



# Teacher Resident Handbook

**Office of Professional Experiences**

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## **Mission Statements**

The Office of Professional Experiences' mission is:

- To ensure high quality clinical experiences that prepare teacher residents to assume positions as educators for all Louisiana communities.
- To develop, promote, and sustain partnerships to improve teacher resident preparation.
- To collect, analyze, and disseminate data for the purposes of continuous program improvement.

*(Approved by the Teacher Education Council - 6.14.18)*

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## Introduction

Congratulations! You are beginning the yearlong residency of LSU's teacher preparation program(s). The yearlong residency is the culminating experience of that preparation, an extended opportunity to combine content knowledge with your knowledge of curriculum, instruction, and school-aged learners.

The Teacher Resident Handbook is the guide to the successful completion of the residency for all programs leading to teaching licensure. Some assignments and requirements vary due to the uniqueness of the individual programs. The variations are clearly indicated in each section.

School placement decisions are based on information from surveys distributed by the Office of Professional Experience and using available resident, school, and teacher information. Information considered includes, teacher pedagogical and mentoring abilities, credentials, and eligibility; resident school history, past field experiences, preference of subject matter, residential location; and school demographics. Teacher Residents are placed in participating public schools and the LSU Laboratory School. The goal is to ensure that our teacher residents experience their residency in diverse settings. The specific school residency sites and classrooms are chosen with each resident in mind to prepare 21st century multicultural educators. Residents, principals, and mentor teachers are consulted as to their needs. This communication allows us the opportunity to make placements best suited for each resident. Residents are notified via email of their placement prior to the start of the semester. The principal will receive notification of residents assigned to teachers by email. Questions related to school and teacher assignments will be answered by the Office of Professional Experiences (225) 578-6867 or [ope@lsu.edu](mailto:ope@lsu.edu).

You should feel confident as you enter this final phase of your program. Traditionally, our residents have been very well prepared for student teaching and for entry into the teaching profession. Feel secure in knowing that your preparation will be well supplemented by a strong, collaborative network to assist you as a beginning, developing teacher. Expect to be well supported by an excellent and knowledgeable School of Education staff, university supervisor, and mentor teacher.

We wish you well in your efforts to distinguish yourself as you learn and teach.

## **Chapter 1: University Collaborative Partners**

### **Memorandum of Understanding**

Louisiana State University has agreements with school districts and charter schools that accept our teacher residents. The “Memorandum of Understanding” serves as the official contract between Louisiana State University and the school systems. This contract delineates responsibilities of all participants during the residency. It includes descriptions of roles and expectations of all parties. LSU has agreements with multiple school systems and vary each academic year.

### **Responsibilities of the School**

The participating schools retain legal responsibility for the safety and welfare of the pupils. It also has the responsibility of ensuring that teacher residents, in addition to the teacher, understand and follow school system/school site policies. The placement of a resident in the classroom does not relieve the mentor teacher or the school of the ultimate responsibility for the operation of the classroom and safety of the students.

## Chapter 2: Teacher Resident Absences

Unless there is an emergency or illness, an absence must be approved by the university supervisor and/or the Office of Professional Experiences.

### LSU General Policy PS 22

*Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons. Valid reasons for absences include:*

- 1. Illness*
- 2. Serious family emergency*
- 3. Special curricular requirements such as judging trips or field trips*
- 4. Court-imposed legal obligations such as subpoenas or jury duty*
- 5. Military obligations*
- 6. Serious weather conditions*
- 7. Religious holidays*
- 8. Participation in varsity athletic competitions or university musical events*

*The student is responsible for providing documentation of the reason for absence, if such is required by the instructor. Should the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision according to the general appeal procedure in PS-48.*

### Notification of Absences

Following the above policy limits absences to those that are absolutely necessary. Mentor teachers who encounter problems with the attendance or punctuality of a teacher residents should immediately contact the university supervisor. The faculty team should intervene and, if needed, involve the Office of Professional Experiences.

The mentor teacher, the university supervisor, and the Office of Professional Experiences **must** be notified when teacher residents are absent. The Office of Professional Experiences must be notified by accessing the online Absence Reporting System through the program's OPE Community Moodle page. Mentor teachers and university Supervisors should be notified by telephone and email.

### Absences

Teacher residents who are in the 80-100% residency semester are allowed to miss no more than 5 days. Two of these days can be taken as personal days. For the personal days, teacher residents must inform the mentor teacher, university supervisor, and report it to the OPE via the online Absence Reporting System through the program's OPE Community Moodle page and state the type of absence. Teacher residents who are in the 20-60% residency semester are allowed to miss no more than 3 days.

Absences from student teaching for reasons other than illness or emergencies are very rare. In all instances, except medical emergencies, prior approval is required when it is necessary for the teacher resident to be absent. To secure approval for any absence other than emergency or illness the resident must receive permission from the mentor teacher, the university supervisor, and the Coordinator of the Office of



Professional Experiences. Teacher residents may be excused from school on the day of a final exam. Prior permission must be obtained from the faculty team.

Mentor teachers wishing to include residents in after-school activities (such as club meetings, field trips, conventions, festivals) at times when residents have a scheduled university class or meeting should submit a written request *in advance*. The university supervisor will consult with the Office of Professional Experiences concerning the advisability of such involvement. Not all participation in after-school activities will be approved.

## Chapter 3: Teacher Resident Responsibilities and School of Education Requirements

### Year-long Residency Requirements

The Louisiana Board of Elementary and Secondary Education mandates a year-long residency program. Beginning July 1, 2018, teacher residents must hold a valid teacher certificate to be placed in a one-year residency (Bulletin 996; §743). The amount of time teacher residents spend at the school site depends on the certification area and model.

Teacher Residents are engaged in residency work in accordance with their program's rules. Teacher residents will receive a program schedule from the OPE showing the required number of days per week they must be in the classroom when they receive their placement. This form must be completed, signed by the Teacher Resident, and emailed to the OPE ([ope@lsu.edu](mailto:ope@lsu.edu)) within a week of receipt of the placement and residency schedule.

All certification programs, including Innovative Programs, must follow their placement's calendar. Teacher Residents will also begin the first days of the school system's placement (calendars will be uploaded to the OPE Moodle page). These will include the in-service days at the beginning of the school year.

The hours must be logged using the corresponding program spreadsheet and recorded as observation, participation, or teaching. Each program will specify the number of hours that must be spent teaching per semester. The log will be submitted each week through the OPE Moodle page where it will be graded by the University Supervisor. To ensure an accurate accounting of hours, the *Daily Time Log* (Appendix A) must be free of errors, current, legible, and approved by the mentor teacher. This documentation is evidence of a resident's meeting the minimum standards that are required by the state. Falsifying the documentation of hours constitutes a breach of LSU's Academic Integrity policy.

**Hours must be documented as whole numbers and quarter increments on all paperwork (Example: .25=15 min, .50=30 min, .75=45min, 1=1 hour, 1.50 = 1 hour and 30 min).**

### Responsibilities of the LSU Resident

Teacher Residents are preparing to enter the education profession. Professions require individuals to exercise responsibility for actions. The following is a list of actions that all residents must exhibit regularly.

Following is an illustrative list of the expectations for resident's habits and behaviors:

- Submit all lesson plans to the mentor teacher three days before the lessons will be taught.
- Provide effective instruction.
- Follow school procedures for signing-in and parking.
- Be prompt and remain at the school until the end of the school day.
- Maintain a professional demeanor in all interactions/communications with faculty and students.
- Have students refer to you as Mr. or Ms. "Last Name."
- Never exchange personal information with students, and do not contact them outside of school through social media or any other means.
- Refrain from eating, drinking and chewing gum in class - check with mentor regarding school/classroom rules.
- Refrain from using a cell phone or other device in class unless specifically requested by the mentor teacher.

- Participate fully in daily and weekly school activities per certification program requirements (vary by program, including schedules varying from full-day to combination of full-days and half-days and from five-day weeks to combination of four- and five-day weeks).
- Prepare fully and in advance for the duties assigned by the mentor teacher and the university supervisor (POP Cycle preparation and execution, lesson plans, grading, etc).
- Request assistance from the faculty team (clinical faculty, mentor teacher and graduate faculty member) when teaching activities assigned may present an element of risk to the students or result in uncertainty as to how to proceed.
- Teach the required percentage number throughout the residency devoting a minimum 5 consecutive full-days of teaching.
- Participate in those professional activities expected of the mentor teacher.
- Arrange her/his schedule to avoid conflict with meetings and conferences related to the residency experience. Teacher Residents should review the OPE calendar for each semester and plan accordingly.
- Attend scheduled *OPE Meetings (in-person and Zoom)* and complete all required assignments in a timely and thoughtful manner.
- Engage with the university supervisor, mentor in informal and formal self-evaluation and other evaluation processes.
- Administer the discipline of students with the guidance and consent of the mentor teacher. Under no circumstances will the Teacher Resident administer corporal punishment.
- Attend **School Professionals Networking Day**. There is a scheduled **School Professionals Networking Day** during each academic year. On that day, representatives of school systems from around the country will be on campus to interview residents for positions. Attendance is required, and Teacher Residents are released from school.

