University of Southern Indiana
Student Teaching Handbook
(using the Co-Teaching Model)
Spring 2016

A Guide for Teacher Candidates,
Cooperating Teachers,
and University Supervisors

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INTRODUCTORY REMARKS TO TEACHER CANDIDATES

The professional semester is a pivotal time in your development as a teacher. Student teaching marks the transition from being a college student to becoming a professional educator. During this semester, you will be fully immersed in the daily work of teaching. You will participate in planning curriculum, delivering instruction, managing the classroom, and assessing student learning. You must abide by all policies and procedures outlined for faculty and staff, and you must be mindful that you are a guest in the school. It is a privilege to work this closely with students.

Student teaching is a full-time, 16-week experience. The experience can be rewarding, challenging, and overwhelming – all at the same time. Please do not underestimate the full-time nature of this endeavor. If you attend to all of the duties expected of you, you will work long hours on weekdays and weekends, as well. You must have completed all of the required classes for your program before you student teach, and you should not take any courses other than the capstone course during your student teaching semester. If you hold a part-time job during your professional semester, remember that your first priority must be student teaching. This will be a very busy semester indeed.

Please be aware of the professional nature of this experience. You are no longer viewed as a college student; you are seen as a professional. You will be expected to dress and act professionally and to carry your share of responsibilities in the classroom. Your Facebook page, and other public representations of you, must be professional in every regard. Your communications with colleagues, school personnel, students, and parents must reflect your professional stature.

SUPPORT PERSONNEL

While student teaching is a demanding endeavor for most teacher candidates, rest assured that you do not embark upon this journey alone. There are several people you may contact for help during your professional semester, and they all want you to be successful. Do not be afraid to ask for assistance.

Cooperating Teacher

The host classroom teacher is sometimes referred to as your supervising teacher or mentor teacher. This person has a wealth of expertise to share with you. Please be respectful of this teacher’s professional guidance and show your appreciation for being invited into his or her classroom.

University Supervisor

The university supervisor is the liaison between your student teaching placement and USI. Your university supervisor will set up a “triad” meeting with you and your cooperating teacher early in your experience. After that, your university supervisor will visit your school a minimum of four times to watch you teach. Some visits will be scheduled, and some may be unannounced. If you have any problems with your student teaching, your university supervisor is an excellent “go to” person.

Coordinator of Student Teaching and Licensure

Mrs. Nancy Martin is the Coordinator of Student Teaching and Licensure. Mrs. Martin handles the paperwork related to student teaching placements. She also visits the capstone classes to explain the procedures for applying for an Indiana teaching license or a license in other states. She can be reached at nmartin@usi.edu
Director of Advanced Clinical Experience and Co-Teaching
Mrs. Joyce Rietman serves as the Director of Advanced Clinical Experience and Co-Teaching. She can be reached at jrietman@usi.edu

PHASES OF THE STUDENT TEACHING EXPERIENCE
While we hope the teacher candidate will be involved in classroom activities from the beginning of the term, the depth of that involvement follows a normal progression from orientation to increasing levels of engagement followed by a period for closure. These phases will best be determined by the cooperating teacher. There is no hard and fast rule about how much time should be spent in each phase.

Phase 1: Orientation and Observation is a dedicated time for orientation to the school building, classroom, and students. It includes time for the student teacher to watch the cooperating teacher deliver instruction, manage the classroom, and conduct other school-based activities. The purpose of this phase is for the candidate to observe a master teacher in action and to get acclimated to the classroom and to the school.

During this phase, the teacher candidates should:

1. Become familiar with the classroom routine. How does class begin and end? How are assignments given? How is time managed? What types of assessments are used?
2. Become familiar with the expectations for teachers in regard to such things as dress code, signing in and out of the building, making and receiving phone calls, and using email.
3. Become familiar with the students. Are seating charts used? Are there noticeable differences in ability levels, interests, etc.? Do any students have significant health concerns?
4. Become familiar with housekeeping routines. How is attendance taken and recorded? How are announcements and interruptions handled? How are papers collected and distributed?
5. Learn safety procedures for disaster drills and other emergencies.
6. Become familiar with any supervisory responsibilities such as lunchroom duty, hall duty, recess, or bus duty. Get involved in extracurricular activities, if appropriate.
7. Observe different aspects of maintaining and fostering effective classroom dynamics. What is the classroom management plan? How is discipline monitored? What techniques are used for maintaining time on task?
8. Become familiar with school personnel – administrators, support staff, school nurse, social worker, guidance counselor, special area teachers, resource teachers, custodians, etc.
9. Become familiar with the school building and location of important areas, such as the cafeteria, media center, staff restroom, teacher work areas, and gymnasium.
10. Learn to use technology and resources in the classroom such as smart boards, projectors, laboratories, manuals, and other teaching tools.

