Student Teaching Manual

School of Education
Preparing “Knowing, Sharing, Caring” Teachers
# Student Teaching Manual

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Emmanuel College School of Education
Mission and Goal Statement

In keeping with the philosophy of Emmanuel College which is based on a Christian worldview, the School of Education’s mission is to integrate faith, living, learning, and teaching in such a way as to prepare prospective teachers to become servant leaders who make a positive contribution in a diverse society. In addition, the SOE endeavors to build a bridge linking historical and philosophical theory learned in the classroom with educational practice in real-world settings.

Within this framework our students, as professional educators, will develop: a knowledge of content and pedagogy; procedures for developing and using appropriate instructional methods, technology, and assessment; varied strategies for developing positive classroom environments that facilitate student learning, support students, and encourage partnerships with the home, school, and community; and a professional attitude regarding the teaching profession. Reflecting our Christian worldview, the goal of the Emmanuel College SOE is to develop teachers who possess the knowledge, skills, and dispositions to meet the challenges they will face in the classroom. The Emmanuel College SOE is committed to the three domains of its conceptual framework, preparing knowing, sharing caring teachers for the twenty-first century. No domain by itself is effective, but all three are interconnected so as to produce effective teachers who are capable of working with a diverse student population. This framework is designed to develop the following competencies:

Teachers who **KNOW** will demonstrate

**K1: Content**
A knowledge of discipline specific content and curriculum appropriate for their chosen teaching field.

**K2: Pedagogical Content**
A knowledge of the intellectual, social, physical, and personal development of diverse learners and appropriate instructional strategies to teach children in diverse cultural contexts.

Teachers who **SHARE** will demonstrate

**S1: Planning**
The ability to design effective learning activities for all learners based on their knowledge of discipline specific content and curriculum, students, learning environments, and assessment.

**S2: Resources and Technology**
The ability to select and use appropriate curriculum resources including current technology to enhance instruction for diverse learners.

**S3: Instruction**
The ability to effectively organize, manage, and facilitate a learning environment which engages learners in active learning and positive social interaction.

**S4: Assessment**
The ability to develop and utilize a variety of formal and informal assessment strategies to ensure the continuous development of all learners.

Teachers who **CARE** will demonstrate

**C1: Learning Environment**
The ability to create a safe and stimulating learning environment conducive to all learners.

**C2: Student Learning**
The ability to monitor and manage the classroom so that learners effectively attain desired learning outcomes.

**C3: Cooperative Partnerships**
The ability to form home and community partnerships to foster student well being and learning.

**C4: Professional Development**
The ability to grow professionally as a teacher.
Student Teaching

Description of Student Teaching Program

Student teaching is a period of internship with an experienced classroom teacher who serves as role model and mentor for the developing teacher. The transition from student teacher to professional teacher takes place during this internship and is a cooperative effort among the classroom teacher, the college supervisors, and the student teacher. This internship is the culminating field experience in the School of Education (SOE) program. It provides an opportunity for the student teacher to put into practice the knowledge and expertise gained during the entire college program and to demonstrate mastery of the knowing, sharing, and caring competencies of the SOE conceptual framework through multiple evidences.

At Emmanuel College, student teaching comprises the final twelve weeks of the teacher candidate’s last semester of the senior year. During this period, the student teacher, under the daily supervision of the cooperating teacher, gradually assumes responsibility of the duties of the cooperating classroom teacher until the student teacher is carrying the full teaching load. Throughout the internship, the student teacher is also monitored and guided by college supervisors. A minimum of six on-site visits will be made by the college supervisors. Additional support is provided through student teacher group seminars. They provide a forum for the discussion of situations that student teachers face during their internship or may face during the first year of teaching.

Admission to Student Teaching

The teacher candidate should complete an application form for admission into student teaching at the beginning of the semester prior to the semester in which student teaching is to be scheduled. The following conditions must be met for admission into student teaching:

1. Admission into the Professional Phase of the program for at least one full semester and maintenance of all admission criteria.
2. Cumulative GPA of at least 2.50.
3. Completion of all upper and lower division major and minor courses with a grade of “C-” or better.
4. Presentation of the Developing Portfolio with documentation for each of the Knowing, Sharing, and Caring competencies.
5. Copy of fingerprinting record within the last year

All School of Education student teachers must have professional liability insurance and have completed a background record check through the sheriff’s department. In addition, it is the practice of the Emmanuel College School of Education that teacher candidates complete field experiences at various grade levels, including a minority experience verified by the Director of Field Experiences.
Goals of Student Teaching

Student teaching is a vital phase of the teacher candidate’s preparation. The clinical experience provides an opportunity to synthesize and apply what has been learned about psychological theories, principles of teaching and learning, and instructional materials.