### **Accommodations during Student Teaching/Internship**

Students requesting accommodations during student teaching under Section 504 of the Rehabilitation Act of 1973 must fulfill the following requirements:

Register with LSU's Office of Disability Services (<http://lsu.edu/disability>)

Provide the Accommodation Letter from Disability Services to the Office of Professional Experiences.

Attend a meeting with the Office of Professional Experiences and a representative of the Office of Disability Services to discuss which accommodations are appropriate for the student teaching/internship semester.

Attend a meeting with the Office of Professional Experiences, the mentor teacher, and the university supervisor to discuss how the accommodations will be provided on site. Residents are not required to disclose the reason for the accommodations unless the disability requires the mentor teacher or university supervisor have specific knowledge for rendering medical assistance.

At any point in the semester, the resident or any other member of the Accommodations Team (the advocate from Disability Services, an administrator from the Office of Professional Experiences, the mentor teacher and the university supervisor) can request a meeting to discuss any needed changes in the provided accommodations.

Progress related to the provision of accommodations should be closely monitored by the mentor teacher and university supervisor on an ongoing basis throughout the semester. Any concerns regarding adequate progress will result in a reconvening of the Accommodations Team if adjustments are necessary.

## Chapter 4: Preparing for Residency

### Teacher Resident Placement and Attendance

Teacher residents begin their residency the first day of residency site's official school system calendar (**not LSU**). Teacher residents must secure housing and transportation prior to the public-school year beginning.

### Length of the Student Teaching Day

The public school calendars and the LSU calendar will guide the student teaching practicum schedule. Teacher residents will follow the P-12 school holiday schedule rather than the LSU holiday schedule. The resident is expected to follow the arrival-departure schedule required of the school faculty in the school where they are placed, as well as participating in before and after-school planning sessions as required of their mentor teacher. Residents are expected to participate in as many professional activities at the school site as possible, including faculty meetings, workshops, and conferences. With the mutual consent of the faculty team, the resident should also participate in extracurricular activities.

Because of the length and demands of the day, the resident should limit non-school related work during the semester. Employment must not interfere with the practicum in any way including planning sessions, cohort and faculty meetings, and seminars.

### OPE Meetings (Residency 1 and 2)

All teacher residents must attend all OPE meetings throughout the residency (semester 1 and 2). Each meeting will review residency requirements and provide unique professional development experiences. These professional development opportunities are tailored to support the residency experiences. These gatherings are also intended to provide information to satisfy state mandated in-service requirements and to provide residents the opportunity to reflect upon the practicum experience by dialoguing with university faculty, guest speakers, and peers.

The meetings may include some of the topics listed below:

- Classroom management
- Teacher dispositions
- Information sessions on resume preparation
- Legal issues
- Special Education
- Literacy

### Parking

All teacher residents must register their vehicles with the LSU Office of Parking, Traffic, and Transportation. Teacher Residents enrolled in student teaching/internship only may obtain a special semester permit. Students enrolled in student teaching/internship, and an additional class(es), must obtain the regular permit. Residents assigned to the LSU Lab School may park in Lot X-60 with assigned hangtag appropriately displayed.

### Cohort Meetings

The teacher resident will meet with peers and the university supervisor in weekly or bi-weekly cohort meetings. The dates, times and location of the meetings will be determined by the university supervisor.

Attendance at all meetings is **mandatory**. Punctuality is expected. If a resident knows in advance that she/he must either miss or be late to a meeting, she/he should contact the University Supervisor. A Teacher Resident who misses all or part of a meeting without an approved excuse will be required to make an appointment with the supervisor and Coordinator of the Office of Professional Experiences to discuss the lack of professionalism suggested by this behavior. Attending to assignments for a particular cohort meeting is also an indicator of professionalism and is expected from each resident.

### **Full-days of Teaching; Five Consecutive Days of Full-Day Teaching**

Full days of teaching will vary depending on the semester and program. This requirement will be found on your program's Moodle site. At least five full days of teaching must be consecutive. Days in which the resident leaves school or the students are dismissed early cannot be counted as full days. Teacher Residents should also avoid scheduling full days of teaching immediately before or after a holiday or when school-wide assessments are administered (practice or official state testing.)

### **Teaching in Minor Area**

A secondary or K-12 major with a minor must work with the university supervisor to gain experiences observing, participating, and teaching in his or her minor teaching area. These additional experiences are provided if the setting(s), schedules, teacher availability and willingness to host and if engaging in these additional activities allow the resident to complete the program requirements and do not disrupt the flow of learning in the assigned setting.

### **Substitute Teaching (Appendix F)**

Teacher residents may apply to be substitutes in the same school system where they are placed for their residency. It is not a requirement to be a substitute, but it is a great opportunity for the residents to gain teaching hours and experience. In order to become a substitute, the teacher resident must be hired by the school system and complete a background check. They must also receive permission from their Mentor Teacher and Supervisor and document it on their weekly time log. It is important that they follow the Substitute Policy in the Handbook and complete the Authorization Form. The OPE is committed to helping teacher residents gain valuable teaching experience, and we are confident that becoming a substitute will be a rewarding experience. If at any time a Teacher Resident no longer wants to substitute, they need to inform the Office of Professional Experiences at [ope@lsu.edu](mailto:ope@lsu.edu).

### **Additional Requirements**

Register for the appropriate student teaching course.

Make an appointment to meet the mentor teacher at the earliest convenience.

Prepare your autobiography and present it to the mentor teacher and the university supervisor at the beginning of the semester (Appendix B).

Make an emergency preparedness kit (Appendix C).

## Chapter 5: Assignments and Evaluation of Teaching (POP Cycle)

### Evaluation of Teaching

TEACHER RESIDENT POP CYCLE: Pre-conference, Observation, Post-conference

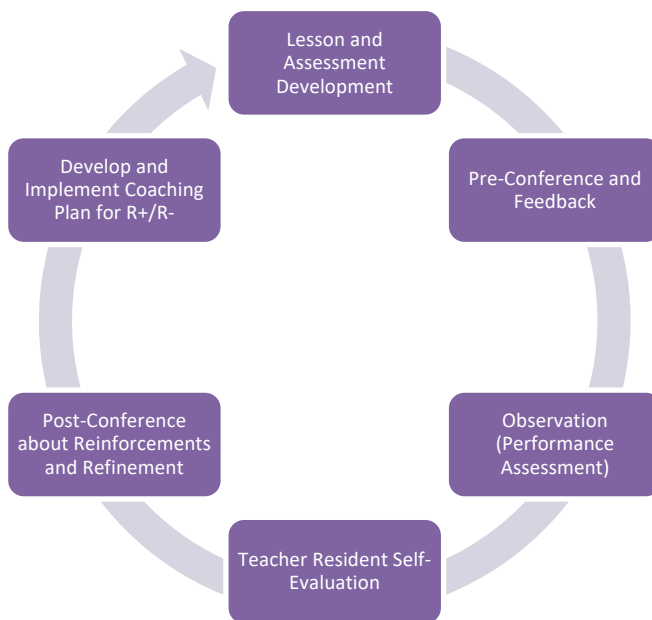
The POP Cycle consists of a pre-conference, observation (performance assessment), and a post-conference. The supervisor will use the POP Cycle Guide to evaluate the Teacher Resident two times a semester (See the Student Teacher Calendar for dates). The POP Cycle begins with a pre-conference with the Supervisor, Mentor, and Teacher Resident. The Performance Assessment observation then occurs. During this time, the Supervisor and Mentor both observe, script, and complete the Performance Assessment Observation Rubric separately. Then, the Supervisor and Mentor come together to consult and determine singular scores per criterion and determine the areas for refinement (R+) and reinforcement (R-) with supporting feedback. The Teacher Resident will also complete a self-assessment using a recording of the lesson that will be referenced at the post-conference.

