

Alice Lloyd College Education Department

Student Teaching Handbook

(For Student Teachers, Cooperating Teachers, and Principals)

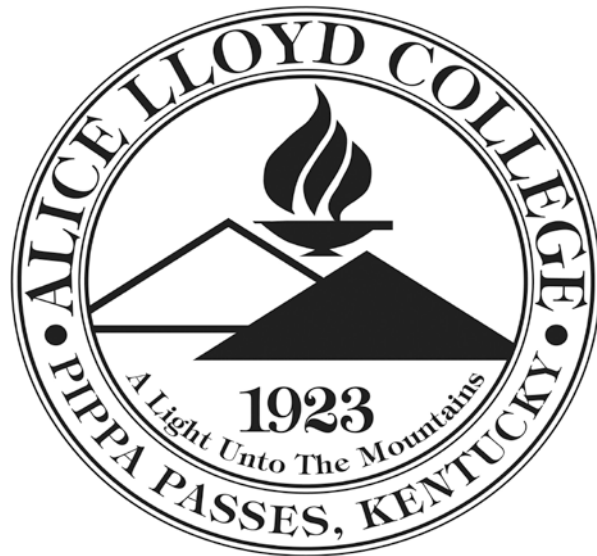


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The mission of

Alice Lloyd College

is to educate mountain people for positions of leadership and service to the Appalachian region by:

- **Making an Alice Lloyd College education available to qualified mountain students regardless of their financial situation;**
- **Offering a quality academic program, emphasizing the liberal arts;**
- **Promoting work ethic through a self-help Student Work Program in which all full-time students participate;**
- **Providing an atmosphere in which Christian values are maintained, encouraging high personal standards, and the development of character;**
- **Serving the community and region through appropriate outreach programs which utilize mountain people helping mountain people;**
- **Assisting deserving students in obtaining advanced study beyond their program at Alice Lloyd; and**
- **Producing leaders for Appalachia who possess high moral and ethical values, an attitude of self-reliance, and a sense of service to others.**

Education Department Mission Statement

The mission of

Alice Lloyd College
Department of Education



The mission of the Alice Lloyd College Teacher Education Program is to educate teacher candidates for positions of leadership in which they demonstrate character, capability, and service.

History of Preparing Teachers for Appalachia

Alice Lloyd College, founded in 1923, has a long-standing tradition in preparing teachers for service in the mountains. The College provided teacher preparation and certification programs until 1958, when teachers were no longer certified to teach with only two years of preparation. With the emergence of the new requirements for certification, the College focused on liberal arts and pre-professional programs, designed to prepare students for transfer to a four year degree granting institution. The College successfully completed transition to four-year status in 1982, offering several majors leading to certification in all grade levels. Many recent graduates have joined those of the past to provide educational opportunities for the youth of the mountains.

Mrs. Alice Lloyd, founder of the College, felt strongly that mountain people should be educated for mountain leadership. This philosophy became known as Leadership Education, as evidenced by the College's history in providing professional and pre-professional preparation for hundreds of past and present leaders of the Appalachian Mountains. Educators, physicians, lawyers, agriculturists, accountants, and many other professionals in the area received their initial higher education at Alice Lloyd College. It remains a primary objective of the College to prepare teachers for the region who are professional, dedicated, and committed to the teaching profession.

Introduction to Student Teaching

Student teaching is a collaborative effort between the rural P-12 schools, cooperating teachers, teacher candidates, college supervisors, and the teacher preparation institution. The goal of student teaching is to provide the teacher candidate opportunities to express individuality, continue building on knowledge and skills, hone leadership abilities, foster and encourage the development of his/her individual teaching style. Additionally, the student teaching experience requires that the student teacher demonstrate mastery in meeting the Kentucky Teachers Standards and Alice Lloyd College Student Outcomes. Student teaching is the culminating experience for the Alice Lloyd candidate before embarking on a fulfilling career of improving learning for all students.

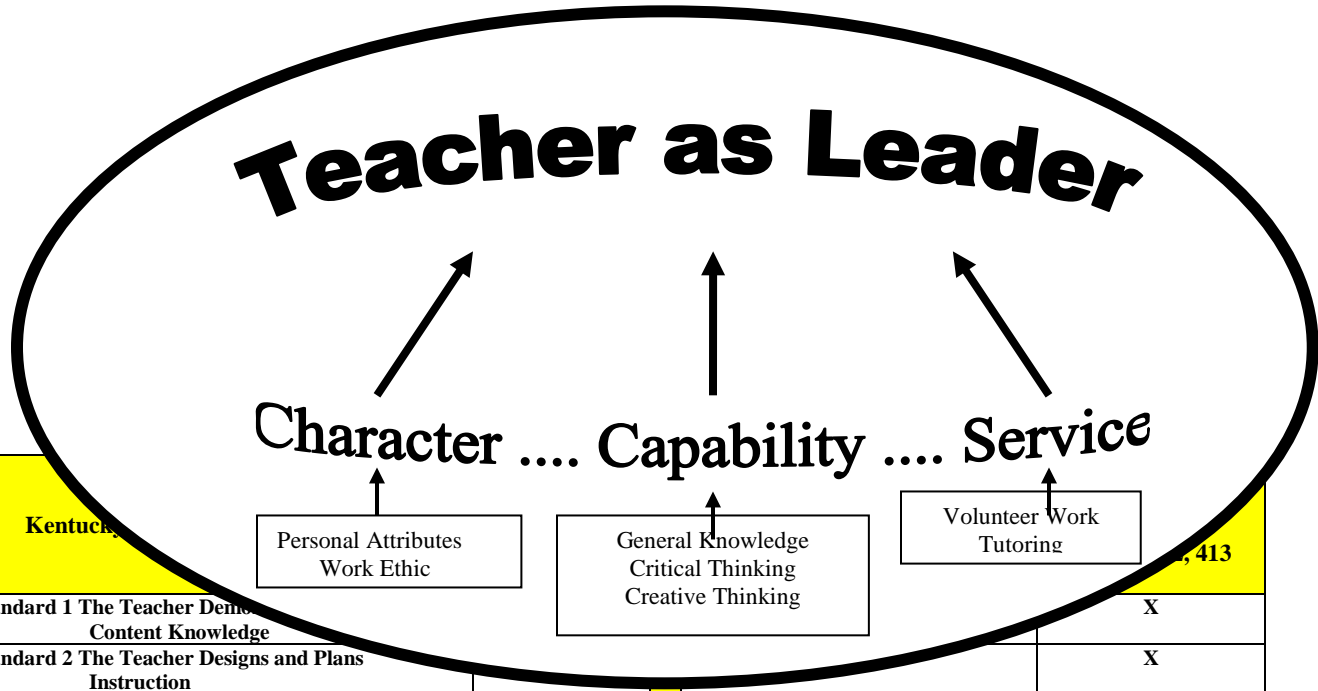
The cooperating teacher is the key person in the daily guidance of the teacher candidate's activities and ongoing evaluation. The cooperating teacher works with the teacher candidate in planning lessons and in the selection of a variety of differentiated instructional strategies. This planning and selection process is determined by analysis of assessments and evaluations.

The teacher candidate is actively engaged with the cooperating teacher in the process of analyzing student work. The analysis will guide the teacher candidate in the decision making process concerning the skills, strategies, and further instruction needed to improve learning of all students.

The college supervisor is involved in defining and communicating the purposes and expectations to be fulfilled by the teacher candidate and the cooperating teacher. In collaboration with the cooperating teacher, the supervisor assists in decisions regarding the gradual induction of the student teacher into assuming all classroom responsibilities. An important role for the supervisor is to support the teacher candidate and aid in keeping channels of communication open between the cooperating teacher, the teacher candidate, and the Alice Lloyd College Teacher Education Program. The college supervisor assists the teacher candidate in overcoming barriers that might hinder his/her potential to be a teacher of distinction.

