

STUDENT TEACHING HANDBOOK

HENDRIX
COLLEGE



**HENDRIX COLLEGE
EDUCATION DEPARTMENT
CONWAY, ARKANSAS
2016-2017**



STUDENT TEACHER PAR EXCELLENCE

(Rev. 9/2016)

TABLE OF CONTENTS

INTRODUCTION.....	5
HENDRIX COLLEGE TEACHER EDUCATION PROGRAM.....	6
I. STUDENT TEACHING: STEPS AND PROCESSES.....	7
II. BACKGROUND CHECKS.....	8
III. COMPLETING THE LICENSURE PROCESS.....	8
IV. STUDENT TEACHING SITE SELECTION.....	8
V. THE STUDENT TEACHING EXPERIENCE.....	9
i. Journal Evaluation Rubric.....	13
ii. Hendrix Lesson Line Template and Direction.....	14-15
iii. Hendrix Lesson Line Evaluation Rubric.....	16-17
iv. Unit Directions.....	18-19
v. Unit Evaluation Rubric.....	20-24
vi. Unit Reflection Form.....	25
VI. COOPERATING TEACHER REQUIREMENTS.....	31
VII. STUDENT TEACHER SUPERVISOR RESPONSIBILITIES.....	33
VIII. SCHOOL ADMINSTRATOR REPSONSIBILITIES.....	33
IX. LICENSURE REQUIREMENTS.....	34
X. PRAXIS TESTS.....	34
XI. STUDENT ARKANSAS EDUCATION.....	35
(S.A.E.A) MEMBERSHIP	
XII. HENDRIX NON-DISCRIMINATION POLICY.....	35
XIII. ADDENDUM TO STUDENT TEACHER HANDBOOK.....	35
XIV. PERSONAL INFORMATION REQUEST.....	36
XV. E-FOLIO DIRECTIONS FOR STUDENT TEACHERS.....	38
XVI. E-FOLIO TEMPLATE.....	42
XVII. E-FOLIO RUBRIC.....	63
XVIII. DEPARTMENTAL RECOMMENDATION FOR STUDENT TEACHING.....	77
XIX. STUDENT TEACHER PREFERNCES.....	78

XX.	STUDENT TEACHER PLACEMENT AGREEMENT.....	79
XXI.	W-9 FORM FOR COOPERATING TEACHER STIPEND.....	80
XXII.	MINI-RESUME FORM.....	84
XXIII.	CHILD MALTREATMENT FORM.....	85
XXIV.	BACKGROUND CHECK FORMS.....	86-87
XXV.	AUTIBIOGRAPHY.....	88
XXVI.	PERMISSION FOR TRANSCRIPTS.....	89
XXVII.	HENDRIX COLLEGE AUGUST OBSERVATION FORM.....	90
XXVIII.	PRE-OBSERVATION QUESTIONS.....	91
XXIX.	APPRAISAL FORM: COLLEGE AND COOPERATING..... TEACHER OBSERVATIONS ONE	93
XXX.	APPRAISAL FORM: COLLEGE AND COOPERATING..... TEACHER OBSERVATIONS TWO, THREE, AND FOUR	94
XXXI.	COOPERATING TEACHER PROFESSIONALISM RATING OF..... STUDENT TEACHER	105
XXXII.	SELF-EVALUATION FOR PROFESSIONALISM RATING OF..... STUDENT TEACHER	106
XXXIII.	HENDRIX COLLEGE STUDENT TEACHING..... DEBRIEFING FORM	107

INTRODUCTION

Student teaching is that part of the pre-service teacher education program in which the prospective teacher works full-time in a cooperating school with selected cooperating teachers. The period of student teaching is the culmination of the student's preparation, for this is the time when the student is able to make practical use of principles, methods, knowledge, and materials that have been developed or acquired in college courses. During this laboratory experience, an increasing responsibility for working with individuals and groups of pupils is assumed by the student through gradual involvement in a particular classroom or teaching situation. Student teaching is done in a carefully selected school under the immediate supervision of designated cooperating teachers and the general supervision of the college supervisor.

This handbook is designed for student teachers, cooperating teachers, school administrators, and college supervisors in order to answer the questions that may arise during the professional term and the student teaching period. It is the sincere desire of the Hendrix Education Department to provide a positive teaching experience for the student teacher and for all involved in the student's experience.

Please contact the following Hendrix faculty if you have any questions about this handbook or its interpretation.

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HENDRIX COLLEGE TEACHER EDUCATION PROGRAM

The Hendrix College Education Department believes that a liberal arts education will produce knowledgeable, thinking human beings and provide a sound background for a professional educator. This basic belief has led the Education Department to adopt a constructivist philosophy in redesigning its program.

The constructivist philosophy is based on the "assumption that learners do not passively absorb knowledge but rather construct it from their experiences" [Asthenia, *Journal of Teacher Education* (Nov./Dec., 1992), p. 322]. The passive absorption of knowledge refers to the traditional practices of teaching and learning where rote learning is emphasized.

It should be noted that the constructivist approach does not abandon existing knowledge. Knowledge is constructed by the learner based upon personal experiences, beliefs, and pre-existing mental structures. Actually, constructivist learning experiences take into account students' existing knowledge and provide opportunities for students to develop new knowledge by fitting it into, revising, or replacing an existing framework of knowledge. The constructivist approach gives students the opportunity to construct knowledge for themselves, on their terms, so that they can act to form meaningful mental pictures of understanding. Constructivism, therefore, includes "the consolidation and internalization of information, by the learner, in a way that is both personally meaningful and conceptually coherent" Caine & Caine, Teaching and the Human Brain (1991), p. 147].

Constructivism relies on interactive instructional methods such as teacher questioning and co-operative student learning. A positive classroom climate is provided in which students feel free to exchange and discuss ideas, to contribute and know that such contributions are valued, and to analyze and interpret information. Process, problem solving, higher order thinking, and research skills are imbedded in the interaction methods of the constructivist classroom.

The change from the traditional approach to the constructivist approach of teaching and learning is not a simple matter for prospective teachers. The constructivist teacher must learn to engage in self-inquiry through reflection. This means that the teacher as coach or facilitator must help students reflect on their experiences for the purpose of grasping the implications. This new mode of teaching and learning offers new challenges to teacher education programs in general, and the teacher education program at Hendrix College in particular.

Constructivist learning lays the groundwork for another feature of the Department's conceptual framework – *integrated instruction*. Integrated instruction, as it applies to literacy, involves "some combination of reading, writing, speaking, listening, and viewing...as students pursue interesting problems or topics" (Biondo, S., Raphael, R., and Favelek, J., 1999, p.3). On a deeper level, "it emphasizes written and oral language processes in response to literature; embeds skill-oriented literacy learning within literature reading; and identifies key outcomes including comprehension, ability to create both oral and written stories, and development of language complexity, vocabulary, and positive attitudes toward literacy and literature" (Biondo, S., Raphael, R., and Favelek, J., 1999, p.4). It can be extended to curriculum instruction as teacher candidates are taught how to depart from separate subject areas and make connections across subject matter disciplines. *As a result, a lesson based on integrated instruction will blend, harmonize, synthesize, incorporate, and/or unify various literacy skills and concepts, as well as different subject areas* (Biondo, S., Raphael, R., and Favelek, J., 1999, p.1).

But beyond its general appeal, educators have argued that integrated instruction is more *authentic* because it parallels real-world tasks and not those developed solely for schooling. It is also said to be more *meaningful* because knowledge construction is an integrative process—rarely is knowledge or information needed to answer isolated questions. Further, integrated instruction is *efficient*, offering hope for greater curriculum coverage (Biondo, W., Raphael, R., and Favelek, J., 1999, p.1).

I. STUDENT TEACHING: STEPS AND PROCESSES:

In order to be admitted to the student teaching program, candidates must have or complete the following requirements the spring semester prior to their student teaching year:

1. Achieve a passing score on Praxis Core or in lieu of Praxis Core assessments, an individual seeking entry into the teacher education program for first time licensure may substitute ACT, SAT, or GRE scores. See table below.

TEST	Praxis CORE Cut Score	ACT Cut Score	SAT Cut Score	GRE Cut Score
Composite	N/A	24	1650	N/A
Reading	156	22	510	142
Math	150	22	510	142
Writing	162	22	510	3.5

2. Must have a "C" or better in all education courses, including a methods course.
3. Must have and maintain at least a 2.7 cumulative GPA before applying for admission to the teacher education program. If not, the candidate cannot reapply until the next spring semester.
4. The candidate must submit an e-portfolio with the six minimum required objectives fulfilled and interview with the Teacher Education Committee--Spring Semester, prior to student teaching year.
5. The candidate must have a favorable recommendation from the candidate's major department.
 - Based on the review of the steps above, the Teacher Education Committee approves or rejects the candidate for student teaching.
 - When the student teacher has completed the steps above and has met all other requirements, he/she enrolls in two of the following courses: (NOTE: Each "Student Teaching" course listed below counts as three course credits.)

K-6	Educ 450	Intro to Student Teaching, K-6
	Educ 451	Student Teaching, K-6 (three credits)
7-12	Educ 460	Intro to Student Teaching, Secondary, 7-12
	Educ 461	Student Teaching, Secondary, 7-12(three credits)
4-12	Educ 440	Intro to Student Teaching, 4-12
	Educ 441	Student Teaching, 4-12 (three credits)

II: BACKGROUND CHECKS:

After admission to student teaching, and during the student teaching placement process, all teacher education candidates must complete a child maltreatment check and a full background check, as required by the Arkansas Department of Education. The background checks completed during previous methods classes for shorter field placements may not substitute for the full background check required for student teaching. This process must be completed during the month of **July** for fall semester student teachers and during **October** for spring semester student teachers. The full background check must be conducted through the Arkansas State Police and the Federal Bureau of Investigations (FBI). The following are the steps involved in completing the background check:

1. Complete the Arkansas Child Maltreatment Central Registry form and send it to the Arkansas Child Maltreatment Central Registry (\$10.00 fee); and
2. Complete an online background check.

Refer to the "Child Maltreatment Form" (section XXI) and "Background Check Forms" (section XXII) in the appendix of this handbook for details and forms. Please see the Education Department Teacher Licensure Officer or the Student Teacher Supervisor for questions related to the child maltreatment check and the full background check.

III: COMPLETING THE LICENSURE PROCESS:

In order to complete the licensure process, student teachers must:

1. Student Teach -- Senior Year
2. Sign up for Praxis II Exams -- Fall Semester, Senior Year
3. Take Praxis II Exams—Completed and passed by the end of spring break of the spring semester of the senior year.
4. Present final e-portfolio as outlined and interview with the Teacher Education Committee - Spring semester, senior year
5. Complete licensure application senior year, during the semester of student teaching

Receive a recommendation from the Teacher Education Committee for Licensure at the end of the teaching semester.

IV. STUDENT TEACHING SITE SELECTION

Sites for student teaching in all programs are selected jointly by personnel from the Hendrix Education Department and the cooperating schools in which the student teachers are placed. Careful consideration is given to site selection and placement in order to ensure the best location for optimum student teaching experiences. Although preferences for placement are solicited from students during the spring semester prior to student teaching, the Education Department does not regard convenience to the student as the only consideration in placement. Factors such as a good teaching situation, cultural diversity, supervisory load, and the availability of student teacher sites are considered before placement is complete. Students are not to make any living or housing commitments until they receive their assignment, nor should they independently contact the schools and/or teachers regarding placement. The site selection commuting area includes schools within a fifty-mile radius of Conway. Those students applying to student teach must be prepared to accept assignment in the area. Student teachers should anticipate being placed in two school settings for student teaching.

V. THE STUDENT TEACHING EXPERIENCE

During the student teaching assignment, the student spends a minimum of twelve weeks in the assigned schools, divided into a 4 week and an 8 week block. The student becomes gradually, yet systematically, involved in all the instructional and non-instructional experiences which comprise the total teaching task. The student teaching experience is culminated by the student's assumption of all duties of the regular classroom teacher for at least two full consecutive weeks.

Student Teacher Observations:

During the student teaching experience, supervision is provided by fully trained cooperating teachers and the Hendrix College student teacher supervisor from the Hendrix Education Department. The observations will take place in the following manner:

4 Week Placement:

- Drop in visit during the first week to drop off evaluations/paper work, to set up observations, and to answer any questions or concerns. (15 to 20 minute visit: Student teacher supervisor "in person" visit)
- Observation # 1 = Strengths/Weakness Observation: The first observation is of a student teacher's lesson and is a basic assessment of the student's strengths and areas for continued growth. (Student teacher supervisor "in person" observation)
- Observation # 2 = TESS Observation: The second (and final observation) during the 4 week block is a formal assessment of the student teacher's lesson using the TESS observation form. (Student teacher supervisor "in person" observation)

*The cooperating teacher would complete observations within the same time frames as the student teacher supervisor. In addition, the cooperating teacher is asked to complete a professionalism form at the end of the experience. The student teacher is asked to complete the same form, and the score is averaged together for a score that goes into the Intro to Student Teaching grade for the student teacher.

8 Week Placement:

- Drop in visit during the first week to drop off evaluations/paper work, to set up observations, to set up unit dates and to answer any questions or concerns. (15 to 20 minute visit: Student teacher supervisor "in person" visit)
- Observation # 1 = Strengths/Weakness Observation: The first observation is of a student teacher's lesson and is a basic assessment of the student's strengths and areas for continued growth. (Student teacher supervisor "in person" observation)
- Observation # 2 = TESS Observation: The second during the 8 week block is a formal assessment of the student teacher's lesson using the TESS observation form. (Video lesson sent to student teaching supervisor)
- Observation # 3 = TESS Observation: The final evaluation during the 8 week block is a formal assessment of the student teacher's lesson using the TESS observation form. Typically, this final observation takes place during the student teacher's 2 week unit. (Student Teacher Supervisor "in person" observation)

*The cooperating teacher would complete observations within the same time frames as the student teacher supervisor. In addition, the cooperating teacher is asked to complete a professionalism form at the end of the experience. The student teacher is asked to complete the same form, and the score is averaged together for a score that goes into the Intro to Student Teaching grade for the student teacher.

****If the student teacher wants observations during the 12 week student teaching block in addition to those that are provided by the Hendrix College Student Teaching Supervisor, then he/she is responsible for personally contacting the Education Department Faculty (adjunct or full-time) to make those arrangements.**

August Observation

Before the formal twelve week student teaching experience begins, the student teacher will complete a three day observation during the first three days of school at a cooperating school campus. The purpose of this observation period is to allow the student teacher the opportunity to observe the procedures and routines involved with beginning the school year. The student will keep a journal of his/her observations during the three day experience.

Duration of and Framework for the 12-week Student Teaching Experience:

Whenever possible, the Education Department tries to provide student teaching experiences in two different campus settings. The 12 week placements for all licensures are divided into two placements: four weeks and eight weeks.

Typically, the 4-week placement will take place in one school setting. The eight week placement for those licensure areas will take place in a different school setting. All student teaching experiences must be at a school site within a fifty mile radius of the campus. In most cases, the twelve week student teaching experience will occur during spring semester. Exceptions may be granted, however, for student teaching experiences during fall semester in cases of schedule conflicts that cannot be avoided. The Teacher Education Committee Chairperson and the student teacher supervisor must approve such exceptions.

Pacing of Student Teaching Experiences

During the first two weeks of student teaching, the student teacher will observe, participate in some classroom activities, and team-teach one or two lessons with the cooperating teacher. The student teacher may also perform such activities as taking roll, grading papers, working with individual students, preparing outlines, lesson plans, and/or units, etc. Such experiences will support the development of greater self-confidence in the student teachers. At the end of the two week period, the Hendrix College student teacher supervisor will come to the classroom to observe the student teacher's first lesson. This first formal teaching experience might be with a small group or a short presentation to the entire class.

During the third and fourth weeks, student teachers are expected to teach a minimum of five lessons. From this time period forward, the student teacher's classroom experiences should increase. As the student teacher progresses through this time period, he/she should be involved in devoting a major portion of the school day to classroom teaching. One lesson during the third or fourth week will be observed by the Hendrix Student Teacher Supervisor.

The four week student teaching experience does not involve preparing a unit. During the eight week student teaching experience, however, the student teacher is expected to assume responsibility for teaching a unit. The eight week experience involves a two week unit that should last for ten consecutive school days. Preferably the unit should fall close to the end of the student teaching experience, beginning on a Monday and ending on a Friday. The student should assume full responsibility for as many of the cooperating teacher's classes as deemed possible, so that he/she can have a better understanding of all that is involved in full time teaching. The cooperating teacher, however, will be available to the student teacher during this

time. In cases where a student teacher is placed at one school for the entire twelve week student teaching block, the pacing of responsibilities is roughly the same. The student will begin to take over teaching responsibilities gradually. The twelve weeks will culminate in teaching a two week unit.

It is important to note that the student teacher **will not** be allowed to begin his/her unit of independent teaching until the cooperating teacher approves the unit to be taught. A copy of the unit must be turned into both the cooperating teacher and the student teaching supervisor at least three days prior to the beginning of the unit. The cooperating teacher should immediately contact the college supervisor if the student teacher is unprepared to teach.

