



Southwestern College
Education Preparation Program

STUDENT TEACHING HANDBOOK

for Student Teachers, Cooperating Teachers, and USD Personnel

Revised August 11, 2015

Southwestern College is
- a learning community dedicated to
- intellectual growth and career preparation,
- individual development and Christian values,
- lifetime learning and responsible citizenship, and
- leadership through service in a world without boundaries.

The purpose of this booklet is to inform student teachers, cooperating teachers, building administrators, Southwestern College faculty members and others about the student teaching experience, expected activities, and evaluations to name only a few information areas develop herein. A careful reading of the booklet will provide a thorough understanding of the student teaching experience as a course and a clinical experience. In addition, the information set forth provides ongoing development of the content knowledge, materials, and instructional methods associated with early childhood, elementary, middle level, and secondary student teaching courses. All of these courses are aligned with the goals of the Teacher Education Program's Conceptual Framework. Assessment processes during student teaching ensure that qualitative measures are in place to determine how well student teachers meet the program goals.

Goals of the Initial and Advanced Teacher Education Program

The professional educator will:
-possess wisdom of practice.
-have the ability to facilitate student learning.
-have the ability to interact effectively.
-have the ability to reflect.

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Observation and Supervised Teaching in

- **Early Childhood Program (EDUC 446)**
 - **Elementary Education (EDUC 447)**
 - **Middle School (EDUC 448)**
 - **Secondary Education (EDUC 449)**

Course description: Clinical experiences in the public schools for teacher licensure candidates. Concurrent with EDUC 440 Student Teaching Seminar. Credit 12 hours. Prerequisite: Unconditional admission into student teaching.

Course Goal:

Through clinical experiences within the classroom, candidates will apply the knowledge and skills gained through course work in the practical situations of observing, guiding, directing, and evaluating the activities of classroom students.

In addition to meeting the goals of the conceptual framework, this course is aligned with the KDSE Professional Education Teaching Standards.

Course objectives:

Candidates will:

- create learning opportunities which utilize the central concepts, tools of inquiry and structures of each discipline taught which will make subject matter meaningful for all students.
- provide developmentally appropriate instruction for all students.
- adapt instruction to meet the needs of diverse learners.
- demonstrate the ability to utilize a variety of appropriate instructional strategies.
- create learning environments which encourage positive social interaction, and active engagement in the learning process by students.
- utilize a variety of effective verbal and non-verbal communication techniques.
- plan effective instruction based upon knowledge of subject matter and curricular outcomes.
- utilize a variety of formal and informal assessment strategies to insure the continual personal development of all students.
- participate in the school improvement process (QPA, ESEA/ NCLB/State Waiver)
- foster collegial relationships with school personnel, parents, and others within the educational setting.
- demonstrate the ability to integrate instruction across and within content areas.
- incorporate the use of technology within the teaching/learning process.
- demonstrate the use of reflection in developing and refining instructional practices and content delivery.

Introduction to Student Teaching

The teacher education faculty members in the Education Preparation Program of Southwestern College (SC) know that a successful clinical experience depends upon a strong tripartite relationship among our Teacher Education Program faculty, the cooperating teacher, and the student teacher.

Student teaching is the culmination of many semesters of preparation and career planning. The relationship noted above develops during a time that is critically important to our Southwestern College students and their significant others. This relationship sets the tone for the student teacher's professional semester.

In order to enable a successful clinical experience, the SC education program facilitates the development of educators who have wisdom and the abilities to interact, facilitate, and reflect. Through the program, the Southwestern College faculty strive to ensure that the student teacher is prepared to provide successful learning experiences for all PK-12 students. In order to be certain this occurs, the student teacher will routinely analyze her/his teaching through videotapes and a teacher work sample project that measures student learning during at least one unit of instruction.

Truly, the Southwestern College faculty are grateful for your willingness to be part of this important process and appreciate your essential role as a vital part of our educational team.

Aims of the Student Teaching Clinical Experience

The clinical experiences during student teaching are generally considered the most meaningful parts of the entire teacher preparation program. The knowledge and skills gained through course work and the theories studied and developed concerning teaching are used during practical experiences such as: observing, guiding, directing, evaluating, and assessing the activities of students in the school room. Specifically, student teaching must include experiences which:

1. Provide opportunities for learning to understand students through observation and the study of individuals and of groups, and for gaining more knowledge in the use of instructional and assessment techniques.
2. Give insight into learning processes in action.
3. Help to develop, through observation and practical experience, effective procedures in lesson planning, preparation and presentation.
4. Provide experiences in observing, and with professional guidance, practice in good classroom management.
5. Give guidance in procedures of student evaluation, assessment, and effective teaching.
6. Help in developing the ability to work under supervision and accepting constructive criticism in the development of a creative, independent and reflective teacher.
7. Provide opportunities for learning about professional relationships among faculty members, administration and staff, and the relationship of the school to the community.
8. Give the student teacher an understanding of the overall educational programming in the school, its goals, objectives, and desired outcomes as well as identifying potential contributions in the program, which may be made by the student teacher as part of a team effort.
9. Aid the student teacher in identifying personal strengths and weaknesses as well as insights into an individual's potential as a professional educator.
10. Lead to a professional attitude as well as dedication to students and teaching, and a realistic awareness of their importance in today's world.

Assignment of Student Teachers

During the semester the pre-service teacher is enrolled in EDUC 437 or 439 Educational Methods in the Elementary School or Secondary School, respectively, an application is completed for student teaching. After a serious review of the applicant's credentials and dispositions, approval to student teach may be received. This assignment is conducted by the Admissions Committee, which is part of the Teacher Education Committee. In the event of approval, placement of the student teacher is by the Director of Student Teaching (DST). This process is coordinated with CTE faculty as appropriate, and arranged with district level administrative personnel in the various cooperating school districts.

The following guidelines are utilized when selecting teachers to serve as cooperating teachers:

1. Cooperating teachers must hold valid state certification. Additionally, the building administrator and the Director should agree that this person is capable of assuming the responsibilities of a cooperating teacher.
2. The cooperating teacher should have demonstrated above-average ability as a teacher and have at least three-years of experience, with at least one semester in the host district.
3. The cooperating teacher should demonstrate evidence of continued professional growth, either toward advanced study, travel, or other professional activities.
4. The cooperating teacher is able and willing to communicate the craft and skill of classroom teaching.
5. Characteristics of a cooperating teacher include, but are not limited to the following:
 - a willingness to dedicate time for the student teacher.
 - a track record of high professional achievement.
 - a wide range of interests, broad knowledge base.
 - congenial, accessible, friendly.
 - genuine and sincere in helping others.
 - a track record of teaching excellence.
 - an ability to work with adults as well as students.
 - a positive view of people and the teaching profession.
 - a confident in professional and personal realms.
 - dependable and trustworthy.
 - enthusiastic, hopeful, optimistic.
 - open to new ideas.
 - adaptable to new situations, flexible.
 - a good listener.
 - patient, helpful, caring.
 - able to maneuver within and show influence in the system.
 - viewed by peers as professional and competent.*

* adapted from Coaching and Mentoring First-Year & Student Teachers by India Podsen.

Once the Director of Student Teaching has finalized student teaching placements, and the Student Teaching Orientation for pre-service teachers is completed, materials such as this booklet and other information will be provided to the cooperating teacher or mailed by the College. Student Teachers will not take information/materials from College to the Cooperating Teacher. An introductory visit will be scheduled by the student teacher with the cooperating teacher as a means of continuing the process of structuring the student teaching experience,

exchanging information, and in general, becoming familiar with the goals and expectations of the coming semester.

School personnel are requested to familiarize themselves with the contents of this handbook.

At the beginning of each semester, a training will be scheduled by the Southwestern Director of Student Teaching for cooperating teachers and student teachers to discuss procedures, expectations, supervision of student teacher and other details pertaining to the student teaching experience.

After a discussion about the goals for the student teaching experience, an individualized plan will be developed by the student teacher for the student teaching experience based upon the Conceptual Framework of the Teacher Education Program. This plan should include timelines, specific areas of development for the student teacher and resources needed. Successful completion of this plan will be assessed by the cooperating teacher at the end of the student teaching experience utilizing the Field Experience Plan. The Conceptual Framework is Appendix H.

Weekly conferencing and reflection will be expected between the cooperating teacher and the student teacher as a part of the mentoring process.

Credit and Time Requirements

- Student teaching assignments are made for a 14-week period. Typically student teachers will remain with a cooperating teacher for the entire 14 weeks. However, with the wide variety of district/building organizational structures, modification of this expectation may be made as situations warrant. Students completing a K-12 Music or Physical Education program will divide their time among multiple school levels in the district's respective programs.
- Student teachers seeking licensure in more than one area will be assigned to additional content areas relative to the licensure areas sought.
- Full school days are spent in student teaching. The assignment period corresponds to the cooperating school's calendar.
- Exact dates for each experience are included with written communication from the College to cooperating schools.
- Student teachers will follow the public school calendar rather than that of Southwestern College with regard to holidays, teacher in-service days, conference days, and the like.
- Twelve (12) credit hours are earned for the student teacher experience.

Format and Sequence of Student Teaching Experience

The student teacher satisfies certification requirements through:

- Observation of teaching techniques employed by the cooperating teacher.
- Planning for teaching.
- Actual experience of teaching students and evaluating the results of the teaching. Actual experience of teaching may occur in public schools, private, virtual and other approved alternative models of interdisciplinary instruction under the supervision and direction of the principal and cooperating teacher.
- Participation in public school activities under the supervision and direction of the principal and cooperating teacher.

The cooperating teacher's professional judgment will guide the student teacher as to when s/he is ready to assume full teaching responsibilities in the assigned classrooms. The following is a suggested pattern for all student teachers except those in the fields of music and physical education.

I. Phasing In

- This period of time allows the student teacher observation co-teaching opportunities (routines procedures, management styles, expectations) of the classroom.
- Student teachers are expected to assist in many of the routine aspects of the classroom (paper management, assisting individual/small group activities and other similar tasks).
- As the student teacher becomes familiar with the classroom and students, responsibility for preparing/teaching one class, then another, and another begins to take place until a full teaching load is attained.
- This period should be **highly interactive** between the student teacher and the cooperating teacher. The cooperating teacher should freely explain the “hows” and “whys” of routines and procedures as well as exchange ideas and questions with the student teacher.