Mutual understanding, respect, and open communication are key factors in having a successful Student Teacher Program. **The student teacher has the ultimate responsibility for seeing that all academic requirements are being met.** It is, therefore, the intent of the Alice Lloyd College Teacher Education Program to strive for all stakeholders' involvement and collaboration in this endeavor.

Student Teaching/Seminar
Educ. 410/411/412/413
SAMPLE SYLLABUS



Kentucky			, 413
Standard 1 The Teacher Demonstrates Content Knowledge			X
Standard 2 The Teacher Designs and Plans Instruction			X
Standard 3 The Teacher Creates and Maintains Learning Climate	X	3. Critical Thinking	X
Standard 4 The Teacher Implements and Manages Instruction	X	4. Integration of Knowledge	X
Standard 5 The Teacher Assesses and Communicates Learning Results	X	5. Personal attributes	X
Standard 6 The Teacher Demonstrates the Implementation of Technology	X	6. Moral/Ethical Standards	X
Standard 7 The Teacher Reflects on and Evaluates Teaching and Learning	X	7. Leadership/Mission	X
Standard 8 The Teacher Collaborates with Colleagues/Parents/Others	X	8. Work ethic	X
Standard 9 The Teacher Evaluates Teaching and Implements Professional Development	X	9. Function in workplace	X
Standard 10 The Teacher Provides Leadership with School/Community/Profession	X	10. Diversity/Global Perspective	X
TEP Dispositions		Course Objectives/Outcomes Addressing TEP Dispositions	
Character	5, 6, 9, 10		
Capability	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		
Service	5, 6		
Diversity	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		

Student Teaching Course Syllabus (Sample)

Course Title/Number: Educ. 410, Educ. 411, Educ. 412, & Educ. 413

Instructor: Education Department Faculty

Prerequisites: Must have completed 90 semester hours of college credits and have met all other prescribed A.L.C. requirements for student teaching.

Course Descriptions:

- 410** Students will observe and teach under the direction of classroom cooperating teachers and college supervisors. Teaching experience will be in grades P-5 (or non-graded primary). Student teachers will meet with their cooperating teachers and their college supervisors on a regular basis to discuss their teaching experiences. Regularly scheduled **SEMINARS** are a significant portion of the student teaching experience.
- 411** Students will observe and teach under the direction of classroom cooperating teachers and College supervisors. Teaching experience will be provided at the middle school level (5-9). Student teachers will meet with their cooperating teachers and their college supervisors on a regular basis to discuss their teaching experiences. Regularly scheduled **SEMINARS** are a significant portion of the student teaching experience.
- 412** Students will observe and teach under the direction of classroom cooperating teacher and college supervisors. Teaching experience will be provided at the secondary levels (9-12). Student teachers will meet with their cooperating teachers and their college supervisors on a regular basis to discuss their teaching experiences. Regularly scheduled **SEMINARS** are a significant portion of the student teaching experience.
- 413** Students will observe and teach under the direction of classroom cooperating teachers and supervisors. Teaching experience will be provided at P-12 physical education levels. Student teachers will meet with their cooperating teachers and their college supervisors on a regular basis to discuss their teaching experiences. Regularly scheduled **SEMINARS** are a significant portion of the student teaching experience.

Course Experiences:

1	2	3	4	5	6	7	8	9	10	11
Diversity Experiences/ Competencies	Dispositions	Technology	Literacy/ Reading	Differentiated Instruction	TPA Artifacts	Lesson Planning	Develop/ Analyze Assessment	Collaboration	Critical Thinking (DOK)	Teaching in Rural Schools
X	X	X	X	X	X	X	X	X	X	X

Course Objectives:

Upon completion of the course, the student teacher will be able to:

- Teach the grades and subjects for which he/she seeks certification
- Demonstrate effective communication skills
- Recognize developmental characteristics and learning capabilities of pupils and differentiate teaching and behavior management strategies accordingly

- Demonstrate competence in using teaching/learning methodologies which are proven effective for the age/stage of the learners whom he/she is teaching
- Demonstrate the ability to meet the needs of diverse learners
- Plan for instruction, implement the plans, and evaluate the learning outcomes
- Continuously reflect on teaching effectiveness based on student outcomes
- Prepare and appropriately organize the classroom for instruction of the subjects(s) being taught and to meet the needs of the learners
- Effectively administer and evaluate assessment of students
- Participate in parent-teacher conferences
- Implement both teacher and student use of technology to enhance learning
- Evaluate oneself and accept evaluation by others for ongoing growth and improvement as a professional
- Relate professionally with all school personnel within one's building, including auxiliary personnel (i.e. principal, faculty, secretary, librarians, special education personnel, counselors, tutors, nurses, custodians, food service personnel)
- Recognize the importance of learning and observing the policies and procedures of the school, school system, and the state department of education
- Demonstrate knowledge of the Kentucky Education Learner Goals and Academic Expectations, Kentucky Core Content, New Teacher Standards, and Kentucky Teacher Internship Program
- Present a professional portfolio and modified TPA in accordance with the Kentucky New Teacher Standards

Student Outcomes/Course Requirements:

The Student Teacher will:

- Teach the content and subjects for which he/she seeks certification
- Consistently demonstrate all Kentucky Teacher Standards and Alice Lloyd College Student Outcomes and Dispositions
- Successfully complete the modified TPA tasks and show evidence of meeting all standards as well as student teaching requirement
- Achieve at least a “C” or better on the portfolio rubric
- Use assessment feedback from the cooperating teacher, college supervisor, and self-evaluations to construct a professional growth plan
- Consistently infuse technology in the teaching/learning and assessment processes both with teacher and student use
- Demonstrate the knowledge, skills, and dispositions to meet the needs of a diverse population
- Reflect, both orally and in writing, and critically analyze the impact of teaching on learning, on professional growth, and on the ability to meet all standards

CRITERIA FOR ADMISSION TO STUDENT TEACHING

Students will be admitted to student teaching after the following criteria have been evidenced and approved by his/her Education Advisor:

- Completed an application for admission to student teaching
- Submitted a signed curriculum check sheet (Dean, Registrar and Director)

- Completed all required **professional education courses** except student teaching, with a 2.5 average and no grade lower than a C
- Attained a 2.50 cumulative grade point average for all college course work
- Admitted to the TEP a minimum of one full semester before applying for admission to student teaching
- Applied for admission to student teaching during the Fall or Spring semester
- Submitted a working portfolio (TWS by the end of the semester prior to student teaching) demonstrating proficiency in professional courses and fieldwork
- Submitted a Summary Sheet documenting completion of required clinical and field experiences
- Met all other ALC requirements for graduation prior to student teaching
- Displayed moral, ethical, and social behavior commensurate with competence
- Presented a valid physical examination, (including a current tuberculin test) which indicates no apparent limitations
- Presented satisfactory scores on the Praxis II Exams
- Presented a satisfactory background check from the proper authorities as required for public school employees.
- Presented an updated negative drug test

PLAGIARISM STATEMENT

The faculty at ALC has adopted the following plagiarism policy:

Plagiarism is the act of using another person's ideas or expression in your writing without acknowledging the source... In short, to plagiarize is to give the impression that you have written or thought something you have in fact borrowed from someone else. Plagiarism often carries severe penalties, ranging from failure in a course to expulsion from school.

The most blatant form of plagiarism is to repeat as your own someone else's sentences, more or less verbatim...Other forms of plagiarism include repeating someone else's particularly apt phrase without appropriate acknowledgement, paraphrasing another person's argument as your own, and presenting another's line of thinking as though it were your own...

Source: Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York Modern Language Association of America, 1988.

Use of Technology

Student teachers are required to regularly use technology to design, plan, facilitate, and assess instruction. They are also required to integrate student use of technology to enhance student learning.

