The mission statement of Augustana University is “to provide an education of enduring worth in times of change by blending the broad learning experiences of the liberal arts with the student’s individual professional goals by relating Christian faith to learning.” The College Mission serves as the driving force for the Education Department.

The Conceptual Framework describes how Augustana University’s Teacher Education Program has been influenced and informed by current and historical research in education, by current best practice and reform research and by the changes called for by CAEP (Council for the Accreditation of Educator Preparation) and other learned societies. Additionally, the conceptual framework articulates the Teacher Education Program’s beliefs and provides justification and rationale for its existence and purpose. It is meant to be a vehicle through which the unit shares with the professional community its way of seeing, thinking, and being.

Our program’s conceptual framework, the Circle of Courage, is based on a model of youth empowerment supported by contemporary research, the heritage of early youth work pioneers and Native American philosophies of child care. The model is encompassed in four core values: belonging, mastery, independence, and generosity. The central theme of this model is that a set of shared values must exist in any community of learners, including public education and teacher training institutions, to create environments that ultimately benefit society. The term reclaiming is used in this model because reclaiming environments meet the needs of both the individual and society. Members of the Professional Education Unit determined that they want to create a reclaiming environment for their teacher candidates and dispose program graduates to create classrooms and schools that exemplify all four values of the Circle of Courage.

Belonging is an integral part of the Augustana environment. Students need to attach to caring adults in order to begin the process of learning and incorporate basic social values. The college encourages teacher candidates’ sense of belonging through small interactive classes and numerous teacher candidate groups. Within the Teacher Education Program, belonging is facilitated through consensus building, inclusive learning climates, and cooperation. Teacher candidates examine their field placements with regard to the ways in which the teacher creates a belonging environment that nurtures positive peer attachments through learning. Faculty also structure the teacher candidates’ learning environment to create a community of learners.
**Mastery**

Mastery, the second value in the Circle of Courage Model, promotes the belief that teacher candidates need to develop social, intellectual, and academic competence if they are to become capable and responsible citizens. Mastery is ensured both through the Augustana core and the Teacher Education Program requirements. College and program admission requirements, stringent course standards, early practicum experiences and portfolios are examples of measures used to assess learning and levels of preparedness. When teacher candidates are knowledgeable and skilled in the professional discipline and the liberal arts core, they are disposed to become “master” teachers.

**Independence**

Independence is the third value promoted within the Circle of Courage model. To develop positive autonomy and interdependence, teacher candidates must be secure in the guidance of caring adults and believe they have some power over their world. The Augustana liberal arts core provides teacher candidates with the tools for independence from their first entry course, New Student Seminar, to the Capstone course for seniors. These courses enable teacher candidates to learn about themselves and their relationship to others. In the Teacher Education Program, qualities that promote problem solving, leadership, respect for diversity, collaboration, assertiveness and responsibility are built into the curriculum and modeled by unit faculty.

**Generosity**

Generosity is incorporated into Augustana's liberal arts core by expecting teacher candidates to participate in volunteer work and the college’s annual Community Service Day, thus encouraging them to display empathy and concern for others. The curriculum within the Teacher Education Program is designed to assist teacher candidates in making the connection between their chosen career and a commitment to society. A positive learning environment must be characterized by a climate of caring so that all involved support one another and cooperate in making their social and academic experiences meaningful.

The mission of the Education Department is to empower students with the tools needed to create learning environments that ensure belonging, mastery, independence and generosity. This mission is grounded in a philosophy that integrates the best of Western educational thought with the wisdom of the indigenous Native American culture of the region and emerging research on positive youth development.
PROGRAM COMPETENCIES

The curriculum of the Teacher Education Program is structured to blend the Circle of Courage values into a model for professional behavior. A set of professional competencies, based upon INTASC (Interstate New Teachers Assessment and Support Consortium) principles, has been identified to guide course content and practicum experiences at the initial level. Each of the program competencies has been aligned with the four shared values of belonging, mastery, independence, and generosity.

PROGRAM COMPETENCIES AT THE INITIAL LEVEL

#1 KNOWLEDGE OF SUBJECT MATTER: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#2 KNOWLEDGE OF HUMAN DEVELOPMENT AND LEARNING: The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

#3 ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS: The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 MULTIPLE INSTRUCTIONAL STRATEGIES: The teacher candidate understands and employs a variety of evidence-based learning strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#5 CLASSROOM MANAGEMENT AND MOTIVATION SKILLS: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 COMMUNICATION SKILLS: The teacher candidate uses knowledge of effective verbal, nonverbal, media, and technological communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7 INSTRUCTIONAL PLANNING SKILLS: The teacher candidate plans instruction based upon knowledge of subject matter, local, state, and national content standards, students, and the community.

#8 ASSESSMENT OF STUDENT LEARNING: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

#9 PROFESSIONAL COMMITMENT AND RESPONSIBILITY: The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
#10 PARTNERSHIPS: The teacher candidate fosters relationships with families (parents, guardians, and support people), school colleagues, and community agencies to support students' learning and well-being.

The above 10 competencies have been reorganized into 6 broad categories as follows:

- Content Knowledge (#1)
- Knowledge of Student (#2, #3)
- Classroom Environment (#5)
- Planning for Instruction (#4, #6, #7)
- Assessment (#8)
- Professionalism (#6, #9, #10)

**ROLES, RESPONSIBILITIES, & EXPECTATIONS**

**TERMINOLOGY**

**Student Teaching**
This term refers to a period of directed teaching experiences under the guidance of a cooperating teacher and a college supervisor.

**Student Teacher**
A college student who has been assigned to a cooperating school/agency to acquire practical teaching experience under the direction of a cooperating teacher and a college supervisor is known as the student teacher. In this document preservice teacher is used interchangeably with student teacher.

**Cooperating Teacher**
The cooperating teacher is a fully certified teacher in a public or private school or agency who directs the experience of and assists with the supervision and evaluation of a student teacher.