Using the self-assessment, the Teacher Resident initiates the post-conference discussion by sharing her/his self-assessed areas for reinforcement (R+) and refinement (R-). If the R+ and R- are not aligned to the domain criteria selected by the Supervisor and Mentor, then a discussion will be necessary to reconcile differences. If the R+ and R- are the same as the Supervisor and Mentor, the post-conference can proceed to developing the coaching plan in which the Mentor provides specific actionable feedback and sets goals with the Teacher Resident. All POP Cycle materials to complete the formal evaluation can be found on their OPE Moodle page. See Figure 1.

### Dispositions

As part of the POP Cycle, the Mentor will review the SOE Professional Education Dispositions form and the Teacher Professionalism scores with the Teacher Resident and Supervisor. Additional steps may be required depending on ranking of dispositions.

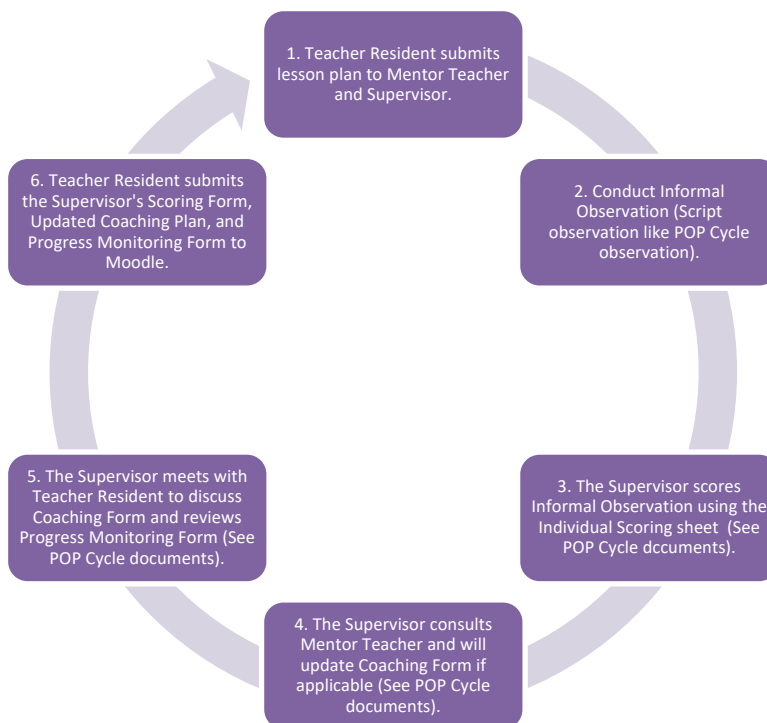
**FIGURE 1 - The POP Cycle for Teacher Resident Development**



## Informal Observation

Between the 2 formal observations, the University Supervisor will complete an informal observation to monitor your progress and update the coaching form from the first formal observation. The purpose of an informal observation is to give teacher residents the opportunity to demonstrate their teaching skills and receive feedback in a low-stakes environment prior to the more formal POP Cycle observation. During an informal observation, the supervisor is the primary coach and provides feedback and support throughout the process. During the informal observation, the supervisor will be looking for evidence that the teacher resident is able to plan, implement, and reflect on their lesson. The focus of the informal observation will be on the teacher resident's ability to demonstrate their understanding of the content area and their ability to engage students in learning.

At the end of the informal observation, the supervisor will consult with the mentor teacher of any updates or feedback. The supervisor will meet with the Teacher Resident to discuss the observation, review the Progress Monitoring form, and update the Coaching Plan (if necessary).



## Residency Assignments

The formative assignments, found on each program's Moodle page, are central to the residency, have many and varied purposes: to document growth as a beginning educator, to promote reflection, to enhance understanding of residency experiences, to facilitate communication among all involved in the practicum; and, to serve as a basis from which the practicum grade is derived.

## Partnership Agreement

Establishing a trusting relationship is vital for the mentor-mentee relationship. Together the mentor and novice teacher experience collaborative professional learning through their ongoing reflection, dialogue, engagement in the feedback process, and willingness to inquire about one another's practice.



You and your Mentor Teacher need to establish a Partnership Agreement. The documents on Moodle will help guide the conversation. Once you have crafted and each signed the agreement, please submit it to Moodle.

### **Weekly Log of Hours**

You must submit your log of hours each week. The spreadsheet divides residency activities into observation, participation, and teaching. Be sure to review the Teaching Cheat sheet to understand what qualifies as teaching.

### **Weekly Lesson Plans** (Submit 2 lesson/week)

**The resident must provide the mentor teacher with a detailed written lesson plan prior to every lesson taught.** The mentor teacher will then review the plan and discuss it with the resident, allowing sufficient time for any modifications prior to the teaching of the lesson.

The Teacher Candidates will submit to Moodle at least 2 lesson plans weekly they have taught and have received feedback from the mentor teacher and /or supervisor.

### **Planning**

Student teaching requires advanced planning on the part of both the resident and the mentor teacher. This planning must relate to semester/weekly/daily plans, as well as scheduling of specific classes taught by the resident. Written lesson plans are required for all lessons for which the resident assumes responsibility for teaching. The mentor teacher's plans may serve as a basis for the resident's lesson plans but should not be the resident's only documentation. If resident teach from a teacher's lesson plan, notes or comments on the plans must be evident indicating the resident's familiarity with the lesson.

Specific planning techniques must accommodate the style, expectations, and experience of the mentor teacher. Louisiana standards or other comparable guidelines required by the school/district as well as individual student needs should be considered when planning. At the beginning of the semester, the mentor teacher should share with the resident sample plans (daily, unit, semester, and year), sample activities, projects, tests, and instructional materials. Planning should be a cooperative venture between the re and the mentor teacher to insure understanding and ability. As the resident gains in proficiency in planning, he/she is given greater responsibility for this area of teaching.

### **Weekly Reflections**

Reflection in teaching is critical because the events of teaching and one's reflection of those activities impact future teaching, and one's planning for activities and assessments. Candidates are required to write a weekly reflection that includes a reflective response for at least one lesson taught during the week (once candidate begins teaching) AND reflect about broader aspects of teaching not directly related to a lesson (Appendix K).

### **Unit Plan** (If Applicable to Program)

The Teacher Candidate will create and teach a comprehensive unit plan. The unit plan must receive feedback and be approved by the mentor teacher. Choose one of the OPE lesson plan templates to complete the daily lessons. The evaluative rubric is on Moodle.

### **Teaching Philosophy**

A Philosophy of Teaching is a statement of your values and beliefs of teaching and learning. This statement will change as you progress through your residency. Listed below are some thoughts to keep in mind as you write the statement:

- how do you enact your teaching beliefs

- how has your teaching practices evolved
- what you have done to change or enhance your teaching practices
- what are some innovations you have incorporated into your teaching.

### **Student Learning Targets (Appendix I)**

Student Learning Targets (SLTs) are a crucial part of a teacher’s COMPASS evaluation. Use the materials from LDOE (on Moodle) to craft your SLTs. The guidelines have prompting questions that will help you appropriate SLTs.

### **Professional Growth Plan (Appendix J)**

Professional Growth Plans (PGPs) provide an opportunity for educators to set specific goals and create action plans that will help them improve their professional practice and help their students meet more rigorous standards. PGPs help educators to focus their professional growth efforts and can help school and district leaders plan professional development opportunities that target the needs of their employees.

All teachers write PGPs and receive feedback from their evaluators on the plans. Use the materials on Moodle to complete your PGP.

### **Classroom Management Plan Assignment**

The classroom management plan assignment will look unique depending on your program. Be sure to follow the assignment directions on your OPE Moodle page. If you are to complete the Classroom Management Plan Reflection (Appendix L), you will include a sample and/or a description of what is in place in your mentor teacher’s classroom. You will also write one paragraph reflecting on that situation; discussing the good, the bad, and what you might do differently in your own classroom.

### **Outside Observation (Appendix H) (If Applicable to Program)**

The teacher resident must observe a minimum of *five* lessons. “Observation” is defined as watching and recording impressions of teaching methods/practices used in an educational setting involving a teaching-learning situation. Areas for observation include not only the assigned placements, but also other classes and related areas/activities in the assigned school *and* in other schools (outside observations).

The mentor teacher and the university supervisor will assist with scheduling observations, as needed. Observations should be scheduled around the teacher resident’s classroom responsibilities. Observations scheduled away from the assigned school must receive approval from the mentor teacher and the university supervisor. Prior arrangements, including permission of the school and/or teacher, must be made prior to the observation visit. Each observation must be for the duration of a lesson/period/block. Format suggestions are included in Appendix H.