The cooperating teacher should approve any lessons to be taught prior to teaching. The student teacher should seek the cooperating teacher's guidance on the best time to review lessons together. Ideally, the student teacher should present the cooperating teacher with lessons to be taught several days in advance.

Lesson Plans/Units/Journals

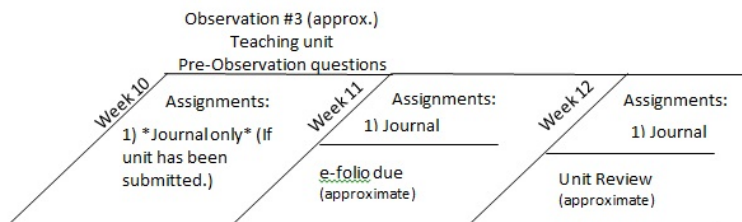
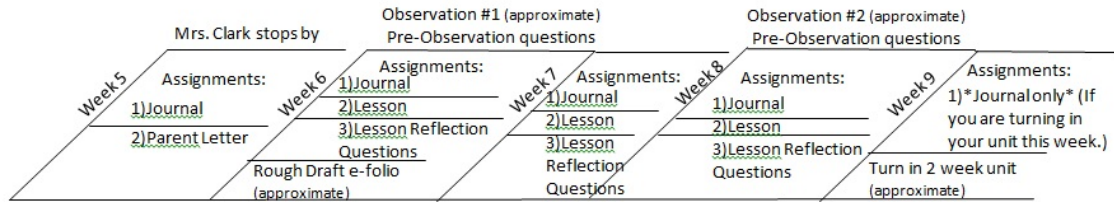
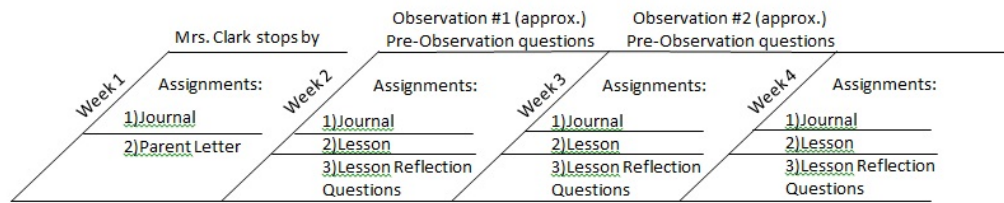
Student teachers are expected to develop lesson plans, unit plans, and journals. Journals and lesson plans are to be turned in to the college supervisor once a week (on Friday). Materials handed in should include the following:

- A. **Daily Reflective Journal** - A daily reflective journal or diary of student teaching should include a daily description of the activities as they occur during the school day. This can include bulletin board descriptions, teaching ideas, curriculum files, or daily accounts of the "joys and trials" of teaching. As the student teacher assumes more teaching responsibilities, the journal should serve as a venue through which he/she reflects upon the day's lessons and encounters with students in order to improve and grow in future teaching endeavors. The journal is **due each Friday** during the **twelve week** student teaching experience and should be turned in to the student teaching supervisor. It is also important to note that a journal from the **August experience** should be turned in to the college supervisor immediately following those observations. (See Journal Evaluation Rubric)
- B. **PET Lessons** - The student teacher will turn in one lesson written in a modified PET (Program for Effective Teaching) format each week during the student teaching experience. Although the student teacher will be teaching more than one lesson per week, having a sample lesson turned in each week allows the college supervisor to see how lessons are presented and to give feedback to the student teacher as needed.

The PET lesson and lesson reflection form are **due each Friday** and should be submitted to the student teaching supervisor. (See lesson line template, directions, evaluation form, and reflection form)

- C. **Unit Plans** - As a curriculum planner and implementer, the student teacher will develop a unit during the student teaching experience. (See Unit Evaluation Rubric) After the unit has been taught, the student teacher will complete the unit reflection form and submit it to the student teaching supervisor.

Student Teaching Semester



Final Week

Journal

Debriefing Forms

Debriefing Meeting with Mrs. Clark

Meet with TEC (Licensure)

*Once your unit is submitted, you no longer have to turn in a weekly lesson line and reflection questions to the student teaching supervisor – unless you are being observed. (You will continue to show your cooperating teacher all lessons prior to teaching for the remainder of the semester.)

Rubric for Reflective Journal During Student Teaching

Points Earned: _____ (20 points possible)

Performance Element	Proficient	Below Expectations
	No errors	Needs Improvement
Journal entries (4 points possible)	Student has a separate entry for each day of student teaching. Entry for each day is at least 2 to 3 paragraphs in length (4 - 3 points)	Student does not have separate entries for each day of student teaching and/or entries are not of an appropriate length (2 - 0 points)
Content (4 points possible)	Student journal includes a meaningful reflection of the day, which may include a <u>self</u> -critique of teaching, an encounter/conversation with students or fellow teachers, ideas that might be used in future teaching, thoughts on improvement with future lessons, etc. (4 - 3 points)	Student reflection needs more detail or clarification. (2 - 0 points)
Objective Focus (4 points possible)	Student maintains an objective perspective and a positive outlook. Student writing reflects a respect for self, cooperating teacher, administration, and students, even in difficult situations. (4 - 3 points)	Student is overly negative or critical of self, cooperating teacher, administration, or students. Student tends to "blame" or vent rather than seeking solutions. (2 - 0 points)
Grammar/Spelling (8 points possible)	0 – 3 minor grammar/spelling errors noted. (8 - 6 points)	Over 3 grammar/spelling errors noted. (5 - 0 points)
Promptness	*10% of total points possible is deducted for late assignments, for each day overdue	

LESSON PLANNING TEMPLATE

Hendrix Education Department

Your Name:

Subject:

Date:

Title of the Lesson:

INSTRUCTIONAL OUTCOMES

National Standard(s): Labeled by number/letter and written out.

Statement of Instructional Outcome: Written in behavioral format for cognitive objectives (highlight the level of Bloom's Taxonomy). Formula for a good objective= the exact learner + observable/measurable behavior + circumstance/condition under which the behavior will be measured + assessment of the behavior.

Essential Question: In one sentence, list the important question that students will be able to answer upon the completion of this lesson.

LESSON RESOURCES

List the supplies/materials, including technology, needed and describe how they will be organized in terms of location and access. Remember to describe how these resources go beyond what the district offers. In the case of a lab setting, also discuss safe practices and proper equipment/material usage.

INSTRUCTIONAL GROUPS

Describe how you will vary the instructional groups, as appropriate to the students and instructional outcomes. Note whether grouping is whole class, small group or individual and if the type of grouping is based on friends, random, student choice, learning styles, same skill level or mixed skill level.

DIFFERENTIATED INSTRUCTION

Provide an example of how you will differentiate for content, process, and/or product. *Explain why this method of differentiation was chosen based on student readiness, interest, and/or learning preference.* Be sure to discuss one possible approach you will use with a student who experiences difficulty with the lesson.

QUESTIONS

What questions will you ask as you teach the lesson? These must be written at varying levels of Bloom's Taxonomy and labeled by Bloom's level. A minimum of six questions required.

INSTRUCTION ALIGNED WITH ASSESSMENT

Explanation: Explain definitions, steps/processes, content/knowledge of concepts, modeling, and/or examples you will use in your lesson. Will the lesson involve one or more specific concepts? Will the lesson involve important definitions that the students need to know? Does the lesson include any specific steps/processes? You should use terms such as "*definitions*," "*steps and processes*," "*content*," "*modeling*," or "*examples*." Highlight each of these terms when you use them in your explanation.

Instructional Technique with Assessments: Note the instructional model/technique you chose for this lesson, and discuss why you chose the particular instructional model/technique. Describe how students are made aware of the assessment criteria and how assessment data will be used for future lessons. Remember to attach the assessment to your lesson plan. If your assessment is an observation of student work, then attach a rubric or checklist with the areas that you expect students to master.

Techniques (watching, listening, and/or reading) are highlighted in **green**. Each technique must be used one time on its own.

Tools (class rosters, checklists, rubrics, anecdotal records, electronic apps, etc.) are highlighted in **blue**.

For the pink highlighted items ONLY: Show alignments between assessments and objectives.

Instruction (Note: This is the model for Direct Instruction. If you use another instructional model, you will need to update the headers below to reflect the new model.)	Assessments
<u>Diagnostic Assessment (measurement of prior knowledge)/ Introduction (motivation of learners)</u> Briefly describe your Diagnostic Assessment/Introduction here. Include a statement of the objective, how you relate today's learning to past and future learning, and how you involve the learners. (Time Allocated)	Use this pattern to record your assessments: Learner outcomes will be monitored and measured by and recorded in The assessment aligns with the objective when learners demonstrate
<u>Content Exploration/Formative Assessment</u> Briefly describe your Content Exploration here. (Time Allocated)	Learner outcomes will be monitored and measured by and recorded in
<u>Guided Practice/Formative Assessment</u> Briefly describe your Guided Practice here. (Time Allocated)	Learner outcomes will be monitored and measured by and recorded in
<u>Independent Practice/Formative Assessment</u> Briefly describe your Independent Practice here. (Time Allocated)	Learner outcomes will be monitored and measured by and recorded in
<u>Summative Assessment/Closure</u> Briefly describe your Summative Assessment/Closure here. Include a restatement of the objective and how you involve the learners. (Time Allocated)	Learner outcomes will be monitored and measured by and recorded in The assessment aligns with the objective when learners demonstrate

SOURCES

Provide a list of the sources used to design the lesson.

LESSON REFLECTION

You are required to analyze your teaching. Remember that there are two parts to a reflection – observation and analysis. The observation is your statement of the situation or experience. You must then analyze or interpret the situation or experience, based upon what you know and are learning about teaching and your students. **Observations without analysis do not receive full credit.**

Lesson Reflection Questions Upon Implementation

1. How did you feel about your lesson today? What student reactions made you feel that way?
2. What went differently than you expected and why?
3. Would you do anything differently the next time? If so, what and why?
4. How successful were your students in achieving the lesson objective? What, within your assessment process, indicated their level of achievement?
5. Did you collaborate with other colleagues in developing this lesson? If so, how?
6. What have you learned about lesson planning and/or teaching from this lesson?
7. What have you learned about your students?

LESSON PLAN RUBRIC—HENDRIX EDUCATION DEPARTMENT

Student _____

Date _____

Lesson Element	Score	Target	Standard Met	Standard Not Met
Heading (1 points)		All information in heading is listed. (1)		Information required is missing. (0)
Standards (3 points)		National and/or AR standards listed by number with description and match all lesson activities. (3)	National and/or AR standards are listed with reference numbers and match some lesson activities. (2-1)	National and/or AR standards are missing or incomplete. (0)
Statement of Outcome and Essential Question (5 points)		Outcome describes expected student behaviors, is stated in measurable terms, and is achievable with this lesson and time frame. Essential question is concise and directly aligns with outcome. (5-4)	Outcome does not completely describe expected behavior, is stated in measurable terms but is not achievable with this lesson or time frame. Essential question could be more concise or better aligned with outcome (3-2)	Outcome is missing or incompletely describes student behavior, is not measurable or not developmentally appropriate. Essential question is missing or not aligned with the outcome. (1-0)
Lesson Resources (5 points)		Materials and supply list is complete, with descriptions of how they will be organized. All handouts for lesson are included. Technology is utilized throughout the lesson. Safe practices and proper techniques for all parties in the classroom are addressed in the lesson. (5-4)	Materials and supply list is incomplete. Some handouts are included. Limited or no plan for technology included. (3-2)	Materials and supply list is missing. Handouts needed for the lesson are incomplete or not included. Safe practices and proper techniques are not addressed in this lesson. (1-0)
Instructional Groups (3 points)		Instructional groupings are well aligned with student needs and instructional outcomes. Students have the opportunity to give input regarding their groupings. (3)	Instructional groupings could be better aligned with student needs or instructional outcomes. (2-1)	Instructional groupings are not aligned with student needs or instructional outcomes. Students do not have the opportunity to give input regarding their groupings. (0)
Differentiated Instruction (5 points)		Excellent plans for adjusting the lesson provided with a well described rationale based on readiness, interest, and/or learning preference. (5-4)	Plans for adjusting the lesson content, process, and/or product included but incomplete. (3-2)	No plan to adjust lesson content, process, or product. (1-0)
Questions (3 points)		Excellent questioning strategies at varying levels of Bloom's taxonomy. (3)	Some questions are listed that are appropriate. (2-1)	Questions are inappropriate or not listed. (0)

<p>Instruction Aligned with Assessment</p> <p>(20 points)</p>		<p>Explanation clearly noted, covering two to three of the aspects (i.e. definitions, steps & processes, etc.). Instruction is logically sequenced and developmentally appropriate. Employs varied strategies to accomplish learner outcomes. Utilizes the methods of the discipline(s) to teach the lesson. Plan for assessing mastery of lesson objectives is clearly stated. Assessment design matches the knowledge and characteristics of all students. Assessment is continuous throughout the instructional process. Plans for the introduction and closure are thorough, clearly stated, and involve the learners. (20-17)</p>	<p>Explanation noted, covering one to two of the aspects. Activities are logically sequenced and developmentally appropriate. Utilizes some methods of the discipline(s) to teach the lesson. Plan for assessing mastery of lesson objectives is incomplete. Assessment design matches the knowledge and characteristics of some students. Assessment occurs at the beginning and/or end of instruction only. Plans for introduction and closure are stated, but are incomplete or unrealistic. (16-14)</p>	<p>Explanation missing or incomplete. Activities are missing, incomplete, are not logically sequenced or are developmentally inappropriate. Does not use multiple strategies to accomplish learner outcomes. Does not utilize the methods of the discipline. Does not explain how mastery of lesson objectives will be assessed. Assessment design does not match student(s) knowledge or characteristics. Assessment is not continuous throughout the instructional process. No plan for the introduction and/or closure included. (13-0)</p>
<p>Lesson Reflection</p> <p>(5 points)</p>		<p>Reflection includes observation and analysis of the lesson. (5-4)</p>	<p>Reflection provided but incomplete. (3-2)</p>	<p>Reflection not provided. (1-0)</p>
	<p>Total=</p> <p>/50</p>	<p>Comments:</p>		

Student Teaching Unit Directions

This 10-day unit should include the following components listed and explained below. When reading these directions, have the “Student Teaching Unit Rubric” beside you for reference on how each of these areas will be scored.

SECTION I: UNIT INTRODUCTION

1. Unit Title

Identify a topic/title that you will use which will be a unifying concept throughout the unit. The topic/title will connect the lessons within your unit. Discuss your topic with your cooperating teacher mentor and correlate it with the standards.

2. Table of Contents

Prepare a table of contents with clearly locates the following items: Unit overview with goal statement, schedule of classes to be taught and time schedule, class background studies, prescriptive frameworks, including diagnostic assessment and a potential remediation, bulletin board idea, daily lesson lines with the resources that go along with each, and finally, formative and summative assessments. It may make sense to simply put daily lesson resources and formative assessment WITH the lesson to which they apply. If that is the case, simply indicate in the table of contents that “lesson resources and formative assessments can be found with daily lesson lines.” Don’t forget to include a separate section for your summative assessment, whether it is an exam, a rubric that will be used to grade a project, etc.

3. Unit Overview

Write a one to three paragraph overview of your unit, discussing the major topics/themes that will be taught and the overarching goals of the unit for **each** class you will teach. You may have two different classes to prepare units for (such as if you are assigned to a Social Studies Class and are Teaching AP Civics and World History, for example). Many of you, however, may be teaching the same subject for all class periods (such as if you have 6 periods of Arkansas History, and that’s what you teach all day....no different preps). If that’s the case, your goals could be the same for each group, but most likely, they will vary slightly from class to class, based on your class background studies, etc. Also within your overview, be sure to note anything that the unit evaluator may need to know, such as why you’ve done something a particular way in your unit, any scheduling complications for which you’ve made adjustments, unique/unusual circumstances, etc.

4. Class Schedule/time table

Make a schedule of the classes to be taught for the two week unit period. It should be in a grid form or in some other organized format so that following items are noted: day of the week (Monday, February 23), time of the class (Second Period: 9:30am – 10:30am), name of the class/subject (Inclusive Mathematics), and one or two word descriptor of the lesson (multiplying fractions).

5. Bulletin Board

You should write a description about the bulletin board that you will design to accompany your unit. You should also provide a picture or sketch of it. The bulletin board should invite “interactive learning” on the part of the students and enhance and build understanding and excitement about the unit. Displaying the bulletin board is optimal if the cooperating teacher is able to provide a space.

6. Class Background Study

Submit class background studies for EACH class you are teaching using the “class background study form.”

7. Diagnostic Techniques

Discuss and submit the diagnostic techniques (at least two) you will need to elicit information about what learners know about the material you intend to introduce in the unit before you begin teaching the unit. If you have designed an instrument such as a pretest, then include the pretest. If you will use an activity such as an interview, then describe the process. The final unit should include the data gathered from the diagnostic assessment.

