
Handbook for Student Teachers, Mentors, and School Administrative Personnel

Increasing in Excellence...

Teachers Helping Teachers...

...To Help Students



Neff Education Center
Emory & Henry College
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Philosophy of Student Teaching

The purpose of the student teaching program is to give prospective teachers opportunities to observe competent and highly effective teachers at work and to participate in the teaching-learning process.

Student teachers at Emory & Henry engage in supervised classroom teaching for one full semester. These classroom experiences are guided by master teachers in the host schools. In the past, student teachers have consistently identified the student teaching experience as their single most valuable professional experience.

It is widely accepted that student teachers need a minimum of one full semester in a real teaching-learning situation under the day-to-day guidance of highly competent and effective models (mentor teachers) working in concert with college supervisors to offer the best possible opportunities to learn about teaching and learning. The professional semester is expected to afford student teachers:

1. Opportunities to test and implement pedagogical implications of research and best practice.
2. Opportunities to learn how to arrive at solutions to actual problems experienced in the classroom.
3. Opportunities to assess their professional strengths and weaknesses as a basis for future growth.
4. Opportunities to observe and emulate effective teaching strategies employed by their mentors.
5. Opportunities to work collaboratively with an experienced, successful master teacher.
6. Opportunities to sample the joys and demands of the teaching profession.

The student teaching experience should also serve as an opportunity for determining one's interest in and/or suitability for entering the teaching profession.

We believe the student teacher should assume his/her teaching responsibilities gradually until a full teaching load can be managed effectively. It is further believed that the student teacher, having previously taken prescribed courses, enriched and made practical by observation and participation, can make a real contribution to teaching and learning in the assigned classroom.

Part I: To the Student Teacher

Eligibility for Student Teaching

Before students may student teach, they must have fulfilled the following requirements:

1. Maintain at least a 2.5 GPA overall and a 2.5 GPA in the major.
2. Engage in 80-160 hours of directed observation in a number of schools, across different content areas, and at different levels. (Ed115 and Ed 401)
3. Be approved by a screening committee made up of members of the Neff Education Center staff and faculty members from several other academic disciplines at Emory & Henry. This screening process involves examining students' writing, conduct under pressure, answers to challenging questions, and academic performance and professional activities at Emory & Henry College. Praxis I must be taken before interviews and must be passed before admission to the program.
4. Work successfully toward completing an academic major, both elementary and secondary, that includes a liberal arts curriculum with courses distributed in Emory & Henry's Approved Program of Study [See Survey Sheets in the Neff Center]. A rough outline is as follows:

Humanities	19 s.h.
Social Sciences	14 s.h.
Natural Sciences/Math/CS	10-12 s.h.
Major	30-42 s.h.
Professional Studies	16 s.h.
Observation/Participation	2 s.h.
Field Studies	10 s.h.

Student Teaching (The Professional Semester)

The semester during which Emory & Henry students register for student teaching, designated as the **professional semester**, is occupied exclusively by preparation, teaching, and on-going enrichment/professional growth activities. Student teaching is taught concurrently with a methods course and a weekly seminar course devoted to instruction, management, and evaluation during the weeks of full-time student teaching.

Student teaching is not an easy assignment, but for those who are willing to put forth their best efforts, it is a very gratifying and beneficial experience. A typical expression of those who have finished this program is: "It is the hardest work I have ever done, but I enjoyed every minute of it."

Format for Student Teaching (The Professional Semester)

For the first two weeks of the professional semester, students will be doing coursework full time on campus. On a day during the second week, students will report to assigned schools for orientation and observation [or will be assigned to specific meetings or presentations on campus]. During these school visits, student teachers will become familiar with their schools and will work out a teaching schedule with their mentor teacher and principal.

Secondary student teachers generally may teach five periods daily with two preparations. Student teachers in block scheduling arrangements should average five clock hours of teaching per day. Additional periods should be spent observing different aspects of school life, preparing lessons, and assisting in appropriate ways. Elementary student teachers generally teach all subjects.

All student teachers are required to log at least 120 hours of observation and participation-type activities, and 180 hours of teaching during the professional semester on **Form B**. This may be done electronically. Most student teachers will complete more than 200 hours of actual teaching.

For the 13-week period of student teaching, students will be in the schools daily. Students will be at Emory from 3:45 p.m. on Mondays for continuation of methods class and seminars. Additional seminars will be scheduled as needed.

The final 1-3 days of the professional semester will be spent on campus, when necessary, participating in culminating activities.

Policies, assignments, grade weights, and due dates in any of the field experience courses are subject to change if the need arises. Expect reading assignments and topics to be changed and/or supplemented. You should know that a grade of B in these courses is a worthy accomplishment and will be acceptable to employers.

