

*Student Teaching
Handbook*

School Faculty

*David Moffett
Chair Education Division*

*Barbara Reid
Director of Student Teaching/Certification*

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Student Teaching Handbook

School Faculty

ROLE

As an experienced teacher, the school faculty member is in an excellent position to provide continuous professional and personal guidance to the teacher candidate. The school faculty member may be the greatest single force in shaping the teacher candidate's development and growth toward professionalism.

RESPONSIBILITIES

The School Faculty member is expected to:

1. help the teacher candidate acquire a comprehensive picture of the school partner site with regard to its program, policies, faculty, students, parents, and community resources.
2. teacher provides state required curriculum guides and mentors the candidate in their use.
3. teacher provides copies of textbooks, a desk, a class roll, a daily schedule, classroom rules, and other relevant materials.
4. advise and counsel the candidate regarding problems of adjustment and relationships during the student teaching experience.
5. determine the readiness of the candidate to proceed through the various stages of the student teaching plan.
6. conduct periodic conferences with the candidate to discuss his/her strengths and weaknesses and overall progress.
7. demonstrate during the observation period a variety of teaching methods and strategies.
8. advise the candidate of the importance of participating in non-classroom school activities, including the parent-teacher organizations, school/community programs and meetings, open house activities, professional meetings and conferences, membership in professional organizations, etc.
9. assist the candidate in the selection of appropriate methods and materials needed for achieving desired instructional objectives in their teaching assignments.
10. help the candidate learn to organize instruction so that it takes into account individual differences among learners.
11. treat the candidate as a teaching associate rather than as a student.
12. have conferences with the clinical faculty to discuss the overall progress of the candidate and submit completed assessments.
13. inform the clinical faculty regarding excessive absences of the teacher candidate.
14. guide the candidate in the development of his/her ten-day lesson plans

and complete all assessments.

15. evaluate the teacher candidate using the planning, performance, and dispositions assessments. Copies have been included below and in the course documents section of Blackboard (3 planning, 2 dispositions, 3 observation,). Assessments should be done by assigned dates. See course calendar and e-notebook.
16. complete two (or more if desired) evaluations of the candidate using dispositions assessment.
17. confer with the clinical faculty to give input toward a final grade for the teacher candidate.
18. arrange for opportunities to visit other classrooms in the school during his/her last week, or at some other convenient time.
19. **complete a final student teaching assessment sheet and email to Director of Student Teaching at breid@bpc.edu .**
20. **complete and provide the candidate with the following documents for inclusion in their student teaching portfolio and e-notebook.**
 - **three (3) performance (teaching observations) assessments,**
 - **two (2) daily planning assessments, one (1) 10-Day Unit planning assessment**
 - **two (2) dispositions assessments**

Assessments:

Several assessments will be completed in student teaching, each related to major portions of the student teaching experience. Each section represents three semester hours of a total 9 semester hours. The school faculty member and clinical faculty will submit evaluations of the candidate's performance. Failure on the candidate's part to complete all assignments will result in a grade of Incomplete or F. Failure to complete assignments adequately or according to guidelines will result in a D or failing grade in the appropriate area(s). A grade of D or F in any or all sections of Student Teaching (EDU 474, EDU 475A, EDU 475B, EDU 475C) must be repeated the following semester. Candidates will be responsible for any program additions or changes.

Final Assessment:

An assessment sheet has been provided. Please email to Director of Student Teaching at breid@bpc.edu . by the last day student teachers are present.