**Cooperating School/Agency**
A public or private school or agency that works jointly with the college to provide a site for the student teaching experience is known as the cooperating school/agency.

**College Supervisor**
This term refers to a faculty member assigned by the college to supervise and evaluate the progress of a student teacher.

**Auxiliary Supervisor**
This individual is a faculty member from the secondary student teacher’s major area (e.g., history, math, biology) or, in the case of K-12 art, HPER, music, or MDFL student teachers, from the Education Department who makes one supervisory visit during the student teaching experience.
24:08:03:01 Obligations to students. In fulfilling their obligations to the students, educators should act as follows:

1. Not without just cause restrain students from independent action in their pursuit of learning;
2. Not without just cause deny to the students access to varying points of view in the classroom;
3. Not deliberately suppress or distort subject matter for which they bear responsibility;
4. Make reasonable effort to maintain discipline and order in the classroom and the school system to protect the students from the conditions harmful to learning, health, and safety;
5. Conduct professional business in such a way that they do not expose the students to unnecessary embarrassment of disparagement;
6. Accord just and equitable treatment to every student, regardless of race, color, creed, sex, sexual preference, age, marital status, disability, national origin, or ethnic background;
7. Not exploit a professional relationship with a student for personal gain or advantage;
8. Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
9. Maintain professional relationships with students in a manner which is free of vindictiveness and recrimination.

24:08:03:02 Obligations to the public. In fulfilling their obligations to the public, educators shall act as follows:

1. Take precautions to distinguish between their personal views and those of the local school district or governing board;
2. Not knowingly distort or misrepresent the facts concerning educational matters directly and/or indirectly in public expressions;
3. Not interfere with a colleague’s exercise of political and citizenship rights and responsibilities;
4. Not exploit the local school district or governing board for private gain;
5. Not exploit the local school district or governing board to promote political candidates or partisan political activities;
6. Accept no gratuities, gifts, or favors that might impair professional judgment, nor offer any favor, service, or thing of value to obtain special advantage;
7. Not engage in activities that would lead to a felony conviction;
8. Not commit any act of moral turpitude or gross immorality.

24:08:03:03 Obligations to the profession. In fulfilling their obligations to the profession, educators shall act as follows:

1. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
2. Maintain confidentiality of professional information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;
3. Discuss professional matters concerning colleagues in a professional manner;
4. Accept a position or responsibility only on the basis of the professional preparation and legal qualifications;
5. Adhere to the terms of a contract or appointment unless the contract has been altered without the consent of the affected parties, except as provided by law, legally terminated, or legally voided;
6. Use sound professional judgment in delegating professional responsibilities to others;
7. Not interfere with the free participation of colleagues in the affairs of their associations;
8. Not use coercive or threatening means in order to influence professional decisions of colleagues;
9. Not knowingly misrepresent their professional qualifications;
10. Not knowingly distort evaluations of colleagues;
11. Not criticize a colleague in front of students except as unavoidably related to an administrative or judicial proceeding.

Objectives for Student Teachers

1. Preservice teachers will use a variety of observation techniques and will engage in the practice of reflection as they debrief their clinical and field-based experiences.
2. Through reflection and the use of self-evaluation instruments, preservice teachers will make connections between campus and field-based experiences, linking theory and practice.
3. Preservice teachers will use feedback from field- and campus-based supervisors for professional growth.
4. Preservice teachers will identify a learning environment that meets individual learner needs with flexibility and responsiveness.
5. Preservice teachers will demonstrate a respect for diversity.
6. With the guidance of the cooperating teacher, preservice teachers will establish an environment of respect and rapport.
7. Preservice teachers will acknowledge and demonstrate the need for thorough planning and preparation in order to manage learning environment procedures and organize space and time.
8. Preservice teachers will develop and use lesson plans as a framework for teaching and assessing the effectiveness of instruction.
9. Preservice teachers will support inclusion/placement decisions and approaches.
10. Preservice teachers will use effective questioning and discussion techniques.
11. Preservice teachers will use various models of instruction.
12. When planning instruction/intervention, preservice teachers will monitor learner behavior by attending prior knowledge, levels of motivation, and need for reinforcement.
13. When presenting information, preservice teachers will engage learners in the learning process by connecting lessons to the past, the present, and eventually the future.
14. Preservice teachers will design coherent lessons and have knowledge of supplemental resources.
15. Preservice teachers will demonstrate the use of technology as a means of enhancing instruction, motivating students, and developing skills for learning.
16. Preservice teachers will observe, analyze, and practice appropriate group or classroom management strategies that allow children and youth to make choices and be responsible for themselves in the learning setting.
17. Preservice teachers will demonstrate skill in the appropriate use of a variety of assessment strategies (i.e., construction and use of tests, portfolios, student interest inventories, authentic assessment activities, formative and summative) and provide feedback to learners and families.
18. Preservice teachers will observe and analyze the roles of administrators, teachers, educational specialists, support staff, educational assistants, and parents, and the contributions they make to effective instruction in classrooms, schools, and agencies in an effort to understand schools as a social system.
19. Preservice teachers will identify with their professional role by accepting the following duties and responsibilities:
   -- Becoming acquainted with the rules and regulations of the cooperating schools/agencies and the state and federal laws under which they operate;
   -- Being prompt and regular in attendance;
   -- Attending faculty, department, and professional meetings conducted and/or supported by the cooperating school/agency;
   -- Safeguarding all personal and confidential information concerning students, using this information for professional purposes only;
   -- Completing written lesson plans in a timely fashion;
   -- Taking the initiative with school activities;
   -- Being appropriately groomed at all times;
   -- Keeping the college supervisor informed about teaching schedules and school activities and being available for conferences with the supervisor.
20. In both informal and formal settings (IEP meetings, TAT meetings, parent-teacher conferences, and committee work), the preservice teacher will work cooperatively with administrators, teachers, other professionals, and parents.
21. Preservice teachers will refine communication skills that will facilitate collaborative efforts with adults and other professionals, develop appropriate closeness to children and youth, and enhance instruction.
22. Preservice teachers will demonstrate the ability to acknowledge and discuss global and multicultural understandings, effective strategies, and use the current professional literature to guide their practice.
23. Preservice teachers will examine and contribute to the school’s/agency’s efforts to promote meaningful connections to school and related settings.
24. Preservice teachers will be open to and accepting of networking and mentoring opportunities with professionals.
25. Preservice teachers will remain open to life-long learning.

