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CONCEPTUAL FRAMEWORK
Liberty University School of Education

The mission of the Teacher Education Program at Liberty University is to develop competent professionals with a Biblical world view 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 world view.

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 world view 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:

Social responsibility, Commitment, Reflective practice, Integrity, Professionalism

Knowledge: The Core

Based on a Biblical world view, 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.

"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 world view, 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 world view 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.

**References**


Co-Teaching: A Different Approach for Cooperating Teachers and Student Teachers

adapted for Virginia by the The MidValley Consortium Steering Committee
from a paper presented by
Michael Perl, Kansas State University/On-site; Barbara Maughmer, Manhattan/Ogden Public Schools; and Cindi McQueen, Manhattan/Ogden Public Schools
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Co-Teaching: A Definition and Description

For the purposes of this paper, co-teaching is defined as a Student Teacher and a Cooperating Teacher working together with groups of students and sharing the delivery of instruction and physical space.

For many years Cooperating Teachers have been encouraged to gradually turn over their teaching responsibilities to the Student Teacher until, for a period of several weeks, the Student Teacher has complete responsibility for all teaching. This approach certainly serves the Student Teacher well, but it does not always take advantage of having an additional adult in the classroom.

In recent years the professional development schools in league with Kansas State University have encouraged Cooperating Teachers to act as co-teachers with their Student Teachers. With co-teaching, early in the semester, the Student Teacher might serve as an assistant and perhaps present portions of lessons while the Cooperating Teacher remains primarily responsible for the teaching. The Student Teacher might also work with individuals or small groups of students who need special or additional help. Or, for certain activities, the class might be divided between the two to reduce the teacher-pupil ratio.

As the semester progresses, the Cooperating Teacher will gradually give the Student Teacher more and more of the planning and teaching responsibilities and begin to perform some of the functions that the Student Teacher did earlier in the semester. Near the end of the semester, the Student Teacher will be primarily responsible for the teaching, much as the Cooperating Teacher was at the beginning of the semester. With co-teaching, the amount of time the Student Teacher is left totally alone is reduced so that the Cooperating Teacher and the school division can take advantage of having an additional, trained adult to teach students.

The Promise of Co-Teaching

The concept of co-teaching is new to the student teaching process, but has been used in classrooms with special students for nearly 20 years. In inclusion classrooms a general education teacher and a special education teacher become co-teachers to serve the needs of all of the students in the classroom. Walsh and Snyder (1993) completed a significant piece of research that addresses co-teaching. They compared state competency test scores of 9th grade students who had been taught in traditional classrooms with those who had been taught in co-teaching classrooms. In their study of over 700 students, they learned that the passage rates on the Maryland minimum competency tests (science, social studies, math, and language arts) were significantly higher (66.9% vs. 52.8%) for those taught in co-teaching classrooms compared to those taught in traditional classrooms.

Such results encouraged the personnel at professional development schools aligned with Kansas State University to pursue co-teaching as a solution to some of their problems. Shortly after the establishment of professional development schools, parents began to complain that their children were being taught too often and too long by inexperienced Student Teachers and not enough by experienced teachers. They felt their children were being
used as guinea pigs. Teachers complained that they had to give up their classrooms to Student Teachers too often and for too much time. Many argued that there were too many Student Teachers in the professional development schools.

After using co-teaching over the past four years, parents are now requesting that their children be placed with a teacher who will have a Student Teacher, and teachers are requesting Student Teachers every semester. Ten years ago there were not enough local classrooms in which Student Teachers could be placed, and now there are more requests than there are Student Teachers to fill them.

Advantages and Disadvantages of Co-Teaching

Advantages

Meeting the individual needs of students is becoming more and more difficult. Having two or more adults in a classroom allows students to work with ease in whole group, small group and individual settings. By lowering the student/teacher ratio, co-teachers have a better chance to meet the diverse needs of technology, curriculum, and diversity issues.

Flexible grouping of students is much easier with co-teaching. The use of centers, curriculum groups, interest groups, and individual settings are based on the individual needs of students. Whole group teaching is an option, but typically less time is spent lecturing the whole group; this leaves more time to spend with small groups and individuals.

In co-teaching classrooms, students are actively engaged in learning. Many times, two or more teachers will attempt projects they wouldn’t try by themselves.

The old saying of “Two heads are better than one” is very true when it comes to planning curriculum and assessment. Teachers are able to conference with parents and students on a regular basis, as well as during scheduled parent-teacher conference times. Preparing for parent conferences is often very time consuming. Co-teachers are able to reduce the preparation time by sharing the work.

Hundreds of decisions need to be spontaneously made by classroom teachers. By having more than one set of eyes on the classroom, teachers are able to collaborate and problem solve in a timely manner. Problem solving is a true advantage to co-teaching.

Every teacher knows the difficulty of preparing a classroom for the first day of school. Co-teachers are able to work together to prepare bulletin boards, move furniture, and plan the layout of the classroom.

Co-teaching is an excellent opportunity for mentoring an inexperienced teacher. If one is a veteran teacher and the other is a Student Teacher, inventory is no problem. The Student Teacher is able to share the classroom inventory, while adding to his/her own throughout the semester.

Ask any teacher what he or she needs, and the response will usually be “more time.” Co-teaching allows time during the teaching day to be used in flexible ways. While one teacher is working with the whole group, another teacher can be planning curriculum, meeting with a small group of teachers to discuss state accreditation testing, etc.
Co-teaching is not easy. Many teachers are uncomfortable managing other adults and dealing with adult conflict. Therefore, co-teaching builds leadership skills with real-world applications.

With more demands on today's educators, teachers find themselves out of the classroom for various professional reasons (e.g., staff development, assessment, committee work, and leadership positions). Students are often left with a substitute. Co-teaching allows for teaching consistency for students because the Student Teacher remains in the classroom and can co-teach with the substitute.

Performance assessment is an effective way to measure what students really know. Gathering data on individual students for assessment purposes is a very difficult job for one teacher, but co-teaching allows for individual assessment to be ongoing during the teaching day.

Co-teaching is a real-world interaction model. Students observe teachers and Student Teachers interacting positively as a team.

**Disadvantages**

A lot of teachers consider their classroom a “home away from home.” They become very possessive of their classrooms because they have devoted hundreds of hours and a lot of money to make them successful. Adding a teacher to a classroom invades the territory of the classroom teacher. Some teachers are able to share their territory better than others. Co-teaching is not for the person who likes to control the class, has little flexibility or believes there is only one right way to teach. Teachers who share a classroom must come to consensus on such philosophical questions as discipline, classroom organization, routines, and procedures.

Another disadvantage is that not all teachers are able to manage adults. Co-teaching requires educators who are able to deal with adult conflict and management.

Collaboration and co-teaching takes more time. Teachers will often say, “It would be easier to just do it myself.” Not all teachers are willing to take the time to talk about everything that happens in a classroom.

