

*Student Teaching
Handbook*

Student Teachers

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Student Teaching Handbook

Student Teachers

BASIC GUIDELINES AND POLICIES:

- 1. Length of Experience:** Approximately 16 weeks. Candidates will follow the EDU 475 calendar.

They are to attend school-related functions that all teachers are expected to attend (PTA meetings, athletic events, and similar activities). Candidates are not required to participate in functions for which school faculty are paid “extra.”

- 3. Liability:** Teacher candidates are covered by professional liability insurance when they arrive for the beginning of the experiences.
- 4. Attendance:** Teacher candidates will not be excused from school because of work schedules. If there is a need for a teacher candidate to attend a college seminar or course, the director of student teaching will communicate this information to you.
- 5. Absences:** Absences from student teaching are acceptable only in cases of serious illness or death in the immediate family. **Excessive absences will result in the extension of the student teaching experience or the withdrawal of the candidate from student teaching. Absences must not occur during the two-week teaching period** or at such a time that the absence would negatively affect the school program. Upon an absence, the candidate will:
 - notify the principal or school faculty member as soon as possible.
 - complete an absence report and give to school faculty member to be placed in the teacher candidate’s file
 - confer with the school faculty and clinical faculty concerning make-up work.

The teacher candidate’s schedule regarding holidays and in-service dates will be the same as the school faculty, regardless of the college’s schedule except for scheduled student teaching meetings.

- 6. Professional Appearance:** The teacher candidate is expected to present a professional appearance in the classroom and at appropriate school functions. The teacher candidate is to check with the school faculty concerning the dress code in the school.
- 7. Substitute Teaching:** Student teaching at Brewton-Parker College does not provide for the use of a teacher candidate as a substitute teacher except in emergency situations. The principal must contact the Director of Student Teaching before making such an assignment. Under no circumstances is the teacher candidate to receive pay for any activity considered part of student teaching.
- 8. Course Load:** Candidates receive 9-semester hours credit for the student teaching experience. They are not to enroll in any other courses at Brewton-Parker College or at any other college or school during the semester without permission from the Director of Student Teaching.
- 9. Outside Work:** Student teaching is a full-time job and must be treated as such. It is the responsibility of the teacher candidate to give his/her time and effort to developing teaching competencies. Therefore, while the necessity for outside work is understandable; the Director of Student Teaching must give approval. If the need arises, a request should be submitted to the Director of Student Teaching. **Should outside work prove detrimental to the satisfactory completion of the teacher candidate/intern’s assignment, they may be asked to withdraw.**

10. **Duties:** Teaching duties vary among school systems, schools, and classrooms. The teacher candidate is expected to work with the school faculty by accepting whatever teaching duty is given him/her. **Under no circumstance is preparation for unit teaching to be done during class periods, with the exception of “free” periods.**
11. **School Meetings:** The teacher candidate should plan to attend PTA-PTO meetings, faculty meetings, in-service meetings, and any other meetings that could help him/her understand the role of a teacher.
12. **Code of Ethics:** Adhere to the Georgia Professional Standards Commission *Code of Ethics for Educators*.
www.gapsc.com/Professionalpractices/NEthics.asp
13. **Full-Time Teaching:** Responsibilities include teaching of small groups and/or the entire class and should occur gradually. These teaching responsibilities will culminate in the two weeks of full teaching responsibilities. Prior to this time the 10-Day lesson plans will be submitted to the school faculty member for checking and to the clinical faculty for evaluation. **10-Day teaching should not be scheduled until lesson plans have been approved by clinical and school faculty.** 10-Day lesson plans should reflect the following planning:
 - a. Prepare in advance so the school faculty member will have sufficient time to review.
 - b. Use good sentence structure, correct spelling and composition form.
 - c. Use the BPC Teaching Model for all scheduled observations and for 10-day lesson plans.