Diversity

Student teachers are required to:

- Produce lesson plans adapted to accommodate diverse populations
- Implement lessons to include all students
- Modify assessments according to student's IEPs/abilities
- Use technology as an instructional and learning tool for diverse learners
- Demonstrate the dispositions necessary to help all students learn

Collaborative Experiences

Student teachers will consistently collaborate with the P-12 cooperating teacher and college supervisor to enhance their own professional skills as well as the learning of their students. They will design and plan instruction that engages P-12 faculty, school resource personnel, parents, students, and others in an effort to improve learning.

Criteria for selecting Cooperating Teachers for Student Teachers:

- Certification- The placement of cooperating teachers who supervise student teachers is regulated by 16 KAR 5:040. As per this regulation, each cooperating teacher shall have the following:
 - a valid Kentucky teaching certificate for each grade and subject taught;
 - attained Rank 2 certification;
 - a minimum of four years of teaching experience; and
 - taught in the present school system at least one year immediately prior to being assigned a student teacher. In addition, each cooperating teacher who supervises a student teacher must teach in an accredited school and must be employed by a public school district or accredited private or parochial school and cannot be an independent provider.
- Principal input
- Diverse Population (Principal information)

ROLES AND RESPONSIBILITIES

Director of Student Teaching

- Initiates and implements the application/screening process for student teaching
- Serves as a liaison between the college and area schools
- Arranges placement of student teachers in area schools
- Assigns college supervisors to visit and evaluate teacher candidate

- Provides seminars that consist of 1 day (6 hours) of professional development and expectations near the beginning of the student teaching experience. A minimum of 32 hours of mini-training sessions/activities are performed during the teaching semester. Two or more sessions may be electronically transmitted.
- Monitors the evaluation and assessment of student teachers
- Coordinates a collaborative effort with the Alice Lloyd College Teacher Education faculty, cooperating teachers and student teachers to collect lesson/unit plans, evaluations, and other appropriate data
- Analyzes data for program improvements

School Principal

- Works with the Director of Student Teaching to arrange appropriate placement for the teacher candidate
- Models instructional leadership, management, facilitation, supervision, and organization
- Assists student teachers in understanding the administrative organization and social climate of schools and school districts and the community
- Helps define the roles of school faculty and personnel
- Fulfills electronic paperwork responsibilities of EPSB

College Supervisor

- Assists in a one day (6 hours) professional development teacher candidate introductory workshop
- Observes, evaluates, and conferences with student teachers and cooperating teachers (1 observation/3 evaluations- one of which is a video)
- Reviews and assesses student teacher lesson plans
- Guides the student teacher in meaningful self-reflection and identifying strengths and growth areas
- Is sensitive to the needs and concerns of student teachers and cooperating teachers
- Serves as a liaison between Director of Student Teaching, teacher candidate, and cooperating teacher(s)
- Assists in the development of professional growth
- Monitors the days that the student teacher teaches by communicating with the cooperating teacher
- Collects cooperating teachers' midterm and final evaluations
- Evaluates the student teacher according to cooperating teacher's evaluation, supervising teacher's evaluation, the Modified TPA/Portfolio, and student teacher seminars
- Determines assigned teacher candidates' final grade
- Fulfills electronic paperwork responsibilities of EPSB

Cooperating Teacher

The cooperating teacher is one of the most important people in the education of a pre-service teacher. The relationship between the college faculty and the cooperating teacher is a prime example of the partnership essential in the preparation of teachers for the future.

The cooperating teacher has all the duties of a classroom teacher in addition to duties as a facilitator of student teaching. The cooperating teacher has the responsibility for the daily guidance of the student teacher and for making the student teaching experience a satisfying one for the student teacher.

The student teacher has certain delegated temporary responsibilities. He/she must direct learning procedures during the student teaching period, but the level of accomplishment in the classroom and the progress of the students are the responsibility of the cooperating teacher who must, therefore, teach the students by guiding the student teacher when necessary.

Experience has shown the effective cooperating teacher to be one who is committed to the profession, displays a contagious enthusiasm for teaching, is adept in his/her dealings with colleagues, has a painstaking thoroughness in planning, has the ability to communicate with colleagues and students, and displays an overall effectiveness as a classroom teacher.

SPECIFIC RESPONSIBILITIES

- Completes the Cooperating Teacher Information Form necessary for documentation and record keeping
- Becomes thoroughly acquainted with the background of the student teacher
- Acquaints the student teacher with the school, staff, class, teachers, and community
- Orients the student teacher to classroom rules, organization, and management
- Provides a desk or work place, instructional materials and textbooks, resources, supplies, and equipment
- Orients the student teacher to the school and school personnel, and acquaints him/her with school policies by providing schedules, handbooks, and other related materials
- Acquaints the student teacher with the needs of the students he/she is to teach, the curriculum patterns, and the various methods and techniques to be used in instruction and classroom management
- Allows the student teacher the opportunity to assist with grading and evaluation procedures for students
- Assists the student teacher in developing a timeline of when he/she assumes full responsibility of the class
- Provides a gradual introduction to the student teaching experience both in instruction and school activities
- Guides lesson planning and development

- Requires, examines and critiques the student teacher's lesson plans for instruction and evaluation
- Models differentiated instruction and assessment strategies through student teacher observations, record keeping and rubric and holistic scoring of student teachers
- Acquaints the student teacher with routine instructional and management tasks
- Demonstrates those techniques of instruction and classroom management that best match the varied styles of the students

- Provides encouragement, support, and adequate feedback opportunities
- Encourages personal and professional growth and assists with the development of professional growth
- Create a harmonious and healthy working relationship with the student teacher
- Establishes a professional relationship with the student teacher
- Serves as content area specialist who evaluates what the student teacher presents in order to be sure it is accurate, appropriate, and current
- Allows the student teacher to test methods and strategies learned in college classes
- Introduces the student teacher to opportunities for school experiences outside the classroom. For example, arrangements could be made for the student teacher to get background information on the local community; to observe other teachers in the school; to supervise playground sessions; to co-sponsor clubs or student government; and to become acquainted with media services, developmental programs, and psychological services offered by the school
- Provides informal daily conferences and formal weekly conferences to assist the student teacher in assessing his/her progress, understanding the curriculum patterns, and gaining knowledge of various approaches needed for effective instruction. Such conferences should include discussion of classroom management and ways to evaluate the learners' growth and progress
- Communicates with the college supervisor regarding the student teacher's progress
- Submits two required evaluative reports relative to the student teacher's progress
- Submits all required evaluation forms at the end of the student teaching experience
- Fulfills electronic paperwork responsibilities of EPSB

Student Teacher

- Visits the principal and cooperating teacher at the assigned school well in advance of the beginning date of the student teaching assignment
- Follows the calendar of the particular school district to which he/she has been assigned, not the college calendar
- Follows the arrival and dismissal times established by the school district for its regular teaching staff and follow the cooperating teacher's schedule, including any assigned lunch, bus, or playground supervisions
- Dresses, speaks, and conducts oneself in a professional manner in all occasions when representing the school and Alice Lloyd College
- Assumes full responsibility for all classes and duties assigned
- Is present in the school every day when school is in session throughout the student teaching period
- Completes all requirements, such as administering tests, filing reports, and other routine business of the school
- Files with the college supervisor and/or the cooperating teacher all lesson plans at the times designated
- Submits a copy of his/her daily classroom schedule and planned timeline for student teaching to the college supervisor by the end of the second week of student teaching
- Adheres to all policies of the cooperating school
- Becomes involved in the total school program by participating in parent-teacher conferences, faculty meetings, professional development, in-service days, open houses, athletic events, etc. (remember that Student Teaching Seminars take precedence)