Expectations and Requirements

Student teachers are expected and/or required to:

1. Be a part of the regular faculty, and as such should respect and accept local school policies and standards of behavior, both written and unwritten. Student teachers must remember that they, as well as all college personnel, are guests in the school and must act accordingly. Your demeanor with public school personnel and all members of the Emory & Henry Neff Center Staff who deal with you during your student teaching must be exemplary and professional. A student whose work or behavior is judged to be unacceptable by the principal, mentor teacher, or college supervisor, may be asked to withdraw from the program and will receive a grade of "F." Any rudeness or disagreement that you handle in an unprofessional manner may be grounds for immediate removal from student teaching and a reduction in your grade at any point. Insubordination will result in immediate removal from student teaching, and you may be given a failing grade. Final grades for the teaching methods course and for participation in student teaching seminar sessions will be recorded in the usual manner. Never criticize the principal, the teachers, the students, the parents, the equipment, the lunchroom, or the school in any way. Remember that you are a visitor and that you are not there to evaluate the school, but to learn all that you can about teaching.
2. Enhance the educational opportunities of the children and contribute in a positive ways to the school's meeting its goals. Use a variety of teaching methods. Do not lecture too much. Review and check for understanding often. Your task as a teacher is to engage students in learning.
3. Remember that the mentor teacher retains the legal and ethical responsibility for

instruction in the classroom and that the student teacher is a junior partner in the instructional team. The mentor teacher's authority is paramount in matters pertaining to class content, discipline, operational procedures, and evaluation of achievement. Do not take part in class discussions when the regular teacher is in charge of the class unless you are specifically asked to do so.

4. Prepare a complete classroom management plan and share this plan with the mentor teacher and college supervisor for approval.
5. Prepare acceptable lesson plans for each class for which they have primary responsibility. Share these plans with the mentor teacher for approval. Your mentor will involve you in some co-planning activities but you are ultimately responsible for your own lesson preparations. Activities you plan for students must be consistent with the school's instructional program and Virginia's Standards of Learning (SOL).
6. Prepare and administer at least two tests or other assessment devices. All tests must be approved by the mentor teacher prior to distribution. All tests and other assignments received from the students must be marked and returned to students in a timely fashion. Test results should always be examined by the mentor teacher before they are returned.
7. Be involved with the mentor in decisions relative to assigning grades for the period of time in which they are in charge of the class; however, assigning grades is the responsibility of the mentor.
8. Use technology appropriate to their teaching; for example, power point presentations, digital media streaming, or internet search projects. Discuss technology use with the mentor teacher and decide on -appropriate topics and technologies.
9. Prepare and display bulletin boards or learning centers. These are to be documented on **Form D**.
10. Keep the same working hours as their primary mentor teachers. This requirement includes attending faculty meetings, PTO meetings, county teachers' meetings, workshops, etc. These and similar activities must be documented on **Form C**.
11. Schedule a conference with the principal. Schedule frequent conferences with each of your mentor teachers for the purposes of reviewing your teaching progress and identifying both strengths and areas for further development. Your mentor teachers will evaluate your teaching and professional conduct and record them on **Forms E and F**. **Form G** is a checklist that the mentor teacher may find helpful.
12. Take the Praxis II Test appropriate to their endorsement. Register for this exam in the Neff Center by the end of the first week of the student teaching semester. Passing Praxis I is prerequisite to Student Teaching (The Professional Semester).
13. Keep an online notebook. The following forms should always be up to date:
 - a. Your teaching schedule (**Form A**)
 - b. Prepared class management/discipline plan for your student teaching
 - c. Complete daily lesson plans and tests

- d. Time sheets
 - e. Two reflections per week
14. Attend all weekly seminar sessions.
 15. Join and participate in SVEA (optional).
 16. Attend appropriate educational conferences on campus and in their schools and school divisions.
 17. Give the mentor teacher a copy of **Form H** which the mentor teacher will return to the Neff Education Center.
 18. Be professional and ethical in all that they do. Information about students or their behavior should never be discussed outside of school. Discuss students only with your mentors, supervisor, or principal.
 19. Never flirt with or date students. Maintain a "professional distance" in all interactions.
 20. Not to antagonize or insult students. If you have a serious discipline problem while the regular teacher is out of the classroom, call the teacher or the principal. You are not covered by any kind of liability insurance as most of the regular teachers are. (However, you will have liability insurance by joining SVEA.)
 21. Proceed with your regular program, when someone from the college visits your class.
 22. Make sure their mentor reads and approves any written communication they plan to send to parents before it is distributed.
 23. Know that student teaching and seminars will take practically all of their time during the entire term. Please avoid involvement in college extracurricular activities, athletics, dramatics, and other time consuming activities while doing supervised teaching.
 24. Have their mentor teacher(s) complete the evaluation (**Form E**) and e-mail it to their supervisor. If necessary you may print the evaluation for your mentor to fill out. This should be completed after your second week and after your final week of student teaching. Your mentor will discuss these evaluations with you. In addition, your supervisors and mentors will use one-page evaluations (**Form F**) to provide immediate feedback to you.
 25. Use caution when corresponding with students. You may use e-mail with students if necessary and if appropriate given their age, but you should do so in a very professional manner. Further, we advise you not to give your students special access to your MySpace page or Face Book page. To do so puts you potentially at risk.

Extra Assignments at the School

Student teachers are sometimes asked to help supervise the loading and unloading of buses, assist in the principal's office or in the guidance office, or serve as a chaperone at various school functions. Sometimes they are also asked to serve as substitute teachers. It is usually advisable to accept as many of these responsibilities as practical. Record all such activities on **Form B**. You may not receive payment for substitute teaching while doing your student teaching. You must have the permission of your mentor and college supervisor prior to substitute teaching.