Many times teachers begin to feel closed in. Sharing physical space can be threatening and teachers feel that they just want some time to themselves.

Since co-teaching is not the norm, parent perception can often make or break the concept. It is imperative that parents know their student will be in a co-teaching classroom. Parents should not think their child is being used as a “guinea pig” for another new idea.

Most teachers are familiar with the “teachable moment” – the spontaneous teaching that experienced teachers use to challenge students to a higher performance level. Many times inexperienced teachers don’t recognize the importance of spontaneous teaching. This can be a frustration to the other teacher who shares the classroom.

One of the most frustrating dilemmas of co-teaching is inconsistent discipline. Co-teaching is much like parenting. Students may try to play one teacher against the other. Many teachers would rather teach alone than deal with inconsistent discipline.
Some Approaches to Co-Teaching

Marilyn Friend and Lynne Cook (1996a) have presented several approaches to co-teaching that provide ways for two teachers to work together in a classroom. Their videotape (1996b) also explains these approaches, which are briefly discussed below. They include: one teach, one support; parallel teaching; alternative teaching; station teaching; and team teaching.

ONE TEACH, ONE SUPPORT
With this model one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, one teacher could present the lesson while the other walks around or one teacher presents the lesson while the other distributes materials.

Some advantages of this approach are:
- Students receive individual help in a timely manner
- It’s easier to keep students on task because of the proximity of the teacher.
- It saves time when distributing materials.
- As a process observer, the supporting teacher can observe behavior not seen by the teacher directing the lesson.
- The supporting teacher can walk around and still continue to observe the other teacher model good teaching practices.

Some disadvantages of this approach are:
- Through the eyes of the students, one teacher has more control than the other.
- Students often relate to one person as the teacher and the other as a teacher’s aide.
- Having a teacher walk around during the lesson may be distracting to some students.
- Students begin to expect immediate one-on-one assistance.

PARALLEL TEACHING
In parallel teaching, the teacher and Student Teacher plan jointly but split the classroom in half to teach the same information at the same time. For example, both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.

Some advantages of this approach are:
- Preplanning provides better teaching.
- It allows teachers to work with smaller groups.
- Each teacher has the comfort level of working separately to teach the same lesson.
- Splitting the class allows students to be separated who need to be.

Some disadvantages of this approach are:
- Both teachers need to be competent in the content so the students will learn equally.
- The pace of the lesson must be the same so they finish at the same time.
- There must be enough flexible space in the classroom to accommodate two groups.
- The noise level must be controlled.

ALTERNATIVE TEACHING
In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson. For
example, a teacher could take an individual student out to catch him/her up on a missed assignment. A teacher could work with an individual or a small group for assessment purposes or to teach social skills. A small group of students could work together for remedial or extended challenge work.

**Some advantages of this approach are:**
- Working with small groups or with individuals help meet the personal needs of students.
- Both teachers can remain in the classroom, so one teacher can informally observe the other modeling good teaching.

**Some disadvantages of this approach are:**
- Groups must vary with purpose and composition or the students in the group will quickly become labeled (e.g., the “smart” group).
- The students might view the teacher working with the larger group as the teacher in control.
- Noise level must be controlled if both teachers are working in the classroom.
- There must be adequate space.

**STATION TEACHING**
Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and Student Teacher are at particular stations; the other stations are run independently by the students or by a teacher’s aide. For example, three or more science stations, each containing a different experiment, could be organized with the teacher and Student Teacher working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer to supervise stations.

**Some advantages of this approach are:**
- Each teacher has a clear teaching responsibility.
- Students have the benefit of working in small groups.
- Teachers can cover more material in a shorter period of time.
- Fewer discipline problems occur because students are engaged in active, hands-on learning.
- It is possible to separate students who need to work away from each other.
- This approach maximizes the use of volunteers or extra adults in the room.

**Some disadvantages of this approach are:**
- To work effectively, this approach requires a lot of preplanning.
- All materials must be prepared and organized in advance.
- The noise level will be at a maximum.
- All stations must be paced so teaching ends at the same time.
- One or more groups must work independently of the teacher.

**TEAM TEACHING**
Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a Student Teacher or two Student Teachers working together.

**Some advantages of this approach are:**
- Each teacher has an active role.
- Students view both teachers as equals.
- Both teachers are actively involved in classroom organization and management.
• * This approach encourages risk taking. Teachers may try things in pairs that they wouldn’t try alone.

• “Two heads are better than one.”

_Some disadvantages of this approach are:_

• Preplanning takes a considerable amount of time.

• Teachers’ roles need to be clearly defined for shared responsibility.

**Co-Teaching References**


General Guidelines

Placement and Supervision

• To begin the placement process the Student Teacher must complete an application to complete their student teaching (Gate 3 application) through LiveText. Once the Gate 3 application is reviewed and accepted then placement requests will be sent to requested schools. Placements would then be confirmed by the Placement Coordinator (i.e., Principal, Superintendent, etc.) for the school district.

• The cooperating school must be accredited. Placements must be in accredited Christian/private schools or public schools. Local placements are arranged within driving distance from campus.

• The Cooperating Teacher must hold a teaching license in the Student Teacher’s subject endorsement area and must have a minimum of three years of 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.

• 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.

• The University/On-Site Supervisor must hold a master's degree or above in education or a related field, must have a background in the Student Teacher’s subject endorsement area, and must have a current teaching license.

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 placements) 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.
  o A minimum of 150 clock hours of supervised direct teaching activities during the 16 consecutive weeks of student teaching.
  o 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.
  o 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.
  o 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.

• Teacher candidate 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 teacher candidate 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 teacher candidate’s presence at these events.
• Participate in experiences related to every competency listed on the Teacher Candidate Assessment (TCA) for their endorsement(s). The TCAs can be found here: http://www.liberty.edu/academics/education/teacher/index.cfm?PID=15555 [Note: It may be necessary for the teacher candidate to assist teachers in other classes related to endorsement area in order to meet all competencies.]
• 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). The FES forms can be found here: http://www.liberty.edu/index.cfm?PID=25664
• Begin as co-teachers with their Cooperating Teachers using one of the co-teaching models or a combination of models appropriate for the placement.
• Assist teachers 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.]
• Check for school closing/delays.
• Plan and arrange everything you do in advance, including any absences that must be taken. (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.
• 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.

Cooperating Teachers Will:
• Communicate regularly with the University/On-Site Supervisors.
• Complete the stipend paperwork. This information will be provided by the University Supervisor.
• 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 teacher candidate with ONE placement.
• Complete a minimum of three observations (one initial and 2 formal visits) PER PLACEMENT for each teacher candidate 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 teacher candidate.
• Contact 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 teacher candidate with ONE placement.
  o 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 teacher candidate with TWO placements. [This would be six total visits for the semester.]
  o 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 teacher candidate.
• Contact the Cooperating Teachers.
• Schedule additional observations and/or conferences as needed.
• Communicate regularly 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 teacher candidate.
  o 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 teacher candidate (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
- 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.