Goals for the student teacher are to:

1. develop skills in teaching by using developmentally appropriate strategies, procedures, materials, and assessments.
2. demonstrate an understanding of the behavior of students.
3. demonstrate knowledge of content in the subjects and at the grade levels to which he or she has been assigned.
4. demonstrate skills in planning.
5. establish effective classroom management procedures.
6. make provisions for a wide range of individual differences in the classroom.
7. work cooperatively with administrators, teachers, peers and other school personnel.
8. establish adequate assessment procedures.
9. develop professional practices, ethics and attitudes.
10. utilize school and community resources.
11. use effective communication skills.
12. demonstrate enthusiasm for learning and teaching.

Competencies assessed in student teaching are:

1: **Content**
A knowledge of discipline specific content and curriculum appropriate for their chosen teaching field.

2: **Pedagogical Content**
A knowledge of the intellectual, social, physical, and personal development of diverse learners and appropriate instructional strategies to teach children in diverse cultural contexts.

3: **Planning**
The ability to design effective learning activities for all learners based on their knowledge of discipline specific content and curriculum, students, learning environments, and assessment.

4: **Resources and Technology**
The ability to select and use appropriate curriculum resources including current technology to enhance instruction for diverse learners.

5: **Instruction**
The ability to effectively organize, manage, and facilitate a learning environment which engages learners in active learning and positive social interaction.

6: **Assessment**
The ability to develop and utilize a variety of formal and informal assessment strategies to ensure the continuous development of all learners.

7: **Learning Environment**
The ability to create a safe and stimulating learning environment conducive to all learners.

8: **Student Learning**
The ability to monitor and manage the classroom so that learners effectively attain desired learning outcomes.
9: Cooperative Partnerships
The ability to form home and community partnerships to foster student well being and learning.

10: Professional Development
The ability to grow professionally as a teacher.

Policies and Expectations for the Student Teacher

Student Teaching Schedule and Attendance

1. Student teaching and classroom management require a full semester in the public schools. Any absences during the semester must be made up to ensure that this requirement is met.
2. Student teachers who, for unavoidable reasons, must be absent are to contact their cooperating teacher and their primary college supervisor in advance at the earliest opportunity. A message may be left for the primary college supervisor with the administrative assistant of the School of Education (706) 245-2840 if the supervisor is not available.
3. Student teachers will report to their assigned schools at the time indicated by the college supervisor.
4. Student teaching will officially end on the last day of the semester for Emmanuel College classes unless the student teacher has been absent. If the student teacher has been absent, those absences will be made up the following week.
5. Student teachers will observe the holidays on the school calendar of the district in which they are teaching, not the holidays on the college calendar.
6. Student teachers will adhere to the daily schedule of the cooperating teacher.
7. Student teachers are not assigned responsibility for activities or duties for which the cooperating teacher receives an extra stipend.

Substitute Teaching

The student teacher may not become a substitute for absent teachers for whom the district would normally employ an approved substitute. Exceptions should be made only in emergency situations such as the cooperating teacher becoming ill during the school day and a substitute being difficult to locate or the absence of so many teachers that a qualified substitute is not available. Any prolonged illness or absence of the cooperating teacher should be reported to the primary college supervisor and to the Director of Field Experiences. Under no circumstances may the student teacher receive pay as a substitute teacher or aide during those hours that he/she is assigned to student teaching.

School and District Policies
The student teacher will follow all policies of the cooperating school including “signing in” and “signing out” of school, dress codes, conduct codes, and standard operating procedures. The student teacher should become thoroughly familiar with the policies and regulations of the cooperating school. Violations of school district policy, particularly in matters of discipline, could result in court action.
Confidentiality

The confidentiality of all student records is protected by law. No information is to be released to any unauthorized person under any circumstances. It is important that the student teacher learn to keep accurate records, to use cumulative objective data, and to interpret records, grades, and test scores in a professional, tactful, and confidential manner.