II. Full Load -- During this time we ask that the cooperating teacher:

- Observe the student teacher and utilize these observations as a basis for regular conferences. Routine formal and informal meetings between the cooperating teacher and the student teacher are expected. Written comments should address the goals on the individualized plan for the student teacher; these serve as documentation for both formal and informal conferences.
- While the student teacher is teaching, the cooperating teacher is invited to spend part of the time working with other students or attending to other duties in the classroom. Often cooperating teachers and student teachers work together as a teaching team.
- When the student teacher is able, the cooperating teacher should leave the room for part of the time so that the student teacher may have the experience of handling the class alone. The cooperating teacher is not expected to be out of the classroom for the full school day.
- A minimum of 2-3 weeks of full time teaching and planning is required to meet the KPTP expectations. Full time teaching should continue to occur beyond the KPTP requirements.
- A full load of teaching will begin after the completion of the KPTP teaching unit.

*****KPTP Seminar:**

The KPTP seminar is part of the student teaching experience. The seminar will be during the school day for students to interact, collaborate, network, and develop their KPTP units. The KPTP seminar allows students to focus more on their student teaching since a block of time is dedicated for them to work. The time for the seminar is from 10 to 2 on a Friday. The block of time allows for students to drive and arrive back as part of the school day. Students will be responsible for developing lesson plans for any instruction they are responsible for during Seminar days. The following is the fall schedule for the seminar dates:

Wichita Campus 2040 S Rock, Wichita, KS 67207	Winfield Campus 100 College St, Winfield, KS 67156
Friday, August 28	Friday, August 21
Friday, September 25	Friday, September 11
Friday, October 23	Friday, October 9
Friday, December 4	Friday, November 13 *See Job and Exit Interviews below

Teaching the KPTP unit: It is suggested the student teach their unit between August 29 to September 25th allowing time for any revisions that might need made before submission to KSDE.

*******Job and Exit Interviews will be scheduled the weeks of Nov. 9-24 on the Winfield or Wichita campus. This is a requirement for those who are within the driving distance.**

III. Phasing Out

- Toward the end of the student teaching assignment the teaching load can be phased back to the cooperating teacher, dropping one class or subject at a time.
- It is recommended that the final days of student teaching can be profitably spent in observing other teachers and classrooms within the school, district, and/or other districts. This experience will allow observations and gathering of ideas in a variety of settings.

A written copy of the formalized Phase in/out plan, developed collaboratively by the Cooperating Teacher and Student Teacher, will be submitted to the Director of Student Teaching and College Supervisor (if applicable).

IV. Feedback

- Through all phases of the student teaching experience, a high degree of communication and interaction is desired between the student teacher and cooperating teacher. Frequent informal formative conferences are encouraged and regularly scheduled conferences of a more formal evaluative nature are expected each week. Topics for discussion may include items from the observations, mid-term and final evaluation forms, Conceptual Framework of the Teacher Education Program, and other site-specific elements. Cooperating teachers are encouraged to provide feedback to the student teacher.
- **Self-evaluation.** The student teacher will complete a self-evaluation **at the Mid term and Final points** of the semester utilizing the “Student Teaching Self- Evaluation” form

provided by the College. [See Appendix I]. The completed form shall be returned to the Director of Student Teaching.

Familiarizing the Student Teacher with the School Situation

The first few days in the cooperating school should be spent in getting acquainted with the school as a unique and complex organization. Some specific things about which the student teacher should learn are listed below. Notations should be made as each item is completed.

(Date Completed)

- _____ 1. Know the school's regulations and policies, schedules, extra-class activities and special services.
- _____ 2. Know the staff, administrators, teachers, special teachers, and their duties.
- _____ 3. Learn the general plan of the buildings, the classrooms, offices, library, audio-visual and technology resources and other aids.
- _____ 4. Obtain a desk or similar space to keep lesson plans, teaching materials, and related materials for easy access by cooperating teacher.
- _____ 5. As early as possible and with permission of the administrator, the student teacher should become familiar with support services.
- _____ 6. As soon as possible, communicate the weekly classroom schedule to the Director of Student Teaching. This may be submitted via email, FAX, mail, or other means.

On-going Student Teacher-Cooperating Teacher Relationship

The importance of regular conferences cannot be over-emphasized in order to acquaint the student teacher with the theory behind classroom techniques and practices. A suggested list of topics for such weekly conferences includes the following:

- _____ 1. Orientation to school policies, regulations, hours and other information deemed helpful.
- _____ 2. Preparation of units and daily lesson plans.
- _____ 3. Classroom policies, practices, and procedures.
- _____ 4. Preparation of the physical environment of the classroom.
- _____ 5. Teaching aids, manipulatives, A/V and technological resources and usage.
- _____ 6. Grading system.
- _____ 7. Management of the classroom.
- _____ 8. Assessment practices and instruments.
- _____ 9. Working with special needs students (processes, procedures, support).
- _____ 10. Homework and supervised study.
- _____ 11. Teacher-pupil relations.
- _____ 12. Professional publications and resources.
- _____ 13. Resources (school, district, community, other).
- _____ 14. Teacher/teacher relations and teacher/administration relations.
- _____ 15. Self-evaluation.
- _____ 16. Essential things to look for in observation
- _____ 17. Elements/processes/procedures involved with meeting accreditation and adequate-yearly progress expectations.

Responsibilities of Student Teachers

The student teacher is expected to be a *credit* to the College as well as a worthy model before pupils, teachers and parents. The student teacher speaks and acts as an individual and at no time is a representative of the college, faculty or administration of Southwestern College as a whole, or of the Education Department.

1. ***Professional Behavior***

The student teacher will respect the confidential nature of all information concerning school records, student behavior and parent interactions, teacher actions and school policies. The student teacher will have access to records, test scores, and other information concerning pupils. This information may be confidential and/or personal and is to be treated as such. The student teacher has an ethical as well as legal obligation to divulge this information only to legally authorized persons according to FERPA guidelines and regulations. The sharing of confidential information is legally regulated and the student teacher must follow public school policy at all times regarding this and all professional matters.

2. ***Student Teacher Dress***

The student teacher is expected to dress professionally and use good taste in dress at all times. Business casual is acceptable. Dress and grooming are to be consistent with the standards of the school to which the student teacher is assigned. The student teacher should seek the cooperating teacher's advice on this matter, but the cooperating teacher may feel free to make suggestions to the student teacher concerning dress. All visible tattoos and piercings should be covered.

3. ***Absences***

If the student teacher must be absent from school, the principal, the Education Department and the cooperating teacher and Director of Student Teaching must be notified at the earliest possible time. Excessive absences deemed by the cooperating teachers, principal, and Director of Student Teaching could result in the termination of the student teacher. (Jackie.glasgow@sckans.edu)

4. ***Vacations***

The student teacher will follow the cooperating school's calendar of vacations and holidays rather than the Southwestern College calendar. The only exceptions are the Fall and Spring semester beginning and ending dates when the Southwestern College calendar will be observed.

5. ***Student Teaching Certification***

In accordance with Kansas statutes, each student teacher will be issued a student teaching certificate. This certificate will be presented to the building administrator at the beginning of the student teaching experience for duplication and record keeping.

6. ***Certification of Health for School Personnel***

In accordance with Kansas Statute (KSA 72-5213) each student teacher will present to the building principal a certificate of health for duplication and record keeping.

7. ***Student Teaching Seminar***

Part of the college's requirements for the Teacher Education Program is the successful completion of the seminar (EDUC 440). This class is taken by students concurrently with

the student teaching semester. Course expectations are drawn from, support, and reflect experiences of the student teaching process.

The Kansas Performance Teachers Portfolio [KPTP] and The Southwestern Assessment process [Exit procedures] are components of the seminar course. Cooperating teachers will serve as resources and facilitators as student teachers complete this expectation.

***Kansas Performance Teaching Portfolio [KPTP]**

The following is a *suggested* approach to completing the classroom portions of the KPTP process by the student teacher [ST]. The time frame may vary as circumstances indicate:

- **Within the first 3 weeks the ST should assume one subject area as a teaching responsibility. That area is recommended as the one used for the KPTP process.**
- **Also during this time period, a second content area should be added to the ST's teaching load. This second content area is recommended for the first observation by the Cooperating Teacher.**
- **By week 6, the ST should be familiar enough with the initial content area to begin the KPTP unit teaching process. This unit will continue into week 7. As this unit is taught, the second and third observation by the Cooperating Teacher will be scheduled and completed. [Note: Two of the observations must be video recorded for the ST's reflection and self-evaluation].**

8. Academic Responsibilities

The student teaching assignment takes precedence over any college, community, or personal activity. It is realized that exceptions must be made in emergency situations. If such a situation arises, contact the college supervisor, public school principal, and cooperating teacher(s).

9. Observation of Classroom Procedures

Careful observation of the pupils in all situations will assist the student teacher in understanding student needs. At all times the student teacher is encouraged to perceive parallels between actual student behavior and the theoretical ideas drawn from Developmental Psychology, Educational Psychology, Methods, and other college content courses and research.

Observe also the physical environment, including the arrangement of the classroom furniture and materials. Student teachers are encouraged to observe the cooperating teacher's methods, techniques, strategies, plans, methods, etc., of teaching. The student teacher must be given an opportunity to see the cooperating teacher's lesson plans, teacher's manuals, and district level content scope and sequence expectations so that he/she can observe how each day's work fits into the overall plan.

10. Making Plans to Assume Teaching Responsibilities

Cooperating teachers have different approaches to the preparation of unit and daily lesson plans. Classroom, building, and district level expectations should be made clear to the student teacher. Student teachers are expected to meet the classroom planning expectations, and are encouraged to exceed existing expectations for their own comfort and confidence in lesson preparation.

