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| **Liberty University** |
| **STUDENT TEACHING HANDBOOK** |
| **2019-2020** |
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***Preparing Competent Professional Educators***

***with a Christian Worldview***

**Note:**

**The Student Teaching Handbook is intended to provide an overview of the requirements, policies, and protocols needed for a successful student teaching experience. The information is provided as a foundation, but the School of Education and University Supervisors maintain the authority to make adjustments as deemed necessary based on individual placement arrangements. Requirements may be changed, term to term, without notice.**

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# CONCEPTUAL FRAMEWORK: Liberty University School of Education

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***The mission of the Teacher Education Program
at Liberty University is to develop
competent professionals with a Biblical worldview
for Christian, public, and private schools.***

***KNOWS*** *Biblical values, moral dimensions, and ethical implications synthesized with
 academic knowledge*

***IMPLEMENTS*** *skills as a gift from God, because teaching/leadership is a calling from God*

***BELIEVES*** *and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity*

**Bachelor’s & Master’s Programs**

***Knows:***

* General knowledge
* Content knowledge & curriculum goals
* Professional knowledge: development & diversity of learners

***Implements:***

* Communication skills
* Technology skills
* Instruction/Leadership skills: plans, manages, motivates, assesses

***Believes:***

* Commitment & concern
* Collaboration & reflection

**Education Specialist and Doctor of Education Programs**

***Knows:***

* Research competencies

***Implements***

* Leadership concentration competencies
* Teaching & Learning concentration competencies

***Believes***

* Foundations competencies

The School of Education at Liberty University is committed to providing the highest quality Christian education based on the principles of God's Word. Our school, by its commitment to strengthening the mind, body and soul, educates the whole person as God created us. The school offers programs to prepare teachers and other school personnel.

Americans would not dream of entrusting our homes or our health to an unlicensed professional or one with fly-by-night training, yet time and again, we entrust the education of our children to educators without adequate licensure. Such a lack of quality control would be considered criminally negligent in any other profession. Linda Darling-Hammond cites research and personal experience indicating that the single most important determinant of success for a student is the knowledge and skills of that child's teacher. Only the abler and finer young men and women are accepted into Liberty University's school licensure program as prospective educators. Scholarship, character, personality, and personal commitment are essential ingredients in the development of an effective educator.

Excellent teachers and school personnel are an invaluable asset to the home, church, community and nation. The school licensure program at Liberty is designed to provide a program of study and pre-service experiences that will foster teaching excellence and stimulate improvement in teaching practices in Christian, public, and private schools. Liberty's teacher candidates are committed and actively involved in their churches and in their communities. The typical LU teacher candidates have taught Sunday school, vacation Bible school, summer camp, and other activities that make them uniquely qualified to accomplish the goal of becoming competent professional educator with a Biblical worldview.

## Belief: The Foundation

When Cooperating Teachers and school principals were asked to describe teacher candidates from Liberty University, a common theme was evident in their responses. They stated that LU teacher candidates can be identified by their level of commitment to classroom duties and their genuine concern for the students in their classes. The observed behavior of LU teacher candidates is consistent with the Biblical worldview stated in the University's aims based on a belief in "personal integrity, social responsibility, sensitivity to the needs of others, and commitment to the betterment of humanity." A sense of fairness and a belief that all students can learn is foundational to an educator’s belief system. As Liberty University candidates fulfill Christian/Community service requirements they develop a sense of social responsibility.

Learning outcomes aligned with the Knows-Implements-Believes domains of the Conceptual Framework have been developed for each of the unit’s degree programs:

Dispositions have also been delineated that should be observable in each candidate across degree programs and levels. The dispositions that are embedded in the Conceptual Framework and learning outcomes were identified and related to the Fruit of the Spirit (Galatians 5).

 **S-C-R-I-P** is the acronym for the five dispositions:

 **S**ocial responsibility, **C**ommitment, **R**eflective practice, **I**ntegrity, **P**rofessionalism

## Knowledge: The Core

Based on a Biblical worldview, the goal is to synthesize academic knowledge with Biblical values, moral dimensions, and ethical implications. The knowledge core necessary for successful teaching demands rigorous standards related to knowledge of course concepts as well as an understanding of the structure of the discipline. LU teacher candidates major in the area of their endorsement. Elementary and special education teacher candidates at Liberty University earn the integrated studies major, which reflects the broader subject matter appropriate to their endorsement.

Figure II.3

"To know is not necessarily to be able to teach." Therefore, education coursework is another essential component in the school licensure program at Liberty University. Linda Darling-Hammond describes "powerful teaching" as "the balance between deep knowledge of content and deep knowledge of children that leads to success." Teachers and other school personnel "need to know how children learn, how different children learn in different ways, and how to use a variety of teaching strategies that will move young people through serious and challenging content". Effective teaching is both an art and a science and there is a definable knowledge base for pedagogy. Knowledge of student's developmental levels and individual needs provides the basis for teacher candidates to learn the principles of planning, managing, motivating, and assessing learning.

## Implementation: The Evidence

Skill implementation provides the evidence that beliefs exist and that knowledge has been acquired. From a Biblical worldview, teaching is considered a calling from God and the ability to teach is a gift from God. Enhancing one's teaching skills is viewed as the wise investment of one's gift from God. Technology skills are a critical aspect of today’s classrooms. Teacher candidates must demonstrate the competencies outlined in Virginia's Technology Standards for School Personnel. Because incorporating technology into the classroom does not automatically increase learning, teacher candidates must also learn to evaluate technology and decide whether it will enhance instruction. Appropriate technology applications are included in each education course, field experience, and student teaching.

Recognizing the importance of early and ongoing opportunities for teacher candidates to be involved in the classroom experience, the continuum of field experiences is required throughout Liberty's program. The culminating experience of the school licensure program is student teaching or an internship in a school setting, which takes place during the candidate's final semester after the completion of all other course requirements. Field experiences must include multiple grade levels appropriate to the endorsement and interaction with diverse students. The capstone research project is the culminating experience for non-licensure programs.

## Assessment of Candidates Based on Conceptual Framework

The aim of assessment is primarily to *educate and improve* student performance, not merely to *audit* it. The school licensure program at Liberty University maintains a continuous cycle of evaluation and revision in order to achieve its mission of developing competent professionals with a Biblical worldview for Christian, public, and private schools. Course-embedded assignments are designated as benchmarks to assess the conceptual framework.

## Alignment with Standards

After the unit learning outcomes had been adapted to enhance their appropriateness for each degree program, the outcomes were re-organized by conceptual framework domains. To ensure all major competencies had been addressed in the revised learning outcomes, each set of outcomes was aligned with institutional, state, and national standards. Outcomes for the AA and BS-ED, designated as Pre-Licensure Programs, and the BS and MAT, designated as Licensure Programs, were aligned with the Liberty’s University Aims, Virginia’s Candidate Performance Competencies, and the INTASC Principles (Interstate New Teacher Assessment and Support Consortium).

The remaining degree programs were designed for experienced educators, so an additional set of standards was added to the outcomes alignment, NBPTS, National Board Professional Teaching Standards. Therefore, outcomes for the MED and MED-TL, designated as Advanced/Licensure Programs, and the EDS and EDD, designated as Post-Masters Programs, were aligned with the Liberty’s University Aims, Virginia’s Candidate Performance Competencies, the INTASC Principles (Interstate New Teacher Assessment and Support Consortium), and the National Board Standards.

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# General Guidelines

## Eligibility

* To begin the placement process the Student Teacher must complete an application to be eligible for student teaching (Gate 3 application), meeting all program requirements outlined by the School of Education.
* The Field Placement Offices will distribute official placement requests to school systems on behalf of the student teachers.

## Placement and Supervision

* School Site:
* Placements must be in accredited Christian/private schools or public schools.
* Cooperating Teacher:
* Must hold a valid/current teaching license in the Student Teacher’s subject endorsement area, and
* Must have a minimum of three years of teaching experience.
* *If a Cooperating Teacher requests for a substitute teacher, the Student Teacher will report as normal. Student Teachers cannot substitute for the Cooperating Teacher. The Student Teacher must always have supervision.*
* On-site Mentor (for EDUC 591 and 593 students):
* Must hold a valid/current teaching license, and
* Must have a minimum of three years of teaching experience.
* It is recommended that the teaching license and teaching experience be in the candidate’s endorsement area.
* University/On-Site Supervisor:
* Must hold a valid/current teaching license,
* Must hold a master's degree or above in education or a related field, and
* Must have a background in the Student Teacher’s subject endorsement area.