Phase 2: Active Participation and Instruction is defined as time spent engaged in the duties of teaching, and it will encompass most of the student teaching experience. This phase would include time for the student teacher to assist with instruction for some or all periods of the day. This also includes time spent in non-classroom duties, such as the planning period, faculty meetings, team meetings, conferences,
and other professional responsibilities. The goal of this phase is to help the student teacher experience the demands of full-time teaching and to develop the confidence and skills needed to become a successful educator.

In the Co-Teaching Model used by USI, the teacher candidate and the cooperating teacher will share the responsibility for planning curriculum, implementing instruction, and assessing student learning. The cooperating teacher and teacher candidate share the classroom duties as co-teachers throughout the experience. There will be times that the teacher candidate solo teaches or is responsible for planning how the two teachers will be involved in presenting lessons. The cooperating teacher will determine what is most appropriate to ensure quality instruction and continuity for the K-12 students in the classroom.

**Phase 3: Transition and Reflection** is a period of time for transferring the instructional responsibilities back to the classroom teacher. It should provide time to discuss the final assessment in a triad meeting between the cooperating teacher, university supervisor, and teacher candidate. It is often beneficial for the teacher candidate to observe other master teachers. If these visitations are at another school, they must be arranged by school officials, not by the teacher candidate.

**DAILY SCHEDULE**
Teacher candidates are required to be at the school the same hours as contract teachers. However, they are encouraged to arrive early and stay late to ensure that they have adequate time for planning and preparation. Teacher candidates may not leave the building before the end of the teachers’ contracted time, even if the teacher’s planning period is the last period of the day. If teachers in the building are allowed to leave for lunch, teacher candidates may do so as well, as long as they follow school policies.

**Note:** Teacher candidates will follow their school calendar, not the USI calendar, for holidays and breaks. The class schedule for your synthesis class or capstone course does not follow your school calendar. Check with the instructor and the USI calendar for that schedule. Days when school is closed due to inclement weather do not count against the teacher candidate. Teacher candidates must attend make-up days or make-up times that are scheduled during the student teaching assignment.

**TRACKING CLOCK HOURS**
Teacher candidates must account for the hours that they are required to be at school (from the start of the teachers’ day to the end of the teachers’ day) during the entire student teaching assignment. They should track daily hours and tally weekly hours on the Time Sheet provided for this purpose. The hours that are spent planning or grading papers at home are not recorded, even though they are an important part of the student teaching experience. Times may be rounded to the nearest quarter hour. Teacher candidates must account for any absences from school. A Time Sheet is provided in the Appendix of this handbook.

University supervisors will ask to see the up-to-date Time Sheet when they visit. Teacher candidates should secure signatures from their cooperating teacher(s) and university supervisor before the end of the term. *The signed Time Sheet will be collected by the university supervisor and filed in the Education Office.*

**AFTER SCHOOL ACTIVITIES**
Teacher candidates are required to attend any meetings that the cooperating teacher is required to attend. This includes professional development workshops, in-service training, before and after school faculty meetings, open house, parent-teacher conferences, etc. The only exception to this is if the cooperating
teacher says that it would not be appropriate for the candidate to attend a certain function. Please remember that attendance in the capstone class is required; therefore, teacher candidates cannot have any commitments that would interfere with this course, even if they are school related.

**TUTORING DURING THE STUDENT TEACHING SEMESTER**

USI teacher candidates may not be compensated for tutoring students who are enrolled at the school where they are student teaching.

**PERSONAL DAYS AND ILLNESS**

Attendance for student teaching is mandatory. Absences will be considered on an individual basis, and excessive absences will have to be made up. Because teacher candidates are expected to be at school every day, there are no “personal days” for appointments, vacations, or job interviews. If candidates have an emergency that will keep them from attending school, they must contact the cooperating teacher and university supervisor as soon as possible and well before the school day begins.