### **Candidate Evaluation Instrument Midterm and Final (If applicable to Program)**

At midterm and final, the supervisor and mentor teacher will complete the content-specific candidate evaluation tool. These rubrics assess how you are meeting your content standards.

### **Self-Evaluation Guide: Mid-semester and Final Narratives (Appendix N) (If applicable to Program)**

The teacher candidate will write two self-evaluation narratives (mid-term and final) using the scores and feedback from the POP Cycle scores, Coaching form, and informal observation. The two to three-page narrative should discuss your growth and development as a teacher specifically addressing the components of the Danielson Framework Tool (POP Cycle evaluative rubric).

## Chapter 6: During and End of Program Procedures and Transitions

### Teacher Certification

The Louisiana State Department of Education is the state's certifying agency. Successful completion of student teaching and other required coursework, a 2.5 grade point average, and appropriate PRAXIS scores entitle an individual to a Louisiana provisional teaching certificate.

When all requirements have been met, the School of Education files applications with the Louisiana Department of Education. Individual applications must include a personal check or money order for \$50.00, payable to the Louisiana Department of Education. All certification processing fees are nonrefundable. For students earning the ESL add-on certification, the cost is \$50.00.

The Louisiana Department of Education Division of Certification, Leadership, and Preparation will no longer print and mail Louisiana teaching and/or ancillary certificates. Teacher graduates can verify issuance and print a copy of the certificate via Teach Louisiana at [www.teachlouisiana.net](http://www.teachlouisiana.net) by clicking "Verify Teaching Certificate." For further information regarding certification, students should contact the Office of Student Services in the School of Education (578-2331 or [chseossteachered@lsu.edu](mailto:chseossteachered@lsu.edu)). Student Services will ask you to provide a personal email other than your LSU account. If the State requires additional information Student Services will need to contact you to complete the licensure process

### Procedures for Transfer of a Teacher Resident

On extremely rare occasions, transferring a teacher resident is considered. A transfer is considered (not always granted) under the following conditions:

The mentor teacher cannot meet the responsibilities of the student teaching experience because of absences, illness, jury duty, or other extenuating circumstances.

The school administrator or teacher requests the removal of the teacher resident. *(If the resident's removal is requested because the resident is not contributing to the continual development of student learning or lack of professionalism, the resident will have to withdraw from the practicum.)*

A strike (work stoppage) occurs in the school system.

Extenuating circumstances prevent the teacher resident from functioning in the assigned setting.

The Coordinator of the Office of Professional Experiences, in consultation with the university supervisor, the mentor teacher, the Director of the School of Education, and possibly the School of Education counselors, will determine if a transfer is advisable. If a transfer is the recommended action, the resident will be transferred only if another classroom teacher is available and willing to accept the transferred resident.

#### ***Procedures for a transfer are as follows:***

1. Transfer of teacher residents must have prior approval from of the Office of Professional Experiences.
2. The Office of Professional Experiences will handle notification of all significant parties, including the affected teachers and school administrators.

### Procedures for Termination of a Teacher Resident

The Office of Professional Experiences may terminate a teacher resident from the student teaching program under the following conditions.

1. The resident violates policies of the participating school or school system.

2. The resident violates School of Education policies concerning the student teaching/internship program.
3. The actions of the resident are clearly detrimental to the welfare of the pupils and can include, but are not limited to documented excessive tardiness or absences; content weakness; lack of ability to demonstrate an effective use of pedagogical skills; and/or dispositions that are not reflective of a professional teacher.

***Procedures for termination are as follows:***

The Coordinator of the Office of Professional Experiences will present reasons for termination to the resident.

The resident will be notified of their right to examine evidence and documents being reviewed by the Coordinator of the Office of Professional Experiences and given the opportunity to present evidence and documents on their own behalf. The resident will be informed of their right to meet with the Coordinator of Professional Experiences discuss the request or complaint and to present evidence and documents on their behalf.

The Coordinator of the Office of Professional Experiences will consult with the district liaison of student teaching.

After a review of the facts and evidence, the Coordinator of the Office of Professional Experiences shall make a determination and provide a written summary of their findings, reasons, and decision, which summary and decision shall be given to the resident.

The Coordinator of Professional Experiences will conduct a meeting providing the resident an opportunity to be heard and discuss the specifics regarding the recommendation for termination. The university supervisor and, when possible, the mentor teacher will attend the meeting.

The summary shall include notice to the resident of their right to appeal the decision, as well as to provide additional evidence, to the Dean of the College of Human Sciences and Education.

The resident has the right to appeal to the Dean of the College of Human Sciences and Education, whose decision shall be final.

**End of Residency Feedback**

*Feedback on Mentor Teachers and University Supervisors*

Teacher residents will provide feedback on mentor teachers and university supervisors near the midpoint and at the end of the semester using an electronic format. Mentor teachers will evaluate university supervisors each semester through an electronic survey. Likewise, university supervisors and clinical faculty evaluate mentor teachers each semester using an electronic survey. These evaluations provide mentor teachers and university supervisors with information concerning their own supervisory practices and effectiveness. All results are aggregated before dissemination and respondents remain anonymous. Evaluations of the university supervisors and the mentor teachers are used to provide feedback for self-reflection of one's mentoring skills. Additionally, this information is used to make decisions about whether to continue employing the services of individuals to mentor LSU residents.

## Chapter 7: Emergency Preparedness

### **Before the semester begins**

Prepare your Emergency Preparedness Form (Appendix C) to present to the mentor teachers and the university supervisor at the onset of the semester.

Cancellation of classes will be posted at [www.lsu.edu](http://www.lsu.edu) or by calling (225) 578-4636 (LSU-INFO) to inquire about the cancellation of classes. As a teacher resident functioning in the role of the teacher, LSU students assigned to schools are expected to remain in school during the same time as teachers. Student teachers and interns will follow procedures and expectations of their assigned schools paying particular attention to requirements for teacher reporting to school and not simply school closures. Complete the Emergency Contact Form and give to your university supervisor.

### **Preparation**

#### *Teacher Residents*

Residents should provide the emergency contact information to university supervisors during the first week of the semester (Appendix C). An emergency kit should be assembled with the items listed below.

Acquire any important phone numbers (university supervisor, mentor teacher, school...)

Medications

Extra set of car keys

Driver's license, campus identification, and important documents

Canned food and can opener

Bottled water (3 gallons per person)

Battery-powered radio, flashlight, and extra batteries

Supply of cash

Laptop computer

Back-up data/documents from computer hard drive

Lesson plans, textbooks, roll book, etc. ...

### **Immediately Before the Storm**

#### *University Supervisors*

University supervisors should make sure they have updated contact information for each resident including the plan of action each student will take if they plan to evacuate. They remind residents of the sources of information about school closures and reporting to schools. Residents contact supervisors after the storm passes so they are informed of the resident's safety and location.

#### *Residents*

Residents should contact their university supervisor to ensure that all emergency information is updated including the plan of action to be taken. To inquire about reporting to school, residents should contact their mentor teacher to find out if they are required to report to school. Note that in some instances, teachers are required to report even when students are not. The Office of Professional Experiences and university supervisors serves as a source of information by sending email notices to residents regarding reporting.

## **After the Storm**

### ***University Supervisors***

University supervisors should contact teacher residents to inquire about their well-being. Additionally, they should determine the return date for residents for their respective schools and communicate this information to students.

### **Teacher Residents**

Residents should contact the university supervisor and mentor teacher about the date they are to return to school.