- Prepares lesson plans and units according to ALC specifications and school expectations
- Collects, produces, organizes, and files materials pertinent to one's teaching career (handouts, tests, posters, strategies, software, pictures, charts, maps, etc)
- Reports punctually, participates actively and completes all assignments and/or requirements for all student teaching orientations and seminars
- Completes all evaluations and records required in the course (e.g., application for teaching certificate)
- Participates in ongoing, midterm, and final evaluations with cooperating teacher and college supervisor
- Locates school, community, and college resources
- Meets the cooperating teacher prior to the beginning of the student teaching experience
- Becomes familiar with when the school day begins and ends (the cooperating teacher's hours) and the school calendar
- Reviews the curriculum to be covered during the semester
- Designs a timeline with cooperating teacher for assuming responsibilities (copy and give to college supervisor), P-5 student teachers change grade levels at approximately thirty-five days
- Learns administrative regulations and routines of school
- Meets members of the school administration, faculty, and staff
- Learns names of students
- Observes student interactions with cooperating teacher
- Gradually assumes classroom responsibilities
- Plans collaboratively for instruction with cooperating teacher
- Emails lesson plans to college supervisor two-three days prior to the evaluation date
- Conferences with the college supervisor after all observations
- Arranges the midpoint and final evaluation conferences with the cooperating teacher
- Utilizes a variety of instructional materials and strategies to meet the needs of diverse learners
- Implements procedures for classroom management
- Determines the students' developmental levels and needs
- Participates in the evaluation and documentation of student progress
- Conferences with the cooperating teacher and college supervisor on a regular basis;
- Is a KEASP Member
- Develops a professional growth plan based on feedback from college supervisor, cooperating teacher, self-evaluations, and assessment analysis
- Electronically completes and transmits seminar activities to the college supervisor
- Completes/submits a professional Portfolio/Modified TPA
- Completes/submits all required documents

THE INTRODUCTORY CLASSROOM EXPERIENCE

A gradual introduction to teaching activities during the first weeks (days) is recommended. The student teacher should start with limited responsibilities. Classes should be increased gradually until the student teacher is taking full responsibility for direct teaching for the entire

school day. Direct teaching is defined as teaching in which the student teacher has primary responsibility for planning, executing, and evaluating all learning experiences.

The student teacher should be involved in other teacher-related activities such as supervising playground, lunchroom, and study periods; attending meetings and conferring with parents; record keeping and extracurricular activities; working with specialists in the school; getting acquainted with the total community; and observing the cooperating teacher and other teachers.

The cooperating teacher should help the student teacher plan his/her time so that the student teacher will have some after-school experiences at faculty meetings and in extracurricular activities. Such experiences will be limited by the student teacher's college responsibilities, although such college responsibilities should not encroach upon instructional time. The only exception should be for scheduled college seminars, which may necessitate the student leaving early.

STUDENT TEACHING TIMELINE

The student teacher is expected to closely observe his/her cooperating teacher. In order for observation to become a learning experience, it must be an active rather than a passive experience. Observations become active when the student teacher has information about the students and some knowledge of the cooperating teacher's plans and goals, both long-range and immediate. The student teacher must be assisted in observing not only what the cooperating teacher does, but also in understanding why he/she teaches in the manner observed. It is helpful to the student teacher when the cooperating teacher points out specific techniques to be observed, such as "Notice what I do to gain pupils' attention."

Although a student teacher's actual teaching responsibilities will begin gradually, it is extremely important that he/she begin to interact with the students from the first day he/she is in the classroom. The student teacher should take initiative to ask the cooperating teacher how he/she can participate and/or suggest responsibilities that can be undertaken immediately.

From the first day, the student teacher should observe day-to-day organization and activities in the classroom including the following:

- Seating arrangements;
- Distribution of books and other materials;
- Collecting of student papers;
- Physical comfort of pupils;

- Procedures for checking daily routines (attendance, lunch count, etc.);
- Procedures regarding daily announcements; and
- Bulletin board assignments, arrangements, etc.

While observing the cooperating teacher conduct his/her class, the student teacher will find it helpful to note the following:

- Aims and objectives of the course;
- Objectives of daily lessons;
- Initiating of assignments;
- Presentation of materials;
- Specific techniques used in instruction;
- Specific techniques used in classroom management;
- Use of technology and visual aids;
- Provisions for individual differences;
- Scheduling and timing; and
- Transitions.

By observing the cooperating teacher, the student teacher will benefit by awareness of these points:

- Respect for children;
- Respect of the students toward the teacher;
- Encouragement of good group relationships among the pupils;
- Cooperation with school administration;
- Cooperation with other teachers and specialists; and
- Respect for school policies.

Since the student teacher is a student of teaching, he/she must look to the cooperating teacher frequently for guidance. A student teacher should be inducted into the teaching process gradually. The ability and readiness of the student teacher are to be prime factors in determining how quickly he/she will assume teaching responsibilities. Suggested timelines to aid the cooperating teacher and student teacher in planning for this process are provided on the next two pages. It is important for both parties to plan the phase-in process together. **A copy of the student teacher's individual timeline is to be submitted to his/her college supervisor for approval within 10 days after the beginning of the student teaching experience.**

*** SUGGESTED TIMELINE FOR STUDENT TEACHING SEMESTER
Fourteen Week Plan – Plan A
(One Cooperating Teacher)**

1 st week	Observe and conference with cooperating teacher Assist and plan for instruction for 2 nd week
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2 nd week	Continue observing and conferencing with teacher Assume limited responsibility (minimum one class/lesson)
3 rd week-5 th week	Move into increased instructional role Continue daily conferencing with cooperating teacher 1 st Supervising Teacher Observation Tentatively schedule 2 nd observation
6 th week-13 th week	Assume near total-to total-role of instruction Continue conferencing and planning daily Have cooperating teacher complete midpoint evaluation & conference 2 nd Observation (TBA) 3rd Observation (video) & teaching of unit Become involved in TOTAL school life
14 th week	Begin process of minimizing instructional role Conference with cooperating teacher and review the final evaluation Submit final evaluation by cooperating teacher to college supervisor Complete/Submit all required documents to college supervisor

***The final timeline will be at the discretion of the cooperating teacher.**

***SUGGESTED TIMELINE FOR STUDENT TEACHING SEMESTER
7 Week Plan – Plan B
Two Cooperating Teachers**

1 st week	Observe and conference with cooperating teacher Assist and plan for instruction for 2 nd week
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2 nd week	Continued observation and conferencing with teacher Assume significant responsibility (several lessons/classes)
3 rd week-6 th week	Continue daily conferencing with cooperating teacher Begin assuming total instructional responsibility **Official observation(s)
7 th week	Relinquish partial instructional responsibility back to cooperating teacher Complete/submit all required documents to college supervisor Make transition to second cooperating teacher
8 th week	Observe and conference with cooperating teacher Assist and plan for instruction for 9th week
9 th week	Continued observation and conferencing with teacher Assume significant responsibility (several lessons/classes)
10 th week-13 th week	Continue daily conferencing with cooperating teacher Begin assuming total instructional responsibility **Official observation(s)
14 th week	Relinquish partial instructional responsibility back to cooperating teacher Complete/submit all required documents to college supervisor

***The final timeline will be at the discretion of the cooperating teacher.**

****Three (3) formal observations (2 plus a video) must take place. The cooperating teacher(s) and the student teacher must decide which rotation will include one observation and which will include two observations.**

LESSON PLAN PROCEDURES

The College supports the belief that teachers must plan in order to be effective in the classroom. The student teacher shall work with the cooperating teacher in the preparation of lesson plans. The following procedure is suggested:

For the Cooperating Teacher

1. **Anytime a student teacher is teaching a lesson, a lesson plan is required!**
2. Lesson plans should be submitted to the cooperating teacher at least one day before they are to be taught. This will allow time for clarification and revision by the cooperating teacher if necessary.
3. Lesson plans should be of sufficient detail to allow the cooperating teacher to evaluate them and allow the student teacher to use them with confidence. Lesson plans may vary in length depending upon the lesson being taught.

For the Supervising Teacher-During 3 official evaluations

1. Copies of lesson plans (Task A-1 and Task A-2) for all instruction planned and carried out by the student teacher are to be submitted electronically to the college supervisor 2-3 days prior to the lesson being taught.
2. It is required that the student teacher reflect upon his/her actions and modify subsequent actions as a result of reflection. Task C (reflection) must be submitted electronically to the supervising teacher 2-3 days after the lesson has been taught.