Transportation

Student teachers are responsible for their own transportation to and from school. If you do not have a car, the supervisors of this program will assist you in making satisfactory arrangements.

Teaching Attire

Student teachers must be appropriately dressed at all times. Unusual hair-do's, beards, mustaches, and other conspicuous attire are not acceptable. Men should wear coats and ties on their first day of school; later, dress as the other men of the faculty dress. Women should dress in a manner consistent with other women faculty members. Please do not embarrass the principal or the teacher or jeopardize your position in the school by improper or inappropriate dress. Students admire and respect a well-groomed teacher. Remember that you are a model to your students.

Absences and Tardies

All absences must be made up in full. A student teacher who is absent or continually tardy without a justifiable excuse, or is absent for a total of five days for any reason whatsoever, may be dropped from the program and receive no credit. Justifiable excuses for absences are (1) personal illness (you must report to the Health Center or have an excuse from a physician) and (2) severe illness or death in one's immediate family.

A student who finds it necessary to be absent from school must notify his/her mentor(s) immediately. The principal and the college supervisor must also be notified; notification must be more than a note left in a supervisor's mailbox. Make sure you know how to contact your supervisor before you need to contact them.

What to do When the Public Schools are Closed

If the public schools are closed for one or two days because of the weather, attendance at professional meetings, etc., you may spend the time studying, making lesson plans, or working in the library. If the schools are going to be closed for more than two consecutive days, contact your college supervisor for directions. All teaching days missed because of bad weather must be made up.

Textbooks and Other Teaching Materials

Textbooks, teacher's manuals, current literature, technology, and other teaching aids are usually available in the public schools. If you have any difficulty in obtaining any of these items, please see your college supervisor immediately. You cannot do a satisfactory job of teaching unless you have appropriate teaching materials. You may use the resources of the Emory & Henry Curriculum Resource Center (CRC) to assist you in planning instruction. All materials borrowed from the school, or from the CRC at the college, must be returned on or before your last day in the public schools.

Evaluation and Final Grades

Final grades for supervised teaching will be recorded as A - F. Suggested percentages for grading:

25%	Your plans for teaching (Lesson Plan Notebooks). Your plans may become less elaborated the more you teach, but they should always provide evidence that you are prepared to teach the concepts and skills specified. Mentors are to approve plans before they are implemented. If planning is not done, teaching is not to proceed. This does not include the incidental moments of learning and instruction that are always appropriate, planned or not.
50%	Your actual teaching performance. To be recommended for certification, your mentors and your supervisors from the Neff Center must concur that you are capable of planning instruction and carrying it out over an extended period of time, managing a classroom on your own, and fitting in to the school environment as a professional. The Neff Center Director, who signs your recommendation for certification, is the one who makes this decision.
25%	Your reflection about your teaching performance through conversations, reflective journals, lesson plan self-evaluations, etc.

Components of a Model Lesson Plan

Lesson plans for the various grades and subject areas will differ widely in content, organization, and length, but all lesson plans should include the following:

1. A statement of the intended outcomes of the class, stating exactly what the students are expected to learn and how they will be expected to demonstrate this learning. Make specific reference to SOLs as appropriate.
2. Strategies for engaging students in active learning.
3. A list of the materials, such as reading matter, technology, tests, etc. you will use in teaching the class.
4. A thorough outline of content to be covered must be evident in lesson plans.
5. An outline of the procedures, step by step, which you will use in teaching the class. Indicate the approximate amount of time you will allow for each step. Nearly all classes should begin with a brief review of the work of the previous class. This should be followed by an introduction to the new material. One excellent strategy for introducing new material is using directed questions.
6. Evaluation - formal and informal - of the extent to which the students have learned what you intended. Have goals been met? Does the SOL portion need additional work? Will different strategies help?
7. Specific processes for "looking back" at what happened compared to what you meant to happen. Record your reflections in your journal.

Some Tips on Applying for a Teaching Position

1. Apply at least a few months before you expect to start teaching.
2. Be certain that grammar and spelling are correct in any correspondence.
3. Use the expertise and facilities of the Emory & Henry Career Services Office (944-6144). Create a file with them and keep it up-to-date.
4. Talk with your college supervisor.
5. Always write a letter of application even though you have met the principal or superintendent and have been to his/her office for a personal interview.
6. Type letter if possible.
7. Address your letter to the superintendent, principal, or director of personnel by name.
8. Your letter should state exactly what position you are seeking, your professional qualifications, degrees, anticipated graduation date, license, etc.
9. Give a brief résumé of your personal qualifications.
10. Say that your health is good or explain any physical handicaps.
11. Tell why you are interested in teaching in a particular area.
12. State that you will be glad to furnish appropriate references and arrange for a personal interview.
13. If you are sent an application blank, fill it out completely, including a photograph if one is requested, and return it immediately, along with a short "thank you" letter. Give the complete name, address, and telephone number, including area code, of all references.
14. Arrange for a personal interview if possible.
15. If you are offered a contract, accept it or reject it immediately, or explain why you are not ready to make a decision.
16. Prepare a portfolio – both electronic and hardcopy – that shows your work (a learning center you prepared, one or two best plans, a case study, report, a class publication, etc.)
17. Apply at several different places.
18. When you ask a person to recommend you, furnish that person a stamped, addressed envelope.