CLASS DESCRIPTION FORM

Candidate's Name	
School Partner System	
School Partner Site	
School Faculty Member	
Grade Level(s)	
Period / Class	

A. Background information on learners

- 1. Number of learners, race, and gender of the class.**

- 2. Age range of the class.**

- 3. Describe the typical, day-to-day behavior of the learners as a group. If there are significant individual behavior problems, describe them briefly as well.**

- 4. Describe accommodations for special needs students.**

- 5. Describe differentiated instruction considerations.**

B. Quantitative data on learners

- 1. Briefly describe your group's overall achievement level based on available test data and provide quantitative data on the group in table form. Include percentiles and/or score ranges.**

C. Socio-economic data

- 1. Provide brief analysis of socio-economic levels of the class.**

DAILY SCHEDULE

Teacher Candidate _____

Include classes, break times, free periods, lunch, PE, recess, etc. Duplicate table if schedule varies from day to day.

Day/ Time/ Period	Activity

Student Teaching Daily Log

Candidate Responsibilities:

- 1. Complete log in the appropriate forum of you Blackboard E-Notebook.**
- 2. Use the format included below.**
- 3. Do not use spreadsheet or alternative programs.**
- 4. Include written comments of daily activities not just subject or daily schedule.**

(See full template on following page)

CERTIFICATION PROCEDURES

Candidates who successfully complete an approved Teacher Education program at Brewton-Parker College and supply a passing score report on the state mandated test may make application for a teaching certificate with the Georgia Professional Standards Commission. Application for certification will be done after successful completion of student teaching.

ABSENCE REPORT

Name of Teacher Candidate:

Reason for Absence:

Date	Hour	School Faculty Member's Signature

School Faculty member's Comments:

All absences must be reported to the school faculty member for his/her signature, and if necessary, comments.

**Signature of Clinical Faculty or
Director of Student teaching**

Date

10-DAY LESSON PLANS

- 1. The 10-day lesson plans should be written based on findings from the Action Research – Effect on Student Learning Assessment and data analysis. Be sure to follow all directions which have been included in the Course Documents in Blackboard.**
- 2. Candidates must complete an electronic e-notebook in Blackboard. Provide hard copies for supervisors. Grades will not be posted until an acceptable notebook has been submitted.**
- 3. Candidates must complete their Teacher Education Portfolio in Blackboard. Grades will not be posted until an acceptable portfolio has been submitted.**
- 4. The teacher candidate must complete the lesson plans according to the template shown below and all other guidelines included in syllabus, handbooks, and Blackboard.**
- 5. 10-Day Lesson Plans should be written for all subjects each day using the BPC Teaching Model and Lesson Plan template.**
- 6. Candidates should use the BPC Teaching Model and Lesson Plan template for all scheduled Clinical and School Supervisor's observations. Music Education majors' and Music Education Certification Only students' student teaching and internship experiences must be supervised by qualified music personnel from Brewton-Parker College, per NASM accreditation requirements. The Chair of the Music Division determines who those qualified personnel are and informs the Chair of the Education Division who is qualified on an annual basis.**
- 7. Include and label the appropriate number of strategies, cognitive levels, ISTE Standards, and specified activities listed in assessments and Blackboard directions.**



Action Research – Effect on Student Learning Report

Personal Information:

Candidate's Name	Semester	Program

Student Teaching Information:

School	System	Clinical Supervisor

Directions:

Complete your action research report using this template. Complete the information above and include this page in your report. You will be submitting the elements of your report on different dates across the semester. Be sure to check the due dates on your course calendar. Submit hard copies of individual sections when they are due and place copies in Blackboard. You will submit a completed hard copy of the entire report at the end of the semester (check date in course calendar). Number the pages of your report.

Grading:

Individual Sections: The individual elements will be graded as they are due (see rubric in course documents). You may revise and update the report sections until the due date. Once the report section has been graded the grade will be final. Any report sections receiving a grade of D or F (Unacceptable) must be revised and resubmitted. Individual sections will not be re-graded but revisions will be considered in determining your unit's total effect on student learning. Your individual report sections will be graded by the Clinical Supervisor.

Final Report: Your total Action Research grade will include the previous grades on all individual sections and a summative grade reflective of your unit's total effect on student learning (see rubric). This grade will be determined through the tests, procedures, data, and data analysis presented in your report as well as the mechanics of grammar, spelling, punctuation, and format (APA). Semester grades will not be posted until an acceptable report has been submitted.