## Requirements

### Teacher Candidates Will:

* Attend 16 consecutive weeks of student teaching.
	+ This requires the Student Teacher to be in attendance for the full work day every day during the 16 week placement.
* Complete a minimum of 300 clock hours (combined total for placement(s)) of full-time classroom experience at the level and area(s) of endorsement(s) throughout the school day in which the students are present. Due to the requirement to be in the classroom all day, every day the total number of hours may far exceed the 300 hour minimum. Student teacher must maintain attendance all day, every day throughout the semester, even if the minimum 300 clock hours are achieved prior to the end of the semester.
	+ A minimum of 150 clock hours of supervised direct teaching activities during the 16 consecutive weeks of student teaching.
	+ Direct teaching hours include: time spent directly teaching students in a classroom setting *in the Student Teacher’s endorsement area*. Direct teaching hours also include spending time engaging students in the learning process. Examples include teaching a lesson, tutoring, working one-on-one, co-teaching a lesson with a regular/special education teacher, administering a test.
	+ Indirect teaching hours include: time spent with students in a school setting (observing the lead teacher, assisting other teachers – coaching, field trip, bus duty, etc.). Indirect hours also include observation, homeroom, recess duty, bus duty, lunch duty, assemblies, etc.
	+ Activities not counted as either direct/indirect hours include: planning period, lunch time (unless lunch duty supervising students), parent teacher conferences, faculty meetings, professional development days, and teacher work days.
* Student Teacher attendance at IEP meetings and other such types of important confidential and “closed door” meetings is at the discretion of the school (see Appendix N for Confidentiality Agreement).
	+ The Student Teacher is expected to participate in all types of duties and responsibilities that would be aligned with normal teaching duties (such as attendance at IEP meetings, parent/teacher conferences, etc.), but the administration and faculty of the site school determine the appropriateness of the Student Teacher’s presence at these events.
* Participate in experiences related to *every* competency related to their endorsement(s).
	+ It may be necessary for the teacher candidate to collaborate with teachers in other classes related to endorsement area in order to meet all competency area requirements.
	+ Elementary candidates must write lesson plans and teach in other classes, specifically targeting the content areas of English, mathematics, science, and social sciences.
* Include experiences (through both student teaching and field placements) at multiple grade levels.
	+ PreK-12 placements must include PreK-6 and 6-12 levels.
	+ Special education experiences must include K-6 and 6-12 levels.
	+ Elementary placements must include PreK-6 levels.
	+ Dual endorsements must include placements in both endorsements.
	+ Secondary experiences should include 6-12 levels.
* Include all field experiences and student teaching experiences on the [Field Experience Summary (FES)](https://www.liberty.edu/education/field-experience/requests/).
* Begin as co-teachers with their Cooperating Teachers using a co-teaching model appropriate for the placement.
* Assist teachers and instruct in other classes related to endorsement area as schedule permits throughout the placement.
* Gradually assume greater responsibility for teaching duties.
* Assume primary responsibility for teaching duties and classroom management for at least four full weeks (or two full weeks for each 8-week placement).
* Gradually release primary responsibility for the classroom.
* Fulfill all duties required for classroom teachers, including faculty meetings, parent-teacher conferences, field trips, etc.
* Not be required to attend overnight trips or activities requiring large expenditures. [Note: Check with the University/On-Site Supervisor for such participation.]
* Check for school closing/delays.
* Plan and arrange everything you do in advance, including any absences and adjustments to schedules that must be taken.
	+ If a Student Teacher desires to begin placement prior to the official start of the placement/semester, the Student Teacher must request permission with the School of Education to secure supervision.
	+ Any hours accumulated before the official start of the semester are considered volunteer hours.
	+ Planned absences are to be avoided during student teaching and are not approved until all paperwork is processed - allow at least 5 school days. **See Appendix A**. Plan for emergencies.
* Request permission using the appeal form if you plan to work or participate in any outside activities during student teaching. Outside commitments must be eliminated or minimized.
	+ Example of activities that would NOT be approved: serving as an RA, actively competing on a sport or club team, participating in extra-curricular and/or university-related activities such as choral groups, theatre productions, etc.
* Student Teachers should maintain a professional relationship with all school personnel.
* Student Teachers will dress professionally for all student teaching activities.
* Student Teachers will observe student teaching dress policies except when casual dress or sports clothes *for specific events* are approved in advance by the University Supervisor/Cooperating Teacher.

### Cooperating Teachers Will:

* Communicate regularly with the University/On-Site Supervisors.
* Complete the [stipend paperwork](http://www.liberty.edu/soeplacementtraining).
* Notify University/On-Site Supervisors of any concerns or problems in placement within 24-48 hours of occurrence.
* Acquire a substitute teacher to monitor the Student Teacher during absences. The Student Teacher may not serve as the substitute.

### University Supervisors Will (For Local Placements):

* Complete a minimum of four observations (one initial and 3 formal visits) for each Student Teacher with ONE placement.
* Complete a minimum of three observations (one initial and 2 formal visits) PER PLACEMENT for each Student Teacher with TWO placements. [This would be six total visits for the semester.]
* Include at least one complete lesson in each formal observation.
* Meet with each assigned Student Teacher.
* Communicate consistently with the Cooperating Teachers.
* Schedule additional observations and/or conferences as needed.
* Notify the ST Director of any concerns or problems in placement within 24-48 hours of occurrence.

### On-Site Supervisors Will (For External Placements):

* Complete a minimum of three visits (one initial and two formal observations) for each Student Teacher with ONE placement.
	+ Initial visit may be completed in person or via phone or email.
* Complete a minimum of three visits (one initial and two formal observations) PER PLACEMENT for each Student Teacher with TWO placements. [This would be six total visits for the semester.]
	+ Initial visits may be completed in person or via phone or email.
* Include at least one complete lesson in each formal observation.
* Meet with each assigned Student Teacher.
* Schedule additional observations and/or conferences as needed.
* Communicate consistently with the Cooperating Teacher.
* Notify the University Supervisor/University Professor of any concerns or problems in placement within 24-48 hours of occurrence.

### On-Site Mentors Will (For External Placements):

* Complete a minimum of three visits (one initial and two formal observations) for each Student Teacher.
	+ Initial visit may be completed in person or via phone or email.
* Include at least one complete lesson in each formal observation.
* Meet with each assigned Student Teacher (individual and/or group meeting).
* Schedule additional observations and/or conferences as needed.
* Notify the University Supervisor/University Professor of any concerns or problems in placement within 24-48 hours of occurrence.

## Observation Chart for Student Teaching (EDUC 476, EDUC 590, and EDUC 592)

|  |  |
| --- | --- |
| **LOCAL (Central VA) Observations** | **EXTERNAL Observations** |
|       Complete a minimum of four visits for each teacher candidate with ONE placement.-  1 Initial-  3 Formal Observations\*      Complete a minimum of six total visits for the semester for each teacher candidate with TWO placements-  2 introductions (1 per placement)-  4 formal observations\*  (2 per placement)\* *Each observation includes one complete lesson.* |      Complete a minimum of three visits and one video-recorded lesson for each teacher candidate with ONE placement. 1. Initial Visit (conducted by the On-Site Supervisor)
2. Formal Observation\* #1 (completed by the On-Site Supervisor)
3. Formal Observation\* #2 (completed by the On-Site Supervisor)
4. Video Lesson (Student Teacher submits a video-recorded lesson to the University Supervisor for assessment)

     Complete a minimum of five visits and one video-recorded lesson for the semester for each teacher candidate with TWO placements.1. Initial Visit (one per placement; conducted by the On-Site Supervisor)
2. Formal Observation\* #1 (completed by the On-Site Supervisor)
3. Formal Observation\* #2 (completed by the On-Site Supervisor)
4. Formal Observation\* #3 (completed by the On-Site Supervisor)
5. Formal Observation\* #4 (completed by the On-Site Supervisor)
6. Video Lesson (Student Teacher submits a video-recorded lesson to the University Supervisor for assessment)

*\* Each observation includes at least one complete lesson.* |

## Observation Chart for Student Teaching in Your Own Classroom (EDUC 591 and EDUC 593)

|  |  |
| --- | --- |
| **LOCAL (Central VA) Observations** | **EXTERNAL Observations** |
|       Complete a minimum of four visits for each teacher candidate.-  1 Initial-  3 Formal Observations\*\* *Each observation includes at least one complete lesson.* |      Complete a minimum of three visits and one video-recorded lesson for each teacher candidate.1. Initial Visit (conducted by the On-Site Mentor)
2. Formal Observation\* #1 (completed by the On-Site Mentor)
3. Formal Observation\* #2 (completed by the On-Site Mentor)
4. Video Lesson (Student Teacher submits a video-recorded lesson to the University Supervisor for assessment)

*\* Each observation includes at least one complete lesson.* |

# Grading Policy Guidelines

Please refer to the descriptions below and choose the level that BEST describes the teacher candidate’s performance. ***Proficient*** or ***Advanced*** level performance is expected for all teacher candidates who successfully complete the program. Please provide a comment on for any rating at the ***Developing*** level.

|  |
| --- |
| **A =** Strongly recommended for a teaching position**B =** Recommended for a teaching position**C =** Conditional recommendation for teaching**D =** Not recommended for licensure or teaching**F =** Not recommended for licensure or teaching |

# Intervention Plans

**What is an intervention plan?**

An Intervention Plan is a written plan that states what a Student Teacher must do to successfully accomplish the requirements of student teaching.

**When should it be used?**

When a Student Teacher is having difficulty meeting the basic requirements of student teaching and is not performing at a satisfactory level, an Intervention Plan is used to state the requirements that will be necessary to complete the student teaching placement.

**Who is involved with the Intervention Plan?**

The School of Education ST Director is notified as early as possible concerning any prospective “C or below” Student Teacher. The ST Director will assist the University/On-Site Supervisor and the Program Chair to develop a written Intervention Plan (**see Appendix B**). Insight and feedback from the Cooperating Teacher will be integrated in the Intervention Plan. The University/On-Site Supervisor will meet with the Student Teacher to discuss the expectations of the Intervention Plan. The University/On-Site Supervisor will coordinate with both the Student Teacher and the Cooperating Teacher to review the expectations outlined in the Intervention Plan and ensure all applicable signatures are obtained.

**What must the Intervention Plan include?**

* Requirements that must be met by the Student Teacher in order to improve the grade (or an alternate plan for changing to a non-licensure track)
* Consequences for not meeting the requirements stated in the plan
* Date of re-evaluation and person responsible for follow-up
* Signatures: Student Teacher, Cooperating Teacher, University/On-Site Supervisor, and ST Director

**What happens if I refuse to sign the Intervention Plan?**

The Student Teacher is responsible for all expectations outlined in the Intervention Plan, even if the Student Teacher does not agree to sign. Further, if the Student Teacher does not comply with the expectations of the Intervention Plan, the Student Teacher will be removed from the placement and a new placement will not be sought for the semester.

**What happens if there was no Intervention Plan?**

Occasionally, a Student Teacher may be pulled from the placement by either the site school or the Liberty University School of Education before an Intervention Plan can be developed. In these cases, the Student Teacher will not receive another placement that semester.

**What happens if I am removed from my placement?**

A new placement will not be sought for the semester. When merited, a Student Teacher may appeal to the Program Chair to inquire about additional coursework or tasks to finish a degree in the non-licensure track.

**Will I get credit for student teaching if I am removed from my student teaching placement?**

No, if a Student Teacher is removed from their placement, at any time of the semester (even at the end), the Student Teacher will not get credit for student teaching.

# Timelines for Student Teachers

EDUC 476/477, 590, and 592

*"Having then gifts differing according to the grace that is given to us...and he that teaches, on teaching." Romans 12:6-7*

## Before Student Teaching

* Correspond with the Cooperating Teachers before the placement begins. Correspond with University/On-Site Supervisor to schedule and discuss initial visit to school.
* Begin to research the subject areas for that grade level and determine that you will bring new ideas to the classroom.
* Organize instructional materials and evidences collected through your college experience to be used for student teaching and for your electronic portfolio that you will submit on LiveText.
* Begin now to pray for your future students and your Cooperating Teacher(s). Remember that your Christian testimony will center in your conduct, including actions, attitudes, and words.
* Look over all assessment forms and familiarize yourself with all of the report forms.
* Make your plans NOW to arrive at school at least 1/2 hour early and stay as long as your Cooperating Teacher is expected to stay.
* At the beginning of the fall semester, some Student Teachers may be asked by the assigned school to attend teacher work days.
* ***B.S. candidates ONLY****:* Identify a project if you are registering for Christian Service this semester and sign up for CSER 399-001. The project must include at least 20 hours of volunteer activities above the 300 hours required for student teaching.