How sick is too sick to go to school? Candidates must follow the health guidelines established for K-12 students. Candidates must stay away from school if they are suffering from vomiting, diarrhea, fever over 100 degrees, unexplained rashes, chicken pox, pink eye, impetigo, scabies, ringworm, or any type of contagious disease.

Teacher candidates with children or other dependents must arrange for their care before the student teaching semester begins. Teacher candidates cannot miss student teaching because of a sick child at home.

**PROFESSIONAL DEVELOPMENT REQUESTS**

The policy for requesting time away from student teaching for professional development can be found at: [http://www.usi.edu/science/teachered/studentteaching.asp](http://www.usi.edu/science/teachered/studentteaching.asp)

**SUBSTITUTE TEACHING**

Student teachers are not allowed to serve as substitute teachers, even if they hold a valid substitute teaching license. This is a statewide policy, and serving as a substitute without prior approval could result in the candidate’s dismissal from student teaching. In extreme emergencies, the candidate may cover the cooperating teacher’s classroom until a substitute teacher can be found. This arrangement is to be reserved for true emergencies, and it must be approved by the school principal and the Director of Advanced Clinical Experience and Co-Teaching.

**LESSON PLANS AND THE PLANNING NOTEBOOK**

The Planning Notebook is a 3-ring binder that holds the lesson plans, the daily schedule, the candidate’s Time Sheet, and other forms for student teaching. The Planning Notebook should be at school and available for the cooperating teacher and university supervisor to view. The university supervisor will check the Planning Notebook at each visit.

**A. Lesson Plans**

Adequate planning is closely tied to success in instruction and classroom management. Teacher candidates must have written lesson plans in advance. All lesson plans must be kept in the Planning Notebook, and they must be available at all times to share with the cooperating teacher and the university supervisor. The lesson plans may be handwritten or word processed. Even if the cooperating teacher
the teacher candidate must. Failure to write adequate and timely lesson plans is cause for dismissal from student teaching.

If the school dictates a specific lesson plan format, candidates should use that format. If a specific format is not required by the school, the teacher candidate should use the USI Teacher Education Department lesson plan format. It is included in the Appendix.

**How many lesson plans are needed each day?**

It depends on what the candidate is teaching. If four classes of pre-algebra and one class of geometry is taught each day, two written plans per day will be needed. On a block schedule, if the candidate teaches two government classes on “A Day” and two government classes on “B Day,” only one lesson plan will be needed for all four government classes provided they are taught the same way.

For elementary teachers, the same applies concerning plans for each content area. Not all content areas will require the same kind of plans – a learning center might require a different kind of lesson plan than a whole group math lesson, for instance. Regardless, a written plan is needed for each lesson taught.

The daily plans should be shared with the cooperating teacher before each lesson is taught, and the university supervisor must see evidence of daily and long-range planning. The candidate must have written lesson plans available whenever a supervisor asks to see them. Failure to meet these expectations for written lesson plans is cause for dismissal from student teaching.

**B. Student Teaching Forms**

In addition to lesson plans, the Planning Notebook should include important forms such as the candidate’s Time Sheet, the daily and weekly schedule, and copies of the Formative Assessments.

**Student Teaching Time Sheet:** Teacher candidates document their hours on this form. It must be signed by the teacher candidate, cooperating teacher, and university supervisor.

**Schedule for Student Teaching:** The planning notebook should contain a copy of the daily and weekly schedule. The candidate is responsible for providing a copy of these schedules to the university supervisor on or before the first triad meeting. The candidate may photocopy the cooperating teacher’s schedule or use the sample schedule form in the Appendix. The form can be modified to accommodate the schedule.

**Formative Assessment of Teacher Candidate Performance:** This is a formative assessment tool that is completed by the cooperating teacher and shared with the teacher candidate and university supervisor throughout the term. This form is included in the Appendix.