Action Research Report

Your Name

I. Class Description

- a. Class Description / Demographic Form (form provided in course documents)
- b. Learning Styles Inventory

II. Draft Standards-Based 10-Day Unit Plan

- a. Learning Objectives aligned with standards
- b. 10-Day Lesson Plans
- c. Appendix (handouts, quizzes, PowerPoints, assessments)

(Use BPC Model. Do not repeat this section in your final report. All unit information and lesson plans revisions should be in Section VI – Revised Standards-Based Unit.)

III. Pretest

- a. Copy of Pretest
- b. List of student assigned random I.D. #s
- c. Appropriate readability level _____
- d. Test administration procedures and conditions

(Questions should be relevant to the unit. Use appropriate format and number of questions for age and grade level.)

IV. Pretest Results and Analysis

- a. Pretest results (Individual and Group, Charts, graphs, tables)
- b. Analysis of test results (Narrative)

(Use appropriate analysis methods. Results should be clear and concise. Test results should be reported for each individual student and for the class using charts, graphs, and/or tables)

V. Summary of Changes and Revisions to Unit

- a. Summary of changes
- b. Special Needs changes
- c. Differentiated changes
- d. Assessment needs and changes

(Summarize changes and identify the pretest results which lead to the change. Consider special needs. Everyone will have special needs, which may or may not be diagnosed, and differentiated instructional needs.)

VI. Revised Standards-Based Unit Plan

- a. Ten-Day Unit

(Copy of Ten-Day unit should be placed in a separate notebook and included in the appropriate place in Blackboard. Include a copy of one of your ten days. Specific day will be identified at the end of semester.)

VII. Posttest

- a. Copy of Posttest
- b. List of student assigned random I.D. #s
- c. Appropriate readability level _____
- d. Test administration procedures and conditions

(Pretest should be embedded in your posttest. Use appropriate format, number of questions, readability level and administration procedures.)

VIII. Posttest Data Results, Analysis and Interpretation

- a. Posttest results (Individual and Group, Charts, graphs, tables)
- b. Aggregated class-wide results including gains and losses.
- c. Analysis of test results (Narrative)
- d. Interpretation

(Use appropriate analysis methods. Results should be clear and concise. Test results should be reported for each individual student and for the class using charts, graphs, and/or tables)

IX. Reflection

X. Appendix



**Action Research – Student Teaching / Internship
EDU 475, 476, 477**

Effect on Student Learning – Assessment #5 Rubric

Student	Evaluator	Semester/Year	Date

Scoring Guide:

- 3 – Exemplary – All Elements Included**
- 2 – Competent – Most Elements Included**
- 1 – Acceptable – Some Elements Included**
- 0 – Unacceptable – No Elements Included**

	3	2	1	0	Score
Class Description <input type="checkbox"/> Class Description Form <input type="checkbox"/> Demographic Form <input type="checkbox"/> Learning Styles Inventory					
Draft of Standards-Based Unit Plan <input type="checkbox"/> Learning Objectives aligned with standards <input type="checkbox"/> 10-Day Unit with Lesson format according to BPC teaching model <input type="checkbox"/> Appendix (handouts, quizzes, PowerPoints, assessments)					
Pretest <input type="checkbox"/> Copy of Pretest <input type="checkbox"/> List of students assigned random I.D. #s <input type="checkbox"/> Questions are relevant to unit <input type="checkbox"/> Appropriate number of questions <input type="checkbox"/> Appropriate format for level students <input type="checkbox"/> Appropriate readability level (reading level ____) <input type="checkbox"/> Test administrator procedures/conditions (narrative)					
Pretest Results and Analysis <input type="checkbox"/> Appropriate analysis methods used (narrative) <input type="checkbox"/> Results are clear and concise <input type="checkbox"/> Individual and Group analysis in Charts, graphs, tables					
Summary of Changes and Revisions to Unit <input type="checkbox"/> Written summary of changes (narrative) <input type="checkbox"/> Additions, deletions, revisions of lessons are based on pretest results <input type="checkbox"/> Special Needs accommodations <input type="checkbox"/> Differentiated Instruction strategies <input type="checkbox"/> Assessment needs and changes, additions, deletions, revisions					
Revised Standards-Based Unit Plan <input type="checkbox"/> Revised 10-Day Unit Plan (Separate Notebook) <input type="checkbox"/> One-Day sample (TBA) included with AR Report <input type="checkbox"/> Changes highlighted					
Posttest <input type="checkbox"/> Copy of Posttest <input type="checkbox"/> List of students assigned random ID#s <input type="checkbox"/> Pretest questions embedded in posttest <input type="checkbox"/> Appropriate number of questions <input type="checkbox"/> Appropriate format <input type="checkbox"/> Appropriate readability level (____) <input type="checkbox"/> Test administrator procedures/conditions (narrative)					
Posttest Data Analysis and Interpretation <input type="checkbox"/> Post test results (Charts, Graphs, Tables) <input type="checkbox"/> Aggregated class-wide results (gains/losses) included <input type="checkbox"/> Disaggregated results student by student (by student ID #s) <input type="checkbox"/> Analysis of test results (Narrative) <input type="checkbox"/> Interpretation and Implications for instruction <input type="checkbox"/> Reflection					
Mechanics <input type="checkbox"/> Grammar, Spelling, Punctuation, Format (APA)					
Unit Effect on Student Learning <input type="checkbox"/> Rate the overall effect of unit teaching on student learning					
Totals					