## First Week

* Remember that you are a co-teacher. Meet with your Cooperating Teacher(s) to develop a plan appropriate for your placement(s).
* Review and sign the Confidentiality Agreement **(see Appendix N).**
* Learn the names of students in your classes.
	+ Study the characteristics and learning habits of the students in your class(es).
* Establish a basis for your leadership and discipline.
* Become thoroughly familiar with the school facility.
* Determine the topic for the unit you will teach and begin planning now.
* No lesson may be taught unless previously approved by the Cooperating Teacher. Turn in weekly lesson plans to the Cooperating Teacher and University Supervisor/University Professor on each Friday prior to the week the lessons are taught for review.
	+ If the Cooperating Teacher approves the lesson then you may proceed to teach the lesson. If not, then the lesson plan will need to be revised and resubmitted for review.
* Submit weekly schedule to the University/On-Site Supervisor each Friday.
* **(For EXTERNAL Graduate Students ONLY)** One of the assignments for Student Teachers is to videotape one of the lessons you teach.  Before doing this, you will first need to check with your school to see their requirements and have their permission.  If parental permission is required but the school does not have their own permission form, you will need to write your own and confirm it with the school.  As an example, it would include a statement such as "As part of my student teaching requirements, I need to videotape one of the lessons I teach for my course instructor.  Only my instructor will view the tape and it will be destroyed afterwards.”

## Transition Weeks

* No lesson may be taught unless previously approved by the Cooperating Teacher.
* The Student Teacher will submit five detailed lesson plans (**See Appendix D and E; F and G for special education Student Teachers**) for each subject taught. After five detailed plans, the Student Teacher may submit block plans (**See Appendix H and I**) if approved by the Cooperating Teacher and University/On-Site Supervisor.
* Gradually assume greater responsibility for teaching duties and classroom management.
* Assist teachers in other classes related to your endorsement area as schedule permits.
* Turn in weekly block plans each Friday prior to the week the lessons are taught.
* Manage the classroom with a maximum of positive reinforcement and a minimum of negativism.
* Collect ideas and prepare written summaries related to discipline, management, classroom routines, and instructional activities.
* Investigate the availability of various kinds of media and technology for use in the classroom.
* Initiate your own research for ideas and activities.
	+ Do not depend solely on the Cooperating Teacher's suggestions and materials for every lesson you teach.
* Manage the classroom if the Cooperating Teacher steps out.
* Become comfortable with the class and the workload.

## Teaching Weeks

* Assume primary responsibility for teaching duties and classroom management for at least four full weeks.
* Prepare all ideas, resources, and plans in full cooperation with the Cooperating Teacher but demonstrate a marked sense of independence on your part.
* Prepare and teach your unit.
* Schedule a formal observation session with your University/On-Site Supervisor
* Continue to bring variety to your instruction.
* Meet with the Cooperating Teacher to establish a "take-back" schedule.
* Maintain current grading and recording.

## Final Week

* Gradually release primary responsibility for the classroom.
* Continue to assist teachers in other classes as arranged.
* Be sure all papers are graded and all grades are entered in the grade book.
* Show appreciation to all school personnel who have assisted you.
* Check your student teaching forms for accuracy and total all of your hours correctly.
	+ Total hours for combined placements must include a minimum of 300 clock hours of full-time classroom experience with at least 150 clock hours of supervised direct teaching activities.
* Complete the Evaluation of the Cooperating Teacher and the University Supervisor.
* Prepare [Gate 4 paperwork](https://www.liberty.edu/education/epp-undergrad-gates/gate-4/) and submit appropriately (see **Appendix R** for information regarding graduation and licensure).

## After Student Teaching

* Submit [Gate 4 paperwork](https://www.liberty.edu/education/epp-undergrad-gates/gate-4/) to the Teacher Licensure Office.
* Keep the alumni database current by notifying the Teacher Licensure Office about your employment, graduate studies, and changes in name, mailing address, phone number, or e-mail address.

# Guidelines for Cooperating Teachers

*"Those things, which you have both learned, and received, and heard, and seen in me, do: and the God of peace shall be with you." Philippians 4:9*

## Before Student Teaching

* Meet with the Student Teacher.
* Carefully examine the materials received from Liberty University and consider ways to welcome the Student Teacher as a co-teacher.
* Prepare for the Student Teacher's school visit:
* Allocate a work space for the Student Teacher.
* Assemble available materials (school handbook, extra set of texts and classroom materials, etc.).
* Determine topics to be taught during student teaching placement.
* Meet with Student Teacher at the school for initial visit:
* Introduce the Student Teacher as a co-teacher to the administrators, faculty, and staff.
* Conduct tour of school facility.
* Inform the Student Teacher about the school schedule, teacher duties (bus, lunch, hall, recess, etc.), and other school policies (use of school supplies, where to park, etc.)
* Work out a first-week plan.

## First Week

* Meet with your Student Teacher to develop a plan appropriate for the placement.
* Determine the topic for the unit to be taught by the Student Teacher.
* Provide a seating chart to enable the Student Teacher to learn the names of the students.
* Introduce the Student Teacher to the class as a "teacher" and allow the Student Teacher to establish a professional relationship with the students.
* Provide guidance to the Student Teacher as needed during planning sessions.
	+ Avoid correcting the Student Teacher in the presence of students.
* Submit the [stipend paperwork](http://www.liberty.edu/soeplacementtraining) by the end of the first week to allow for timely processing of your request for stipend.
	+ Ensure ALL paperwork applicable to the placement (evaluations, approval of time log, submission of class demographics, etc.) is complete and submitted in LiveText by Watermark to be eligible for the stipend.
* Meet with the University Supervisor/On-Site Supervisor.

## Transition Weeks

The Student Teacher will submit five detailed lesson plans for each subject taught. After five detailed plans, the student may submit block plans if approved by the Cooperating Teacher and the University/On-Site Supervisor.

* Gradually assign greater responsibility to the Student Teacher for teaching duties and classroom management.
* Allow Student Teacher to assist teachers in other classes as needed to meet all competencies.
* Read, initial, and date all weekly lesson plans, which should be given to you on each Friday prior to the week the lessons are taught.
	+ *Notify the University/On-Site Supervisor at once if the Student Teacher does not provide you with adequate plans in advance*. No lesson may be taught unless previously approved by you, the Cooperating Teacher. Weekly lesson plans are to be turned into you by the Student Teacher each Friday prior to the week the lessons are taught for review. If the lesson is not approved, then the lesson plan will need to be revised and resubmitted for review.
* Leave the room for brief periods to allow the Student Teacher to establish classroom authority.
* Encourage the Student Teacher to collect ideas, conduct research, and use a variety of materials (including media and technology).
* Offer suggestions based on your observations and experience.
* Prepare the preliminary assessment form.
* *Notify the University/On-Site Supervisor as early as possible concerning any prospective "D" or "F" Student Teacher.* In situations where merited and possible, a conference to develop an intervention plan should be scheduled.

## Teaching Weeks

The Student Teacher's full-time classroom experience must include a minimum of 300 clock hours (combined total for placements) at the level and area(s) of endorsements. At least one half of these hours (150) must be supervised direct teaching activities and at least half (150 hours) should be counted as indirect hours.

* Assign primary responsibility to the Student Teacher for teaching duties and classroom management for at least four full weeks (or two full weeks for each 8-week placement).
* Support Student Teacher's independence while continuing to check plans in advance and monitor performance. Expected Student Teacher behavior:
	+ arrives on time, prepared, current in grading and recording
	+ demonstrates confidence, independence, and autonomy
* Meet with Student Teacher to establish a transition schedule.
* Prepare the final assessment form. Be sure the final grade corresponds with comments and circled items.

## Final Week

* Gradually resume primary responsibility for the classroom.
* Submit the final assessment form.
* Stipends will be delivered at the close of the semester upon completion of all paperwork, if the Cooperating Teacher has submitted the [stipend paperwork](http://www.liberty.edu/soeplacementtraining).

# Guidelines for On-Site Mentors

## Before Student Teaching

* Respond to the introductory email sent to you by the University Supervisor, showing that lines of communication are open.
* Meet with the Student Teachers to schedule and discuss initial visit to school.
* Exchange phone numbers and determine the best method of communication throughout the practicum.
* Discuss forms and procedures in Student Teaching Handbook.
* Emphasize that NO ONE IS TO BE ABSENT without the express permission or knowledge of the University Supervisor and the On-Site Mentor.
* Determine how and where Student Teachers will submit their lesson plans to On-Site Mentor each week, so the University Supervisor/On-site Supervisor can plan observations for the next week.

## Initial Visit

* Receive schedule from Student Teacher.
* Complete the Initial Visit Report (**see Appendix M**).
* Discuss the 16-week student teaching format, noting when various items are due.
* Contact the University Supervisor with any questions.

## Teaching Weeks

The Student Teacher will submit five detailed lesson plans for each subject taught. After five detailed plans, the Student Teacher may submit block plans if approved by the On-Site Mentor and University Supervisor.

* Conduct two observations, each of an entire lesson from beginning to end. Observations should be several weeks apart, giving the Student Teacher time to improve. Complete the Observation Form. Rate the Student Teacher based on current performance of the lesson. Be mindful of the Student Teacher’s experience and rate fairly. Also, Student Teachers are beginning teachers and should be evaluated as such, not experienced, veteran teachers.
* Complete the preliminary and final assessment form at the designated times. Be sure the grade corresponds with comments and circled items.
* Take time to discuss the lesson with Student Teachers following an observation. Focus on the strengths of the lesson. Also, suggest alternate ways to teach and encourage professional growth. Encouragement is especially important for the first observation.
* Keep communication lines open by sharing the same information with the University Supervisor.
* Emphasize principles related to classroom management. Allow time for Student Teachers to share classroom challenges and solutions.
* **Notify the University Supervisor as early as possible concerning any prospective "D" or "F" student teacher. A conference must be scheduled to develop an intervention plan.**

## Final Weeks

* Submit the final assessment form.
* Complete evaluations on the Liberty student teaching program.
* Stipends will be delivered at the close of the semester upon completion of all paperwork, if the On-site Mentor has submitted the [stipend paperwork](http://www.liberty.edu/soeplacementtraining).