### EXTERNAL Observations
- 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
- Complete a **minimum** of four visits for each teacher candidate.
  - 1 Initial
  - 3 Formal Observations*

* Each observation includes at least one complete lesson.

### EXTERNAL Observations
- 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

Responses for the Teacher Competency Assessment (TCA) will be submitted to the University Supervisor by the Student Teacher. 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 the Teacher Competency Assessment for any rating at the Developing level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Strongly recommended for a teaching position</td>
</tr>
<tr>
<td>B</td>
<td>Recommended for a teaching position</td>
</tr>
<tr>
<td>C</td>
<td>Conditional recommendation for teaching</td>
</tr>
<tr>
<td>D</td>
<td>Not recommended for licensure or teaching</td>
</tr>
<tr>
<td>F</td>
<td>Not recommended for licensure or teaching</td>
</tr>
</tbody>
</table>

Intervention Plans

What is an intervention plan?

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

When should it be used?

When a candidate 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 Teacher 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 teacher candidate to discuss the expectations of the Intervention Plan. The University/On-Site Supervisor will coordinate with both the teacher candidate 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 teacher candidate 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: teacher candidate, Cooperating Teacher, University/On-Site Supervisor, and ST Director

What happens if I refuse to sign the Intervention Plan?

The teacher candidate is responsible for all expectations outlined in the Intervention Plan, even if the teacher candidate does not agree to sign. Further, if the teacher candidate does not comply with the expectations of the Intervention Plan, the teacher candidate 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 candidate 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 candidate 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 candidate 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 candidate is removed from their placement, at any time of the semester (even at the end), the candidate will not get credit for student teaching.
"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/On-site 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).
  - Examine the Teacher Candidate Assessment for your endorsement and determine how all competencies will be met. (In order to meet all competencies, you may need to assist teachers in other classes related to your endorsement area.)
  - Use one of the co-teaching models in this handbook or a combination of models to divide classroom responsibilities with your Cooperating Teacher(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 distance 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, E, and F) for each subject taught. After five detailed plans, the Student Teacher may submit block plans (See Appendix G and H) 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. Attach the completed form to the lesson plan for the formal observation.
- Continue to bring variety to your instruction.
- Meet with the Cooperating Teacher to establish a "take-back" schedule.
- Sign the reference request/waiver and give it to your Cooperating Teacher to complete. Two reference letters are required, so request a letter from each of your Cooperating Teachers. If you have only one placement, ask your Cooperating Teacher to recommend a staff member who would be willing to observe your teaching and write a reference letter (perhaps the department chair, principal, or assistant principal), or request a reference letter from your University/On-Site Supervisor.
- 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.
• Refer to the Gate 4 site here: http://www.liberty.edu/index.cfm?PID=16267 and Appendix R for information regarding graduation and licensure.

After Student Teaching

• Contact the teacher licensure office to apply for a teaching license or request credential files for prospective employers.
• 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 (See Appendix S).
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 teacher candidate as a co-teacher.
- Prepare for 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.
  - Examine the Teacher Candidate Assessment (TCA) for the Student Teacher’s endorsement, determine how all competencies will be met, and discuss possible evidences for portfolio. (In order to meet all competencies, it may be necessary for the Student Teacher to assist teachers in other classes related to the endorsement area.)
  - Use one of the co-teaching models in this handbook or a combination of models to divide classroom responsibilities with your Student Teacher.
  - 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 instructions to the Student Teacher in the presence of students.)
- Submit the Cooperating Teacher/On-Site Mentor information form by the end of the first week to allow for timely processing of your request for stipend. The stipend information will be provided by the University Supervisor.
- 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 on the Teacher Candidate Assessment (TCA).
• 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 7 ½ 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.

• Obtain the signed reference request/waiver form from the Student Teacher. Two reference letters are required (see Appendix P). If the Student Teacher has only one placement, you may recommend a staff member who would be willing to observe the Student Teacher and write a reference letter (perhaps the department chair, principal, or assistant principal), or the Student Teacher may request a reference letter from the University/On-site supervisor.

• Prepare the final assessment (TCA) 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 (TCA) and reference letter (typed on school letterhead with signed reference request/waiver form) (see Appendix P).

• All stipends will be delivered at the close of the semester upon completion of all paperwork.
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 teacher candidates 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 supervisor can plan observations for the next week.

Initial Visit

• Receive schedule from student teacher.
• Complete the Initial Visit Report (see Appendix N).
• 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 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 teacher candidate time to improve. Complete the Observation Form in Appendix O. 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 (TCA) 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 (see Appendix O). 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 teacher candidates 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 (TCA) and reference letter (typed on school letterhead with signed reference request/waiver form) (see Appendix P).
• Complete evaluations on the Liberty student teaching program.
• All stipends will be delivered at the close of the semester upon completion of all paperwork.
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 teacher candidates 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). (The University/On-Site Supervisor may instruct Student Teachers to leave a message on an answering machine.)
- LOCAL B.S. candidates ONLY: Examine the seminar schedule and inform teacher candidates of the location for small group meetings with University/On-Site Supervisors on alternate weeks. Call attention to the dates of meetings and note vacation dates and teacher workdays so plans can be made in advance.
- 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 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.

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.
- Encourage Cooperating Teachers to keep copies of all materials they send to the University.
- 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 N) 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 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 in Appendix N. 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 (see Appendix N). 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. Teacher candidates 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 (see Appendix N). (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 teacher candidates 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 Teacher 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 (see Appendix N). (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. Remind the Student Teacher to attach to the lesson plan for the final observation.

• Remind Student Teachers to sign the reference request/waiver and give it to their Cooperating Teachers. Two reference letters are required. If the Student Teacher has only one placement, a staff member may be willing to observe the Student Teacher and write a reference letter (perhaps the department chair, principal, or assistant principal), or the Student Teacher may request a reference letter from the University/On-Site Supervisor.

• Verify that the Student Teacher and Cooperating Teacher have signed the reference request/waiver (see Appendix P), and that the form is attached to the reference letter (typed on school letterhead). Do NOT permit Student Teachers to have access to the letter if they have signed the form waiving their right to see the reference letter.

Final Week

• LOCAL B.S. candidates ONLY: Schedule portfolio presentations in the final small group session. Invite another faculty member to attend the final session.
• Encourage Student Teachers to write thank-you notes to all school personnel who have helped them.

• Receive the final assessment (TCA) and reference 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. The Cooperating Teacher and the University/On-Site Supervisor must sign the final assessment (TCA).

• 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)
  - Two reference letters with reference request/waiver attached

• Submit the travel record to be reimbursed for mileage (for LOCAL University Supervisors ONLY) and the observation forms for each student teaching placement.