LESSON PLAN FORMAT

The lesson plan format from the Modified TPA must be used during the 3 official observations by the college supervising teacher. **In observation 3, a signed “permission to videotape” form must be on file from all students in the class that is being videotaped. Approval for “permission to videotape” should be initiated and obtained by the cooperating teacher.** At other times, the student teacher may use the lesson plan format approved by the school he/she is assigned.

EVALUATING THE STUDENT TEACHER

Evaluating is a difficult process in any learning situation, including student teaching. The process should begin as soon as the student teacher arrives and should continue until he/she leaves the classroom. Having daily conferences is the best way to develop mutual understanding

and foster a sense of trust between the cooperating teacher and the student teacher. During that time, written lesson plans can be approved and feedback can be given to the student teacher regarding the instruction observed that day by the cooperating teacher.

Many cooperating teachers hesitate to offer comments on a student teacher's work for fear of causing conflict. In addition, the student teacher moves into the student teaching experience full of anxiety and fears. However, he/she does expect that the cooperating teacher will offer the constructive suggestions needed to overcome these fears. Some cooperating teachers will try to allay these anxieties by glossing over shortcomings; therefore, an analysis of the student teacher's performance is not as helpful as it could be. Student teachers expect and need constructive criticism; they may express anxiety and feelings of neglect when advice and suggestions are not given. The student teacher should be guided to analyze his/her own strengths and weaknesses. Videotaping and audio taping of lessons prove to be quite helpful.

Overall, we need to be aware that the student teacher is not an experienced teacher; he/she is truly a student of teaching with whom both the college supervisor and the cooperating teacher(s) have an obligation to be completely honest in their evaluation of performance. It is believed that an injustice is done to the student and the profession when deficiencies are not addressed.

Evaluation Plan

Formative

- 1) The evaluation of the progress of a student teacher will be the ultimate responsibility of the college supervisor.
- 2) The college supervisor will conduct a minimum of three visits with each student teacher. These will include at least one informal visit early in the semester and two visits for official evaluations. A third evaluation will be made by the supervising teacher using a student teacher produced video of a lesson taught. Except in unusual circumstances, the duration of each observation will be for one hour or one class period.
- 3) A brief evaluative conference between the student teacher and the college supervisor will follow each observation. The student teacher will receive both verbal and written feedback from this conference. The cooperating teacher will share feedback in this conference relative to the performance of the student teacher.
- 4) The cooperating teacher shall make two written evaluations (a midterm and a final) of the student teacher's progress. Each written evaluation should be discussed with the student

teacher and should contain descriptive materials relative to the student teacher's strengths and weaknesses.

- 5) The cooperating teacher and the college supervisor will conference on a periodic basis relevant to the student teacher's performance.

Summative

At the conclusion of the student teaching experience(s), the supervising teacher and cooperating teacher will each complete a final evaluation form. The student teacher will be provided a copy of all (college supervisor and cooperating teacher) evaluations for placement in his/her Portfolio/TPA.

Final grades will be based on the following:

- 1) Supervising Teacher Evaluation;
- 2) Cooperating Teacher(s) Evaluation;
- 3) Portfolio/TPA Evaluation; and
- 4) Seminar Attendance/Participation

Grading of Student Teachers

A	90– 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	Below 60%

By the midterm evaluation point, a student teacher who has not been able to perform at an overall acceptable level, as determined by the cooperating teacher and/or college supervisor, will be advised to consider the following options:

- Withdrawal from student teaching with a grade of WF or WP as determined by the college supervisor. The student may opt to register for student teaching another semester;
- Request the possibility of placement in another school due to his or her marginal performance to date. An extension of the student teaching time may be necessary; or
- Continuation in the present placement after having been advised of his/her lack of progress to date. If the student fails student teaching, he/she is eligible to request another placement in that certification area. ***One repeat of student teaching is the limit.***

Extended or Repeated Student Teaching Policy

A student teacher may repeat student teaching only once in each certification area. The Director of the Teacher Education Program Student, the Director of Student Teaching and the college supervisor will determine whether additional course work or field experience needs to be completed by the student prior to the approval to repeat student teaching.

If required standards are not reached to meet certification and/or satisfactory completion of student teaching due to various circumstances, an extension of the student teaching experience may be required as determined by the Director of Student Teaching in consultation with the student's college supervisor and the Director of the Teacher Education Program and must have the approval of the Dean of the College.

SELF-EVALUATION (REFLECTION) BY STUDENT TEACHERS

The student teaching experience calls for constant reflection and self-assessment by the student teacher relevant to perception of professional performance. Some methods of self-evaluation include the following:

- Daily conferencing with the cooperating teacher after a lesson is taught or at the end of the day;
- Videotaping a classroom lesson during the day and analysis at the end of the day; and
- Recognition of student input as to teaching performance, if appropriate.

STUDENT WORK GUIDELINES FOR STUDENT TEACHERS

Student work is an integral part of the academic curriculum at Alice Lloyd College. Student teachers are expected to continue their activities in the student work program while they are completing their student teaching. Students have the option of continuing the student work

requirement off-campus in the school, where they have been assigned for student teaching, if that option fits best with the particular student's schedule.

It is mandatory that student teachers perform their student work assignments under the supervision of someone other than their cooperating teachers. This means someone other than the cooperating teacher would be responsible for student work obligations and student work duties. There must be a clear distinction between work-study and student teaching assignments. Work performed by the student teacher should be clearly different from those activities that the student is expected to perform as a student teacher. For example, if part of the cooperating teacher's duties include supervising the school lunchroom, the student teacher should not receive student work credit for doing the same thing. If something such as selling refreshments at a school/community activity is not a regular assignment and is not considered part of the supervising teacher's routine duties, the student teacher could receive student work credit for this work.

Some recognized activities for student work might include working with school clubs such as 4-H, FBLA, FHA, FFA and the like; assisting with athletic teams; extra assignments within the school such as hall duty before and after school, or playground duty before and after school; special after school activities such as tutoring, plays, musical performances, or art shows. All work performed must meet ALC guidelines in terms of student insurance coverage and general policies. All assigned work must be for non-profit organizations and must not be connected with any political or religious organization as is required by federal student work guidelines. Alice Lloyd's Director of the Student Work Program must approve all student work assignments.

In accordance with federal guidelines, students receive minimum wage, and checks are issued through the ALC Business Office. It is the student's responsibility to sign checks when they are issued. Earned wages are used to pay school tuition.

GUIDELINES FOR WORKING OFF-CAMPUS

Student teachers choosing to work off-campus need to do the following:

- Have the student work assignment approved by the Director of the Student Work Program.

- Provide a copy of the Student Work Handbook for the off-campus supervisor. Make sure the supervisor is aware of the ALC work-study requirements and regulations.
- Keep track of all work hours and bring timecards to the Student Work Office. **Timecards are due in the Student Work Office by 4:30 pm each Monday.** If a student is unable to take the timecard to the student work office personally, he/she can fax a copy. The fax number for the Student Work Office is (606) 368-6013. The original time card should be submitted when the student returns to campus. These original timecards are needed for auditing purposes. The timecards must be signed by the student and the work supervisor.
- Make sure the required time (ten hours per week in most cases) has been completed. If time is lacking, make arrangements to make up the needed amount of work time immediately.
- When school is not in session, arrangements to fulfill the student work commitment should be made (either in the school or some other acceptable place),.
- Report to the Business Office to sign your checks.

GENERAL INFORMATION

Transportation

Student teachers are responsible for their own transportation.

College Courses and Jobs

Taking course work or working a full-time job during the student teaching experience is discouraged. Taking one course or working limited hours will be permitted with permission of the Director of Teacher Education or Academic Dean. Anything beyond such limited participation in study or work requires notification by the student teacher to the Director of Teacher Education.