## Appendix A: Daily Time Log

Elementary and Dual Cert. Programs

**Student Teacher**

**School Date**

Monday Content	Observation	Participation	Teaching	Total Time
Language Arts				
Mathematics				
Science				
Social Studies				
Other				

Tuesday Content	Observation	Participation	Teaching	Total Time
Language Arts				
Mathematics				
Science				
Social Studies				
Other				

Wednesday Content	Observation	Participation	Teaching	Total Time
Language Arts				
Mathematics				
Science				
Social Studies				
Other				

Thursday Content	Observation	Participation	Teaching	Daily Total
Language Arts				
Mathematics				
Science				
Social Studies				
Other				

Friday Content	Observation	Participation	Teaching	Daily Total

Language Arts				
Mathematics				
Science				
Social Studies				
Other				

*Required Format: .25=15min.; .50=30min.; .75=45min.; 1=1hr.*

**Mentor Teacher Signature** \_\_\_\_\_



Health & PE/PK/Secondary

Weekly Report on Hours

Teacher Resident's Name \_\_\_\_\_ School \_\_\_\_\_

Week # \_\_\_\_\_ Dates: \_\_\_\_\_

<b>Day</b>	<b>Observation</b>	<b>Participation</b>	<b>Teaching</b>	<b>Daily Total</b>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Weekly Total				
Previous Total				
Cumulative Total Hours				

*Required Format: .25=15min.; .50=30min.; .75=45min.; 1=1hr.*

Week # \_\_\_\_\_ Dates: \_\_\_\_\_

<b>Day</b>	<b>Observation</b>	<b>Participation</b>	<b>Teaching</b>	<b>Daily Total</b>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Weekly Total				

Previous Total				
Cumulative Total Hours				

*Required Format: .25=15min.; .50=30min.; .75=45min.; 1=1hr.*

***Upload weekly to the OPE Moodle.***

***Record any days that you complete full-day teaching, are absent, tardy, or leave early.***

## Appendix B: Biographical Data/Autobiography

Submit one copy to each of the following: 1) OPE Program's Community Moodle Page; 2) Mentor Teacher. If there is more than one mentor teacher a copy should be provided for each teacher.

**Full Name** \_\_\_\_\_

Last \_\_\_\_\_ First \_\_\_\_\_ Middle/Maiden \_\_\_\_\_

**Permanent Address** \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

**Current Mailing Address** \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

**Current Physical Address** \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

**Phone** (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

Permanent \_\_\_\_\_ Current \_\_\_\_\_ Cell \_\_\_\_\_

**Email** \_\_\_\_\_ **Alternate Email** \_\_\_\_\_

### Schools/Colleges Attended (Elementary to Present)

Name of Institution \_\_\_\_\_ Location \_\_\_\_\_ Dates \_\_\_\_\_

### Current Coursework in Addition to Student Teaching (course title, day/time)

\_\_\_\_\_

**Extracurricular activities in college** \_\_\_\_\_

**Employment during college** \_\_\_\_\_

**Present employment** (type, location, days/hours)

\_\_\_\_\_

\_\_\_\_\_

**Short Term/Long Term Goals** \_\_\_\_\_

\_\_\_\_\_

**Emergency Contact:** Name \_\_\_\_\_ Phone # \_\_\_\_\_

*In addition to the above information, write an autobiographical essay in which you reflect on your own background and experiences. The autobiography should focus on your development as a student becoming a teacher. The essay might include some or all of the following: reasons for entering the teaching profession, qualities most important in a teacher, experiences in working with children, travel experiences, and specific talents/skills. It should be typed and attached to this sheet.*

## Appendix

**Appendix D: Consent to Use Image(s) and Recordings**



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**School of Education**

**CONSENT TO USE IMAGE(S) AND RECORDINGS**

I (parent/legal guardian's first and last name) \_\_\_\_\_ authorize the Louisiana State University Teacher Candidate to photograph and conduct audio/video recordings of my child, (child's first and last name) \_\_\_\_\_, for use in educational portfolios, materials, and assignments related to coursework required by the teacher preparation program.

By signing this document, I consent to the use of these images, audio, and video in a manner consistent with the above reasons. I understand the use of these images, audio, and video will be for educational purposes only.

\_\_\_\_\_  
Child in Photograph(s) and/or Recordings  
(Printed Name)

\_\_\_\_\_  
Parent/Legal Guardian of Child  
(Printed Name)

\_\_\_\_\_  
Parent/Legal Guardian of Child  
(Signature)

\_\_\_\_\_  
Date of Signature

\*If you have any concerns or questions related to the use of any image(s) and/or recordings, please reach out to [OPE@lsu.edu](mailto:OPE@lsu.edu)

## Appendix E: Description of Clinical Activities

Clinical Activities	Description	Notes
<b>Observing</b>	<p><b>Observing</b> or an <b>Observation</b> is defined as watching and recording impressions of teaching methods/practices used in an educational setting involving a teaching-learning situation.</p>	<p>Observations are typically during the beginning of the first semester.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Observing your Mentor Teacher conduct a lesson</li> <li>Watching the Instructional Specialist model instructional techniques or exemplar lessons</li> </ul>
<b>Participation</b>	<p><b>Participation</b> is defined as the performance of any phase of a teacher's responsibilities EXCEPT direct teaching.</p>	<p>Typically, teacher residents participate in lessons soon after the first few days of the semester and continue throughout in addition to teaching. The number of participation hours in a day cannot exceed the number of hours teacher residents are in the school building or a cohort setting.</p> <p>Stop and ask yourself, "Am I teaching the concept or topic or did the teacher do that and I am now going to help the student?" If your answer is HELP THE STUDENT, then this is participation—NOT TEACHING. If you go straight to the independent practice—activity, worksheet, assignment, etc...—then you haven't taught anything.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Assisting the teacher by helping students during independent practice</li> <li>Facilitating a group of students in a discussion</li> <li>Helping individual students on projects or computer-based work</li> <li>Planning with the teacher or others,</li> <li>Attending professional meetings (cohort and seminar), and attendance at conferences should be delineated as participation.</li> </ul>

		<p>Watching the Instructional Specialist model instructional techniques or exemplar lessons</p> <p>Any administration of an assessment needs to be categorized as so that we can document how many hours you have experienced with proctoring assessments and/or exams. This can be whole-class, small group, or individual. You must log this on the Administration of Assessments form.</p>
Teaching	<p>Teaching “Teaching” is defined as when residents are directly responsible for instruction. The expectation is that when one is “teaching” he or she has and follows a lesson plan created by the resident or the mentor. Although the ultimate goal is for each resident to assume full responsibility for classroom instruction (planning, instructing, disciplining, and evaluating), teaching is not</p>	<p>Different approaches the resident could employ to count “teaching” hours follow.</p> <ul style="list-style-type: none"> <li>Whole class instruction</li> <li>Small group instruction</li> <li>Individual instruction or tutoring (paid after-school tutoring <b>CANNOT</b> be included in the teaching log)</li> <li>Team teaching with the mentor teacher and/or a peer</li> <li>Situations in which the resident is directly responsible for leading/guiding/ facilitating students during independent practice, individual projects, or computer-based work</li> <li>Guiding and facilitating students during independent practice, individual projects, or computer-based work</li> <li>Using the mentor teacher’s plans to teach an individual or small group (beginning of semester only. Teacher residents are expected to plan their own lessons)</li> <li>Working with individual students from the assigned class</li> <li>Transitioning from one activity or area to another</li> <li>Working with students at recess time</li> <li>Planning and teaching lessons to the whole class or small groups</li> </ul>

	<p>restricted solely to a full-class setting. A variety of approaches to teaching will only allow the resident to assume full responsibility and enrich the practicum experience. All instances of “teaching” must be assigned or requested by the mentor teacher.</p>	<p>Managing centers/stations</p>
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## Appendix F: Substitute Policy and Agreement Form

Louisiana State University (LSU) Teacher Residents will be permitted to act as substitute teachers during their yearlong residency experience under the Office of Professional Experiences (OPE) conditions outlined below. Substitute Teaching is NOT a program requirement for LSU's year-long experience and do not reflect poorly on the student if they do not participate.

The Teacher Resident...

1. Must complete and sign the LSU Substitute Teaching Authorization Form prior to starting their year-long residency experience and submitted via email to the OPE at ope@lsu.edu. If a Teacher Resident wishes to adjust selections indicated on the Substitute Teaching Authorization Form, the OPE and Coordinator must be notified via email for approval.
2. Must complete all district-based/system-based requirements in order to substitute at the residency site (i.e. application, fingerprinting, background check, W-9, etc.). Teacher Residents should follow the payment guidelines outlined by the employing district/system and confirm all policies with the school system's Human Resource Department.
3. Are permitted to substitute in the Mentor teacher's classroom or another classroom at the residency school site.
4. Teacher Residents who are in the classroom 60%/80%/100% of the semester are allowed to substitute up to 5 days per semester (If you are in the classroom less than 60%, you will not be allowed to substitute). Teacher Residents must not exceed 10 substitute teaching days for the entire yearlong experience.
5. Must complete the Substitute Teaching Verification indicating that they are serving as a substitute teacher.
6. Must ensure that the Informal and POP observation lessons do not conflict with a substitute teaching day.

## Frequently Asked Questions

***How do I let the Office of Professional Experiences know that I am interested in substitute teaching at my school site?***

If you are interested in substitute teaching at your school site during Residency 1, you must complete the Substitute Teaching Authorization Form in advance of beginning the yearlong Residency experience. This form can be found in the Teacher Resident Handbook.