8. Prescriptive Framework

Submit a framework indicating possible prescriptions that are appropriate for use with learners that diagnostic tests reveal to be lacking certain pre-requisite knowledge (knowledge you expect them to know before instruction on the

material covered when the instructional unit begins). In addition, include at least one teacher made remediation possibility. This will be something you would provide to help a learner who received a very poor score on your diagnostic assessment. It should be designed to help the student master material he or she does not know.

9. Objectives and Standards

Objectives describe student behaviors and are stated in measureable terms, are achievable within the unit time frame, and are aligned with the standards indicated as well as with the assessments. The essential questions within the lesson plans are concise and are directly aligned with the objectives.

SECTION II: LESSON PLANS AND ASSESSMENTS

10. Lesson Plans, Lesson Resources and Assessments

Your unit should include lessons for a two week period (10 days) for every class you will teach and all plans should be written using the Hendrix Education Department lesson plan format. Remember to include all resources that need to accompany each lesson as well as any formative assessments (worksheets, quizzes, rubrics, anecdotal records, checklists, etc.) You also need to include your summative assessment for the unit. If you plan to use tests or any paper & pencil type instrument, you should include the instrument. If you use any type of authentic assessment, be sure to describe and submit a rubric.

STUDENT TEACHING UNIT RUBRIC

Unit or Lesson Plan Element	Target	Met	Not Met	Score and Comments
Unit Title 5 points	Unifying theme is consistent throughout lesson plans and easily identified without any question to correlation. (5 points)	Unifying theme is consistent throughout lesson plans but is not easily identified and a question exists as to how lessons correlate. (4-3 points)	Unifying theme is not consistent throughout lesson plans. (2-0 points)	
Table of Contents 10 points	There is a table of contents for the unit that serves as a guide to the location of various items in the unit. The location of the following items is identified within the unit: Unit overview, schedule of classes to be taught and time schedule, class background studies for each class being taught during the unit, the prescriptive framework and lesson differentiation summary, bulletin board idea, daily lesson lines with resources and both formative and summative assessments. (10-9 points)	A table of contents is present, but the location of two or more of the requested items to be noted within it are missing. (8-7 points)	Table of contents is either not present or does not have enough detail to be of value in finding items in the unit. (6-0 points)	
Unit Overview	The student teacher has written a 1 to 3 paragraph overview of unit, discussing the major topics/themes that will be taught, and the overarching goals of the unit for <u>each</u> class group (The goals COULD be the same for each group, but, it will most likely vary slightly from class to class, based on class background studies, etc.) The student teacher has noted anything about your unit that the evaluator may need to	A unit overview is present, but a few minor details are missing.	The unit overview is missing or needs much more detail.	

	know (reasons why it is set up in a particular way, any adjustments that will need to be made due to scheduling circumstances, unusual circumstances, unique situations, etc.)			
10 points	(10-9 points)	(8-7 points)	(6-0 points)	
Class Schedule/time table	There is schedule of classes to be taught for the two week unit period. The schedule is in grid form or an organized format, so that the day of the week is noted (ie 10/20/18) time of the class is noted (i.e. 1 st Period 8:00-8:50am), the name of the class is noted (i.e. Inclusive Mathematics), and a one or two word description of the lesson (i.e. Multiplying Fractions).	There is a schedule of classes and a time table, but a few items are missing.	Schedule of classes lacks several items or is missing.	
10 points	(10-9 points)	(8-7 points)	(6-0 points)	
Bulletin Board Idea	Plan for a creative, hands-on bulletin board is present. Bulletin board idea is related to and enhances instruction. There is either a picture of the bulletin board, or a sketch. (Displaying bulletin board is optimal, if the cooperating teacher is able to provide a space.)	There is a bulletin board plan, but some minor clarifications are needed on how it will enhance instruction.	The bulletin board plan needs major clarification/explanation or, is missing.	
10 points	(10-9 points)	(8-7 points)	(6-0 points)	

Class Background Study	Identifies the grade level, describes students' characteristics.	Identifies the grade level, describes student characteristics, but minor clarifications or details are needed.	Does not identify or inadequately identifies grade level and student characteristics.	
10 points	(10-9 points)	(8-7 points)	(6-0 points)	
Objectives and Standards	Lesson outcomes describe student behaviors, are stated in measurable terms, are achievable within the unit time frame, and are aligned with the standards. Essential questions within the lesson plans are concise and directly aligned with the outcomes.	Lesson outcomes do not completely describe expected behavior, are stated in measurable terms but may not be achievable within the unit time frame or are not completely aligned with standards. Essential questions could be more concise or better aligned with outcome	Lesson outcomes are missing or incompletely describe student behavior, are not measurable or not appropriate for grade level, time frame, and/or standards. Essential questions are missing or not aligned with the outcome.	
10 points	(10 – 9 points)	(8-7 points)	(6-0 points)	
Lesson Resources	Materials and supply lists are complete, with descriptions of how they will be organized. All handouts for lessons are included. Technology is utilized throughout the unit lessons. Safe practices and proper techniques for all parties in the classroom are addressed in the lessons.	Materials and supply lists are incomplete. Some handouts are included. Limited or no plan for technology included.	Materials and supply lists are missing. Handouts needed for the lessons are incomplete or not included. Safe practices and proper techniques are not addressed in the lessons.	
10 points	(10-9 points)	(8-7 points)	(6-0 points)	
Instructional Groups	The unit's instructional groupings are well aligned with student needs and instructional outcomes. If appropriate to the lessons, students have the opportunity to give input regarding their groupings.	Instructional groupings could be better aligned with student needs or instructional outcomes.	Instructional groupings are not aligned with student needs or instructional outcomes. Students do not have the opportunity to give input regarding their groupings.	
5 points	(5-4 points)	(3-2 points)	(1-0 points)	

Questions	Excellent questioning strategies at varying levels of Bloom's taxonomy.	Some questions are listed that are appropriate.	Questions are inappropriate or not listed.	
5 points	(5-4 points)	(3-2 points)	(1-0 points)	
Instruction Aligned with Assessment	In the lesson plans, the explanation is clearly noted, covering two to three of the aspects (i.e. definitions, steps & processes, etc.). Instruction is logically sequenced and developmentally appropriate. Employs varied strategies to accomplish learner outcomes. Utilizes the methods of the discipline(s) to teach the lesson. Plan for assessing mastery of lesson objectives is clearly stated. Assessment design matches the knowledge and characteristics of all students. Assessment is continuous throughout the instructional process. Plans for the introduction and closure are thorough, clearly stated, and involve the learners.	Includes less than three lesson plans. Explanation noted, covering one to two of the aspects. Activities are logically sequenced and developmentally appropriate. Utilizes some methods of the discipline(s) to teach the lesson. Plan for assessing mastery of lesson objectives is incomplete. Assessment design matches the knowledge and characteristics of some students. Assessment occurs at the beginning and/or end of instruction only. Plans for introduction and closure are stated, but are incomplete or unrealistic.	Explanation missing or incomplete. Activities are missing, incomplete, are not logically sequenced or are developmentally inappropriate. Does not use multiple strategies to accomplish learner outcomes. Does not utilize the methods of the discipline. Does not explain how mastery of lesson objectives will be assessed. Assessment design does not match student(s) knowledge or characteristics. Assessment is not continuous throughout the instructional process. No plan for the introduction and/or closure included.	
20 points	(20-15 points)	(14-10 points)	(9-0 points)	

Hendrix Lesson Line Format	Hendrix Lesson Line Format is correctly used for all unit lessons and there are lessons present for each class to be taught during the two week unit period.	Hendrix Lesson line is used, but there may be a few areas that need minor clarification, correction or detail. There are sufficient lessons present for each class to be taught during the two week unit period.	Hendrix Lesson Line is incorrectly used or not used at all. There are not a sufficient number of lessons present for each class to be taught during the two week unit period.	
10 points	(10-9 points)	(8-7 points)	(6-0 points)	
Grammar	Document is flawless or there are a few minor grammatical, typographical, or spelling errors.	There are several minor grammatical, typographical, or spelling errors.	There are numerous minor grammatical, typographical, or spelling errors and/or several major grammatical errors.	
10 points	(10-9 points)	(8-7 points)	(6-0 points)	
FINAL SCORE _____/130 WITH COMMENTS:				

UNIT REFLECTION FORM

(50 points possible)

Hendrix College

Education Department

Unit reflections relate to various objectives within Domain 4.

Name _____

School _____

Unit _____

Cooperating Teacher _____

Date _____

1. Why is it important to become familiar with the background knowledge and experiences of the students in your class? How did you become familiar with your students' background knowledge and experiences (i.e. cultural background, interest, motivation to learn, developmental level, skills, and prior knowledge of the unit topic)

(5 points possible)

2. In light of your instructional goal(s) and objective(s), how would you rate the unit on a scale of 1 to 10 (highest)? Explain your rating.

(5 points possible)

3. Did the students learn what you wanted them to learn? How do you know that the students learned or did not learn what you wanted them to learn?

(5 points possible)

4. Were the teaching methods, activities, and materials effective? How do you know they were or were not effective?

(5 points possible)

5. Did you depart from anything you had planned to do during this unit? If you answered "yes" to this question, then explain when and why.

(5 points possible)

6. If you could teach this unit again to the same class, what would you do differently? Why? What would you do the same? Why?

(5 points possible)

7. Note an individual or group of students who appeared to do well with meeting the objective(s) of your unit. What might you try in the future with this student or group of students?

(5 points possible)

8. Note an individual or group of students who appeared to have problems with meeting the objective(s) of your unit. What might you try in the future with this student or group of students?

(5 points possible)

9. Sometimes teachers seek the advice or assistance of other educators to improve their teaching skills or to meet the needs of a particular student. Give a specific example of when you sought advice about your teaching skills or about how to meet the needs of a particular student. With whom did you talk? What types of advice or assistance did this person provide?

(5 points possible)

10. What forms of communication did you use with the parents or guardians of the students in this class?

(5 points possible)

Student Teacher Observations

When: The student teacher supervisor will visit the student teacher several times throughout the period of student teaching.

When/How Many: The total number of visits made will depend on the progress being made by the student teacher. As a rule, the observations will be made as outlined in section V, "The Student Teaching Experience."

How Long: Observations will last for one class period, lesson, or segment of time. Cooperating teachers should be prepared to meet with the student teacher supervisor immediately following the student teacher's lesson and the student teacher should be allotted time to meet with the college supervisor immediately following the cooperating teacher's and college supervisor's conference. Both conferences generally last about thirty minutes each.

What is Needed:

- a) Day Prior to Observation: The student teacher should complete the Pre-Observation form (located in the Student Teaching Handbook) and submit it, along with the lesson to be taught to the student teaching supervisor and/or additional visiting observers from Hendrix College
- b) Day of Observation: The student teacher should provide a hard copy of the pre-observation questions, the lesson line, and all other materials that will be used in teaching the lesson. This should be done prior to the beginning of the lesson.

Student Teaching Evaluations by Cooperating Teachers/Student Teacher Supervisor

There are a total of ten evaluations done during the student teaching semester: five are completed by the student teacher supervisor and five are completed by cooperating teachers.

For the 4-Week Placement:

The cooperating teacher and the student teacher supervisor each complete two evaluations during the 4-Week placements within these approximate time frames:

1. The first evaluation will be at the end of the first two weeks of the student teaching experience.
2. The second evaluation will be at the end of the fourth week of the student teaching experience.

For the 8-Week Placement:

The cooperating teacher and the student teacher supervisor each complete three evaluations during the 8-Week placement within these approximate time frames:

1. The first evaluation will be at the end of the second week of the student teaching experience.
2. The second evaluation will be at the end of the fifth week of the student teaching experience.
3. The final evaluation will be at the end of the student teaching experience.

As mentioned previously, in addition to the evaluations, the cooperating teacher is asked to complete a professionalism form in terms of the student teacher's performance in this area at the end of both the 4-Week and 8-Week placement. The student teacher is asked to complete the same form, and the score is

averaged together for a score that goes into the Introduction of Student Teaching grade for the student teacher.

When necessary, additional evaluations will be completed. All evaluations are to be discussed with the student teacher by the person (either the cooperating teacher or the student teacher supervisor) who conducted the evaluation. All necessary forms will be provided by the student teacher supervisor at appropriate times. The student teacher supervisor is responsible for giving the student teacher a copy of every completed evaluation as well as for filing all copies of evaluations in the student teacher's folder in the Education Department.

Once all evaluations have been received, the student teacher supervisor will have a student teaching debriefing meeting with the student teacher to review all evaluations as well as to discuss various aspects of the student teaching experience.

Team Teaching

Student teachers are encouraged to participate in team teaching.

Substitute Teaching

Substitute teaching by the student teacher is not encouraged by the Hendrix College Education Department. If student teachers are used as substitutes, it should be only in the classes to which they have been assigned and the following conditions apply.

1. The college supervisor is notified prior to any substitute teaching occurring.
2. The student teacher is notified in sufficient time to make plans for teaching.
3. The student teacher will be assigned a temporary supervisor in the absence of the cooperating teacher.
4. The student teacher may refuse to substitute.

Punctuality

Student teachers should always be on time for the school day and other announced school activities. Tardiness should be extremely rare and occur only in emergency situations. If tardiness should occur, the student teacher must notify the cooperating teacher and building principal and provide the reason for being late. The student teacher must also notify the student teaching supervisor.

Absences

Student teachers are responsible for notifying the cooperating teacher and student teacher supervisor when they are unable to meet their student teaching assignment for any reason. The following statement regarding student teaching attendance comes from the "ARKANSAS DEPARTMENT OF EDUCATION POLICIES GOVERNING PROGRAMS FOR EDUCATOR LICENSURE OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN ARKANSAS, December 2014"

7.07.2 Programs of study for the licensure of teachers shall require candidates to be engaged in supervised clinical practice for a minimum of sixty (60) complete school days (approximately 420 contact hours).

Hendrix College Education Department Guidelines for Missed Student Teaching Days:

Student teachers, due to the above requirement by the Arkansas Department of Education, must be in an assigned classroom for 12 weeks during their student teaching semester in order to complete student teaching and receive licensure. In most cases, any day missed during student teaching must be added on to the end of the student teaching experience, except in the following situations:

- 3 “built-in” Snow Days (There are three “built in” snow days during the student teaching semester. These come from the 3-Day August Student Teaching Block that every senior does. If more days are missed due to weather, these days must be added on to the end of the student teaching experience.)
- 2 Flex Days (These days are ADDITIONAL days built in to the 12 weeks that are designed to be used for interviews, but may be used for any purpose, depending upon the need of the student teacher. Students must have approval of the student teaching supervisor and cooperating teacher to use these days.)
- A “1/2 Day” (i.e. coming at the beginning of the day and staying at least until 12 noon or coming at 11:00am and staying until the end of the school day) may be counted as a full student teaching day in situations that relate directly to the students’ major course of study at Hendrix. (Taking certification area comprehensive exams, senior capstone meetings, senior seminar experiences, taking a Praxis exam that could not be arranged after school hours, etc.). This should not be done more than 6 times during the 12 weeks, and may only be used in situations in which no other alternative for meeting after school hours is possible. Beyond that allowance, the time will have to be made up.
- A ½ Day is given to student teachers to attend the UCA student job fair. After attending for a half day, locally placed student teachers are expected to return to their student teaching assignment. Out of town students may remain in Conway and use the time for student teaching related purposes, such as lesson and unit planning, and E-portfolio preparation.
- All students who receive an invitation to attend the honors day convocation may take that 2 hours to attend, as long as they go to their placement before AND after the convocation. Longer time allowances can be made for students who are placed outside of Conway.
- All Education Department “honorees” are given the day to attend the convocation, and to spend the day with their families who have traveled to attend the convocation. This counts as a student teaching day for them.

Employment

Student teaching is a full-time responsibility and is the student's major educational responsibility. The Education Department strongly recommends that the student teacher have no other employment while student teaching.

Vacations

Students will follow the cooperating school's calendar while student teaching. This policy is to be practiced even when the public or private school vacations or spring breaks do not coincide with the Hendrix College vacation. Student teachers should not make any plans that cannot be easily changed concerning their own vacations (e.g. airline tickets, weddings).

School Day

The student teacher's school day will be the same as that of the cooperating teacher. Ordinarily this means being at school, on the job, thirty minutes before school starts and thirty minutes or more after-school; the duties of the day and preparation for the next day determine if additional time is necessary. The school day will include coaching or any other after-school activities. The student teacher is expected to remain after the school day until the cooperating teacher leaves the building. The academic day (professional contractual day) should be a constant that allows student teachers in-school planning and observation time and should not be influenced by carpooling and other reasons to leave the campus early.

Professional Development Days

Professional development days preceding the opening of school or that occur during the student teaching experience can count as part of the student teaching number of days. The total number of staff development days to be counted must be approved by the student teacher supervisor.

Teachers' Meetings/In-service

Student teachers are expected to take part in all meetings that are attended by the cooperating teacher. Absence from such meetings will be allowed only when the cooperating teacher or principal believes this is not in the best interest of the school or the student teacher. Student teachers are expected to attend any PTA, in-service and other professional meetings, or faculty meetings required of the cooperating teacher. Newsletters to parents should be written either for or with the classroom teacher.