The student teacher will provide the Director of Student Teaching, Cooperating Teacher and College Supervisor (if applicable) with a formal lesson plan at the time of each of the scheduled observations. The student teacher will use the SC Unit and Lesson Plan Template. [Appendix L].

Lesson plans should follow the SC unit and lesson plan template to include a minimum of:

- a) Teaching objectives.
- b) Instructional procedures.
- c) Essential questions
- d) Assessment plan and data analysis (How will objectives be evaluated?).
- e) Adaptive procedures and differentiating instruction strategies where needed
- f) Common Core State Standards addressed by this lesson.
- g) Incorporation of technology in at least one of the observations (**required by KPTP**).
- h) Reflection and Review of lesson

11. Extra-curricular Activities

The student teacher is required to participate in all extra-curricular activities related to their academic field as requested by the cooperating teacher [e.g. faculty meetings, workshops, inservice, parent teacher conferences]. It is suggested that a calendar of events be made available to the student teacher early in the semester by the cooperating teacher.

12. Disciplinary Responsibility of the Student Teacher

- a) The student teacher should be informed by the cooperating teacher as to the exact position of the student teacher concerning classroom discipline and procedures to be followed as well as building and district level policies and guidelines to be observed.
- b) During the student teaching experience, the college student is strongly urged to become a member of the student KNEA in order to take advantage of the professional liability insurance offered through membership. Enrollment information and materials are provided to the student prior to the beginning of the student teaching semester.
- c) The use of corporal punishment by a student teacher is prohibited by the Teacher Education Department of Southwestern College. This includes both active (i.e. administering corporal punishment) and passive (i.e. as a 3rd party witness to corporal punishment) use.

Violations of this prohibition may result in removal from student teaching as “conduct unbecoming a teacher in training” (See Appendix A).

13. Videotaping of Classroom Presentations

During the course of the semester, **student teachers are required to videotape three (3) classroom presentations** for use in self evaluation, reflective teaching, and collecting information and suggestions for teaching improvement from cooperating teachers.

2 taping sessions will occur during the KPTP unit when the cooperating teacher and/or college supervisor is scheduled to observe.

The 3rd taping class and topic choice is left to the student teacher

The student teacher will complete a self-evaluation of each taping utilizing the form found as Appendix K. The completed self evaluation will be returned to the Director of Student Teaching.

This requirement also serves to meet expectations of the Student Teaching Seminar (EDUC 440) course as part of the exit interview process. Additional information and specifics will be provided through that avenue.

A "Release Form" is required prior to taping activities. It is the responsibility of the student teacher to distribute, collect and keep this form on file for the members of each class to be videotaped. The "Release Form" is found in Appendix E.

For school districts utilizing a "blanket release form" for photography/video taping, a copy of the blanket release should be provided to the student teacher for his/her records.

Cooperating Teacher-College Relationship

1. The College recognizes that the first responsibility of the cooperating teacher is for the students in the classroom. Consequently, the Director of Student Teaching will not knowingly ask for an assignment of a student teacher to a cooperating teacher who has not expressed a willingness to participate in the program. However, once accepted, the College believes that the cooperating teacher has assumed the responsibility for providing every assistance including close supervision of the student teacher as well as mentorship throughout the student teaching experience.
2. The cooperating teacher should discuss any problem or concern with the student teacher as soon as it becomes apparent.
3. The principal of the school and the Director of Student Teaching should be notified that a problem or concern exists.
4. Should the problem continue unresolved, a conference with the student teacher, the cooperating teacher, the principal, and the Director of Student Teaching may be held.
5. The cooperating teacher will keep anecdotal records of all occurrences and conferences with the student teacher, stating the date, time, and nature of the conference.
6. Offenses such as immoral activity, conduct unbecoming a teacher in training, insubordination, failure to obey reasonable rules promulgated by the college and/or cooperating school district, failure to show normal improvement and evidence of professional training should be brought to the attention of the Director of Student Teaching immediately. Such action may warrant immediate suspension from Student Teaching.

Should such action be indicated, established procedures, including the opportunity for due process, shall be implemented according to policies of the Education Preparation Program/Southwestern College (see Appendix A).

7. Student Teachers may request a change of assignment from the Director of Student Teaching. Such a request shall be followed by consultation between the student teacher and the Director to determine if such action is warranted. If deemed appropriate and/or advisable, the process for re-placing shall be managed by the Director of Student Teaching and approved by the Admissions Committee according to established procedures.
8. The College desires to provide the supervision deemed necessary in the guiding of the student teacher. The Director of Student Teaching shall conduct online administrative visits with the cooperating teacher for the purpose of clarifying and providing fidelity for the teaching process and for providing suggestions.
9. The cooperating teacher, when completing an observation of the student teacher, will complete the observation and confer with the student teacher. A copy of this report will be sent to the student teacher and Director of Student Teaching. The cooperating teacher will save a copy of each observation for further reports and evaluation.
10. The cooperating teacher and/or the administrator should feel welcome at any time to confer with the college Director concerning the performances of the assigned student teacher and is requested to keep the college supervisor informed of any problems as soon as they become apparent.
11. The cooperating teacher should notify the Director of Student Teaching in case a student teacher has not satisfactorily accounted for an absence.
12. At the midterm and end of the student teaching experience, a final evaluation and completion of the Conceptual Framework will be completed by the cooperating teacher and shared with the student teacher prior to its return to the Education Department. The student teacher may make a copy of these evaluations for his/her records. These evaluations will be included in the student's academic file but will **not** become a part of a credential file.
13. A student teacher may request a recommendation from the cooperating teacher for inclusion in a credential file and/or professional portfolio. Details regarding procedures for establishing a credential file along with appropriate forms are provided to students as part of the EDUC 440 Student Teaching Seminar course.
14. **Cooperating teachers will receive 4 hours of graduate credit from the college at the completion of the semester. The 4 hours of credit compensates the cooperating teacher for conducting observations, mentoring, meeting with student teacher, setting goals, providing feedback, and supporting the student teacher to reach their instructional potential. The 4 hours of graduate credit includes online training for any observation tools the college develops for the cooperating teacher. Each cooperating teacher must complete an EDUC 571 form and sign stating they have read the student teacher handbook and understand their responsibilities.**

Appendices

Appendix A

The teacher education faculty members in the Education Preparation Program of Southwestern College, Winfield, Kansas, recognize the importance of careful selection of students admitted to, and retained in the department's Teacher Education Program. The department also recognizes the importance of due process if a student is removed from the program. Students who violate the program's standards can be removed. If the event a recommendation for removal is made, students have the right of due process.

The application for admission to the Teacher Education Program form shall include the following statement:

“Having requested admission to a program that requires certain high standards of character and professional competence, and that includes off-campus assignments in public school classrooms, I understand that my admission to the Teacher Education Program may be deferred, disapproved, or that, if I am accepted, I may be removed subsequently from the program for the following cause(s):

1. immoral character,
2. conduct unbecoming a teacher in training,
3. insubordination,
4. failure to obey reasonable rules promulgated by the college and/or cooperating school district,
5. failure to show normal improvement and evidence of professional training,

I further understand that, in the event of disapproval of this application, or of deferment, or of subsequent removal from the Teacher Education Program following acceptance I am entitled to certain rights as set forth herein.”

Students may access the due process procedure through either the Director of Teacher Education or the chair of the Hearing Panel of the Teacher Education Committee (named annually).

The procedure for due process for a student who has his or her Admission to Teacher Education or Student Teaching application rejected is as follows:

1. The student is notified in writing of the date, time, and place of a hearing before the Hearing Panel of Southwestern College. Said hearing shall take place not later than ten (10) calendar days following the mailing of the notice of the hearing.
2. The student has the right to have counsel of his or her own choosing present at the hearing and the right to receive the advice of such counsel or such other person(s) as may be selected.
3. The student may have parents or guardians present at the hearing.
4. A summary of testimony of witnesses, if any, shall be read at the hearing. If requested in advance, the witnesses may testify in person at the hearing.
5. The student shall have the right to present witnesses in his or her behalf that may testify either in person or by affidavit.
6. The student shall have the right to testify in his or her own behalf and shall have the right to cross-examine any witnesses who will testify against him or her.
7. The Hearing Panel shall render a fair and impartial decision based upon the evidence.

8. The student shall be informed in writing of the decision of the Hearing Panel within ten (10) calendar days of the hearing and of his or her status in the teacher education program.
9. In the event the removal occurs at the end of the semester and there is not time to complete the due process hearing within the designated timeline, the ten (10) calendar days will start with the beginning of the next academic semester.

In the event that the student has been advised that he or she has been removed from an off-campus assignment, the following procedure will be followed:

1. If the cooperating school initiates action for removal from an off-campus assignment, the supervising teacher will notify the principal who will contact the Director of Student Teaching and furnish him or her with statements regarding the nature of the difficulty. These statements will become a written document which upon review and agreement with the statements, will be signed by the supervising teacher and principal.
2. All the rights of the student as set forth above in the procedure for due process shall apply.

