Student Teaching Handbook

Student Teachers

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Student Teaching Handbook
Student Teachers

BASIC GUIDELINES AND POLICIES:

1. **Length of Experience:** Approximately 14 weeks. Candidates will follow the EDU 475 calendar.

   They are to attend school-related functions that all teachers are expected to attend (PTA meetings, athletic events, and similar activities). Candidates are not required to participate in functions for which school faculty are paid "extra."

3. **Liability:** Teacher candidates are covered by professional liability insurance when they arrive for the beginning of the experiences.

4. **Attendance:** Teacher candidates will not be excused from school because of work schedules. If there is a need for a teacher candidate to attend a college seminar or course, the director of student teaching will communicate this information to you.

5. **Absences:** Absences from student teaching are acceptable only in cases of personal illness or serious illness or death in the immediate family. **Absences in excess of 5 days may result in the extension of the student teaching experience or the withdrawal of the candidate from student teaching. Absences must not occur during the two-week teaching period** or at such a time that the absence would negatively affect the school program. Upon an absence, the candidate will:

a.   notify the principal or school faculty member as soon as possible.
b.   complete an absence report and give to school faculty member to be placed in the teacher candidate's file
c.   confer with the school faculty and clinical faculty concerning make-up work.

   The teacher candidate's schedule regarding holidays and in-service dates will be the same as the school faculty, regardless of the college's schedule.

6. **Professional Appearance:** The teacher candidate is expected to present a professional appearance in the classroom and at appropriate school functions. The teacher candidate is to check with the school faculty concerning the dress code in the school.

7. **Substitute Teaching:** Student teaching at Brewton-Parker College does not provide for the use of a teacher candidate as a substitute teacher except in emergency situations. The principal must contact the Director of Student Teaching before making such an assignment. Under no circumstances is the teacher candidate to receive pay for any activity considered part of student teaching.

8. **Course Load:** Candidates receive 9-semester hours credit for the student teaching experience. They are not to enroll in any other courses at Brewton-Parker College or at any other college or school during the semester without permission from the Director of Student Teaching.

9. **Outside Work**: Student teaching is a full-time job and must be treated as such. It is the responsibility of the teacher candidate to give his/her time and effort to developing teaching competencies. Therefore, while the necessity for outside work is understandable; the Director of Student Teaching must give approval. If the need arises, a request should be submitted to the Director of Student Teaching. **Should outside work prove detrimental to the satisfactory completion of the teacher candidate/intern's assignment, they may be asked to withdraw.**

10. **Duties**: Teaching duties vary among school systems, schools, and classrooms. The teacher candidate is expected to work with the school faculty by accepting whatever teaching duty is given him/her. **Under no circumstance is preparation for unit teaching to be done during class periods, with the exception of "free" periods.**

11. **School Meetings**: The teacher candidate should plan to attend PTA-PTO meetings, faculty meetings, in-service meetings, and any other meetings that could help him/her understand the role of a teacher.

12. **Code of Ethics**: Adhere to the Georgia Professional Standards Commission *Code of Ethics for Educators.*
    www.gapsc.com/Professionalpractices/N**Ethics**.asp

13. **Full-Time Teaching:** Responsibilities include teaching of small groups and/or the entire class and should occur gradually. These teaching responsibilities will culminate in the two weeks of full teaching responsibilities. Prior to this time the 10-Day lesson plans will be submitted to the school faculty member for checking and to the clinical faculty for evaluation. **10-Day teaching should not be scheduled until lesson plans have been approved by clinical and school faculty.** 10-Day lesson plans should reflect the following planning:
    a.   Prepare in advance so the school faculty member will have sufficient time to review.
    b.   Use good sentence structure, correct spelling and composition form.
    c.   Use the BPC Teaching Model for all scheduled observations and for 10-day lesson plans.

CLASS DESCRIPTION FORM

Candidate's Name	
School Partner System	
School Partner Site	
School Faculty Member	
Grade Level(s)	
Period / Class	

A.   Background information on learners

1.   **Number of learners, race, and gender of the class.**

2.   **Age range of the class.**

3.   **Describe the typical, day-to-day behavior of the learners as a group. If there are significant individual behavior problems, describe them briefly as well.**

4.   **Describe accommodations for special needs students.**

5.   **Describe differentiated instruction considerations**.

B.   Quantitative data on learners

1.   **Briefly describe your group's overall achievement level based on available test data and provide quantitative data on the group in table form. Include percentiles and/or score ranges.**

C.   Socio-economic data

1.   **Provide brief analysis of socio-economic levels of the class.**

Teacher Candidate _____

Include classes, break times, free periods, lunch, PE, recess, etc. Duplicate table if schedule varies from day to day.