Car Pooling

Carpooling is recognized as environmentally and financially sound. However, the car should not leave the school until each student teacher has completed their teaching day's responsibilities. If circumstances require one student teacher to stay later, then that student teacher should arrange to travel independently that day.

Field Trips

Any field trip planned by a student teacher must be discussed with and approved by the cooperating teacher before it is mentioned in class. The cooperating teacher must accompany the student teacher and the class on the field trip. All regulations and procedures of the cooperating school must be followed. In addition, the student teacher must notify the college supervisor in advance.

Hendrix Campus Activities During Student Teaching

It is urged that Hendrix campus activities be kept at a minimum during student teaching. Campus activities (including music activities, athletic events, and extracurricular campus activities and responsibilities such as Student Senate, Profile, etc.) should not interfere with regular attendance at the cooperating school and should not interfere with the student teacher's preparation for teaching. Students who are notified that they are receiving an award during the Spring Honor's Convocation may be excused from their student teaching assignment to attend.

Non-teaching Duties

Student teachers are expected to assist the cooperating teacher in any non-teaching duties to which the cooperating teacher is assigned, such as recess, hall, bus, or lunchroom duty, sponsoring extra-curricular activities, and so on, but they should not at any time be made solely responsible for these assigned non-teaching duties.

Co-curricular Activities/Chaperoning

Student teachers are encouraged to participate in the activities of the cooperating school within the rules and regulations governing the regular teachers of the school. Student teachers are expected to participate in various co-curricular activities as an assistant to the cooperating teachers in the school, but they should not at any time be made solely responsible for chaperoning or supervising such activities.

Extracurricular Teaching Duties

Student teachers are expected to assist the cooperating teacher in any teaching duties to which the cooperating teacher is assigned, such as band, choir, athletic practices, debates, or school plays. Student teachers should not at any time be made solely responsible for these assigned extracurricular duties.

Professionalism

Student teachers are expected to act and dress in a professional manner in all matters pertaining to their teaching assignment. The student teacher supervisor should be notified of any non-professional behavior or action on the part of the student teacher.

Visitors to Student Teaching Site

Student teachers are not to bring friends or guests to their assigned school during student teaching.

Corporal Punishment

Regardless of the circumstances, student teachers are not permitted to administer or to serve as a legal "witness" for corporal punishment.

Observation and Participation During Student Teaching

Student teachers are expected to observe teachers other than their cooperating teacher, noting in the logbook differences in philosophy, method, testing, and/or classroom management techniques. The observations should be a minimum of, or the equivalent of, two school days.

Materials and Supplies

Materials and supplies made or purchased by the student teacher for teaching are the property of the student teacher. Any supplies or materials made by the student teacher with material provided by the school in which the student teacher is placed becomes property of the participating school.

Difficulties While Student Teaching

If difficulties arise in which the cooperating teacher believes that the attention of the student teacher supervisor is needed, the cooperating teacher is requested to contact the student teacher supervisor or meet with the supervisor to discuss the problem.

Removal of Student Teacher

The student teacher supervisor and/or building principal is authorized to remove the student from student teaching or to assign the student teacher to another situation. Students may appeal this decision to the Education Department and if necessary, the Teacher Education Committee.

Authority/Legal Rights

Student teachers are guests of the cooperating school in which they are placed. The cooperating teacher has legal responsibility for all activities concerning students under his/her supervision. The cooperating teacher is responsible for teaching activities in the classroom and his/her decision about what student teachers can and cannot do in the classroom is the cooperating teacher's responsibility under the terms listed in this document. The student teaching experience can be terminated by the cooperating school authorities.

In circumstances where termination **occurs**, the student teacher is to follow the cooperating school's directions and contact the college supervisor. The college supervisor will visit the school to discuss the situation.

End of Student Teaching Requirements

When the student teaching term has been completed, the student teacher is to complete all debriefing forms and evaluations and turn them in to the college supervisor. Once the cooperating teacher's evaluation has been turned in to the college supervisor, the student is required to meet with the college supervisor for a debriefing session.

Final Student Teaching Credit

Factors entering into the final evaluation will include classroom observations, journal entries, units, lesson plans, and formal written evaluations by the cooperating teacher and student teacher supervisor. Hendrix student teachers will be evaluated on a credit/no credit basis by the student teacher supervisor.

VI.COOPERATING TEACHER REQUIREMENTS

The cooperating teacher is the master teacher who accepts the responsibility for helping the Hendrix student teacher by providing an environment in which the student teacher can develop positive feelings about his/her teaching abilities. The cooperating teacher assists the student teacher in developing skills necessary to function effectively in the classroom.

A. Selection

Cooperating teachers are selected on the basis of an agreement among the teacher, the representative of the cooperating school, and the Hendrix College representative. Cooperating teachers should have the following credentials and characteristics:

1. Full licensure in the teaching field for the area of supervision;
2. A minimum of three years of teaching experience in the field of supervision;
3. At least one year of teaching experience in the cooperating school;
4. A recommendation by the curriculum director/superintendent in charge of placing student teachers;
5. Willingness to accept the responsibility for a Hendrix student teacher for the student teaching term as outlined in this Student Teacher Handbook; and
6. Willingness to accept only one student teacher during the Hendrix student teacher's assignment. Other student observers are not encouraged during the Hendrix's student teacher's assignment.

B. Responsibilities

The following suggestions are intended to guide the cooperating teacher in making the student teacher's experience a successful one:

1. Introduce the student teacher to colleagues, students, and parents as a professional associate;
2. Inform the student teacher of the expected arrival and departure time for student teaching. The expected day of student teaching should match that of the cooperating teacher's day. The academic day (professional contractual day) should be a constant that allows student teachers in-school planning and observation time and should not be influenced by car-pooling and other reasons to leave the campus early.
3. Familiarize the student teacher with the total school environment as early as possible. In addition, the student teacher should be introduced to the specialty area, support staff, the building facilities and school policies and regulations. For example: accident policies and first aid/health services; playground and lunchroom rules; fire drill instructions; using library and media center/A.V. equipment; using the auditorium and gymnasium; using the duplication/Xerox equipment; filling out attendance reports, lunch count, reports on field-trip requests; requesting and using supplies; dress codes for students and faculty; and student behavior rules and regulations;
4. Provide copies of the teacher's manual of all textbooks used in the classroom;
5. Provide the student teacher with state curriculum framework guides;
6. Provide the student teacher with copies of class rolls and seating charts;
7. Provide the student teacher with a desk or work area;
8. Assist the student teacher with classroom management techniques;
9. Regularly observe and review with the student teacher the strengths and weaknesses evidenced by the student teacher while teaching, and weaknesses of her/his student teaching;
10. Encourage the student teacher's ideas and creativity;

11. Allow the student teacher to observe in the classroom before active participation;
12. Encourage the student teacher to develop the following skills:
 - a. using a variety of teaching techniques;
 - b. selecting and utilizing appropriate instructional media and materials;
 - c. making assignments that are clearly understood by student
 - d. using appropriate classroom language and voice control;
 - e. arranging classroom facilities to enhance student learning;
 - f. working effectively and efficiently in large and small groups;
 - g. working with students of diverse cultural and socio-economic backgrounds;
 - h. handling discipline problems in a fair and consistent manner;
 - i. providing for individual differences;
 - j. becoming sensitive to the needs and feelings of others;
 - k. becoming aware of the learning styles of students;
 - l. becoming aware of various techniques for working with parent and volunteers; and
 - m. becoming aware of procedures for conducting successful parent teacher conferences.
13. Allow the student teacher to teach full-time for at least two weeks near the end of the eight-week (or twelve-week) student teaching experience, or for one week during the six-week student teaching experience.
14. Turn in evaluation forms to the student teacher supervisor at the requested times during the student teaching experience. These evaluations should be discussed with the student teacher before giving them to the student teacher supervisor;
15. Arrange for authorized substitutes to be in the classroom whenever the cooperating teacher is absent for any portion of the day;
16. Co-sign any written communications from the student teacher to parents and encourage student teachers to participate in the development of parent newsletters.
17. Provide periodical observations of the student teacher, delineate tasks and goals for the student teacher as a result of these observations, and findings from these observations should be shared with the college supervisor
18. Oversee daily lesson plans prepared by the student teacher. The cooperating teacher should discuss these plans with the student teacher by Friday preceding each week of teaching. Copies of the student teaching lesson plans should be handed in to the cooperating teacher and college supervisor on each Friday (or on an appointed day) preceding the next week of teaching;
19. Inform the student teacher of meetings such as PTA, in-service meetings, and other meetings that the student teacher is to attend;
20. Inform the student teacher in advance of any field trip, extra-curricular activities, or other responsibilities required of the cooperating teacher and the student teacher;
21. Inform the student teacher supervisor immediately if the student teacher is not performing to standards expected of a pre-professional teacher.
22. Immediately report any absences of the student teacher to the student teacher supervisor;
24. Supervise any parent-teacher conferences between parents and student teachers.

C. Cooperating Teacher Stipend

Hendrix College will pay a stipend of \$240.00 to a cooperating teacher who has a student teacher for the total twelve weeks of the student teaching period. A cooperating teacher who has a student teacher for an eight-week period will be paid a stipend of \$160.00. A cooperating teacher who has a student teacher for the four-week period will be paid \$80.00. A stipend is not issued for the three-day August observation. **All evaluations must be received from the cooperating teacher before the stipend may be processed.**

VII. STUDENT TEACHER SUPERVISOR RESPONSIBILITIES

The college supervisor serves as a liaison person between the Hendrix Education Department and the cooperating teacher in the public school system. Both college and public school supervisors should work to insure a successful student teaching experience for the prospective teacher.

Responsibilities of the college supervisor are as follows:

- A. Provide the cooperating teacher with:
 - 1. pertinent information about the student teacher;
 - 2. information regarding what is expected of the student teacher in terms of schedules, activities, lesson plans, and student teaching experiences; and
 - 3. an orientation session at the beginning of the student teaching period on expectations concerning the student teacher.
- B. Make in-person observations as outlined in Section V, "The Student Teaching Experience"
- C. Aid the cooperating teacher and student teacher in resolving any problems which may develop during the student teaching experience.
- D. Observe the student teacher in action and follow the observation with a conference with the student teacher and cooperating teacher.
- E. Make a written evaluation of the student's teaching and place it in the student's file.
- F. Conduct a Hendrix Teacher Education Program evaluation and student teaching experience evaluation session (debriefing) with the student teacher following student teaching. Comments gleaned from this session are to be written by the student teacher supervisor and placed in the student's departmental file.
- G. Assume the ultimate responsibility of giving course credit for the student teaching experience.
- H. Assume responsibility for the termination of or extension of the student teaching experience, if warranted.

VIII. SCHOOL ADMINISTRATOR RESPONSIBILITIES

The administrator of a school holds a strategic position in determining the quality of the student teaching program. Some responsibilities of the administrator include the following:

- A. Orient the faculty to the student teaching program.
- B. Provide conference space for the cooperating teacher, student teacher, and college supervisor when needed.
- C. Conduct an orientation meeting with the student teacher during the first week of student teaching.
- D. Work with the cooperating teacher and the college supervisor to resolve problems.
- E. Assist the cooperating teacher in providing a well-balanced learning situation for the student teacher.
- F. Allow the cooperating teacher the freedom to permit the student teacher to experiment and explore new approaches in teaching.
- G. Exercise care to avoid exploitation of the student teacher in the program, especially in matters such as substitute teaching or sponsoring extra-curricular programs.
- H. Assist the cooperating teacher in securing teacher's material and text books for the student teacher's use.
- I. Provide the student teacher with policies regarding school regulations for both students and faculty.
- J. Arrange for a student teacher desk or table in the classroom.
- K. Arrange for the student teacher to be provided with a substitute teacher, when needed, and allow the student teacher to decline to substitute.
- L. Participate in the evaluation process of the student teacher, if requested.

M. If possible, observe the performance of the student teacher and provide a follow-up evaluation.

IX. LICENSURE REQUIREMENTS

The Teacher Education Committee will review the record and e-portfolio of each candidate before recommending to the State of Arkansas that a teaching license be issued. This record will include, but is not limited to, the following:

1. The recommendations of the student's cooperating teacher and the Hendrix Student Teacher Supervisor of the student teaching experience;
2. The applicant's academic record, which must show at least a 2.70 grade average;
3. The completion of all Hendrix College requirements for a Bachelor of Arts degree;
4. The completion of all course requirements of the State of Arkansas for the appropriate license; and
5. The student's successful passing of the e-portfolio process.
6. Required Praxis II licensure exam(s). (see next section for details)

Students who do not meet one or more of the above requirements may make application to the Teacher Education Committee for approval of licensure contingent upon the removal of certain stated deficiencies. The Hendrix Teacher Licensure Officer will sign the Arkansas and other states' teacher licensure application forms only when the candidate has been approved by the Teacher Education Committee.

Individuals who wish to obtain a teaching license in states other than Arkansas should contact the Hendrix Teacher Licensure Officer.

Appeal Process for Students not Recommended for Licensure:

Students not recommended for licensure may appeal directly to the Teacher Education Committee. The Hendrix Teacher Licensure Officer will sign the teacher licensure application forms only if the applicant has been approved by the Teacher Education Committee. Appeals from the decision of the Teacher Education Committee should be made to the Provost of the College.

X. PRAXIS II TESTS

In order to receive an Arkansas teaching license, the applicant must make at least the minimum score set by the Arkansas Department of Education on the Principles of Learning and Teaching and for the appropriate Specialty Area tests of the Praxis II. These tests are currently administered at designated testing centers throughout the year. Persons taking any of these tests must fill out and submit their own applications and pay their own fees. Test scores on the Praxis II should be sent to the Arkansas Education Department and to Hendrix College. Hendrix will treat test scores in a confidential manner as required by the Praxis II concerning privacy of academic records. Application information for the Praxis II tests is available on the website for the Educational Testing Service (www.ets.org/praxis). The Education Department strongly encourages students who are interested in obtaining licensure to take these Praxis II tests as soon as possible after the necessary course work is completed and not later than spring break of the student teaching semester. In some instances, students may not be able to complete the job application process without having taken the Praxis II.

XI. STUDENT ARKANSAS EDUCATION ASSOCIATION (S.A.E.A.) MEMBERSHIP

Students are encouraged to join the Hendrix College Chapter of the Student National Education Association as soon as they indicate their intentions to become a teacher. This may be as early as the freshman year in some cases. Seniors are required to belong to the SAEA chapter before they are placed for student teaching.

XII. HENDRIX NON-DISCRIMINATION POLICY

Hendrix College strives to maintain an environment free from discrimination and harassment, where employees treat each other with respect, dignity and courtesy. The College adheres to the principle of equal educational and employment opportunity without regard to age, race, gender, disability, sexual orientation, gender identity or expression, genetic information, or national origin.

Further, the College is committed to the maintenance of an atmosphere of civility and respect for all students; individuals who feel that they have been harassed may redress by bringing a complaint, as described below. Complaints about harassment will be responded to promptly and equitably. The right to confidentiality will be respected in both informal and formal procedures, insofar as possible. This policy explicitly prohibits retaliation against individuals for bringing complaints of harassment. All employees of Hendrix College are required to successfully complete sexual harassment, as well as Title IX and Campus SaVE Act trainings. This training will be administered within the first 30 days of employment, and on an annual basis thereafter.

XIII. ADDENDUM TO STUDENT TEACHER HANDBOOK

While every effort is made to ensure the accuracy of the information provided herein, the Education Department reserves the right to make changes at any time without prior notice. The Education Department provides the information in the handbook solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

**HENDRIX COLLEGE
EDUCATION DEPARTMENT
PERSONAL INFORMATION REQUEST
CONFIDENTIAL**

To: Prospective Student Teachers
From: Hendrix College Teacher Education Committee

Purpose: The information provided on this form enables the Hendrix Education Department to fulfill professional obligations both to cooperating schools, and to student teachers related to placing student teacher candidates in classrooms with licensed teachers and children. As a result, you are expected to provide accurate and honest answers to the questions below. The Hendrix Education Department will maintain the information as confidential and will provide it only as authorized by the student teacher.

1.	Are you currently or have you within the last two years been under the care of a doctor or counselor? If "yes," please describe.	YES	NO
<hr/>			
<hr/>			
<hr/>			

2.	Are you currently taking any medication that may affect your student teaching experience? If "yes," please explain.	YES	NO
<hr/>			
<hr/>			
<hr/>			

3.	Do you have any physical or mental health condition that could affect your student teaching or of which we should otherwise be aware? If yes, please describe.	YES	NO
<hr/>			
<hr/>			
<hr/>			

4.	Have you been charged with, or have you been convicted of a felony? If yes, please provide details of the matter, including the charges against you, date of the charge or conviction, and the jurisdiction where the proceedings are to be or were held.	YES	NO
<hr/>			
<hr/>			
<hr/>			

(OVER)

5. If you checked "yes" to any of the above questions, do you feel these issues will affect your student teaching?

If "yes," please explain.