Appendix B
Cooperating Teacher

Mid Term/Final Evaluation Guide:
To be used as discussion points with ST

Education Department
Southwestern College

Midterm and Final Evaluation completed by the
Cooperating Teacher Using Survey Monkey
(a link is emailed to the CT)

Candidate: _____ **Semester:** _____

Evaluator/Cooperating Teacher(s) _____

Outcomes	Exemplary (5)	Above expectation (4)	Meets expectation (3)	Below expectation (2)	Unsatisfactory (1)	Numeric rating
a. Candidate creates learning opportunities of each discipline taught which will make subject matter meaningful for all learners.	Clearly and consistently provides uniquely different approaches to learning and creates instructional opportunities in content areas that are equitable for all students.	Consistently provides different approaches to learning and creates instructional opportunities in content areas that are equitable for all students.	Provides different approaches to learning and creates instructional opportunities in content areas that are equitable for all students	Generally provides different approaches to learning and creates instructional opportunities in content areas that are equitable for all students	Does not provide evidence of differentiating instruction for all students	
b. Candidate provides developmentally appropriate instruction for all students.	Demonstrates an exceptional understanding of developmental characteristics of the age group and implementation of developmentally appropriate practice [DAP] is consistent.	Demonstrates understanding of developmental characteristics of the age group and implementation of DAP is consistent	Demonstrates ongoing understanding of developmental characteristics of the age group and implementation of DAP is typically consistent	Demonstrates some understanding of developmental characteristics of the age group and implementation is somewhat consistent.	Demonstrates little understanding of developmental characteristics of the age group.	
c. Candidate adapts instruction to	Presents every lesson with excep-	Presents every lesson with learning	Presents lesson with learning opportunities at	Presents occasional lessons with	Does not identify appropriate ser-	

meet the needs of all students.	tional learning opportunities at various developmental levels and plans are adapted to diverse learners, including those with exceptionalities.	opportunities at various developmental levels and plans are adapted to diverse learners, including those with exceptionalities.	various developmental levels and plans are adapted to diverse learners, including those with exceptionalities	learning opportunities at one developmental level and plans are partially adapted to diverse learners, including those with exceptionalities	vices or resources to meet diverse and exceptional learning needs.	
d. Candidate utilizes a number of appropriate instructional strategies.	Demonstrates exceptional understanding and uses a variety of cutting edge instructional strategies to develop student learning.	Demonstrates a clear understanding and uses a variety of innovative instructional strategies to develop student learning.	Demonstrates a clear understanding and uses a variety of instructional strategies to develop student learning.	Demonstrates some understanding and uses instructional strategies to develop student learning.	Relies upon one or two styles or strategies for instruction.	
e. Candidate creates learning environments which encourage positive social interaction and active engagement by students.	Uses a keen understanding of individual and group behaviors to routinely create unique learning experiences that encourage positive social interaction and active engagement in learning.	Uses a remarkable understanding of individual and group behaviors to frequently create learning experiences that encourage positive social interaction and active engagement in learning.	Uses an understanding of individual and group behaviors to occasionally create learning experiences that encourage positive social interaction and active engagement in learning	Is developing an understanding of individual and group behaviors and creates learning experiences that seldom allow for positive social interaction and active engagement in learning.	Lacks an understanding of individual and group behaviors, and exhibits limited skill in creating learning experiences that allow for positive social interaction and active engagement in learning	
f. Candidate utilizes a variety of effective verbal and non-verbal communication techniques.	Uses a wide variety of highly effective verbal and non-verbal communication techniques	Uses a variety of uniquely effective verbal and non-verbal communication techniques.	Uses a variety of verbal and non-verbal communication techniques	Uses one or two effective verbal and non-verbal communication techniques	Does not effectively use verbal and non-verbal communication techniques.	
g. Candidate plans instruction based upon knowledge of subject matter	There is uncustomary evidence that the teacher has a deep	There is consistent evidence that the teacher has a deep	There is substantive evidence that the teacher has a deep	There is inconsistent evidence that the teacher has a	There is little evidence that the teacher has a deep understanding of	

and curricular outcomes.	understanding of the major concepts and curricular concepts which are taught.	understanding of the major concepts and curricular concepts which are taught.	understanding of the major concepts and curricular concepts which are taught.	deep understanding of the major concepts and curricular concepts which are taught.	the major concepts and curricular concepts which are taught.	
h. Candidate utilizes formal and informal assessment strategies and instruments to assure continual personal development for all students.	Understands and uses formal and informal assessment strategies to effectively evaluate and ensure specific lessons will provide for continual development of all learners.	Understands and uses formal and informal assessment strategies to evaluate and ensure specific lessons will optimally provide for continual development of all learners	Understands and uses formal and informal assessment strategies to evaluate and ensure the continual development of all learners	Occasionally uses formal and informal assessment strategies to evaluate and ensure the continual development of all learners	Does not effectively use formal and informal assessment strategies to evaluate and ensure the continual development of all learners.	
i. Candidate fosters collegial relationships with school personnel, parents, and others within the school setting.	Fosters strong collegial relationships with school personnel, parents, and others through innovative means	Fosters collegial relationships with school personnel, parents, and others through unique means.	Fosters collegial relationships with school personnel, parents, and others.	Fosters collegial relationships with school personnel, parents, and others on an occasional or inconsistent basis	Does not attempt to foster collegial relationships with school personnel, parents, and others.	
j. Candidate integrates curriculum within and across curricular areas.	Consistently creates unique learning experiences that allow students to integrate knowledge and skills from within and across curricular areas.	Consistently creates learning experiences that allow students to integrate knowledge and skills from within and across curricular areas	Generally creates learning experiences that allow students to integrate knowledge and skills from within and across curricular areas	Occasionally creates learning experiences that allow students to integrate knowledge and skills from within and across curricular areas	Focuses learning experiences on one subject area.	
k. Candidate incorporates technology within the teaching/learning process.	Has a keen understanding of the role and use of technology in the teaching/learning process, and	Has a strong understanding of the role of technology in the teaching/learning process and demonstrates strong	Understand the role of technology in the teaching/learning process and demonstrates adequate skills in helping	Has some understanding of the role of technology in the teaching/learning process and	Has marginal understanding of the role of technology in the teaching/learning process and evidences weak skills in helping student use	

	demonstrates exceptional skills in helping students use instructional technology both innovatively and effectively.	skills in helping students use technology effectively	students use technology effectively	demonstrates some skills in helping students use technology occasionally	technology	
1. Candidate utilizes reflection and professional feedback in developing and refining instructional practices.	Is a reflective practitioner who uses a deep understanding in applying reflection and professional feedback in developing and refining instructional practices in innovative ways	Is a reflective practitioner who uses reflection and professional feedback in developing and refining instructional practices in a consistent manner.	Is a reflective practitioner who uses reflection and professional feedback in developing and refining instructional practices.	Is a reflective practitioner who uses reflection and professional feedback in developing and refining instructional some practices	Does not use reflection and/or professional feedback in developing and refining instructional practices.	

Appendix C
Kansas State Department of Education Regulations

The following citations from Kansas Statutes Annotated (KSA 991-19-6) are included for informational purposes:

1. **Supervision of student teachers.** Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which they are assigned, and shall not be expected to assume tasks or responsibilities not generally assigned to teachers.

2. **Student teachers prohibited from serving as regular or substitute teachers.** Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas accredited or approved educational agencies.

Appendix D
To contact Southwestern College Student Teaching Personnel:

Mail: Southwestern Education Department
100 College Street
Winfield KS 67156-2499

FAX: (620) 229-6341

Phone: (620) 229-6253 OR 1-800-846-1543 ext. 6253 (the "800" number may be used to contact individuals listed below by substituting appropriate extension numbers)

Jackie Glasgow (Director of Student Teaching)
ext. 6315 229-6315
email: jackie.glasgow@sckans.edu

Diane Nickelson (Co-Director of Student Teaching)
Ext. 6309 229-6253
Email: diane.nickelson@sckans.edu

Pam Green (Director of Secondary Education)
ext. 6331 229-6331
email: pam.green@sckans.edu

Nili Luo (Director of Early Childhood Education)
ext. 6360 229-6360
email: nili.luo@sckans.edu

Sheryl Erickson (Elementary Education)
Ext. 6192 229-6192
Email: sheryl.erickson@sckans.edu

Christine Rogers (Special Education)
Ext. 6053 229-6305
Email: Christine.rogers@sckans.edu

Cameron Carlson (Dean of Education)
ext. 6115 229-6115
email: Cameron.carlson@sckans.edu

John Hope (KPTP)
Email: john.hope@sckans.edu or johnhope67002@hotmail.com
Cell:

Sally Hansen (KPTP)
Email: sally.hansen@sckans.edu or hansensally66@hotmail.com
Cell: 316-708-0400

Appendix E
STUDENT RELEASE FORM*

Date:

Dear Parent/Guardian:

I am a student teacher from Southwestern College, Winfield, KS during this semester in your child's classroom. One of the requirements of the student teaching program is to video tape at least 3 of my presentations to students during the semester. During the process of video taping, your child's image may appear within the videotape.

Although the videotapes involve both the student teacher and various students, the primary focus is on the student teacher's instructional practices, not on the students in the class. These videotapes will be used by me for purposes of self evaluation of teaching methods and a source of reflection of my classroom performance. In addition, these videotapes may be shared with my cooperating teacher (your child's classroom teacher) and my college supervisors for purposes of collecting additional information and suggestions for improvement in my teaching.

No student will be identified by name in any evaluation processes. There is no public presentation of any student in the videotape. Again, the tapes are made for instructional purposes only.

The form below will be used to document your permission for this activity.

Sincerely,

Southwestern College Student Teacher

PERMISSION SLIP

Name of School

Student Teacher Name

Student Name: _____

Home Address: _____

As the parent/guardian of the child named above, I have received and read the information contained in the letter above regarding the videotaping activities involved with the student teaching program of Southwestern College, Winfield, Kansas, and agree to the following:

I DO give permission to include my child's image on videotape as he or she participates in a class noted

Signature of Parent/Guardian _____ **Date:** _____

I DO NOT give permission to include my child's image on videotape as he or she participates in a class noted

Signature of Parent/Guardian _____ **Date:** _____

I am the student named above and am 18 years of age or older. I have received and read the description given above. I understand that my performance is **not** being evaluated by this project.

I DO give permission to include my image on videotape as I participate in this class.

Signature of Student: _____ **Date:** _____

Date of Birth ___/___/___

I DO NOT give permission to include my image on videotape as I participate in this class.