**Summative Assessment of Teacher Candidate Performance (Midterm/Final)**

This form is completed on TK20 by the cooperating teacher at the midterm and end of the 16 week placement. Instructions and log on information will be emailed to cooperating teachers before the due dates. University Supervisors will provide cooperating teachers and teacher candidates with a sample. Midterm and Final Assessments are specific to a student’s major. These assessments can be viewed on Tk20. They are not included in this handbook.
GRADES FOR STUDENT TEACHING AND THE CAPSTONE COURSE
The student teaching practicum is graded as Satisfactory/Unsatisfactory. The following assessments and reports are used to determine the student teaching grade:

- Candidate’s attendance
- Cooperating teacher’s midterm assessment of the teacher candidate
- Cooperating teacher’s summative assessment of the teacher candidate
- University supervisor’s observation reports
- Cooperating teacher and/or university supervisor’s formative assessments
- Candidate’s improvement in midterm areas that were marked “Unsatisfactory”.

The final grade for student teaching is determined jointly by the cooperating teacher, university supervisor, and Director of Advanced Clinical Experience and Co-Teaching.

The capstone course is graded by that course’s instructor with letter grades. Candidates must earn a C or better to pass. Please note: Candidates who withdraw from student teaching or earn an Incomplete in student teaching must also withdraw or take an incomplete in the capstone course.

MIDTERM ASSESSMENTS
The assessment by the cooperating teacher at midterm is very important. At this time, a teacher candidate is made aware of any areas that need serious improvement. The teacher candidate should be made aware of these areas at midterm so that improvement can be made during the second half of the student teaching placement.

If there are 3 or more “Unsatisfactory” ratings on the midterm assessment, a conference will be held with the teacher candidate, cooperating teacher, university supervisor, and Director of Advanced Clinical Experience and Co-Teaching. At this conference, a plan of improvement will be developed to address areas marked “Unsatisfactory”. Each of these areas will be discussed with the teacher candidate, and he/she will be directed to document how each area is addressed in subsequent lessons and classroom activities during the remaining weeks of student teaching. The teacher candidate will document how improvement is being made in these areas.

TESTING REQUIREMENT
Prior to applying for an Indiana license, teacher candidates are required to pass the pedagogy/content tests required by the state of Indiana (for the content areas that appear on their license). Passing these tests is not required prior to student teaching.

APPLYING FOR A TEACHING LICENSE
The criteria for licensing in Indiana include:

- Completion of degree requirements
- Passing scores on subject area, pedagogy, and licensing tests required by the state of Indiana
- a valid CPR-Heimlich Maneuver, AED Certification
  See this website for approved programs: http://www.doe.in.gov/educatorlicensing/cpr.html
- Suicide Prevention training - see this website for information: http://www.doe.in.gov/licensing/suicide-prevention-training
During the professional semester the Coordinator of Student Teaching and Licensure will provide teacher candidates with information on licensing procedures.

REMOVAL FROM STUDENT TEACHING
Fortunately, more than 99% of all USI student teachers complete the professional semester successfully. In the rare case when there is a problem with the student teacher’s performance or attendance, the situation will first be addressed by the university supervisor and cooperating teacher. If the problem continues or if it is more serious in nature, the Director of Advanced Clinical Experience and Co-Teaching will suspend the teacher candidate’s placement until a plan of improvement is developed in consultation with the cooperating teacher and the university supervisor. This plan will be shared with the student teacher and signed by all parties. The plan will outline specific steps that must be taken in order for the candidate to continue with the student teaching placement. If these guidelines are met and all expectations are fulfilled, the candidate will be allowed to continue. If the situation does not improve, or if it occurs again, the candidate will be required to withdraw from student teaching and the capstone course.

If the teacher candidate violates the University Code of Conduct or any policies of the school to which he or she has been assigned, the USI Dean of Students will be involved in the decision about the student’s status as a teacher education candidate.

Candidates who withdraw from student teaching will be required to file an appeal with the Director of Advanced Clinical Experience and Co-Teaching for consideration of placement in a future semester. Candidates who fail student teaching will not be placed again without a successful appeal to the Dean of the college of the student’s major and the Dean of the Pott College of Science, Engineering, and Education.