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	

Technology Used <small>(List Technology used by students and teacher. Label technology type in lesson plan)</small>	Differentiated Instruction <small>(Check area(s) addressed in lesson plan. Label specific areas in lesson plan)</small>	Special Needs <small>(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)</small>	Materials Needed <small>(List all equipment and other forms of media to be used in lesson)</small>																																			
By student: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> By teacher: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>							<table border="1" style="width: 100%;"> <tr><td>ability:</td></tr> <tr><td>interest</td></tr> <tr><td>ethnicity</td></tr> <tr><td>socio-economic</td></tr> <tr><td>race</td></tr> <tr><td>gender</td></tr> <tr><td>language</td></tr> <tr><td>learning styles</td></tr> <tr><td>multiple intelligences (Gardner)</td></tr> </table>	ability:	interest	ethnicity	socio-economic	race	gender	language	learning styles	multiple intelligences (Gardner)	Specific Special Education Categories of Eligibility <table border="1" style="width: 100%;"> <tr><td>Autism</td></tr> <tr><td>Deaf/blind</td></tr> <tr><td>Emotional & Behavioral Disorder</td></tr> <tr><td>Deaf and Hard of Hearing (D/HH)</td></tr> <tr><td>Mild Intellectual Disability</td></tr> <tr><td>Moderate, Severe, Profound Intellectual Disability</td></tr> <tr><td>Orthopedic Impairment</td></tr> <tr><td>Other Health Impairment</td></tr> <tr><td>Georgia Positive Behavior Supports</td></tr> <tr><td>Specific Learning Disability</td></tr> <tr><td>Speech-Language Impairment</td></tr> <tr><td>Traumatic Brain Injury</td></tr> <tr><td>Visual Impairment & Blindness</td></tr> <tr><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)	Equipment: <table border="1" style="width: 100%; height: 40px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> Media: <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)			



**Education Division
Development Plan**

Candidate's Name	
Clinical Faculty	
School Faculty Member	
School Partner/System	

Areas of Improvement:

:

Development Plan:

Suggested Time Frame:

Decision Based on Results:

Candidate's Signature: _____

Clinical Faculty Signature: _____

Director of Student Teaching: _____

Date: _____

Copy Placed in:

____ Candidate's File

____ Director of Field Experience/Student Teaching File

____ Development Plan File



**Education Division
Termination Policy**

Termination of a Field Experience/Student Teaching Assignment

An individual teacher candidate's field experience or student teaching assignment may be terminated if the school faculty member (teacher or administrator), clinical faculty and/or Director of Field Experiences or Director of Student Teaching recommend(s) termination. The termination will be justified by official documentation which indicates that the Teacher Candidate is (1) jeopardizing the instructional processes at the school, (2) engaging in unethical conduct (as defined in the Georgia Code of Ethics for Educators (www.gapsc.com) or (3) displaying dispositions which are detrimental to teaching and learning in the school.

Depending upon the severity of the offense, the teacher candidate may:

- 1. complete a professional development plan or**
- 2. have assignment terminated.**