After Student Teaching

• All stipends will be mailed from the Licensure Office at the close of the semester upon completion of all 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:

- Teacher candidates will:
  - Will abide by S-C-R-I-P standards as outlined in the UGUIDE and Advising Guide.
  - 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.
    - **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.
  - 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 teacher education program.

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.*

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:** Classrooms

- **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.).

**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: Student Teacher 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.
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).

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>University/On-Site Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Describe the nature of the concern:

Summarize the discussion:

State the action(s) to be taken:

Consequences for Non-Compliance of the Plan:

<table>
<thead>
<tr>
<th>Student Teacher’s signature:</th>
<th>Date for evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher's signature:</td>
<td>On-Site Supervisor's signature (External ONLY):</td>
</tr>
<tr>
<td>University supervisor's signature:</td>
<td>ST Director’s signature:</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Major:</th>
<th>LU ID#:</th>
<th>GPA:</th>
</tr>
</thead>
</table>

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

**Part A: Context for Learning:**

**About the School Where You Are Teaching**

1. In what type of school do you teach? (*Type an “X” next to the appropriate description; if “other” applies, provide a brief description.*)
   - Elementary school: __X___
   - Middle school: _____
   - Other (please describe): ______

2. Where is the school where you are teaching located? (*Type an “X” next to the appropriate description.*)
   - City: _X____
   - Suburb: _____
   - Town: _____
   - Rural: _____

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

   [ Whole group lesson – general classroom. One special education teacher, one paraprofessional, and one ESL teacher will be in the classroom during this lesson. ]

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

   [ Virginia Standards of Learning, district pacing guide, preparation for six weeks benchmark test ]

**About the Class Featured in this Learning Segment**

5. Is there any ability grouping or tracking in the class? If so, please describe how it affects your class.

   [ There are 3 second grade classrooms at the school. Two of the classes address 2nd grade standards. One of the classes addresses 3rd grade (above grade level) standards. I teach in one of the classes that addresses 2nd grade standards. Within this class, there is mixed ability grouping. ]

6. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for instruction in this class.

   [ Smartboard, Harcourt Brace math site that coincides with the adopted textbook, chrome books for each student. ]
### About the Students in the Class Featured in this Learning Segment

#### 7. Grade level(s):
- [2nd grade]

#### 8. Number of
- students in the class: __24____
- males: __14____ females: __10___

#### 9. Supporting students with special needs

Number of
- IEP __1___
  - List Primary Disability(ies) __________ Visual Disability
- 504 __1___
  - List Primary Disability(ies) __________ Processing Time Needs – Requires additional time for tests and quizzes
- ELL __5___
- Other ____

**IEP/504** – One student has an IEP and one student has a 504 plan. The student with the IEP has a visual disability and requires proximity seating, access to technology with captions, and enlarged text for written print. The student with the 504 plan requires extra time for formal written tests (including standardized tests).

**ELL** – 5 students. Three of the five ELL students have been in the U.S. for over 8 months. They are effectively able to understand simple directions and are beginning to comprehend English instruction. These three students are adapting well in social situations and beginning to effectively communicate with other students. They have learned many survival words and are able to speak to others in small English phrases. These three students receive ELL push in services three hours per week. Two of the five ELL students have been in the U.S. for less than two months. They are still too timid to try to speak in phrases and are thus not communicating well with their classmates. These two students currently receive ESL pullout services for 3 hours per day. Three of the five ELL students will be in my class for this lesson.

**Other** – None known

---

**Part B: Planning:**

DAILY LESSON PLAN TEMPLATE
<table>
<thead>
<tr>
<th>Preliminary Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created by:</td>
</tr>
<tr>
<td>Ima Champion</td>
</tr>
<tr>
<td>Subject / Topic:</td>
</tr>
<tr>
<td>Math / Symmetry</td>
</tr>
<tr>
<td>Grade Level: 2</td>
</tr>
<tr>
<td>Number of students: 24</td>
</tr>
<tr>
<td>Where in the learning segment does this lesson occur? (Beginning, middle, or end?):</td>
</tr>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Any other information that you know about the context, including diversity among the students:

- 2 students in the gifted and STEM program
- 12 students on free and reduced lunch
- 2 Asian Students
- 3 Latino Students
- 7 African American Students
- 10 Caucasian
- 2 Unknown

Resources and materials required for the lesson (e.g. textbook(s), module, equipment, technology, art 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.

1. What are your goals for student learning and why are they appropriate for these students at this time?

**Big Idea or Concept Being Taught - - CENTRAL FOCUS**

The central focus of this lesson is to build on students understanding of patterns and symmetry. The students will learn the definition of symmetry and its application to engineering and art. This lesson will serve as a precursor to translation, rotation, and reflections.

**Rationale/Context for Learning - - JUSTIFICATION FOR YOUR PLANS**

(Why this lesson at this time, for this group of learners? How does it connect to previous learning or succeeding lessons?)

Previous mini lessons focused on identifying shapes and creating models of shapes. Students practiced using geoboards to create shapes. Now that students can identify and model shapes, they are ready to begin learning the concepts of symmetry.
## Prior Knowledge and Conceptions
(What knowledge, skills and/or academic language must students already know to be successful with this lesson?)

**Prior knowledge:** basic shapes

**Prior skills:** identification of basic shapes, creation of basic shapes

**Prior academic language:** equivalent, lines of symmetry

## Content 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.

## Learning Objective(s)
(These must be behavioral & measurable.)

**STATEMENTS OF WHAT STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THE LESSON**
(consider all three domains) – Include condition, performance, criterion

**Teacher Version:** Given 5 various pictures of geometric figures, the student will be able to identify figures that are symmetrical with 4/5 figures matched correctly.

**Learning Target / Student Version:** “We will be able to” or “I can”

I CAN identify shapes that are symmetrical

## Academic Language Demands

**Identify the language demand(s) - Identify language support(s)**

**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

---

**LU SOE Specific Lesson Requirements:**

**Character Education:**

*Order, patterns, and stewardship*

*I Corinthians 14:33, 40* For God is not the author of confusion, but of peace, as in all churches of the saints... Let all things be done decently and in order.

**TCA Alignment:**

A. **TEACHING COMPETENCIES:**

1. **(S 5) Learning Environment** - Multimedia/technology will be set up before class so as not to waste class time. Objects for the set (leaves, shells, butterfly wings) will be gathered before the lesson. Die cuts will be cut for each child with a few extra made if students make a mistake. Students will be placed in groups to share resources (paint and brushes) so they do not have to walk around the room searching for materials. The teacher will walk around the room and monitor that students are using resources appropriately. [InTASC Standard 3: Learning Environment]

2. **(S 4) Assessment** – The assessment is very simplistic. It measures the student’s ability to recognize symmetry on paper. It is objective. [InTASC Standard 6: Assessment]

3. **(S 6) Professionalism** - I will be prepared for class. I will cite all resources I have used. I will use an appropriate tone when instructing the class. I will reflect upon my lesson and instruction and seek ways to improve. I will wear attire that is professional yet not restricting so I can monitor my class as they are active in the lesson. [InTASC Standard 9: Professional Learning and Ethical Practice]

B. **CONTENT COMPETENCY:**

1. **(C1 / C2) Mathematics** – Students will be learning a skill in the area of geometry. They must learn to see patterns and recognize symmetry.