Signature of Student: _____ **Date:** _____

Appendix F
Student Teacher
Student Teaching Timeline
(To complete the first week of student teaching with Cooperating Teacher)

Southwestern College
Education Preparation Program
Student Teaching Planning Timeline

Site _____ Date _____

Student Teacher _____ Cooperating Teacher _____

College Supervisor _____ Time(duration) _____

Others present (name and title) _____

Topics discussed:

****All documents will be submitted on Bb for Student Teachers only***

____ Read and Review Student teacher handbook (1st Week)

____ Set Expectations and Review (1st Week)

- Handbook information/questions
- Objectives of student teaching [Handbook p. 1]
- *Evaluation process
- Site specific additions/adaptations (specify):

____ Observations/Supervision

- Topic sources for informal and formal conversation
 - Handbook expectation
 - Conceptual framework form
 - Mid Term/Final evaluation form [appendix B/Survey Monkey]
 - Self evaluation form [appendix I & electronic edition]

____ Written plan for phase in/full load/phase out [handbook page 8] which includes the plan for the KPTP lesson presentations. See Sample Appendix G
(Complete within the 2-4th week) (ST)

____ 3 self-evaluations from video taping [appendix K]. Two will be completed at the time of the KPTP observation and the other at the choice of the student teacher. **(ST)**

____ Field Experience Plan/Conceptual Framework (choose 1 goal from each construct/column). [handbook p. 5]. See Appendix G and Sample. **(Complete by the 4th week) (ST)**

____ Four lesson plans (2 KPTP and 2 non-KPTP) **(ST)**

____ *Evaluation responsibilities for Cooperating Teacher and College Supervisor (if applicable): **(CT and CS)**

- Mid term [Link sent from DST for Survey Monkey]
- Final [Link sent from DST for Survey Monkey]

- Conceptual framework [appendix G] –email to DST by the end of the 14 weeks

_____ Kansas Performance Teaching Portfolio [KPTP] completion as part of the EDUC 440/Student Teaching Seminar. (**first 7-8 weeks**)

Signatures of all members present (signature indicates topics above, questions specific to site, and other questions and/or concerns have been addressed):

Appendix G
Sample Phase-in/Phase Out Plan for Secondary

Date (week):	Phase-in/out:
Aug. 23-24	Observe/Assist
Aug. 27-31	Observe/Assist + 1
Sept. 3-7	Observe/Assist + 2
Sept. 10-14	Pre-AP 10 + Assist + 2 (lessons, groups)
Sept. 17-21	AP 10 + above
Sept. 24-28	AP 10 + above
Oct. 1-5	AP 10, CP 12 + above
Oct. 8-12	AP 10, CP 12 + above
Oct. 15-19	AP 10, 11, CP 12 + above
Oct. 22-24 (end of 1 st qtr.)	AP 10, 11, 12, CP 12 (full time)
Oct. 29-Nov. 2 (KPTP due Nov. 1)	AP 10, 11, 12, CP 12 (full time)
Nov. 5-9	AP 10, 11, CP 12 + assist
Nov. 12-16	AP 10, CP 12 + assist
Nov. 19-20	AP 10, CP 12 + assist
Nov. 26-30	AP 10 + assist
Dec. 3-7	AP 10 + assist
Dec. 10-14	Observe other teachers
Dec. 17-20	Observe other teachers
Schedule	Schedule
A Days: Block 1 -- AP 11 Block 2 -- Pre-AP 10 Block 3 -- PLAN Block 4 -- CP 12	B Days: Block 1 -- AP 11 Block 2 -- Pre-AP 10 Block 3 -- PLAN Block 4 -- CP 12

Appendix G
Sample Phase-in/Phase Out Plan for Elementary

Week 1 8/12-8/16	Observe, Get to know students
Week 2 8/19-8/23	Begin teaching cursive writing, observe
Week 3 8/26-8/30	Continue cursive, add on spelling and fluency block
Week 4 9/2-9/6	Continue cursive (no spelling due to short week), add on Morning Meeting
Week 5 9/9-9/13	Continue cursive, spelling, morning meeting, add on Vocabulary block
Week 6 9/16-9/20	Continue cursive, spelling morning meeting, vocab, begin KPTP social studies lessons (week 1) for social studies block
Week 7 9/23-9/27	Continue cursive, vocab, KPTP social studies lesson week 2, add on Science block
Week 8 9/30-10/4	Continue morning meeting, cursive, vocabulary, spelling, science, social studies, add on Math block in p.m.
Week 9 10/6-10/10	Continue morning meeting, spelling, vocab science/social studies, add on Reading block in a.m.
Week 10 10/14-10/18	FULL LOAD (Week 1) partial week
Week 11 10/21-10/25	FULL LOAD (Week 2) partial week
Week 12 10/28-11/1	FULL LOAD (Week 3) full week
Week 13 11/4-11/8	Begin phase-out, remove science/social studies
Week 14 11/11-11/15	Continue phase-out, remove math, science/social studies
Week 15 11/18-11/22	Continue phase-out, remove reading, science/social studies, math
Week 16 11/25-11/29	Two day week, remove morning meeting, reading, science/social studies, math
Week 17 12/2-12/6	Final Week – Observations of other classes at Lincoln
Week 16 11/25-11/29	Two day week, remove morning meeting, reading, science/social studies, math
Week 17 12/2-12/6	Final Week – Observations of other classes at Lincoln

Appendix H

Southwestern College

620-229-6253

Dates:

**CENTER FOR TEACHER EDUCATION
CONCEPTUAL FRAMEWORK
(Field Experience Plan)**

1-800-846-1643 Ext. 6253

Course Name/Number:

Fax: 620-229-6341

CONTENT AND PEDAGOGY

INSTRUCTION AND ASSESSMENT

COLLABORATION

Knowledge- Educator understands:

Knowledge: Educator understands:

Knowledge: Educator understands:

Academic currency, content, and structures of the discipline(s)	The role of standards in instruction	The nature of collaboration
Typical and atypical child and adolescent development	A variety of instructional strategies	How one's own cultural lens impacts
The learning process	Effective classroom management and student discipline	Interactions
How individual student characteristics impact learning	Student engagement and motivation principles	The impact of culture and family dynamics on learning
How instructional planning supports student learning	The impact of a positive learning environment	The differences in learning and interaction styles effect student growth
Historical, philosophical, and social foundations of educational practices	Multiple methods of assessments	That alignment of family, school, and community spheres of influence enhances student learning
	Methods and evidence for including learners in self-monitoring and self-assessment	The obligation to grow and develop professionally through interactions with colleagues and professional organizations
Skills- Educator demonstrates ability to:	School and community resources availability for student and classroom use	
Apply content knowledge		
Plan instruction based on knowledge of effective content-related pedagogy	Skills- Educator demonstrates ability to:	
Articulate the purpose and context for the choice of instructional actions	Plan discipline specific learning demonstrating high expectations and rigor aligned with a sequence of learning outcomes	
Dispositions-Educator displays:	Integrate research and best practice conducive to promoting high levels of learning for every student	Skills- Educator demonstrates ability to:
Enthusiasm for disciplinary content	Communicate content effectively given students' ages, interests, and experiences	Create environments of respect and rapport
A conviction that each child can learn	Differentiate instruction across and within student populations	Communicate in a respectful and timely manner with families regarding student progress
A belief in ongoing professional learning	Engage learners in active construction of understanding	Communicate clearly and effectively through writing, conforming to standard English and appropriate to audience
An appreciation for the contribution of research to the profession	Create and manage flexible instructional groups to productively engage students	Communicate clearly, effectively, and
	Structure and pace learning for coherence,	

SCORING:

E= Exceeds expectations

M=Meets expectations

I=Improvement needed

Cooperating Teacher:
 School:
 Grade Level/Subject:

	reflection, and closure		confidently through speaking
	Effectively manages transitions		conforming to standard English
	Use classroom rules and procedures to effectively		and appropriate to audience
	manages students' behaviors		Share responsibility for student
	Use appropriate instructional technologies to		growth and development, learning,
	support learning outcomes and student		and well-being
	engagement		Dispositions-Educator displays:
	Use technology and information systems to assess		Respect and empathy for others'
	and plan future instruction		ideas and positions
	Effectively use multiple and appropriate		Initiative in working with others
	types of assessment data to identify		Competence as a thoughtful responsive
	each students' learning needs		listener and observer
	Utilize a variety of means and		
	processes to thoroughly assess		
	and document student progress		
	Access and utilize school and		
	community resources		
	Dispositions-Educator displays:		
	High expectations for student learning		
	Respect for learning differences, ensuring		
	an inclusive learning environment		
	Flexibility		
	Resourcefulness		

LEADERSHIP

REFLECTION AND GROWTH

Knowledge: Educator understands:

Knowledge: Educator understands:

The principles of leadership	The characteristics of a reflective practitioner
The formal and informal layers of leadership within the school	How to analyze assessment data to understand gaps in learning
The potential moral and legal consequences of decision making	How self-assessment is used to reveal areas for professional growth
The role of assessments and evaluation in leadership tasks	
How to guide paraprofessionals and volunteers	Skills- Educator demonstrates ability to: Reflect on teaching with accuracy and specificity Synthesis information to modify practices accordingly
The necessity of using resources efficiently	Make changes in instruction based on student performance
Skills- Educator demonstrates ability to: Model continuous and sustainable improvement through self-awareness, reflective practice, transparency, and ethical behavior	Seek feedback from others for professional development
Comply with rules, regulations, and laws related to teacher-student relationships	Dispositions-Educator displays: (Leadership) Servant leadership Honesty, integrity, and confidentiality in all professional interactions
Nurture a collaborative, coherent culture to ensure the growth of every student	Persistence to improve the quality of the profession
Engage collaboratively with an organization recognizing roles and levels of responsibilities	Dedication to ongoing self-improvement Self-efficacy and competence
Implement rigorous and relevant curriculum, instruction, and support services that promote success for all students	Dispositions-Educator displays: (Reflection & Growth) Professional standards of practice Initiative in taking responsibility for student learning Constructive responses to feedback Persistence to accomplish professional growth
Use performance-based assessments and evaluation to enhance effective learning environments	Dedication to ongoing self-improvement Self-efficacy and competence
Effectively utilize paraprofessionals and volunteers	
Make a contribution to school and district events and projects	
Promote opportunities for members of the school community to develop capacity for leadership	
Develop individual and shared leadership excellence	
Act to influence local, district, state,	

Conceptual Framework/Field Experience Example

Student Teacher

Complete the Field Experience Plan by choosing one goal/skill from each of the 5 Constructs on the Conceptual Framework. Discuss why this is important, how you want to improve and how will you know that you have improved or achieved the identified skill? You will write one paragraph per Construct.