Requirements for Licensure

Every state requires all teachers in the public schools to be licensed by the state department of public instruction. Teachers' licenses, however, are not issued automatically to every individual who completes student teaching and graduates from college. Each applicant for a license must have been properly enrolled in an appropriate Teacher Preparation Program and must have the recommendation of the college's department of education. Appropriate forms for applying for a teacher's license may be obtained from the Neff Center. These applications are completed during the Exit Interview.

Upon the successful completion of student teaching, passing of the state required proficiency tests (PPST and area specialty test) and the recommendation of the College, the student will receive an "eligibility for license" letter from the Virginia Department of Education. Once the student has contracted a teaching position in Virginia, the State Department of Education will send the employer the collegiate professional license.

Students who plan to teach in a state other than Virginia should consult a member of the Education Department concerning the requirements for licensure in the state in which they plan to teach. Emory & Henry is now accredited by TEAC (Teacher Education Accreditation Council). If the student plans to teach in a state other than Virginia, he or she should check with the Education Department chairman for a list of states in which the Virginia Collegiate Professional certificate is valid and acceptable.

Part II: To the Mentor Teacher

The Mentor Teacher

The purpose of the student teaching program is to give prospective teachers an opportunity to observe competent and highly effective teachers at work and to participate in the teaching-learning process.

Thank you for being willing to share your personal and professional gifts with student teachers from Emory & Henry!

In the next few pages we will endeavor to delineate expectations and answer any questions you may have regarding your responsibilities as a mentor teacher. It will be helpful for you to become thoroughly familiar with this and the previous section of this handbook (Part I) so that you can be aware of the college's expectations for student teachers.

Overview of Program and Expectations

Each student teacher is assigned to a public school to teach for a period of no less than 13 weeks with several days of observation/participation prior to full time student teaching. The relative amount of time given to observation and to actual participation will vary. You may assign the student teacher non-teaching tasks (grading papers, calling the roll, supervising pupils at lunch or recess) during their first few days of observation/participation in the school. Most student teachers will be ready to begin some teaching after only a few days in the classroom. You may allow the student teacher to take charge of the class for part of the period, or you may prefer that the student teacher take charge for the entire period. You should decide when the student teacher is ready to assume the responsibilities of teaching the class and the most appropriate time to begin teaching. This may be at the beginning of a new unit or project, just after an examination, or at the beginning of a week, month, or report card period. The student teacher must do a total of at least 180 hours of actual teaching. In general, the quicker the student teacher is incorporated into the teaching process the better! Tension builds for many when there is no interaction with students for several days.

You may elect to remain in the classroom during the entire time the student teacher is in charge of the class, or you may wish to leave the student teacher alone with the students as soon as they are able to manage the class alone. You should decide upon this matter in consultation with the student and the principal. However, mentors are expected to observe their student teachers daily and provide appropriate feedback. Team teaching opportunities should also be arranged, whereby the mentor and student teacher jointly plan, teach and evaluate teaching and learning.

The student teachers' participation in your class may be terminated at any time if you feel their performance is unsatisfactory and a handicap to either yourself or your students.

Generally, secondary student teachers may teach five periods a day with no more than two preparations. Elementary teachers generally teach all subjects but they may team teach with

their mentors in some subjects for the entire length of their student teaching. Generally, the student teacher should have no more than two mentors.

Please assist your student teacher in planning lessons and suggest ways to improve instruction. Mentor Teachers are to approve lesson plans before they are implemented. If planning is not done, teaching is not to proceed. You are also asked to discuss, from time to time, the progress of your student teacher with the directors of this program. You will not be burdened with a large number of reports to make to the college, but you will be asked to complete an evaluation at the second and final weeks of student teaching. This evaluation concerns the student teacher's general behavior, quality of preparation, and effectiveness in the classroom.

Additionally, you will be asked to participate in two seminar sessions with your student teacher and college personnel if you have a student teacher for an entire semester. You should attend one seminar if you have a student for one-half of the semester. The dates and times of these sessions will be determined after consulting with the individuals involved.

Even though mentor teachers are empowered with the responsibility and autonomy to provide primary direction and supervision for the student teachers, college supervisors will continue to conduct some formal "drop in" evaluations. Periodic visitations will also be made for the purpose of lending support and maintaining communication between mentors, student teachers, and college supervisors.

If you would like to see college personnel at any time, they will be happy to come at your convenience. You may send word to them by the student teacher or call them at the college or at home.

After consulting with you, the college supervisor will assign a grade for the student teaching experience.

Please be assured that neither ~~the~~ student teachers nor any representative of the college will criticize you or any activity carried on within your class. ~~Your~~ Student teachers are not there to evaluate your work but to learn all that they can learn about effective teaching.

The financial remuneration you will receive for serving as a mentor teacher will be mailed at the end of the semester.

Role of the Mentor Teacher

The mentor teacher will exert a great influence in the formation of the student teacher. As a daily model and "coach," the mentor will work in close relationship with the student teacher. No student teaching experience will be effective unless good rapport, based upon mutual respect and understanding, exists between the mentor teacher and the student teacher. The mentor teacher is expected to give direction to the activities of the student teacher in the teaching process.