Professional Dress and Grooming

Student teacher's dress and grooming should reflect personal care and professionalism.

Seminars

Cooperating school personnel are notified in advance of the student teacher's commitment to attend seminars. Schedules for seminars are announced and given to student teachers at the beginning of the semester. Attendance at all seminars is required. In the event of an excused absence, seminar presentations/materials are to be the responsibility of the student teacher. If a student is unable to be present for a seminar, the college supervisor must be contacted and arrangements must be made for the appropriate make-up.

Substitute Teaching

Student teachers may NOT substitute for other teachers in the building during the fourteen-week student teaching semester. In all situations, school policies should be observed in hiring a recognized substitute teacher to assist the student teacher.

Corporal Punishment

A student teacher is NOT to administer corporal punishment nor serve as a witness to corporal punishment.

Time Requirement

A student teacher must have a minimum of fourteen (14) full weeks of student teaching (70 days).

Work Stoppage/Strikes

In the event of any work stoppage in the school district, both the Director of Teacher Education and the Director of Field Experiences will determine the appropriate action. A student may not join actively with those bringing about the work stoppage and may not be assigned to teach classes for a teacher involved in such work stoppage.

Attendance/Absence Policy

Student teachers follow the calendar of the particular school district to which they have been assigned.

The student teacher is expected to follow the arrival and dismissal time established by the school district for its regular faculty. The student teacher is expected to be in regular attendance every day. **In case of personal illness or a death in the immediate family, the student teacher is required to contact the cooperating teacher by 6:30 A.M. of the day of absence. The college supervisor must be notified by 8:00 A.M. of the day of absence by the student teacher.** The student teacher may not be excused from his/her assignment without official college approval. Should absence from the classroom be deemed excessive or extend beyond five days in succession, the Director of Field Experiences, in consultation with the Director of Teacher Education, the college supervisor, cooperating teacher, school personnel, and the student teacher, may extend or terminate the student teaching experience. **Absence from student teaching without proper advance notification to the cooperating teacher may result in termination of the student teaching experience.**

Stipend for Cooperating Teachers

The cooperating teacher will receive a stipend for services performed. The amount of the stipend will depend upon the number of weeks the student teacher is assigned to the cooperating teacher.

Lesson Plan Format

The lesson plan format from your modified TPA must be used during the 3 official observations by your college supervising teacher. **In observation 3, you must have a signed “permission to videotape” form on file from all students in the class that is being videotaped. Approval for “permission to videotape” should be initiated and obtained by the cooperating teacher.** At other times, you may use the lesson plan format approved by the school you are assigned.

APPENDICES

Professional Code of Ethics for Kentucky School Certified Personnel

RELATES TO: KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

Status of Student Teachers

161.042 Status of student teachers – Responsibility to administrative staff and supervising teachers – Professional competency requirement for supervising teachers.

- 1) The Education Professional Standards Board shall provide through administrative regulation for the utilization of the common school for the preparation of teacher education students from the colleges and universities.
- 2) Within the provisions established by the Education Professional Standards Board, local boards of education are authorized to enter into cooperative agreements, including financial arrangements, with colleges and universities for the purpose of providing professional laboratory experiences and student teaching experiences for students preparing for the education profession.
- 3) The Education Professional Standards Board shall promulgate administrative regulations defining the professional requirements and general duties of a supervising teacher and requirements for a local school district and school to be used for this purpose.
- 4) A student teacher who is jointly assigned under agreement by a teacher education institution and a local board of education shall have the same legal status and protection as a certified teacher employed within the school district and shall be responsible to the administrative staff of the school district and the supervising teacher whom he or she is assigned. All student teachers shall be subject to the state and national criminal records checks required of certified hires under provisions of KRS 160.380.
- 5) Teacher education students, other than student teachers, may be permitted through cooperative agreements between the local school district and the teacher education institution, to engage in supplementary instructional activities with pupils under the direction and supervision of the professional administrative and teaching staff of the school district. Teacher education students shall not be subject to the records checks required under KRS 160.380 or 161.148

Effective: June 21, 2004

TEACHER CANDIDATE AGREEMENT

I, the undersigned, hereby signify my intention of satisfying the student teaching requirement for an eligibility certificate in the State of Kentucky during the _____ school year at Alice Lloyd College.

I understand that the Director of Student Teaching in the Teacher Education Program will secure a school and a cooperating teacher for me to make possible the completion of the requirement. In signifying my intention to complete the student teaching semester, I enter into a three-way agreement as follows:

(A) With Alice Lloyd College, I agree to comply with the regulations of the Teacher Education Program concerning this activity as outlined in the Student Teaching Handbook. I understand that I am required to complete fourteen weeks in my student teaching assignment, that I am obligated to be present for each scheduled seminar on campus, that I am to perform my duties and responsibilities in an ethical and lawful manner, and that I am obligated to perform instructional and non-instructional tasks as suggested by the college supervisor and recommended by the cooperating teacher.

(B) With the district in which my cooperating school is located, I agree to observe the requirements of the district with regard to courses of study, acceptable hours of attendance, giving examinations, assigning grades, and attending faculty meetings and other school functions normally associated with teacher responsibilities and duties.

(C) With the cooperating school, I agree to observe the specific requirement of my particular school and to cooperate with the administration, cooperating teacher, instructional supervisors, and other personnel in every way possible.

I understand that I am responsible for reporting to my student teaching assignment every day that my school is in session. I also understand that I am not free to make private arrangements concerning any absence from my teaching assignment, either with an individual cooperating teacher or with a principal. Any such absences are to be approved first by the college supervisor. In case I am unable to report to my assignment at any time due to illness, impassable roads, or serious emergency, it is my responsibility to notify my cooperating teacher, my school, and my college supervisor.

In affirmation of my understanding of and commitment to comply with the above, I hereby give my signature.

Date: _____ Signature: _____

THIS FORM MUST BE COMPLETED AND RETURNED TO THE DIRECTOR OF STUDENT TEACHING BEFORE STUDENT TEACHING BEGINS.

***COOPERATING TEACHER INFORMATION FORM**

Alice Lloyd College Teacher Education Program

Student Teacher's Name: _____ Student Teacher's SSN: _____

Cooperating Teacher's Name _____ Date _____

Home Address _____ Home Phone _____

Social Security Number _____ E-mail _____

School _____ County _____

Grade level/Subject(s) _____

In order to comply with Kentucky State Board of Education guidelines, please provide the following information for our files.

1.

<u>Kind of Certificate</u>	<u>Certificate Number</u>	<u>Expiration Date</u>	<u>Subject/Area of certification</u>
_____	_____	_____	_____
_____	_____	_____	_____

2. Master's Degree or Fifth Year Program:

College Attended _____

Area of Study _____

Year Work Completed _____

3. Total number of years teaching experience: _____
(Must have a minimum of 4 years to supervise student teachers)

4. Number of years taught at current school: _____

5. Have you ever received KTIP training? _____ yes _____ no

Signature of Cooperating Teacher

Date

****Mandatory for the Education Professional Standards Board***
Permission to Videotape

I hereby give permission for my child , _____, to participate in a class that will recorded on videotape. I understand the videotape will be created as part of the Alice Lloyd College Teacher Education Program and will be used for professional development and student teacher assessment for licensing purposes of the student teacher listed below.

Student Teacher

I understand the videotape will become property of the student teacher and I give consent for this videotape to be viewed by the members of the Alice Lloyd College Teacher Education Committee and the Director of the Teacher Education Program for the purposes professional development and student teacher assessment.