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**2. How will you know and document students’ progress towards meeting your learning objectives?**

**Evidence and Assessment of Student Learning**

(How will you know whether students are meeting your learning objectives? What tools will you use to measure their progress? How will you provide feedback to promote student learning?)

**Diagnostic/pre-assessment(s):** Using geoboards from the prior lesson, assess as to whether students can make shapes that are symmetrical.
**Formative assessment(s)/feedback to learners:** guiding students with the painting activity (Guided Practice) and reviewing the accuracy of the butterfly coloring sheet (Independent Practice)

**Summative assessment(s):** Geometry Learning Segment Test – identifying at least 4/5 symmetrical shapes on the test

<table>
<thead>
<tr>
<th>Expectations for Student Learning - - STANDARDS &amp; CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Describe in detail the following levels of student performance. What will students’ work look like when it exceeds expectations? When it meets expectations? When it falls below expectations? How will you communicate these expectations to students? Provide any rubrics you will use.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceeds expectations:</th>
<th>can identify symmetrical shapes and construct symmetrical shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets expectations:</td>
<td>can identify symmetrical shapes</td>
</tr>
<tr>
<td>Below expectations:</td>
<td>unable to identify symmetrical shapes</td>
</tr>
</tbody>
</table>

**3. How will you support students to meet your goals? Describe EXPLICITLY what you will do!**

**BEGINNING: Launch/Hook/Anticipatory Set**
(How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?)

Show the Powerpoint of pictures of butterflies. Ask students if they can figure out what these creatures have in common and have them write this on their individual white boards. Have students show their responses.

Use the video at [https://www.youtube.com/watch?v=vEro2-qcFqU](https://www.youtube.com/watch?v=vEro2-qcFqU) to introduce symmetry. Begin at the 1:00 mark.

**MIDDLE: Instructional Strategies to Facilitate Student Learning**
(For example: How will you engage students with ideas/texts to develop understandings? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage students in learning...for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? Detail your plan.

Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson – with the correct answers.)

Instruction / Modeling:

1. **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.
2. **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.)
c. Have students look for things in the classroom that exhibit symmetry.(eg. Capital letter “H” or “V” in the alphabet, two classroom curtains, etc.)
d. 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.
e. Review concept of symmetry once more.

Guided Practice:

a. Have students gather in groups of 4.
b. Hand out a butterfly die-cut for each student.
c. Tell students to fold the butterfly in half because they can only paint of half of it.
d. Hand out the paint and brushes for each group.
e. Allow students sufficient time to paint.
f. Show them how to press the butterfly back together to gain a symmetrical pattern on all of the wings.

Independent Practice:

a. Have students color the butterfly sheet making sure the colors and patterns are symmetrical

END: Closure
(How will you end the lesson in a way that promotes student learning and retention?)

“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/Extension
(How will you provide successful access to the key concepts by all the students at their ability levels?)

Supporting students with special needs (this includes an explicit and specific description of how you will implement accommodations/ modifications required by IEPs/504 Plans and other ways that you will address diverse student 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](https://www.activityvillage.co.uk/sites/default/files/images/snowflake_symmetry_worksheet_460_0.jpg)

and

Symmetry app on iPad

<table>
<thead>
<tr>
<th>What Ifs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Be proactive – Consider what might not go as planned with the lesson. What will you do about it?)</td>
</tr>
</tbody>
</table>

What if students.....

If students finish early, they can use the iPads to work on the symmetry app.

What if students cannot...

If students have difficulty with the fine motor skills necessary for the painting portion of the lesson – they can complete this in pairs or have a separate stamp activity.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Cite all sources used in the development of this lesson including URLs or other references)</td>
</tr>
</tbody>
</table>

*The Butterfly Alphabet* by Kjell Sandved

[https://www.youtube.com/watch?v=vEro2-qcFqU](https://www.youtube.com/watch?v=vEro2-qcFqU)


[https://www.activityvillage.co.uk/sites/default/files/images/snowflake_symmetry_worksheet_460_0.jpg](https://www.activityvillage.co.uk/sites/default/files/images/snowflake_symmetry_worksheet_460_0.jpg)
APPENDIX E: Lesson Plan Template

IPIR – Instructional Planning, Implementation, and Reflection (with edTPA Preparation)

Part A: Context for Learning

<table>
<thead>
<tr>
<th>About the School Where You Are Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In what type of school do you teach?</td>
</tr>
<tr>
<td>(Type an “X” next to the appropriate</td>
</tr>
<tr>
<td>description; if “other” applies,</td>
</tr>
<tr>
<td>provide a brief description.)</td>
</tr>
<tr>
<td>Elementary school: _____</td>
</tr>
<tr>
<td>Middle school: _____</td>
</tr>
<tr>
<td>High School: _____</td>
</tr>
<tr>
<td>Other: (please describe): _____</td>
</tr>
</tbody>
</table>

| 2. Where is the school where you are   |
| teaching located? (Type an “X” next to|
| the appropriate description.)          |
| City: _____                            |
| Suburb: _____                          |
| Town: _____                            |
| Rural: _____                           |

| 3. List any special features of your   |
| school or classroom setting (e.g.,     |
| charter, co-teaching, themed magnet,   |
| intervention or other leveled small    |
| group instruction, classroom aide,     |
| bilingual, team taught with a special  |
| education teacher) that will affect    |
| your teaching in this learning segment.|
| [ ]                                   |

| 4. Describe any district, school, or   |
| cooperating teacher requirements or   |
| expectations that might affect your   |
| planning or delivery of instruction,  |
| such as required curricula, pacing    |
| plan, use of specific instructional   |
| strategies, or standardized tests.    |
| [ ]                                   |

| About the Class Featured in this      |
| Learning Segment                      |
| 5. Is there any ability grouping or   |
| tracking in the class? If so, please  |
| describe how it affects your class.   |
| [ ]                                   |

| 6. List other resources (e.g.,        |
| electronic whiteboard, classroom     |
| library or other text sets, online   |
| professional resources) you use for |
| instruction in this class.           |
| [ ]                                   |

About the Students in the Class Featured in this Learning Segment


7. Grade level(s):  

[ ]

8. Number of students in the class: _____  
   males: _____ females: _____

9. Supporting students with special needs (this includes an explicit and specific description of how you will implement accommodations/modifications required by IEPs/504 Plans and other ways that you will address diverse student needs):  
   IEP/504  
   ELL  
   Other

---

Part B: Planning:

**DAILY LESSON PLAN TEMPLATE**

<table>
<thead>
<tr>
<th>Preliminary Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created by:</td>
</tr>
<tr>
<td>Subject / Topic:</td>
</tr>
<tr>
<td>Grade Level:</td>
</tr>
<tr>
<td>Number of students:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Where in the learning segment does this lesson occur? (Beginning, middle, or end?):</td>
</tr>
<tr>
<td>Any other information that you know about the context, including diversity among the students:</td>
</tr>
<tr>
<td>Resources and materials required for the lesson (e.g. textbook(s), module, equipment, technology, art materials):</td>
</tr>
</tbody>
</table>

1. What are your goals for student learning and why are they appropriate for these students at this time?  
   Big Idea or Concept Being Taught - - CENTRAL FOCUS

Rationale/Context for Learning - - JUSTIFICATION FOR YOUR PLANS  
(Why this lesson at this time, for this group of learners? How does it connect to previous learning or succeeding lessons?)