Phases of Student Teaching

The following guidelines are presented to suggest a sequence of expectations for the student teacher. Because each situation is unique in some way, planning should be tailored to the setting and the readiness of the student teacher.

The Augustana College Education Department is transitioning to a Co-Teaching model and encourages and invites all placements to investigate the key components that are outlined in your materials. The Field Placement Coordinator can also answer any
questions that you might have as you consider implementing the elements. The phases listed below suggest a guide for the progression of the student teaching experience, but with Co-Teaching, the time line is more flexible as you weave the planning and teaching throughout.

**PHASE I:** The first several days should be spent in orientation to the school, observation of students and classes, and in becoming familiar with curriculum materials and student files. The student teacher should also help with routine activities whenever possible. Planning should be shared and cooperative.

**PHASE II:** During the second week the student teacher should begin assisting in teaching activities and interacting with students as much as possible and remain active in the planning of lessons.

**PHASE III:** The cooperating teacher and the student teacher should plan for the student teacher to gradually assume full teaching duties. The cooperating teacher should observe and give regular feedback during this phase.

**PHASE IV:** The student teacher should teach full days for at least two weeks in an eight-week placement and at least three weeks in a 10-12 week placement. These do not need to be consecutive days. The cooperating teacher should be absent from the classroom for periods of time during this phase. The student teacher will prepare an entire unit and teach as much of it as can be covered within the time allowed. This is the ideal time for the student teacher to carry out the Assessment Project.

**PHASE V:** During the last few days of the placement, the cooperating teacher should gradually assume teaching to avoid an abrupt change of teachers for the students. This is an appropriate time for the student teacher to observe some of the other teachers, classes and activities at school.

While each student teacher’s transition into and out of full responsibility for teaching duties will vary, the transition should be a gradual one as depicted in the graphic that follows:

![Image of a graph with phases]

**Suggestions for Making Student Teaching a Positive Experience**

**Planning for Instruction.** A thoroughly planned lesson is one key to successful teaching. Well-planned lessons take time and thought. Spending one hour of planning for each lesson taught is typical at the beginning of a student teaching experience. Unit planning will take additional time. Be thoughtful about WHY you are teaching a particular lesson, WHAT its important elements are, and HOW it relates to your unit plan as a
whole. Pupils should understand the reason for a lesson or an activity. Watch the tendency to go right into the substance of the lesson without preparing pupils for it. Pre-teaching activities that provide for participation by pupils are helpful in increasing motivation. As you plan, conduct, and evaluate learning activities, seek the guidance of your cooperating teaching. S/he is a valuable resource person for you. Implement co-planning as outlined in the Co-Teaching model.

**Relationships with Students and Faculty.** Your concerns about “discipline” are very important. You must follow the accepted discipline procedures of the school in which you are working. Guard against being overly casual with students. On the other hand, a stiff formality is not appropriate. The old adage—fair, firm, and friendly—still describes the type of relationship you should maintain in most situations. Strive to maintain positive relationships with faculty and staff members and seek out collegial conversation. Whenever possible, get involved in the total school environment.

**Positive Attitude.** Some student teachers begin with the personal conviction that they have all the answers; others are feeling scared to death. Overconfidence can prevent you from benefiting from the help that cooperating teachers and college supervisors can give you. A lack of confidence can be alleviated when you acknowledge that you have had several years of preparation and that the professionals with whom you are working want to help you. This is a time to discover your own teaching strengths and weaknesses. Everyone has them.

**Communicate with Other Professionals.** It is very important to aid in keeping the lines of communication open. Honesty and frankness can help. It is possible to be tactful while still being truthful. Blunt and unkind remarks should not be confused with an honest statement of opinion.

**Put Student Teaching First.** It may be necessary for you to take a course or work during student teaching. Strive not to over-commit yourself to other responsibilities.

**General Policies**

**Absences.** Student teachers should ask their cooperating teachers what procedures they are to follow in case of absence. The cooperating teacher and/or the school/agency office should be called before the beginning of the school day. They should be called each day the student teacher is absent. All absences must be reported to the college supervisor. The decision to make-up the missed days will be made jointly by the Field Placement Coordinator, cooperating teacher, the college supervisor and the student teacher.

In the case of absence to attend college functions, the student teacher should make the request to the college supervisor. If the request appears reasonable, it will be discussed with the cooperating teacher. The decision to have missed days made up will be jointly determined by the cooperating teacher, the college supervisor and the student teacher.

Other situations requiring an absence from the school or agency will be discussed jointly with the cooperating teacher, college supervisor, and the student teacher, along with the decision about requiring make up days.
Placement Changes. Any changes in a placement for any reason must be initiated through the Field Placement Coordinator’s office.

School Vacations. Student teachers will follow the calendar of the school/agency to which they are assigned. These may or may not coincide with the college calendar.

In-Service Training. The student teacher should accompany the cooperating teacher to staff meetings, workshops, and in-service training activities.

School-Related Activities Outside of Normal School Hours. Whenever possible, the student teacher should participate in after school, evening, or Saturday activities if they directly relate to the learning experience. These could include music contests, school programs, or open houses.

Parent-Teacher Conferences. Student teachers are expected to be a part of parent-teacher conferences. These can be positive learning experiences.

Liability. Student teachers should have liability protection under the school or agency with whom they work. Any “excess” charges incurred will be paid by the college’s insurance coverage.