Day/ Time/ Period	Activity

Student Teaching Daily Log

Candidate Responsibilities:

1. **Complete log in the appropriate forum of you Blackboard E-Notebook.**
2. **Use the format included below.**
3. **Do not use spreadsheet or alternative programs.**
4. **Include written comments of daily activities not just subject or daily schedule.**

   (See full template on following page)

Student Teaching Daily Log

Date	Daily Comments:	Teaching	Assisting	Additional
	Totals			
	Running Totals			

CERTIFICATION PROCEDURES

Candidates who successfully complete an approved Teacher Education program at Brewton-Parker College and supply a passing score report on the state mandated test may make application for a teaching certificate with the Georgia Professional Standards Commission. Application for certification will be done during student teaching for qualified candidates. BPC graduates may apply for certification for a period of one year after graduation with no additional requirements. All graduates seeking certification through Brewton-Parker after one year will be required to meet any and all new Brewton-Parker Education Division and PSC requirements.

ABSENCE REPORT

Name of Teacher Candidate:

Reason for Absence:

Date	Hour	School Faculty Member's Signature

School Faculty member's Comments:

All absences must be reported to the school faculty member for his/her signature, and if necessary, comments.

_____   _____
    Signature of Clinical Faculty or   **Date**
      Director of Student teaching

Student Teaching
Final Grade Sheet

To be completed by the clinical faculty supervisor (college) and school faculty supervisor (cooperating teacher). Candidates will receive a grade for each of the areas listed below. Grades may be numerical or A, B, C, D, or F. Please email to the Director of Student Teaching at bkreid30474@yahoo.com by the last day of student teaching.

Candidate / Supervisor Information:

Candidate's Name	
Clinical Supervisor	
School Supervisor	
System	
School	

Grades:

Course Name and Number	**Grade**
EDU 475 A - Planning and Teaching Procedures	
EDU 475 B - Management and Discipline	
EDU 475 C - Professionalism	

Comments:

Please check if appropriate:

_____ **Professional Development Plan on file**

10-DAY LESSON PLANS

1. The 10-day lesson plans should be written based on findings from the Action Research – Effect on Student Learning Assessment and data analysis.   Be sure to follow all directions which have been included in the Course Documents in Blackboard.
   .

2. Candidates must complete an electronic e-notebook in Blackboard. Provide hard copies for supervisors. Grades will not be posted until an acceptable notebook has been submitted.

3. Candidates must complete their Teacher Education Portfolio in Blackboard.   Grades will not be posted until an acceptable portfolio has been submitted.

4. The teacher candidate must complete the lesson plans according to the template shown below and all other guidelines included in syllabus, handbooks, and Blackboard.

5. 10-Day Lesson Plans should be written for all subjects each day using the BPC Teaching Model and Lesson Plan template.

6. Candidates should use the BPC Teaching Model and Lesson Plan template for all <u>scheduled</u> Clinical Supervisor's observations.

7. Include and label the following in your lesson plans.
   - Six different strategies
   - Six cognitive levels
   - ISTE Tech. Standards

Brewton-Parker College

BPC Classroom Observation Assessment

Candidate's Name	Major	Evaluator	Date/Semester/Year	Campus

Candidate Performance	Above Average 4 pts.	Average 3 pts.	Below Average 2 pts.	Not Evident 0 pts.	Score
LESSON PLAN(S)					
1. Lessons Plans are provided and follow prescribed BPC formats.					
2. Lesson Plans contain all required standards alignment.					
3. Lesson Plans contain assessments for all instructional areas.					
INSTRUCTION					
4. Lessons are clearly aligned with GPS/QCC					
5. Learning goals are aligned with GPS/QCC and communicated by the candidate					
6. Students apply learning goals in performance tasks aligned to the standards.					
7. Sequencing of the instructional period is predictable and logical.					
8. The lesson begins with a clearly defined introduction to strengthen learning.					
9. Instruction has a defined work period.					
10. Instruction ends with a summary activity that reinforces the learning.					
11. Content specific vocabulary is developed in context.					
12. Higher order thinking skills and processes are utilized in instruction.					
13. Higher order thinking skills and processes are evident in student work.					
14. Instruction is differentiated to meet student readiness levels, learning profiles, and interests.					
15. Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom.					
16. The classroom instructor implements grouping strategies.					
17. The use of technology is integrated effectively into instruction. (Teacher)					
18. Students effectively use technology during class period. (Student)					
ASSESSMENT					
19. Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.					
20. Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.					
PLANNING AND ORGANIZATION					
21. Materials and resources are effectively allocated.					
22. Classroom management is conducive to student learning.					
23. Instruction is provided in a safe and orderly environment.					
24. Instructional time is maximized.					
SCHOOL CULTURE					
25 The culture of the classroom reflects a risk-free learning environment.					
TOTAL POINTS					

Comments:

*Adapted from GAPSS Instructional Form – Georgia Department of Education

BPC Lesson Plan Assessment

Candidate's Name	Major	Evaluator	Date/Semester/Year	Campus

Lesson Plans Elements	Above Average 4 points	Average 3 points	Below Average 2 points	Not Included 0 points	Total
Activities					
1. Class Description(s) Narrative and Tables					

2. Introductory activities
    diagnose what the students now know
    help focus their attention
    review previous learning (homework)
    relate previous learning to new learning					

3. Lesson Development –New Skills Activities
    provide explanations
    provide examples
    check for understanding					

4. Lesson Development – Teacher Guided activities
    provide practice in class guided by teacher
    include student examples guided by teacher
    include in-class work					

5. Independent Activities
    helping students practice
    final individual practice (can be seatwork or homework)
    independent activity (demonstrate transfer of knowledge)					

6. Closure Activities
    review the days skills and concepts
    check for understanding
    set stage for next lesson					

7. Special needs Accommodations					

8. Differentiated Instruction Strategies (diverse learners)
    -ability   -interest   -ethnicity
    -socioeconomic status   -race   -gender
    -language   -learning styles
    -multiple intelligences					

9. Supplemental Activities					
10. Strategies Labeled (6)					
11. Cognitive Levels Labeled (6)					
12. Action Research					
Objectives					
13. Overall Objective(s)					
14. GPS / QCC Standards					
15. CRCT/Graduate Exam Standards					
16. SPA Standards					
17. Essential Question					
Assessment and Reflection					
18. Assessment for all Instructional Areas					
19. Reflection for all Instructional Areas					
Personal					
20. Correct Format and Directions					
21. Submitted On Time					
22. Correct Grammar, Spelling, Punctuation					
23. Technology Use by Teacher					
24. Technology Use by Students					
25. Creative and Critical Thinking Activities					
Total Points					

Brewton-Parker College

BPC Candidate Dispositions Assessment

Candidate's Name	Major	Evaluator	Date/Semester/Year	Campus

Candidate Behaviors	Exceeds Expectations 4 points	Meets Expectations 3 points	Below Expectations 2 points	Unacceptable 0 points	Total
1. Contributes to a positive climate.					
2. Uses appropriate written and spoken language.					
3. Uses conversation free of derogatory remarks toward students and peers.					
4. Is sensitive to cultural and religious beliefs of others.					
5. Is sensitive and supportive of teacher education program, college and community.					
6. Shows respect for others.					
7. Demonstrates a level of responsibility appropriate for a professional.					
8. Exhibits sound judgment and moral reasoning.					
9. Interacts appropriately and positively with others.					
10. Treats others with courtesy, respect and open-mindedness.					
11. Displays the ability to work with diverse individuals.					
12. Displays maturity and independence					
13. Willingly complies with school rules (college and practicum settings)					
14. Accepts and uses constructive criticism.					
15. Demonstrates enthusiasm, confidence, and initiative.					
16. Demonstrates appropriate self-monitoring and control of emotions and behavior.					
17. Demonstrates acceptable professional appearance and uses appropriate hygiene.					
18. Is always prepared for lessons.					
19. Is punctual and regular in attendance.					
20. Demonstrates a good attitude.					
21 Completes assignments promptly.					
22. Demonstrates a commitment to Technology.					
23. Follows all assignment directions, guidelines and formats					
24. Displays attributes of a positive role model.					
25. Displays professional behavior in college, practicum, and community settings.					
Total					

Effect on Student Learning - Assessment Rubric

Candidate's Name	Major	Evaluator	Date/Semester/Year	Campus

3 – Exemplary – All Elements Included
2 – Competent – Most Elements Included
1 – Acceptable – Some Elements Included
0 – Unacceptable – No Elements Included

	3	2	1	0	Score
Class Description					

Draft of Standards-Based Unit Plan
    -Title Page
    -Learning Objectives aligned with standards
    -Lesson format according to BPC teaching model (see rubric)
    -Appendix (handouts, quizzes, PowerPoints, assessments)					

Pretest
    -Students assigned random I.D. #s
    -Questions relevant to unit
    -Appropriate number of questions
    -Appropriate format
    -Appropriate readability level (reading level _____)
    -Test administrator procedures/conditions					

Pretest Results and Analysis
    -Appropriate analysis methods
    -Results clear and concise
    -Charts, graphs, tables					

Summary of Changes and Revisions to Unit
    -Additions, deletions, revisions of lessons based on pretest results
    -Special Needs
    -Differentiated Instruction
    -Additions, deletions, revisions of assessments					

Revised Standards-Based Unit Plan					

Posttest
    -Pretest questions embedded in posttest
    -Appropriate number of questions
    -Appropriate format
    -Appropriate readability level
    -Test administrator procedures/conditions					