# Guidelines for University/On-Site Supervisors

*"And the things you have heard of me among many witnesses, the same commit to faithful men, who will be able to teach others also." II Timothy 2:2*

## Before Student Teaching -- with Student Teacher(s)

* Meet with Student Teachers to schedule and discuss initial visit to school.
* Tell the Student Teachers to obtain the cooperating school's phone number, and to exchange telephone numbers with their University/On-Site Supervisor and with the Cooperating Teacher(s).
* Discuss forms and procedures in student teaching handbook and answer Student Teachers' questions.
* Emphasize that NO ONE IS TO BE ABSENT without the express permission or knowledge of the University/On-Site Supervisor and the Cooperating Teacher. If Student Teachers must be absent due to sudden illness, they must observe proper professional conduct by making provisions to have the books and plans sent in to the Cooperating Teacher and calling the University/On-site supervisor the night before, if possible, or in the early morning (**see Appendix A**).
* Instruct Student Teachers to confirm the times that teachers are expected to arrive and leave at their schools.
* Determine how and where Student Teachers will submit their weekly schedules and lesson plans to University/On-Site Supervisors each Friday, so the University Supervisor/On-site Supervisor can plan observations for the next week.
* Encourage Student Teachers to socialize with other teachers in the lunchroom and workroom, but warn Student Teachers to avoid gossip.
* **LOCAL undergraduate candidates ONLY:** Examine the EDUC 475 seminar schedule and inform Student Teachers of the location for small group meetings with the University Supervisor on alternate weeks. Call attention to the dates of meetings and note vacation dates and teacher workdays so plans can be made in advance.

## Before Student Teaching -- with Cooperating Teacher(s)

* Meet with Cooperating Teacher to schedule and discuss initial visit to school.
* Exchange phone numbers and email addresses.
* Discuss role of Cooperating Teachers and their presence in the classroom.
* Encourage Cooperating Teachers to CONTACT YOU IMMEDIATELY if there is a concern. **It is easier to correct a problem in the early stages.**

## Initial Visit

* Expect Student Teachers to learn school schedules and students' names.
* Receive weekly schedule from each Student Teacher (due each Friday, to enable supervisors to plan observations for the next week).
* Complete the Initial Visit Report (**see Appendix M**) and collect the signed Confidentiality Agreement from the Student Teacher (**See Appendix N).**

## Transition Weeks

The Student Teacher will submit five detailed lesson plans for each subject taught. After five detailed plans, the Student Teacher may submit block plans if approved by the Cooperating Teacher and University Supervisor/University Professor.

* Conduct an observation of an entire lesson from beginning to end. Complete the Observation Form. Rate the Student Teacher based on current performance of the lesson. Be mindful of the Student Teacher’s experience and rate fairly. Also, Student Teachers are beginning teachers and should be evaluated as such, not experienced, veteran teachers.
* Take time to discuss the lesson with Student Teachers following an observation. Focus on the strengths of the lesson. Also, suggest alternate ways to teach and encourage professional growth. Encouragement is especially important for the first observation. Student Teachers may be more concerned about lesson plans and their own performance instead of student learning at this stage of student teaching. Remind them that student learning is the primary objective.
* Take time to discuss with Cooperating Teachers the comments you have written on the observation form.
	+ Student Teachers should gradually assume greater responsibility for teaching duties and classroom management and should assist teachers in other classes in order to meet all competencies for their endorsement.
* Keep communication lines open by sharing the same information with Student Teachers, Cooperating Teachers, and University Supervisor.
* Emphasize principles related to classroom management. Allow time for Student Teachers to share classroom challenges and solutions.
* Review the preliminary assessment form from the Cooperating Teacher and discuss the Student Teacher's grade based on current performance. Establish a clear understanding with the Cooperating Teacher and Student Teacher regarding specific improvements needed to earn a satisfactory grade.
* **Notify the School of Education ST Director as early as possible concerning any prospective "D" or "F" Student Teacher. A conference must be scheduled to develop an intervention plan.**

## Teaching Weeks

The Student Teacher's full-time classroom experience must include a minimum of 300 clock hours (combined total for placements) at the level and area(s) of endorsements. At least one half of these hours (150) must be supervised direct teaching activities.

* Conduct the second observation.
	+ Student Teachers should assume primary responsibility for teaching duties and classroom management for at least four full weeks [two full weeks for each 8-week placement] and should prepare and teach the unit.
	+ Second observations can be unannounced, but arrangements could be made with the Cooperating Teacher as a courtesy.
* Maintain personal contact between visits.
* Schedule the third and final observations.

## Final Week

* Encourage Student Teachers to write thank-you notes to all school personnel who have helped them.
* Receive the final assessment letter from the Cooperating Teacher. Final decisions regarding the Student Teacher's grade are the responsibility of the University/On-Site Supervisor, but consensus with the Cooperating Teacher should be reached when possible.
* Confirm receipt of all required paperwork. Remind Student Teachers that their forms must document the minimum required clock hours. (Total hours for combined placements must include a minimum of 300 clock hours of full-time classroom experience with at least 150 clock hours of supervised direct teaching activities.)
* Cumulative log (remind Student Teachers to check for accuracy and calculate totals correctly)
* Two assessments for each placement (preliminary and final)
* **LOCAL Undergraduate candidates ONLY:** Schedule portfolio presentations in the final small group session. Invite another faculty member to attend the final session.

## After Student Teaching

* Stipends for On-site Supervisors will be delivered at the close of the semester upon completion of all paperwork, if the On-site Supervisor has submitted the stipend paperwork.

## Small Group Suggestions (LOCAL B.S. candidates ONLY)

*University/On-Site Supervisors with only 1 or 2 Student Teachers may combine their group with another supervisor to provide greater opportunity for interaction among teacher candidates.*

* Begin each session with prayer for each other and for special school problems.
* Make assignments for each small group session that are based on reading the classroom management text and that require the Student Teachers to apply the text content to their classroom responsibilities.
* Guide the discussion related to the assignments from the classroom management text.
* Encourage teacher candidates to share ideas and experiences.
* Tailor small group sessions to the special needs of the students - for their improvement and motivation. (No two semesters are ever the same.)
* Limit supervisor comments and suggestions to those applicable for the entire group. Corrections for an individual should be made in private.
* Determine your procedure for checking student teaching notebooks and professional portfolio. You may choose to check the notebooks during school visits. The Student Teachers will be instructed to submit their electronic portfolio into LiveText. The Student Teachers enjoy presenting their portfolios to their peers and supervisors during the final small group sessions. The University Supervisor and another faculty member will view and grade the portfolio with the grading rubric provided on LiveText.

*Based on guidelines developed by Mary Fink, University/On-Site Supervisor, Liberty University*

# Professionalism

## General Guidelines:

* Student Teachers will:
* Abide by [S-C-R-I-P](https://www.liberty.edu/education/conceptual-framework/) standards as outlined by the School of Education.
* Specific expectations include the following:
* *Social Responsibility*:
	+ Candidates will exhibit a positive desire to be a teacher who believes all students can learn.
	+ Candidates will work to gain rapport with students to develop a classroom environment where learning is a priority.
	+ Candidates should not use any personal digital modes of communication to interact with K-12 students (ex. Texting, calling, chatting, using social network sites, etc.) In addition, candidates should not post pictures of K-12 students, student work, etc. on their personal social networking sites.
* *Commitment*:
	+ Candidates will display the necessary work ethic and dedication to be competent in content, independently create lessons that are active and engaging, and take ownership of his/her critical role in ensuring student learning.
	+ Candidates will display the attitude that all students can learn and candidate will have a commitment to do all they can do to make that happen.
	+ Candidates will assume responsibility to complete all teaching duties and EDUC course assignments as outlined in the Student Teaching Handbook and the course syllabus. The University Supervisor maintains the authority to require specific assignments and various tasks to ensure the Student Teacher is able to successfully complete Student Teacher requirements and meet all endorsement area competencies.
* *Reflective Practice*:
	+ Candidates will honestly reflect on the effectiveness of their performance and work in a collaborative manner with the Cooperative Teacher/On-Site Mentor.
	+ Candidates will complete final elements of the student teaching assignment by: making sure all grading has been completed and recorded, continuing to assist the classroom teacher as requested, check all student teaching forms for accuracy, and ensure that clock hours required are documented.
* *Integrity:*
	+ Candidates will display integrity in all interactions and actions.
	+ Candidates will maintain discretion and confidentiality concerning student records, academic and behavioral records, etc.
* *Professionalism:*
	+ Candidates will conduct themselves in a professional manner in the areas of assertiveness, class management, engaging instruction, data collection and human relations.
	+ Candidates will listen and follow requests and directions from LU Supervisor and Cooperative Teacher/On-Site Mentor.
	+ Candidates will comply with directions from all named individuals, school personnel, and other key personnel who are authority figures in the candidate’s placement and placement processes, including Liberty University faculty and staff.
	+ Candidates should maintain a professional relationship with all school personnel.
	+ Candidates will dress professionally for all student teaching activities.
	+ Candidates will observe student teaching dress policies except when casual dress or sports clothes *for specific events* are approved in advance by the University Supervisor/Cooperating Teacher.
* Depending on the level of disposition or conduct infraction(s), the student teaching grade may be altered. The University Supervisor maintains the authority to make final grade decisions, including point deductions, concerning dispositions and conduct.
* Any unprofessional conduct may result in a removal from placement. It is possible that a future placement may not be sought.
* If there is any evidence of inappropriate communication or interaction between a candidate and K-12 student(s), school personnel, or Liberty University faculty/staff member, this is cause for candidate dismissal from the Educator Preparation Provider.