We would like to suggest the following responsibilities of mentor teachers:

To talk about teaching and learning with the student teacher and to serve as a friend and "sounding board" in order to promote introspection, inquiry and reflection about particular areas of interest or concern.

To accept the student teacher as a professional partner and help him/her gain the status of a co-teacher, introducing the student teacher to colleagues, staff, and administrators when possible.

To acquaint the student teacher with the overall purposes of, and general plan for, the year's program.

To lead the student teacher to accept each child as a unique individual.

To plan with the student teacher the steps in assuming the responsibilities of the classroom.

To demonstrate effective teaching.

To help the student teacher become acquainted with rules, regulations, policies, curricula, and facilities of the school.

To provide the following printed material, explanations, and general information to the student teacher:

- teachers' handbook and/or students' handbook
- philosophy of school
- school policies
- school calendar
- daily schedule
- records and reports required of teachers
- diagram of school
- fire drill information
- special areas (Learning Disabled, Title I, alternative education, etc.)
- general information about pupils
- basic textbooks and teachers' manuals

To provide the student teacher with limited but definite instructional responsibilities soon after arrival, even the first day, if appropriate.

To check lesson plans daily and arrange for co-planning sessions as often as necessary.

To remember that the professional and legal responsibility of the classroom remains in the hands of the classroom teacher

Role of the College Supervisor

The college supervisor has prime responsibility for coordinating the resources of the college and the cooperating public schools. With the assistance of the superintendent, supervisory staff, and the principals, the mentor teachers are selected. Mentor teachers serve as the primary source of guidance, direction, and supervision of student teachers. The college supervisor, therefore, assists the mentor teacher in accommodating student teachers in the following ways:

Interpreting college procedures, routines and expectations.

Providing training and orientation to mentor teachers concerning their responsibilities and expectations.

Conducting orientation/preparation sessions with students prior to beginning student teaching.

Visiting, conducting "drop in" observations, and holding individual and joint conferences with student teachers and mentor teachers when deemed necessary or requested.

Helping mentor teachers guide students in interpreting classroom experiences, in light of sound educational theory and practice, by conducting weekly interactive seminar sessions with student teacher, and periodic joint sessions between student teachers and mentor teachers.

Helping to evaluate student teachers. After consulting with the mentor teacher, the college supervisor is responsible for assigning final evaluation and course credit that the student receives.

Role of School Administration

The Principal

The principal holds a strategic position in determining the quality of student teaching. The principal's leadership provides the setting and support for a professional student teaching experience.

Other responsibilities:

Makes final judgments in assigning student teachers to trained mentor teachers.

Orients faculty to the student teaching program.

Conducts an orientation meeting with student teachers at the initial visit and a terminal meeting at the conclusion of student teaching.

Observes and evaluates the student teacher upon the request of the mentor teacher or supervisor.

Conducts conferences with student teachers when necessary.

Interprets the student teaching program to the public.

Superintendent

The role of the superintendent of the school district is decisive. The superintendent is expected to interpret the school's policies concerning the student teaching program and serve as liaison between the school system and college, working closely with the college Education Department personnel in the maintenance of rapport.

Guidelines for Evaluation of Student Teachers

One of the most difficult tasks of the mentor teacher is the evaluation of the student teacher. Evaluation should take into consideration the quality with which the student fulfilled the requirements and responsibilities of student teaching. These requirements and responsibilities include:

- Keeping an online notebook (See Handbook, page 6)
- Planning for Teaching (See pages 13-14)
- Teaching Competencies/Performance (See **Forms E and G**)
- Reflections on Teaching

The following criteria are suggested as guides for evaluation:

Evaluation should be a day-to-day, continuous process involving student teacher, mentor teacher and college supervisor.

The student teacher, as an active participant in the process, should be guided to a place where he/she will practice effective self-evaluation.

A variety of evidence should be considered as a basis of evaluation:

- systematic (focused) observations
- informal observations (casual observations, or "drop in" observations)
- reaction of students
- written work, including lesson plans and reflections on teaching
- overall performance and professional behavior (**Forms E and G**).

Mentor teachers may use an electronic evaluation form that can be filled out by computer and e-mailed to the supervisor. The mentor teacher should discuss the evaluations with the student teacher. These evaluations should consider beginning and final performance and should reflect the performance of a student teacher, not an experienced teacher. Following the discussion of the mentor teacher's evaluation, the student teacher is responsible for making sure documents have reached the college supervisor. These evaluations will be placed in the student teacher's file in the Neff Center.

The final evaluation or rating of the student teacher should reflect the mentor teacher's

responsibility to:

- the future pupils of the student teacher
- the teaching profession
- the student teacher

The final grade for student teaching is assigned by the college supervisor and is an indication of the student's general performance. The student teaching grade will be assigned on the basis of all available evidence, including general teaching performance (in comparison with other student teachers, not experienced teachers), the quality of lesson plans, cooperation and willingness to strive for excellence during student teaching, and professional conduct.