AN IMPORTANT REMINDER ABOUT PROFESSIONAL COMMUNICATIONS
While written and oral communication among peers is often casual and informal, it is imperative for teacher candidates to be mindful of professional expectations in this regard. Conventional English must be used in all written and oral correspondences with fellow teachers, staff, administrators, parents, students, and university supervisors. Teacher candidates should not have any personal conversations with students via email, cell phone, social networks, or other forms of communication. Most schools have policies regarding the use of email and cell phones by students and school personnel, and student teachers must adhere strictly to these guidelines. Teacher candidates are also reminded that their public image must be professional. This public representation of oneself includes social networks such as Facebook.
UNIVERSITY SUPERVISOR DUTIES AND PROCEDURES

SCHEDULING OF VISITS: The first visit is a triad meeting with the cooperating teacher(s) and the teacher candidate; this should be scheduled during the first week of the student teaching placement. The purpose of this meeting is to establish a method of communication with the cooperating teacher, a time for observations, and a discussion of the required assessments. The university supervisor will schedule a minimum of four observation visits during the 16 weeks. The University Supervisor Visit Reports for these four visits will be recorded in Tk20. The supervisor will also arrange a midterm conference (if needed) and a final meeting with the cooperating teacher(s) and candidate to provide closure and collect the Time Sheet. More than four observation visits may be needed for teacher candidates who have midterm assessments with three or more “Unsatisfactory” ratings.

VISITATION PROCEDURES: The University Supervisor will check the teacher candidate’s Planning Notebook at each visit. The supervisor will observe the candidate for a minimum of 45 minutes, or the length of an instructional period, and complete a UNIVERSITY SUPERVISOR VISIT REPORT. The observation may take place during small group or whole group instruction. Reports from four visits will be entered into the TK20 system; if there are other visits, notes may be recorded on a paper form or electronically. The candidate and the cooperating teacher will have access to copies of all assessment forms. When possible, the supervisors will conference with the candidate and the cooperating teacher before or after each visit. Every effort should be made to minimize disruption to the cooperating teacher’s time.

PLANNING NOTEBOOK: The University Supervisor will check the teacher candidate’s daily Planning Notebook at each visit. The Planning Notebook should include the following information:
   a. Lesson plans – Daily written lesson plans for content area subjects in advance of teaching
   b. Student teaching forms – Time Sheet, copies of Formative Assessments, daily schedule, etc.

REVIEW OF MIDTERM ASSESSMENTS
University supervisors are responsible for reviewing the midterm assessments of each of their teacher candidates. If a teacher candidate receives 3 or more “Unsatisfactory” ratings on the midterm assessment completed by the cooperating teacher, the university supervisor will notify the Director of Advanced Clinical Experience and Co-Teaching, and a conference with the teacher candidate, cooperating teacher, university supervisor, and Director will be scheduled. The university supervisor should closely monitor teacher candidates who have been rated “Unsatisfactory” in any area at midterm.

PAPERWORK TO BE MANAGED BY THE UNIVERSITY SUPERVISOR:
   • University Supervisor Visit Reports – Four reports will be recorded on TK20, one at the end of weeks 4, 7, 11, and 15. Additional visits/conferences will be recorded on paper and retained by the supervisor. These additional reports will not be submitted to the Education Office.
   • Time Sheet – completed by the teacher candidate, signed by cooperating teacher(s) and supervisor, and originals submitted to the Education Office at the end of the term.
   • Mileage Report – submitted approximately once a month to Terry Martin in the Dean’s Office.

END OF TERM PROCEDURES: The university supervisor will make a visit during the last week of student teaching and collect the original Time Sheets. The Time Sheets must be submitted to the Education Office no later than 4:00 p.m. on the last Friday of student teaching so that final grades may be submitted by the university’s deadline.
Dress Code for USI Student Teachers

The Department of Teacher Education has a dress code for candidates in field experiences. Candidates are **required** to follow this dress code whenever they visit a school for their field placements. Candidates who violate the dress code will be removed from the field placement.

Basic hygiene is assumed. Clothes should be clean, pressed, and fit appropriately. Candidates’ hair and nails should be clean, neat, and appropriately groomed. Facial hair, if worn, should be clean and neatly trimmed. Jewelry and the use of cologne or perfume should be subtle.

**DRESS CODE FOR FIELD EXPERIENCES IN THE SYNTHESIS PHASE (STUDENT TEACHING):**

Student teachers are expected to dress professionally every day. The standards for a “business casual” wardrobe are a good reference point. An appropriate professional wardrobe is conservative, not trendy. Teacher candidates must present a professional appearance to future employers, colleagues, parents, and students.