## Student Teaching/Field Experience Dress Code Guidelines

* **Philosophy of Dress Code**
	+ Liberty University trains students from all walks of life for many different professions and, most importantly, for serving as Champions for Christ. For this reason, the University has established a standard of dress for the University community, which is conducive to a Christ-like environment. Cleanliness, neatness, appropriateness, and modesty are important as guiding factors. *Students are expected to dress modestly at all times****.***
* **Dress Code for Field Experience Placements**
	+ **When participating in field experience placements, the candidate must adhere to both SOE and/or the Host School’s dress code** (whichever is the higher standard). *For example, if a candidate is placed in a private school placement that requires a more formal dress code, the candidate must comply with the Host School’s dress code.*
	+ ***Dress Code for Men:*** Hair and clothing styles related to a counterculture (as determined by the Deans' Review Committee) are not acceptable. Hair should be cut in such a way that it will not come over the ears, collar or eyebrows at any time. Ponytails for men are unacceptable. Facial hair should be neatly trimmed. Earrings and/or plugs are not permitted on or off campus, nor is body piercing.
		- ***STUDENT TEACHING & FIELD EXPERIENCE DRESS*** *Attire*: Neat slacks; dress shirt with tie or collared shirt, golf/polo shirt or turtleneck - all shirts must be tucked in (discreet logos acceptable, no large writing or logos); dress or dressy casual shoes (no sandal-type shoes or flip-flops), socks, no headgear (hats, bandanas, etc).
		***When & Where*:** Classes
		- ***CASUAL DRESS*** *Attire*: Neat pants, jeans (no shorts), shirts, wind suits, no hats.
		***When & Where*:** Special school occasions such as field day or field trips.
		- ***SPORTS CLOTHES*** *Attire*: Sweats, T-shirts, modest shorts (when wearing spandex, shorts must be worn over them) and athletic shoes.
		***When & Where*:** PE classes, athletics, and sports events.
	+ ***Dress Code for Women:*** Dresses and skirts should be no shorter than the top of the knee (sitting or standing). Skirt slits should be modest; open slits should be no higher than the top of the knee, closed slits should be no higher than two inches from the top of the knee. Shoulder should not show. Anything tight, scant, backless, see-through, low in the neckline or revealing the midriff or undergarments (in any position) is immodest and unacceptable. *You should be able to bend over to assist students and stretch to reach the top of a white board without revealing any of the areas mentioned above*. Slips should be worn under thin material. Body piercing is not permitted. Earrings and plugs are permitted in ears only.
		- ***STUDENT TEACHING & FIELD EXPERIENCE DRESS*** *Attire*: Dresses, skirts, dress pants (no jeans of any color, no overalls, no capris/cropped pants, no shorts), sweaters and/or shirts (no sweatshirts, no writing or graphics on shirts except discreet embroidered logos), dress or dressy casual shoes (no tennis, athletic, sport shoes or flip-flops), no headgear (hats, bandanas, etc.).
		***When & Where*:** Classrooms
		- ***CASUAL DRESS*** *Attire*: Neat pants, jeans, shirts (no holes, tears, etc.)
		***When & Where*:** Special school occasions such as field day or field trips
		- ***SPORTS CLOTHES*** *Attire*: Sweats, T-shirts, modest (to mid-thigh) shorts (when wearing spandex, shorts must be worn over them), and athletic shoes.
		***When & Where*:** PE classes, athletics, and sports events.
	+ Plan your wardrobe for a professional appearance in accordance with the *Liberty Way*. You will need comfortable shoes and clothes that allow you to move about modestly (e.g., raising your arm to write on the chalkboard.)

## Social Media Guidelines

* Candidates are expected to maintain professional communication with K-12 students at all times during student teaching. Candidates should not interact with K-12 students via social media platforms (ex: Facebook Messenger, Twitter, Instagram, etc.) or personal communications (personal email, text messages, phone calls, etc.).
* Candidates should maintain teacher and student privacy by not posting pictures of K-12 students or school personnel, student work, identifiable anecdotes, etc. Candidates should refrain from posting negative reflections directed towards the school, cooperating teacher, or other school/University personnel.
* Pictures of K-12 students should only be taken if the appropriate permissions are obtained from the school and parents of K-12 students. Further, if a video lesson is required in the placement, the candidates should not upload the video to any public website (ex: YouTube, etc.).

## Unforeseen Disruption in Placement

Candidates should be aware that events may occur that are beyond the University’s control, including but not limited to school employee labor disputes/strikes, acts of God, civil unrest, etc. While the University will attempt to assist the candidate in locating another site in the event of such occurrence, each student should be aware of the risk and prepare appropriately. If placement is significantly disrupted (hours not met, etc.), the candidate should be prepared to continue and/or repeat the student teaching placement in a future semester.

The University does not endorse candidate participation in active labor disputes and strikes during the student teaching semester.

# Christian/Community Service Guidelines (LOCAL and EXTERNAL B.S. candidates ONLY):

*“To graduate from Liberty, all full-time, residential undergraduate students must successfully complete one CSER requirement for each full-time semester that they are a student, up to eight (8) semesters. Undergraduate students must first pass GNED 101 and 102 which are their first two (2) semesters of CSER requirements (See II.B.). They must then successfully complete at least one CSER for each full-time semester that they are enrolled, up to six (6) more semesters. Once students have fulfilled these requirements, they will no longer need to enroll in a CSER.”*

* Identify a project for Christian Community Service credit that includes at least 20 hours of volunteer activities *above* the 300 hours required for student teaching (the hours completed for CSER credit cannot be used for academic credit, scholarship, or monetary compensation). Examples of appropriate projects: volunteer tutoring after school, volunteer assistance to the Cooperating Teacher or cooperating school. The project should not consist of regular student teaching duties.
* Sign up for CSER 399-001.
* Fulfill a minimum of 20 hours during the semester to receive a passing grade.
Grading criteria:

A - student displays exceptional service; excellent attitude; volunteered at least 20 hours

B - displays satisfactory service; punctuality; appropriate attitude; volunteered at least 20 hours

C - displays acceptable service; usually punctual; acceptable attitude; volunteered at least 20 hours

D - displays unsatisfactory service; not punctual; volunteered at least 20 hours

F - designates "failure;" unacceptable service; volunteered less than 20 hours

* Obtain your supervisor's written evaluation and signature on the final evaluation. (The person that is supervising the project should sign the evaluation form and assign the grade.)
* Return the final evaluation and grade sheet to the CSER office.

# APPENDIX A: Request to Be Absent Form

Student Teachers are expected to perform their assigned responsibilities at all times except in the case of personal illness or extreme emergency circumstances. For other situations where there is strong, justifiable cause for requesting absence, this form must be completed by the Student Teacher, signed by the Cooperating Teacher, and submitted to the University/On-Site Supervisor at least 5 days prior to the projected absence. University/On-Site Supervisors may require makeup work for excused absences.

|  |
| --- |
| Student Teacher: |
| Time requested to be absent from student teaching assignment: |
| From: | To: |
| Month | Day | Hour | Month | Day | Hour |
| REASON FOR YOUR ABSENCE: (If you are going for a job interview, then supply the following information. In lieu of this information, you may attach a copy of the letter in which you were asked to come for a job interview.) |
| Name of administrator: |   |
| Name of school: |   |
| Address of school: |   |
| School phone: |   |
| If you are not going for a job interview, what is the reason for your absence? |
| Student Teacher’s signature: |   |
| Cooperating Teacher’s approval: |   |
| University Supervisor’s approval: |   |
| On-Site Supervisor (External ONLY) |  |
| Please return this signed approval form to the Teacher Licensure Office for documentation. |

# APPENDIX B: Intervention Plan

***NOTE: The ST Director is notified as early as possible concerning any prospective "D" or "F" Student Teacher.*** When merited and possible, a ***conference*** should be scheduled with the teacher candidate, University/On-Site Supervisor, and ST Director to develop an ***intervention plan***. (The Cooperating Teacher may be included in the meeting with the ST Director or a separate meeting may be scheduled with the Cooperating Teacher.) The plan outlines the requirements that must be met by the teacher candidate in order to improve performance and earn a grade of C or above (or an alternate plan for changing to a non-licensure track). The teacher candidate, Cooperating Teacher, University/On-Site Supervisor, and ST Director must sign the plan.

If the candidate is removed from the student teaching placement (by request of either Liberty University School of Education or the K-12 school), a new field placement to finish licensure requirements is NOT guaranteed; the candidate may need to change to a non-licensure track. The candidate will not receive credit for student teaching if they are removed from the placement at any point in the semester (even if the removal is at the end of the semester).

|  |  |
| --- | --- |
| Student Teacher: | University/On-Site Supervisor: |
| Cooperating Teacher: | Date: |
| Describe the nature of the concern: |
| Summarize the discussion: |
| State the action(s) to be taken: |
| Consequences for Non-Compliance of the Plan: |
| Student Teacher's signature: | Date for evaluation: |
| Cooperating Teacher's signature: | On-Site Supervisor's signature (External ONLY): |
| University supervisor's signature: | ST Director’s signature: |

# APPENDIX C: Student Teacher Information and Appeal Form

|  |  |
| --- | --- |
| Mr/Mrs/Miss name: |   |
| Present address:  |   |
| Present phone: |   |
| Present e-mail: |   |
| Permanent address: (for mailings after graduation) |   |
| Permanent phone: |   |
| Permanent e-mail: |   |
| Please notify Teacher Licensure Office IMMEDIATELY if any of the above information changes. Please include maiden and married names on all requests and correspondence. |
| Major: | LU ID#: | GPA: |
|   | I do not plan to work, take classes, or participate in any outside activities during student teaching semester. |
|   | I am requesting permission to work \_\_\_\_ hours per week at:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in addition to the student teaching hours. *(Maximum 15 working hours on weekends only.)* List any activities such as church or community duties that may demand your time during the student teaching semester. |
|   | Due to unforeseen circumstances, I am requesting special permission to take the following class during or after the student teaching semester: |
| REASON FOR REQUEST: Include a schedule of work or classes. Use the back of this form if needed. Your GPA will be verified before the permission is granted.    |
| I understand that if my request is granted, and my student teaching begins to suffer as a result of the extra work or classes, then I will cheerfully drop the extra load and give all my time to student teaching. |
| Student's signature: | Date: |
| TE Program Coordinator’s approval: | Date: |
| Approved: | Yes | No | Comments: |

*\*\*\*Student Teachers will not be excused from weekly LU seminar and after-school duties (faculty meetings, parent conferences, etc.)*