***Is it required to substitute teach this semester?***

No, substitute teaching is optional. However, you will still be required to complete the Substitute Teaching Authorization Form to notify the Office of Professional Experiences of this decision.

***What if I initially stated that I did not want to substitute? Can I update my selection?***

If a Resident wishes to adjust selections indicated on the Substitute Teaching Authorization Form, the Coordinator of the Office of Professional Experiences and Supervisor must be notified via email for approval. The coordinator will update the select preferences and remind Teacher Residents to follow Steps 2-6 on the Substitute Teaching Policy.

***Can I substitute teach at another school in my district?***

No, you may only substitute teach at your current residency site placement.

***What do I need to do in advance to ensure I can substitute teach at my school site?***

You may only substitute teach if it is at your school site. If you decide to sub, it is your responsibility to contact your school and district to determine the protocol to begin subbing at your school site. You will need to ask pertinent questions related to required documentation, payment implications (if applicable according to your district policy), and daily responsibilities. LSU cannot answer any questions related to your district/school substitute teaching protocol. District administrators and Human Resources/Personnel will be happy to assist you with your questions regarding the necessary paperwork to substitute.

***What is the first date that I can substitute teach at my school site this semester?***

The earliest date for Teacher Residents candidates to begin subbing is **October 2, 2023**. Residency 2 candidates can begin subbing immediately once the semester starts.

***I have already subbed for 5 days in the first semester of my residency, but my district/school is asking me to sub again. Am I approved to do this?***

No, the maximum number of days to substitute in the first semester of residency is 5 days. Please let your district/school know that this is LSU's substitute policy and that additional days will not be approved. You will also not be able to substitute more than one day per week.

***If I do not substitute in first semester of my residency, can I substitute for 10 days in the second semester of my residency?***

No, you may not use all 10 of your substitute teaching days in the second semester of your residency.

***If I substitute teach, how will this affect my Activity Log hours?***

You can count your substitute hours as instructional teaching hours on your Activity Log.

***Will I be paid to substitute teach?***

You must reach out to your school system's Human Resources Department to determine the payment and the required paperwork that you must complete in order to be approved as a substitute teacher. LSU cannot answer any questions related to potential payment.

***Can I miss an LSU course if I can sub?***

No, your coursework takes priority over substitute days.

# LSU Substitute Teaching Authorization Form

Teacher residents may apply to be substitutes in the same school system where they are placed for their residency. It is not a requirement to be a substitute, but it is a great opportunity for the residents to gain teaching hours and experience. In order to become a substitute, the teacher resident must be hired by the school system and complete a background check. They must also receive permission from their Mentor Teacher and Supervisor and document it on their weekly time log. It is important that they follow the Substitute Policy in the Handbook and complete the Authorization Form. The OPE is committed to helping teacher residents gain valuable teaching experience, and we are confident that becoming a substitute will be a rewarding experience. If at any time a Teacher Resident no longer wants to substitute, they need to inform the Office of Professional Experiences at [ope@lsu.edu](mailto:ope@lsu.edu), and we will be happy to assist in canceling the authorization.

**Full Name:**

## **Contact Information**

**Email:**

**Phone Number:**

**School System:**

**Placement Site:**

**Mentor Teacher:**

**Supervisor:**

I, \_\_\_\_\_ (Name) understand that I am under no obligation to agree to become a substitute to complete my residency responsibilities. At any time, I can remove my name from the list of possible substitutes. Furthermore, I understand that I must have the permission from my Mentor Teacher and Supervisor before I agree to substitute.

## Appendix G: Partnership Agreement

Establishing a trusting relationship is vital for the mentor-mentee relationship. Together the mentor and novice teacher experience collaborative professional learning through their ongoing reflection, dialogue, engagement in the feedback process, and willingness to inquire about one another's practice.

You and your Mentor Teacher need to establish a Partnership Agreement. The documents on Moodle will help guide the conversation. Once you have crafted and each signed the agreement, please submit it to Moodle.



### Sample Questions to Guide a Partnership Agreement Conversation

- What do you want to accomplish in our work together?
- What services and support can I provide that will help you accomplish this goal?
- What are our expectations for each other?
- What roles and responsibilities will each of us take?
- What is the best way for us to communicate?
- What technology will we use to communicate?
- When are we generally available or not available to each other?
- When and how often will we meet together?
- How long do we expect our meetings will last?
- Where will we meet?
- When will we work together with students?
- How will we work together with students?
- How long do we expect those classroom experiences will last?
- How will we follow-up on agreements with each other?
- What resources will we need that will be helpful in our work?
- Who will bring those resources?
- What instructional and/or curricula materials will we be using with students?
- How will we ensure we both have access to those materials?
- What student work and data do we want to use to know if we are successful?
- How will we look at student work and data?
- What do you want me to know about your preferences for our work together?
- Do we want to build get-to-know-you activities into our work?
- How will we keep our work together confidential?
- What else do you want to get clarity on?



## Appendix H: Outside Observations

(If Program Applicable)

The teacher resident may be required to observe outside lessons in classes other than the assigned residency. Requirements may vary by program; therefore, the university supervisor will specify the types of observations required.

Keep this chart on the observation section of your portfolio.

Date	Time	School	Subject	Grade Level

Much can be learned from observing school situations if you not only observe, but analyze and think about what you are seeing. In writing your observations, go beyond simply recording what you have seen to consider the meanings of situations. The purpose of the following outline is to provide you with ideas of different areas you might consider as you observe. Do not try to answer every question listed on these two pages; instead select certain factors on which to focus your attention.

Getting the class started

What brings the class to attention?

How are initial routines handled?

How is the continuity with previous work established?

What motivational techniques are used?

Knowledge, Variety, and Creativity in Teaching

What kinds of activities are provided?

Does instruction consider the needs of the students?

Is the focus/objective of the lesson clear?

Is direct instruction provided?

Are the students actively engaged in learning?

Are provisions made considering the various abilities of the students?

Are the needs of individual learners addressed?

What type of relevant feedback is given to students?

How is the lesson introduced, conducted, concluded?

#### Organization and Management

Is there evidence of clearly established classroom routines?

Are expectations clear to students?

What discipline techniques are in use?

What are the consequences for misbehavior and how are they enforced?

How is transition from one activity or group to another achieved?

#### Relationship with and Motivation of Students

What is the classroom atmosphere?

What is the nature of the student/teacher relationship?

What verbal and nonverbal responses are given to students?

What is the attitude toward student interaction? How is it encouraged? Does this add or detract from the lesson?

What is the evidence of student self-direction or self-control?

#### Classroom Environment

How does the classroom environment add to or detract from the creation of a positive learning experience?

What types of learning centers/print labs are available for student use?

Is student-generated work displayed?

#### Assessment

What forms of assessment were used in the lesson?

Teacher observation

Test/quiz

Product (paper, video, PowerPoint presentation, sculpture, etc.)

How do you think the teacher knew which students learned which skills and content?

How do you think the teacher will address students' non-mastery?

Peer Observations – consider the following:

General appearance and poise

Self-confidence

Attitude and enthusiasm

Voice (volume and pitch)

Uses proper grammar

Lesson plan (well organized, etc.)

Relates objective/explains purpose

Activities are relevant/meaningful

Motivates effectively



Gives clear directions/uses examples  
Has knowledge of subject  
Ability to question  
Students understand and are on task  
Student interest/interaction  
Monitors students and makes adjustments  
Continuity between activities  
Uses a variety of techniques/creativity  
Provides positive reinforcement  
Classroom management skills  
Overall teaching performance

## **Appendix I: Student Learning Targets**

The purpose of this exercise is for Teacher Residents to practice crafting Student Learning Targets (SLTs) before entering the classroom. For most programs, this assignment will be completed both semesters of the year-long residency. School systems require teachers to set a minimum of two Student Learning Targets (SLTs) based on state-approved assessments like a literacy screener or a curriculum-embedded assessment. Teachers create these goals at the beginning of each school year and meet with their evaluator to discuss the SLTs for all of their students.

For this assignment, teacher residents will not be present for the End-of-Year (EOY) assessments; however, mentor teachers monitor students' progress throughout the year through benchmark assessments. Teacher residents should use their Mentor Teacher's these benchmarks as EOY assessments to create their SLTs.