Content and Pedagogy

Skill Chosen: Articulate the purpose and context for the choice of instructional actions.

The ability to articulate a purpose and context for instruction is essential within the classroom. This is especially true at the upper levels of teaching. Students will be more invested in their learning if they know exactly how the content relates to his/her life. They are also more willing to try new techniques and instructional strategies if the reasons for the use of techniques are delineated clearly. I would like to improve in this area by always explaining the relevance of vocal and instrumental exercises to the musical ensembles in the school. In the upper levels, these explanations may lead students to further developing his/her technique outside of the classroom, while understanding how each exercise is able to improve ability-levels. I will know if I have improved or achieved the identified skill by asking the students the purpose of each of the exercises that we regularly use. This will confirm the knowledge base and will prove that I have provided detailed explanations of the purpose of instructional strategies in the classroom.

Instruction and Assessment

Skill Chosen: Create and manage flexible instructional groups to productively engage students.

One of the reasons that this is important is that it allows for multiple levels of instruction and comprehension of classroom material. Instructional groups could be created in the form of tiered levels, while they could also be managed in a way that pairs struggling students with those that excel to strengthen via peer mentoring. These groupings also engage the collaborative and social aspects of education that are extremely important to student success. In the music classroom, these concepts appear in the form of creative teams, skit groups, and instrumental or vocal sections. I would like to improve by finding ways to group students other than the traditional ensemble set-up, in which there is a large amount of direct-instruction, rather than collaboration. The achievement of the skill will be monitored and evaluated based on the number of times that the grouping is used in the classroom. The goal is to have at least one instance of the grouping each week in various classes to assess its purpose and effectiveness.

Collaboration

Skill Chosen: Communicate in a respectful and timely manner with families regarding student progress.

The importance of this skill is in the fact that it builds a rapport with both students and families inside and outside of the music classroom. It also shows parents that you care about their child and are willing to communicate and openly discuss both positives and negatives that you are noticing during the school day. I would like to improve this skill by communicating more regularly with parents via phone and email regarding student progress in the classroom. This is especially true of those students that have behavioral or intellectual disorders that impeded learning. These communications should be of both positive and negative experiences in the classroom and should include questions regarding what parents hear or see at home. Progress will be monitored and achieved by communicating with at least three different families each week regarding students in the classroom.

Leadership

Skill Chosen: Engage collaboratively with an organization recognizing roles and levels of responsibilities.

It is important to emphasize collaboration with an organization within or outside of the school building for professional growth and outreach. Collaborations could drastically enhance the effectiveness of instruction and relevance of subject material the students' lives. Recognizing roles and responsibilities in the collaboration are essential to the cooperation because they delineate who should be working on the specified task. Improvement in this area will be done through collaboration with the English department at Dexter High School to design and implement a variety between the two departments that features students from each area of expertise. The achievement will be completed by November 6th, the date of the show, and will be successful if clear expectations are created for each department so that every individual is aware of his/her responsibilities in relation to the event.

Reflection and Growth

Skill Chosen: Seek feedback from others for professional development

One of the most important aspects of growing as an educator and a professional is to seek feedback from others. Though it is equally important to reflect as an individual, having another person give feedback allows for an outside source to observe what students observe in the classroom. This is crucial because it is rare that teachers and performers are actually completely aware of what they look and sound like to students. For instance, someone may say that I have a mannerism that is distracting or not conducive to the learning environment, when I have never noticed that particular problem before. My goal for improvement is to ask at least four different professors and mentors to observe my teaching throughout the semester. I will ask these individuals to critique my rehearsal techniques and overall effectiveness and will then seek a meeting discussing positives and negatives of my instructional technique. The goal will be achieved if this happens. If not, it will not have been met.

Appendix I
Student Teacher

Student Teaching Self Evaluation (Mid-term & Final). Name/date:
(Student teacher completes at the mid term and again at the final)

Complete the following rubric utilizing the following scale:

Y = yes S = sometimes N = no C = cannot evaluate

14 week placements: Complete and return to the CTE at the mid-term and final points of the semester.

7/7 placements: Complete and return to the CTE at the end of each portion of your placements.

Other placements (K-12): Consult with college supervisor for completion expectations.

Mid Final

Instruction is guided by a preplanned curriculum based upon standards.

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Do I develop appropriate learning goals and objectives that are aligned with district guidelines and standards? |
| ___ | ___ | 2. Do I logically sequence objectives for instructional purposes? |
| ___ | ___ | 3. Do I select materials and activities that help all students to achieve the learning objectives? |
| ___ | ___ | 4. Do I modify material and activities when necessary to ensure that all students are able to achieve the objectives? |

Mid Final There are high expectations for student learning.

- | | | |
|-----|-----|---|
| ___ | ___ | 5. Do I communicate high standards and expectations for all students regarding meeting learning objectives? |
| ___ | ___ | 6. Do I establish and maintain consistent standards and expectations for student performance? |
| ___ | ___ | 7. Do I verify that students understand the standards and expectations for accomplishing learning objectives? |

Mid Final Students are carefully oriented to lessons

- | | | |
|-----|-----|--|
| ___ | ___ | 8. Do I gain the attention of students before beginning/continuing instruction? |
| ___ | ___ | 9. Do I refer to relevant past learning experiences/activities before beginning new instruction? |
| ___ | ___ | 10. Do I communicate lesson objectives to all students and check for understanding? |

Mid Final Instruction is clear and focused.

- ___ ___ 11. Do I model the skill(s) which students are expected to perform?
- ___ ___ 12. Do I use clear, concise language when teaching skills/concepts?
- ___ ___ 13. Do I proceed step-by-step when teaching new skills/concepts?
- ___ ___ 14. Do I check for students' understanding during instruction?
- ___ ___ 15. Do I provide a sufficient amount of guided practice as new skills/concepts are taught?

Mid Final Learning progress is monitored closely

- ___ ___ 16. Do I check to see if students can perform skills independently?
- ___ ___ 17. Do I seek many responses from students during teacher directed activities, monitor written and oral responses and adjust the lesson based upon the feedback?
- ___ ___ 18. Do I involve all students by calling on non-volunteers?
- ___ ___ 19. Do I monitor the completion of independent work and provide feedback accurately?
- ___ ___ 20. Do I collect performance data at appropriate intervals?
- ___ ___ 21. Do I utilize collected data to make instructional decisions?

Mid Final When students don't understand, they are re-taught.

- ___ ___ 22. Do I review relevant previously taught skills/concepts thoroughly before beginning new instruction?
- ___ ___ 23. Do I re-teach key concepts to in ensure all students are achieving a successful level of performance?
- ___ ___ 24. Do I systematically review key skills/concepts throughout the school year to monitor student retention?

Mid Final Class time is utilized efficiently for learning

- ___ ___ 25. Do I maintain appropriate pacing for activities?
- ___ ___ 26. Do I schedule adequate time for teacher directed instruction?
- ___ ___ 27. Do I carefully follow established schedules?
- ___ ___ 28. Do I minimize the amount of time spent on non-academic activities?

Mid Final There are smooth, efficient classroom routines.

___ ___ 29. Do I minimize the length of transition time between activities?

___ ___ 30. Do I manage disruptions efficiently during instruction time?

___ ___ 31. Do I use non-verbal signals and cues to maintain attention?

Mid Final Instructional groups formed fit instructional needs

___ ___ 32. Do I place students within small groups to facilitate individual achievement of objectives?

___ ___ 33. Do I monitor small group performance and adjust student placements accordingly?

___ ___ 34. Do I monitor interaction within groups to ensure objectives are being addressed?

Mid Final Standards for classroom behavior are explicit

___ ___ 35. Do I establish a plan for managing behavior which includes rules and appropriate rewards & consequences?

___ ___ 36. Do I consistently deliver specific positive reinforcement for acceptable behavior?

___ ___ 37. Do I consistently deliver specific negative consequences for unacceptable behavior?

___ ___ 38. Do I teach specific behavioral expectations for specific activities?

___ ___ 39. Do I encourage students to take an active role in the management of their own behavior?

___ ___ 40. Do I attend to student needs, interests and accomplishments?

Appendix J
Unit/Lesson Plan Template

Name:
Date:
Unit Title:
Grade level(s)

Southwestern College-Teacher Education

Unit Planning Guidelines and Template with Lesson Plan format embedded

Directions: Use the following template for unit and lesson planning. The unit planning components are only done once for the unit-this includes all sections from Standards to Unit Outline. The Lesson Plans sections are then copied and completed for as many lesson sessions as the unit entails.

In the space below, list standards that will be addressed in the unit. Use Common Core Standards for ELA and Math. Use state standards for other disciplines.

Standards include:	
For math use-	
Domain:	Code:
Cluster:	
Standard:	
For ELA use-	
Strand:	Code:
Boxed Sub-heading:	
Standard:	
For all other subjects use-	
Standard:	Code:
Benchmark:	

What will student know, understand, be able to do as a result of this unit? (The nouns and verbs to be listed come from the standards for the unit-select the key nouns/verbs or noun phrases that will focus the learning and instruction.)

Know (nouns)	Definition
List the key concepts (nouns/noun phrases) and provide a common definition of the nouns/noun phrases as used in this context.	
•	
•	
•	
•	
•	

Be Able to Do (Verbs)	Level I	Level II	Level III	Level IV	Level V
List the verbs that are key learning targets, then determine the cognitive demand level (Bloom's) with verbs in context by highlighting the appropriate box:	Remember Memorize facts, definitions, & formulas	Understand Perform Procedures	Apply Demonstrate understanding	Analyze Conjecture, Generalize, Prove	Evaluate/Create Solve non-routine problems; make connections
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This standard means a student will know and be able to do...(use your own student friendly words)

•

Essential Questions: What big idea question(s) focus this unit? Think: broad overarching question that can bridge subject areas and units.-This unit won't end the learning on this question.(1 question is sufficient but definitely not more than 3.)

•

Unit Questions: Guiding, open-ended, unit-specific question(s) that help build understanding of the Essential Question. (insert addition rows below if needed)

•

•

•

•

Summary: In the space below, write a brief summary for the unit. Provide a concise overview of your unit explaining what is to be learned and how students will attain the learning goals. Consider answering: Why is this unit/lesson needed? How will students benefit?