# APPENDIX D: Lesson Plan – Sample

|  |
| --- |
| **LESSON #** |
| **Subject/Topic:** Math/Symmetry | **Grade Level:** 2nd |
| **Lesson Structure or Grouping:**Whole Class [x]  Small Group [ ]  1:1 [ ] Other (specify): Click or tap here to enter text. | **Learning Segment Theme:**Butterflies |
| **Resources and Materials:**Smartboard, objects for set (leaves, shells, butterfly wings), The Butterfly Alphabet by Kjell Sandved, individual white boards, dry erase markers, butterfly die-cuts for each child, paint, brushes, butterfly color sheets. |
| **Standards:****State:** Virginia Standard of Learning: Math 2.21 The student will identify and create figures, symmetric along a line, using various concrete materials.**National:** NCTM Math – Geometry Standard for Grades Pre-K-2: Apply transformations and use symmetry to analyze mathematical situations: Recognize and apply slides, flips, and turns; Recognize and create shapes that have symmetry. |
| **Objective:**Given 5 various pictures of geometric figures, the student will be able to identify figures that are symmetrical with 4/5 figures matched correctly. |
| **ACADEMIC LANGUAGE DEMANDS** |
| **Language Demands:** Students define a definition of symmetry in their own words. After they have defined this on their own, they work collaboratively with a classmate to refine the definition and use this refined definition to identify shapes that are symmetrical.**Language Supports:** Teacher provides formal definition of symmetry. Teacher models symmetrical shapes and asymmetrical shapes and students must distinguish between the two. Students refine their own definition of symmetry.**Essential Vocabulary:** Shapes, figures, polygons, equivalent, symmetry, lines of symmetry |
| **INSTRUCTION** |
| **Direct Instruction/Modeling:** Explain to students the definition of symmetry: “balanced proportions”; a shape has symmetry when one half of it has the mirror image of the other half. Read The Butterfly Alphabet by Kjell Sandved. As the students look at the large wing photos that show the alphabet, also encourage them to look closely at the small pictures of the butterflies to see the symmetry. (Use the document camera so students can carefully see the lines of symmetry.) Have students look for things in the classroom that exhibit symmetry (eg. Capital letter “H” or “V” in the alphabet, two classroom curtains, etc.). Have students get out their white boards and dry erase markers. Have students draw some figures that would be symmetrical. Allow them to share their figures and ideas with each other. Review concept of symmetry once more. |
| **Guided Practice:** Have students gather in groups of 4. Hand out a butterfly die-cute for each student. Tell students to fold the butterfly in half because they can only paint half of it. Hand out the paint and brushes for each group. Allow students sufficient time to paint. Show them how to press the butterfly back together to gain a symmetrical pattern on all of the wings. |
| **Independent Practice:** Have students color the butterfly sheet making sure the colors and patterns are symmetrical. |
| **Closure:** “Today we have learned about symmetry. On your exit ticket, write a definition of symmetry in your own words and then draw a picture of a symmetrical object." |
| **DIFFERENTIATION** |
| **Supporting Students with Special Needs:** For the student with the visual disability, I will provide larger print on handouts and the dry erase board will be larger with white writing on a black board. For the student with the 504 plan, I will…. provide extra time to complete the summative assessment. For the 3 ELL students that will be in the room, I will…. utilize heterogeneous grouping so that the students are not all in the same groups. The Smartboard technology will provide a translation for the students. The students can also use the google translator at their desk for everything except the summative assessment. **Challenging Above-Average Students:** Tessellations - students use reflection, rotation, translation to create tessellations.**Facilitating a Classroom Environment that Supports Student Learning:** Flexible seating – working in pairs for engagement, using class resources (document camera, white boards, video clip) to encourage student engagement**Extension:** https://www.activityvillage.co.uk/sites/default/files/images/snowflake\_symmetry\_worksheet\_460\_0.jpg And Symmetry app on iPad |
| **ASSESSMENT** |
| **Diagnostic/Pre-Assessment:** Using geoboards from the prior lesson, assess as to whether students can make shapes that are symmetrical.**Formative Assessment:** Guiding students with the painting activity (Guided Practice) and reviewing the accuracy of the butterfly coloring sheet (Independent Practice).**Summative Assessment:** Geometry Learning Segment Test – Identifying at least 4/5 symmetrical shapes on the test. |

# APPENDIX E: Lesson Plan Template

|  |
| --- |
| **LESSON #** |
| **Subject/Topic:** Click or tap here to enter text. | **Grade Level:** Click or tap here to enter text. |
| **Lesson Structure or Grouping:**Whole Class [ ]  Small Group [ ]  1:1 [ ] Other (specify): Click or tap here to enter text. | **Learning Segment Theme:**Click or tap here to enter text. |
| **Resources and Materials:**Click or tap here to enter text. |
| **Standards:****State:** Click or tap here to enter text.**National:** Click or tap here to enter text. |
| **Objective:**Click or tap here to enter text. |
| **ACADEMIC LANGUAGE DEMANDS** |
| **Language Demands:** Click or tap here to enter text.**Language Supports:** Click or tap here to enter text.**Essential Vocabulary:** Click or tap here to enter text. |
| **INSTRUCTION** |
| **Direct Instruction/Modeling:** Click or tap here to enter text. |
| **Guided Practice:** Click or tap here to enter text. |
| **Independent Practice:** Click or tap here to enter text. |
| **Closure:** Click or tap here to enter text. |
| **DIFFERENTIATION** |
| **Supporting Students with Special Needs:** Click or tap here to enter text.**Challenging Above-Average Students:** Click or tap here to enter text.**Facilitating a Classroom Environment that Supports Student Learning:** Click or tap here to enter text.**Extension:** Click or tap here to enter text. |
| **ASSESSMENT** |
| **Diagnostic/Pre-Assessment:** Click or tap here to enter text.**Formative Assessment:** Click or tap here to enter text.**Summative Assessment:** Click or tap here to enter text. |

# APPENDIX F: Lesson Plan Template (SPECIAL EDUCATION *only*)

|  |
| --- |
| **LESSON #** |
| **Subject/Topic:** Click or tap here to enter text. | **Grade Level:** Click or tap here to enter text. |
| **Lesson Structure or Grouping:**Whole Class [ ]  Small Group [ ]  1:1 [ ] Other (specify): Click or tap here to enter text. | **Learning Segment Goal:**Click or tap here to enter text. |
| **Resources and Materials:** Click or tap here to enter text. | **Technology Connection:** Click or tap here to enter text. |
| **STANDARDS** |
| **State:** Click or tap here to enter text.**National:** Click or tap here to enter text. |
| **Objective:**Click or tap here to enter text. |
| **IEP Goal (if applicable):**Click or tap here to enter text. |
| **COMMUNICATION SKILLS** |
| **Receptive/Expressive Communication Skill:** Click or tap here to enter text.**Communication Supports:** Click or tap here to enter text.**Essential Vocabulary:** Click or tap here to enter text. |
| **INSTRUCTION** |
| **Direct Instruction/Modeling:** Click or tap here to enter text. |
| **Guided Practice:** Click or tap here to enter text. |
| **Independent Practice:** Click or tap here to enter text. |
| **Closure:** Click or tap here to enter text. |
| **DIFFERENTIATION** |
| **Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills:**  Click or tap here to enter text.**Supporting Students with Special Needs:** Click or tap here to enter text.**Challenging Above-Average Students:** Click or tap here to enter text.**Facilitating a Classroom Environment that Supports Student Learning:** Click or tap here to enter text.**Extension:** Click or tap here to enter text. |
| **ASSESSMENT** |
| **Diagnostic/Pre-Assessment:** Click or tap here to enter text.**Formative Assessment:**  Click or tap here to enter text.**Summative Assessment:** Click or tap here to enter text. |

# APPENDIX G: Lesson Plan – Sample (SPECIAL EDUCATION *only*)

|  |
| --- |
| **LESSON # 1** |
| **Subject/Topic:** ELA/Main Idea/Leaders | **Grade Level:** 6th, self-contained ID/Autism  |
| **Lesson Structure or Grouping:**Whole Class [x]  Small Group [ ]  1:1 [ ] Other (specify): Click or tap here to enter text. | **Learning Segment Goal:**Given a selection of readings about various leaders, students will be able to define what a leader is and tell the main accomplishment of each of the 8 leaders presented. |
| **Resources and Materials:** Smartboard, projector, picture cards for vocabulary words, *The First Leaders of Democracy* by Unique Learning  | **Technology Connection:** *The First Leaders of Democracy* is presented on the Smartboard along with visual supports. Use of the Smartboard for guided practice as students identify leader qualities.  |
| **STANDARDS** |
| **State:** ASOL 6E-CN 1 - The student will (a) analyze a nonfiction text to determine what it says explicitly as well as what inferences should be drawn; b) determine the central idea of a short nonfiction passage and details or facts related to it; c) use content words and phrases from nonfiction text.**National:** NCTM ELA - Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| **Objective:**Given a text with visual supports from Unique Learning, students will answer “wh” questions, in order to gain the main idea about what a leader is, with 4 out of 5 questions answered correctly. |
| **IEP Goal (if applicable):**Given a variety of 6th grade fiction and nonfiction readings read out loud, the student will be able to orally answer comprehension questions with 80% accuracy by the end of the school year. |
| **COMMUNICATION SKILLS** |
| **Receptive/Expressive Communication Skill:** Identify the main idea verbally or in writing.**Communication Supports:** Students will use visually supported word cards to match unknown words to words. Modification of choices will be given to students with visuals supports starting with two choices, then moving to three or more. They will verbalize their choices to teacher or IA. Examples and nonexamples are provided. **Essential Vocabulary:** leader, government, power, law, vote |
| **INSTRUCTION** |
| **Direct Instruction/Modeling:** Teacher opens with a question. “Who can give me examples of leaders in our school? What are some descriptions of a leader?” Teacher models by putting two instructional assistants (IAs) in front of her, then asks, “Who is the leader in this line?” Teacher and IAs switch places, then teacher asks again, “Who is the leader now?” Students stand up and form a line at the door. Teacher asks, “Who is the line leader in your line?” She also asks, “Is the line leader in the front or the back?” Give other nonexamples. After students return to their desks, teacher previews *The First Leaders of Democracy* using the smartboard and visually supported story. Explain the meaning of a leader, what makes a good leader, and how a leader is chosen by voting. Using the smartboard and before the story begins, the teacher tells students to use a tool to circle the word “leader” in their individual texts while the story is playing. Each student will use a dauber, pencil, or marker to circle the word leader in the story. After the story is viewed, the teacher will repeat what a leader is using the descriptors identified in the passage. |
| **Guided Practice:** Now that students have identified key words to gain knowledge of text, the students will identify the five “wh” questions in order to understand main idea. Students will find a partner to assist with finding the who, what, where, when, and why in the story. After all students have a turn, students will use a different tool to underline the “wh” visuals, in order to find the main idea. Teacher plays the story and models the task. Teacher and IAs will assist small groups. |
| **Independent Practice:** Students will repeat the task (“wh” words with visuals) independently using a new story and a marker. Teacher and IAs will assist according to individual accommodations. Today’s focus will be on defining the leader but remind the class that tomorrow we will look at what leaders have accomplished.  |
| **Closure:** “Today we learned about what it takes to be a leader and were able to answer our “wh” questions, in order to find the main idea of the story *The First Leaders of Democracy* by Unique Learning. Teacher asks, “What is a leader?” |
| **DIFFERENTIATION:** |
| **Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills:**  The teacher and IAs will model the self-regulation strategy of self-talk as they read the story and assist students, demonstrating how to continuously ask oneself the “wh” questions while reading, reminding students this is a strategy they should use while reading any text, fiction or non fiction, and they can even use this strategy when watching movies or shows! The term “leader” will be used regularly through various parts of the day to allow students to internalize understanding. Examples include identifying who the leader is in the lunch room, who the leader is on the bus, who the leader is at the grocery store, and who the leader is within an online news article. Reinforcers will be awarded for any student who spontaneously mentions a leader throughout the school day. This will be done throughout the learning segment and for several months after the segment is completed. **Supporting Students with Special Needs:** Students with autism will have text with visual supports. Students with ADHD will have several opportunities to move around in small group settings while working with the smartboard during guided practice. All students will have assistance from the teacher and IAs will provide support throughout the lesson, rereading parts of the story as needed or prompting answers to “wh” questions. For the independent practice, a story at a lower reading level will be provided for students who are below grade level so they can read at their instructional level. **Challenging Above-Average Students:** Above average students will use higher level text without visual supports and will be given paper and pencil for written assessments. Assessments will include fill in the blank, critical response questions and self-selected.**Facilitating a Classroom Environment that Supports Student Learning:** Desks will be arranged in a semi-circle with IAs behind the students. During direct instruction the teacher will stand in the front so that all students can view the smartboard. Teacher and IAs will move around the room to informally assess student mastery and provide individualized support as needed. Visuals will be used throughout the entire lesson to guide instruction to meet the needs of all learners. Positive reinforcement will be used to praise on-task behaviors and student effort.**Extension:** After learning about what a leader is, we will learn about 8 other leaders and their accomplishments over the next few weeks. Students are encouraged to identify leaders they see in the community and share their examples with the class each day.  |
| **ASSESSMENT** |
| **Diagnostic/Pre-Assessment:** Asking questions at the beginning about what a leader is and having students give examples. **Formative Assessment:**  In the guided practice, students identifying qualities of a leader in the Smartboard activity. **Summative Assessment:** Students will answer 4 out of 5 “wh” questions that identify the main idea of the text, showing what a leader is.  |