The Louisiana Department of Education created the subsequent slides to help guide teachers on how to create SLTs. Teacher Residents should carefully follow the steps and complete the "Student Learning Target Guide" The Word document can also be found under the SLT submission portal on the OPE Moodle page.

## Student Learning Target Continued



Grade:	Subject:	Interval of Instruction:
<p>WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?</p> <p>What <u>content</u> will I prioritize?</p> <p>What <u>standards</u> are most tied to success?</p> <p>What prior knowledge will they need to be successful?</p> <p>What <u>assessment</u> will provide the best evidence of my students' mastery of the priority content at the end of the year?</p> <p>Will this assessment method enable me to determine how students are progressing throughout the year?</p>		
<p><b>End-of-Year Assessment Method and Name:</b></p>		
<p><b>WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?</b></p> <p>What knowledge/skills are related to success with this year's priority content?</p> <p>What <u>data sources</u> and background information are available?</p> <p>What diagnostic assessment resources are available?</p> <p>What can I conclude about students' mastery of prior knowledge and skills?</p>		

Based on the data, what can I conclude about students' readiness?

**IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?**

Have I set learning targets for all of my students?

Which subgroups in my school population need additional support to achieve success?

Which students will need additional support to achieve success?

**STUDENT LEARNING TARGET:**

What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve?

**SCORING PLAN:**

How will you measure your students' success?

Based on students' baseline data, what is the minimum level of performance I expect from the identified students?

Based on students' baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance?

<p><b>Insufficient Attainment of Target (1 point):</b></p> <p>The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.</p>	<p><b>Partial Attainment of Target (2 points):</b></p> <p>The teacher has demonstrated some impact on student learning, but did not meet the target.</p>	<p><b>Full Attainment of Target (3 points):</b></p> <p>The teacher has demonstrated a considerable impact on student learning by meeting the target.</p>	<p><b>Exceptional Attainment of Target (4 points):</b></p> <p>The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
Achievement range:	Achievement range:	Achievement range:	Achievement range:

**4. HOW WILL I MONITOR PROGRESS?**

When will I monitor students' developing mastery of the priority content?

What [curricular resources](#) and [assessment methods](#) will I use to determine students' mastery of the priority content on an on-going basis?

- o Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

<b>Ongoing</b>		
<b>Checkpoint 1</b>	<b>Checkpoint 2</b>	<b>Checkpoint 3</b>

## **Appendix J: Professional Growth Plan**

Professional Growth Plans (PGPs) provide an opportunity for educators to set specific goals and create action plans that will help them improve their professional practice and help their students meet more rigorous standards. PGPs help educators to focus their professional growth efforts and can help school and district leaders plan professional development opportunities that target the needs of their employees.

A strong PGP is aligned to the standards of professional practice upon which the educator will be evaluated and targets specific needs and strengths within those standards that reflect that employee's greatest opportunities for growth. A strong PGP should include a set of action steps, resources needed, and target dates of completion to ensure that the plan results in concrete actions and measurable outcomes for the educator. A strong PGP is a living document that results from an ongoing dialogue between an educator and their evaluator and/or supervisors about that educator's professional development. It ought to be revisited throughout the year to assess progress and refine objectives.

# Professional Growth Plan



<b>School Session:</b>	
<b>LEA:</b>	
<b>School:</b>	
<b>Employee Name:</b>	

Goal 1 of 1

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibility

Action Steps		Resources Needed	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

<b>Beginning of Year</b>	<b>End of Year</b>
Employee Comments:	Employee Comments:
Signature and Date	Signature and Date
Evaluator Comments:	Evaluator Comments:
Signature and Date	Signature and Date



## Appendix K: Guiding Weekly Reflection Questions

Reflection in teaching is critical because the events of teaching and one's reflection of those activities impact future teaching, and one's planning for activities and assessments. Residents are required to write a weekly reflection that includes a reflective response for at least one lesson taught during the week (once the resident begins teaching) AND reflect about broader aspects of teaching not directly related to a lesson.

### Consider the questions below when reflecting on a lesson:

Were the students engaged in this lesson? If not, why?

Did you change your teaching plans? Why?

What were the effects on the lesson?

Did you achieve your objective(s)?

What skills or knowledge did the learners acquire?

How do you know?

Were there students who did not meet the objective(s)?

How will you help those students who did not previously master the skills or knowledge?

What were the strengths of the lesson?

What would you do differently next time?

What would you do differently for students who are very different from the students you taught for this lesson (i.e. at-risk students, gifted students, etc.)?

### Consider the questions below when reflecting on broader aspects of teaching:

What did I discover this week?

What will I change or do differently next week?

What assistance do I need at this time?

The best part about this week of student teaching was ...

I learned \_\_\_\_ and I will use it in the future.

Questions I still have ...

What I learned this week about teaching as a profession ...

What I learned this week about children ...

I think I want to teach \_\_\_\_ grade/subject because ...

My view of school has changed because...OR My perception of inner-city schools has changed ...

My perception of curriculum has changed because ...

Students who are transitional ...

Your thoughts on child abuse and neglect after hearing the legal issues presentation and your experiences in the school.

What is the impact of school schedule changes due to fire alarm, assemble, picture day, daylight savings time...?

## **Appendix L: Classroom Management Plan Reflection**

For I-VII below, include a sample and/or a description of what is in place in your mentor teacher's classroom. Write one paragraph reflecting on that situation; discussing the good, the bad, and what you might do differently in your own classroom.

### **Physical Layout**

Provide a sketch of your student teaching classroom. In your one paragraph reflection, consider the layout of your classroom and whether it supports instruction by providing visibility, smooth traffic flow throughout and ease of changing from small group to whole class arrangements.

### **Rules/Expectations**

List 3-5 rules from your mentor teacher's classroom. In your one paragraph reflection, include an explanation of how you would teach the rules you have listed.

### **Procedures**

List 3-5 procedures from your student teaching classroom. Identify procedures that students engage in routinely as part of being in the class. Examples of such procedures include: restroom, missing supplies such as textbook, pen or pencil, discarding trash, distribution and collection of materials, collecting homework, checking homework, making up work or tests when absent, storage of projects/materials, early finisher procedures...

In your one paragraph reflection, include an explanation of how you would teach the procedures you have listed.

### **Schedule**

Use the schedule your class followed this semester and briefly reflect upon how well you think it worked. What did you like about it? Not like? What would be your preferred schedule?

### **Rewards for Adhering to the Rules and Procedures**

In your reflection, describe the school's and classroom's use of a reward system, if any is used. What did you like/not like about these reward system(s)? What worked well/not so well? What would you change and why?

### **Consequences of Failure to Adhere to the Rules and Procedures**

In your reflection, describe any consequences used by school and the classroom for noncompliance. What did you like/not like about these consequences? What worked well/not so well? What would you change and why?

### **Parent Communication**

Ask your teacher for a copy of the letter(s) sent home at the beginning of the year. What would you do differently? You may write one yourself in your words to introduce parents to your classroom, if you'd like.

### **Evaluation Plan**

Ask your teacher how they evaluate their classroom management plan. How often do they do this? Have they ever had to revise theirs? Now, explain how you will evaluate your plan to see if it is working. What will you do if it is not working out the way you thought it would?

## Appendix M: Integrated Thematic Unit Plan Template

(If Applicable to Program)

**Name:**

**Unit Title:**

**Grade Level:**

**Teaching Context:**

This section should include information about the school and students. School information should include demographic data such as the school's standardized testing data history, location (rural, urban, and suburban), school size, and the SES of the school population. Other distinguishing aspects of the school should be noted (i.e. dedicated academic magnet, university laboratory school). Classroom student information is important to note in this section, also. The diversity of the students in the classroom (gender and race) should be identified. Special student needs (IEP, 504, learning styles, ESL) should also be identified in this section.

**Subject Area(s):**

**Broad Unit Understandings/Goals:**

What will students understand (about big ideas) as a result of the unit?

“Students will understand that...”

**Unit Questions:**

List the Guiding Questions for the thematic unit.

**State and National Standards and Benchmarks:**

List all relevant benchmarks and GLEs (where applicable) for your unit's core subject area.

Include Louisiana Comprehensive Curriculum, Common Core Standards or other comparable standards (where applicable)

**Description of Unit:**

Identify the Louisiana State Standards. Note any enhancements made to comprehensive curriculum (or comparable standard) to create a unit of study for the students based on your methods of instruction. *Attach a copy of the Louisiana Comprehensive Curriculum unit and/or Common Core (or other standard) on which your unit is based.*

**Unit Objectives/Learning Outcomes:**

This section includes a prioritized list of content objectives that students will master by the end of the unit. Your objectives should reflect the specific GLEs.