Prior Knowledge and Conceptions  
(What knowledge, skills and/or academic language must students already know to be successful with this lesson?)

Prior knowledge:
<table>
<thead>
<tr>
<th>Prior skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior academic language:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
</tr>
<tr>
<td>National</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State:</th>
</tr>
</thead>
<tbody>
<tr>
<td>National:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(These must be behavioral &amp; measurable.)</td>
</tr>
<tr>
<td>STATEMENTS OF WHAT STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THE LESSON</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Language Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the language demand(s) - Identify language support(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Demands:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Supports:</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>LU SOE Specific Lesson Requirements</th>
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<tr>
<th>Character Education:</th>
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<tr>
<th>TCA Alignment:</th>
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| 2. How will you know and document students' progress towards meeting your learning objectives? |
| Evidence and Assessment of Student Learning |
| (How will you know whether students are meeting your learning objectives? What tools will you use to measure their progress? How will you provide feedback to promote student learning?) |

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<thead>
<tr>
<th>Diagnostic/pre-assessment(s):</th>
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<tr>
<th>Formative assessment(s)/feedback to learners:</th>
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</table>

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<tr>
<th>Summative assessment(s):</th>
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</thead>
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| Expectations for Student Learning - - STANDARDS & CRITERIA |
| (Describe in detail the following levels of student performance. What will students’ work look like when it exceeds expectations? When it meets expectations? When it falls below expectations? How will you communicate these expectations to students? Provide any rubrics you will use.) |

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<thead>
<tr>
<th>Exceeds expectations:</th>
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<tr>
<th>Meets expectations:</th>
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</table>

<table>
<thead>
<tr>
<th>Below expectations:</th>
</tr>
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</table>

| 3. How will you support students to meet your goals? Describe EXPLICITLY what you will do! |
| BEGINNING: Launch/Hook/Anticipatory Set |
(How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?)

**MIDDLE: Instructional Strategies to Facilitate Student Learning**

(For example: How will you engage students with ideas/texts to develop understandings? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage students in learning...for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? **Detail your plan.** Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson – with the correct answers.)

Instruction / Modeling:

Guided Practice:

Independent Practice:

**END: Closure**

(How will you end the lesson in a way that promotes student learning and retention?)

**Differentiation/Extension**

(How will you provide successful access to the key concepts by all the students at their ability levels?)

**Supporting students with special needs** (this includes an explicit and specific description of how you will implement accommodations/ modifications required by IEPs/504 Plans and other ways that you will address diverse student needs):

**Challenging above-average students:**

**Facilitating a classroom environment that supports student learning:**

**Extension:**

**What Ifs**

(Be proactive – Consider what might not go as planned with the lesson. What will you do about it?)

**What if students....**

**What if students cannot...**

**References**

(Cite all sources used in the development of this lesson including URLs or other references)
## APPENDIX F: Weekly Block Plan – Sample

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

<table>
<thead>
<tr>
<th>Subject/Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar</td>
<td>SOL: 1.1/1.2/1.11&lt;br&gt;&lt;strong&gt;Objective:&lt;/strong&gt; - 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&lt;br&gt;&lt;strong&gt;Set:&lt;/strong&gt; The students will put their BEE STILL TIME bag away and take out their calendar. I will begin the lesson by welcoming the class. &lt;br&gt;&lt;strong&gt;Instruction:&lt;/strong&gt; 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?”&lt;br&gt;&lt;strong&gt;Guided Practice:&lt;/strong&gt; Students will;&lt;br&gt;1. fill in calendar&lt;br&gt;2. color in box for the weather&lt;br&gt;3. add a tally mark&lt;br&gt;4. count the coins to make the date&lt;br&gt;5. add one to our tens and ones box&lt;br&gt;6. sing days of the week and months of the year songs&lt;br&gt;&lt;strong&gt;Independent Practice:&lt;/strong&gt; Students will;&lt;br&gt;1. count by 1’s, 2’s, 5’s, 10’s&lt;br&gt;2. write the # of the day - 34&lt;br&gt;&lt;strong&gt;Closure:&lt;/strong&gt; After checking the students’ handwriting papers, we will review the full date and the number of the day.&lt;br&gt;&lt;strong&gt;Evaluation:&lt;/strong&gt; 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).</td>
<td>SOL: 1.1/1.2/1.11&lt;br&gt;&lt;strong&gt;Objective:&lt;/strong&gt; - 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&lt;br&gt;&lt;strong&gt;Set:&lt;/strong&gt; The students will put their BEE STILL TIME bag away and take out their calendar. I will begin the lesson by welcoming the class. &lt;br&gt;&lt;strong&gt;Instruction:&lt;/strong&gt; 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?”&lt;br&gt;&lt;strong&gt;Guided Practice:&lt;/strong&gt; Students will;&lt;br&gt;1. fill in calendar&lt;br&gt;2. color in box for the weather&lt;br&gt;3. add a tally mark&lt;br&gt;4. count the coins to make the date&lt;br&gt;5. add one to our tens and ones box&lt;br&gt;6. sing days of the week and months of the year songs&lt;br&gt;&lt;strong&gt;Independent Practice:&lt;/strong&gt; Students will;&lt;br&gt;1. count by 1’s, 2’s, 5’s, 10’s&lt;br&gt;2. write the # of the day - 35&lt;br&gt;&lt;strong&gt;Closure:&lt;/strong&gt; After checking the students’ handwriting papers, we will review the full date and the number of the day.&lt;br&gt;&lt;strong&gt;Evaluation:&lt;/strong&gt; 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).</td>
</tr>
<tr>
<td>Math</td>
<td>SOL: 1.1a/ 1.2&lt;br&gt;&lt;strong&gt;Objective:&lt;/strong&gt; Given a ten frame and counters, the student will be able to solve 4 problems, with 2 out of 4 correct. &lt;br&gt;&lt;strong&gt;Set:&lt;/strong&gt; 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.</td>
<td>SOL: 1.1a/ 1.2&lt;br&gt;&lt;strong&gt;Objective:&lt;/strong&gt; 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. &lt;br&gt;&lt;strong&gt;Set:&lt;/strong&gt; As a class we will skip count by 2's, 5's, 10's.</td>
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<tr>
<td>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)</td>
<td>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.</td>
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<tr>
<td><strong>Guided Practice:</strong> 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.</td>
<td><strong>Guided Practice:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Independent Practice:</strong> The student will work to complete the questions on page 272 -273.</td>
<td><strong>Independent Practice:</strong> The student will complete 276 and 277 using their hundreds chart.</td>
<td></td>
</tr>
<tr>
<td><strong>Closing:</strong> We will go over the problems from page 272 and 273 as a class.</td>
<td><strong>Closing:</strong> The student will hand in their work to be checked. We will solve a problem together.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation:</strong> The students will answer 4 questions using a ten frame and counters.</td>
<td><strong>Evaluation:</strong> The students will be given an exit ticket with a word problem that they will solve using their hundreds chart.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G: Student Teacher Weekly Block Lesson Plan - Part 1
(print on back of each page - punched in right margin)