# APPENDIX H: Weekly Block Plan – Sample

(Only includes TWO subject areas. Full block plans should include EACH subject area.)

|  |  |
| --- | --- |
| Dates: **10/8-10/12** | Student Teacher:  |
| **Subject/Time** | **MONDAY** | **TUESDAY** |
| Calendar | **SOL:**1.1/1.2/1.11Objective: * Given a monthly calendar, the student will be able to write and orally give the correct day, month and year, with 2 out of 3 correct.
* Given handwriting paper and the number of the day, the student will be able to write the number of the day properly, 10 out of 10 times

Set: The students will put there BEE STILL TIME bag away and take out there calendar. I will begin the lesson by welcoming the class. Instruction: I will ask the students questions about the calendar. The month, day and year. I will ask questions to get the students thinking about the date. “What was yesterday? If yesterday was the \_\_\_ what is today?” Guided Practice: Students will;1. fill in calendar
2. color in box for the weather
3. add a tally mark
4. count the coins to make the date
5. add a one to our tens and ones box
6. sing days of the week and months of the year songs

Independent Practice: Students will; 1. count by 1’s, 2’s, 5’s, 10’s
2. write the # of the day- 34

**Closure:** After checking the students’ handwriting papers, we will review the full date and the number of the day.**Evaluation:** By the end of the week each student will give the date orally and written with all four parts included (i.e. Friday, August 31, 2012). | **SOL:** 1.1/1.2/1.11Objective: * Given a monthly calendar, the student will be able to write and orally give the correct day, month and year, with 2 out of 3 correct.
* Given handwriting paper and the number of the day, the student will be able to write the number of the day properly, 10 out of 10 times

Set: The students will put there BEE STILL TIME bag away and take out there calendar. I will begin the lesson by welcoming the class. Instruction: I will ask the students questions about the calendar. The month, day and year. I will ask questions to get the students thinking about the date. “What was yesterday? If yesterday was the \_\_\_ what is today?” Guided Practice: Students will;1. fill in calendar
2. color in box for the weather
3. add a tally mark
4. count the coins to make the date
5. add a one to our tens and ones box
6. sing days of the week and months of the year songs

Independent Practice: Students will; 1. count by 1’s, 2’s, 5’s, 10’s
2. write the # of the day-35

**Closure:** After checking the students’ handwriting papers, we will review the full date and the number of the day.**Evaluation:** By the end of the week each student will give the date orally and written with all four parts included (ie. Friday, August 31, 2012). |
| Math | **SOL:** 1.1a/ 1.2**Objective:** Given a ten frame and counters, the student will be able to solve 4 problems, with 2 out of 4 correct. **Set:** I will draw a ten frame on the board. I will ask the students what it is and how we used it last time when we first learned it. **Instruction:** Using the ELMO I will show how each ten frame has ten counters. I will show how 3 groups of 10 equal 30. (topic 10-3) **Guided Practice:** Student will use their ten frames to find answers to teacher directed questions on pg 271 (ex. How many tens are in 70?) Complete pg 274 word problems together. **Independent Practice:** The student will work to complete the questions on page 272 -273. **Closing:** We will go over the problems from page 272 and 273 as a class. **Evaluation:** The students will answer 4 questions using a ten frame and counters.  | **SOL:** 1.1a/ 1.2**Objective:** Given a word problem, the student will be able to use skip counting to solve for the correct answer, with 1 out of 1 correct. **Set:** As a class we will skip count by 2’s, 5’s , 10’s. **Instruction:** I will use topic 10-4. I will show how to use the hundreds chart to skip count by 2’s, 5’s and 10’s. We will talk about how we can use skip counting to solve word problems. **Guided Practice:** We will work in groups on pg 278. The students will use their hundreds chart to solve the word problems by skip counting by 2’s, 5’s and 10’s. **Independent Practice:** The student will complete 276 and 277 using their hundreds chart. **Closing:** The student will hand in their work to be checked. We will solve a problem together. **Evaluation:** The students will be given an exit ticket with a word problem that they will solve using their hundreds chart. |

# APPENDIX I: Weekly Block Plan

*PART 1: print on back of each page - punched in right margin*

|  |  |
| --- | --- |
| Dates: | Student Teacher: |
| **Subject/Time** | **MONDAY** | **TUESDAY** |
|      |   |   |
|       |   |   |
|      |   |   |
|      |   |   |
|      |   |   |

*PART 2: print on front of each page - punched in left margin*

|  |  |
| --- | --- |
| Student Teacher: | Dates: |
| **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|      |   |   |
|       |   |   |
|      |   |   |
|      |   |   |
|      |   |   |

# APPENDIX J: Weekly Block Schedule

*Complete schedule for coming week and submit to University/On-Site Supervisor each Friday to enable supervisor to plan observations for the next week.*

*Indicate the subject and Student Teacher's activity in each block (teaching, testing, etc.)*

|  |  |  |
| --- | --- | --- |
| Student Teacher: | Home phone: | Schedule for week beginning: |
| School: | School phone: | University/On-Site Supervisor: |
| Time | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Begin | End |
|     |   |   |   |   |   |   |
|     |   |   |   |   |   |   |
|     |   |   |   |   |   |   |
|     |   |   |   |   |   |   |
|     |   |   |   |   |   |   |
|     |   |   |   |   |   |   |
|     |   |   |   |   |   |   |

# APPENDIX K: Weekly Log

*Record hours for each day and total at the end of each week. Transfer weekly totals to cumulative log each week before submission of weekly log to University/On-Site Supervisor*.

|  |  |
| --- | --- |
| Name: | For the week beginning: |
| School: | Cooperating Teacher: |
| **WEEKLY****TOTALS** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Part 1 total: | **Part 1 - Supervised direct teaching activities with children**(150 minimum - both placements)*(i.e., classroom teaching, tutoring one or more students, group instruction)* |
|   |   |   |   |   |
| Part 2 total: | **Part 2 - Non-instructional activities/duties with children***(i.e., observation, bus duty, cafeteria duty, coaching)* |
|   |   |   |   |   |
| Part 1&2 total: | **Full-time classroom experience:** Part 1 & Part 2 total(300 minimum - both placements) |
|  |  |  |  |  |
| CSER total:  | **Christian/Community service**(20 minimum - above 300 required for student teaching - both placements)*(select project as volunteer, i.e., tutoring, school service project)* |
|   |   |   |   |   |

**Clarification of Direct, Indirect, and Other Hours**

|  |  |  |
| --- | --- | --- |
| **Direct Hours** | **Indirect Hours** | **Does Not Count** |
|   Whole group teaching   Small group teaching  Tutoring  Testing   Student conferences(All in area of your licensure) |   Teaching a class that is not your licensure area (secondary math teacher teaching a yearbook class) Bus/lunch/recess duty Field Trips Coaching sports  Monitoring school clubs  Proctoring testing when it’s not in your licensure area (secondary English teacher proctors for a math class)  Homeroom |  Planning  Parent-teacher conferences  Staff develop days  Faculty meetings Eligibility meetings  All other meetings when students are not present |

# APPENDIX L: Cumulative Log

**Important Notice:** This form must be properly completed and submitted to the teacher licensure office immediately following completion of the student teaching assignment. Please calculate the minutes to the closest quarter of an hour for easier addition (i.e., for 2 hrs. 45 min. = 2.75). The columns must be totaled on the right of the sheet. Failure to submit this form will result in (1) failing grade for the student teaching experience and (2) lack of eligibility for a teaching license.

|  |  |
| --- | --- |
| Student Teacher: | Semester/Yr. |
| Starting date of 1st Placement: | Ending date of 1stPlacement: | Starting date of 2nd Placement: | Ending date of 2ndPlacement: |
| School: | School: |
| Grade: | Teacher: | Grade: | Teacher: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Week Number |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | MondayDate |
| **Part 1 - Supervised direct teaching/Internship activities with children**(150 minimum – both placements)(i.e., classroom teaching, tutoring one or more students, group instruction) | Part 1TOTAL: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Part 2 – Non-instructional activities/duties with children**(i.e., observation, bus duty, cafeteria duty, coaching) | Part 2TOTAL: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Part 1 & 2 – Full-time classroom experience: Part 1 & Part 2 total**(300 minimum – both placements) | TOTALHOURS: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Christian/Community Service (if applicable)**(20 minimum – above 300 required for student teaching – both placements)(select project as volunteer, i.e., tutoring, school service project) | CSERHours: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student Teacher Signature: | Date: |