Data analysis: What data do you have showing the need for this unit/lesson(s)? How does the data indicate differences in learner needs?
 Data type: (standards review-looking at grade level before and after standards to get baseline and toward line; pre-assessment; previous unit work that connects to upcoming unit; informal assessment; student surveys)

Analysis details: (What does the data you have tell you about this learning group in relation to the standards selected for this unit of instruction/learning?)

Assessment: How will you know students have learned? **It is important to think about your assessment before planning lesson(s).** How will the student(s) demonstrate they have met the objective?

Formative Assessment should be conducted regularly throughout the lesson(s). Pre-assessment may be conducted prior to lesson(s). Assessment may be informal-teacher observation, checklist, journal entry, practice tasks. It may

Summative assessment will generally be at the end of a unit or series of lessons on similar learning goals. be formal-written task, performance task, paper/pencil or computer based quiz/test. **You may come back and make adjustments to the assessments as you progress through planning or even after teaching the lesson to ensure objectives, instruction, and assessment are aligned and students are meeting the objectives.**

Performance Task(s):

- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?

Other Evidence:

- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will student reflect upon and self-assess their learning?

Formative-

- 1.
- 2.
- 3.

Summative-

- 1.
- 2.

Materials and Resources: In the space below, brainstorm any materials you might need to complete the lesson in your classroom. This may include teacher and student books, guest speakers, technology, materials/supplies needed for demonstration and instruction or needed by students to complete tasks, etc. As you continue to work on your lessons, you will likely add to this list.

Unit Outline-Lesson Segments: Provide a brief description of each session in the unit sequence.

Session	Instruction and Learning Experience
1	
2	
3	
4	
cont	

Lesson Plan Guidelines –What teachings and learning will equip students to demonstrate targeted knowledge, understanding, skills (be able to do) (information and questions in parenthesis provide guidance about what should be included in each section of the lesson plan)	Approx. time to complete								
<p>Objective(s): (Objectives are specific, measurable, short-term behaviors students should be able to demonstrate at the end of the lesson. What do you want students to know and be able to do? The student(s) will...)</p> <p>Assessment: (How will you know students have learned? How will the student(s) demonstrate they have met the objective? Formative Assessment should be conducted regularly throughout the lesson(s). Assessment may be informal-teacher observation, checklist, journal entry, practice tasks. It may be formal-written task, performance task, paper/pencil or computer based quiz/test. You may come back and make adjustments to the assessments as you progress through planning or even after teaching the lesson to ensure objectives, instruction, and assessment are aligned and students are meeting the objectives.)</p> <p>Meeting the needs of various learners/Accommodations: (As you prepare to teach this lesson, what accommodations or modifications are needed for ESL, students with disabilities, students who need extra support, high performing students?) [Small group differentiation as part of core, intervention in small groups beyond core lesson time, one-on-one support. Who/How will this be provided?]</p>									
<table border="1"> <thead> <tr> <th colspan="2" data-bbox="65 462 1409 487">Accommodations for differentiation</th> </tr> </thead> <tbody> <tr> <td data-bbox="65 487 411 581">Students with disabilities/students needing additional support</td> <td data-bbox="411 487 1409 581">Describe accommodations and support for students, such as scaffolding, leveled materials, extra time, adjusted learning objectives, modified assignments, grouping, assignment calendars, adaptive technologies, and support from specialists or others. Also describe how students express their learning, such as oral interview instead of written test, use of scribe, choice of product to fit learning style.</td> </tr> <tr> <td data-bbox="65 581 411 706">Nonnative English speaker</td> <td data-bbox="411 581 1409 706">Describe language support, such as English Language Learner (ELL) instruction and tutoring from more able bilingual students or community volunteers. Describe adaptive materials, such as first-language texts, graphic organizers, visuals, realia, illustrated texts, dual-language dictionaries, and translation tools. Describe modifications in how students express their learning, such as first-language rather than English or an oral interview instead of a written test.</td> </tr> <tr> <td data-bbox="65 706 411 805">High performing students/exceeds expectations</td> <td data-bbox="411 706 1409 805">Describe the various ways students may explore curriculum content, including independent study, and various options through which students can demonstrate or exhibit what they have learned, such as more challenging tasks, extensions that require in-depth uncoverage, extended investigation in related topics of the learner’s choice, and open-ended tasks or projects.</td> </tr> </tbody> </table>	Accommodations for differentiation		Students with disabilities/students needing additional support	Describe accommodations and support for students, such as scaffolding, leveled materials, extra time, adjusted learning objectives, modified assignments, grouping, assignment calendars, adaptive technologies, and support from specialists or others. Also describe how students express their learning, such as oral interview instead of written test, use of scribe, choice of product to fit learning style.	Nonnative English speaker	Describe language support, such as English Language Learner (ELL) instruction and tutoring from more able bilingual students or community volunteers. Describe adaptive materials, such as first-language texts, graphic organizers, visuals, realia, illustrated texts, dual-language dictionaries, and translation tools. Describe modifications in how students express their learning, such as first-language rather than English or an oral interview instead of a written test.	High performing students/exceeds expectations	Describe the various ways students may explore curriculum content, including independent study, and various options through which students can demonstrate or exhibit what they have learned, such as more challenging tasks, extensions that require in-depth uncoverage, extended investigation in related topics of the learner’s choice, and open-ended tasks or projects.	
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<p>Instructional Plan: (How will you get students to achieve the learning objective? List the activities and explain the procedures for each instructional and learning component. What will the teacher do, what will the students do?)</p> <p>Opening: (set purpose for lesson, activate prior knowledge)</p> <p>Instruction: (Core instruction, introduction to content, vocabulary, skill, strategy, demonstration, teacher modeling.) [For literacy lessons include in instructional sequence- Into/Through/Beyond]</p> <p>Practice: (Guided practice may be done in pairs, teams, individually with various ways for teacher to observe, see responses and student work)</p> <ul style="list-style-type: none"> • Guided Practice (I do-teacher models the task for students, explaining the how and why as demonstrating what needs to be done.) [Used when introducing, reteaching, working with Tier II and III groups] • Guided Practice (We do, teacher has demonstrated/modeled now guides students in doing.)[initial practice after I do] • Guided Practice (We do it, teacher asks students what to do as students and teacher do.)[continued practice] • Guided Practice (We do, as students practice, remind them what to do.) • Independent Practice (You do. Students complete practice on the learning objective independently. This may not happen the first day new content, skill, or strategy is introduced.)[used when formative checks from observation or practice work from We do show student ready to work on own] <p>Closing: (quick assessment, formative checkpoint)[such as exit cards, reflection, students communicate learning, explain how, apply]</p>									
<p>After Assessment: (Was your objective met? By how many? What will you do for students who did not meet the objective? How can learning be extended or enriched for those who did meet objective?)[What reteaching is needed-for whom?/many-reteach in core, some-Tier II, few-Tier III]</p>									

Compiled and adapted with resources from: Understanding by Design, Kansas Association for Supervision and Curriculum Development, Charlotte Danielson's Framework for Enhancing Professional Practice, Wichita Public Schools instructional frameworks, Gradual Release of Responsibility model, Bloom's Taxonomy, Friend's Co-Teaching strategies, INTEL Teach Program unit planning model.

Elementary Example

Southwestern College-Educator Preparation Program

Unit Template with Lesson Plan format

Directions: Use the following template for unit and lesson planning.

Goals: In the space below, list standards that will be addressed in the unit. Use Common Core Standards for ELA and Math. Use state standards for other disciplines.

Standards include:

For math use-

Domain: Measurement and Data	Code: 5.MD.A.1
Cluster: Convert like measurement units within a given measurement system.	
Standard: CCSS.MATH.CONTENT.5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	
Domain: Measurement and Data	Code: 5.MD.B.2
Cluster: Represent and Interpret Data	
Standard: CCSS.MATH.CONTENT.5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	
Domain: Geometry	Code: 5.G.A.2
Cluster: Graph points on the coordinate plane to solve real-world and mathematical problems.	
Standard: CCSS.MATH.CONTENT.5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	
Domain: Measurement and Data	Code: 5.MD.A.1
Cluster: Solve problems involving measurement and conversion of measurements.	

For ELA use-

Strand: Speaking and Listening	SL.5.1
Boxed Sub-heading: Comprehension and Collaboration	
Standard: CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	
Strand: Speaking and Listening	SL.5.5
Boxed Sub-heading: Presentation of Knowledge and Ideas	
Standard: CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
Strand: Writing	W.5.2.E
Boxed Sub-heading: Text, Types, and Purposes	
Standard: CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.	

For all other subjects use-
Science

Standard: Growth, Development, and Reproduction of Organisms MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Code: MS-LS1-5.
Standard: Growth, Development, and Reproduction of Organisms MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively	MS-LS1-4.

Unit Outline-Lesson Segments: Provide a brief description of each session in the unit sequence.

Session	Instruction and Learning Experience
1	What makes a healthy plant? (Science, Viewing, and Math)
2	Planting Seeds (Math and Science)
3	Collecting and Recording Data (1-2 weeks after lesson 2) (Math and Science)
4	Sharing Results/Presentation and Virtual Tour (Math, Science, and Viewing)

Lesson 1**Lesson title: What makes a healthy plant?****Objective (s):**

- TLW make observations of plant growth over time.
- TLW ask questions about what affects plant growth.
- TLW form a hypothesis about why some plants grow faster or taller than others.
- TLW predict outcomes based on their hypothesis.
- TLW design an experiment to test their hypothesis.

Materials:

- Science Journal

Assessment:

- The teacher will be doing an informal formative assessment as he or she walks around the room and observes the class while they work.
- The teacher should begin the lesson with different questions over why plants grow better than others based on their soil, sunlight, and water.
- The teacher will collect the student's science journals at the end of the class period so he or she can look over the students' predictions and see if the students are on the right track.