Part III: Forms

Form D: Bulletin Board/Learning Center/Specific Hands-On Unit Documentation

Describe Display: _____

Your Mentor's Comments:

Mentor Signature _____ Date _____

Describe Display: _____

Your Mentor's Comments:

Mentor Signature _____ Date _____

Form E: Student Teacher Evaluation

This form is completed by the mentor teacher after three weeks and in the final week of student teaching. Students with more than one placement need one evaluation from each assignment. This form may be completed electronically and submitted via e-mail to the college supervisor. Alternatively, this form may be printed, signed, and returned to the college supervisor via the student teacher. Completed and authenticated forms are kept on file at the Neff Center.

Student Teacher:	School:
Mentor teacher:	Grade/Subject:
Date of form: Signature/Date: <i>The mentor teacher should sign if this form is printed. If e-mailed from mentor, the supervisor will print and sign before filing.</i>	

Use the scale below to rank the development of the student teacher at this time. Please also comment in the spaces provided -- being as explicit and specific as possible. Thank you.

- 5** = Excellent. No improvement needed. Unusual for a new teacher.
- 4** = Very Good. Appropriate for this stage of development. Shows signs of moving towards excellence.
- 3** = Adequate. Still struggling but shows signs of improving. Capable of becoming a good teacher with more guidance and practice.
- 2** = Inadequate. Struggling but with few signs of capability for improvement
- 1** = Missing or so spotty as to be inadequate and detrimental. Unmotivated or incapable of change. May not be a suitable candidate for teaching at this level.

Subject Matter Knowledge

- The student teacher's instructional plans demonstrate an understanding of the content.
- The student teacher demonstrates an understanding of the subject matter to the extent necessary to teach at this level.

Comments:

Pedagogical Knowledge

- The student teacher uses positive motivation techniques.
- The student teacher has high, but realistic expectations for student performance.

- The student teacher plans all pupil contact time.
- The student teacher's instructional plans demonstrate an understanding of the content and an awareness of the variety of ways in which skills and concepts can be learned.

The student teacher's unit plans generally include:

- clearly identified long-range goals and short-term objectives.
- the materials and methods to be used, demonstrating a variety of ways to illustrate information.
- use of special supplementary sources when appropriate (such as a library, field trip, resource person).
- provisions for students to have guided and/or independent practice.
- specific plans for actively involving each student in the learning process.
- a variety of methods, formal and informal, to evaluate student understanding.
- The student teacher's daily written lesson plans are detailed enough for another teacher and/or substitute to use.

Comments:

Teaching Skills

- The student teacher creates an environment in the classroom where students feel free to be a part of the class and in which they work productively toward important goals.
- The student teacher frequently praises the academic performance of students.
- The student teacher models active involvement and demonstrates visible leadership.
- The student teacher leads students to understand concepts and skills, demonstrates how they operate, provides opportunities for student practice as a significant part of applications of knowledge, and gives feedback so that students can comprehend and retain what is being taught.

The student teacher's lessons generally include:

- cues that arouse interest, and/or engage students in the lesson
- objectives

- a model for how to go about learning and the opportunity to use that model
- formal and informal assessment of student understanding
- a chance to apply the lesson learned
- a chance to communicate things learned
- The student teacher uses various groupings, methods, and materials based on the needs of the students and the objectives of the lesson.
- The student teacher tries to keep students academically engaged for a high percentage of the available instructional time.
- The student teacher uses a direct instruction teaching model as appropriate--keeping students on task, direct supervision of skills, providing quality seat work--where applicable.
- The student teacher monitors all non-direct teaching activities for their usefulness and appropriateness (i.e., seat work assignments, homework, tests and quizzes, use of learning centers, independent study, and individualized instruction).
- The student teacher minimizes the lecture mode.

Comments:

Management Skills

- The student teacher's planning maximizes student on-task time.
- The student teacher clearly defines, communicates to students, and monitors the limits of student behavior.
- The student teacher monitors the rest of class while working with small groups and individuals.
- The student teacher organizes and arranges the classroom to maximize engagement in learning.

Comments:

Independent Learning

- Objectives in the student teacher's instructional plans relate directly to the objectives of the local school division's adopted curriculum, using adopted program materials, e.g., manuals, course

descriptions, student texts, recommended supplementary materials. (i.e. adapts knowledge to new expectations and materials)

- Student Teachers demonstrate an ability and motivation to learn new material by asking questions or by researching new material.

Comments:

Sensitivity to Diversity, Multicultural Ethic

- The student teacher focuses on student behavior more than personality.
- The student teacher gives the impression of enjoying working with students and reflects respect for them as individuals
- The student teacher identifies pupils' subject matter strengths and weaknesses and their academic, social, emotional, and physical needs and takes these factors into account when planning.
- Student teachers demonstrate an awareness of cultural, physical, intellectual, and learning differences.
- Student teachers differentiate instruction when appropriate.

Comments:

Technological Skill

- Student teachers indicate familiarity with educational technology and an ability to use technology when appropriate.

Technologies used:

Professional Responsibilities

- The student teacher fulfills employee responsibilities.
- The student teacher keeps curricular and instructional practices current.

- The student teacher supports school regulations and policies.
- The student teacher assumes responsibilities outside the classroom as they relate to the school.
- The student teacher promotes academic self discipline and responsibility.
- The student teacher demonstrates proper conduct in all phases of assignment.
- The student teacher uses and maintains equipment properly.
- The student teacher demonstrates effective interpersonal relationships with staff and students.