**Tops – Should be conservative and neatly pressed**
- May be long-sleeved or short-sleeved. Sleeveless tops are not permitted
- Tops must fit appropriately and not be too tight, too baggy, too short, or too long
- See-through tops over camisoles or tank tops are not permitted
- Gentlemen are encouraged to wear shirts and ties, though polo shirts and sweaters are allowed

**Bottoms – Trousers, slacks, longer skirts, or capri pants**
- Must be longer than knee-length (Knees cannot show)
- Bermuda shorts, walking shorts, or other types of shorts are not allowed
- Must not be torn, faded, wrinkled, too baggy, or too tight
- Cargo pants are not allowed
- Jeans may be worn on days designated by the school administration as "free dress, spirit day, etc.” Jeans are appropriate for some field trips. (not torn, too baggy, or too tight)

**Shoes – Must be clean and appropriate for school environment**
- Women should not wear shoes or boots with high heels (over 3 inches)
- Flip flops or sandals without a back strap not permitted
- Tennis shoes or athletic shoes are not allowed unless you are teaching physical education.

**Name tag – USI Photo Name Badge or School Photo ID**
- Must be worn from collar of shirt or on a visible lanyard

In addition to the dress code stated above, these guidelines must be followed:
- No visible tattoos
- No low cut or revealing clothing (midriff and cleavage must not show)
- Clothing and shoes must not be tattered, wrinkled, ill-fitting, or dirty
- No visible piercing other than subtle earrings in the ears
Formative Assessment

Teacher Candidate
________________________________________________________________________

Cooperating Teacher
________________________________________________________________________

University Supervisor
________________________________________________________________________

School ___________________________________________________________________
Grade Level/Subject ______________________________________________________
Date ____________________________________________

Key: EE = Exceeds Expectations
       ME = Meets Expectations
       NI = Needs Improvement

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<th>Criteria</th>
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<th>ME</th>
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<td>1. Has a positive relationship with students</td>
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<td>4. Plans effectively for instruction</td>
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<td>5. Is effective in teaching content</td>
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<td>6. Handles discipline issues well</td>
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<td>7. Maintains a positive classroom environment</td>
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<td>8. Evaluates students’ progress well</td>
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<td>9. Has good communication skills</td>
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<td>10. Maintains a professional appearance</td>
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<td>11. Shows enthusiasm for teaching</td>
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<td>12. Is punctual</td>
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# Teacher Candidate Time Sheet

Write dates and daily hours in each box. Use decimals and round to the nearest quarter hour. Tally hours each week. Account for absences on back of page.

**Candidate __________________________ University Supervisor __________________________**

**School(s) __________________________ Grade Level(s) and Subject Area(s) __________________**

**Cooperating Teacher(s)____________________________________________________________**

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<th>Week</th>
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<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number of Hours

Total Absences *(Explain each absence on the back of this page)*

Signature of Teacher Candidate ________________________________________________________

Signature of Cooperating Teacher _____________________________________________________

Signature of Cooperating Teacher _____________________________________________________

Signature of University Supervisor __________________________________________________
Important Due Dates

### COOPERATING TEACHERS

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Week</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessments periodically throughout semester (paper form and not submitted)</td>
<td>Periodically</td>
<td>Periodically</td>
</tr>
<tr>
<td>Teacher Candidate Assessment (Midterm) entered on TK20</td>
<td>End of Week 8</td>
<td>March 4</td>
</tr>
<tr>
<td>Teacher Candidate Assessment (Final) entered on TK20</td>
<td>End of Week 16</td>
<td>April 29</td>
</tr>
</tbody>
</table>

### UNIVERSITY SUPERVISORS

An initial triad meeting will be conducted within the first week of the semester. A minimum of 4 observational visits will be made to each candidate. These 4 visit reports will be entered on Tk20.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Week</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Visit Report #1 entered on TK20</td>
<td>End of Week 4</td>
<td>February 5</td>
</tr>
<tr>
<td>Observation Visit Report #2 entered on TK20</td>
<td>End of Week 7</td>
<td>February 26</td>
</tr>
<tr>
<td>Observation Visit Report #3 entered on TK20</td>
<td>End of Week 11</td>
<td>March 25</td>
</tr>
<tr>
<td>Observation Visit Report #4 entered on TK20</td>
<td>End of Week 15</td>
<td>April 22</td>
</tr>
</tbody>
</table>