Posttest Data Analysis and Interpretation
    -Aggregated class-wide results (gains/losses) included
    -Disaggregated results student by student (by student ID #s)
    -Charts, graphs, tables included
    -Summary and Reflection					

Mechanics -Grammar, Spelling, Punctuation, Format (APA)					
Unit Effect on Student Learning					
Totals					

 Grading: (A=30-27);   (B=26-24);   (C=23-21);   (D=20-18);   (F=17-0)

BPC Student Teaching Lesson Plan Format

Teacher Candidate's Name:		
Grade/Subject:	Lesson Title:	Date Taught:

Objectives:	
GPS	
Essential Questions	
CRCT	
SPA Standards	

Technology Used	Differentiated Instruction (Check area(s) addressed in lesson plan)	Special Needs (Identify specific areas below. Describe adaptive procedures and accommodations in lesson plans. See form below)	Materials Needed
By student: By teacher:	___ ability: ___ interest ___ ethnicity ___ socioeconomic ___ race ___ gender ___ language ___ learning styles ___ multiple intelligences (Gardner)	Area(s):	Equipment: Media:

Lesson Plan Areas	Activities (Label: cognitive levels, instructional strategies, ISTE Standards)	Performance Assessment (Include formal and informal assessment; student artifact; handouts)	Reflection (To be completed after teaching the lesson)
Introduction (Determine previous knowledge; relate previous learning to new learning; opening hook; bridge learning)	**Activity:** **Differentiated Instruction:** **Special Needs Accommodations:**		
New Skills Learning (Describe activities. Should include explanations, examples, check for understanding)	**Activity:** **Differentiated Instruction:** **Special Needs Accommodations:**		
Guided Practice (Student practice guided by teacher.)	**Activity:** **Differentiated Instruction:** **Special Needs Accommodations:**		
Independent Activities -final individual practice; -assessment of student mastery of objectives, can be seatwork and/or homework; -demonstrate use of objective in another situation -transfer of knowledge to situations different from that given in lesson -special homework when different from class work -special projects	**Activity:** **Differentiated Instructions:** **Special Needs Accommodations:**		
Closure (review key points, preview next lesson)			

Action Research – Effect on Student Learning
Candidate Report

Personal Information:

Candidate's Name	Campus	Semester	Program

Student Teaching Information:

School	System	Clinical Supervisor	School Faculty Supervisor

Directions:

Complete your action research report using this template. Complete the information above and include this page in your report. You will be submitting the elements of your report on different dates across the semester. Be sure to check the due dates on your course calendar. Submit hard copies of individual sections when they are due and place copies in Blackboard. You will submit a completed hard copy of the entire report at the end of the semester (check date in course calendar). Number the pages of your report.

Grading:

Individual Sections: The individual elements will be graded as they are due (see rubric in course documents). You may revise and update the report sections until the due date. Once the report section has been graded the grade will be final. Any report sections receiving a grade of D or F (Unacceptable) must be revised and resubmitted. Individual sections will not be re-graded but revisions will be considered in determining your unit's total effect on student learning. Your individual report sections will be graded by the Clinical Supervisor, School Faculty Supervisor, and Director of Student Teaching.

Final Report: Your total Action Research grade will include the previous grades on all individual sections and a summative grade reflective of your unit's total effect on student learning (see rubric). This grade will be determined through the tests, procedures, data, and data analysis presented in your report as well as the mechanics of grammar, spelling, punctuation, and format (APA). Semester grades will not be posted until an acceptable report has been submitted.

Action Research
Your Name

I.   **Class Description**

II.   **Draft Standards-Based 10-Day Unit Plan**
        -Title Page
        -Learning Objectives aligned with standards
        -Lesson format according to BPC teaching model
        -Appendix (handouts, quizzes, PowerPoints, assessments)

III.   **Pretest**
        -Students assigned random I.D. #s
        -Questions relevant to unit
        -Appropriate number of questions
        -Appropriate format
        -Appropriate readability level (reading level _____)
        -Test administrator procedures/conditions

IV.   **Pretest Results and Analysis**
        -Appropriate analysis methods
        -Results clear and concise
        -Charts, graphs, tables

V.   **Summary of Changes and Revisions to Unit**
        -Additions, deletions, revisions of lessons based on pretest results
        -Special Needs
        -Differentiated Instruction
        -Additions, deletions, revisions of assessments

VI.   **Revised Standards-Based Unit Plan**

VII.   **Posttest**
        -Pretest questions embedded in posttest
        -Appropriate number of questions
        -Appropriate format
        -Appropriate readability level
        -Test administrator procedures/conditions

VIII. **Posttest Data Analysis and Interpretation**
        -Aggregated class-wide results (gains/losses) included
        -Disaggregated results student by student (by student ID #s)
        -Charts, graphs, tables included
        -Summary Analysis and Interpretation

IX.   **Reflection**