Comments:

Form F: Student Teacher Observation (Elementary)

Student
Teacher _____ Observer _____ School _____

Grade/subject _____ Lesson Date _____

Category/item	Evaluation criteria	Rating
AIMS		
1. Clarity of aims	The purposes of the lesson are clear.	0 1 2 3 4 5 6 7
2. Appropriateness of aims.	The aims are neither too easy nor too difficult for the pupils. They are appropriate, and are accepted by the pupils.	0 1 2 3 4 5 6 7
PLANNING		
3. Organization of the lesson.	The individual parts of the lesson are clearly related to each other in an appropriate way. The total organization facilitates what is to be learned.	0 1 2 3 4 5 6 7
4. Selection of content.	The content is appropriate for the aims of the lesson, the level of the class and the teaching method.	0 1 2 3 4 5 6 7
5. Selection of materials.	The specific instructional materials and human resources used are clearly related to the content of the lesson and complement the selected methods of instruction.	0 1 2 3 4 5 6 7
PERFORMANCE		
6. Beginning the lesson	Pupils come quickly to attention. They direct themselves to tasks to be accomplished.	0 1 2 3 4 5 6 7
7. Clarity of presentation.	The content of the lesson is presented so that it is understandable to the pupils. Different points of view and specific illustrations are used when appropriate.	0 1 2 3 4 5 6 7
8. Pacing of the lesson.	The movement from one part of the lesson to the next is governed by the pupils' achievement. The teacher "stays with the class" and adjusts the tempo accordingly.	0 1 2 3 4 5 6 7
9. Pupil participation and attention.	The class is attentive. When appropriate, the pupils actively participate in the lesson.	0 1 2 3 4 5 6 7

Category/item	Evaluation criteria	Rating
10. Ending the lesson.	The lesson is ended when the pupils have achieved the aims of instruction. There is a deliberate attempt to tie together the planned and chance events of the lesson and relate them to the immediate and long-range aims of instruction.	0 1 2 3 4 5 6 7
11. Teacher-pupil rapport.	The personal relationships between pupils and the teacher are harmonious.	0 1 2 3 4 5 6 7
EVALUATION 12. Variety of evaluative procedures.	The teacher devises and uses an adequate variety of procedures, both formal and informal, to evaluate progress in all of the aims of instruction.	0 1 2 3 4 5 6 7
13. Use of evaluation to improve teaching AND learning.	The results of evaluation are carefully reviewed by teacher and pupils for the purpose of improving teaching and learning.	0 1 2 3 4 5 6 7

Comments and Suggestions:

Form F: Student Teacher Observation (Secondary)

Student
Teacher _____ Observer _____ School _____

Grade/subject _____ Lesson Date _____

Category/item	Comments
1. Plans clear objectives provided review clear assignment content outline key questions student activities	
2. Questioning Technique	
3. Classroom Management discipline atmosphere	
4. Rapport with Students	
5. Command of Language	
6. Command of Subject Matter	

Category/item	Comments
7. Appropriate Instructional Procedure	
8. Variety of Instructional Procedures	
9. Dress and Appearance	
10. Other	

Comments and Suggestions:

Form F: Student Teacher Observation (Physical Education)

Student Teacher _____ Observer _____

School _____ Grade/subject _____

Lesson Date _____

Circle the number that best indicates what is observed. 1 = excellent, 3 = good, 5 = poor. N/A if not applicable.

Area	Item	Rating
Lesson Plans	Are thorough - related to SOL's; easily understood; drills, etc., clear	1 2 3 4 5
	A variety of strategies is provided; assessment strategies are included	1 2 3 4 5
Format of the lesson plan	Review	1 2 3 4 5
	Introductory (Rigorous 2 min ₊)	1 2 3 4 5
	Fitness (5 minutes _± related to SOL s and to focus)1	1 2 3 4 5
	Focus (list activities) well done & managed	1 2 3 4 5
	Closing: activities, review, etc.	1 2 3 4 5
	Assessment/Evaluation	1 2 3 4 5
	Management (efficient, time saving)	1 2 3 4 5
	Class	1 2 3 4 5
	Equipment	1 2 3 4 5
	Safety	1 2 3 4 5
Academic Learning Time	Comprises 90% of the class or better	1 2 3 4 5
	Skill improvement/feedback/practice are provided	1 2 3 4 5
Discipline		1 2 3 4 5
	Preventive measures	1 2 3 4 5
	Effective technique	1 2 3 4 5
Atmosphere of the class		1 2 3 4 5
	Positive engagement of all students	1 2 3 4 5
	Rapport	1 2 3 4 5

Area	Item	Rating
Individual teaching skills		1 2 3 4 5
	Voice, demonstration, active involvement	1 2 3 4 5
	Movement in each area of class, etc	1 2 3 4 5
Professional appearance, dress, neatness, etc		1 2 3 4 5
Overall evaluation		1 2 3 4 5

Comments and suggestions:

Form G: Checklist of Desired Student Teacher Behavior

While the student teacher is in the classroom, it is expected that he/she will have witnessed or experienced the major activities and duties for which teachers are usually responsible. The following checklist has been prepared to aid the mentor teacher in determining the extent to which the student teacher has assumed these responsibilities. This checklist is simply intended as a guide to assist mentors in giving direction and guidance to student teachers.