### TEACHER CANDIDATES

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Week</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of university supervisor entered on Tk20</td>
<td>End of Week 15</td>
<td>April 22</td>
</tr>
<tr>
<td>Evaluation of cooperating teacher entered on Tk20</td>
<td>End of Week 15</td>
<td>April 22</td>
</tr>
<tr>
<td>Evaluation of USI Teacher Educ. Program entered on Tk20</td>
<td>End of Week 15</td>
<td>April 22</td>
</tr>
</tbody>
</table>
| **University of Southern Indiana Teacher Education Department**  
<table>
<thead>
<tr>
<th><strong>Lesson Plan Format for Elementary/Secondary Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ <strong>Title, Subject, and Grade Level</strong></td>
</tr>
</tbody>
</table>
| ✓ **Learning Outcomes/Objectives**  
* Each Outcome/Objective is aligned to Indiana Academic Standards for the content area addressed in the lesson plan.  
+ Write out 1-2 Key Standards that are the primary focus of this lesson. The words of the Standards must be included, not just the numbers. The lesson may touch upon more than two Standards, but you should indicate no more than two Key Standards as the primary focus.  
Example: Standard 3.NS.2 – Compare two whole numbers up to 10,000 using >, =, < symbols. |
| ✓ **Assessments**  
* Means of assessment  
  + formal and/or informal  
  + formative and/or summative |
| ✓ **Lesson Plan**  
* Timeframe of the lesson  
* Introduction –  
  Has the teacher candidate considered the lives of students in planning the lesson?  
  How will the teacher candidate get the students to focus their attention on the lesson?  
  What is the connection to the previous learning/lesson?  
* Lesson Body – Instructional strategies, learning tasks, and activities  
* Closure – Review of lesson content  
* Copies of assessments are attached to the lesson plan |
| ✓ **Modifications**  
* How will the diverse needs of students be met: Gifted and Talented, ELL, Special Needs (IEP specific accommodations, 504, and RtI)?  
* How will multiple perspectives be addressed (cultural differences, race, ethnicity, gender expression, religion)?  
* Pre-Conceptions/Biases: How will the teacher candidate address students’ negative attitudes? |
| ✓ **Materials/Resources/Technology**  
* List everything needed to teach this lesson |
| ✓ **Reflection on this lesson**  
Guiding Questions:  
What did you discover about yourself, your students or your curriculum?  
  What will you keep or change from this lesson?  
  What part of your lesson had the greatest impact on the learners?  
  What will you do next for students who have met the objectives of this lesson?  
  What will you do for students who did not meet the objectives of this lesson? |
| ✓ **Research**  
* Relevant theories and/or researched best practices |
| ✓ **Required – these components are required** |

Additional lesson plan components may be required by your professor – For example: EDUC 458/463 instructors may require a Proactive Classroom Management Plan.
SCHEDULE FOR STUDENT TEACHING

Candidate’s Name ________________________________________________________________

Email ___________________________ Phone ___________________________

School ___________________________ School Phone ___________________________

Cooperating Teacher(s) ____________________________________________________________

Contact Information for Cooperating Teacher(s)

Email ___________________________

Phone ___________________________

Arrival Time for Teachers: ____________
Arrival Time for Pupils: ____________
Dismissal Time for Pupils: ____________
Dismissal Time for Teachers: ____________
Lunch Period: ____________
Planning Period: ____________

Explain other duties, such as recess supervision, bus duty, extracurricular responsibilities, etc:
____________________________________________________________________________________
____________________________________________________________________________________

Do you need permission to leave school early on Monday afternoons to arrive at USI for your 4:00 class? If so, explain what time you need to leave:
____________________________________________________________________________________
____________________________________________________________________________________

Consult the school calendar and list any dates that school will not be in session for holidays or professional development:
____________________________________________________________________________________
____________________________________________________________________________________

ATTACH A COPY OF YOUR DAILY/WEEKLY SCHEDULE TO THIS FORM.