YES

NO

I have honestly answered the above questions in relation to my student teaching placement. I understand that failure to provide accurate and complete answers to these questions can be grounds for dismissal from the student teaching program. I give permission to Hendrix College to share this information with the cooperating principals and teachers to whom I am assigned for student teaching. *

SIGNATURE _____ **DATE** _____

***You have the right to decline permission for Hendrix College to share the information to the designated persons at your assigned school. Hendrix College officials, however, will advise the building principal and cooperating teacher at your assigned school of your decision not to permit the release of the information. The officials at your assigned school, in turn, have the right to decline to place you for student teaching. Hendrix College will not accept responsibility for finding a student teaching placement once two attempts have been to place a student who has declined to share information which may be pertinent to cooperating school**

XV. Hendrix College Department of Education Electronic Portfolio (E-Folio) Directions: Student Teacher (Student Teacher Semester)

The e-portfolio is a culmination of your learning throughout your years at Hendrix College. It should be viewed as both an exhibition of your skills and abilities as well as a product that potential employers will view. With that in mind, the portfolio should be exemplary work clearly demonstrating your ability to document your efforts, write well, and organize materials.

Candidates will complete **all** objectives **all** domains. During the Senior Portfolio Interview, candidates will demonstrate knowledge of the portfolio through discussion and articulate thoughts about the process of portfolio development. In order to prepare for this interview, candidates are required to complete their portfolio *and submit it to the Teacher Education Committee two weeks before Reading Day*. The following are the requirements for the e-portfolio:

1. Provide evidence for how you met all of the objectives from Domains 1, 2, 3, and 4.
2. Use the template for “Student Teacher” within the greater e-portfolio template. This will be at the end of the completed template you have previously submitted for your “Novice” and “Teaching Associate” semesters. The purpose of having these together in one document is so that you may note your progress from semester to semester.
3. Then type the narrative (facts/details) and reflection (your thoughts) that relate evidence to the objective in the appropriate context (student teaching).
4. After the narrative and reflection, provide a link to the evidence. The relationship between the narrative and evidence should be clearly identifiable through hyperlinks, highlighting, or some other method employed by the candidate; we will not make assumptions about how the evidence is related to the narrative. (See next page for an example of an objective page.)
5. Sequence your objective page so that there is a narrative and reflection, then evidence, narrative and reflection, then evidence, etc. For each objective there should be at least TWO forms of evidence.
6. To receive full credit you must address ALL components of the objective in your narration and reflection. See the e-portfolio rubric for scoring details.
7. *Each student teacher e-portfolio candidate must submit at least 1/3 of his or her draft e-portfolio (at least 7 objectives) for review and assessment by the Teacher Education Committee*. Each candidate must complete at least one objective from each of the four domains.
8. *The draft review is worth 25% of the final score on the senior e-portfolio*. The final submission is worth 75% of the final score. After receiving the draft comments, the candidate can revise any

Hendrix College Department of Education

Electronic Portfolio (E-Folio) Directions: Student Teacher (Student Teacher Semester)

of the draft objectives.

9. *The deadline for the draft e-folio review is one full week before the beginning of spring (or fall) break. The final e-folio deadline is two weeks before Reading Day.*

10. **PLEASE NOTE:** There will not be an opportunity to re-write or modify the final e-folio after it is submitted to the Teacher Education Committee, two weeks before Reading Day. If a student's final e-folio is not approved by the Teacher Education Committee, he/she will have to wait until the following semester to complete the process.

Neatness

The e-folio should be neat in appearance. The cover "page" or introduction should have the following information:

- Name
- Major and minor (if applicable)
- Licensure area
- Date
- A picture of yourself in professional attire

Although your portfolio will be submitted in Livetext or Google Drive, you should still attempt to have "pages" that are neat and user friendly.

Writing & Grammatical Issues

As a potential teacher, you are an example to every student who enters your classroom doors. Also, you will communicate with various people including administrators, community members, and parents/guardians. Your written communication is often the first impression some people will get of you and, remember, you are a professional. Therefore, you will be held to a very high standard in regard to the grammatical aspect of your portfolio.

Your writing style should be **concise, well-organized, and easy-to-read**. Be sure that you are expressing yourself clearly in each paragraph. Clarity is a must! A person reading your portfolio should have no difficulty reading it and determining your abilities, love of teaching, and communication skills.

This document should have very few or no errors. Review your e-folio many times and encourage other individuals to do so also to ensure it is error-free. Be sure to take advantage of resources that will prevent such errors:

Hendrix College Department of Education Electronic Portfolio (E-Folio) Directions: Student Teacher (Student Teacher Semester)

- The Writing Center
- Professors
- Teacher Education Committee members
- Cooperating/supervising teachers
- Other students in the education department
- Non-education students (especially English majors)

Instructions for Submission:

Please submit your e-folio through Google Drive. If you are still using Live Text, you may also submit through that forum. Directions for each are below:

Google Drive Submission

Share the link to your e-folio file with Dr. Jackson at Jackson@hendrix.edu.

For Livetext Submission:

Submit for Review" to "Hendrixed"

Visitor Passes (in Livetext)

Login to Livetext

On the "My Work" page, click on "Visitor Passes" under "Quick Links"

Click "New"

Enter the exact title of your Livetext document under "Title"

Click "Save"

Notice the name of your document appears to the left, but "0" appears on the right in regard to the number of documents.

Click "Documents" (at the top of your screen)

Open your document

Click "Share"

Click "Advanced Sharing Options"

Click "Visitors"

Open "Add from Visitors" dropbox

Click the title of your document

Click "Add"

The title of your document should appear under "Visitor Pass"

Click the box next to the title of your document

Click "Save and Finish"

Hendrix College Department of Education Electronic Portfolio (E-Folio) Directions: Student Teacher (Student Teacher Semester)

You have now created a Visitor's Pass. To check it, go back to "Documents Main Page"

Click "Visitor Passes" under "Quick Links"

You should see the name of your document, the visitor's pass, and "1" in the "Documents" column.

Copy the "visitor's pass" and send it to Dr. Jackson by email.

XVI. E-FOLIO TEMPLATE

**Be sure to include title page*

Level: Novice: Inclusive Education

Selected Objective 1:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Novice: Inclusive Education

Selected Objective 2:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Novice: Inclusive Education

Selected Objective 3:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Novice: Inclusive Education

Selected Objective 4:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Novice: Inclusive Education

Selected Objective 5:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Novice: Inclusive Education

Selected Objective 6:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

**Be sure to include title page*

Level: Teaching Associate: Methods

Selected Objective 1:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 2:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 3:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 4:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 5:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 6:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 7:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 8:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 9:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 10:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Teaching Associate: Methods

Selected Objective 11:

Domain # _____ Domain Description: _____

Specific Domain Objective: _____

Proficient rating for this objective: _____

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 1: Planning and Preparation

Domain 1.A.

Domain 1.A. Description:

Proficient rating for Domain 1.A.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Domain 1.B.

Domain 1.B. Description:

Proficient rating for Domain 1.B.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 1: Planning and Preparation

DOMAIN 1.C.

Domain 1.C. Description:

Proficient rating for Domain 1.C.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

DOMAIN 1.D.

Domain 1.D. Description:

Proficient rating for Domain 1.D.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 1: Planning and Preparation

DOMAIN 1.E.

Domain 1.E. Description:

Proficient rating for Domain 1.E.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

DOMAIN 1.F.

Domain 1.F. Description:

Proficient rating for Domain 1.F.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 2: Classroom Environment

Domain 2.A.

Domain 2.A. Description:

Proficient rating for Domain 2.A.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Domain 2.B.

Domain 2.B. Description:

Proficient rating for Domain 2.B.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

DOMAIN 2: Classroom Environment

DOMAIN 2.C.

Domain 2.C. Description:

Proficient rating for Domain 2.C.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

DOMAIN 2.D.

Domain 2.D. Description:

Proficient rating for Domain 2.D.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 2: Classroom Environment

DOMAIN 2.E.

Domain 2.E. Description:

Proficient rating for Domain 2.E.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 3: Instruction

Domain 3.A.

Domain 3.A. Description:

Proficient rating for Domain 3.A.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Domain 3.B.

Domain 3.B. Description:

Proficient rating for Domain 3.B.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 3: Instruction

Domain 3.C.

Domain 3.C. Description:

Proficient rating for Domain 3.C.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Domain 3.D.

Domain 3.D. Description:

Proficient rating for Domain 3.D.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

DOMAIN 3: Instruction

Domain 3.E.

Domain 3.E. Description:

Proficient rating for Domain 3.E.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 4: Professional Responsibilities

Domain 4.A.

Domain 4.A. Description:

Proficient rating for Domain 4.A.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Domain 4.B.

Domain 4.B. Description:

Proficient rating for Domain 4.B.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 4: Professional Responsibilities

Domain 4.C.

Domain 4.C. Description:

Proficient rating for Domain 4.C.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Domain 4.D.

Domain 4.D. Description:

Proficient rating for Domain 4.D.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Level: Student Teacher: Student Teaching Semester

DOMAIN 4: Professional Responsibilities

Domain 4.E.

Domain 4.E. Description:

Proficient rating for Domain 4.E.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

Domain 4.F.

Domain 4.F. Description:

Proficient rating for Domain 4.F.:

Narrative:

Reflection:

- Evidence # 1
- Evidence #2

XVII. E-FOLIO RUBRIC

OBJECTIVE	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
Domain 1: Planning and Preparation				
1. A. Demonstrates knowledge of content and pedagogy	Student teacher makes content errors. He/she does not consider prerequisite relationships when planning. Student teacher's plans use inappropriate strategies for the discipline.	The student teacher is familiar with the discipline, but lacks awareness of how concepts relate to one another. His/her knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	The student teacher can identify important concepts of the discipline and their relationships to one another. He/she consistently provides clear explanations of the content. The student teacher's plans reflect familiarity with effective pedagogical approaches.	In addition to the characteristics of "proficient," the student teacher cites intra- and interdisciplinary content relationships. He/she is proactive in uncovering student misconceptions and addressing them before proceeding.
Comments for 1.A.:				
1. B. Demonstrates knowledge of students in terms of learning needs and diversity	Student teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Student teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. Application of this knowledge in planning is still developing.	Student teacher's plans reflect an understanding of the different cultural groups, special needs groups as well as academic groups within the classroom.	In addition to the characteristics of "proficient," the student teacher's plans indicate differentiation for specific students (not just groups of students), depending upon the learning need or learning situation.
Comments for 1.B.:				

1. C. Sets instructional outcomes	Outcomes represent low expectations and/or lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations with some rigor. Some outcomes reflect important learning in the discipline, and are suitable for most of the class.	Most outcomes represent rigorous and important learning in the discipline. Outcomes are clear, are written in the form of student learning, are suitable to groups of students in the class and are differentiated where necessary.	In addition to the characteristics of “proficient,” the student teacher references standards or frameworks, makes connections to previous and future learning, and differentiates for individual students. Outcomes reflect different types of learning and where appropriate, provide opportunities for integration and coordination.
Comments for 1.C.:				
1. D. Demonstrates knowledge of resources	The student teacher is unaware of school, district, or community resources for classroom use, for the expansion of his or her own knowledge, or for students.	The student teacher has a basic awareness of school or district resources available for classroom use, for the expansion of his/her own knowledge, and for students, but no knowledge of resources available more broadly.	The student teacher is aware of resources beyond the school and/or district. He/she is familiar with external sources of information, including the Internet, that are available for expanding his/her own knowledge as well as students.	In addition to the characteristics of “proficient,” the student teacher has extensive knowledge of resources not only in the school or district but also in the community, through professional organizations and universities, and on the Internet, which may be used for expanding his/her knowledge and for students.
Comments for 1.D.:				
1. E. Designs coherent instruction	The learning experiences are poorly aligned with instructional outcomes and are not designed to engage students. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but here is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The student teacher provides a variety of appropriately challenging materials and resources. Instructional groups are organized to maximize learning. Lesson plan is well structured with	In addition to the characteristics of “proficient,” the student teacher has planned for activities that permit student choice. The learning activities connect to other disciplines. Lesson plans differentiate for individual student needs.

			reasonable time allocations.	
Comments for 1.E.:				

Domain 2: Classroom Environment

2. A. Creates an environment of respect and rapport	The student teacher is unfair in the treatment of students Interactions with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Teacher does not deal with disrespectful behavior.	The student teacher attempts to respond to disrespectful behavior with uneven results. The student teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful or are unusual. Student teacher to student and student to student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' ages, cultures, and developmental needs.	Student teacher to student and student to student interactions are uniformly respectful. The student teacher responds to disrespectful behavior among students. The student teacher makes some connections with individual students	In addition to the characteristics of "proficient," the student teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct toward classmates. The student teacher's response to a student's incorrect response respects the student's dignity. OR There is no disrespectful behavior among students.
Comments for 2.A.:				
2. B. Establishes a culture for learning, keeping in mind the diversity of student learners	The student teacher conveys that the reasons for work are external or trivializes the learning goals/assignments, and conveys to at least some students that the work is too challenging. High expectations are reserved for only a few students, students demonstrate little pride in their work, and class time is devoted more to socializing.	The student teacher's energy for the work is neutral. Students comply with the student teacher's expectations for learning, but they don't indicated commitment on their own initiative for the work. Many students indicate that they are looking for an easy path.	The student teacher indicates the importance of learning and the assurance that with hard work, all students can be successful, and demonstrates a high regard for student abilities. The student teacher has high expectations for student effort and students put forth effort to complete quality work.	In addition to the characteristics of "proficient," the student teacher demonstrates a genuine passion for the subject. Student questions and comments indicate a desire to understand the content. Students assume responsibility by initiating improvements and revisions.
Comments for 2.B.:				

2. C. Manages classroom procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies, and there is little evidence that students know or follow established routines.	Some instructional time is lost due to some ineffectiveness with classroom routines and procedures. The student teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, causing some disruption to learning. With regular prompting, students follow established routines.	There is little loss of instructional time because effective classroom routines and procedures are followed. The student teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance, students follow established classroom routines.	In addition to the characteristics of "proficient," instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
Comments for 2.C.:				
2. D. Manages student behavior	The classroom environment is chaotic with little or no student teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. When the student teacher notices student misbehavior he/she appears helpless to do anything about it.	Standards of conduct appear to have been established, but their implementation is inconsistent. The student teacher attempts, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The student teacher's response to student misbehavior is consistent, proportionate, respectful to students, and effective. The student teacher acknowledges good behavior.	In addition to the characteristics of "proficient," student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students. The student teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Comments for 2.D.:				

2. E. Makes the physical environment as safe and conducive to learning as possible	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The student teacher's use of physical resources, including computer technology, is moderately effective. The student teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to students; student teacher ensures that the physical arrangement is appropriate to the learning activities. The student teacher makes effective use of physical resources, including computer technology.	In addition to the characteristics of "proficient," the classroom is accessible to all students, including those with special needs. The students contribute to the use or adaptation of the physical environment to advance learning.
Comments for 2.E.:				

Domain 3: Instruction

3. A. Communicates clearly with students, keeping student diversity in mind.	The student teacher provides the student with no information, confusing information, or inaccurate information about the learning goals or the instructional procedures for the lesson. The student teacher's communications include errors of vocabulary or usage. The student teacher's vocabulary is inappropriate to the age or culture of the students.	The student teacher's explanation of instruction has only limited success and/or directions and procedures must be clarified after initial student confusion. The student teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The student teacher's explanation is a monologue, with no invitation for the students to engage. The student teacher's spoken language is correct, but is either limited or not fully appropriate for students' ages or backgrounds.	The student teacher clearly communicates instruction, procedures and directions. The explanation of content is well scaffolded, clear and accurate, and connected with students' knowledge and experience. The student teacher invites student engagement. His/her spoken and written language is clear, correct and uses vocabulary appropriate to the students' ages and interests.	In addition to the characteristics of "proficient," the student teacher points out possible areas for misunderstanding. Students seem to understand the presentation. The student teacher invites students to explain the content to the class or to classmates. The student teacher uses rich language, offering brief vocabulary lessons where appropriate.
Comments for 3.A.:				

3. B. Uses effective questioning and discussion techniques	The student teacher's questions are of low cognitive challenge, require single correct responses, and are asked without giving students enough time to think of responses. A few students dominate the discussion.	The student teacher frames some questions to promote student thinking, but only a small number of students are involved. He/she attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	The student teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers, and makes effective use of wait time. He/she builds on student responses to questions and calls on most students, even those who don't initially volunteer. Most students actively engage in discussion.	In addition to the characteristics of "proficient," the teacher uses a variety or series of questions or prompts to challenge students in discussion. Students formulate many questions, initiate topics and make unsolicited contributions.
Comments for 3.B.:				

3. C. Engages students in learning	The learning activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or rushed. Few students are engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by student teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be engaged.	In addition to the characteristics of “proficient,” virtually all students are highly engaged and learning tasks are well-designed, fully aligned with instructional outcomes, and appropriately scaffolded by the student teacher. Students may have some choice in how they complete tasks and may serve as resources for one another.
Comments for 3.C.:				
3. D. Uses assessment in instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria.	Assessment is sporadic and is done mostly by means of monitoring whole group progress during instruction. Feedback to students is general and they are only partially aware of the assessment criteria used to evaluate their work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by the student teacher and/or students during the lesson through monitoring of learning and the results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria. Questions, prompts, and assessments are used to diagnose evidence of learning.	In addition to the characteristics of “proficient,” the student teacher monitoring of student understanding is continuous, using different techniques. Feedback to students is specific and timely. Student may have helped set some of the evaluation criteria or are able to self-evaluate as a result of tasks set by the student teacher.
Comments for 3.D.:				