Substituting. The use of student teachers as substitute teachers is STRONGLY discouraged.

Role of Cooperating Teachers

The cooperating teacher is one who exerts a primary influence on the development of the student teacher. Those serving in this role are responsible for guiding the student teachers through their first professional experience. The value of the student teaching experience will depend largely upon the skill, cooperation, and attitude of the mentor as he/she guides the intern through three critical developmental stages: orientation to the school and class, induction into teaching, and assumption of full responsibility for the class. Specifically, cooperating teachers will be responsible to:

1. Create an atmosphere of acceptance of the student teacher by introducing the student teacher as “second teacher” or a co-worker.
2. Provide information concerning school policies and regulations.
3. Provide background information about pupils.
4. Acquaint the student teacher with available instructional materials, supplies, and equipment.
5. Schedule as early as possible with the student teacher the sequence of teaching experiences.
6. Give the student teacher instructional responsibilities in the classroom.
7. Guide the student teacher in planning, teaching, and evaluation.
8. Arrange for observations in other areas of the school.
9. Model various teaching strategies throughout the experience.
10. Provide continuous evaluative feedback to the student teacher through frequent planned conferences.
11. Confer with the college supervisor about the student teacher’s progress.
12. Supply the college placement office with an evaluation of the student teaching experience as provided by the College.
13. Keep informed as to the current policies and practices governing the student teaching experience.
14. Study, evaluate, and make recommendations for improving the student teaching experience.

Cooperating Teacher Responsibilities

1. Provide student teachers with their own personal space to work. A small desk or table area is sufficient.
2. Introduce the student teacher to other staff members and provide them with a tour of the building and orient them to the procedures in the building.
3. Prepare a plan for when and how the student teacher will gradually assume teaching responsibilities and allowing the student teacher autonomy for at least 2-3 weeks in the classroom. We encourage team teaching opportunities.
4. Give ongoing feedback and support on lesson development, classroom management, transitions, voice, organization, record keeping, etc.
5. Complete the mid-term (formative) evaluation form for your student teacher. The midterm is to be completed by the cooperating teacher via the program’s electronic portfolio system, Chalk and Wire and the results shared and discussed with the student teacher; results should also be made available to the college supervisor.
6. Complete the final (summative) evaluation form for the student teacher—virtual copy. The final evaluation will be facilitated via the program’s electronic portfolio system, Chalk and Wire. Cooperating teachers will receive an e-mail invitation from Chalk and Wire to complete the final evaluation approximately one week before the end of the placement.
7. Complete a Reference Form for the student teacher. This form will be placed in the student teacher’s credential file.
8. Complete the Cooperating Teacher Exit Survey for the Education Department at the conclusion of the experience.

Role of College Supervisors

College supervisors serve as a resource person for the principal of the cooperating school, the cooperating teacher, and the student teacher. College supervisors work with the cooperating teacher and the student teacher in evaluating the student teacher’s performance. Specifically, college supervisors will:

1. Meet with the cooperating teacher and student teacher early in the student teaching period to discuss concerns or answer questions about the assignment.
2. Check with the building administrator periodically in order to maintain communication concerning progress and/or problems of the student teacher and/or cooperating teacher.
3. Provide guidance to the student teacher through regular classroom visitations. Typically, three observations for a 7-week experience and four observations for the 10-week experience are made.
4. Make one joint supervisory visit with a member of the department of the secondary/K-12 student teacher’s academic major as determined by the Field Placement Coordinator.
5. Check lesson and/or unit planning for clear objectives, logical sequencing, and correlation with previous lessons.
6. Help the student teacher and cooperating teacher resolve any problems affecting the student teaching situation.
8. Confer with the student teacher and cooperating teacher either face-to-face or electronically after each observation.
9. Offer praise, encouragement, and tactful and constructive criticism.
10. Share innovative methods, procedures, and materials.
11. Complete a Reference Form for the student teacher. This form will be placed in the student teacher’s credential file.
12. Keep informed as to the current policies and practices governing the student teaching experience.
13. Study, evaluate, and make recommendations for improving the student teaching experience.
14. Complete the College Supervisor Exit Survey for the Education Department at the conclusion of the experience.

Role of Principals

The principal of the cooperating school works closely with the cooperating teacher and the college supervisor to ensure an effective experience for student teachers. The principal’s responsibilities may include assisting in the orientation of the student teachers, observing the student teachers in their assigned classrooms, and acting as a resource person for the cooperating teacher and the student teacher. Specifically, principals may:

1. Meet with the student teachers during their first day of their assignments.
2. Introduce the student teachers to the staff and acquaint the student teachers with the facilities and services of the school.
3. Visit informally with the student teachers, in the hallways, the lounge, and the lunchroom.
4. When possible, observe student teachers in the assigned classroom.
5. Talk with the student teachers about their work.

Role of the Field Placement Coordinator

The Field Placement Coordinator monitors the student teacher’s progress prior to the student teaching semester, makes placement assignments, and facilitates the starting and concluding procedures for the experience. Specifically, the Field Placement Coordinator will:

1. Notify student teachers and college supervisors of placement assignments and dates.
2. Provide an orientation for student teachers, cooperating teachers, and college supervisors prior to the student teaching experience.
3. Monitor, in conjunction with the college supervisor and department chair, any serious problems that arise in a given placement.
4. Change or terminate a placement if such action is considered appropriate by the involved parties.
5. Be available for ongoing questions about procedures and placements.
6. Solicit, receive, and collate feedback/suggestions from cooperating teachers and student teachers regarding ways to strengthen the teacher preparation program.
7. Oversee payment of honoraria to cooperating teachers and/or schools and institutions.
8. Continue to monitor the student teacher’s progress until time of exit from the teacher preparation program.

Role of Certification Officer

The Certification Officer oversees and submits applications for teacher certification and verifies that individuals making application have met all requirements as outlined by individual states.