Supervision of Student Teaching

Regularly planned supervision of the student teacher is the joint responsibility of the cooperating teacher and the college supervisors.

School Visits and Observations

1. A college supervisor or the Director of Field Experiences will schedule a visit at each school site during the first two weeks of student teaching. During this visit, the college supervisor will answer any questions and address any concerns of the cooperating teacher or the student teacher about the student teaching requirements.
2. The college supervisors will observe at least six planned lessons, in addition to observing other activities. Feedback will be provided for the student teacher following each observation using the SOE Lesson Observation Instrument. Information will be obtained from the cooperating teacher on a regular basis to monitor the progress being made by the student teacher.
3. The college supervisors and the cooperating teacher will share responsibility for the evaluation of the student teacher. The college supervisors will use the SOE Lesson Observation Instrument to evaluate six lessons taught by the student teacher. Cooperating teachers will also use this form to evaluate lessons. The Midterm Evaluation of Student Teaching will be completed by the cooperating teacher midway through the semester and the Final Evaluation of Student Teaching will be completed by the cooperating teacher at the end of the student teaching experience. The college supervisors will confer and complete the Final Evaluation of Student Teaching as well. Assignment of a grade for student teaching will ultimately be the responsibility of the major college supervisor.

Change in Student Teaching Placement

All placements are for the duration of the student teaching period. However, a student teaching placement may be terminated or changed upon the request of the cooperating school or the student teacher. The termination or change in placement may occur only after consultations with all parties concerned in both the cooperating school and the college. Depending upon the nature of the request for termination or change, the student teacher may be re-assigned to another classroom or school to complete the student teaching experience. Any student teacher who chooses to withdraw on his/her own initiative at any point during the semester will be subject to the withdrawal policy of the college.
Qualifications of Supervisors

The Cooperating Teacher

Various research studies indicate that the single most important individual in the student teaching process is the cooperating teacher. This person interacts daily with the prospective teacher and provides the classroom environment that is important for a successful internship. Cooperating teachers are generally designated by the school district and college on a cooperative basis. Professionals are selected as cooperating teachers because they:

- are interested in supervising student teachers as part of their responsibility to the profession.
- possess full certification in the area in which they are teaching.
- have taught successfully for at least three years.
- are capable of working effectively with the administration of the cooperating school and college supervisors for the benefit of the student teacher.
- are aware of new teaching strategies and research, are flexible, and are receptive to new ideas.
- are able to communicate their knowledge of teaching and learning to other professionals.
- have a positive attitude toward their profession, their position, their students, and their associates.
- are recommended by the appropriate school district administrator.

The College Supervisors

In the student teaching program college supervisors are the main link between the college, the cooperating teacher, and the cooperating school. Each student teacher is assigned to a primary college supervisor, who serves as the instructor for the student teaching course. Other college supervisors assist the primary supervisor in observing the student teachers. Teacher educators who are selected as college supervisors have:

- at least two years experience teaching or supervising in the public school system.
- a solid foundation in teacher education.
- a strong academic background in teaching and learning.

Evaluation of Student Teachers

Evaluation is an ongoing process during the student teaching experience. It is the joint responsibility of the college supervisors and the cooperating teacher. A copy of the completed SOE Lesson Observation Instrument used during regular observations is reviewed with the student teacher during a conference after each observation. The form is retained by the college supervisor. At the end of the semester, these evaluation forms become a part of the student teacher’s cumulative file in the School of Education office. The student teacher will be assigned a grade for student teaching. Recommendations of the cooperating teacher are considered in assigning the final grade; however, the ultimate responsibility for the grade resides with the college supervisor. The cooperating teacher and college supervisors will submit the required forms for evaluating the student teacher’s performance to the primary college supervisor at the
end of the semester. These evaluations are then given to the administrative assistant of the School of Education to be filed as a part of the student teacher’s cumulative record.

Recommendations for the Student Teacher’s Consideration

Transportation

The student teacher should assume responsibility for arranging transportation to and from the cooperating school. In cases where this is impossible, the Director of Field Experiences will attempt to arrange a car pool. Riders are expected to share in the transportation costs during the semester.

Outside Employment

It is strongly recommended that the student teacher have no outside paid employment during the student teaching experience, including employment by the school or the school district. Student teaching is a time when the individual’s total efforts should be directed toward assisting those students in his/her charge. The student teaching semester often proves to be the most mentally, emotionally, and physically demanding semester of the teacher preparation program.

