

# **Student Teacher Handbook Appendix**

**Revised Spring 2011**

# Table Of Contents

<b>Appendix A</b> .....	1
Biographical Data.....	2
Student Teacher’s Agreement.....	3
Contract for Professional Services.....	4
Monthly Report of Observations & Conferences .....	5
Authorized Round Trip Mileage to Area Schools .....	6
Contract for TaskStream Submissions.....	10
<b>Appendix B</b> .....	11
Teacher Candidate Grade Components .....	12
Teacher Candidate Grades .....	12
Taskstream Submission Fall – 2010.....	13
Schedule And Score Sheet For Teacher Candidates.....	13
Teacher Candidate Professional Notebook.....	15
<b>Appendix C</b> .....	17
Lesson Plan Terminology .....	18
Lesson Plan Forms .....	20
<b>Appendix D</b> .....	22
Observations by Classroom and University Supervisors .....	23
TaskStream Directions for Submitting Lesson Plans and Artifacts for Observations .....	24
ULM Lesson Plan Rubric .....	25
Observation of Lesson Rubric.....	26
Observation of Professionalism.....	28
Report of Student Teacher’s Performance by Content Area Specialist .....	29
<b>Appendix E</b> .....	31
Directions for Clinical and Field Experiences.....	32
Student Teaching Activity Log .....	35
Dispositions.....	36
Seven Special Lesson Plans Demonstrating Expertise.....	39
Professional Growth Plan (PGP).....	41
Video Clip & Self-Critique/Analysis.....	43
Showcase Portfolio .....	44
Teacher Work Sample .....	45
End of Semester Evaluations .....	53

# Appendix A

Forms & General Information

**The University of Louisiana at Monroe  
College of Education and Human Development  
Biographical Data**

The biographical data will aid the classroom supervisor and the university supervisor in guiding the student during student teaching activities. One copy should be given to each.

1. Full Name: \_\_\_\_\_  
Last
First
Middle

2. Permanent Address: \_\_\_\_\_  
Street
City
State
Zip

3. Present Address: \_\_\_\_\_  
Street
City
State
Zip

4. Telephone Numbers: \_\_\_\_\_  
Home
Work
Cell

5. Place of Birth: \_\_\_\_\_

6. Marital Status: \_\_\_\_\_

7. Names/Ages of Children: \_\_\_\_\_  
 \_\_\_\_\_

8. Schools/Colleges Attended (Elementary to Present)

NAME OF INSTITUTION	LOCATION	DATES

9. Extra-curricular activities: \_\_\_\_\_

10. Employment during college: \_\_\_\_\_

11. Employment while student teaching (type/hours): \_\_\_\_\_

12. Coursework to be taken concurrently with student teaching: \_\_\_\_\_  
 \_\_\_\_\_

13. Short-term/ long-term goals: \_\_\_\_\_

**The University of Louisiana at Monroe  
College of Education and Human Development  
Student Teacher's Agreement**

I am familiar with and agree to accept the roles and responsibilities of a student teacher as described in the current *Handbook*.

---

Student Teacher Candidate

---

Date

---

Coordinator of Field Experiences

---

Date

**The University of Louisiana at Monroe  
College of Education and Human Development  
Contract for Professional Services**

University of Louisiana @ Monroe and \_\_\_\_\_  
Classroom Supervisor, enter into a professional services contract as follows:

Classroom supervisor agrees to furnish the following described services (more completely delineated in the Handbook for Clinical & Field Experiences, University of Louisiana @ Monroe): to supervise and oversee the work and teaching experiences of the assigned student teacher(s); to arrange and provide liaison for varied experiences for student teacher(s) in areas of school other than assigned classroom; to provide professional guidance and leadership for student teacher(s); to evaluate and make recommendations concerning progress of student teacher(s); and to attend professional meetings related to student teaching supervision.

In consideration of the services described above, University of Louisiana @ Monroe hereby agrees to pay a fee of \$200.00 per student teacher, per semester or \$100.00 for a half-semester assignment. Payment will be made only on the approval of the Coordinator Field Experiences and Teacher Candidacy.

This contract will commence on \_\_\_\_\_ and shall terminate on \_\_\_\_\_.

\_\_\_\_\_  
Coordinator of Field Experiences

\_\_\_\_\_  
Date

\_\_\_\_\_  
Classroom Supervisor

\_\_\_\_\_  
Date

**The University of Louisiana at Monroe  
College of Education and Human Development  
Monthly Report of Observations & Conferences with Student Teachers**

University Supervisor \_\_\_\_\_

Month \_\_\_\_\_

Date Filed \_\_\_\_\_

**OBSERVATIONS**

Student Teacher	School Site	Date	Minutes: Hours

**CONFERENCES**

Participants	School Site	Date

*Reports of Observations and Conferences to be turned in monthly to Strauss 216.*

## Authorized Round Trip Mileage to Area Schools

<i>SCHOOL</i>	<i>MILEAGE</i>
A.L. SMITH SCHOOL	26
ASPIRE	180
BARKDULL FAULK ELEMENTARY SCHOOL	10
BASKIN SCHOOL	72
BASTROP HIGH SCHOOL	46
BEEKMAN JUNIOR HIGH SCHOOL	69
BERG JONES ELEMENTARY SCHOOL	8
BERNICE HIGH SCHOOL	110
BLOCK HIGH SCHOOL	180
BOLEY ELEMENTARY SCHOOL	10
BONITA ELEMENTARY SCHOOL	86
CALDWELL PARISH JUNIOR HIGH SCHOOL	58
CALDWELL PARISH HIGH SCHOOL	76
CALHOUN ELEMENTARY SCHOOL	39
CALHOUN MIDDLE SCHOOL	38
CAREER CENTER	42
CARROLL HIGH SCHOOL	3
CARROLL JUNIOR HIGH SCHOOL	3
CARVER ELEMENTARY SCHOOL MOREHOUSE PARISH	48
CARVER ELEMENTARY SCHOOL MONROE CITY	5
CENTRAL ELEMENTARY SCHOOL	41
CENTRAL HIGH SCHOOL	209
CHATHAM JASPER HENDERSON HIGH SCHOOL	67
CHERRY RIDGE ELEMENTARY SCHOOL	51
CHOUDRANT ELEMENTARY SCHOOL	58
CHOUDRANT HIGH SCHOOL	57
CHRISTIAN ACRES ALTERNATIVE SCHOOL	112
CLAIBORNE SCHOOL	18
CLARA HALL ACCELERATED SCHOOL	8
COLLINSTON ELEMENTARY SCHOOL	42
COLUMBIA ELEMENTARY SCHOOL	68
CONCORDIA EDUCATION CENTER	173
CROSLEY ELEMENTARY SCHOOL	10
CROWVILLE SCHOOL	105
CYPRESS POINT ELEMENTARY SCHOOL	5
CYPRESS SPRINGS ELEMENTARY SCHOOL	76
DAVIDSON HIGH SCHOOL	181
DELHI ELEMENTARY SCHOOL	77
DELHI HIGH SCHOOL	77
DELHI MIDDLE SCHOOL	78
DELTA HIGH SCHOOL	69
DOWNSVILLE HIGH SCHOOL	55
DREW ELEMENTARY SCHOOL	29
DROP OUT RECOVERY SCHOOL	1
DUBACH HIGH SCHOOL	94



<i>SCHOOL</i>	<i>MILEAGE</i>
EAST SIDE ELEMENTARY SCHOOL	46
EPPS HIGH SCHOOL	101
FARMERVILLE ELEMENTARY SCHOOL	73
FARMERVILLE HIGH SCHOOL	69
FERRIDAY HIGH SCHOOL	170
FERRIDAY JUNIOR HIGH SCHOOL	171
FERRIDAY LOWER ELEMENTARY	171
FERRIDAY UPPER ELEMENTARY SCHOOL	171
FISKE UNION SCHOOL	109
FOREST SCHOOL	125
FORT NECESSITY SCHOOL	98
FRANKLIN ALTERNATIVE SCHOOL	89
FRANKLIN PARISH HIGH SCHOOL	88
GEORGE WELCH ELEMENTARY SCHOOL	23
GILBERT SCHOOL	105
GLEN VIEW ELEMENTARY SCHOOL	73
GOOD HOPE MIDDLE SCHOOL	21
GOODWILL ELEMENTARY SCHOOL	89
GRAYSON ELEMENTARY SCHOOL	74
HARRISONBURG ELEMENTARY SCHOOL	156
HARRISONBURG HIGH SCHOOL	159
HAWK PRIMARY SCHOOL	118
HENRY V. ADAMS ELEMENTARY SCHOOL	43
HICO ELEMENTARY SCHOOL	104
HIGHLAND ELEMENTARY SCHOOL	16
HILLCREST ELEMENTARY SCHOOL	72
HOLLY RIDGE ELEMENTARY SCHOOL	61
HOWARD SCHOOL	73
I. A. LEWIS ELEMENTARY SCHOOL	76
J.S. CLARK ELEMENTARY SCHOOL	5
JACK HAYES ELEMENTARY SCHOOL	6
JONESBORO - HODGE HIGH SCHOOL	117
JONESBORO - HODGE MIDDLE SCHOOL	119
JONESVILLE ELEMENTARY SCHOOL	178
JONESVILLE JUNIOR HIGH SCHOOL	180
KELLY ELEMENTARY SCHOOL	87
KILBOURNE HIGH SCHOOL	133
KIROLI ELEMENTARY SCHOOL	18
LAKE PROVIDENCE JUNIOR HIGH SCHOOL	171
LAKE PROVIDENCE SENIOR HIGH SCHOOL	171
LAKESHORE SCHOOL	6
LENWIL ELEMENTARY SCHOOL	17
LEXINGTON ELEMENTARY SCHOOL	7
LILLIE MIDDLE SCHOOL	123
LINCOLN CENTER	76
LINCOLN ELEMENTARY SCHOOL	3
LINCOLN PARISH SECONDARY ALTERNATIVE SCHOOL	75