The Certification Officer is available to meet with students and assist them with the application process. Students are encouraged to being the certification process prior to student teaching.

Specifically, the Certification Officer will:

1. Assist graduates in making application for teacher certification.
2. Inform student teachers of any certification requirements in other states.
3. Keep current on updated certification requirements and assure compliance.

Student Teacher Responsibilities

1. Complete detailed lesson plans for each lesson they teach until their cooperating teacher approves shortened versions or when the student teacher begins to assume more teaching responsibilities.

2. Videotape at least one teaching lesson and review and reflect upon the lesson using the Video Reflection Form—one video lesson is required. The reflection should be shared with your College Supervisor.

3. Keep a notebook/binder with all lessons taught and record brief anecdotal, reflective comments and observations on these lessons. This notebook should be available for the college supervisor to view at each visit; the college supervisor should NOT have to ask to see your binder, have it ready for them when they come to observe your lesson.

4. Complete the dispositions self-evaluation which will be sent to you about midway through the semester via your Chalk and Wire ePortfolio account.

5. Complete the Student Teacher Exit Survey for EACH placement via Survey Monkey when invited to do so.
6. Submit one Student Teaching Assessment Project. The project is a required artifact in the EDUC 400L Student Teaching ePortfolio.

**STUDENT TEACHING ASSESSMENT PROJECT**

The Student Teaching Assessment Project is specifically designed to dispose teacher candidates to:

- be reflective practitioners,
- thoughtfully and systematically consider the impact their instruction has upon P-12 student(s), and
- use assessment results to inform instruction.

Prior to the semester of student teaching student teacher candidates will receive information regarding this project. This project is a required artifact for the EDUC 400L ST ePortfolio and successful completion of this project is a required component of the student teaching experience. If you are asked to revise and resubmit the project, it is your responsibility to follow through on the revision and resubmission process in a timely manner. Failure to do so may jeopardize your exit from the program, graduation from the college, and subsequent eligibility for teacher certification.

Candidates should upload their completed Student Teaching Assessment Project in their ST ePortfolio and submit it to their assigned faculty evaluator. Early in the placement, discuss this project with your cooperating teacher and your college supervisor to determine the focus of your unit and when you will teach the unit. Be sure to conduct the before-instruction assessment well in ADVANCE of teaching your unit so that you have time to make any modifications and/or adjustments to your unit.
Using a narrative format, respond to the following prompts:

- Describe the technological resources available to you in this classroom and how you will integrate them into your unit
- Describe the attitudes toward individual differences in this classroom
- Describe the instructional methodology typically employed in this classroom
- Describe the typical approach(s) to assessment in this classroom
- Describe how the Circle of Courage and its four core values are reflected in this classroom
ASSESSMENT PLAN

Using a narrative format, respond to the following—see the project rubric for details on expectations for your narrative responses and the overall project—be sure you use the headings to clearly label each section of your narrative.

BEFORE-INSTRUCTION ASSESSMENT

- Assessment Method
  - Describe your before-instruction assessment method.
  - Include a copy of it.
- Rationale
  - Explain why you selected it.
  - How does it align with and assess the unit’s learning outcomes?
- Results
  - Describe your before-instruction assessment results.
    - Display the results of the before-instruction assessment via a data table indicating individual student results in percentages
      - For each student in the data table, provide a brief reflective analysis of their before-instruction assessment performance.
- Modifications Made
  - What did you learn from the before-instruction assessment?
  - Describe what changes/modifications will be made to your instructional approach, learning outcomes, unit activities, unit lessons, and/or unit materials based upon a review of the before-instruction assessment results.
    - If no changes are warranted, provide a compelling rationale to justify this decision.

DURING-INSTRUCTION ASSESSMENTS

- Assessment Method
  - Describe each during-instruction assessment approach used throughout the unit.
  - Include copies of each.
- Rationale
  - Explain why you selected each.
  - How does each align with and assess the unit’s learning outcomes?
- Results
  - What did you learn from each during-instruction assessments?
- Modifications Made
  - Describe what changes/modifications were made to your instructional approach, learning outcomes, unit activities, unit lessons, and/or unit materials during the unit based upon during-instruction assessment results.
    - If no changes are warranted, provide a compelling rationale to justify this decision.

AFTER-INSTRUCTION ASSESSMENT

- Assessment Method
  - Describe your after-instruction assessment method.
  - Include a copy of it.
- Rationale
  - Explain why you selected it.
  - How does it align with and assess the unit’s learning outcomes?
- Results
  - Describe your after-instruction assessment results.
    - Display the results of the after-instruction assessment via a data table indicating individual student results in percentages
      - For each student in the data table, provide a brief reflective analysis of their performance from before-instruction to after-instruction assessment.
- Modifications Made
  - What did you learn from the after-instruction assessment?
- Describe what changes/modifications will be made to your instructional approach, learning outcomes, unit activities, unit lessons, and/or unit materials the next time the unit would be taught based upon a review of the assessment results
  - If no changes are warranted, provide a compelling rationale to justify this decision.

**SUGGESTIONS FOR ASSESSMENTS**

**NOTE:** While you can determine which format for each phase of assessment will work best for your content area, grade level, students, and behavioral objectives, be sure you consider how you will quantify the results of your before-instruction and after-instruction approaches!

**BEFORE INSTRUCTION** - help you to plan for your students’ learning experiences.
- Traditional Test with objective and subjective items (MC, T/F, Matching, Essay, etc.)
- KWL
- Discussion
- Performance sample (writing, sight reading, etc.)