Roles and Responsibilities

The School Administrator

The aim of the cooperating school, under the administration and supervision of the principal, is to provide the best educational experiences possible for the student teacher. The principal assumes responsibility for assisting in the planning of the clinical experience in order to ensure that the student teaching program supports the aims of the school. Specific responsibilities of the school administrator are to:

• recommend and encourage qualified teachers to participate in the program.
• introduce the student teacher to the school and the community.
• interpret the student teaching program to the community.
• exercise leadership in promoting a desirable climate for the clinical experience.
• orient the student teacher to all school policies and practices.
• provide evaluative comments and make suggestions to the college supervisors and/or the Director of Field Experiences for improvement of the program.

The Primary College Supervisor

The primary college supervisor serves as a link between the college, the cooperating teacher, and the cooperating school. The responsibilities of the primary college supervisor are to:

• serve as the liaison between the cooperating school and the college.
• meet with the student teacher prior to student teaching to orient him/her to rules and regulations, his/her responsibility as a student teacher, and professional expectations.
These professional expectations include being punctual and regular in attendance, dressing appropriately, and exhibiting professional behavior when interacting with pupils, parents, and administration.

- schedule seminars to promote the professional development of the student teacher and to review requirements for student teaching.
- provide activities and suggestions during seminars that stimulate and maintain the professional growth of the student teacher.
- observe the student teacher in the school on a regular basis as one of the college supervisors and provide feedback using the *SOE Lesson Observation Instrument*, conferencing with the student teacher after each observation.
- obtain from each cooperating teacher the completed *Midterm Evaluation of Student Teaching Form* and the *Final Evaluation of Student Teaching Form*.
- compile completed evaluation forms for each student teacher and collaboratively determine the student teacher’s grade with the other college supervisors.
- submit all student teacher evaluation forms to the administrative assistant of the School of Education to be filed in the student teacher’s file.

**The College Supervisors**

The college supervisors are responsible for directing and supervising the student teacher throughout the entire clinical experience. The supervisors work closely with the cooperating school to create a comprehensive, meaningful student teaching experience for the student teacher. The college supervisors are key members of the student teaching team throughout the experience.

Some of the expectations for the college supervisor are to:

- recommend to the Director of Field Experiences teachers to be considered as cooperating teachers.
- serve as a resource for cooperating teachers.
- create an atmosphere that will foster desirable relationships between college supervisors and the student teacher.
- guide the student teacher in planning instruction, using resources, and teaching effectively.
- make visits to the school for regular observations and evaluations of the student teacher throughout the semester, conferencing with the student teacher after each observation.
- work with public school personnel to develop competence in guiding the student teacher.
- be available to answer questions and to aid in problem solving if unusual situations arise between regular visits to the schools.
- hold a conference with the cooperating teacher following each student teacher observation.
- encourage the student teacher to engage in self-evaluation activities.
- develop guidelines to help the student teacher evaluate his/her teaching experiences.
The Cooperating Teacher

The cooperating teacher is generally designated by the school district and college on a cooperative basis. Roles and responsibilities of the cooperating teacher are to:

- prepare the students to receive the student teacher as a professional in the classroom.
- become familiar with the policies and procedures of the student teaching program.
- become familiar with the roles of the student teacher and the college supervisors.
- cooperate with the Director of Field Experiences in the orientation process and the implementation of the student teaching program.
- guide the student teacher on a tour of the school and acquaint the student teacher with the school personnel and their particular duties.
- give the student teacher specific information about the classroom such as ventilation, heating, lighting, seating arrangement, bulletin boards, and use of equipment.
- give the student teacher a seating arrangement of the classroom.
- acquaint the student teacher with the working policies of the classroom.
- direct the student teacher to school records where pertinent information concerning each student can be obtained so that the student teacher may become aware of children’s special needs.
- give the student teacher additional information about the children which has been obtained from observation and other sources that are not recorded.
- acquaint the student teacher with the location of resource materials, such as library books, audio-visual materials and equipment and how to utilize them for maximum teaching efficiency.
- provide information relative to pupil progress reports, schedule of work, and any other required reports/paperwork.
- relate to the student teacher in a positive manner, guiding the student teacher in discovering the positive experiences related to teaching and learning, and assisting the student teacher in becoming acquainted with the community.
- treat the student teacher as a co-worker and model the best practices of teaching by assisting the student teacher in understanding what has been observed in the classroom. Explain why particular teaching strategies are used and how any supplementary materials used enhance the lesson.
- model the most effective procedures to help a student teacher understand how to counsel and give guidance to individual pupils, plan for periods of varying lengths of time, construct varying methods of assessment, meet the individual needs of students, and develop higher order thinking skills and problem solving strategies.
- show how records are kept, including attendance, inventory, cumulative reports, testing data, interviews, correspondence, state reports, and the academic progress of students.
- gradually induct the student teacher into full responsibility for teaching by allowing him/her to assist pupils in supervised study or work periods.
- approve each lesson plan prior to having the student teacher teach the class.
- expect the student teacher to assume full and continuous responsibility for the work of the class for a reasonable period of time after the student teacher has demonstrated the ability to handle a class or block of time.
provide opportunities for the student to be alone with the class. If the cooperating teacher remains with the class for the entire time, then the pupils will find it difficult, if not completely impossible, to view the student teacher as the teacher “in charge” of the classroom.