3. E. Demonstrates flexibility and responsiveness	The student teacher adheres to the lesson plan in spite of evidence of poor student understanding or lack of interest. He/she ignores student questions; when students experience difficulty, the he/she blames the students or their home environment. In reflecting, the student teacher does not indicate the importance of reaching all students.	The student teacher's efforts to modify the lesson are only partially successful. He/she makes some attempt to incorporate student questions and interests into the lesson. He/she conveys a sense to students of their own responsibility for learning, but is uncertain about how to assist them. In reflecting, the student teacher indicates the desire to reach all students, but does not suggest strategies to do so.	When necessary, the student teacher makes adjustments to the lesson to enhance understanding. He/she incorporates students' interests and questions into the lesson. He/she conveys to students other approaches to try when they experience difficulty. In reflecting, the student teacher cites a couple of approaches undertaken to reach students having difficulty.	In addition to the characteristics of "proficient," the student teacher's adjustments to the lesson are designed to help individual students. He/she seizes on a teachable moment to enhance a lesson. In reflecting, the student teacher can cite others in the school and beyond whom he/she has contacted for assistance in reaching some students.
Comments for 3.E.:				

Domain 4: Professional Responsibilities

4. A. Reflects on teaching and demonstrates a sense of efficacy. (Is tenacious in helping students achieve learning objectives and is mindful of diverse needs)	The student teacher doesn't know if the lesson was successful or draws incorrect conclusions about its effectiveness. The student teacher makes no suggestions for improvement.	The student teacher has a general sense of whether or not instructional practices were effective and can offer general modifications for future instruction.	The student teacher accurately describes the strengths and weaknesses of the lesson in relation to the learning goals and describes in general terms how he or she could use the experience from this lesson to improve future instruction.	In addition to the characteristics of "proficient," the student teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. His/her suggestions for improvement draw from sound pedagogical practice. He/she can specifically site how a particular method helped (or could help) with a particular student or group of students.
Comments for 4.A.:				
4. B. Maintains accurate records	There is no system for either instructional or non-instructional records. The record-keeping systems are in disarray so as to provide incorrect or confusing information.	The student teacher has a process for recording student work, but it does not track all needed instructional information, is out of date, is cumbersome to use or does not permit students to gain access to the information. The student teacher's system contains some errors.	The student teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	In addition to the characteristics of "proficient," the student teacher also has students contribute information and helps teach them responsibility in maintaining some records.
Comments for 4.B.:				

4. C. Communicates with families	The student teacher makes no attempt to communicate with families or the contact is inappropriate in terms of culture or content.	The student teacher sends home school or district created materials. The student teacher maintains school-required grade book but does little else to inform families about student progress. Communications are one-way.	The student teacher has sent home a letter of introduction to families. Written communications with families are a two-way correspondence, inviting comments and suggestions. He/she has communicated with families on other occasions as needed, as well as during parent/teacher conferences, etc.	In addition to the characteristics of “proficient,” the student teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled professionally.
Comments for 4.C.:				

4. D. Participates in a professional community	The student teacher's relationship with colleagues is characterized by negativity. He/she avoids participation in a professional culture of inquiry, resisting opportunities to become involved with school or district events.	The student teacher has pleasant relationship with colleagues. When requested, he/she participates in school or district activities or activities related to professional development/inquiry.	The student teacher has a positive, supportive relationship with colleagues. He/she is proactive in asking about participation in school, district, or professional activities. He/she is an asset.	In addition to the characteristics of "proficient," the student teacher has demonstrated excellence in teaching to such an extent, that master teachers ask him/her for ideas or suggestions or recommend that he take on a particular project of his/her own within the school or district.
Comments for 4.D.:				
4. E. Grows and develops professionally	The student teacher dismisses opportunities to engage in professional development activities. He/she makes no attempt to incorporate feedback that is given by the cooperating teacher and/or supervisor	The student teacher participates in professional development activities when they are required by the college or the school district. He/she makes an attempt to incorporate feedback from supervisors into teaching, but with marginal success.	The student teacher seeks opportunities for professional development and welcomes feedback from the cooperating teacher and supervisors. He/she is able to incorporate feedback into teaching with success.	In addition to the characteristics of "proficient," the student teacher can competently self-reflect on teaching issues that need improvement. He/she can generate possible solutions for various issues, but still actively seeks feedback from the cooperating teacher and supervisor. He/she is able to incorporate solutions and feedback into teaching with excellent results.
Comments for 4.E.:				

4. F. Demonstrates professionalism	The student teacher is dishonest. He/she does not notice the needs of students. He/she engages in practices that are self-serving. He/she does not follow college and/or school district policies (such as dress code, cell phone use, etc.)	The student teacher is honest. He/she notices the needs of students but is inconsistent in addressing them. The student teacher typically follows college or district policies, but makes an occasional minor error.	The student teacher is honest and others notice that he/she has high standards of integrity. He/she actively addresses student needs and works to provide opportunities for student success. The student teacher willingly participates in team or faculty meetings. He/she fully complies with college and school district policies.	In addition to the characteristics of “proficient,” the student teacher is proactive in serving/helping students. In faculty/team meetings, the teacher not only willingly participates, but contributes, and takes on a special assignment or project, when asked.
Comments for 4.F.:				
Grammar and Mechanics	Many grammatical spelling, or punctuation errors.	A few grammatical, spelling or punctuation errors	Only a couple of grammatical, spelling or punctuation errors.	No grammatical, spelling or punctuation errors.
Comments for Grammar and Mechanics				

***ADDITIONAL COMMENTS:**

XVIII.

**HENDRIX COLLEGE
EDUCATION DEPARTMENT
DEPARTMENTAL RECOMMENDATION
FOR STUDENT TEACHING**

Student_____Department_____

The student named above has made application for admission to the Hendrix Elementary Education Program for the 20__-20__ academic year. The Committee on Teacher Education will appreciate the frank evaluation of the student by your department. On the basis of the Department's knowledge of and contact with this student, please check the items below on the following scale:

3--Strongly Recommend
0--Cannot Recommend

2--Recommend
X--No Opportunity to Observe

1--Recommend with Hesitation

All of these ratings should be on the basis of the student's suitability to enter a program preparing teachers for elementary schools.

	3	2	1	0	Remarks
Academic preparation					
Dependability					
Initiative					
Ability to work with others					
Poise and personality					
Skill in communication written and verbal					

Additional Comments:

Date_____Signature_____

PLEASE RETURN TO EDUCATION DEPARTMENT

Rev. 05/2005

XIX.

**Hendrix College
Education Department
Student Teacher Preferences
SECONDARY**

Student's Name _____ **Student Teaching during:** **Fall or Spring**
(circle one)

Certifying to teach: **7-12 * K-6 or 4-12;** (circle one)

(* Only Art, Kinesiology, and Foreign Languages may certify K-12.)

In what subject areas will you be able to student teach?

Summer Mailing Address _____

Summer Phone & E-mail _____

1. AUGUST OBSERVATION:

You will be assigned to your 4, 6, or 8 week teacher for the August observation so that you have the opportunity to see one of your assigned classed at the beginning of the year.

2. FOUR (4) WEEK EXPERIENCE

School District: Preference: _____

Grade Level: Upper Lower No Preference (Circle one)

Subject Preference: _____

3. EIGHT (8) WEEK EXPERIENCE

School District: Preference: _____

Grade Level: Upper Lower No Preference (Circle one)

Subject Preference: _____

Are there any considerations that should be taken into account when making your student teaching placement?

Yes No (circle one)

If you answered "yes", please use the back of this sheet to explain.

I understand that while my preferences will be taken into consideration, I may have to commute to my student teaching assignment. I will be able to make arrangements for transportation. (The placement will be within 50 miles of Conway.)

STUDENT SIGNATURE: _____ **DATE** _____

XX.

HENDRIX COLLEGE
CONWAY, ARKANSAS
EDUCATION DEPARTMENT

STUDENT TEACHER PLACEMENT AGREEMENT

The Hendrix College Education Department and the

_____schools

enter into an official agreement to place student teachers into the school

system for the 20____ - 20____ academic year and to conduct a student teacher

program in conformity with the provisions contained in the

Hendrix College Student Teaching Handbook

Signature of Superintendent/Representative

Date

School District

Representative of Hendrix College

Date

Request for Taxpayer Identification Number and Certification

Give form to the
requester. Do not
send to the IRS.

Print or type
See Specific Instructions on page 2.

Name (as shown on your income tax return)

Business name, if different from above

Check appropriate box: ☐ Individual/Sole proprietor ☐ Corporation ☐ Partnership
☐ Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶
☐ Other (see instructions) ▶

☐ Exempt
payee

Address (number, street, and apt. or suite no.)

Requester's name and address (optional)

City, state, and ZIP code

Hendrix College
1600 Washington Avenue
Conway, AR 72032

List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number

or

Employer identification number

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

Sign
Here

Signature of
U.S. person ▶

Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,

- The U.S. grantor or other owner of a grantor trust and not the trust, and
- The U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

Foreign person. If you are a foreign person, do not use Form W-9. Instead, use the appropriate Form W-8 (see Publication 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity not subject to backup withholding, give the requester the appropriate completed Form W-8.

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 28% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the Part II instructions on page 3 for details),
3. The IRS tells the requester that you furnished an incorrect TIN,

4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See the instructions below and the separate Instructions for the Requester of Form W-9.

Also see *Special rules for partnerships* on page 1.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Name

If you are an individual, you must generally enter the name shown on your income tax return. However, if you have changed your last name, for instance, due to marriage without informing the Social Security Administration of the name change, enter your first name, the last name shown on your social security card, and your new last name.

If the account is in joint names, list first, and then circle, the name of the person or entity whose number you entered in Part I of the form.

Sole proprietor. Enter your individual name as shown on your income tax return on the "Name" line. You may enter your business, trade, or "doing business as (DBA)" name on the "Business name" line.

Limited liability company (LLC). Check the "Limited liability company" box only and enter the appropriate code for the tax classification ("D" for disregarded entity, "C" for corporation, "P" for partnership) in the space provided.

For a single-member LLC (including a foreign LLC with a domestic owner) that is disregarded as an entity separate from its owner under Regulations section 301.7701-3, enter the owner's name on the "Name" line. Enter the LLC's name on the "Business name" line.

For an LLC classified as a partnership or a corporation, enter the LLC's name on the "Name" line and any business, trade, or DBA name on the "Business name" line.

Other entities. Enter your business name as shown on required federal tax documents on the "Name" line. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on the "Business name" line.

Note. You are requested to check the appropriate box for your status (individual/sole proprietor, corporation, etc.).

Exempt Payee

If you are exempt from backup withholding, enter your name as described above and check the appropriate box for your status, then check the "Exempt payee" box in the line following the business name, sign and date the form.

Generally, individuals (including sole proprietors) are not exempt from backup withholding. Corporations are exempt from backup withholding for certain payments, such as interest and dividends.

Note. If you are exempt from backup withholding, you should still complete this form to avoid possible erroneous backup withholding.

The following payees are exempt from backup withholding:

1. An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2),

2. The United States or any of its agencies or instrumentalities,

3. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities,

4. A foreign government or any of its political subdivisions, agencies, or instrumentalities, or

5. An international organization or any of its agencies or instrumentalities.

Other payees that may be exempt from backup withholding include:

6. A corporation,

7. A foreign central bank of issue,

8. A dealer in securities or commodities required to register in the United States, the District of Columbia, or a possession of the United States,

9. A futures commission merchant registered with the Commodity Futures Trading Commission,

10. A real estate investment trust,

11. An entity registered at all times during the tax year under the Investment Company Act of 1940,

12. A common trust fund operated by a bank under section 584(a),

13. A financial institution,

14. A middleman known in the investment community as a nominee or custodian, or

15. A trust exempt from tax under section 664 or described in section 4947.

The chart below shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 15.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt payees except for 9
Broker transactions	Exempt payees 1 through 13. Also, a person registered under the Investment Advisers Act of 1940 who regularly acts as a broker
Barter exchange transactions and patronage dividends	Exempt payees 1 through 5
Payments over \$600 required to be reported and direct sales over \$5,000 ¹	Generally, exempt payees 1 through 7 ²

¹See Form 1099-MISC, Miscellaneous Income, and its instructions.

²However, the following payments made to a corporation (including gross proceeds paid to an attorney under section 6045(f), even if the attorney is a corporation) and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, and payments for services paid by a federal executive agency.

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN. However, the IRS prefers that you use your SSN.

If you are a single-member LLC that is disregarded as an entity separate from its owner (see *Limited liability company (LLC)* on page 2), enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entity's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN.

Note. See the chart on page 4 for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local Social Security Administration office or get this form online at www.ssa.gov. You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at www.irs.gov/businesses and clicking on Employer Identification Number (EIN) under Starting a Business. You can get Forms W-7 and SS-4 from the IRS by visiting www.irs.gov or by calling 1-800-TAX-FORM (1-800-829-3676).

If you are asked to complete Form W-9 but do not have a TIN, write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note. Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

Caution: A disregarded domestic entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if items 1, 4, and 5 below indicate otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). Exempt payees, see *Exempt Payee* on page 2.

Signature requirements. Complete the certification as indicated in 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account)	The actual owner of the account or, if combined funds, the first individual on the account ¹
3. Custodian account of a minor (Uniform Gift to Minors Act)	The minor ²
4. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee ³
b. So-called trust account that is not a legal or valid trust under state law	The actual owner ¹
5. Sole proprietorship or disregarded entity owned by an individual	The owner ³
For this type of account:	Give name and EIN of:
6. Disregarded entity not owned by an individual	The owner
7. A valid trust, estate, or pension trust	Legal entity ⁴
8. Corporate or LLC electing corporate status on Form 8832	The corporation
9. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
10. Partnership or multi-member LLC	The partnership
11. A broker or registered nominee	The broker or nominee
12. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity

¹ List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

² Circle the minor's name and furnish the minor's SSN.

³ You must show your individual name and you may also enter your business or "DBA" name on the second name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

⁴ List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules for partnerships* on page 1.

Note. If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records from Identity Theft

Identity theft occurs when someone uses your personal information such as your name, social security number (SSN), or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

Call the IRS at 1-800-829-1040 if you think your identity has been used inappropriately for tax purposes.

Victims of identity theft who are experiencing economic harm or a system problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

Protect yourself from suspicious emails or phishing schemes.

Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to phishing@irs.gov. You may also report misuse of the IRS name, logo, or other IRS personal property to the Treasury Inspector General for Tax Administration at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at: spam@uce.gov or contact them at www.consumer.gov/idtheft or 1-877-IDTHEFT(438-4338).

Visit the IRS website at www.irs.gov to learn more about identity theft and how to reduce your risk.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons who must file information returns with the IRS to report interest, dividends, and certain other income paid to you, mortgage interest you paid, the acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA, or Archer MSA or HSA. The IRS uses the numbers for identification purposes and to help verify the accuracy of your tax return. The IRS may also provide this information to the Department of Justice for civil and criminal litigation, and to cities, states, the District of Columbia, and U.S. possessions to carry out their tax laws. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal nontax criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You must provide your TIN whether or not you are required to file a tax return. Payers must generally withhold 28% of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to a payer. Certain penalties may also apply.

**XXII. Hendrix College
Education Department
Student Teacher Mini-Resume Form
Portfolio and Job Fair**

Name: _____
Last First Middle

Current Address: _____
Street, Route, P.O. Box City, State, Zip Code

Use Current Address Until ____/____/____
Mo./day/year

Permanent Address: _____
Street, Route, P.O. Box City, State, Zip Code

Telephone Numbers with Area Codes:
Current:
Permanent:

Degree Expected This School Year:

Expected Graduation Date:

Major(s): Minor(s):

Other Degree(s) held:

Teaching Certificate (s) Held or Expected by August 15:

Subject Area(s):

Grade Level(s):

State(s) in which you are/will be certified:

Student Teaching Internship(s)—Fall or Spring/Summer Semesters This School Year Only:

Subject(s):

School(s):

City/State Location:

Experience Summary (i.e., Elementary Teacher, 3 years; Camp Counselor, 2 summers):

Work Desired:

Geographic Preference:

Date Available for Work:

I hereby authorize the Career Services Office and its staff to grant access to and/or release the attached Mini-Resume for the purpose of assisting me in securing employment.

Signature: _____ Date: _____

ONLY FOR ARKANSAS DEPARTMENT OF EDUCATION USE
AUTHORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION
By the Arkansas Child Maltreatment Central Registry

Applicant Instructions: Complete this form, have it notarized, and submit a preprinted check or a U.S. money order for \$10.00 made payable to the Arkansas Department of Human Services. **DO NOT SEND CASH OR A TEMPORARY CHECK-YOUR REQUEST WILL NOT BE PROCESSED.** Make and keep a copy of this form for your records.

