materials (manuals, benchmarks, curriculum guides and other planning materials).
- _____ C. helped me to understand classroom/school rules, routines, schedules and policies.
- _____ D. introduced me to the pupils as a **teacher** and gave me opportunities to speak to the class(es) during the first week of the student teaching semester.
- _____ E. explained reasonable expectations of student teaching performance and provided constructive feedback concerning my success in meeting those expectations.
- _____ F. modeled effective teaching behaviors while allowing me to develop my own teaching style.
- _____ G. established a collegial, trusting relationship which allowed me to work **with** rather than **for** him/her.
- _____ H. provided the support necessary for the development of effective teaching behaviors by creating an environment conducive to positive classroom and behavior management.
- _____ I. recorded observation and conference notes/comments/questions regarding my Teacher Candidate teaching performance and professional development in the COLLABORATIVE JOURNAL at least once per week..
- _____ J. discussed my lesson plans with me and made suggestions regarding methods and materials when appropriate.
- _____ K. **remained** in the classroom to observe my performance and gave constructive feedback relevant to the teaching of my lessons.
- _____ L. upheld the teaching profession as a worthy profession; and held high, yet reasonable, standards for himself/herself and for me.
- _____ M. encouraged me through his/her example to assume my responsibilities for self-reflection, self-evaluation, and self-improvement.

Additional Comments:

Student Teacher's Signature _____ **Date** _____