**DURING INSTRUCTION** - support learning during the learning process.
- Anecdotal Records
- Large Group Discussions
- Collaborative Groups (Jigsaw, etc.)
- Homework
- Quizzes
- Think-Pair-Share
- Journal Entries
- Quick Writes
- Admit & Exit Slips
- Graphic Organizers
- Note-taking systems such as Double Column Note-taking Guides
- Reading Guides
- Lab Reports
- Peer and/or Self Evaluation

**AFTER INSTRUCTION** - are conducted after a unit or certain time period to determine how much learning has taken place.
- Traditional Test with objective and subjective items (MC, T/F, Matching, Essay, etc.)
- KWL
- Discussion
- Performance sample (writing, sight reading, etc.)
- Presentation
## SAMPLE DATA TABLE
*(ADD ROWS TO THE TABLE AS NECESSARY)*

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>BEFORE INSTRUCTION</th>
<th>BEFORE ASSESSMENT PERFORMANCE ANALYSIS</th>
<th>AFTER INSTRUCTION</th>
<th>BEFORE TO AFTER ASSESSMENT PERFORMANCE ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Target Performance 70% or above</td>
<td></td>
<td>Target Performance 70% or above</td>
</tr>
<tr>
<td>John Doe</td>
<td>45%</td>
<td>Student performed well below target performance; prior knowledge lacking in all areas; no changes recommended at this time</td>
<td>68%</td>
<td>Student made significant gains but was still below 70%; will work one-on-one with student during study hall and re-test when student is ready; will also consult with student to determine best content delivery method and possible alternative testing format</td>
</tr>
<tr>
<td>Mike Jones</td>
<td>80%</td>
<td>Student exceeded target performance but has room to improve; will work to maintain this level and provide opportunities for individual enrichment if warranted</td>
<td>65%</td>
<td>Student did not meet target performance goal on post-assessment even though he appeared to be engaged throughout the unit; a conference with the student revealed some issues going on at home which may have contributed to his lower post assessment performance; will provide a review session for student and retest to see if performance improves</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>86%</td>
<td>Student exceeded target performance; will work to maintain this level and provide opportunities for individual enrichment if warranted</td>
<td>80%</td>
<td>Student was absent frequently throughout unit and made no effort to complete missed work, however, student met target performance goal of 70% or above</td>
</tr>
<tr>
<td>John Smith</td>
<td>75%</td>
<td>Student exceeded target performance but has room to improve; no changes recommended at this time</td>
<td>85%</td>
<td>Student met target performance goal</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>100%</td>
<td>Student’s performance was exemplary; will offer student alternative unit activities and culminating project</td>
<td>N/A</td>
<td>Student performance on pretest was 100%; in consultation with student, alternative unit activities and culminating project were designed to differentiate the curriculum.</td>
</tr>
</tbody>
</table>
SAMPLE DATA GRAPHIC REPRESENTATION
Created using Excel
<table>
<thead>
<tr>
<th>ST ASSESSMENT PROJECT RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual Information</strong></td>
</tr>
<tr>
<td><strong>Unsatisfactory/Unacceptable</strong></td>
</tr>
<tr>
<td>Candidate does not provide a unit overview or description demonstrating an understanding of student differences or classroom contextual factors that may affect learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Before-Instruction Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory/Unacceptable</strong></td>
</tr>
<tr>
<td>Before-instruction assessment approach is not both explained and justified; narrative does not adhere to specified format</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Use of Before-Instruction Assessment Data</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory/Unacceptable</strong></td>
</tr>
<tr>
<td>Candidate does not provide evidence of making appropriate modifications to learning outcomes, assessment approaches, and/or instruction based on before-instruction assessment results and individual student needs; narrative does not adhere to specified format</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>During-Instruction Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory/Unacceptable</strong></td>
</tr>
<tr>
<td>During-instruction assessment is not ongoing and/or does not include multiple modes; narrative does not adhere to specified format</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Use of During-Instruction Assessment Data</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory/Unacceptable</strong></td>
</tr>
<tr>
<td>Candidate does not provide evidence of making appropriate modifications to learning outcomes, assessment approaches, and/or instruction based on during-instruction assessment results and individual student needs; narrative does not adhere to specified format</td>
</tr>
<tr>
<td>After-Instruction Assessment</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>After-instruction assessment approach is not both explained and justified; narrative does not adhere to specified format</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of After-Instruction Assessment Data</th>
<th>Unsatisfactory/Unacceptable</th>
<th>Basic/Expected</th>
<th>Proficient/Excellent</th>
<th>Distinguished/Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate does not provide ideas for redesigning learning outcomes, assessment approaches, and/or instruction; candidate does not explain why these modifications would improve student learning based upon after-instruction assessment results; narrative does not adhere to specified format</td>
<td>Candidate provides ideas for redesigning learning outcomes, assessment approaches, and/or instruction but does not clearly explain why these modifications would improve student learning based upon after-instruction assessment results; narrative adheres to specified format</td>
<td>Candidate provides ideas for redesigning learning outcomes, assessment approaches, and/or instruction and clearly explains why these modifications would improve student learning based upon after-instruction assessment results; narrative adheres to specified format</td>
<td>Candidate provides ideas for redesigning learning outcomes, assessment approaches, and/or instruction and clearly explains why these modifications would improve student learning based upon after-instruction assessment results; in addition, candidate discusses other ideas for improving student learning; narrative adheres to specified format</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results Table</th>
<th>Unsatisfactory/Unacceptable</th>
<th>Basic/Expected</th>
<th>Proficient/Excellent</th>
<th>Distinguished/Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data is not clearly presented, pseudonyms not used, results not recorded in percentages, and/or target performance goal not indicated</td>
<td>Data clearly presented, pseudonyms used but results are not recorded in percentages; target performance goal indicated</td>
<td>Data clearly presented, pseudonyms used and results recorded in percentages; target performance goal indicated</td>
<td>Data clearly presented, pseudonyms used and results recorded in percentages; target performance goal indicated; graphic representation of results included</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Unsatisfactory/Unacceptable</th>
<th>Basic/Expected</th>
<th>Proficient/Excellent</th>
<th>Distinguished/Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of individual student performance does not explore hypotheses for why individual students did or did not meet learning outcomes</td>
<td>Analysis of individual student performance explores hypotheses for why most individual students did or did not meet learning outcomes</td>
<td>Analysis of individual student performance explores hypotheses for why each individual student did or did not meet learning outcomes</td>
<td>Analysis of individual student performance explores hypotheses for why each individual student did or did not meet learning outcomes and offers a plan for reteaching or remediation for those students not meeting the learning outcomes</td>
<td></td>
</tr>
</tbody>
</table>
FORMS, TEMPLATES, ETC.
Augustana University Education Department
STUDENT TEACHING MIDTERM AND FINAL
EVALUATION
Based upon the Danielson Framework

Rating Scale: The 4-point rating scale’s descriptive information should be used to inform your assessment of the teacher candidate’s performance; performance should be considered within the context of this preservice experience, not as a first year teacher.