***Student Teaching
Final Grade Sheet***

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

Candidate / Supervisor Information:

Candidate's Name:	
Clinical Supervisor:	
School Supervisor:	
System:	
School:	

Grades:

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

Comments:

Please check if appropriate:

Professional Development Plan on file



BPC Student Teaching-Internship Lesson Plan Form

Candidate's Name	Program	Campus	Course
Assessor's Name	School System	School	Semester / Year
Grade Level	Lesson Number	Lesson Title	Date Taught

Objectives	
GPS/QCC Standards	
Essential Question(s)	
CRCT / Graduation Test	
SPA / State Standards	

<p>Technology Used (List Technology used by students and teacher. Label technology type in lesson plan)</p> <p>By student:</p> <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p>By teacher:</p> <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>							<p>Differentiated Instruction (Check area(s) addressed in lesson plan. Label specific areas in lesson plan)</p> <table border="1" style="width: 100%;"> <tr><td> </td><td>ability:</td></tr> <tr><td> </td><td>interest</td></tr> <tr><td> </td><td>ethnicity</td></tr> <tr><td> </td><td>socio-economic</td></tr> <tr><td> </td><td>race</td></tr> <tr><td> </td><td>gender</td></tr> <tr><td> </td><td>language</td></tr> <tr><td> </td><td>learning styles</td></tr> <tr><td> </td><td>multiple intelligences (Gardner)</td></tr> </table>		ability:		interest		ethnicity		socio-economic		race		gender		language		learning styles		multiple intelligences (Gardner)	<p style="text-align: center;">Special Needs</p> <p>(Identify special needs areas below. Check all that apply. Describe adaptive procedures and accommodations in lesson plans. Label specific activities in lesson plan. See form below)</p> <p>Specific Special Education Categories of Eligibility</p> <table border="1" style="width: 100%;"> <tr><td> </td><td>Autism</td></tr> <tr><td> </td><td>Deaf/blind</td></tr> <tr><td> </td><td>Emotional & Behavioral Disorder</td></tr> <tr><td> </td><td>Deaf and Hard of Hearing (D/HH)</td></tr> <tr><td> </td><td>Mild Intellectual Disability</td></tr> <tr><td> </td><td>Moderate, Severe, Profound Intellectual Disability</td></tr> <tr><td> </td><td>Orthopedic Impairment</td></tr> <tr><td> </td><td>Other Health Impairment</td></tr> <tr><td> </td><td>Georgia Positive Behavior Supports</td></tr> <tr><td> </td><td>Specific Learning Disability</td></tr> <tr><td> </td><td>Speech-Language Impairment</td></tr> <tr><td> </td><td>Traumatic Brain Injury</td></tr> <tr><td> </td><td>Visual Impairment & Blindness</td></tr> <tr><td> </td><td>Young Children with Disabilities – Significant Dev. Delay (SDD)</td></tr> </table>		Autism		Deaf/blind		Emotional & Behavioral Disorder		Deaf and Hard of Hearing (D/HH)		Mild Intellectual Disability		Moderate, Severe, Profound Intellectual Disability		Orthopedic Impairment		Other Health Impairment		Georgia Positive Behavior Supports		Specific Learning Disability		Speech-Language Impairment		Traumatic Brain Injury		Visual Impairment & Blindness		Young Children with Disabilities – Significant Dev. Delay (SDD)	<p>Materials Needed (List all equipment and other forms of media to be used in lesson)</p> <p>Equipment:</p> <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p>Media:</p> <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						
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Lesson Plan Areas	Activities (Label: cognitive levels, instructional strategies, ISTE Standards)	Performance Assessment (Include formal and informal assessment; student artifact; handouts)	Reflection (To be completed after teaching the lesson)
Introduction (Determine previous knowledge; relate previous learning to new learning; opening hook; bridge learning)	Activity: Differentiated Instruction: Special Needs Accommodations:		
New Skills Learning (Describe activities. Should include explanations, examples, check for understanding)	Activity: Differentiated Instruction: Special Needs Accommodations:		
Guided Practice (Student practice guided by teacher.)	Activity: Differentiated Instruction: Special Needs Accommodations:		
Independent Activities -final individual practice; -assessment of student mastery of objectives, can be seatwork and/or homework; -demonstrate use of objective in another situation -transfer of knowledge to situations different from that given in lesson -special homework when different from class work -special projects	Activity: Differentiated Instructions: Special Needs Accommodations:		
Closure (review key points, preview next lesson)			