help the student teacher plan for profitable use of planning time during the day.

see that the welfare of the pupils is given careful consideration in all plans and functions. If problems arise, the cooperating teacher should modify schedules or reassign teaching responsibilities.

observe the student teacher and make notes of helpful suggestions to share with him/her on a regular basis.

observe for the purpose of making periodic evaluations of progress. Keep a cumulative record of these observations using the SOE Lesson Observation Instrument and share the findings and suggestions with the student teacher. Always bear in mind that the individual being evaluated is a student teacher. Any comparisons made for purposes of evaluation should be with other student teachers, not experienced teachers.

inform the college supervisors and the Director of Field Experiences if the student teacher is not satisfactorily meeting the basic needs and interests of the classes. Request that the college supervisors meet for a three-way conference with the cooperating teacher and the student teacher to outline a course of action.

participate in evaluation conferences with the college supervisors on an ongoing basis.

prepare a mid-term and final written evaluation of the student teacher’s work using the Midterm and Final Evaluation of Student Teaching forms. Review these evaluations with the student teacher. These forms become a part of the student teacher’s cumulative file in the School of Education Office and are available to the student teacher upon request.

be prepared to take over in any emergency with a minimum of embarrassment to the student teacher.

help the student teacher collect, compile, and file materials.

check for accuracy and completeness of the school records prepared by the student teacher and his/her evaluations of pupils’ classroom work.

inform the student teacher of the cooperating teacher’s location in the school if the student teacher is left alone with the class.

be an exemplary model of professional ethics.

encourage professional growth of the student teacher through attendance and active participation in workshops, attendance at professional meetings, and membership in professional organizations.

encourage the student teacher to participate in extra-curricular activities and community functions.

*The Student Teacher*

During the student teaching assignment, the role of the student teacher will vary from that of being an interested observer and participant to that of being responsible for the day-to-day
teaching and learning activities within the assigned classroom. The responsibilities of the student teacher are to:

- Become familiar with the roles and responsibilities of the cooperating teacher and the college supervisors.
- Become familiar with the daily schedule, rules, regulations, and procedures of the classroom and the school.
- Become familiar with the school physical plant and locate facilities available for use such as the library and the equipment room, the textbook room, the faculty workroom, the auditorium, the counseling facilities, and the faculty lounge.
- Become acquainted with the school staff members such as the principal and assistant principal, the department/grade-level chairperson(s), the media specialist, the paraprofessionals, the secretary, and the maintenance workers.
- Become acquainted with students. Learn their names by setting up seating charts. Note friendships among students and study groups to determine their unique needs. Maintain a courteous, business-like, pleasant approach to students; avoid familiarity.
- Observe and discuss class interactions with the cooperating teacher.
- Observe the cooperating teacher. Follow the teacher’s lesson plan if available. Note the reaction of the students to teaching strategies and to the content of the lesson.
- Volunteer to assist the teacher in routine tasks at appropriate times such as taking the class roll, recording grades, handing out or collecting materials, and supervising students outside the classroom.
- Take responsibility for physical aspects of the classroom. Be aware of proper lighting, temperature, and ventilation. Supervise pupils as they create room decorations, prepare bulletin board displays, use or maintain the class library, and set up or maintain various displays related to specific topics/units.
- Participate in instructional activities, administer tests, tutor individuals and work with small groups as requested by the cooperating teacher.
- Become involved in the total school program by participating in related activities as appropriate. These activities may include school assemblies, faculty meetings, department and grade-level meetings, P.T.O./P.T.A. meetings, athletic events, stage productions, parent conferences, and in-service activities.
- With the help of the cooperating teacher and the approval of the primary college supervisor, develop a schedule for assuming teaching responsibilities.
- Prepare for assuming teaching responsibility by researching topics to be taught and locating and constructing teaching aids and materials to create a motivating, attractive learning environment.
- Gradually assume teaching responsibility by adding one subject or period, and then another, as teaching competence and confidence increases. Utilize a variety of teaching materials and strategies in order to determine the ones that work best in specific circumstances. Select, develop, and implement procedures for managing the class effectively during instruction. Seek to accommodate the learning needs of individual students.
- Plan for instruction. The plans should follow the SOE Lesson Plan Format and be of sufficient detail that anyone coming into the classroom to observe could readily follow the plan.
• Identify characteristics and needs of classes, groups, and individuals. Work with individual students having problems, develop remedial materials, identify and utilize special student talents, and work with small groups.
• Know where to locate the cooperating teacher if the teacher is out of the room.
• Meet, on a regular basis, with the cooperating teacher to review instruction to date, to critique teaching performance, and to discuss plans for lessons that will be taught later.
• Recognize the importance and legal responsibilities of maintaining accurate records.
• Assume full responsibility for teaching. The following are suggested as guidelines for this phase of the student teaching experience.
  • Assume primary responsibility for planning, preparing materials, and teaching assigned classes. Accommodate special learning needs of individual students. Recognize and utilize the interests of individuals.
  • Utilize appropriate preventive and corrective management techniques.
  • Select, develop, administer, and grade evaluation materials including teacher-made tests.
  • Engage in continuous, objective self-evaluation; seek the help of the cooperating teacher in this process. The purpose of evaluation, whether done by the student teacher or by an observer, should be to improve the teaching/learning process. Periodically tape a lesson to be evaluated. Identify strengths and seek to be comfortable in affirming them. Identify areas needing improvement and develop a plan to improve in those areas.
  • Relinquish responsibility. In the same manner that teaching responsibility is gradually assumed, it should be gradually relinquished. This process occurs over a much shorter time period. Gradually return subjects or periods to the cooperating teacher. Complete all record-keeping requirements for evaluation and attendance. Visit other classrooms and grade levels to observe different content areas and teaching techniques. Collect ideas for future use: bulletin board displays, classroom management techniques, teaching activities and strategies.
• At the end of student teaching evaluate the appropriate School of Education program to provide useful feedback to strengthen these programs using the Student Teacher Survey form.
(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions
(a) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
(b) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.
(c) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.
(d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.
(e) “Revocation” is the invalidation of any certificate held by the educator.
(f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
(g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
(h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
(i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
(j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.
(k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards
(a) Standard 1: Legal Compliance - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana
as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: Conduct with Students - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:
   1. committing any act of child abuse, including physical and verbal abuse;
   2. committing any act of cruelty to children or any act of child endangerment;
   3. committing any sexual act with a student or soliciting such from a student;
   4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
   5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
   6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
   7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).

(c) Standard 3: Alcohol or Drugs - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
   1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
   2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: Honesty - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

   1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
   2. information submitted to federal, state, local school districts and other governmental agencies;
   3. information regarding the evaluation of students and/or personnel;
   4. reasons for absences or leaves;
   5. information submitted in the course of an official inquiry/investigation; and
   6. information submitted in the course of professional practice.

(e) Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility.
Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: Remunerative Conduct - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator’s school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: Abandonment of Contract - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and
2. willfully refusing to perform the services required by a contract.

(i) Standard 9: Required Reports - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when
applying for or renewing any certificate with the Commission;  
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and 
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused. 
(j) Standard 10: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder’s ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.  
(k) Standard 11: **Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to: 
1. committing any act that breaches Test Security; and 
2. compromising the integrity of the assessment. 

(4) Reporting 
(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.). 
(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse. 