4=OUTSTANDING PERFORMANCE...this teacher candidate is capable, independent & autonomous; exceeds expectations; performance is inventive & innovative.
- Clear, convincing evidence of meeting standard
- Instructional planning skills are exemplary
- Exceeds expectations
- Candidate requires no supervision
- Professionalism exceeds expectations; demonstrates leadership qualities
- Candidate frequently performs additional responsibilities without prompting

3=TARGET PERFORMANCE...this teacher candidate is capable & independent; meets expectations; performance is consistent.
- Clear evidence of meeting standard
- Instructional planning skills are excellent
- Meets expectations
- Candidate requires minimal supervision
- Displays professional behavior across environments
- Candidate sometimes performs additional responsibilities without prompting

2=EMERGING PERFORMANCE...this teacher candidate is capable; marginally meets expectations; performance is adequate.
- Some evidence of meeting standard
- Instructional planning skills are basic
- Marginally meets expectations
- Candidate requires periodic supervision
- Displays professional behavior in most environments
- Candidate performs additional responsibilities as assigned

1=INSUFFICIENT PERFORMANCE...this teacher candidate is incapable; does not meet expectations; performance is inconsistent.
- Limited or no evidence of meeting standard
- Instructional planning skills are unacceptable
- Does not meet expectations
- Candidate requires constant supervision
- Displays professional behavior when prompted or displays unprofessional behavior
- Candidate fails to perform additional responsibilities as assigned
<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: Knowledge of Content and Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B: Knowledge of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C: Designing Coherent Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1D: Knowledge of Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1E: Designing Student Assessments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: The Classroom Environment</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A: Creating an Environment of Respect and Rapport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B: Establishing a Culture for Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2C: Managing Classroom Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2D: Managing Student Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2E: Organizing Physical Space</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A: Communicating with Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B: Questioning and Discussion Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3C: Engaging Students in Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3D: Using Assessment in Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3E: Demonstrating Flexibility and Responsiveness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Professionalism</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A: Reflecting on Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4B: Record Keeping System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4C: Communication and Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4D: Judgment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4E: Demeanor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td>Target Performance Description</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>1A: Knowledge of Content and Pedagogy</td>
<td>Plans and practice reflect solid content knowledge and a wide range of effective pedagogical approaches.</td>
<td></td>
</tr>
<tr>
<td>1B: Knowledge of Students</td>
<td>Plans and practice reflect an understanding of student learning and incorporate appropriate differentiated instruction.</td>
<td></td>
</tr>
<tr>
<td>1C: Designing Coherent Instruction</td>
<td>Plans and practice represent cognitive challenge, are clearly aligned to instructional outcomes, and suitable to groups of students; outcomes are clear and written in the form of student learning.</td>
<td></td>
</tr>
<tr>
<td>1D: Knowledge of Resources</td>
<td>Uses a variety of resources, including technology, which engage students and are suitable to the instructional goals.</td>
<td></td>
</tr>
<tr>
<td>1E: Designing Student Assessments</td>
<td>Approach to assessment is clear, comprehensive, aligned with outcomes and includes appropriate and varied methods.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: The Classroom Environment</th>
<th>Target Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A: Creating an Environment of Respect and Rapport</td>
<td>Classroom interactions are respectful, reflecting genuine warmth, caring and sensitivity to students.</td>
</tr>
<tr>
<td>2B: Establishing a Culture for Learning</td>
<td>The classroom culture is a cognitively busy place where learning and high expectations are valued.</td>
</tr>
<tr>
<td>2C: Managing Classroom Procedures</td>
<td>Effective and efficient management of instructional groups, routines, and procedures results in minimal loss of instructional time.</td>
</tr>
<tr>
<td>2D: Managing Student Behavior</td>
<td>Expectations for classroom behavior are clear; monitoring of student behavior is proactive and preventative; response to student misbehavior is consistent, logical, respectful, and effective.</td>
</tr>
<tr>
<td>2E: Organizing Physical Space</td>
<td>The classroom is safe and accessible with a physical arrangement appropriate to the learning activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
<th>Target Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A: Communicating with Students</td>
<td>Written and spoken communication is clear and accurate; vocabulary is appropriate to students’ ages and interests.</td>
</tr>
<tr>
<td>3B: Questioning and Discussion Techniques</td>
<td>Uses a balance of low to high level questions, follow-ups and probing questions, and appropriate wait time to facilitate student-centered discussions where all have a genuine opportunity to participate.</td>
</tr>
<tr>
<td>3C: Engaging Students in Learning</td>
<td>Learning tasks and activities are designed to promote and challenge student thinking, are appropriately structured and paced, and engage students.</td>
</tr>
<tr>
<td>3D: Using Assessment in Instruction</td>
<td>Formative and summative assessments are employed and results inform instruction; expectations and criteria are made clear to students; provides feedback to students.</td>
</tr>
<tr>
<td>3E: Demonstrating Flexibility and Responsiveness</td>
<td>Makes adjustments as needed to instructional plans drawing on a variety of strategies; is responsive to student questions, needs, and interests; persists in seeking approaches for students who need help.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Professionalism</th>
<th>Target Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A: Reflecting on Teaching</td>
<td>Makes a thoughtful assessment of a lesson’s effectiveness and the extent to which it achieved its outcomes, provides examples to support the judgment, makes suggestions of what could be tried in the future, and is open to and seeks feedback to improve teaching performance.</td>
</tr>
<tr>
<td>4B: Record Keeping System</td>
<td>System for maintaining information, both instructional and non-instructional, is available for review, up-to-date, and organized.</td>
</tr>
<tr>
<td>4C: Communication and Collaboration</td>
<td>Relationships with colleagues are positive and receptive, characterized by mutual support and cooperation.</td>
</tr>
<tr>
<td>4D: Judgment</td>
<td>Displays high standards of honesty, integrity, and confidentiality in all interactions; understands role in the school setting using personal and professional power appropriately; complies with school and district regulations; maintains appropriate relationships, interactions and boundaries with colleagues and students.</td>
</tr>
<tr>
<td>4E: Demeanor</td>
<td>Maintains a professional appearance, is punctual and reliable with paperwork, duties, and assignments, and participates in school events and professional development opportunities.</td>
</tr>
</tbody>
</table>
VIDEO REFLECTION FORM
(to be completed in at least ONE placement)