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Student Teacher:</th>
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<tbody>
<tr>
<td><strong>Subject/Time</strong></td>
<td><strong>MONDAY</strong></td>
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<tr>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
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</table>
APPENDIX H: Student Teacher Weekly 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.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Student Teacher:</th>
<th>Home phone:</th>
<th>School:</th>
<th>School phone:</th>
<th>Schedule for week beginning:</th>
<th>University/On-Site Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Begin</td>
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<td>End</td>
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</table>
APPENDIX I: Student Teacher 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.

<table>
<thead>
<tr>
<th>Name:</th>
<th>For the week beginning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Cooperating Teacher:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEKLY TOTALS</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 - Supervised direct teaching activities with children</td>
<td>(150 minimum - both placements)</td>
<td>(i.e., classroom teaching, tutoring one or more students, group instruction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 2 - Non-instructional activities/duties with children</td>
<td>(i.e., observation, bus duty, cafeteria duty, coaching)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time classroom experience: Part 1 &amp; Part 2 total</td>
<td>(300 minimum - both placements)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian/Community service</td>
<td>(20 minimum - above 300 required for student teaching - both placements)</td>
<td>(select project as volunteer, i.e., tutoring, school service project)</td>
<td></td>
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</tbody>
</table>

Clarification of Direct, Indirect, and Other Hours

<table>
<thead>
<tr>
<th>Direct Hours</th>
<th>Indirect Hours</th>
<th>Does Not Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Whole group teaching</td>
<td>• Teaching a class that is not your licensure area (secondary math teacher teaching a yearbook class)</td>
<td>• Planning</td>
</tr>
<tr>
<td>• Small group teaching</td>
<td>• Bus/lunch/recess duty</td>
<td>• Parent-teacher conferences</td>
</tr>
<tr>
<td>• Tutoring</td>
<td>• Field Trips</td>
<td>• Staff develop days</td>
</tr>
<tr>
<td>• Testing</td>
<td>• Coaching sports</td>
<td>• Faculty meetings</td>
</tr>
<tr>
<td>• Student conferences (All in area of your licensure)</td>
<td>• Monitoring school clubs</td>
<td>• Eligibility meetings</td>
</tr>
<tr>
<td></td>
<td>• Proctoring testing when it’s not in your licensure area (secondary English teacher proctors for a math class)</td>
<td>• All other meetings when students are not present</td>
</tr>
<tr>
<td></td>
<td>• Homeroom</td>
<td></td>
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</table>
## APPENDIX J: Student Teaching 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.

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Semester/Yr.</th>
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</thead>
<tbody>
<tr>
<td>Starting date of 1st Placement:</td>
<td></td>
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<tr>
<td>Ending date of 1st Placement:</td>
<td></td>
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<tr>
<td>Starting date of 2nd Placement:</td>
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<tr>
<td>Ending date of 2nd Placement:</td>
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</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>School:</th>
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<tbody>
<tr>
<td>Grade:</td>
<td>Teacher:</td>
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<td>Grade:</td>
<td>Teacher:</td>
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**Part 1 - Supervised direct teaching/Internship activities with children**  
(150 minimum – both placements)  
(i.e., classroom teaching, tutoring one or more students, group instruction)

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**Part 2 – Non-instructional activities/duties with children**  
(i.e., observation, bus duty, cafeteria duty, coaching)

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**Part 1 & 2 – Full-time classroom experience: Part 1 & Part 2 total**  
(300 minimum – both placements)

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**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)

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Student Teacher Signature:  
Date:
# APPENDIX K: University/On-Site Supervisor Initial Visit Report

<table>
<thead>
<tr>
<th>Topics Discussed</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td><strong>1.</strong> The school schedule and policies</td>
<td></td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td><strong>2.</strong> Student teaching policies and standards</td>
<td></td>
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<tr>
<td>Comments:</td>
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<tr>
<td><strong>3.</strong> The student teaching calendar</td>
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<tr>
<td>Comments:</td>
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<tr>
<td><strong>4.</strong> Short-range plans and requirements (lesson plans)</td>
<td></td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td><strong>5.</strong> Long-range plans and requirements (unit plans)</td>
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<tr>
<td>Comments:</td>
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<tr>
<td><strong>6.</strong> The Student Teacher’s tentative co-teaching schedule</td>
<td></td>
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<tr>
<td>Comments:</td>
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<tr>
<td><strong>7.</strong> Guidelines for classroom management and discipline</td>
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<tr>
<td>Comments:</td>
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<tr>
<td><strong>8.</strong> The Student Teacher evaluation forms</td>
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<tr>
<td>Comments:</td>
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<tr>
<td><strong>9.</strong> Meeting the school administrators</td>
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<tr>
<td>Comments:</td>
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<tr>
<td><strong>10.</strong> Becoming familiar with the school facility</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td><strong>11.</strong> Grading criteria and procedures</td>
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<tr>
<td>Comments:</td>
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<td></td>
</tr>
<tr>
<td><strong>12.</strong> Professional appearance and behavior</td>
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<tr>
<td>Comments:</td>
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<td></td>
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</tbody>
</table>

Teacher Candidate:  
Cooperating Teacher:  
Supervisor:

Grade Level:  
School:  
Date:

Teacher Candidate’s Signatures:  
Cooperating Teacher’s Signature:  
Supervisor’s Signature:
APPENDIX L: 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.