(5) Disciplinary Action 
(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator’s conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate: 
1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01); 
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent’s designee for certification shall be (505-6-.02 Page 6) responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent’s designee must hold GaPSC certification.
Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5
Requirements for Student Teaching

- Weekly reflections using the assigned prompts.
- Video tape of teaching evaluated by the student teacher and a peer using the *SOE Lesson Observation Instrument*.
- Three formal lessons observations by the cooperating teaching using the *SOE Lesson Observation Instrument*.
- Six observations by college supervisors using the *SOE Lesson Observation Instrument*.
- *Midterm Evaluation of Student Teaching Form* completed by the cooperating teacher.
- *Final Evaluation of Student Teaching Form* completed by the cooperating teacher.
- *Final Evaluation of Student Teaching Form* completed by the college supervisors.
- Student teaching unit
- Professional Portfolio
- Practicum Summary
- *Student Teaching Activities Form*
- Completion of the *Student Teacher Survey*

School of Education Forms

The following SOE forms may be accessed at:
http://www.ec.edu/Education/soeforms.asp

- SOE Lesson Plan Format
- SOE Lesson Observation Instrument
- Student Teaching Unit Rubric
- SOE Videotaping Permission Form
- Student Teacher Survey
- SOE Midterm Evaluation of Student Teaching
- SOE Final Evaluation of Student Teaching

The Professional Portfolio

Information regarding the Professional Portfolio may be accessed at:
http://www.ec.edu/Education/portfolioreq.asp

- Professional Portfolio Instructions
- Professional Portfolio Rubric
Student Teaching Unit Instructions

PURPOSE
The purpose of this assignment is to provide practice in designing and teaching a unit utilizing a variety of instructional strategies, resources, and methods of assessment to meet the needs of diverse learners.

LENGTH
The unit should contain lesson plans for 7 to 10 days (5 if you are on block scheduling).

FORMAT
The unit should contain:
- a cover page which includes your name, date submitted, grade level taught, subject taught, title and number of course, and name of supervising instructor.
- a table of contents with page numbers.
- examples of student work.
- references and credits page.

ACTIVITIES

Context
Relate factors which are relevant to the teaching/learning process and tell how these factors affect instruction and student learning.

- Community, School System, School
  - County
  - Rural/urban/suburban
  - Unique characteristics of community
  - Community involvement in the school system
  - Name of school system
  - Number of students in school system
  - Number of students on free or reduced lunch in school system
  - Name of school
  - Grade levels
  - Location in the county
  - Number of students in school
  - Number of students on free or reduced lunch in school

- Classroom
  - Grade level
  - Subject
  - Number of boys/girls
  - Ethnicities represented in classroom
  - Grouping (team teaching/coteaching/self-contained/heterogeneous/homogeneous/other)
  - Resources available (technology, classroom library, manipulatives, etc.)
  - Physical layout of the classroom
  - Scheduling
• Individual Differences
  o Special Needs Students (e.g. LD, Hearing Impaired, gifted); be specific
  o ESI. students
  o Students attending special programs (e.g. gifted, Title I, Speech)
  o Achievement levels
  o Interests
  o Learning styles
  o Skill levels (above average, average, below average)
  o Prior knowledge of topic
• Instructional Implications
  o How will these factors affect your planning of this unit of instruction and your
    assessment?

Each of the four sections should be addressed in narrative form. Your narrative
should be 2-3 pages in length (typed, double spaced, 12 font).

Planning and Instruction

Learning Goals, Pre-assessment, and Unit Overview
Provide and justify the learning goals for your unit. Describe how you will design your instruction
as it is related to these goals, the characteristics of your students and their needs, and the contextual
factors mentioned earlier. Include the following:

• Initial goals of the unit
• Pre-assessment and results – after administering the pre-assessment, analyze the results for
each learning goal. Depict the results in a chart or graph. Describe what you found and how
it guided your planning of this unit and your modification of the goals.
• Unit overview - provide an overview of your unit, giving the topic, grade level, and subject
area.
• Describe why you used specific instructional strategies, activities, and resources as related to
your objectives, pre-assessment, and contextual factors.
• These should be addressed in narrative form, 2-3 pages, double spaced, 12 font.