Name of Parent/Guardian (Print) _____

Signature of Parent/Guardian _____

Date _____

STUDENT TEACHER EVALUATION FORM

Alice Lloyd College Teacher Education Program

(To be completed by the College Supervisor and Cooperating Teacher)

Student Teacher Name: _____ **Date:** _____ **Observation #:** _____

of Students: _____ **# of IEP Students:** _____ **# of GSSP Students:** _____ **# of LEP Students:** _____

Age/Grade Level: _____ **Subject:** _____ **Major Content:** _____

Unit Title: _____ **Lesson Title:** _____

RATING SCALE:

Description	Score
Demonstrated	3
Partially Demonstrated	2
Not Demonstrated	1
Not Observed	0

INSTRUCTIONS: Please evaluate the student teacher by the following Kentucky New Teacher Standards, plus the ALC Standards of Leadership. Make appropriate comments in the space provided.

Once you have completed the evaluation, please give a holistic evaluation for each of the standards in your evaluation. Enter your holistic ratings by circling the appropriate response below. 3=Demonstrated, 2=Partially Demonstrated, 1=Not Demonstrated, 0=Not Observed.

Kentucky New Teacher Standards	Holistic Score			
Standard 1	3	2	1	0
Standard 2	3	2	1	0
Standard 3	3	2	1	0
Standard 4	3	2	1	0
Standard 5	3	2	1	0
Standard 6	3	2	1	0
Standard 7	3	2	1	0
Standard 8	3	2	1	0
Standard 9	3	2	1	0
Standard 10	3	2	1	0

Revised Benchmark Indicators for Kentucky's Ten Teaching Standards

Standard I	Benchmark Indicators	Ratings
Demonstrates Applied Content Knowledge	<ul style="list-style-type: none"> a. Communicates concepts, processes and knowledge. b. Connects content to relevant life experiences of students. c. Demonstrates a variety of appropriate instructional strategies that are appropriate for content and contribute to student learning. d. Guides students to understand content from various perspectives. e. Identifies and addresses students' misconceptions of content. 	
Comments:		

Standard II	Benchmark Indicators	Ratings
Designs and Plans Instruction	<ul style="list-style-type: none"> a. Develops significant objectives aligned with standards. b. Uses contextual data to design instruction relevant to students. c. Plans assessments that guide instruction and measure learning objectives. d. Plans instructional strategies and activities that address learning objectives for all students. e. Plans instructional strategies that facilitate multiple levels of learning. 	
Comments:		

Standard III	Benchmark Indicators	Ratings
The Teacher Creates & Maintains Learning Climate	a. Communicates high expectations. b. Establishes a positive learning environment. c. Values and supports student diversity and addresses individual needs. d. Fosters mutual respect between teacher and students and among students. e. Provides a safe environment for learning.	
Comments:		

Standard IV	Benchmark Indicators	Ratings
Implements & Manages Instruction	a. Uses a variety of strategies that align with learning objectives and actively engage students. b. Implements instructions based on diverse student needs and assessment data. c. Uses time effectively. d. Uses space and materials effectively. e. Implements and manages instruction in ways that facilitate higher order thinking.	
Comments:		

Standard V	Benchmark Indicators	Ratings
Assesses & Communicates Learning Results	a. Uses pre-assessments. b. Uses formative assessment. c. Uses summative assessments. d. Describes, analyzes, and evaluates student performance. e. Communicates learning results to students and parents. f. Allows opportunity for student self-assessment.	
Comments:		

Standard VI	Benchmark Indicators	Ratings
Demonstrates Implementation of Technology	a. Uses available technology to design and plan instruction. b. Uses available technology to implement instruction that facilitates student learning. c. Integrates student use of available technology into instruction. d. Uses available technology to assess and communicate student learning. e. Demonstrates ethical and legal use of technology.	
Comments:		

Standard VII	Benchmark Indicators	Ratings
Reflects on & Evaluates Teaching & Learning	a. Uses data to reflect on and evaluate student learning. b. Uses data to reflect on and evaluate instructional practice. c. Uses data to reflect on and identify areas of professional growth.	
Comments:		

Standard VIII	Benchmark Indicators	Ratings
Collaborates with Colleagues/Parents/Others	a. Identifies students whose learning could be enhanced by collaboration.	
	b. Designs a plan to enhance student learning that includes all parties in the collaborative effort.	
	c. Implements planned activities that enhance student learning and engage all parties.	
	d. Analyzes data to evaluate the outcomes of collaborative efforts.	
Comments:		

Standard IX	Benchmark Indicators	Ratings
Evaluates Teaching & Implements Professional Development	a. Self assesses performance relative to Kentucky's Teacher Standards.	
	b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
	c. Designs a professional development plan for addressing identified priorities.	
	d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	
Comments:		

Standard X	Benchmark Indicators	Ratings
Demonstrates Professional Leadership	a. Identifies leadership opportunities that enhance learning and/or professional environment of the school.	
	b. Develops a plan for engaging in leadership activities.	
	c. Implements a plan for engaging in leadership activities.	
	d. Reflects on and evaluates the results of planned and executed leadership efforts.	
Comments:		

**How does the student respond to the dispositions established by the ALC Education Department?
Rate the student teacher using the same evaluation as the main body of this form:**

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	
Comments:					

Evaluator Signature

Date

Student Teacher Signature

Date

*COLLEGE SUPERVISOR EVALUATION FORM

Alice Lloyd College Teacher Education Program

(To be completed by student teacher upon completion of student teaching experience)

Name of Supervisor: _____

Did your Supervisor:

- ___ Yes ___ No 1. Demonstrate interest, enthusiasm, and a professional attitude toward teaching?
- ___ Yes ___ No 2. Conference with you regarding your teaching performance and professional development?
- ___ Yes ___ No 3. Give constructive, specific feedback about your teaching performance?
- ___ Yes ___ No 4. Encourage self-evaluation of teaching skills and support efforts to build self-confidence?
- ___ Yes ___ No 5. Refer you to appropriate resources, materials, etc. where appropriate?
- ___ Yes ___ No 6. Provide suggestions for using alternative teaching methods when appropriate, especially in meeting the needs of diverse learners.
- ___ Yes ___ No 7. Facilitate communication between you and the cooperating teacher, when needed?
- ___ Yes ___ No 8. Model the dispositions of capability, character, and service?

The strengths of my college supervisor were:

Suggestions for improving the supervisory role are:

Student Teacher's Signature

Date

*To be submitted to the Academic Dean by the Student Teacher

*COOPERATING TEACHER EVALUATION FORM

Alice Lloyd College Teacher Education Program

(To be completed by the student teacher upon completion of student teaching experience)

Cooperating Teacher _____

Semester and Year _____ Grade and Subject _____

School _____ Student Teacher _____

Please indicate the level of assistance you received from your cooperating teacher using the following code: M-much; S-some; L-little; N-none; NA-not applicable.

- _____ 1. Oriented you to total school environment
- _____ 2. Created an atmosphere of acceptance, friendliness, and belonging
- _____ 3. Clarified student teacher responsibilities
- _____ 4. Demonstrated effective teaching methods
- _____ 5. Used cooperative planning in contributing to the teaching-learning situation
- _____ 6. Assisted in selecting and using basic instructional materials
- _____ 7. Assisted in obtaining and using new and supplementary instructional materials
- _____ 8. Assisted in achieving realistic teaching experiences
- _____ 9. Assisted in setting up levels of achievement appropriate to your development
- _____ 10. Encouraged continued professional growth through participation in professional organization(s)
- _____ 11. Encouraged self-evaluation
- _____ 12. Encouraged initiative and creativity
- _____ 13. Assisted in development of techniques for classroom management
- _____ 14. Provided constructive criticism whenever necessary
- _____ 15. Modeled the dispositions of capability, character, and service

Comments:

Student Teacher Signature

Date

*To be submitted to the Director of Student Teaching by the Student Teacher

Portfolio/Modified TPA Evaluation Form
Alice Lloyd College Teacher Education Program
(After completion of Student Teaching)

Stage 3

NAME OF STUDENT TEACHER _____

TERM: FALL ____ SPRING ____ 20 ____

Rating Scale for Holistic Scoring		
Items 1-6 & TPA	Standards/Dispositions	Score
Excellent	Demonstrated	3
Adequate	Partially Demonstrated	2
Limited Evidence	Major Gaps/Inconsistencies	1
No Evidence	Not Observed	0