<table>
<thead>
<tr>
<th>Student Teacher’s signature:</th>
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</thead>
<tbody>
<tr>
<td>Cooperating Teacher’s approval:</td>
</tr>
<tr>
<td>University Supervisor’s approval:</td>
</tr>
<tr>
<td>On-Site Supervisor (External ONLY)</td>
</tr>
<tr>
<td>Date</td>
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</tbody>
</table>

*This form to be completed during Initial Visit Report.*
APPENDIX M: Liberty University Student Teacher Observation
(Completed by University/On-Site Supervisor)

<table>
<thead>
<tr>
<th>Observation (check one)</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher:</td>
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<tr>
<td>Cooperating Teacher:</td>
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<tr>
<td>Grade Level:</td>
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<td>School:</td>
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<td>University/On-Site Supervisor:</td>
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<td>Date:</td>
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<tr>
<td>(Start Time):</td>
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<tr>
<td>(End Time):</td>
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</tbody>
</table>

RATINGS

<table>
<thead>
<tr>
<th>5 = EXCEEDS</th>
<th>4 = MEETS</th>
<th>3 = EMERGENT GROWTH</th>
<th>2 = NEEDS IMPROVEMENT</th>
<th>1 = UNACCEPTABLE</th>
<th>0 = NOT EVIDENT</th>
</tr>
</thead>
</table>

I. Rating  Planning (Standard 2A, 2B, 2C, 2D, 2E) COMMENTS/SUGGESTIONS
Content appropriate:
Major concepts; specific objective skills; appropriate strategies/activities; uses diagnostic information.

II. Rating  Content Knowledge (Standard 1D) COMMENTS/SUGGESTIONS
Displays appropriate subject matter competency.

III. Rating  Instruction (Standard 2B, 2C, 5B, 5E, 3A, 3B, 3C, 3D, 3E, 4D, 4E, 7C, 7D) COMMENTS/SUGGESTIONS
A. Management of Instructional Time:
Materials ready; gets students on tasks quickly; maintains high time on task.

B. Management of Student Behavior;
Follows/establishes rules: monitors student behavior; stops inappropriate behavior.

C. Presentation:
Review, introduction; clear instructions; relevant examples; appropriate levels of questions; appropriate pace; utilizes appropriate instruction and technology.

D. Instructional Monitoring and Feedback:
Maintains standards; uses appropriate evaluation.

IV. Rating  Professional Dispositions (Standard 5C, 6C, SCRIP A, B, C, D, E) COMMENTS/SUGGESTIONS
*Attitude toward Students
*Interaction with Colleagues
*Professional Behaviors

Signature of Student Teacher:

Signature of Cooperating Teachers:

Signature of University/On-Site Supervisor:
APPENDIX N: Liberty University FIELD EXPERIENCE SUMMARY & TEACHER COMPETENCY ASSESSMENT

Field Experience Summary (FES)

The teacher candidates may access the FES for their particular endorsements from the following webpage links:

- Undergrad student teachers – [www.liberty.edu/UGUIDE](http://www.liberty.edu/UGUIDE)
- MAT graduate Student Teachers – [www.liberty.edu/advisingguide](http://www.liberty.edu/advisingguide)

Teacher Competency Assessment (TCA)

The TCA Evaluations are completed by the Cooperating Teachers/On-Site Mentor as an assessment of the Student Teacher’s overall performance. The evaluations will be filled out in LiveText – Field Experience Module.

The teacher candidates may access the TCA for their particular endorsements from the following webpage links:

- Undergrad Student Teachers – [www.liberty.edu/UGUIDE](http://www.liberty.edu/UGUIDE)
- MAT graduate Student Teachers – [www.liberty.edu/advisingguide](http://www.liberty.edu/advisingguide)
## APPENDIX O: Student Teacher Reference Request and Waiver

**Instructions:**

- A thoughtful and carefully considered reference letter is one of the more valuable aids to a prospective employer. Because of your knowledge of the teacher candidate, a reference letter from you will be most helpful.

- The letter should be typed on school stationery and include the following points:
  - The capacity in which you have known this person and the length of your association,
  - Specific strengths possessed by the teacher candidate,
  - Your estimate of the person’s ability to succeed in the type of position sought,
  - Your estimate of the teacher candidate’s character and stability, and
  - Any other information that will provide an adequate picture of the teacher candidate as an employee.

### Statement from teacher candidate:

This form must be signed by both parties and stapled to the reference letter.

As granted to me under the "Family Education Rights and Privacy Act" of 1974:

- [ ] I wish to WAIVE my right to inspect this reference letter.
- [ ] I wish to RETAIN my right to inspect this reference letter.

Teacher candidate’s signature: ____________________________ Date: ____________

### Statement from reference:

This reference letter and the Teacher Candidate Final Assessment become part of the teacher candidate’s credential file. Copies will be provided for prospective employers only with the teacher candidate’s signed release.

- [ ] I grant permission for the attached reference letter to be released to prospective employers upon the student’s written request.
- [ ] I do NOT grant permission.

Reference signature: ____________________________ Date: ____________
APPENDIX P: Video/Photograph – Parent/Guardian Permission Form

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

LIBERTY UNIVERSITY

SCHOOL OF EDUCATION

Video/Photograph – Parent/Guardian Permission Form

Dear Parent/Guardian,

My name is _________________________________. I am a student in Liberty University’s School of Education and I am currently serving in your child’s __________________________ (grade/subject) classroom with ___________ (host/cooperating teacher).

As a part of my candidacy teaching requirements, I must video record one of the lessons I teach and would like to have permission to include your child. The video is to portray the students and me in the normal, everyday class setting. The video will be less than an hour long. I will use the video to self-critique my teaching ability and reflect upon how I can improve my instructional performance so as to benefit my students. The video would be viewed by my teaching supervisor to assess my teaching ability and to provide me with additional teaching strategies to further my professional growth. I may also submit a less than 10-minute segment of the video to the evaluators at edTPA as a part of a teaching performance assessment. Some states require passing the edTPA video assessment to be licensed to teach. I may also show the video to prospective employers as part of an interview process.

I also need to take photographs of learning in action. I am seeking your permission to have your child in such a photograph. The photographs would be used for my class assignment to demonstrate my ability to successfully deliver a lesson and might also be featured in my portfolio shown to prospective employers.

First and last names of children will not appear in videos, photographs, or reflections, but their initials may be used in assignments. No commercial or other uses will be made of these photographs and videos. If you do not give your permission, your child will not lose any instructional time because the classroom will be arranged so that the camera frame does not include your child.

Please check one of the following blanks below, sign, date and return this form:

___ I give permission for my child to appear in the above-described video and photographs.

___ I do not give permission for my child to appear in the above-described video or photographs. (If this form is not returned, the school will assume that permission has not been given for your child to be videotaped or photographed for the purposes described in this letter.)

PARENT/GUARDIAN’S SIGNATURE: ____________________ DATE: ____________ CHILD’S NAME: ____________________

Thank you.

_________________________ Teacher Candidate
APPENDIX Q: Student Teacher 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:
  o Registrar's Office
  Liberty University
  1971 University Blvd.
  Lynchburg, VA 24502
APPENDIX R: 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)