INCOMPLETE OR UNNOTARIZED FORMS WILL NOT BE PROCESSED BY THE CENTRAL REGISTRY OR THE ADE!

Mail this form to and the fee payment to: Arkansas Child Maltreatment Central Registry Applicant- Check Only One: P.O.
Box 1437, Slot S 566 ☐ Licensed Teacher
Little Rock, Arkansas 72203 ☐ Non-licensed/Classified

Applicant's full name (print or type):
First Middle Last

List ALL other names used: _____

Applicant's Social Security Number: _____ - _____ - _____

Applicant's Birth Date (Day/Month/Year): _____ Age: _____ Race/ethnicity: _____ Gender: _____

Applicant's mailing address: _____ Physical Address: _____
Street or P.O. Box Street
City State Zip Code City State Zip Code

Applicant's phone number : _____ (home) _____ (cell) _____ (other)

List the full name and date of birth (Day/Month/Year) for **all** of the applicant's children, attach additional paper if necessary:

1.	Child's Full Name:	Child's Date of Birth:
2.	Child's Full Name:	Child's Date of Birth:
3.	Child's Full Name:	Child's Date of Birth:

I hereby request that the Arkansas Child Maltreatment Central Registry release any information their files may contain indicating the undersigned applicant as an offender of a true report of child maltreatment to the **ARKANSAS DEPARTMENT OF EDUCATION**. **By signing below, I swear or affirm that the foregoing statements are true to the best of my knowledge and belief under penalty of perjury.**

Applicant's Signature: _____ Date _____

State of Arkansas County of _____

On this the _____ day of _____, 20____, before me, _____ (name of notary), the undersigned notary, personally appeared _____ (**applicant's name**) known to me (or satisfactorily proven) to be the person whose name(s) is/are subscribed to the within instrument and acknowledged that he/she/they executed the same for the purposes therein contained.

In witness whereof I hereunto set my hand and official seal.

Notary Public: _____ My Commission Expires: _____

(APPLICANTS DO NOT WRITE BELOW THIS LINE)

School/District Contact Person	District Phone Number	District Fax
School Mailing Address	School District	LEA Number

BACKGROUND CHECK with the Arkansas Department of Education

1. You should plan to apply for your background check at least three (3) months before your student teaching experience begins. This will allow ample time for the Arkansas State Police and the Federal Bureau of Investigations (FBI) to process your application. According to Arkansas law, your background check application must be approved **BEFORE** you begin your student teaching experience.
2. The online process for the background check should be completed **BEFORE** you proceed with Step #3.
 - Go to www.arkansased.org
 - In the “Topics List,” click on the letter “B.”
 - Click on “Background Check”
 - Scroll down to “Online Payment for ASP and FBI
 - Follow the instructions provided
 - The fee is \$39.75.
3. Go to the Arch Ford Education Building on the State Capitol grounds in Little Rock. The Arch Ford Education Building is located behind the State Capitol Building. Go to Room 107B. You must arrive no later than 3:45 p.m. Questions?? Contact Ms. Clara Toney at 501-683-3127.
4. Please notify Dr. Jackson after you submit your background check application.



ARKANSAS DEPARTMENT OF EDUCATION

Instructions for Payment for Online Arkansas State Police and FBI Background Checks **ONLY Arkansas Residents Only**

1. Go to www.ar.gov/ADEbackground
2. Choose a School District or if unknown select Arkansas Department of Education
3. Reason Fingerprinted-**make sure you choose the correct reason**

Choose Reason

Choose Reason

Education, Licensed (Teacher) Renewal

Education, Classified Employees

Education, Fiscal Officer

Education, Licensed (Teacher) Transfer of employment

Education, Licensed (Teacher) 1st time applicant

4. Enter email address and click Submit button to go to the next page.
5. Please fill in all required fields.
6. Complete payment summary page and click confirm button.
7. After verifying your information click the submit button to complete the transaction.
8. A printable receipt (example shown below) will appear with a transaction number at the bottom. The Live Scan Site must have this transaction number to complete the FBI fingerprinting.
9. Once you have a made your payment, **bring your receipt from the online payment**, which has a transaction number and a **Government Issued Photo ID to the Live Scan site**, located in Arkansas ONLY. [Map of Live Scan sites](#).
10. Total cost is \$39.75 for both the ASP and FBI background checks
11. Debit or Credit Only

Example of Receipt

Thank you. Your payment is complete.

Within 14 days you must present the transaction number below at time of fingerprinting
(or this submission will expire and another payment will be required).

Your account will be charged by Arkansas GovPay - Arkansas Government Services.

Correct BG check fees
State BG \$22
FBI BG \$15.75
INA transaction fee
\$2.00

Payment Summary

Amount Paid: \$37.75

Arkansas.gov Total: \$39.75

Payment Status: Complete

Order Date/Time: 01/30/2015 05:44:46 PM

Confirmation Number (Order Id): 20150130162452144

Name on card: Dina

Email Address: dina.pruitt@ark.org

Phone Number: 5016832447

Billing Address: 100 Main Street
Little, AK 72201
US

Transaction Number: EDC013314432

Print Receipt Exit

XXV.

**Hendrix College
Education Department
Student Teacher Autobiography**

Name: _____

Home Address: _____

Campus/Student Teaching Address: _____

Home Phone: _____ Campus/Cell Phone: _____

Date of Birth _____

Parents Names _____

Parent Contact phone numbers for emergency purposes: _____

Married _____ Single _____ Divorced _____ If Married Spouse's Name _____

Children: Yes _____ No _____ If Yes, Names and Ages _____

High School Attended _____ Graduation Date _____

Other colleges attended besides Hendrix, and dates of attendance _____

Courses taken in Education _____

(These questions must be typed and attached to this sheet. Type the question first and then your response.)

1. Give a short autobiographical sketch of your life. Indicate what factors influenced you to want to become a teacher.
2. Describe any specific abilities, skills, hobbies, travel or other interesting experiences you have had which may be useful in your student teaching.
3. List academic courses which have been most enjoyed and helpful to you. Give some reason for their special appeal to you.
4. State one or two things you would most like to learn from student teaching.
5. Discuss your ideas and thoughts about education (e.g., how children learn, what schools can do for the nation).
6. Add any comments you would like your cooperating teacher to know about you that you've not included in any of the above statements.

(Revised 4/05/06)

**XXVI. Hendrix College
Education Department
Permission Form for Transcript
Cooperating Teachers/Principals**

TO WHOM IT MAY CONCERN:

RE: Transcripts

I give the Hendrix College Education Department permission to use my transcript in placing me into the schools for student teaching and teacher licensure. I understand that my transcript may be shared with the school districts to which I am assigned.

Name: _____ Date: _____

XXVII.

**Hendrix College
Education Department
August Observation Form**

Student's Name _____

School _____

Cooperating Teacher _____

Please assess the student's participation during the August observation in your classroom.
Please indicate any activities in which he/she was involved.

ACTIVITIES:

STRENGTHS:

WEAKNESSES:

OTHER:

Over-all rating of the student's performance

EXCELLENT ABOVE AVERAGE AVERAGE FAIR POOR

Teacher's Signature_____

Date _____

XXVIII. PRE-OBSERVATION QUESTIONS

Pre-Observation Questions* (20 points possible)

Score: _____

Directions: The Hendrix Student Teacher is required to complete the following questions prior to each observation by a Hendrix supervisor. The student should submit these completed questions, along with a copy of the lesson line (and all needed attachments, assessments, etc.) via e-mail by 5:00pm the day before he/she is to be observed. The student should also have hard copies of the materials for the evaluator during the observation. In the case that the student teacher is being observed by another member of the Hendrix faculty other than the primary student teaching supervisor, he/she should send these documents both to the faculty member who will be coming to observe AND the Hendrix Student Teaching Supervisor. The answers should be typed just below each question on this Word Document and submitted. Note that each question is aligned with Domain 1 on the Danielson Evaluation Model.

Tips for completing the Pre-Observation Questions:

*Student Teachers: Before completing this form, review the Student Teacher Appraisal form (based on the Danielson model). Pay particular attention to the language used in Domain 1 under the “Proficient” and “Distinguished” categories for each criterion (1.A.; 1.B.; etc.). Doing so will assist you in developing your responses to the questions below.

1. (1a) How do the concepts taught in this lesson fit into the scope of the subject area?
(2 points)

2. (1b) How do you become familiar with the diversity (culture, learning styles, interests, special needs, etc.) of your students and how have you used that knowledge in planning for them?
(4 points)

3. (1c) How does your lesson objective connect to prior learning outcomes and future learning outcomes?
(2 points)

4. (1c) What do you want students to know and to be able to do as a result of this lesson?
(1 point)

5. (1d) Explain how the resources you have chosen to use in this lesson will help your students achieve the learning goals.
(2 points)

6. (1e) Explain how you are differentiating instruction (in terms of content, process, product, and/or learning environment) so students can meet the learning objectives. Also discuss how you will actively engage ALL students and various ways that students may be grouped during the lesson (whole group, small group, independent, etc.)
(4 points)

7. (1e) Explain how learning activities are matched to instructional outcomes.
(2 points)

8. (1f) What methods of assessment (formative/summative) will you use to determine if ALL students have mastered the learning objectives and how will you use the assessment data in planning for future instruction?
(2 points)

9. Is there anything else that you would like for the observer to know about this lesson or class prior to the observation? If “yes,” please explain.
(1 point)

*Pre-Observation questions are based on the AR TESS Pre-Conference Questions, located on the Arkansas Department of Education web site. (www.arkansased.org)

XXIX.

HENDRIX COLLEGE EDUCATION DEPARTMENT
STUDENT TEACHER APPRAISAL FORM: *OBSERVATION 1

STUDENT'S NAME _____

SCHOOL _____

COOPERATING TEACHER _____

Please assess the student's teaching progress in this introductory two weeks of student teaching. We would appreciate your comments on the students' strengths and weaknesses to date.

A. Strengths:

B. Weaknesses:

C Other

D. Over-all rating of the student's first two weeks performance:

Excellent - Above Average - Average - Fair - Poor

Teacher/Supervisor Signature _____

DATE _____

*Note to evaluator: This form is to be used only for evaluation #1 during student teaching which should typically occur between the second or third week.

XXX.

(Based on TESS)

**HENDRIX COLLEGE
EDUCATION DEPARTMENT
Student Teacher Appraisal Rubric**

Alignment and wording from *The Framework for Teaching Evaluation Instrument* © 2011 The Danielson Group

For use during observations 2, 3, & 4

Evaluation Directions:

*Please highlight the phrases under each component in each domain to help you to most objectively determine a rating of 1, 2, 3, or 4. Then, circle the rating under each component. If a particular component does not apply or is not observed, simply indicate “NA” or “NO.” In most cases, a rating of “Proficient” is deemed the highest level possible for student teachers as “Distinguished,” shaded in grey, is geared for more experienced teachers. In the case of exceptional performance on behalf of the student, a “Distinguished” rating may be given.

STUDENT TEACHER:

EVALUATOR:

DATE:

OBJECTIVE	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
Domain 1: Planning and Preparation				
1. A. Demonstrates knowledge of content and pedagogy NA NO 1 2 3 4	Student teacher makes content errors. He/she does not consider prerequisite relationships when planning. Student teacher's plans use inappropriate strategies for the discipline.	The student teacher is familiar with the discipline, but lacks awareness of how concepts relate to one another. His/her knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	The student teacher can identify important concepts of the discipline and their relationships to one another. He/she consistently provides clear explanations of the content. The student teacher's plans reflect familiarity with effective pedagogical approaches.	In addition to the characteristics of “proficient,” the student teacher cites intra- and interdisciplinary content relationships. He/she is proactive in uncovering student misconceptions and addressing them before proceeding.
Comments for 1.A.:				
1. B. Demonstrates knowledge of students in terms of learning needs and diversity NA NO 1 2 3 4	Student teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Student teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. Application of this knowledge in planning is still developing.	Student teacher's plans reflect an understanding of the different cultural groups, special needs groups as well as academic groups within the classroom.	In addition to the characteristics of “proficient,” the student teacher's plans indicate differentiation for specific students (not just groups of students), depending upon the learning need or learning situation.
Comments for 1.B.:				

1. C. Sets instructional outcomes	<p>Outcomes represent low expectations and/or lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations with some rigor. Some outcomes reflect important learning in the discipline, and are suitable for most of the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline. Outcomes are clear, are written in the form of student learning, are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of “proficient,” the student teacher references standards or frameworks, makes connections to previous and future learning, and differentiates for individual students. Outcomes reflect different types of learning and where appropriate, provide opportunities for integration and coordination.</p>
Comments for 1.C.:				
1. D. Demonstrates knowledge of resources	<p>The student teacher is unaware of school, district, or community resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>The student teacher has a basic awareness of school or district resources available for classroom use, for the expansion of his/her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>The student teacher is aware of resources beyond the school and/or district. He/she is familiar with external sources of information, including the Internet, that are available for expanding his/her own knowledge as well as students.</p>	<p>In addition to the characteristics of “proficient,” the student teacher has extensive knowledge of resources not only in the school or district but also in the community, through professional organizations and universities, and on the Internet, which may be used for expanding his/her knowledge and for students.</p>
Comments for 1.D.:				

1. E. Designs coherent instruction NA NO 1 2 3 4	The learning experiences are poorly aligned with instructional outcomes and are not designed to engage students. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The student teacher provides a variety of appropriately challenging materials and resources. Instructional groups are organized to maximize learning. Lesson plan is well structured with reasonable time allocations.	In addition to the characteristics of “proficient,” the student teacher has planned for activities that permit student choice. The learning activities connect to other disciplines. Lesson plans differentiate for individual student needs.
Comments for 1.E.:				
1. F. Designs student assessments NA NO 1 2 3 4	Assessments do not match instructional outcomes or do not affect future plans.	Assessment criteria are vague and/or only a few of the instructional outcomes are addressed in the planned assessments. The student teacher intends to use assessment results to plan instruction for the class as a whole.	Assessment types match learning expectations, and indicated modified assessments for some students as needed. The student teacher intends to use assessment results to plan for future instruction for groups of students.	In addition to the characteristics of “proficient,” the teacher’s assessment should provide opportunities for student choice. The student teacher designed assessments are authentic with real-world application, as appropriate. Formative assessments are well designed and include students as well as teacher use of the assessment information. Assessment results will be used to plan for individual students.
Comments for 1.F.:				

Domain 2: Classroom Environment

<p>2. A. Creates an environment of respect and rapport</p> <p>NA NO 1 2 3 4</p>	<p>The student teacher is unfair in the treatment of students Interactions with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Teacher does not deal with disrespectful behavior.</p>	<p>The student teacher attempts to respond to disrespectful behavior with uneven results. The student teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful or are unusual. Student teacher to student and student to student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' ages, cultures, and developmental needs.</p>	<p>Student teacher to student and student to student interactions are uniformly respectful. The student teacher responds to disrespectful behavior among students. The student teacher makes some connections with individual students</p>	<p>In addition to the characteristics of "proficient," the student teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct toward classmates. The student teacher's response to a student's incorrect response respects the student's dignity. OR There is no disrespectful behavior among students.</p>
<p>Comments for 2.A.:</p>				
<p>2. B. Establishes a culture for learning, keeping in mind the diversity of student learners</p> <p>NA NO 1 2 3 4</p>	<p>The student teacher conveys that the reasons for work are external or trivializes the learning goals/assignments, and conveys to at least some students that the work is too challenging. High expectations are reserved for only a few students, students demonstrate little pride in their work, and class time is devoted more to socializing.</p>	<p>The student teacher's energy for the work is neutral. Students comply with the student teacher's expectations for learning, but they don't indicated commitment on their own initiative for the work. Many students indicate that they are looking for an easy path.</p>	<p>The student teacher indicates the importance of learning and the assurance that with hard work, all students can be successful, and demonstrates a high regard for student abilities. The student teacher has high expectations for student effort and students put forth effort to complete quality work.</p>	<p>In addition to the characteristics of "proficient," the student teacher demonstrates a genuine passion for the subject. Student questions and comments indicate a desire to understand the content. Students assume responsibility by initiating improvements and revisions.</p>
<p>Comments for 2.B.:</p>				

2. C. Manages classroom procedures NA NO 1 2 3 4	Much instructional time is lost through inefficient classroom routines and procedures. There is little evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies, and there is little evidence that students know or follow established routines.	Some instructional time is lost due to some ineffectiveness with classroom routines and procedures. The student teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, causing some disruption to learning. With regular prompting, students follow established routines.	There is little loss of instructional time because effective classroom routines and procedures are followed. The student teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance, students follow established classroom routines.	In addition to the characteristics of "proficient," instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
Comments for 2.C.:				
2. D. Manages student behavior NA NO 1 2 3 4	The classroom environment is chaotic with little or no student teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. When the student teacher notices student misbehavior he/she appears helpless to do anything about it.	Standards of conduct appear to have been established, but their implementation is inconsistent. The student teacher attempts, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The student teacher's response to student misbehavior is consistent, proportionate, respectful to students, and effective. The student teacher acknowledges good behavior.	In addition to the characteristics of "proficient," student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students. The student teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Comments for 2.D.:				
2. E. Makes the physical environment as safe and conducive to learning as possible NA NO 1 2 3 4	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The student teacher's use of physical resources, including computer technology, is moderately effective. The student teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to students; student teacher ensures that the physical arrangement is appropriate to the learning activities. The student teacher makes effective use of physical resources, including computer technology.	In addition to the characteristics of "proficient," the classroom is accessible to all students, including those with special needs. The students contribute to the use or adaptation of the physical environment to advance learning.
Comments for 2.E.:				