Total Points	Conversion To Percentage	Grade
103 – 114	90 – 100%	A
91 - 102	80 - 89%	B
80 - 90	70 – 79%	C
Below 80	Below 70 %	*Resubmit

Item	Description	Holistic Score			
1	Cover Sheet (Updated)	3	2	1	0
2	Resume (Updated)	3	2	1	0
3	Autobiography (Updated)	3	2	1	0
4	Personal Statement (Updated)	3	2	1	0
5	Educational Philosophy (Updated)	3	2	1	0
6	Index for Standards	3	2	1	0

Kentucky Teacher Standards	Holistic Score			
Standard 1: Demonstrates Applied Content Knowledge	3	2	1	0
Standard 2: Designs & Plans Instruction	3	2	1	0
Standard 3: Creates & Maintains Learning Climate	3	2	1	0
Standard 4: Implements & Manages Instruction	3	2	1	0
Standard 5: Assesses & Communicates Learning Results	3	2	1	0
Standard 6: Demonstrates Implementation of Technology	3	2	1	0
Standard 7: Reflects on & Evaluates Teaching & Learning	3	2	1	0
Standard 8: Collaborates with Colleagues/ Parents/Others	3	2	1	0
Standard 9: Evaluates Teaching & Implements Professional Development	3	2	1	0
Standard 10: Demonstrates Professional Leadership	3	2	1	0
ALC Dispositions (Character, Capability & Service)	3	2	1	0

* A holistic score of 1 or 0 in any category is not acceptable and must be corrected. Corrections must be made before the end of the student teaching assignment. Failure to meet this requirement will result in a failing grade for student teaching.

Modified TPA Requirements	Holistic Score			
Teacher Education Information Sheet	3	2	1	0
Observation # 1 (Lesson)				
Task A-1 Teaching/Learning Context	3	2	1	0
Task A-2 Lesson Plan	3	2	1	0
Task B Assessment of Observation	3	2	1	0
Task C Lesson Analysis/ Reflection	3	2	1	0
Observation # 2 (Lesson)				
Task A-1 Teaching/Learning Context	3	2	1	0
Task A-2 Lesson Plan	3	2	1	0
Task B Assessment of Observation	3	2	1	0
Task C Lesson Analysis/Reflection	3	2	1	0
Observation # 3 (Prepare Unit, Teach Lesson, Video)				
Unit				
Task G Design Instructional Unit	3	2	1	0
Task H Assessment Plan	3	2	1	0
Task I Designing Instructional Strategies/Activities	3	2	1	0
Task J-1 Organizing/Analyzing Results	3	2	1	0
Task J-2 Communication/Follow-Up	3	2	1	0
Lesson (Video)				
Task A-1 Teaching/Learning Context	3	2	1	0
Task A-2 Lesson Plan	3	2	1	0
Task B Assessment of Observation	3	2	1	0
Task C Lesson Analysis/Reflection	3	2	1	0
Semester Tasks				
Task D Collaboration Project	3	2	1	0
Task E Assess/Manage Professional Growth	3	2	1	0
Task F Leadership Project	3	2	1	0
Total Score				
Mean Score				

College Supervisor

Date

Instructions: Please evaluate the student teacher by the following Kentucky New Teacher Standards, (student must meet all indicators) plus the ALC Dispositions. Make appropriate comments in the space provided.

Once you have completed the evaluation, please give a holistic evaluation for each of the Standards and dispositions in your evaluation. Enter your holistic ratings by circling the appropriate response below. 3=Demonstrated, 2=Partially Demonstrated, 1=Major Gaps/Inconsistencies, 0=Not Observed.

Revised Benchmark Indicators for Kentucky's Ten Teaching Standards

Standard I	Benchmark Indicators	Ratings
Demonstrates Applied content Knowledge	a. Communicates concepts, processes and knowledge.	
	b. Connects content to life experiences of students.	
	c. Demonstrates a variety of instructional strategies that are appropriate for content and contribute to student learning.	
	d. Guides students to understand content from various perspectives.	
	e. Identifies and addresses students' misconceptions of content.	
Comments:		

Standard II	Benchmark Indicators	Ratings
Designs & Plans Instruction	a. Develops significant objectives aligned with standards.	
	b. Uses contextual data to design instruction relevant to students.	
	c. Plans assessments that guide instruction and measure learning objectives.	
	d. Plans instructional strategies and activities that address learning objectives for all students.	
	e. Plans instructional strategies that facilitate multiple levels of learning.	
Comments:		

Standard III	Benchmark Indicators	Ratings
Creates & Maintains Learning Climate	a. Communicates high expectations. b. Establishes a positive learning environment. c. Values and supports student diversity and addresses individual needs. d. Fosters mutual respect between teacher and students and among students. e. Provides a safe environment for learning.	
Comments:		

Standard IV	Benchmark Indicators	Ratings
Implements & Manages Instruction	a. Uses a variety of strategies that align with learning objectives and actively engage students. b. Implements instruction based on diverse student needs and assessment data. c. Uses time effectively. d. Uses space and materials effectively. e. Implements and manages instruction in ways that facilitate higher order thinking.	
Comments:		

Standard V	Benchmark Indicators	Ratings
Assesses & Communicates Learning Results	a. Uses pre-assessment. b. Uses formative assessment. c. Uses summative assessments. d. Describes, analyzes, and evaluates student performance. e. Communicates learning results to students and parents. f. Allows opportunity for student self- assessments.	
Comments:		

Standard VI	Benchmark Indicators	Ratings
Demonstrates Implementation of Technology	a. Uses available technology to design and plan instruction.	
	b. Uses available technology to implement instruction that facilitates student learning.	
	c. Integrates student use of available technology into instruction.	
	d. Uses available technology to assess and communicate student learning.	
	e. Demonstrates ethical and legal use of technology.	
Comments:		

Standard VII	Benchmark Indicators	Ratings
Reflects on & Evaluates Teaching & Learning	a. Uses data to reflect on and evaluate student learning.	
	b. Uses data to reflect on and evaluate instructional practice.	
	c. Uses data to reflect on and identify areas of professional growth.	
Comments:		

Standard VIII	Benchmark Indicators	Ratings
Collaborates with Colleagues/Parents/Others	a. Identifies situations whose learning could be enhanced by collaboration.	
	b. Designs a plan to enhance student learning that includes all parties in the collaborative effort.	
	c. Implements planned activities that enhance student learning and engage all parties.	
	d. Analyzes data to evaluate the outcomes of collaborative efforts.	
Comments:		

Standard IX	Benchmark Indicators	Ratings
Evaluates Teaching & Implements Professional Development	a. Self assesses performance relative to Kentucky's Teacher Standards.	
	b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
	c. Designs a professional development plan for addressing identified priorities.	
	d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	
Comments:		

Standard X	Benchmark Indicators	Ratings
Demonstrates Professional Leadership	a. Identifies leadership opportunities that enhance learning and/or professional environment of the school.	
	b. Develops a plan for engaging in leadership activities.	
	c. Implements a plan for engaging in leadership activities.	
	d. Reflects on and evaluates the results of planned and executed leadership efforts.	
Comments:		

**How does the student respond to the dispositions established by the ALC Education Department?
Rate the student teacher using the same evaluation as the main body of this form:**

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	
Comments:					

College Supervisor

Date

FINAL GRADE SHEET

**Alice Lloyd College Teacher Education Program
Student Teaching**

Student Teacher's Name _____

Cooperating Teacher's Grade(s) Score _____ Grade _____

1st Placement _____

2nd Placement _____ (if applicable)

(Mean score-if 2 Cooperating Teachers)

Portfolio/Modified TPA Score _____ Grade _____

ALC Supervisor's Grade Score _____ Grade _____

Final Score _____ Final Grade _____

College Supervisor's Signature

Date