**Reflective Analysis of Student Learning:**

Write a reflective response to analyze how well the students met the stated goals and objectives. Include a chart of pre- and post-assessments, including data regarding the percentage of students meeting specific objectives. Comments indicating insights about students' failure to meet expected objectives should be included. Additionally, specifications about assisting students who did not meet the objective targets should be included in this section. Along with the analysis of student data, general comments such as, “*What were the strengths of the unit? Why? What could be done differently next time and why?*” should be added in this section of the unit.

**Communication with Parents/Guardians:**

Explain the different ways you will communicate with parents. Include a sample letter (or other means to communicate with parents, such as a newsletter) to explain how you will inform parents of the following:

An explanation of the unit of study

Information about how they can assist their child in mastering the unit's content and skills

How you will evaluate their child's learning

The progress their child has made regarding the objectives of this unit of study (This explanation should also be included in the assessment section of this unit.)

**Community and Parent Involvement:**

Explain your efforts (bringing resources into the classroom or taking students into the community) to involve the community and parents during this unit of study. Resources may include people, connections through technology, or places to visit. Experts in a related field of study could serve as guest speakers to present information or conduct demonstrations.

**Content Outline:**

This content outline is a detailed outline of the content you are teaching. Your extensive notes used for teaching this unit of study should be included in the content outline.

**Integration of Technology:**

Describe how you and the students will use technology in the classroom. If applicable, this section should also include an explanation of how you used technology to communicate with students and parents. Provide a list, with links, for any internet sites that you used when planning the unit. The LA K-12 Educational Technology Standards define technology as consisting of any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions, and enhancing the quality of life.

**Materials and Resources:**

Include the necessary materials and resources such as literature (titles and authors), textbooks and reference materials, supplies, and Internet resources to implement the unit.

**Sequenced Potential Learning Experiences/Activities:**

Use the Essential Lesson or 5E lesson plan template and briefly describe specific and appropriate relevant learning activities that could be used with this unit of study. Included in this section are instructional activities/learning experiences that were taught, as well as additional resource activities that would be appropriate. Activities included in this section should be sequenced to promote maximum learning for the students.

**Lesson Plans:**

Include separate lesson plans for each lesson or activity that you actually taught during the unit. Each lesson plan should reflect any accommodations for individual student needs as noted in the teaching context section. Necessary accommodations to assess students with special needs should be included in the assessment section.

**Guidelines for Submission of Unit Plans:**

When possible, lesson plans, assessments, worksheets, outlines, etc. should be saved in one contiguous document (Unit Plan Master Document)

If one Unit Plan Master Document cannot be created, then parts of the unit plan should be saved in the least number of documents possible

Power Points may be saved as separate files, if necessary

Student work samples should be scanned and added to the Unit Plan Master Document, whenever possible. If the student work samples cannot be added to the Unit Plan Master Document, they should be scanned and combined into one PDF file

If various parts of the Unit Plan cannot be saved into one master document, then all parts of the unit plan should be saved and contained in one folder for submission to the OPE Moodle page.

## Appendix N: Self-Evaluation Guidelines

(If Applicable to Program)

Using your scores and feedback on the Resident Evaluation Instrument, write a two-three page narrative discussing your growth and development as a teacher thus far. Address the following Domains from the Danielson Evaluative Tool in your narrative:

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Include a description of specific teaching experiences you would like to experience during the second half of the semester. (*Mid-semester only*)

Include in your discussion the areas you believe are your strengths, as well as those you believe to be areas that are still in need of further development.

## **Appendix O: Louisiana Department of Education Resources**

[Academic Standard and Grade Level Expectations](#)

[ELA Guidebooks](#)

[Louisiana Math](#)

[Louisiana Literacy](#)

[Early Childhood](#)

[English Learner Library](#)

[Teacher Support Toolbox Library](#)

[Students with Disabilities](#)

[Verify Certificate or Teaching Authorization](#)

[Career Advancement Opportunities](#)

[Continuing Education Opportunities for Educators](#)

[Measuring Results: K-12 Assessments, School and Center Results, and Tools to Support Assessments](#)

[Every Student Succeeds Act \(ESSA\)](#)

The following appendices are for those residents who are in the Special Education/Dual Certification Program.

**Appendix SPED-1: Functional behavioral assessment/Behavior intervention plan**

**(1-5 ADD-ON CERTIFICATION)**

Teacher Resident \_\_\_\_\_

Special Education Teacher \_\_\_\_\_, \_\_\_\_\_  
*Name Signature*

Functional Behavioral Assessment/Behavior Intervention Plan

The teacher resident will:

- Conduct a functional behavioral assessment.
- Identify behavior
- Gather data to come up with a hypothesis as to behavioral function
- Develop and implement a pro-social intervention
- Evaluate effectiveness
- Review and consider next steps

Functional Behavior Assessment Checklist

- \_\_\_\_\_ Step 1: Identify the problem behavior
  
- \_\_\_\_\_ Step 2: Attempt to resolve the problem behavior
  
- \_\_\_\_\_ Step 3: If problem behavior persists, complete the Functional Behavior Assessment (FBA) to identify the target behavior, analyzing the antecedents and consequences.
  
- \_\_\_\_\_ Step 4: Use the Data Collection Worksheet (DCW) to begin baseline (pre-test) data collection.
  
- \_\_\_\_\_ Step 5: Create a Behavior Intervention Plan (BIP) using the results of the FBA backed by scientific research.
  
- \_\_\_\_\_ Step 6: Continue to collect and record data on the DCW during intervention(s).
  
- \_\_\_\_\_ Step 7: Cease intervention strategies and begin collection “post-Test” data. Record on the DCW.



- \_\_\_\_\_ Step 8: Compare baseline data to the post-test data. If the baseline data is significantly higher than the post-test data, then the behavior has decreased or is extinguished. Continue to reinforce the student's appropriate behavior, fading the reinforcement over time. If the baseline data is lower than the post-test data, continue with Step 9.
  
- \_\_\_\_\_ Step 9: If the problem behavior increases, the intervention was unsuccessful. Modify with alternative scientifically based intervention strategies. Use a new DCW to record new intervention strategies.
  
- \_\_\_\_\_ Step 10: Following the employment of new intervention strategies, collect new post-test data and record on the new DCW.
  
- \_\_\_\_\_ Step 11: If the problem behavior has decrease or is extinguished, then the intervention was successful. Continue to reinforce student's appropriate behavior, fading the reinforcement over time.
  
- \_\_\_\_\_ Step 12: If the problem behavior increases, the intervention was unsuccessful. Repeat Steps 9 and 10 until the intervention is successful. Record success or lack thereof on BIP-Log.

## Appendix SPED-2: Curriculum Based Assessment (CBA)

### (1-5 ADD-ON CERTIFICATION)

Teacher Resident \_\_\_\_\_

Special Education Teacher \_\_\_\_\_, \_\_\_\_\_  
*Name* *Signature*

Curriculum Based Assessment (CBA) – Develop, administer, and evaluate probes to evaluate effectiveness of instruction.

Teacher Action	Yes	No	Comments
Administer Pretest			
Score Pretest			
Enter Pretest data			
Obtain student commitment to CBA			
Determine CBA goal			
Enter goal data on graph			
Administer progress monitoring Probe 1			
Score Probe 1			
Enter Probe 1 data on graph			
Administer progress monitoring Probe 2			
Score Probe 2			
Enter Probe 2 data on graph			
Administer progress monitoring Probe 3			
Score Probe 3			
Enter Probe 3 data on graph			
Administer post-test			
Evaluate progress towards stated goal			
Develop new goal(s) based on evaluation results			



**Appendix SPED-3: Individual Education Plan (IEP)**

**(1-5 ADD-ON CERTIFICATION)**

Teacher Resident \_\_\_\_\_

Special Education Teacher \_\_\_\_\_, \_\_\_\_\_  
*Name* *Signature*

Individual Education Plan (IEP) – Assist in the development of an IEP including attending the meeting and developing goals. These activities are to be completed in conjunction with the regular education teacher, the special education teacher, and the parents/guardians.

Activity	Yes	No	Comments
Ten-day notice completed & sent			
Developing the IEP(see* below)			
*Develop general student information section			
*Develop instructional plan (goals & objectives)			
*Develop accommodations			
*Develop program services page			
*Develop placement- least restrictive environment page			
Attend and participate in the IEP meeting			
Complete the due process form			