Domain 3: Instruction

<p>3. A. Communicates clearly with students, keeping student diversity in mind.</p> <p>NA NO 1 2 3 4</p>	<p>The student teacher provides the student with no information, confusing information, or inaccurate information about the learning goals or the instructional procedures for the lesson. The student teacher’s communications include errors of vocabulary or usage. The student teacher’s vocabulary is inappropriate to the age or culture of the students.</p>	<p>The student teacher’s explanation of instruction has only limited success and/or directions and procedures must be clarified after initial student confusion. The student teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The student teacher’s explanation is a monologue, with no invitation for the students to engage. The student teacher’s spoken language is correct, but is either limited or not fully appropriate for students’ ages or backgrounds.</p>	<p>The student teacher clearly communicates instruction, procedures and directions. The explanation of content is well scaffolded, clear and accurate, and connected with students’ knowledge and experience. The student teacher invites student engagement. His/her spoken and written language is clear, correct and uses vocabulary appropriate to the students’ ages and interests.</p>	<p>In addition to the characteristics of “proficient,” the student teacher points out possible areas for misunderstanding. Students seem to understand the presentation. The student teacher invites students to explain the content to the class or to classmates. The student teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>
<p>Comments for 3.A.:</p>				
<p>3. B. Uses effective questioning and discussion techniques</p> <p>NA NO 1 2 3 4</p>	<p>The student teacher’s questions are of low cognitive challenge, require single correct responses, and are asked without giving students enough time to think of responses. A few students dominate the discussion.</p>	<p>The student teacher frames some questions to promote student thinking, but only a small number of students are involved. He/she attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>The student teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers, and makes effective use of wait time. He/she builds on student responses to questions and calls on most students, even those who don’t initially volunteer. Most students actively engage in discussion.</p>	<p>In addition to the characteristics of “proficient,” the teacher uses a variety or series of questions or prompts to challenge students in discussion. Students formulate many questions, initiate topics and make unsolicited contributions.</p>
<p>Comments for 3.B.:</p>				

3. C. Engages students in learning	The learning activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or rushed. Few students are engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by student teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be engaged.	In addition to the characteristics of “proficient,” virtually all students are highly engaged and learning tasks are well-designed, fully aligned with instructional outcomes, and appropriately scaffolded by the student teacher. Students may have some choice in how they complete tasks and may serve as resources for one another.
NA NO 1 2 3 4				
Comments for 3.C.:				
3. D. Uses assessment in instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria.	Assessment is sporadic and is done mostly by means of monitoring whole group progress during instruction. Feedback to students is general and they are only partially aware of the assessment criteria used to evaluate their work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by the student teacher and/or students during the lesson through monitoring of learning and the results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria. Questions, prompts, and assessments are used to diagnose evidence of learning.	In addition to the characteristics of “proficient,” the student teacher monitoring of student understanding is continuous, using different techniques. Feedback to students is specific and timely. Student may have helped set some of the evaluation criteria or are able to self-evaluate as a result of tasks set by the student teacher.
NA NO 1 2 3 4				
Comments for 3.D.:				

Comments for 3.C.:	
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<p>3. D. Uses assessment in instruction</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria.</p>	<p>Assessment is sporadic and is done mostly by means of monitoring whole group progress during instruction. Feedback to students is general and they are only partially aware of the assessment criteria used to evaluate their work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by the student teacher and/or students during the lesson through monitoring of learning and the results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria. Questions, prompts, and assessments are used to diagnose evidence of learning.</p>	<p>In addition to the characteristics of “proficient,” the student teacher monitoring of student understanding is continuous, using different techniques. Feedback to students is specific and timely. Student may have helped set some of the evaluation criteria or are able to self-evaluate as a result of tasks set by the student teacher.</p>
<p>NA NO 1 2 3 4</p>				

Comments for 3.D.:				
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<p>3. E. Demonstrates flexibility and responsiveness</p> <p>NA NO 1 2 3 4</p>	<p>The student teacher adheres to the lesson plan in spite of evidence of poor student understanding or lack of interest. He/she ignores student questions; when students experience difficulty, the he/she blames the students or their home environment. In reflecting, the student teacher does not indicate the importance of reaching all students.</p>	<p>The student teacher's efforts to modify the lesson are only partially successful. He/she makes some attempt to incorporate student questions and interests into the lesson. He/she conveys a sense to students of their own responsibility for learning, but is uncertain about how to assist them. In reflecting, the student teacher indicates the desire to reach all students, but does not suggest strategies to do so.</p>	<p>When necessary, the student teacher makes adjustments to the lesson to enhance understanding. He/she incorporates students' interests and questions into the lesson. He/she conveys to students other approaches to try when they experience difficulty. In reflecting, the student teacher cites a couple of approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient," the student teacher's adjustments to the lesson are designed to help individual students. He/she seizes on a teachable moment to enhance a lesson. In reflecting, the student teacher can cite others in the school and beyond whom he/she has contacted for assistance in reaching some students.</p>
<p>Comments for 3.E.:</p>				

Comments for 3.E.:

Domain 4: Professional Responsibilities

4. A. Reflects on teaching and demonstrates a sense of efficacy. (Is tenacious in helping students achieve learning objectives and is mindful of diverse needs)	The student teacher doesn't know if the lesson was successful or draws incorrect conclusions about its effectiveness. The student teacher makes no suggestions for improvement.	The student teacher has a general sense of whether or not instructional practices were effective and can offer general modifications for future instruction.	The student teacher accurately describes the strengths and weaknesses of the lesson in relation to the learning goals and describes in general terms how he or she could use the experience from this lesson to improve future instruction.	In addition to the characteristics of "proficient," the student teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. His/her suggestions for improvement draw from sound pedagogical practice. He/she can specifically site how a particular method helped (or could help) with a particular student or group of students.
NA NO 1 2 3 4				
Comments for 4.A.:				
4. B. Maintains accurate records	There is no system for either instructional or non-instructional records. The record-keeping systems are in disarray so as to provide incorrect or confusing information.	The student teacher has a process for recording student work, but it does not track all needed instructional information, is out of date, is cumbersome to use or does not permit students to gain access to the information. The student teacher's system contains some errors.	The student teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	In addition to the characteristics of "proficient," the student teacher also has students contribute information and helps teach them responsibility in maintaining some records.
NA NO 1 2 3 4				
Comments for 4.B.:				

4. C. Communicates with families NA NO 1 2 3 4	The student teacher makes no attempt to communicate with families or the contact is inappropriate in terms of culture or content.	The student teacher sends home school or district created materials. The student teacher maintains school-required grade book but does little else to inform families about student progress. Communications are one-way.	The student teacher has sent home a letter of introduction to families. Written communications with families are a two-way correspondence, inviting comments and suggestions. He/she has communicated with families on other occasions as needed, as well as during parent/teacher conferences, etc.	In addition to the characteristics of “proficient,” the student teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled professionally.
Comments for 4.C.:				
4. D. Participates in a professional community NA NO 1 2 3 4	The student teacher’s relationship with colleagues is characterized by negativity. He/she avoids participation in a professional culture of inquiry, resisting opportunities to become involved with school or district events.	The student teacher has pleasant relationship with colleagues. When requested, he/she participates in school or district activities or activities related to professional development/inquiry.	The student teacher has a positive, supportive relationship with colleagues. He/she is proactive in asking about participation in school, district, or professional activities. He/she is an asset.	In addition to the characteristics of “proficient,” the student teacher has demonstrated excellence in teaching to such an extent, that master teachers ask him/her for ideas or suggestions or recommend that he take on a particular project of his/her own within the school or district.
Comments for 4.D.:				

<p>4. E. Grows and develops professionally</p> <p>NA NO 1 2 3 4</p>	<p>The student teacher dismisses opportunities to engage in professional development activities. He/she makes no attempt to incorporate feedback that is given by the cooperating teacher and/or supervisor</p>	<p>The student teacher participates in professional development activities when they are required by the college or the school district. He/she makes an attempt to incorporate feedback from supervisors into teaching, but with marginal success.</p>	<p>The student teacher seeks opportunities for professional development and welcomes feedback from the cooperating teacher and supervisors. He/she is able to incorporate feedback into teaching with success.</p>	<p>In addition to the characteristics of “proficient,” the student teacher can competently self-reflect on teaching issues that need improvement. He/she can generate possible solutions for various issues, but still actively seeks feedback from the cooperating teacher and supervisor. He/she is able to incorporate solutions and feedback into teaching with excellent results.</p>
<p>Comments for 4.E.:</p>				
<p>4. F. Demonstrates professionalism</p> <p>NA NO 1 2 3 4</p>	<p>The student teacher is dishonest. He/she does not notice the needs of students. He/she engages in practices that are self-serving. He/she does not follow college and/or school district policies (such as dress code, cell phone use, etc.)</p>	<p>The student teacher is honest. He/she notices the needs of students but is inconsistent in addressing them. The student teacher typically follows college or district policies, but makes an occasional minor error.</p>	<p>The student teacher is honest and others notice that he/she has high standards of integrity. He/she actively addresses student needs and works to provide opportunities for student success. The student teacher willingly participates in team or faculty meetings. He/she fully complies with college and school district policies.</p>	<p>In addition to the characteristics of “proficient,” the student teacher is proactive in serving/helping students. In faculty/team meetings, the teacher not only willingly participates, but contributes, and takes on a special assignment or project, when asked.</p>
<p>Comments for 4.F.:</p>				

Comments for 4.E.:

<p>4. F. Demonstrates professionalism</p>	<p>The student teacher is dishonest. He/she does not notice the needs of students. He/she engages in practices that are self-serving. He/she does not follow college and/or school district policies (such as dress code, cell phone use, etc.)</p>	<p>The student teacher is honest. He/she notices the needs of students but is inconsistent in addressing them. The student teacher typically follows college or district policies, but makes an occasional minor error.</p>	<p>The student teacher is honest and others notice that he/she has high standards of integrity. He/she actively addresses student needs and works to provide opportunities for student success. The student teacher willingly participates in team or faculty meetings. He/she fully complies with college and school district policies.</p>	<p>In addition to the characteristics of “proficient,” the student teacher is proactive in serving/helping students. In faculty/team meetings, the teacher not only willingly participates, but contributes, and takes on a special assignment or project, when asked.</p>
<p>NA NO 1 2 3 4</p>				

Comments for 4.F.:

***ADDITIONAL COMMENTS:**

XXXI.

Cooperating Teacher Professionalism Rating of Student Teacher

Directions: Please review this evaluation *with* the student, and return to the Hendrix Student Teaching Supervisor on:

The evaluation will make up a portion of the student's grade for the course. (The student will also complete a similar form, as a self-evaluation.) You are welcome to give a score between two of the ratings, if you feel the student fell between ratings. For example, if a student falls between "Typically" and "Sometimes," you may indicate the score as "14," the average of 18 and 10.

1. Candidate was neat and professional in appearance and attitude:

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Comments: _____

2. Candidate demonstrated responsibility in arriving promptly and being well prepared to teach.

(Student contacted you about any situation that would prevent him/her from being there to teach, etc.)

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Comments: _____

3. Candidate demonstrated respect for your time and responsibilities by communicating with you in a timely manner regarding activity preparation. (i.e., Student doesn't ask for your assistance at "the last minute," but rather gives you time to give thoughtful input and feedback.)

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Comments: _____

4. Candidate demonstrated an interest in students as well as appreciation of students' cultural, ethnic, socio-economic and academic diversity.

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Comments: _____

5. Candidate was attentive and participated as requested, but also showed initiative and ethical practice in working with students.

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Additional Comments: Please use the bottom of this sheet to comment on growth you observed in the student's teaching, both in terms of strengths and in terms of areas for continued growth.

Total Points: _____

Teacher Signature: _____

Self-Evaluation for Professionalism Rating of Student Teacher

Directions: Do a self-evaluation of your professionalism during student teaching. Submit this form to the Hendrix Student Teaching Supervisor, as requested. Your self-evaluation will be averaged with the score that your cooperating teacher designates.

The evaluation will make up a portion of the student's grade for the course. (The student will also complete a similar form, as a self-evaluation.) You are welcome to give a score between two of the ratings, if you feel the student fell between ratings. For example, if a student falls between "Typically" and "Sometimes," you may indicate the score as "14," the average of 18 and 10.

1. Candidate was neat and professional in appearance and attitude:

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Comments: _____

2. Candidate demonstrated responsibility in arriving promptly and being well prepared to teach.

(Student contacted you about any situation that would prevent him/her from being there to teach, etc.)

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Comments: _____

3. Candidate demonstrated respect for your time and responsibilities by communicating with you in a timely manner regarding activity preparation. (i.e., Student doesn't ask for your assistance at "the last minute," but rather gives you time to give thoughtful input and feedback.)

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Comments: _____

4. Candidate demonstrated an interest in students as well as appreciation of students' cultural, ethnic, socio-economic and academic diversity.

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Comments: _____

5. Candidate was attentive and participated as requested, but also showed initiative and ethical practice in working with students.

ALWAYS	TYPICALLY	SOMETIMES	RARELY	NEVER
20 points	18 points	10 points	5 points	0 points

Additional Comments: Please use the bottom of this sheet to comment on growth you observed in the student's teaching, both in terms of strengths and in terms of areas for continued growth.

Total Points: _____

Student Teacher Signature: _____

XXXIII.

**HENDRIX COLLEGE
EDUCATION DEPARTMENT
STUDENT TEACHING DEBRIEFING FORM**

DEMOGRAPHIC INFORMATION

Race/ethnicity (Please check one)

- ☐ Hispanic/Latino of any race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African-American
☐ Native Hawaiian/Other Pacific Islander
☐ White
☐ Two or more races
☐ Non-Resident Alien
☐ Unknown
Other (Specify) _____

Sex (Please circle one)

Males/Female

Part I.

****Please rate how you believe the Hendrix College Teacher Education Program helped you to develop/acquire the following abilities/dispositions, which are directly aligned with the Arkansas Teaching Standards, by circling a response for each question below.***

Standard 1: Learner Development

I understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and I am able to design and implement developmentally appropriate and challenging learning experiences.

1	2	3	4	5	6
Strongly Disagree	Slightly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree

Standard 2: Learning Differences

I have an understanding of individual differences and diverse cultures/communities and understand the importance of ensuring an inclusive learning environment that enables each learner to meet high standards.

1	2	3	4	5	6
Strongly Disagree	Slightly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree

Standard 3: Learning Environments

I have an understanding of how to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

1	2	3	4	5	6
Strongly Disagree	Slightly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree

Standard 4: Content Knowledge

I have an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) I teach and can create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1	2	3	4	5	6
Strongly Disagree	Slightly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree

Standard 5: Application of Content

I have an understanding about how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1	2	3	4	5	6
Strongly Disagree	Slightly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree

Standard 6: Assessment

I have an understanding and usage of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and use it to guide the learner's decision making in addition to my own.

1	2	3	4	5	6
Strongly Disagree	Slightly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree

Standard 7: Planning for Instruction

I plan for instruction in a way that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1	2	3	4	5	6
Strongly Disagree	Slightly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree

Standard 8: Instructional Strategies

I have an understanding and usage of a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1	2	3	4	5	6
Strongly	Slightly	Disagree	Slightly	Agree	Strongly

Disagree	Disagree	Agree	Agree
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Standard 9: Professional Learning and Ethical Practice

I have an understanding of the importance of engaging in ongoing professional learning and can use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community), and can adapt my practice to meet the needs of each learner.

1	2	3	4	5	6
Strongly Disagree	Slightly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree

Standard 10: Leadership and Collaboration

I understand and seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1	2	3	4	5	6
Strongly Disagree	Slightly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree

Part II.

****Please discuss the following aspects of your student teaching experience:***

1. How prepared did you feel you were for student teaching and why?
2. If you had it to do over, what do you wish you had known about student teaching, meaning what did you need, and what didn't you need?
3. Were the student teaching supervisor's observations of your teaching useful? How could he/she have changed the observations to have made them more meaningful to you?
4. Was the weekly feedback on your journal and your lesson assignments provided by the student teaching supervisor helpful to you? Please explain your answer.
5. Describe and evaluate both of your field placements in terms of helping you understand how to work and teach in a multicultural society.
6. Do you have any suggestions for future planning of student teacher experiences?

7. Would you recommend using your cooperating teacher with other students in the education program (Address both student teaching placements)?

8. What strengths and weaknesses did your cooperating teacher have (Address both student teaching placements)?