Meeting the needs of various learners/accommodations:Learners that are above level:

Students will be asked to make measurement predictions on how much they think their plant will grow over the 1-2 week period. The groups will be assigned to into groups that are mixed between learners that are above and below level so the learners that are above level can help the students that are learners that are below level.

Learners that are below level:

Learners that are below level will have access to either the teacher or the teacher's paraprofessional while making their predications and conducting their experiment. Students might also need help filling out their science journal so there will be a teacher or the teacher's paraprofessional that will be aiding the student in the process.

Instructional Plan- after detailing each plan component, indicate the approximate time allocated to carry out that part.

Opening:

1. Welcome the class and have them sit down in their assigned desk.
2. "Clap your hands twice if you can hear my voice."
3. Wait until all the children are quiet and attentive before beginning the lesson.

4. Inform the students that we will be learning about plants over these next couple of weeks.
5. Ask the students to raise their hands when they have an answer to “What are some of your favorite foods?”
6. Let the students answer the question until every student that wants a chance has a chance to answer.
7. Inform the students that some of their favorite foods are made from plants (cereal, fruit, bread, pasta, vegetables)
8. Ask the students “Can you name any animals that eat plants?” and “What plants do those animals eat?”
9. Let the students answer and conclude by stating that plants are extremely important for our existence as humans and the existence of animals.
10. Ask the students “What do seeds need in order to grow?” Look for three responses including soil, sunlight, and water.
11. Inform the students that before we start the lesson over seeds and plants we first have to know our vocabulary.
12. Go over the vocabulary that you will be using for this unit including seeds, roots, stem, leaf, flower, pistil, and staminate.
13. At this time the teacher can hand out the science journals to each student so they can write in the vocabulary words

Instruction:

1. Inform the class that we will be planting a seed and recording the growth depending on the amount of water, soil, and sunlight that the plant gets.
2. Before we plant the seeds we will want to watch a short video about how seeds germinate. The video link is attached below.
<http://science.howstuffworks.com/life/30704-assignment-discovery-germination-of-a-seed-video.htm>
3. After the video, the children should have a better grasp in seed development.
4. Inform the students that they will be split up into three different groups and each group will be planting a plant and watching it grow over the next couple of weeks.
5. Let the class know that “Before we can plant our seeds, we need to control the variables.”
6. Let the class know that in order for this experiment to work, some of the variables need to be controlled in order to measure the effect of the other variables on the growth of the plant.
7. The teacher can now divide the class into three different groups.
8. The teacher will assign each group with one of the variables (water, soil, or sunlight) and inform them that they will be conducting an experiment and watching the growth of their plants over the next two weeks.
9. The teacher might want to clear up some confusion by informing the soil group that they will be altering the soil that their seed gets such as gravel, sand, or limestone while keeping the water and sunlight the same as the control group seed and so on with the water group and the sunlight group.
10. The teacher may not hand out the student’s science journals.

Commented [SE1]: Oops, soil

Commented [SE2]: Now?

Practice:

1. After the students have been assigned to groups and given their variable, each group should outline their experiment and write a short description over what they plan to do during their experiment (light: vary the location of the pot with respect to a window or light source, soil: vary the types of soil used, water: vary the amount of water)
2. Next the students should make a hypothesis over how well they predict their plant will grow after altering their one variable and keeping the controlled variables the same.
3. Next, they should complete their “My Experiment” worksheet in their Science Journals. This worksheet will have the students list their independent and dependent variables, how much they expect their plant to grow, and their hypothesis about their experiment.
4. Have each group write out a materials list that they will need in order to conduct their experiment such as the different types of soil that the soil group wants to use, the amount of water that the water group wants to use, and the materials that the sunlight group will need.
5. Give the students plenty of time to brainstorm how they will conduct their experiment.
6. With 10 minutes left in the class period, have each students complete the seed lesson portion in their science journal. It will include what they learned today about seeds.

Closing;

1. When the last five minutes of the class approaches, ask the student to finish recording their predictions and experiments and ask them to return to their assigned desk so we can briefly talk about tomorrows agenda.
2. Inform the class that tomorrow we will be planting our plants in the classroom and that they should be ready to have more fun learning about plants and their environments.
3. Collect each student’s science journal and their materials list dismiss the class when the time comes.

After Assessment:

- The teacher should collect the student’s science journals and look over their predictions and the students brainstorming ideas of how their group is going to conduct their experiment
- The teacher will also look over the student’s materials list so he or she can supply the students with that materials that they will need in order to conduct their experiment.
- Lastly the teacher should review how the students did for the day and ask the following questions...
 - “Did the students understand the material that I was teaching them?”
 - “Was anyone struggling significantly?”
 - “Was this activity too easy for some of the students?”

Commented [SE3]: Good questions for analysis-don't forget you need to make some determinations/responses in order to prepare for the next class session.

Southwestern College-Educator Preparation Program

Lesson Planning Template

See Unit and Lesson Planning Template with Explanations for directions to complete this template.

Lesson designer: **Course lesson designed for:** Biology **Date:** 9-26-14

Subject area of lesson: Secondary Biology

Grade level of lesson: 10th

Standard(s) for this lesson's objective(s):

For math use CCSS-

Domain:	Code:
Cluster:	
Standard:	

For ELA use CCSS-

Strand:	Code:
Boxed Sub-heading:	

For all other subjects use-

Standard: RST .9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in scientific or technical context relevant to grades 9-10 texts and topics.	Code: RST .9-10.4
Benchmark:	

Lesson title- 2.3: Understand how science will help you evaluate many issues

Objective (s): 1. The student will be able to State how the terms evidence, hypothesis, and theory are used in science. 2. The student will be able to distinguish between science and technology and create an example.

Assessment: Students will demonstrate progress during the pre and post-tests that accompany the scientific inquiry video. Students will also show their understanding of the lesson by showing their “exit ticket”. The exit ticket needs to explain a technological advancement made through scientific inquiry and application. Need to detail/explain what these will be/look like.

Meeting the needs of various learners/accommodations: No specific accommodations need to be made for this lesson. Students have not displayed any physical or mental exceptionalities which need further assistance. There are also no ELL students in the class.

Instructional Plan- after detailing each plan component, indicate the approximate time allocated to carry out that part.

Opening: 10min. Discuss previous chapter over science as a practice and specific case-study. Students need reminded of what happened last class, ask questions to summarize chapter so far. Need to detail what exactly you will discuss.

Instruction: 20 min. Instruction will be centered on scientific inquiry the lab. Students will all participate and report their results. As a class, we will discuss the differences in outcomes and what might have caused them. After the video and corresponding quizzes, instruction will shift to lesson 2.3 where students will differentiate between vocabulary words- hypothesis, theory, evidence, and technology. Need to detail this-What is the scientific inquiry lab-what will you do, what will the students do?

Practice: 40 min. First, students will watch me demonstrate the lab and give instructions (I do) then we will all go through the procedures together (We do) and finally they will have a chance to practice scientific inquiry on their own through the lab and video questions. Good job including I do and we do-but need to detail what the lab demo was.

Closing: 10 min. Closing class will be a review of the notes from 2.3, results of the listening lab, and explanation of their exit ticket. Students will be instructed how to complete this. Include those instruction here. They need to choose a technological advancement and talk about the scientific inquiry that led up to it. I will give an example through Watson, Crick, and Franklin’s DNA model and the medicine and vaccine that have come as a result of being about to understand our genes through their model. Interesting exit ticket!

After Assessment: the objectives were successfully met by about 75% of the class. On the post- test almost all showed improvement by video instruction. Students who did not meet the objective needed further explaining of the topic to complete their exit ticket. How will you go about explaining/reteaching this in a different way than what was used originally?

Appendix K
Student Teacher
Self evaluation from video taping (3)

Southwestern Education Department

Name of student teacher _____

School Assignment _____ Date of Visit _____ Time (duration) _____

Subject taught _____ Cooperating Teacher (s) _____

College supervising teacher _____

Ratings:

5. Exemplary
4. Target
3. Developing
2. Emerging
1. Lacking
NF not a focus area
NA not applicable during the observation

unity

*
Check with
extended
school
comm

Dispositions	5	4	3	2	1		
a) Creative							
b) Flexible							
c) Strong work ethic *							
d) Values service to others *							
e) Respects and values diversity							
f) Respects others' ideas and positions							
g) Is open to constructive feedback							
h) Practices reflection							

Skills

Goal 1. Possess wisdom of practice

	5	4	3	2	1		
a) Utilizes best practice							
b) Plans instruction based on effective teaching strategies							
c) Articulates the reasons for the choice of instructional activities							
d) Can identify major teaching concepts in content areas							
e) Seeks information from diverse sources							

Goal 2. Facilitate student learning

	5	4	3	2	1		
a) Locates and manages resources							
b) Problem-solves effectively							
c) Effectively manipulates learning environments							
d) Uses effective classroom management procedures							

e) Uses a variety of means to assess student progress							
f) Can make necessary curricular adaptations to meet individual student needs							
g) Incorporates scope and sequence in lesson planning							
h) Uses a variety of technology tools to improve instruction							
i) Makes effective use of instructional time							

Goal 3. Ability to interact effectively.

	5	4	3	2	1	
a) Can use a variety of communication styles						
b) Establishes rapport with students, professionals, and parents						
c) Writes clearly and effectively, using appropriate grammar						
d) Speaks clearly with appropriate grammar and communicates ideas with confidence						
e) Treats children and adults fairly						

Strengths noted:

Suggestions for improvements

Appendix L
Acquiring the Initial Teaching License

FAQ's:

1. When do I apply for my license?

- Once you have passed your Content Area Praxis, PLT, and KPTP then apply
- If you do not have a passing score for Praxis or PLT, you may apply for a 1 year non-renewable license allowing time to pass the test if hired.
- **Your degree must be conferred by the college registrar with final GPA. There are no exceptions!

2. Where do I apply for my license?

- Go to www.ksde.org
- Click Licensure and apply for Initial/Added Endorsement License Form 1
- Use the same form when adding an endorsement

3. How long does my license take once I apply?

- The license application process can take 6-8 weeks.
- You can track the license process online at www.ksde.org/licensure