1. In the School

- a. Is he/she familiar with the policies of the school regarding homework, personnel records, home visits and conferences, community services, reporting to parents, accidents, fire drills, school safety, etc.?
- b. Does he/she have a working knowledge of the school's curriculum?
- c. Is he/she acquainted with all members of school staff and their functions?
- d. Is he/she acquainted with school library - media center, its resources and schedule?
- e. Is he/she acquainted with the special programs and their functions (Title I Reading and Math, learning disability classes, etc.)?

2. In the Classroom

- a. Was the student teacher responsible for managing the classroom and activities for several days without mentor teacher's presence?
- b. Is he/she acquainted with normal behavior patterns of children in the class?
- c. Is he/she acquainted with the philosophy and methods of his mentor teacher?
- d. Does he/she understand the responsibilities for routine classroom management? making absence reports? keeping register? keeping grade books? controlling light and heat?
- e. Does he/she locate and use audio visual aids and other supplementary instructional materials?
- f. Did he/she demonstrate class control and maintain his/her role as teacher?
- g. Did he/she seek and use information found in cumulative records? familiarize self with standardized testing program and results? understand the confidentiality of pupils' permanent records?
- h. Did he/she direct learning activities in all subject areas (if applicable).
- i. Were his/her methods varied in introducing and evaluating a lesson?
- j. Did he/she make assignments properly?
- k. Did he/she work with individuals, small groups, entire class? Was team teaching experienced?

- l. Did he/she show initiative, resourcefulness, and creativity in teaching and planning?
 - m. Did he/she prepare units and carry them through in acceptable fashion?
 - n. Is he/she familiar with and did he/she assist in evaluating pupil progress? With parent conferences?
 - o. Did he/she construct and administer tests for evaluating pupil progress? Were a variety of item types used?
3. Outside the Classroom
- a. Did he/she assist in or observe interviews with parents?
 - b. Is he/she familiar with lunch room procedures, assembly programs, library facilities, school clubs, bus duty, etc.?
 - c. Did he/she attend faculty meetings, PTA meetings, in-service education meetings, district meetings (if applicable)?
4. Personal Characteristics
- a. Did he/she demonstrate interest in improving their own ideas and methods?
 - b. Did he/she show a spirit of cooperation and enthusiasm?
 - c. Was his/her dress neat and appropriate?
 - d. Did he/she demonstrate a willingness to work together as a team?
 - e. Was he/she discreet in discussing matters concerning other teachers and fellow staff members?
 - f. Is he/she familiar with professional publications?
 - g. Did he/she show resourcefulness and imagination in finding and using supplementary aids?
 - h. Was he/she punctual and thoughtful in notifying the mentor teacher and principal if it was necessary to be absent or tardy? Did he/she send lesson plans for the day?
 - i. Did he/she analyze and generalize from personal experiences?
 - j. Was he/she able to adjust plans as needed without becoming upset?

Form H: Mentor Teacher's Contact Information

Filing this form updates your mentor teacher record to facilitate distribution of honorarium checks and correspondence between you and the college for placement and supervision of student teachers.

Please use this form to initiate a mentor record (new mentors) or to submit a change of name, address, telephone number, school, or grade.

New Mentors, please complete and return the W-9 on the following page also.

Full Name: _____

Last 4 of the Social Security Number: _____ (Please include the last 4 digits of the SSN for identification in case of similar names.)

Mailing Address: _____

E-mail address: _____

Phone: (Day): _____ (Evening): _____

Best time(s) to call: _____

Grade _____ School _____

Time of planning period: _____

Remove this form from the Handbook, complete it, and return it to:
Neff Education Center, EHC
P.O. Box 947
Emory, VA 24327-0947

Failure to return this form or to keep your contact information updated will result in delays in the payment of the mentor teacher honorarium. Please assist us by keeping your contact information up to date!

Form W-9 (Rev. January 2002) Department of the Treasury Internal Revenue Service	<h2 style="margin:0;">Request for Taxpayer Identification Number and Certification</h2>	Give form to the requester. Do not send to the IRS.
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Print or type See Specific Instructions on page 2.	Name		
	Business name, if different from above		
	Check appropriate box: <input type="checkbox"/> Individual/ Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Other ▶	<input type="checkbox"/> Exempt from backup withholding	
	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)	
	City, state, and ZIP code		
List account number(s) here (optional)			

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. 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 2. 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 2.

Social security number								
or								
Employer identification number								

Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.

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. person (including a U.S. resident alien).

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 2.)

Sign Here	Signature of U.S. person ▶	Date ▶
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Purpose of Form

A person who is required to file an information return with the IRS must get 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 give your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify the TIN you are giving is correct (or you are waiting for a number to be issued).
2. Certify you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee.

If you are a foreign person, use the appropriate Form W-8. See Pub. 515, Withholding of Tax on Nonresident Aliens and Foreign Entities.

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.

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 30% of such payments **after** December 31, 2001 (29% **after** December 31, 2003). This is called "backup withholding." Payments that may be subject to backup withholding include 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, or
2. You do not certify your TIN when required (see the Part II instructions on page 2 for details), or
3. The IRS tells the requester that you furnished an incorrect TIN, or
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 on page 2 and the separate **Instructions for the Requester of Form W-9**.

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.

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