Lesson Plans
Your unit should contain 7-10 days (5 if on block scheduling) of lessons written in the SOE lesson
format which include the following:

• Objectives for each lesson which are clearly stated and measurable.
• Objectives should be aligned with the Georgia Performance Standards or the Quality Core
  Curriculum, whichever is being used by your cooperating teacher.
• A list of materials for each lesson you teach. These materials should be included when you
turn in the unit.
• Procedures for each lesson which include the opening (attention-getter), activities,
  assignments, notes, practice, homework, and closing. All procedures should be aligned with
  the objective(s) being assessed.
• A variety of instructional strategies, resources, and assignments appropriate for the age level
  being taught.
• Use of technology.
• Evidence of differentiated instruction.
• Modifications for special needs students.
• Accurate representation of content indicating knowledge beyond what is in the textbook and that is indicative of the major ideas of the discipline.
• Formative assessment which is clearly aligned with each objective.

Credits and References
• Create a page entitled Credits and References.
• Use APA format.
• Reference all resources, materials, and ideas which are not your own.

Assessment of Student Learning and Reflection
Formative Assessment
• Clearly aligned with each objective.

Pre- and Post- (Summative) Assessment
• Assesses all objectives.
• Include a copy of your pre- and post- (summative) assessment.
• Create a table that indicates the pre- and post-assessment data for your students for each learning objective. This should include the number of items correct out of the number of items possible for each objective. It should also show the total percentage correct for the pretest and the posttest.
• Create a graph which shows the progress your students made (from pre- to post-test).

Evidence of Student Learning
• Summarize in a narrative (1-2 pages, double-spaced, 12 font) what conclusions can be drawn from these tables and graphs concerning what your students learned from this unit. Discuss contextual factors which might have impacted student learning. Include at least two examples of student work, each demonstrating different levels of performance. Use pre- and post-assessment data as well as formative assessment data to draw conclusions about the extent to which each student achieved the learning objective. Explain why you think learning did or did not occur.

Implications for Future Teaching
• Reflect on your thoughts and ideas as you completed the unit. What are the strengths of your unit? What are the weaknesses? What would you do differently next time? In a 1-2 page narrative, discuss your ideas for redesigning the unit’s objectives, instruction, or assessments. Explain why these modifications of the unit would improve student learning.
Weekly Reflection Sheet

Student Teacher ___________________________ Grade _________ School ________________

Mentor Teacher ___________________________ Reflection #_____ Date_________________

To be completed by the student:

The most meaningful moment of the week was…

Something I learned at Emmanuel College that became reality in the classroom this week was…

Something that I once thought that I am now questioning…

When I get my own classroom…

Scripture which conveys my thoughts, feelings, and experiences this week is……

Days absent this week_____________________

Reason(s)______________________________________________________________________
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# Student Teaching Activities Form

**NAME**__________________________________________

## Absences

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## Meetings Attended

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## Extracurricular Activities Attended

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26
School of Education  
Student Teaching Requirement Checklist

Name_________________ Semester____________________

School________________________________________Grade____________________

Indicate date each requirement is completed.
Seminars

________

________

________

________

________

________

________

Weekly Reflections

#1  #2  #3  #4  #5  #6
#7  #8  #9  #10  #11  #12

Observations by College Supervisors

#1 Time_ Observer_____________ Subject_____________
#2 Time_ Observer_____________ Subject_____________
#3 Time_ Observer_____________ Subject_____________
#4 Time_ Observer_____________ Subject_____________
#5 Time_ Observer_____________ Subject_____________
#6 Time______ Observer_____________ Subject_____________

Videotaped Lesson

_________ Self-evaluation
_________ Peer evaluation
_________ Video included

Solo Teaching

_________ Dates for four weeks of full time teaching

Observations by Cooperating Teacher

#1 Time______ Subject___________(beginning of student teaching)
#2 Time______ Subject___________(midway of student teaching)
#3 Time______ Subject___________(end of student teaching)
Formal Evaluations

- Midterm Evaluation by cooperating teacher
- Final Evaluation by cooperating teacher
- Final Evaluation by college supervisor

Unit

- Dates taught
- Context section turned in to college supervisor
- Planning and Instruction section turned in to college supervisor
- Assessment of Student Learning and Reflection section turned in to college supervisor

Professional Portfolio

- Electronic copy turned in to college supervisor

Practicum Summary

- Turned in to college supervisor

Student Teaching Activities

- Completed and turned in to college supervisor

Student Teacher Survey

- Completed and turned in to college supervisor

Exit Interview

- Conducted with college supervisor