<i>SCHOOL</i>	<i>MILEAGE</i>
LISBON ELEMENTARY SCHOOL	199
MADISON JAMES FOSTER ELEMENTARY SCHOOL	12
MANGHAM ELEMENTARY SCHOOL	64
MANGHAM HIGH SCHOOL	65
MANGHAM JUNIOR HIGH SCHOOL	64
MARION HIGH SCHOOL	65
MARTIN JUNIOR HIGH SCHOOL	133
MARTIN LUTHER KING, JR. MIDDLE SCHOOL	6
MINNIE RUFFIN ELEMENTARY SCHOOL	6
MONTEREY HIGH SCHOOL	210
MONTICELLO HIGH SCHOOL	175
MOREHOUSE ALTERNATIVE SCHOOL	43
MOREHOUSE JUNIOR HIGH SCHOOL	43
MOREHOUSE MAGNET SCHOOL	47
NEVILLE HIGH SCHOOL	8
NEWELLTON HIGH SCHOOL	158
NORTHSIDE ELEMENTARY SCHOOL	175
OAK GROVE ELEMENTARY SCHOOL	111
OAK GROVE HIGH SCHOOL	111
OAK HILL ELEMENTARY SCHOOL	47
OUACHITA JUNIOR HIGH SCHOOL	1
OUACHITA PARISH ALTERNATIVE CENTER	12
OUACHITA PARISH HIGH SCHOOL	18
PINE GROVE ELEMENTARY SCHOOL	56
PINECREST ELEMENTARY/MIDDLE SCHOOL	36
PIONEER ELEMENTARY SCHOOL	114
QUITMAN HIGH SCHOOL	102
RAYVILLE ELEMENTARY SCHOOL	45
RAYVILLE HIGH SCHOOL	46
RAYVILLE JUNIOR HIGH SCHOOL	46
REUBEN MCCALL JUNIOR HIGH SCHOOL	115
REUBEN MCCALL SENIOR HIGH SCHOOL	115
RICHLAND ALTERNATIVE SCHOOL	58
RICHWOOD HIGH SCHOOL	35
RIDGECREST SCHOOL	177
RISER ELEMENTARY SCHOOL	19
RISER MIDDLE SCHOOL	19
RIVERBEND ELEMENTARY SCHOOL	10
ROBERT E. LEE JUNIOR HIGH SCHOOL	5
ROBINSON ELEMENTARY SCHOOL	9
ROCKY BRANCH ELEMENTARY SCHOOL	36
RUSTON ELEMENTARY SCHOOL	69
RUSTON HIGH SCHOOL	73
RUSTON JUNIOR HIGH SCHOOL	74
SALLIE HUMBLE ELEMENTARY SCHOOL	2
SHADY GROVE ELEMENTARY SCHOOL	9
SHERROUSE ACADEMIC CENTER	1

<i>SCHOOL</i>	<i>MILEAGE</i>
SHERROUSE SCHOOL	1
SICILY ISLAND ELEMENTARY SCHOOL	135
SICILY ISLAND HIGH SCHOOL	133
SIMSBORO HIGH SCHOOL	90
SOUTH SIDE ELEMENTARY SCHOOL	45
SOUTHSIDE ELEMENTARY SCHOOL – EAST CARROLL PARISH	146
SOUTHSIDE ELEMENTARY SCHOOL - JACKSON PARISH	121
SPEARVILLE HIGH SCHOOL	137
START ELEMENTARY SCHOOL	33
STERLINGTON HIGH SCHOOL	17
SWARTZ UPPER ELEMENTARY SCHOOL	20
SWARTZ LOWER ELEMENTARY SCHOOL	14
SWAYZE ELEMENTARY SCHOOL	7
TALLULAH ELEMENTARY SCHOOL	114
TALLULAH HIGH SCHOOL	112
TALLULAH JUNIOR HIGH SCHOOL	112
TENSAS ELEMENTARY SCHOOL	181
THOMAS JEFFERSON ELEMENTARY	7
TRANSYLVANIA ELEMENTARY SCHOOL	153
UNION CENTRAL ELEMENTARY SCHOOL	70
VIDALIA HIGH SCHOOL	186
VIDALIA JUNIOR HIGH SCHOOL	190
VIDALIA LOWER ELEMENTARY SCHOOL	189
VIDALIA UPPER ELEMENTARY SCHOOL	190
WEST MONROE HIGH SCHOOL	9
WEST OUACHITA HIGH SCHOOL	40
WEST RIDGE MIDDLE SCHOOL	21
WESTON HIGH SCHOOL	87
WINNSBORO ELEMENTARY SCHOOL	85
WOODLAWN ELEMENTARY SCHOOL	28
WOODLAWN MIDDLE SCHOOL	29
WOSSMAN HIGH SCHOOL	5
WRIGHT ELEMENTARY SCHOOL	115

# Contract for TaskStream Submissions

All assignments in TaskStream must be submitted and graded by the last day of classes each semester. Students who have not submitted all assignments will receive a grade of "I" for the course. If assignments are completed in the timeframe allowed as stated by the guidelines in the ULM Undergraduate catalog, the grade will be changed.

## Policy per ULM Undergraduate Catalog:

### "I" GRADE CHANGES

*Work which is of satisfactory quality but which, because of circumstances beyond the student's control, is not complete, may be marked "I" (incomplete). The deficiency must be met within the first month of the next regular semester or within the first two weeks of either summer session of attendance (whichever comes first). "I" grades are removed only by completion of the course work, not by repeating the course. "I" grades are computed as "F" grades, unless changed to a final passing grade. If the student does not resume studies either at this University or elsewhere within a calendar year following the semester or summer session for which the "I" grade was recorded, the "I" grade cannot be removed. Instructors should not allow students to complete work for a course in an attempt to remove an "I" grade without prior approval of the instructor's academic dean.*

I have read and understand the policy regarding TaskStream submissions and "I" grade changes.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

# Appendix B

Assessment

## TEACHER CANDIDATE GRADE COMPONENTS

**TASKSTREAM:** Please refer to the Schedule and Score Sheet for TaskStream Submissions. TaskStream submissions are due on the dates indicated. No points will be earned for late submissions; however, ALL TaskStream submissions are required. Any submissions not turned in will result in an “Incomplete” for the semester grade. For this reason, even if a late submission has lost all points possible, the assignment is still expected to be completed and submitted.

**CLINICAL & FIELD EXPERIENCE:** Please refer to the Schedule and Score Sheet for TaskStream Submissions. This section consists of your observation of other teachers and documentation of your student teaching hours (activity logs). All items are required. Any submissions not turned in will result in an “Incomplete” for the semester grade. For this reason, even if a late submission has lost all points possible, the assignment is still expected to be completed and submitted.

**FINAL ASSESSMENT OF INSTRUCTIONAL PRACTICES AND PROGRAM STANDARDS:** These assessments are included in the TaskStream assignment and are submitted at the end of the semester. Both the Classroom Supervisor and the University Supervisor will evaluate you based on your overall performance during the semester. If you have two placements, your classroom supervisor at the end of the semester will complete this evaluation.

## TEACHER CANDIDATE GRADES

Teacher Candidates will be assigned a final grade at the end of the semester. The grade is calculated using the total points earned from the assignments in the three assessment sections discussed on the previous page. The grade will be calculated as follows:

Total Points Possible – 153

### Grading Scale

127 – 153 points = A

102 – 126 points = B

77 – 101 points = C

51 – 76 points = D

Below 62 points = F

# TASKSTREAM SUBMISSION SPRING – 2011

## SCHEDULE AND SCORE SHEET FOR TEACHER CANDIDATES

Due Date	Requirement	Items to Submit	Person to Submit to	Points Possible	Points Earned
<b>Teacher Candidate TaskStream Assignments</b>					
1/23	Verification Statement	Form on TaskStream	Tina Allen	3	
1/23	Professional Development Activities 1	Scanned Agenda, Reflection (Word)	Tina Allen	3	
1/30	Candidate Disposition (Pre)	Form on TaskStream	University Supervisor	3	
2/6	Classroom Supervisor Demographics	Form on TaskStream	Classroom Supervisor	3	
2/13	Professional Development Activities 2	Scanned Agenda, Reflection (Word)	Tina Allen	3	
2/27	Classroom Supervisor Observation 1	Lesson Plan and any materials	Classroom Supervisor	3	
2/27	Professionalism CRS 1	Form on TaskStream	Classroom Supervisor	3	
2/27	University Supervisor Observation 1	Lesson Plan and any materials	University Supervisor	3	
2/27	Professionalism US 1	Form on TaskStream	University Supervisor	3	
3/6	Content Knowledge Lesson Plan	Lesson Plan and any materials	University Supervisor	3	
3/13	Pedagogy & Professional KSD Lesson Plan	Lesson Plan and any materials	University Supervisor	3	
3/20	Professional Development Activities 3	Scanned Agenda, Reflection (Word)	Tina Allen	3	
3/20	LA Content Standards/Benchmarks Lesson Plan	Lesson Plan and any materials	University Supervisor	3	
3/27	Instruction for All Students Lesson Plan	Lesson Plan and any materials	University Supervisor	3	
3/27	Classroom Supervisor Observation 2	Lesson Plan and any materials	Classroom Supervisor	3	
3/27	Professionalism CRS 2	Form on TaskStream	Classroom Supervisor	3	
3/27	University Supervisor Observation 2	Lesson Plan and any materials	University Supervisor	3	
3/27	Professionalism US 2	Form on TaskStream	University Supervisor	3	
4/3	Assessment for Learning Lesson Plan	Lesson Plan and any materials	University Supervisor	3	
4/3	Technology Integration Lesson Plan	Lesson Plan and any materials	University Supervisor	3	
4/3	Professional Growth Plan	Form on TaskStream	University Supervisor	3	
4/17	Professional Development Activities 4	Scanned Agenda, Reflection (Word)	Tina Allen	3	
4/17	Community Connection Lesson Plan	Lesson Plan and any materials	University Supervisor	3	
4/17	Classroom Supervisor Observation 3	Lesson Plan and any materials	Classroom Supervisor	3	
4/17	Professionalism CRS 3	Form on TaskStream	Classroom Supervisor	3	
4/17	University Supervisor Observation 3	Lesson Plan and any materials	University Supervisor	3	
4/17	Professionalism US 3	Form on TaskStream	University Supervisor	3	
5/1	Teacher Work Sample	7 Forms plus pre and post test and one word document lesson plan	University Supervisor	3	
5/1	Candidate Disposition (CRS)	Form on TaskStream	Classroom Supervisor	3	
5/1	Candidate Disposition (US)	Form on TaskStream	University Supervisor	3	

Due Date	Requirement	Items to Submit	Person to Submit to	Points Possible	Points Earned
5/8	Showcase Portfolio	Web Folio in TaskStream	University Supervisor	3	
5/8	Video Critique	Video and Reflection (Word)	University Supervisor	3	
5/8	Classroom Supervisor Observation 4	Lesson Plan and any materials	Classroom Supervisor	3	
5/8	Professionalism CRS 4	Form on TaskStream	Classroom Supervisor	3	
5/8	University Supervisor Observation 4	Lesson Plan and any materials	University Supervisor	3	
5/8	Professionalism US 4	Form on TaskStream	University Supervisor	3	
5/8	Evaluation University Supervisor	Form on TaskStream	Tina Allen	3	
5/8	Evaluation Classroom Supervisor 1 & 2*	Form on TaskStream	Tina Allen	3	
*Students with 1 placement will submit one evaluation. Students with 2 placements will submit two evaluations, one for each supervisor.					
5/8	Final Assessment	Form on TaskStream	University Supervisor	3	
5/8	Final Assessment	Form on TaskStream	Classroom Supervisor	3	
5/8	Exit Survey	Form on TaskStream	Tina Allen	3	
<b>Total TaskStream Assignment Points</b>				<b>123</b>	

### Clinical & Field Experience TaskStream Items

2/27	Activity Log 1 – 4	Activity Log for Weeks 1 – 4	University Supervisor	3	
3/27	Primary Site Observation 1 & 2*	Form on TaskStream	University Supervisor	3	
*Students with 1 placement will submit one observation. Students with 2 placements will submit two observations, one each supervisor.					
3/27	Activity Log 5 – 8	Activity Log for Weeks 5 – 8	University Supervisor	3	
5/1	Activity Log 9 – 12	Activity Log for Weeks 9 – 12	University Supervisor	3	
5/1	Outside Observation 1	Form on TaskStream	University Supervisor	3	
5/1	Outside Observation 2	Form on TaskStream	University Supervisor	3	
5/1	Outside Observation 3	Form on TaskStream	University Supervisor	3	
5/1	Outside Observation 4	Form on TaskStream	University Supervisor	3	
5/1	Outside Observation 5	Form on TaskStream	University Supervisor	3	
5/15	Activity Log 13 - 16	Activity Log for Weeks 13 – 16	University Supervisor	3	
<b>Total Clinical &amp; Field Experience Points</b>				<b>30</b>	

For activity logs, weeks are as given on the student teaching calendar. If you do not teach during a particular week, you will not have lesson plans for that week (for example, Thanksgiving Week); however, it still counts as a week. Complete an activity log for that week showing 0 hours and note the reason there are no hours (for example, no school – Thanksgiving Break)



## Teacher Candidate Professional Notebook

*The professional notebook should be kept up-to-date with appropriate artifacts throughout each semester. You will keep your notebook at the end of the semester; however, it will be checked for completeness at each university supervisor observation.*

- Organized in a three-ring binder as follows:
  - Labels on the front and spine of the binder with your name, school year, & certification area
  - Labeled tabs for the following sections with the indicated artifacts following the tabs
    - Introduction
      - Professional Notebook Cover Page (template)
      - Biographical Sheet
    - Observations/Evaluations
      - University Supervisor Obs./Eval. #1 Rubric
      - Classroom Supervisor Obs./Eval. #1 Rubric
      - University Supervisor Obs./Eval. #2 Rubric
      - Classroom Supervisor Obs./Eval. #2 Rubric
      - University Supervisor Obs./Eval. #3 Rubric
      - Classroom Supervisor Obs./Eval. #3 Rubric
      - University Supervisor Obs./Eval. #4 Rubric
      - Classroom Supervisor Obs./Eval. #4 Rubric
      - Primary and Outside Observations (#1-5)
    - Disposition Surveys (printed from TaskStream)
      - Student Disposition completed at beginning of semester
      - Disposition Survey completed by Candidate and University Supervisor near end of Semester
    - Lesson Plans & Activity Logs
      - All Lesson Plans are to be completed in ULM format. They must be typed and complete with all components addressed in the Lesson Plan Seminar. Classroom supervisors must approve and initial them at least 3 days in advance.
      - When being observed by the supervisor, the lesson plans must be provided in your notebook. It is suggested that you keep at least the current week's lesson plans in your notebook each week.
      - Activity Logs (Weeks 1-16 with supervisors initials)
    - Professional Development Seminars
      - Agenda and reflections from each of the required student teacher seminars
      - Conferences with Classroom or University Supervisors (Handwritten notes from conferences with supervisors; also include other points of support such as emails, notes on phone calls, etc.)

The University of Louisiana at Monroe  
College of Education and Human Development

**Teacher Candidate Professional Notebook**

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

\_\_\_\_\_ Content Area (Degree Program)

During the \_\_\_\_\_ school year

at

\_\_\_\_\_  
School Assignment-Grade(s)/Subject(s)

*Supervised by:*

\_\_\_\_\_  
University Supervisor

*I verify that this professional notebook contains my authentic work, the authentic work of my students and authentic feedback from supervisors, parents, and administrators.*

\_\_\_\_\_  
Candidate's signature

\_\_\_\_\_  
Date

# Appendix C

## Lesson Plans

## Lesson Plan Terminology

### Teacher Objective (s):

Refers to what the teacher wants the students to be able to do or suppose to know at the end of the lesson. Use teacher edition of textbook, content standards, benchmarks, grade level expectations (GLE), etc. It usually begins with "To".

### Review:

Every lesson should begin with a review of previous learning. It should be a question/answer session so the teacher can assess the students' comprehension and determine if re-teaching is needed. To strengthen a review, use supplemental aids from previous lessons.

### Overview:

It is used to establish the set of the lesson.

- a. **Purpose/Importance**- students are told what they will be doing and why it is important.
- b. **Objectives**- students are told what they should know or be able to do by the end of the lesson.
- c. **Motivation**-Students' attention is secured and interest in the lesson is created. It needs to be a "hook" into the lesson. Motivation needs to be tied to the objective.

### Behavioral Objectives:

A behavioral objective must be **specific, observable, and measurable**. It must include the desired **learner outcome**.

### Sequence:

The lesson should contain **BOTH** teacher and student oriented activities. Seldom should the teacher or the student do all the work. Ex: Teacher lectures entire period. Ex: Student outlines the chapter.

### Early Finishers:

Students that complete independent seatwork assignments early need an early finisher activity to complete while the other students complete the original assignment. Students that have nothing to do may cause discipline problems. Also, valuable instructional time is lost. Early finishers activities must be in the same subject; it should also be on the same skill or concept.

### Reteaching:

Some students need additional drill and practice to master a skill or concept. Most TE of textbooks have remediation or reteaching activities to assist these students. Be sure to identify the specific students that will receive the additional help. Do not use the student's name. Ex: **Those students that have not mastered the objective** will complete a remediation worksheet.

### Enrichment:

Some students will master the skill or concept more quickly than the average student. These students need to be challenged or they will become bored. The enrichment activity needs to be at a higher order thinking level than the original activity. The TE of the textbook will usually provide enrichment activities. Be sure to identify the students without using the students' names. Ex: **Those students that have mastered the objective** will write a paragraph expressing his/her opinion on the constitutional amendment.

**Special Needs:**

This category includes students with special needs. There are many possibilities; each class of students will differ. Some of these needs include visually impaired, hearing impaired, physically handicapped, learning disabled, etc. You must identify the need of the student and how you plan to accommodate the need. Do not use the student's name. You may need to identify more than one special need depending on your class. Ex: **My legally blind student** will receive enlarged copies of the handout. Ex: **My learning disabled student** will have the test administered in the resource room by the resource teacher. Ex: **My slow student** will be given additional time to complete the assignment. Ex: **My hearing impaired student** will sit closer to the front of the room.

**Closure:**

A formal closure to the lesson is a must. It may be a summary of the lesson given by the teacher. Ex: To close today's lesson let me summarize what we have learned. It may be a question and answer session led by the teacher. Ex: To close today's lesson let's review what we have learned. Note: This is a better closure than the summary because the teacher can determine from the students' responses if re-teaching is needed in the next day's lesson. A closure may be a restatement of the lesson's objectives in the past tense. Ex: To close today's lesson let's see what you should not be able to do.

**Homework:**

- Assignments should be written on board.
- Students should be given an opportunity to copy the assignment.
- Directions should be thoroughly explained. Ex: Use ink to complete the assignment. Ex: The assignment will be handed in for a grade.
- Use complete sentences to write answers to the questions, etc.
- If possible, demonstrate what is expected of the students by working an example.
- **Ask students if there are any questions.**

**Reflective Comments:**

- Use complete sentences and black ink to write reflective comments.
- Write 5-7 sentences that are **specific, meaningful, and useful.**
- What worked? Why did it work?
- What didn't work? Why didn't it work?
- What would you do the same if you were to teach the same lesson again?
- What would you do differently?

**Aids/Materials Column****Aid:**

Teaching aid is used by the teacher to present the content of the lesson.

(A)= aid Ex: chalkboard, textbook, write-on transparencies used in place of the chalkboard, workbook or workbook pages

**Supplemental Aid:**

Additional aids used by the teacher to present content.

(SA) = supplemental aid Ex: prepared transparencies, charts, models, computer, poems, newspaper, VCR, 16 mm film, filmstrip, cassettes, etc. A supplemental aid is anything used by the teacher other than the text and chalkboard and workbook/workbook pages.

**Material:**

Standard materials used by the student

(M) = material Ex: textbook, chalkboard, workbook, workbook pages, study guides, etc.

**Supplemental Materials:**

Additional materials provided for the student and prepared by the teacher to enhance learning. (SM) = supplemental material Ex: diagrams, manipulatives, maps, calculators, etc.

## **ASSESSMENT:**

There are two main types of assessment.

### **1. INFORMAL ASSESSMENT:**

No grade is given. The teacher is checking for student comprehension.

Ex: **Observation** of body language such as facial expressions, signs of frustration, confusion, etc., **monitoring** of seatwork, **written** feedback or **oral responses, checklists**, etc.

### **2. FORMAL ASSESSMENT:**

A grade is recorded. There are two types of formal assessment:

**a. Formative assessment:** Daily grades are given to check for student progress.

A formative grade is usually less than 100 points. Ex: quizzes, class participation, written seatwork assignments, projects, reports, journal writings, etc.

**b. Summative assessment:** A summary test is given. It is usually 100 points.

Ex: chapter test, unit tests, 6 week test, term paper, etc.

## **GROUP SIZES:**

**Large:** The class is participating as a group. Ex: class discussion, students are taking notes.

**Small:** Two or more students are working together. Ex: cooperative learning groups.

**Independent:** Students working at their desks.

## **Technology:**

“Any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informal decisions, and enhancing the quality of life.”  
(Louisiana State Department of Education)

## **Alignment:**

“The consistency among objectives, pre-assessments, instruction, and post-assessments.” (Louisiana State Department of Education)

## **Artifacts:**

“Documents or pieces of evidence that are used to support portfolio entries. Good artifacts should demonstrate the active thought processes of students, not the ability to recall facts.” (Louisiana State Department of Education)

## **Teaching Portfolio:**

“A collection of documents that tell the story of teaching as it develops over a period of time. The documents become evidence that reflect the teacher’s understanding and ability to effectively teach. The portfolio is a way to document not only what the teacher and students say and do, but it is also a reflection of the teacher’s thinking, decision-making, and professional development.” (Louisiana State Department of Education)

## **Work Sample:**

“A one-to six-week body or unit of instruction focusing on one subject area for a group of students. The content of a Work Sample usually includes: a description of the classroom context and the students being taught; the plans for instruction and assignment aligned with the learning outcomes desired; the teaching of the content; and the collection, interpretation, and reflection on evidence of student progress. The Work Sample represents the first entry in “The Louisiana New Teacher Portfolio.”

## **LESSON PLAN FORMS**

***Refer to Moodle for annotated and blank lesson plan forms. A printed copy is on the following page.***

TEACHER'S NAME: \_\_\_\_\_ CLASSROOM SUPERVISOR'S INITIALS: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_ NO. OF MIN: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER OBJECTIVE(S):

BEHAVIORAL OBJECTIVES	SEQUENCE	SUPPLEMENTAL AIDS/MATERIALS	ASSESSMENT	GROUP SIZE
	<p><u>REVIEW:</u></p> <p><u>OVERVIEW:</u></p> <p><u>Purpose:</u></p> <p><u>Importance:</u></p> <p><u>Continuity:</u></p> <p><i>    _Past:</i></p> <p><i>    Today:</i></p> <p><i>    Future:</i></p> <p><u>Objectives:</u></p> <p><u>Motivation:</u></p> <p><u>PROCEDURES:</u></p> <p>1.</p> <p>Closure:</p> <p>Homework:</p> <p>Early Finishers:</p> <p>Special Needs:</p> <p>Remediation:</p> <p>Enrichment:</p>			

Reflective Comments:

# Appendix D

## Formal Observations



## **Observations by Classroom and University Supervisors**

All student teachers will be formally observed four (4) times by their classroom supervisor and their university supervisor. After each observation, the student teacher should upload a copy of the lesson plan for the lesson that was observed and any artifacts that go along with the lesson plan (e.g., handouts, copies of workbook pages, PowerPoints, etc.)

University Supervisors will evaluate the lesson plan using the ULM Lesson Plan Rubric (pg. 25 of this handbook), will evaluate the teaching of the lesson using the Observation of Lesson Rubric (pg. 26-27), and the student teacher's professionalism using the Observation of Professionalism rubric (pg. 28).

Classroom Supervisors will not evaluate the lesson plan, but will evaluate the teaching of the lesson using the Observation of Lesson Rubric, and the student teacher's professionalism using the Observation of Professionalism rubric.

Student teachers with majors in Kinesiology and minors in content areas and Secondary Education are supervised jointly supervised by faculty in the College of Education and Human Development and faculty from Arts and Sciences. Supervisors from the content area are requested to schedule at least one observation of the student teachers in their respective areas. The Report of Student Teacher's Performance by the Content Area Supervisor is filed in the Office of Field Experiences. A copy of this rubric is on pg. 29 of this handbook. Student teachers will submit the Content Specialist Observation in TaskStream along with a copy of the lesson plan in ULM format and any related artifacts to the Coordinator of Field Experiences who will then enter the scores from the hard copy provided by the Content Area Supervisor.

# TaskStream Directions for Submitting Lesson Plans and Artifacts for Supervisor Observations

## To upload artifacts into your DRF:

1. Click on [My Programs](#) (your program will appear in the window)
2. Click on [Work on DRF](#) (select item from the menu)
3. Click on the item you want to work on to begin

## To submit artifacts for evaluation once you have them in your DRF

1. Click on [Submission and Evaluation](#)

## To place artifacts into DRF from Lesson Builder, Unit Builder, Web Page Builder, and Web Folio Builder

1. Once you have created the lesson, unit, web page, or web folio you are ready to copy/place the artifacts into your DRF.
2. Click on the [Submission and Evaluation](#) button

## To upload lesson plans and related materials for University Supervisor Observations

1. Click on the observation link (ex: [Univ. Supervisor Observation 1](#))
2. Click on [Add/Edit Work](#)
3. Across the top of the new window, you will see gray colored tabs. Click on the [Attachment](#) tab. This will allow you to choose the file just like you would select a document to send in an email. Follow directions in the window to attach the lesson plan and any materials that were used for that lesson as attachments. **There is no need to submit your lesson rubric or your lesson plan rubric given to you by your supervisor the day of the observation.** You may need to scan your actual lesson plan and artifacts ahead of time if you do not have them in electronic format.
4. When you have attached all necessary documents in this file, you will then submit them to your University supervisor. Click on the [Submission and Evaluation](#) button to submit the documents for evaluation.
5. You will not fill out a form of any kind. The University Supervisor will grade the observation using a rubric that they will see from their Taskstream account. After they have graded the observation using the rubric, you will be able to view the results. If you would like to see a copy of the rubric for your own information, you can view the rubric after you click on the words [Evaluation Method](#).

University of Louisiana at Monroe  
College of Education and Human Development  
**ULM Lesson Plan Rubric**

Candidate \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_ Lesson Subject Area \_\_\_\_\_

Grade Level \_\_\_\_\_ Length of Lesson \_\_\_\_\_ Instructor (Person Completing Form) \_\_\_\_\_ Date Completed \_\_\_\_\_  
*1 = Unacceptable                      2 = Acceptable( meets expectations or lacks one criteria)                      3 = Target(exceeds expectations)*  
*If item not being scored write "NA"                      \*If item not observed write "NO"*

<b>Planning</b> (LCET, NCATE Standard 3.3, KSDs 1, 2)	<b>1</b>	<b>2</b>	<b>3</b>
<input type="checkbox"/> Includes all components of lesson plan <input type="checkbox"/> Aligns all components in lesson plan <input type="checkbox"/> Submits plans for prior review on time <input type="checkbox"/> Addresses continuity (previous lesson, future lesson) <input type="checkbox"/> Uses ULM format			
<b>Communication</b> (LCET, NCATE Standard 3.3, KSDs 1, 2)	<b>1</b>	<b>2</b>	<b>3</b>
<input type="checkbox"/> States in teacher objective what students are supposed to know/be able to do at the end of the lesson (from content standards, benchmarks, GLEs, etc.) <input type="checkbox"/> Begins plan with review of previous learning <input type="checkbox"/> Provides motivation <input type="checkbox"/> Purpose states what students will be doing during lesson <input type="checkbox"/> Importance tells student why lesson is important (beyond the classroom) <input type="checkbox"/> Objectives tell students what they should know or be able to do by the end of the lesson			
<b>Learning Outcomes</b> (LCET, NCATE Standard 3.3, KSDs 1, 2)	<b>1</b>	<b>2</b>	<b>3</b>
<input type="checkbox"/> Behavior objectives appropriate for grade level & content area <input type="checkbox"/> Behavioral objectives clearly state learning outcomes <input type="checkbox"/> Learning outcomes are specific, measurable, and observable <input type="checkbox"/> Bloom's Taxonomy level referenced to each objective <input type="checkbox"/> GLE's referenced to each objective			
<b>Pedagogy</b> (LCET, NCATE Standard 3.3, KSDs 1, 2)	<b>1</b>	<b>2</b>	<b>3</b>
<input type="checkbox"/> Activities appropriate for grade level & content area <input type="checkbox"/> Activities clearly described for teacher and students <input type="checkbox"/> Activities appropriately aligned with stated objectives <input type="checkbox"/> Sequence of activities reflects effective instructional design <input type="checkbox"/> Applies group size to meet instruction needs <input type="checkbox"/> Copies of related materials included with lesson plan (worksheets, handouts, etc.) <input type="checkbox"/> Aids/Materials correctly listed and aligned <input type="checkbox"/> Appropriate assessment included in each lesson plan <input type="checkbox"/> Includes a formal closure <input type="checkbox"/> Includes response from students in closure (for example: Q & As)			
<b>Professional Reflection</b> (LCET, NCATE Standards 1.4, 3.3, KSD 4)	<b>1</b>	<b>2</b>	<b>3</b>
<input type="checkbox"/> Five to 7 complete sentences included for each lesson taught; comments are specific, meaningful, and useful			
<b>Diverse Learners</b> (LCET, NCATE Standards 3.3, 4.4, KSDs 1, 2, 5)	<b>1</b>	<b>2</b>	<b>3</b>
<input type="checkbox"/> Identifies diverse learner needs <input type="checkbox"/> Includes appropriate activity for early finishers <input type="checkbox"/> Includes appropriate activity for reteaching <input type="checkbox"/> Includes appropriate activity for enrichment <input type="checkbox"/> Includes appropriate accommodations for diverse learners <input type="checkbox"/> Includes appropriate homework assignment			
<b>Technology</b> (LCET, NCATE Standard 3.3, ISTE _____, KSDs 1, 6)	<b>1</b>	<b>2</b>	<b>3</b>
<input type="checkbox"/> Uses learner-centered technology <input type="checkbox"/> Uses teacher-centered technology <input type="checkbox"/> Uses technology for planning/preparation <input type="checkbox"/> Uses technology for production/presentation			
<b>Assessment</b> (LCET, NCATE Standards 1.7, 3.3, KSDs 1, 4)	<b>1</b>	<b>2</b>	<b>3</b>
<input type="checkbox"/> Assessment aligned with objective(s) <input type="checkbox"/> Uses effective/appropriate forms of informal assessment <input type="checkbox"/> Uses effective/appropriate forms of formal assessment			
<b>Specialty Program Criteria</b> (SPA Standard(s) NCATE Standards 1.1, 1.3, K6, S6, D6)	<b>1</b>	<b>2</b>	<b>3</b>
<input type="checkbox"/> SPA specific criteria _____			
<b>Total Points Earned</b> _____ / out of _____ <b>possible points</b> <b>Overall Rating</b>	<b>1</b>	<b>2</b>	<b>3</b>

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Supervisor Signature

**University of Louisiana at Monroe**  
**College of Education and Human Development**  
**Observation of Lesson Rubric**

Observation Number: 1 2 3 4 (circle one)

Teacher Candidate: \_\_\_\_\_ School: \_\_\_\_\_ Date \_\_\_\_\_

Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Principal/Classroom Supervisor: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Evaluator (person completing form): \_\_\_\_\_

1 = Unacceptable (does not meet expectations)      2 = Acceptable (meets expectations or lacks one criteria)

3 = Target (exceeds expectations)

N/A = Not Applicable

N/O = Not Observed

<b>Planning (LCET Domain I, Component A, K1, S1 &amp; 2, D1)</b> The teacher plans effectively for instruction	<b>Domain Score</b> 1 2 3
Specific learner outcomes in clear, concise objectives	1 2 3
Includes activity/activities that develop objectives	1 2 3
Identifies and plans for individual differences	1 2 3
Identifies materials, other than standard classroom materials as needed for the lesson	1 2 3
States method(s) of evaluation to measure learner outcomes	1 2 3
Awareness of Individualized Education Program (IEP) and/or Individualized Family Services Plan (IFSP)---[ or develops plans if in Special Education ]	1 2 3
<b>Classroom Management (LCET Domain II, Components A, B &amp; C; S2 &amp; 3)</b> The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, & manages learner behavior to provide productive learning opportunities	<b>Domain Score</b> 1 2 3
Organizes available space, materials, and/or equipment to facilitate learning	1 2 3
Promotes a positive learning climate	1 2 3
Manages routines and transitions in a timely manner	1 2 3
Manages and/or adjusts allotted time for activities planned	1 2 3
Establishes expectations for learner behavior	1 2 3
Uses monitoring techniques to facilitate learning	1 2 3
<b>Instruction (LCET Domain III, Component A, B, C &amp; D; all KSDs)</b> The teacher delivers instruction effectively, presents appropriate content, provides opportunities for student involvement in the learning process, & demonstrates ability to access & facilitate student academic growth	<b>Domain Score</b> 1 2 3
Uses technique(s) which develop(s) lesson objective(s)	1 2 3
Sequences lesson to promote learning	1 2 3
Uses available teaching material(s) to achieve lesson objective(s)	1 2 3
Adjusts lesson when appropriate	1 2 3
The teacher integrates technology into instruction	1 2 3
Presents content at a developmentally appropriate level	1 2 3
Presents accurate subject matter	1 2 3
Relates relevant examples, unexpected situations, or current events to the content	1 2 3
Accommodates individual differences	1 2 3
Demonstrates ability to communicate effectively with students (oral & written communication skills; vocabulary appropriate for grade level, clear directions)	1 2 3
Stimulates and encourages higher-order thinking at the appropriate developmental levels (questions & activities)	1 2 3
Encourages student participation	1 2 3
Consistently monitors ongoing performance of students	1 2 3v
Uses appropriate and effective assessment techniques	1 2 3
Provides timely feedback to students	1 2 3

<b>Professional Notebook</b>			<b>Notebook Score</b>
			1 2 3
Lesson Plans			1 2 3
Artifacts			1 2 3
Organization			1 2 3
Activity Logs			1 2 3
<b>Notes:</b>			
Student Teacher's Signature	Date	University Supervisor's Signature	Total Score:

# University of Louisiana at Monroe

## Observation of Professionalism

Observation 1 2 3 4

Student Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Date \_\_\_\_\_

### Candidate's Professionalism

Professionalism	Unacceptable (1)	Acceptable (2)	Target (3)
The candidate presents a <b>professional appearance</b> appropriate for the setting and responsibilities.	Seldom	Frequently	Consistently
The candidate demonstrates <b>enthusiasm</b> when engaging students in class discussions, questions, and activities that involve critical/creative thinking skills	Seldom	Frequently	Consistently
The candidate demonstrates a <b>positive attitude</b> in all aspects of the teaching profession	Seldom	Frequently	Consistently
The candidate promotes a <b>supportive learning climate</b>	Seldom	Frequently	Consistently
The candidate demonstrates <b>planning and preparation</b> in order to maximize learning and maintain desired behaviors	Seldom	Frequently	Consistently
The candidate demonstrates <b>dependability</b> in all aspects of the teaching profession	Seldom	Frequently	Consistently
The candidate <b>complies with school rules and exhibits respects for school culture</b>	Seldom	Frequently	Consistently
The candidate demonstrates <b>professional and effective delivery of instruction</b>	Seldom	Frequently	Consistently
The candidate <b>models respect for cultural and learning differences</b> in activities and discussion	Seldom	Frequently	Consistently
The candidate shows <b>respect for supervisors and colleagues</b>	Seldom	Frequently	Consistently

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Supervisor Signature

## Report of Student Teacher's Performance by Content Area Specialist

Student Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Semester: \_\_\_\_\_

Subject & Grade Level: \_\_\_\_\_ Person Completing Form: \_\_\_\_\_

1 – Unacceptable    2 – Acceptable    3 – Target    N/O – not observed

<b>Planning (LCET Domain I, Component A, K1, S1 &amp; 2, D1) The teacher plans effectively for instruction</b>	<b>Score</b>
Specific learner outcomes in clear, concise objectives	1 2 3 N/O
Includes activity/activities that develop objectives	1 2 3 N/O
Identifies and plans for individual differences	1 2 3 N/O
Identifies materials, other than standard classroom materials as needed for the lesson	1 2 3 N/O
States method(s) of evaluation to measure learner outcomes	1 2 3 N/O
Awareness of Individualized Education Program (IEP) and/or Individualized Family Services Plan (IFSP)---[ or develops plans if in Special Education ]	1 2 3 N/O
<b>Classroom Management (LCET Domain II, Components A, B &amp; C; S2 &amp; 3) The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, &amp; manages learner behavior to provide productive learning opportunities</b>	<b>Score</b>
Organizes available space, materials, and/or equipment to facilitate learning	1 2 3 N/O
Promotes a positive learning climate	1 2 3 N/O
Manages routines and transitions in a timely manner	1 2 3 N/O
Manages and/or adjusts allotted time for activities planned	1 2 3 N/O
Establishes expectations for learner behavior	1 2 3 N/O
Uses monitoring techniques to facilitate learning	1 2 3 N/O
<b>Instruction (LCET Domain III, Component A, B, C &amp; D; all KSDs) The teacher delivers instruction effectively, presents appropriate content, provides opportunities for student involvement in the learning process, &amp; demonstrates ability to access &amp; facilitate student academic growth</b>	<b>Score</b>
Uses technique(s) which develop(s) lesson objective(s)	1 2 3 N/O
Sequences lesson to promote learning	1 2 3 N/O
Uses available teaching material(s) to achieve lesson objective(s)	1 2 3 N/O
Adjusts lesson when appropriate	1 2 3 N/O
The teacher integrates technology into instruction	1 2 3 N/O
Presents content at a developmentally appropriate level	1 2 3 N/O
Presents accurate subject matter	1 2 3 N/O
Relates relevant examples, unexpected situations, or current events to the content	1 2 3 N/O
Accommodates individual differences	1 2 3 N/O
Demonstrates ability to communicate effectively with students (oral & written communication skills; vocabulary appropriate for grade level, clear directions)	1 2 3 N/O
Stimulates and encourages higher-order thinking at the appropriate developmental levels (questions & activities)	1 2 3 N/O
Encourages student participation	1 2 3 N/O
Consistently monitors ongoing performance of students	1 2 3 N/O
Uses appropriate and effective assessment techniques	1 2 3 N/O
Provides timely feedback to students	1 2 3 N/O

<b>ULM Program Criteria</b>	<b>Score</b>			
Notebook/Portfolio: (content, organization, up-to-date)	1	2	3	N/O
Personal Qualities: (professional appearance, enthusiasm for teaching)	1	2	3	N/O
School Community Relations: (peers, CRS, University Supervisor, other school personnel)	1	2	3	N/O
<b>Comments &amp; suggestions for improving the effectiveness of the lesson</b>				
<i>Student Teacher's Signature</i>	<i>Date</i>	<i>Content Specialist's Signature</i>	<i>Date</i>	



# Appendix E

## TaskStream Directions

*The following pages contain directions and explanations for completing TaskStream assignments. In addition to the directions on these pages, it is important to review the rubrics in each TaskStream assignment before starting the assignment so that you are well aware of the requirements. Because there are slight differences from program to program in some rubrics, the rubrics are not included in this handbook but can be easily accessed through TaskStream.*

## Directions for Clinical and Field Experiences

*All assignments in Clinical and Field Experiences will be submitted to your University Supervisor*

### Templates in the Clinical and Field Experiences Account (Portal IV):

1. Outside Observations 1-5
2. Primary Site Observations 1 & 2
3. Activity Log 1-16

### Outside Observations 1-5

Directions: The form located here is used to record the five observations you will conduct in classrooms other than the classroom(s) in which you are student teaching. The five observations should be completed within the first two months of the student teaching semester. Three of the observations should be scheduled in schools/classrooms that are significantly different than the assigned school/classroom for student teaching. The remaining two observations may be completed within the assigned school site with classroom teachers other than the assigned supervisor.

The form is identical to the **Primary Site Observation** form. All spaces in the Vital Information portion of the form must be completed. Course instructor for this form is the Director of Field Experiences & Teacher Candidacy.

Use only the spaces in the Description of What You Observed area that are appropriate for what you experienced during the observation. Observations should be a minimum of 30 minutes in length and should include at least one lesson taught from beginning to end.

All elements of the Direct Observation portion of the form should be completed. You will not necessarily have data for all spaces that have to do with ethnicity of the students observed, because not all groups listed on the form may be represented in the class you observe. Use only those spaces that reflect the ethnicity of students observed and leave the others blank. If you are not sure, make an educated guess about student's ethnicity.

The Teacher Interview portion of the form does not require a response in every space. The only spaces that must be completed are grade level and subject area. The demographics of the students observed are estimates and are not expected to be exact. This data simply gives an idea of the diversity of the student population you have observed. Do not ask the teacher you are observing to answer these questions. You should provide what data you can by using your observation skills. Blank spaces in this section of the form are expected.

Once you have finished completing the form, save and close it, and submit the form to your University Supervisor.

### Primary Site Observations

These observations will be completed in your assigned classroom on your classroom supervisor. These forms are used to record the hours of observations that you complete at the beginning of your student teaching. If you have only one school/classroom assignment for student teaching, you will use only one form to record a summary of what you have observed

the first few days of the semester. If you have two school/classroom assignments for student teaching you will use both forms: one form completed the first few days of the first assignment and one form completed the first few days of the second assignment. You will have more information on these forms concerning demographics of student population and the types of activities you observe because the length of time you are observing is greater than one lesson or 30 minutes. You should consult with your classroom supervisor for more complete/accurate information about the ethnicity and learning styles of the students before completing the form. If your classroom supervisor is departmentalized or you teach more than one class period a day, you can combine data for students from all sections. Once the form is completed, save it and then submit it to your University Supervisor for evaluation.

### **Activity Log**

Directions: This form is used to record all of your student teaching activities within the following categories: Participation, Observation, Direct Teaching, Conference, and Other. Participation would include activities such as assisting your classroom supervisor with a lesson, individual help to students, assisting with duty, etc. Observation includes times when you are observing your classroom supervisor or another teacher teach a lesson. Direct Teaching includes the time when you are the teacher for the lesson and must be documented with typed lesson plans. Conference would include times you meet to discuss your performance with your supervisor or meet with parents during a parent conference with your classroom supervisor. The Other category may include ULM professional development seminars or other types of activities that do not fit the previous categories. Each category provides space to give the number of hours by day – Monday through Friday and then a week total. The time recorded is during school hours only. Activities you participate in outside of school hours are recorded as professional development (Other).

Maintain print copies of the Activity Log (one for each week) and then enter the data into *TaskStream* after your Classroom Supervisor has initialed the print copy. Classroom Supervisors will initial the logs once a week and University Supervisors will initial the logs on a monthly basis. During most semesters, student teachers will not need all 16 Activity Log forms provided. Use only the number of forms you need to record the semester (see the calendar in Moodle and on page 14 of this handbook for specific dates). After you save and close the form, submit the form to your University Supervisor.

**University of Louisiana at Monroe**  
**College of Education & Human Development**  
**Observation Form (use additional sheets to record notes during field-based activity)**

Name \_\_\_\_\_ CWID \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_

Instructor \_\_\_\_\_ School \_\_\_\_\_ Date of Site visit \_\_\_\_\_

Purpose of visit (check all that apply)

- Observation       Teach Lesson       Assist Teacher       Interview       Tutoring  
 Assist with Project       Research       Assist with Supervision of Students       Consultation with teacher  
 Assist in Preparing Displays or Materials

**A description of what you observed – check all that apply and use additional sheets to describe observations**

Planning of Instruction _____	Management of Classroom and Behavior _____
Direct teaching and learning enhancement _____	Evaluation/assessment _____
Accommodation for specific learning needs _____	Content and/or level specialization _____
Collaboration with other professionals _____	Evidence of Positive Impact of student learning _____
Reflection/ other observation _____	

**Direct Observation Data**

Number of Students Observed \_\_\_\_\_ Number of male students \_\_\_\_\_ Number of female students \_\_\_\_\_

Phrase that describes resources available in the class (check one)

- Well equipped/supplied       Adequately equipped/supplied       Poorly equipped/supplied

List equipment and technology you see in this classroom (check all that apply)

- Computers  
 Overhead Projectors, TV, DVD  
 Smartboard  
 Other \_\_\_\_\_

Phrase that describes the number of teaching interruptions (check one)

- None       Few (2-3)       Some (3)       Many (more than 3)

Estimate number of:

American Indian or Alaskan Native Students \_\_\_\_\_  
 Asian or Pacific Islander Students \_\_\_\_\_  
 Black non-Hispanic Students \_\_\_\_\_  
 Hispanic Students \_\_\_\_\_  
 White non-Hispanic Students \_\_\_\_\_  
 Race/Ethnicity Unknown Students \_\_\_\_\_  
 Other Ethnicities \_\_\_\_\_

**Teacher Interview**

Grade Level \_\_\_\_\_ Subject Area(s) \_\_\_\_\_

Indicate/estimate number of students in the following areas:

Low Social Economic Status (SES) _____	Middle SES students _____
High SES students _____	Print learning style _____
Aural learning style _____	Interactive learning style _____
Visual learning style _____	Haptic learning style _____
Kinesthetic learning style _____	Olfactory learning style _____
Other learning styles _____	ESL students _____
TITLE I students _____	Students with IEPs/IFSPs _____
Gifted students _____	504 students _____
Other special needs _____	Low pattern of achievement _____
Average pattern of achievement _____	

Signed: Teacher or Principal \_\_\_\_\_ Total Time: \_\_\_\_\_

**THE UNIVERSITY OF LOUISIANA AT MONROE  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
STUDENT TEACHING ACTIVITY LOG**

Name \_\_\_\_\_ School \_\_\_\_\_

Date (Monday-Friday) \_\_\_\_\_

List major activities in each block and hours:

	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours Week/Semester
Participation						
Observation						
Teaching						
Conference						
Other						
Total Hours						
Supervisor's Initials						

## **DISPOSITIONS**

Dispositions are attitudes, values, commitments, and professional ethics that influence behaviors. ULM candidates are expected to have these dispositions for teaching and educational leadership. The candidate will submit a student Disposition (Pre), a self inventory, at the beginning of the semester in TaskStream. The Disposition Survey (US) is completed again by the teacher candidate and submitted in TaskStream for the University Supervisor to complete one as well.

## Dispositions Rubric

	Unacceptable	Acceptable	Target
Makes knowledge available to a diverse student population.	Little evidence	Some evidence	Consistently demonstrates
Actively seeks out connections to everyday life and provides relevant supporting materials.	Little evidence	Some evidence	Consistently demonstrates
Encourages students and provides opportunities for success.	Little evidence	Some evidence	Consistently demonstrates
Clearly focuses attention on all children equitably.	Little evidence	Some evidence	Consistently demonstrates
Models respect for cultural and learning differences in activities and discussion.	Little evidence	Some evidence	Consistently demonstrates
Recognizes and builds upon strengths and talents of individuals with varying backgrounds.	Little evidence	Some evidence	Consistently demonstrates
Demonstrates enthusiasm when engaging students in class discussions, questions, and activities that involve critical/creative thinking skills.	Little evidence	Some evidence	Consistently demonstrates
Creates and interacts within a socially responsible teaching and learning environment that encourages mutually respectful feedback.	Little evidence	Some evidence	Consistently demonstrates
Promotes cooperation and respect in the teaching and learning environment.	Little evidence	Some evidence	Consistently demonstrates
Listens and responds in ways that are sensitive, attentive, and thoughtful.	Little evidence	Some evidence	Consistently demonstrates
Demonstrates respect for feelings, ideas, and contributions of others.	Little evidence	Some evidence	Consistently demonstrates
Demonstrates flexibility in planning and responsiveness to students during instruction.	Little evidence	Some evidence	Consistently demonstrates
Consistently reflects upon effectiveness of lessons after instruction.	Little evidence	Some evidence	Consistently demonstrates
Provides students with data-based or specific feedback while respecting student privacy.	Little evidence	Some evidence	Consistently demonstrates

Gauges student progress throughout instruction and makes appropriate adjustments based upon formal and informal indicators.	Little evidence	Some evidence	Consistently demonstrates
Uses feedback from peers, mentors, instructors, supervisors, students, and parents for personal and professional improvement.	Little evidence	Some evidence	Consistently demonstrates
Reflects on successes and failures to improve future performance.	Little evidence	Some evidence	Consistently demonstrates
Voluntarily participates in professional development opportunities that are not required.	Little evidence	Some evidence	Consistently demonstrates
Advocates for the well-being of children.	Little evidence	Some evidence	Consistently demonstrates
Respects opinions, privacy, and rights of mentors, instructors, supervisors, students, and parents.	Little evidence	Some evidence	Consistently demonstrates
Works collaboratively with parents and others to benefit the learner.	Little evidence	Some evidence	Consistently demonstrates
Demonstrates punctuality, dependability and effective utilization of classroom time.	Little evidence	Some evidence	Consistently demonstrates
Presents a professional appearance appropriate for the setting and responsibilities.	Little evidence	Some evidence	Consistently demonstrates
Completes professional responsibilities in a timely manner.	Little evidence	Some evidence	Consistently demonstrates
Complies with school rules and respects school culture.	Little evidence	Some evidence	Consistently demonstrates
Observes laws and ethics of the teaching profession.	Little evidence	Some evidence	Consistently demonstrates



## Seven Special Lesson Plans Demonstrating Expertise

For each of the seven lesson plans required, you will choose a lesson plan that you have created and taught (or will teach) in your student teaching classroom that demonstrates the specific area of expertise required in the assignment. Each lesson plan should be submitted to your University Supervisor for evaluation.

### CONTENT KNOWLEDGE

Choose a lesson plan that demonstrates your expertise in your content. Provide a 5 – 7 sentence professional reflection that explains why you choose this lesson plan to demonstrate your content knowledge. An **example** of a professional reflection for a lesson plan demonstrating content knowledge might be:

*This lesson plan displays my expertise of the content area in many different ways. I showed my knowledge of the material taught by teaching the students via the textbook and PowerPoint about the various aspects of this content. I also lead the students in a graphic organizer to organize the content knowledge. I created a worksheet which covered the content knowledge in an organized format. The vocabulary PowerPoint shows my knowledge of the vocabulary that refers to the content area. I have a deep understanding of the vocabulary and content taught in this lesson.*

There are other ways that your knowledge or expertise may be evidenced in a lesson plan – **this is just one example for you to use as a guide as you write your own statements**.

### LA CONTENT STANDARDS AND BENCHMARKS

This lesson plan should demonstrate your knowledge of the content standards and benchmarks for the content area and grade level being taught as well as your ability to design a lesson where the GLEs, objectives, activities, and assessment are aligned. Provide a 5 – 7 sentence professional reflection that explains why you choose this lesson plan.

### PEDAGOGY & PROFESSIONAL KSD'S

Pedagogy is defined as “the art or method of teaching, the activities of educating or instructing; activities that impart knowledge or skill.” For this submission, chose a lesson plan that demonstrates your ability to choose appropriate activities for delivering the content and enhancing instruction. Provide a 5 – 7 sentence professional reflection that explains why you choose this lesson plan.

### INSTRUCTION FOR ALL STUDENTS

This lesson plan should show your ability to meet the needs of all students in your classroom. A lesson plan at the target level would include the following:

- Three or more accommodations to address special needs and/or cultural diversity
- Activities that address three or more learning modalities (visual, auditory, tactile/haptic, kinesthetic, etc.)

Provide a 5 – 7 sentence professional reflection that explains why you choose this lesson plan.

### **ASSESSMENT FOR LEARNING**

This lesson plan should demonstrate your ability to assess the learning of your students. A lesson plan at the target level would include the following:

- Is aligned perfectly with benchmarks, objectives, and activities (For example, if the objectives states that students will be able to “explain” or “describe,” the test items must also be items that ask them to explain or describe, not items such as multiple choice, matching, or fill-in-the-blank.)
- Demonstrates both informal and formal methods of assessment
- Appropriate artifacts included as documentation (e.g., checklist used during an informal assessment, copy of worksheet taken as a grade)

Provide a 5 – 7 sentence professional reflection that contains a description of the assessments used, how they were used to assess learning, and explains why you choose this lesson plan.

### **TECHNOLOGY INTEGRATION**

Select a lesson plan that demonstrates your ability to incorporate technology into your lesson. LaTAAP defines technology as “any electronic tool used for problem solving, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions, and enhancing the quality of life. The lesson should contain teacher use of technology as well as student use of technology. Provide a 5 – 7 sentence professional reflection that explains why you choose this lesson plan and why it is appropriately integrated into the instructional process.

### **COMMUNITY CONNECTION**

The lesson plan chosen for this submission should demonstrate your ability to incorporate the community into the lesson. Examples of ways this can be done include (but are not limited to) the following:

- Bring in a speaker from the community
- Use community resources (e.g., videotaped city council meeting)
- Field trips into the community that support the current lesson
- Use of materials or aids normally available in the community that support the current lesson (e.g., community agency brochures, local government websites, etc.)

Provide a 5 – 7 sentence professional reflection that explains the community connection and how it relates to the content being taught and why you chose this lesson plan.

# Professional Growth Plan (PGP)

## **Select Two Growth Objectives:**

Two objectives (based on *Louisiana Components of Effective Teaching* (LCET)) for professional growth should be determined using the following suggestions as well as other appropriate sources : feedback either written or verbal from your supervisors on lessons you have taught, personal insights based on reflection of your teaching strengths & areas that may need improvement, suggestions from supervisors based on Learning Facilitators Knowledge, Skills and Dispositions Inventories, personal interest in an area or topic of professional growth. ***The objectives must be approved by the University Supervisor.***

## **Record Objectives and Plan using the Form Provided in TaskStream:**

The following explanations of what information should be provided in each section of the PGP form are provided for clarification.

### **Growth Objectives:**

**Component/Attribute:** Enter the appropriate Component and Attribute from the *Louisiana Components of Effective Teaching* targeted for improvement.

**Growth Objective(s):** Write the corresponding growth objective(s) in terms that are reflective of the desired outcomes. A minimum of two growth objectives should be developed.

**Expected Impact on Student Learning/Achievement:** Identify the expected impact on student learning/achievement as a result of the completion of the growth objective(s).

**Strategies/Activities:** Identify an appropriate strategy or list the activities involved in achieving the desired growth objective(s).

**Resources Needed:** Enter the resources or list whatever resources are needed to complete the growth objective(s).

**Timeline:** Develop a timeline for the accomplishment of each growth objective. The timeline must include month, date, and year. Beginning and ending dates must be indicated. The timeline does not have to end during the student teaching semester, but should be appropriate for the stated goal.

**Expected Evidence of Attainment:** List the evidence that will be presented and/or the methods that will be used to determine if the growth objective(s) is attained.

**Signatures/Date:** The instructor/supervisor and the candidate must sign and date the plan.

### **Reflections:**

**Reflections on Progress Toward Attaining Growth Objective:** The candidate should describe what was learned and his/her progress toward accomplishing the desired growth objective(s). Depending on your timeline, you may not have any comments in this section.

**Evidence of Completion:** The candidate should include evidence or methods that were used to determine the progress made toward attaining the growth objective(s). This evidence should match the

expected evidence. Depending on your timeline, you may not have any evidence to provide in this section.

**Evidence of Positive Impact on Student Learning/Achievement:** The candidate must present evidence of positive impact on student learning/achievement/development (e.g. documentation such as observations, pre-tests and scores, inclusion of strategies/activities in lesson plan(s), and post-tests and scores). Note: The timeline may be too short to allow for evidence of a positive impact on student learning/achievement.

**Instructor Comments:** The instructor should summarize any additional comments on the candidate's progress and evaluate the completion of each growth objective including the impact on student learning/achievement.

**Candidate Comments:** The candidate should include any reactions and/or comments about the completion of his/her growth objective(s) and the impact on student learning/achievement.

Submit the completed PGP to your University Supervisor for evaluation.

## Video Clip & Self-Critique/Analysis

This entry is a self-critique/analysis of your performance in the classroom. Video tape yourself teaching an entire lesson from beginning to end –so that the lesson includes all of the components of effective teaching. **This video must be from your current student teaching placement.**

- After you have video taped the lesson, review the tape and write a critical analysis of your performance. Your analysis should include specific comments about your performance during the lesson with regard to instructional, assessment, and management skills. Include comments about the integration of technology if appropriate.
- Also after reviewing, edit your video so that have three clips that will each be uploaded to TaskStream for this entry. Name the clips as follows: opening, implementation, closure. These clips should include the following:
  - Clip 1: Opening – This clip should be no more than 5 minutes and show the opening of the lesson, review, and statement of objectives
  - Clip 2: Implementation – This clip should be no more than 10 minutes and show the implementation of a lesson activity, instruction, monitoring and interacting with students
  - Clip 3: Closure – This clip should be no more than 5 minutes and show the closure of the lesson with students ending the activity and the teacher conducting closure questions and student responding

Submit to your University Supervisor for evaluation.

*Note: If you plan to edit your video in the Digital Media Studio, watch your video before bringing it in to import, find the three clips that you want, and make a note of the time it occurs on the tape. This will allow you to edit your submission without having to watch the entire video when you come into the lab, saving everyone time.*

# Showcase Portfolio

Create a showcase portfolio representing the following areas.

1. Introduction
2. Planning Instruction
3. Content Knowledge
4. Pedagogical & Professional Knowledge, Skills, & Dispositions
5. Effective Instruction for ALL Students
6. Technology Integration
7. Community Connections
8. Assessment
9. Professional Development

**Suggested artifacts for each of the other sections included in your portfolio. The majority of these items will come from other TaskStream assignments that have already been completed. You will only need to compile them into the portfolio. Write a brief introduction to each area that describes how the artifact(s) demonstrates the specific knowledge, skill and/or disposition.**

1. Introduction
  - a. Your name
  - b. Contact information
  - c. Area of certification
  - d. Educational Philosophy
  - e. Educational Goals
  - f. Sample Classroom Management Plan
  - g. Video clip of a lesson you have taught (include portions from beginning of lesson, body of lesson, and conclusion of lesson – maximum of 5 minutes for entire video clip)
2. Planning Instruction – lesson plan(s), unit plan
3. Content Knowledge – Praxis specialty area scores, lesson plan highlighting content knowledge
4. Pedagogical & Professional Knowledge, Skills, & Dispositions – lesson plan highlighting use of effective sequencing of lesson, disposition survey, reflective writings from lessons taught, professional development seminars attended, or other professional activities
5. Effective Instruction for ALL Students – lesson plan highlighting strategies/techniques to address students with special needs, diversity, etc.
6. Technology Integration – lesson plan(s) highlighting use of technology by teacher and students
7. Community Connections – lesson plan highlighting connections to community; correspondence with parents/caregivers, field trip to community site and any additional you please.
8. Assessment – lesson plan highlighting formal and informal assessment, instruments used for assessment, assessment portion of work sample, examples of formative and summative assessment strategies/techniques and instruments
9. Professional Development – agendas of professional development seminars you have attended, summary notes from sessions attended, membership/participation in professional organization

Once you have created the folio, burn it to a CD for your use when applying for teaching positions. The completed Showcase Portfolio should be submitted to your University Supervisor.

## Teacher Work Sample

The *Teacher Work Sample* is a one-to six-week body or unit of instruction focusing on one subject area for a group of students. The content of a Work Sample usually includes: a description of the classroom context and the students being taught; the plans for instruction and assignment aligned with the learning outcomes desired; the teaching of the content; and the collection, interpretation, and reflection on evidence of student progress.

The work sample you submit must cover a minimum of a 5-day period. Complete and submit the following items for your unit of instruction.

- Form A1 - Teaching Context
- Form A2 - Describing the Work Sample
- Form A3 - The Assessment Plan
- Form A4 - Analyzing the Results
- Form A5 - Reflecting on the Impact of Instruction
- Form A6 - Communication and Follow-Up
- Form A7 - Work Sample Lesson Plan Portfolio Entry Form
- Submit one lesson plan (Word document in ULM lesson plan format) from the unit (the **same** lesson plan that was used to complete Form A7)
- Submit a copy of your pre-test and post-test
- Complete the TaskStream Form: Pre&Post Data
- Other items may be submitted as needed

The needed forms can be downloaded from TaskStream in the Teacher Work Sample directions. Blank copies of these forms are included on the following pages.

The Teacher Work Sample should be submitted to your University Supervisor.

# A 1. Teaching Context

Please complete the following information about your class.

## I. Class/Classroom Information

Grade levels in class (list all that apply _____ ) _____ )	Ages in class (list all that apply _____ ) _____ )
# Students enrolled _____	# Typically Present _____
Time available each day to teach entire class _____	
Place a $\checkmark$ beside the phrase that describes the resources (equipment, technology, and supplies) available for this class. _____ well-equipped/supplied _____ adequately equipped/supplied _____ poorly equipped/supplied	
Place a $\checkmark$ beside the phrase that describes the number of teaching interruptions. _____ few _____ some _____ many	
Place a $\checkmark$ beside the phrase that describes the types of help available to you. _____ instructional assistant(s) _____ parent volunteers _____ peer (student) tutors _____ resource teachers _____ other (Please specify.) _____	

## II. Individual Differences

Indicate the # of students in each category below. _____ ESL _____ # with IEPs or IFSPs _____ # with 504 modifications _____ Title I _____ Gifted _____ Other
Indicate the # of students for each pattern of achievement. _____ Low _____ Average _____ High
Enter low (L), medium (M), or high (H) to describe the level of diversity for each category below. _____ Ages _____ Languages _____ Cultures _____ Achievement/Developmental Levels
Enter the appropriate label(s) for the # of students with each learning style listed below. None (0) Few (1-3) Many (more than 3) _____ Print _____ Aural _____ Interactive _____ Visual _____ Haptic _____ Kinesthetic _____ Olfactory _____ Other
Describe any other classroom conditions (if any) that have caused you to adjust your instruction in some way.



## A 2. Describing the Work Sample

**1. Subject Area(s)**

Note: Teachers of K-3 are required to develop Work Samples for language arts or mathematics.

**2. Content**

**3. Length of Unit (# of days/class periods)**

**4. Learning Objectives/Outcomes to be accomplished by students (Two are required, and one must require higher-order thinking.)**

**5. Rationale for Objectives/Outcomes**

**6. Adjustments made to accommodate one or more of the categories of individual differences**

**7. Adjustments made because of other classroom conditions**

### A3. The Assessment Plan

1. Describe the assessment plan for this Work Sample. (Provide an overview of the assessment points and methods. Remember to include both formal and informal measures that extend from pre-assessment through post-assessment.)
2. Describe the pre-assessment method(s) (determination of student knowledge and skills prior to instruction). Note: A copy of the pre-assessment must be attached. If you used an assignment or activity as a pre-assessment, attach the directions and information that were provided to students.
3. Describe your post-assessment method(s); i.e., how you determined student knowledge and skills after instruction. Note: A copy of the post-assessment must be attached. If you used an assignment or activity as a post-assessment, attach the directions and information provided to students.
4. How do you know that your objectives, pre-assessment, instruction, and post-assessment were aligned? Please explain.

## A4. Analyzing the Results

**A4** is used to show the learning gain made by each student from pre- to post-assessment. Attach additional pages if necessary.

Students	Pre-Assessment	Post-Assessment	Gain + or -	Objectives				Comments
				Yes	No	Yes	No	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

Attach additional pages if necessary.

## A5. Reflecting on the Impact of Instruction

1. How many students accomplished **all** of the objectives you established for this body of instruction? What % of students **did not** meet all objectives? What factors contributed to their success/failure?
2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?
3. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.
4. Since the conclusion of the Work Sample, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?
5. What impact will the information gained from your reflection about your students' performance have on future lessons? Describe the adjustments you will make in your instruction.

## A6. Communicating and Follow-Up

1. Describe several ways in which you introduced and provided feedback throughout the work sample. What information did you provide to the groups listed below prior to instruction, during instruction, and after the post-assessment? How did you communicate that information? Note: Several methods of providing feedback should be provided.

- Students
  
- Parents/Caregivers
  
- Colleagues

2. How did you use the information gained as a result of your communications?

3. How did you attempt to involve parents/caregivers and colleagues in the learning process?

## A 7. Work Sample Lesson Plan Portfolio Entry Form

1. Identify the content presented by this lesson plan.

2. How does this lesson relate to the Work Sample?

3. Why did you select the instructional activities and materials/technologies listed in the lesson plan?

4. When and how were the objective(s) of this lesson measured? Did the assessment show that this was a successful lesson? Why or why not?

# End of Semester Evaluations

## Evaluation of Classroom Supervisor

This evaluation of the Classroom Supervisor is submitted by the teacher candidate to TaskStream at the end of the semester. Students who have two placements will complete an evaluation on both classroom supervisors. Students who have one placement will only submit one evaluation.

Submit this evaluation to Mrs. Tina Allen, Coordinator of Field Experiences & Teacher Candidacy.

---

## Evaluation of University Supervisor

This evaluation of the University Supervisor is submitted by the teacher candidate to TaskStream at the end of the semester.

Submit this evaluation to Mrs. Tina Allen, Coordinator of Field Experiences & Teacher Candidacy.

---

## Final Assessments

This is a TaskStream assessment of the teacher candidate's instructional practices and program standards. A final assessment will be completed by the university supervisor and the classroom supervisor based on the students overall performance during the semester.

To request this evaluation on TaskStream:

1. Click on add/edit work
2. Click on form
3. Key in your student id
4. Click on agree under evaluation

Submit the assessment to the appropriate supervisor

---

## Exit Survey

The Exit Survey is to be completed by the teacher candidate at the end of the semester and prior to graduation.

Click on Exit Survey under Portal IVb and then click on "Form". This takes you directly to the survey.

Submit this survey to Mrs. Tina Allen, Coordinator of Field Experiences & Teacher Candidacy.