# APPENDIX M: Initial Visit Report (University Supervisor/On-site Supervisor)

|  |  |  |
| --- | --- | --- |
| Teacher Candidate: | Cooperating Teacher: | Supervisor: |
| Grade Level: | School: | Date: |

|  |  |  |
| --- | --- | --- |
| **Topics Discussed:** | **Yes** | **No** |
| 1. The school schedule and policiesComments: |  |  |
| 2. Student teaching policies and standardsComments: |  |  |
| 3. The student teaching calendarComments: |  |  |
| 4. Short-range plans and requirements (lesson plans)Comments: |  |  |
| 5. Long-range plans and requirements (unit plans)Comments: |  |  |
| 6. The Student Teacher’s tentative co-teaching scheduleComments: |  |  |
| 7. Guidelines for classroom management and disciplineComments: |  |  |
| 8. The Student Teacher evaluation formsComments: |  |  |
| 9. Meeting the school administratorsComments: |  |  |
| 10. Becoming familiar with the school facilityComments: |  |  |
| 11. Grading criteria and proceduresComments: |  |  |
| 12, Professional appearance and behaviorComments: |  |  |
| Teacher Candidate’s Signatures: | Cooperating Teacher’s Signature: | Supervisor’s Signature: |

# APPENDIX N: Confidentiality Agreement

Federal law guarantees privacy and confidentiality for students and their records. As a Liberty University Student Teacher at any assigned school placement, I may under limited circumstances have access to student education records and other student information during my student teaching experience. Student education records include all records, files, documents and other materials that contain personally identifiable information on any student. As a Student Teacher of Liberty University, I agree to the following:

1. I will not discuss with others the identity of any student at any school where I am assigned to complete my field experience or student teaching placement.
2. I will not discuss with others the content of any specific student records, nor will I disclose personally identifiable student information, or any other information regarding individual students.
3. I understand that questions about individual students or the content of confidential student records must be directed to my Cooperating Teacher.
4. I must report any breach or suspected breach in confidentiality, immediately upon my discovery, to my Cooperating Teacher.
5. I will not post any photos related to student teaching on social media sites during my placement.
6. If a video lesson is required in my placement I will not upload it to any public websites (such as YouTube), and will ensure privacy for my students and Cooperating Teacher.

|  |  |
| --- | --- |
| Student Teacher’s signature: |   |
| Cooperating Teacher’s approval: |   |
| University Supervisor’s approval: |   |
| On-Site Supervisor (External ONLY) |  |
| Date |  |

\*This form to be completed during Initial Visit Report.

# APPENDIX O: Student Teacher Observation

(Completed by University/On-Site Supervisor)

|  |
| --- |
| **Liberty University Student Teacher Observation****(Completed by University/On-Site Supervisor)***This form is for reference purposes only. Completion of the observation form is submitted electronically through LiveText by Watermark.* |
| **Observation (Circle or highlight): 1st 2nd 3rd 4th** |
| **Student Teacher:**  | **Cooperating Teacher:** |
| **Grade Level:** | **School:** |
| **University/On-Site Supervisor:** | **Date:** |
| **Start Time:** | **End Time:** |
| **Observation Ratings****3 = Exceeds 2 = Meets 1 = Emergent Growth 0 = Does Not Meet** |
|  | **3 =****Exceeds** | **2 =****Meets** | **1 =****Emergent Growth** | **0 =****Does Not Meet** | **Comments & Suggestions** |
| **Planning for Instruction and Assessment** |
| **Content Appropriate:** Major concepts; specific objective skills; appropriate strategies/activities; uses diagnostic information |  |  |  |  |  |
| 1. **Focus for Learning: Standards and Objectives/Target:** Standard and objective alignment
 |  |  |  |  |  |
| 1. **Materials and Resources:** Relevant materials that align with objectives; Engages students
 |  |  |  |  |  |
| 1. **Assessment of P-12 Learning:** Assessment differentiation; standard alignment
 |  |  |  |  |  |
| 1. **Differentiated Methods:** Meaningful and culturally relevant connections (prior knowledge/lessons, future learning; real-world experiences)
 |  |  |  |  |  |
| **Instructional Delivery** |
| 1. **Learning Target and Directions:** Articulates accurate and coherent learning targets/directions and sequential learning
 |  |  |  |  |  |
| 1. **Critical Thinking:** Engages learners in critical thinking (local and/or global context)
 |  |  |  |  |  |
| 1. **Checking for Understanding and Adjusting Instruction:** Checks for understanding; Differentiates for whole class/group and individual learners
 |  |  |  |  |  |
| 1. **Digital Tools and Resources:** Developmentally appropriate technologies that extend learners’ understanding
 |  |  |  |  |  |
| 1. **Safe and Respectful Learning Environment:** Create and manage safe and respectful learning environment through routines/transitions; Research-based strategies to maintain attention
 |  |  |  |  |  |
| **Assessment** |
| 1. **Data-Guided Instruction:** Uses data to make decisions; uses contemporary tools for learner data
 |  |  |  |  |  |
| 1. **Feedback for Learners:** Feedback enables learners to identify strengths and areas of improvement; Descriptive and individualized; Timely
 |  |  |  |  |  |
| 1. **Assessment Techniques:** Formative and summative; Diagnostic and developmentally appropriate
 |  |  |  |  |  |
| **Analysis of Teaching** |
| * Displays appropriate subject matter competency
 |  |  |  |  |  |
| 1. **Connections to Research and Theory:** Provides evidence of research/theory to explain learners’ progress
 |  |  |  |  |  |
| **Professional Commitment and Behaviors** |
| 1. **Participates in Professional Development:** At least one professional development opportunity (workshop, seminar, conference, etc.); Application of what was learned
 |  |  |  |  |  |
| 1. **Demonstrates Effective Communication with Parents or Legal Guardians:** Aligns with district policies for communicating learner progress to parents/legal guardians
 |  |  |  |  |  |
| 1. **Demonstrates Punctuality:** On time or early; attends IEP meetings, teacher committees, etc.
 |  |  |  |  |  |
| 1. **Meets Deadlines and Obligations:** As established by the Cooperating Teacher/Supervisor; Communicates with all stakeholders
 |  |  |  |  |  |
| 1. **Preparation:** Prepared to teach on a daily basis with all materials easily accessible; Flexible
 |  |  |  |  |  |
| * **Rapport:** Effectively maintains relationships with diverse students; Demonstrates cultural awareness and sensitivity
 |  |  |  |  |  |
| **Professional Relationships** |
| 1. **Collaboration:** Collaboration with cooperating teacher and other school personnel
 |  |  |  |  |  |
| 1. **Advocacy to Meet the Needs of Learners or for the Teaching Profession:** Articulates advocacy needs (needs of learners and teaching profession); Takes action within district protocols
 |  |  |  |  |  |
| **Additional Comments** |
|  |

# APPENDIX P: Field Experience Summary

**[Field Experience Summary (FES)](https://www.liberty.edu/education/field-experience/requests/)**

Student Teachers need to access the FES for their particular endorsements and complete with the placements from throughout their program.

# APPENDIX Q: Video/Photograph – Parent/Guardian Permission Form

Double-click the Video/Photograph-Parent/Guardian Permission Form image below to download a printable version.



# APPENDIX R: Gate 4 Final Checklist

(Turn in all forms to the Teacher Licensure Office or mail to:

 Teacher Licensure Office, LU, 1971 University Blvd., Lynchburg, VA 24502)

**Gate 4 Final** **Checklists**

<http://www.liberty.edu/academics/education/index.cfm?PID=16267>

 **Virginia Teacher Licensure Application**

The forms may be obtained in the Teacher Licensure Office at Liberty University or printed from the VDOE website at <http://www.doe.virginia.gov>.

**Transcript Request Information**

 Transcripts of a student's academic record may be requested by the student through the Registrar's Office. In accordance with the Family Rights & Privacy Act of 1974, a student's academic record can only be released upon written authorization of the student. There is a $10 per copy fee. Students requesting transcripts may do so in person or by writing to the Registrar's Office. By law, the request must include the student's signature and date. In order for transcripts to be issued, the student must have no financial obligations to the University. Transcripts are normally mailed/ready for pick up within two working days after the request is received.

Letter requests must include:

* Date of request and student's current address
* Student ID or social security number and full name
* Name and complete address of recipient
* Number of copies and special instructions, such as "hold for degree" or "hold for current grades"
* Student's signature
* If special processing is required, the student must state in writing that he wants the transcript via Federal Express and include a credit card number and expiration date.
* PLEASE NOTE: Federal Express will not accept a P.O. Box - only street addresses
* To order transcripts by Fax, include the above information and a credit card number and expiration date and send to 434-582-2187.
* To order transcripts by mail, send the request with payment ($10.00 per copy - check-money order-credit card and expiration date) to:
	+ Registrar's Office

Liberty University

1971 University Blvd.

Lynchburg, VA 24502

# APPENDIX S: Glossary of Terms

**Cooperating Teacher (CT):** supervising teacher for placement. Must hold a teaching license in the Student Teacher's subject endorsement area and must have a minimum of three years of experience.

**Field Director:** manages placement concerns (ex: ELEM candidate placed in secondary placement).

**On-Site Mentor (OSM):** The *On-Site Mentor* (for EDUC 591 and 593 students) must hold a teaching license and must have a minimum of three years of experience. It is recommended that the teaching license and teaching experience be in the candidate’s endorsement area.

**On-Site Supervisor (OSS):** supervisor visiting Student Teachers during placement (for external placements)

**Student Teaching Director (ST Director):** mediates performance-based issues with candidate, CT/OSM/OSS, and University Supervisor.

**University Supervisor:** Liberty University Supervisor (for local placements)

**University Supervisor/University Professor:** Liberty University course instructor (for external placements)

**Local Placements:** placements within the following areas: Amherst County, Appomattox County, Bedford County, Botetourt County, Campbell County, Danville City, Lynchburg City, Nelson County, Pittsylvania County, Roanoke City, Roanoke County, and Salem City.

**External Placements:** Any school division outside of local placements.

**EDUC 590:** Course for students placed in another teacher’s classroom (for local placements)

**EDUC 591:** Course for students placed in their own classroom (for local placements)

**EDUC 592:** Course for students placed in another teacher’s classroom (for external placements)

**EDUC 593:** Course for students placed in their own classroom (for external placements)