Name_________________________________ Date__________________

After viewing the video of your teaching, record your reflective and evaluative comments related to each of the areas listed on this form. Share your reflections with your college supervisor and cooperating teacher.

**Teaching the Lesson**

Opening and Closing:

Communicated the Objective:

Made the Lesson Flow:

Organized Materials and Supplies:

Displayed Enthusiasm:
Managing and Organizing the Lesson

Provided a Caring Atmosphere:

Used Time Appropriately:

Provided for Individual Needs.

Established Classroom Control:

Demonstrated Classroom Awareness:

Evaluating Students and Self

Met Objectives:

Incorporated Assessment Procedures:

Other Comments or Reflections:
## AUGUSTANA UNIVERSITY EDUCATION DEPARTMENT
### Lesson Plan Template

<table>
<thead>
<tr>
<th>CANDIDATE NAME:</th>
<th>GRADE LEVEL &amp; SUBJECT AREA:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PART I: PRE PLANNING

**LESSON IN CONTEXT:** (NOTE: Puts today’s lesson in context within this unit of study being taught.)

<table>
<thead>
<tr>
<th>What did students learn about this topic in the PREVIOUS lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>What will the students learn about this topic in the FOLLOWING lesson?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**UNIT GOAL**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K-12 SD DOE STANDARDS ALIGNMENT</th>
<th>21st CENTURY LEARNING SKILLS ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GUIDING QUESTIONS**

<table>
<thead>
<tr>
<th>KEY VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATERIALS/SUPPLIES</th>
<th>TECHNOLOGY</th>
<th>CLASSROOM ENVIRONMENT</th>
</tr>
</thead>
</table>
PART II: INSTRUCTIONAL PROCEDURE & LESSON FORMAT

ANTICIPATORY SET: (Time needed? __________) (NOTE: What will you do to focus student attention and prepare them for the lesson?)

LESSON SEQUENCE: (Time needed? __________) (NOTE: What is your plan for carrying out the lesson with clear directions, smooth transitions, etc.)

CONTINGENCY PLAN: (NOTE: What is your plan if the lesson is not working, you are running out of time, you have time to spare, etc.)

CLOSURE: (Time needed? __________) (NOTE: How will you conclude the lesson by bringing it back full circle to the objectives and actively involve students in doing so?)

PART III: DEBRIEF AND REFLECT

<table>
<thead>
<tr>
<th>What went well and why?</th>
<th>What could be improved upon and why?</th>
<th>Notes on individual students</th>
<th>Other observations or comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Abbreviated Lesson Plan Template

CLASS: ___________________ GRADE LEVEL: _______
UNIT/TOPIC: _______________________________ DAY/DATE: ____________

STUDENT LEARNING OUTCOME(S):

ANTICIPATORY SET: What will you do to focus student attention and prepare them for the lesson?

LESSON SEQUENCE: What is your plan for carrying out the lesson with clear directions, smooth transitions, etc.

CLOSURE: How will you conclude the lesson by bringing it back full circle to the objectives and actively involve students in doing so?

CONTINGENCY PLAN: What is your plan if the lesson is not working, you are running out of time, you have time to spare, etc.

MATERIALS/TECHNOLOGY: What materials and/or technology are needed for the lesson?

REFLECTION: Use the remaining space to jot down some reflective comments...what went well & why, what did not go well & why, what needs to be changed & why, what should not be changed & why, what did you learn about your teaching methodology & why, what did you learn about your students & why, etc.
STUDENT TEACHER REFERENCE LETTER
Student Teacher: Mary Smith
Placement: Middle School Language Arts
School: Augie Middle School
Your Name & Title: Dr. Doe, College Supervisor
Contact Information: ###-###-####, dr.doe@myschool.edu

Use the remaining space to write your letter of reference for your student teacher. Areas that are typically addressed include but are not limited to the following:

- **CONTENT KNOWLEDGE:** Understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- **KNOWLEDGE OF STUDENT:** Understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development; understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- **CLASSROOM ENVIRONMENT:** Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **PLANNING FOR INSTRUCTION:** Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals; understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills; makes use of technology integration where applicable and appropriate.

- **ASSESSMENT:** Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

- **PROFESSIONALISM:** Uses knowledge of effective verbal, and nonverbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom; is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally; fosters relationships with school colleagues, parents, and agencies in the larger community to support students learning and well-being.

If possible, please save your file as a PDF and e-mail it to Professor Becky Fiala who will forward it to our Career Center for inclusion in your student teacher's credential file. (becky.fiala@augie.edu)

Please do not hesitate to contact Professor Fiala with questions regarding this letter of reference.
STUDENT TEACHER REFERENCE LETTER

Student Teacher:
Placement:
School:
Your Name & Title:
Contact Information: