

LIBERTY

UNIVERSITY.
SCHOOL of EDUCATION
STUDENT TEACHING HANDBOOK

Revised May 2024



*Preparing competent professional
educators with a Christian worldview*

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Note:

The Student Teaching Handbook is intended to provide an overview of the requirements, policies, and protocols needed for a successful student teaching experience. The information is provided as a foundation, but the School of Education and University Supervisors maintain the authority to make adjustments as deemed necessary based on individual placement arrangements. Requirements set forth in this handbook may be changed without notice.

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CONTACT INFORMATION

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Teacher Licensure Office 434-582-2632 (Gate4@liberty.edu)

SCHOOL OF EDUCATION LEADERSHIP

Dean soedean@liberty.edu
Director of Student Teaching soestudentteaching@liberty.edu
EdTPA Coordinator..... edtpa@liberty.edu

FIELD EXPERIENCES

Background Clearances Background Check Office (edbackground@liberty.edu)
External Placement Requests External Field Office (fieldplacementoffice@liberty.edu)
Local Placement Requests..... Local Field Office (field@liberty.edu)

OTHER

Course Assignments and Grading Contact Course Professor
HelpDesk (Blackboard, Canvas, WebMail, etc.) helpdesk@liberty.edu (434-592-7800)
LiveText Support (Internal – SOE) livetext@liberty.edu
LiveText by Watermark Support..... support@watermarkinsights.com (866-LIVETEXT; 866-548-3839)
CORE Support (Internal – SOE)..... SOEcore@liberty.edu
CORE Support libertyeducationhelp@corehighered.com
Pearson Support for edTPA Submission.....(866-565-4872)

LIST OF ABBREVIATIONS

Candidate Preservice Assessment of Student Teaching (CPAST)

Cooperating Teacher (CT)

Education Preparation Provider (EPP)

Experiential Learning Management System (ELMS)

Field Experience Summary (FES)

Liberty University (LU)

On-site Mentor (OSM)

On-site Supervisor (OSS)

School of Education (SOE)

Social Responsibility, Commitment, Reflection, Integrity, and Professionalism (SCRIP)

Student Teacher (ST)

Teacher Performance Assessment (edTPA)

University Supervisor (US)

CONCEPTUAL FRAMEWORK

The mission of the Educator Preparation Program at Liberty University is to develop competent professionals with a Biblical worldview for Christian, public, and private schools. The School of Education at Liberty University is committed to providing the highest quality Christian education based on the principles of God’s Word. Our school, by its commitment to strengthening the mind, body, and soul, educates the whole person as God created us. The school offers programs to prepare teachers and other school personnel. Excellent teachers and school personnel are an invaluable asset to the home, church, community, and nation. The school licensure program at Liberty is designed to provide a program of study and pre-service experiences that will foster teaching excellence and stimulate improvement in teaching practices in Christian, public, and private schools.



KNOWS *Christian values, moral dimensions, and ethical implications synthesized with academic knowledge*

IMPLEMENTS *skills as a gift from God, because teaching/leadership is a calling from God*

BELIEVES *and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity*

Bachelor’s & Master’s Programs

Knows:

- General knowledge
- Content knowledge & curriculum goals
- Professional knowledge: development & diversity of learners

Implements:

- Communication skills
- Technology skills
- Instruction/Leadership skills: plans, manages, motivates, and assesses

Believes:

- Commitment & concern
- Collaboration & reflection

Education Specialist & Doctor of Education Programs

Knows:

- Research competencies

Implements:

- Leadership concentration competencies
- Teaching & Learning concentration competencies

Believes:

- Foundations competencies

DISPOSITIONS

The faculty of the Liberty University School of Education has delineated the dispositions that should be observable in each candidate of our programs at both the initial and advanced levels. The dispositions are identified from the [Conceptual Framework](#).

S-C-R-I-P	
S ocial Responsibility	<p>Student Teachers will exhibit a positive desire to be a teacher who believes all students can learn.</p> <p>Student Teachers will work to gain rapport with students to develop a classroom environment where learning is a priority.</p>

	<p>Student Teachers should not use any personal digital modes of communication to interact with PreK-12 students (texting, calling, chatting, using social network sites, etc.). STs should not post pictures of PreK-12 students, student work, etc. on their personal social networking sites.</p>
<u>C</u>ommitment	<p>Student Teachers will display the necessary work ethic and dedication to be competent in content, independently create lessons that are active and engaging, and take ownership of his/her critical role in ensuring student learning.</p> <p>Student Teachers will display the attitude that all students can learn, and the Student Teacher will have a commitment to do all they can to make that happen.</p> <p>Student Teachers will assume responsibility to complete all teaching duties and course assignments as outlined in the Student Teaching Handbook and the course syllabus. The University Supervisor maintains the authority to require specific assignments and various tasks to ensure the Student Teacher can successfully complete Student Teacher requirements and meet all endorsement area competencies.</p>
<u>R</u>eflective Practice	<p>Student Teachers will honestly reflect on the effectiveness of their performance and work in a collaborative manner with the Cooperative Teacher/On-site Mentor/On-site Supervisor.</p> <p>Student Teachers will complete final elements of the student teaching assignment by: making sure all grading has been completed and recorded, continuing to assist the classroom teacher as requested, check all student teaching forms for accuracy, and ensure that clock hours required are documented.</p>
<u>I</u>ntegrity	<p>Student Teachers will display integrity in all interactions and actions.</p> <p>Student Teachers will maintain discretion and confidentiality concerning student records, academic records, behavioral records, etc.</p>
<u>P</u>rofessionalism	<p>Student Teachers will conduct themselves in a professional manner in the areas of assertiveness, class management, engaging instruction, data collection, and human relations.</p> <p>Student Teachers will listen and respectfully comply with requests and directions from their host/cooperating teacher or administrator, Liberty University supervisor/professor, building principal, and any other key personnel who are authority figures in the candidate's placement and placement processes, including Liberty University faculty and staff.</p> <p>Student Teachers will dress professionally for all field experience activities. Student Teachers will observe field experience dress code policies except when casual dress or sports clothes for specific events are approved in advanced by the University Supervisor and Host Teacher, Cooperating Teacher, On-site Mentor, and On-site Mentor.</p>
<p>Depending on the level of disposition or conduct infraction(s), the student teaching grade may be altered. The University Supervisor maintains the authority to make final grade decisions, including point deductions, concerning dispositions and conduct. Any unprofessional conduct may result in a removal from placement. It is possible that a future placement may not be sought. If there is any evidence of inappropriate communication or interaction between a Student Teacher and PreK-12 student(s), school personnel, or Liberty University faculty/staff member, this is cause for Student Teacher dismissal from the Educator Preparation Provider.</p>	

OVERVIEW OF STUDENT TEACHING

Student teaching experiences are arranged in classroom settings with well-qualified Cooperating Teachers (CTs) or On-site Mentors (OSM) within public or accredited private schools. Student Teachers (STs) will be supervised by faculty member(s) from Liberty University (LU). For this reason, student teaching may not be completed at another institution and transferred to Liberty University. Student teaching is a *full semester* commitment.

Student teaching eligibility is achieved by following the submission deadlines and requirements for the Gate 3 application, meeting all program requirements as outlined by the School of Education. Review [Undergraduate Gate 3](#) or [Graduate Gate 3](#) requirements for more details.

Student teaching should be approached with a great deal of respect for the responsibilities involved and should be regarded as an important experience. During student teaching, STs will assume an important role of responsibilities and obligations to the school and the students. It is imperative that STs plan to arrange personal schedules in order to allow for proper attention to be given to student teaching responsibilities and those activities associated with outside preparation. For these reasons, extracurricular activities, extensive social commitments, and working more than 10 hours per week are highly discouraged.

PLANNING FOR PLACEMENT

Student teaching is a full semester commitment that requires attendance for the full workday every day during the student teaching semester.

Participate in experiences related to *every* competency related to the ST’s endorsement(s).

- It may be necessary for STs to collaborate with teachers in other classes related to the endorsement area in order to meet all competency area requirements.
 - Example: Elementary candidates must write lesson plans and teach in other classes, if they are placed in a departmentalized setting, specifically targeting the content areas of English, mathematics, science, and social sciences.
- Attendance at IEP meetings and other such important confidential and “closed door” meetings is at the discretion of the school (see Appendix A for Confidentiality Agreement).
 - Participate in all types of duties and responsibilities that would be aligned with normal teaching duties (such as attendance at IEP meetings, parent/teacher conferences, etc.), but the administration and faculty of the site school determine the appropriateness of the Student Teacher’s presence at these events.

DIRECT AND INDIRECT TEACHING HOURS

Student teaching requires a minimum of 150 direct hours of teaching at the level and area of endorsement. STs must maintain attendance all day, every day throughout the 16-week semester, even if the minimum 150 direct hours are achieved prior to the end of the semester.

Direct and indirect teaching are defined as:

Hours	Description	Examples
<p>Direct Hours <i>A minimum of 150 clock hours of supervised direct teaching activities must be met.</i></p>	<p>Time spent directly teaching students in a classroom setting <i>in the Student Teacher’s endorsement area</i>. Direct teaching hours also include spending time engaging students in the learning process.</p>	<ul style="list-style-type: none"> • Whole group teaching • Small group teaching • Tutoring • Testing • Co-teaching with a general/special education teacher • Student conferences

Indirect Hours	Time spent with students in a school setting that are not direct teaching hours.	<ul style="list-style-type: none"> • Observing the lead teacher • Homeroom • Assisting other teachers • Coaching • Field trips and assemblies • Bus duty and lunch duty
Other Hours	Activities not counted as either direct/indirect hours.	<ul style="list-style-type: none"> • Planning periods • Lunch time • Parent-teacher conferences • Faculty meetings • Professional development and teacher workdays

STUDENT TEACHING ROLES

Student teaching involves the collaboration of several individuals. The roles and qualifications are addressed below. The umbrella term **Host Educator** may be used throughout to address all placement stakeholders.

Individual/Role	Description	Eligibility
Student Teacher (ST)	The licensure candidate completing the student teaching requirement.	<ul style="list-style-type: none"> • Gate 3 approval
Cooperating Teacher (CT)	The teacher in whose classroom a ST completes the student teaching requirement.	<ul style="list-style-type: none"> • Hold valid/current teaching license in ST's endorsement area • Have at least three years of teaching experience • <i>Note:</i> If CT requests for a substitute teacher, the ST will report as normal. STs cannot substitute for the CT, unless they are hired by the school system as a school employee to do so.
On-site Mentor (OSM)	The educator serving as the mentor for a ST completing the student teaching requirement in his/her full-time, contractual teaching position.	<ul style="list-style-type: none"> • Hold valid/current teaching license • Have at least three years of teaching experience • <i>Note:</i> It is recommended that the teaching license and teaching experience be in the ST's endorsement area.
On-site Supervisor (OSS) <i>If applicable to placement</i>	The educator serving alongside the University Supervisor to monitor and observe the ST for placements outside of the Central Virginia area.	<ul style="list-style-type: none"> • Hold valid/current teaching license • Have at least three years of teaching experience • Hold a master's degree or above in education or a related field • Have some background in the ST's endorsement area • <i>Note:</i> It is recommended that the teaching license and teaching experience be in the ST's endorsement area.
University Supervisor (US)	The professor/instructor overseeing and observing the candidate's student teaching experience/course.	<ul style="list-style-type: none"> • Hold valid/current teaching license • Have at least three years of teaching experience • Hold a master's degree or above in education or a related field • Have some background in the ST's endorsement area

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">• <i>Note:</i> It is recommended that the teaching license and teaching experience be in the ST's endorsement area. |
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PLACEMENT QUALIFICATIONS AND EXPECTATIONS

Student teaching must be completed in a public or fully accredited private school in the ST's endorsement area with a qualified CT or OSM as outlined above. All student teaching placements will be requested and confirmed through the Field Offices. Settings that would not be eligible include, but are not limited to, virtual schools, homebound instruction, group homes, home school groups, etc.

NOTE: Placements may not be completed with relatives (your own children in the classroom or in a classroom under the supervision of a relative. It is also strongly recommended to not complete placement under the supervision of close friends to avoid issues that may arise from a conflict of interest.

BACKGROUND CLEARANCES

Each ST is responsible for [full background clearances](#) through Liberty's background check vendor. Full clearances are required prior to beginning placement—this includes ST's already employed in the school system. SOE clearances are typically valid for up to five years.

Each ST is responsible for additional background clearances as required by the assigned school system, or updated clearances as identified by the SOE.

Questions related to background clearances can be directed to EDBackground@liberty.edu.

TRANSPORTATION

STs are responsible for transportation to and from all assigned student teaching placements.

PROFESSIONAL LIABILITY INSURANCE

Professional liability insurance is required for student teaching placements. An economical option is membership in the [Christian Educators](#) (CE). When purchasing a year of student membership with CE, STs are insured up to \$2,000,000 for legal actions filed against the ST arising out of the teacher candidate's educational duties (applicable only in the United States only; no overseas coverage). CE membership also includes a subscription to *Teachers of Vision*. Membership and liability coverage options are available for purchase beyond student teaching.

This information is subject to change based on the policy information identified and provided by CE.

UNFORESEEN DISRUPTION IN PLACEMENT

STs should be aware that events may occur that are beyond the University's control, including but not limited to school employee labor disputes/strikes, acts of God, pandemics, civil unrest, etc. While SOE will attempt to assist STs in locating another site in the event of such occurrence, STs should be aware of the risk and prepare appropriately. If placement is significantly disrupted (hours not met, etc.), STs should be prepared to continue and/or repeat the student teaching placement in a future semester.

The University does not endorse ST participation in active labor disputes and strikes during the student teaching semester.

EMPLOYMENT INFORMATION

Many candidates may already be employed in some capacity in the school systems, which is certainly great experience. School employment does not replace field experience requirements or course requirements. With that in mind, here are some guidelines for student teaching expectations during/through school employment.

NOTE: Approval must also be processed through the ST's employed school's Human Resources to align with any policies the school may have for their employees receiving academic credit while also receiving monetary compensation for active school employment. The school system may have the right to require the ST to take a leave of absence to complete student teaching requirements.

Employment Status	Qualifications
<i>School of Education Administration has final discretion/approval as to whether employed position may be used in conjunction with student teaching, even if the employer approves.</i>	
Full-time, Contractual Teacher or Provisional License	<ul style="list-style-type: none"> <input type="checkbox"/> Initial Licensure: Classroom <i>may</i> be used for student teaching <i>if</i> the employed position/classroom aligns with the ST's endorsement area <i>and</i> school/Host Educator meet the qualifications described above. <ul style="list-style-type: none"> o The ST's employed teaching workload/schedule may have to be reviewed by the Gate Team for official approval. <input type="checkbox"/> Remember, a variety of experiences is required to fulfill FES expectations.
Instructional Assistant/ Teacher's Assistant/ Paraprofessional	<ul style="list-style-type: none"> <input type="checkbox"/> Employment/classroom <i>may</i> be used for student teaching <i>if</i> the employer opts to continue providing compensation to the ST while the ST is unable to fulfill employed responsibilities. Employed position/classroom must align with the ST's endorsement area <i>and</i> school/Host Educator must meet the qualifications described above. <input type="checkbox"/> Student teaching hours must be completed with the same classroom/Host Educator for consistency. <input type="checkbox"/> The ST must be able to fill the role of a ST in a whole-class instructional setting (i.e., observing, assisting with direct instruction, teaching, etc.) <ul style="list-style-type: none"> o As one example, if the primary role is to work one-on-one with a student(s), this would not qualify as a ST experience. <input type="checkbox"/> Remember, a variety of experiences is required to fulfill FES expectations.
Long-term Substitute	<ul style="list-style-type: none"> <input type="checkbox"/> Employment/classroom <i>may</i> be used for student teaching <i>if</i> the employed position/classroom aligns with the ST's endorsement area <i>and</i> school/Host Educator meet the qualifications described above. <ul style="list-style-type: none"> o The ST must be in the employed position for the entire student teaching semester/placement. <input type="checkbox"/> Student teaching hours must be completed with the same classroom/Host Educator for consistency. <input type="checkbox"/> The ST must be able to fill the role of a ST in a whole-class instructional setting (i.e., observing, assisting with direct instruction, teaching, etc.) <ul style="list-style-type: none"> o As one example, if the primary role is to work one-on-one with a student(s), this would not qualify as a ST experience. <input type="checkbox"/> Remember, a variety of experiences is required to fulfill FES expectations.

PLACEMENT REQUESTING PROCEDURES

Placement requesting procedures vary by school system. As STs plan for placement, understand that PreK-12 schools are not obligated to accept student teaching placements. Therefore, placement preferences are not guaranteed and are at the discretion of placement availability which includes several factors (school agreements/contracts, teacher availability, teacher qualifications, previous placements, etc.). STs should be flexible and understanding of a school's decision and the Field Office procedures.

FIELD PLACEMENT GROUPS

Field placements in the SOE fall into four placement categories. Determine which placement group the preferred school system(s) falls into by reviewing the [Field Placement Groups website](#) in the Licensure Resource Community.

PROFESSIONAL EXPECTATIONS

STs must always display the dispositions of Social Responsibility, Commitment/Work Ethic, Reflection, Integrity, and Professionalism (SCRIP). This means demonstrating the attitude that all students can learn and that the ST has a commitment to do all they can to make that happen. STs must be actively engaged in the learning process of their classroom placement. This engagement is direct when the ST is leading instruction or indirect when the ST is assisting the CT/OSM as they lead instruction.

PROFESSIONAL COMMUNICATION

STs must always communicate with the Host Educator in a professional manner. This includes all forms of communication (email, phone, and in-person). Refer to the Host Educator and all other school personnel with appropriate formality (Miss, Mrs. Mr., Dr., Instructor, etc.). Use formal, professional language in all communications related to your placement.

Prepare in advance and allow sufficient time for the Host Educator to respond to any inquiries. Kindly remember that hosting a field placement is not the first priority for school personnel, though most are happy to have ST's be a part of their classroom/school.

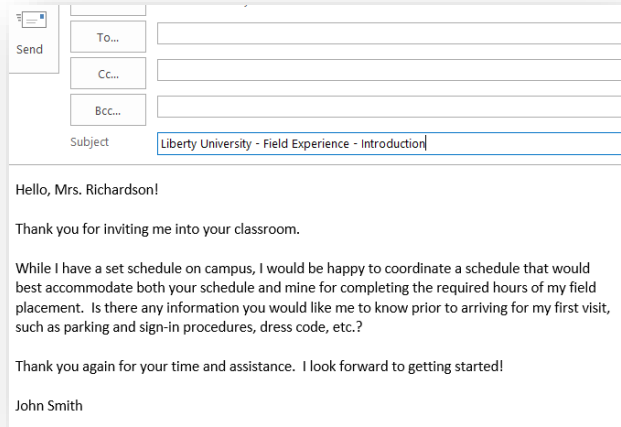
WRITTEN COMMUNICATION

Email will likely be one of the primary forms of communication between you and your Host Educator. Avoid the use of text lingo, emoticons, etc. For email communications, be clear and concise while also being courteous, and use an introduction, clear body of information, and a grateful closure. An example is included.

Again, prepare in advance and allow sufficient time for the Host Educator to respond. Most Host Educators are not sitting at a computer all day, so it may take them a few days, or even a week or so to respond. Be gracious of their time.

Ask the Host Educator to identify their preferred mode of communication should you need clarification on something or if there is a reason attendance will not be as scheduled. Plan ahead—a ST emergency is not the Host Educator's emergency!

STs should use their LU email address when emailing the Host Educator about the field placement.



CONFIDENTIALITY

Any information shared with the ST by the Host Educator or another school personnel should be held in confidentiality. Any information identifying a PreK-12 student should be removed from coursework (lesson plans, edTPA, reflections on field experiences, etc.). Use pseudonyms for students, if needed.

Should there be a school emergency, follow the school's protocol/policies. School systems have PR representative that communicate lockdowns or emergency situations to parents and the community, so do not communicate to anyone outside of the school during or immediately following a lockdown, emergency drill, or any unusual school-wide situation.

VIDEO/PHOTOGRAPH – PARENT/GUARDIAN PERMISSION FORM

As part of the documentation process of these field experiences, STs may be required to collect picture or video evidence of the field experiences. STs should obtain both school and parent/guardian permission before taking pictures or video of the classroom or students. When attempting to obtain permission, use the [School of Education Video/Photo Release Form](#). STs should work with the CT/OSM in order to determine the best approach for distributing and collecting signed copies of this form. Videos and photos obtained through this process should be used for portfolio and coursework purposes only.

Artifacts should not be posted on social media platforms or shared with others outside of coursework.

SOCIAL MEDIA

STs are expected to maintain professional communication with PreK-12 students at all times during student teaching. STs should not interact with PreK-12 students via social media platforms (Facebook Messenger, Twitter, Instagram, etc.) or personal communications (personal email, text messages, phone calls, etc.).

STs should maintain teacher and student privacy by not posting pictures of PreK-12 students or school personnel, student work, identifiable anecdotes, etc. STs should refrain from posting negative reflections directed toward the school, CT/OSM/OSS, or other school/University personnel.

Pictures of PreK-12 students should only be taken if the appropriate permissions are obtained from the school and parents of PreK-12 students. Further, if a video lesson is required in the placement, the ST should not upload the video to any public website (YouTube, etc.).

INTERACTING WITH THE HOST EDUCATOR

Review professional communication expectations above. Keep consistent communication between the ST and the Host Educator without being overwhelming or demanding of their time. While the ST is in the classroom/school, the ST should not be on the phone, computer, etc. unless it is relevant to the activity taking place.

INITIAL CONTACT

Within your initial contact with the Host Educator, provide a general introduction of yourself. Remember, first impressions go a long way!

Consider items to ask in the initial contact: dress code, parking rules, check-in procedures, lunch processes for purchasing lunch at the school, procedures for weather delays and closures, other school policies/procedures that would be pertinent to your time in the classroom, etc.

Provide the Host Educator with the University Supervisor's information and the [SOE Training for Host Educators](#) for additional resources.

LESSON & PROJECT PLANNING

When teaching a lesson or completing a specific project within the placement as a course requirement, ask far in advance what topic needs to be prepared and what time frame would be acceptable for presenting the lesson or project. Best practice is to map out the semester considering phasing in and out of teaching and edTPA requirements during the first week of the placement. Use the Implementation Schedule (see Appendix N).

Have lesson plan(s) or project(s) done early and present it to the Host Educator at least a week before it is due. Allow them plenty of time to review it, so they can provide feedback and/or approval prior to presentation day. Again, kindly remember that hosting a field placement is not the top priority for school personnel, though most are happy to have the ST be a part of their classroom/school. All details should be approved prior to implementation of lesson or project.

APPRECIATION & CLOSURE

At the end of the placement, leave a note of appreciation for the Host Educator and consider a small gift as well. Let them know how they impacted professional growth and development.

If it was a successful placement, consider asking for a letter of recommendation for the professional portfolio. Also, ensure all assignment-related tasks are complete between the ST and the Host Educator (time logs, evaluations, etc.).

INTERACTING WITH PREK-12 STUDENTS

STs should always respect the boundary between teacher and student. STs should display respect and polite manners when interacting with PreK-12 students but recognize the primary function is that of student teacher—not friend. In this light, adhere to the following polices:

- Do not use any personal digital modes of communication to interact with PreK-12 students (texting, calling, chatting, using social network sites, etc.).
- Do not post pictures or information of PreK-12 students on personal networking sites and do not post pictures or information of PreK-12 students to school or class sites without the permission of the parent, Host Educator, and Host School.
- If there is any evidence of inappropriate communication between the ST and PreK-12 student(s) or school personnel, this is cause for dismissal from the EPP.

Maintain discretion and confidentiality concerning student records, academic and behavioral records, etc.

Interact with PreK-12 students in visible places where they are not alone with a single student.

Use professionalism when attending after-school and extra-curricular activities (including coaching duties). Extra-curricular activities are a great way to establish a relationship with PreK-12 students beyond academics, but still respect the professional discretion and boundary between teacher and student relationships.

PROFESSIONAL DRESS CODE

LU SOE has established a [Professional Dress Code](#) that is conducive to a Christ-like environment. Cleanliness, neatness, appropriateness, and modesty are important as guiding factors. *Candidates are expected to dress modestly at all times.*

STs must be in professional dress at all times for student teaching, unless otherwise designated by the Host School due to a special event. STs must adhere to both SOE and/or the Host School's dress code, whichever policy reflects the higher standard. Though dress code may vary per school, the SOE expectation is provided below.

Residential Students: STs should always wear the official Liberty University School of Education red badge when they are serving in field experience placements in the schools. The badge should display the LU ID (Flames Pass), and a copy of current background clearances should be stored in the zipper section.

DRESS CODE FOR WOMEN

Professional and modest clothing and accessories are expected at all times. Hair should be cut and styled in a professional manner that is not distracting in the classroom. STs should be able to bend over to assist students and stretch to reach the top of a white board without revealing any midriff or undergarments.

DRESS CODE FOR MEN

Professional and modest clothing and accessories are expected at all times. Hair should be cut and styled in a professional manner that is not distracting in the classroom. Facial hair should be neatly trimmed. Earrings and/or plugs are not permitted, nor is body piercing.

ATTENDANCE

STs are expected to report on time to their assigned placement every school day and perform assigned responsibilities, except in the case of personal illness or extreme emergency circumstances. For other situations where there is a strong, justifiable cause for requesting absence, such as a job interview, the Request to be Absent form must be completed by the ST, signed by the CT/OSM, and submitted to the US/OSS at least 5 days prior to the projected absence. US/OSS may require makeup work for excused absences. Please see Appendix B.

STs should *arrive early* to their placement. Remember to allow time to park, sign in or check in based on the school's procedures, get to the classroom, and unpack. All of these processes should be completed prior to the scheduled start time.

If the ST is sick and cannot attend the placement, call the office of the Host School and ask them to give her/him the message, or follow any specific procedures identified by the Host Educator. Keep in mind that if the ST has lesson materials at home, the ST may need to arrange to get the materials to the school in their absence. Contact the University Supervisor if there are any questions about placement attendance.

Attendance Policies

1. ST's who miss more than 3 days from their placement may need to make up days (starting with absence 4) after the end of the student teaching semester.
2. ST's who are required to quarantine from their placement will need to make up days IF they cannot earn a minimum of 150 direct teaching hours by the end of the student teaching semester.
3. ST's are to follow their host school's calendar and attendance policies regarding sickness.

DIFFICULTIES IN A FIELD EXPERIENCE PLACEMENT

STs should use professionalism in all situations. When STs display the required SCRIP dispositions, there should be few to no problems that arise.

If the CT/OSM recognizes a concern with the ST performance or dispositions, the CT/OSM should contact the US/OSS immediately. The US and/or OSS should notify the SOE Student Teaching Director as early as possible regarding any performance concerns. If merited and when possible, a conference should be scheduled with the ST, CT/OSM, and US/OSS. If necessary, the CT/OSM/OSS may be included in a separate meeting in addition to an internal stakeholder meeting. The ST Director will assist the US/OSS and the Program Director to develop a written Intervention Plan. Insight and feedback from the CT/OSM will be integrated in the Intervention Plan. The US/OSS will meet with the ST to discuss the expectations of the Intervention Plan. The US/OSS will coordinate with both the ST and the CT/OSM to review expectations outlined in the Intervention Plan and ensure all applicable signatures are obtained.

If problems do arise and the Host Educator and University Supervisor have enough time left in the semester to observe a difference in the behaviors of the ST and thus change the outcome of the student teaching grade, an intervention plan can be implemented to try to guide improvement in the performance of the ST. The CT/OSM and US/OSS determine if there is enough time to implement an intervention plan.

If a ST does not display all of the SCRIP dispositions and is removed from a field experience placement, the SOE is not required to find another placement, nor is a PreK-12 school required to offer a new placement. The

ST may be removed from the EPP or asked to repeat student teaching again the next semester when another placement can be sought.

INTERVENTION PLAN

An Intervention Plan is a written plan that states what a ST must do to successfully accomplish the requirements of student teaching, after initial concerns are brought to attention. See Appendix C for the Intervention Plan Template.

Requirements and expectations identified in the IP must be met by the ST in order to continue in the placement, even if the ST does not agree to sign. If the ST does not comply with the expectations of the IP, the ST will be removed from the placement, and a new placement will not be sought. Further consequences for not meeting the requirements by the identified date will be stated in the IP. The IP should clearly identify plans for re-evaluation and individual responsible for follow-up.

Occasionally, a ST may be pulled from the placement by either the site school and/or the SOE before an IP can be developed. In these cases, the ST will not receive another placement that semester. When merited, a ST may appeal to the Program Director to inquire about additional coursework or tasks to finish a degree in the non-licensure track.

If the ST is removed from their placement, at any time of the semester (even toward the end), the ST will not earn credit for the student teaching courses.

TIMELINE & SCHEDULE

STs should discuss the timeline and schedule of the teaching weeks with the CT/OSM well in advance.

For Elementary student teachers only:

You are responsible to observe and teach in the four major subject areas of reading, math, social studies, and science during your student teaching semester. We recommend beginning with reading and math to help you meet edTPA requirements.

If you are placed in a departmentalized setting in which your cooperating teacher does not teach all four subjects, then please let your University Supervisor know so that he/she can help you and your CT/OSM plan ways for you to meet this requirement. Some student teachers rotate with their class so that they can teach all subjects to their homeroom class. Other student teachers will request to visit another classroom during this subject area for two weeks to observe and then teach. Please work with your CT/OSM to make these arrangements and notify your US of your planned schedule.

Week	Student Teacher	Cooperating Teacher	On-site Supervisor/ On-site Mentor <i>If applicable to placement</i>	University Supervisor
Before Student Teaching	<ul style="list-style-type: none"> <input type="checkbox"/> Correspond early with the CT/OSM and the US/OSS to schedule and discuss initial visit to the school. <input type="checkbox"/> Research the subject area(s) for the grade level and determine what new ideas to bring to the classroom. <input type="checkbox"/> Pray for the future students and CT/OSM and US/OSS. Remember that a Christian testimony will center the ST's conduct, including actions, attitudes, and words. <input type="checkbox"/> Review assessment forms and become familiar with expectations. <input type="checkbox"/> Make plans to arrive at school at least a half hour early and stay as long as the CT is expected to stay each day. <input type="checkbox"/> If invited, consider attending teacher workdays at the start of the year to become further familiarized with the school year set up. 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with the ST. <input type="checkbox"/> Review the SOE Host Educator Training and considers ways to welcome the ST as a co-teacher in the classroom. <input type="checkbox"/> Prepare for the ST's school visit: <ul style="list-style-type: none"> <input type="checkbox"/> Allocate a work space for the ST. <input type="checkbox"/> Assemble available materials (school handbooks, extra sets of texts, etc.) <input type="checkbox"/> Determine topics to be taught during the student teaching placement. <input type="checkbox"/> Meet with the ST at the school for the initial visit: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce the ST as a co-teacher to the administrators, faculty, and staff. <input type="checkbox"/> Conduct a tour of the school facility. <input type="checkbox"/> Inform the ST about the school schedule, teacher duties (bus, lunch, hall, recess, etc.) and other school policies (use of 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with the ST and CT to schedule and discuss initial visit to the school. <ul style="list-style-type: none"> <input type="checkbox"/> (OSS) Exchange phone numbers and determine preferred means of communication. <input type="checkbox"/> (OSS) Remind CT/OSM to notify US/OSS of any concerns or problems in placement within 24-48 hours of occurrence. <input type="checkbox"/> Review the SOE Host Educator Training. <input type="checkbox"/> (OSS) Remind the ST to obtain the CT contact details (phone number, email, etc.) and determine preferred means of communication. <input type="checkbox"/> Confirm ST schedule according to CT/OSM schedule (expected arrival times, departure times, etc.). <input type="checkbox"/> Encourage STs to interact and socialize with other teachers, but caution STs to avoid gossip and other inappropriate discussions. <input type="checkbox"/> Communicate regularly with 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with the ST and CT/OSM to schedule and discuss initial visit to the school. <ul style="list-style-type: none"> <input type="checkbox"/> Exchange phone numbers and determine preferred means of communication. <input type="checkbox"/> Remind CT/OSM to notify US/OSS of any concerns or problems in placement within 24-48 hours of occurrence. <input type="checkbox"/> Review the SOE Host Educator Training. <input type="checkbox"/> Remind the ST to obtain the CT/OSM/OSS contact details (phone number, email, etc.) and determine preferred means of communication. <input type="checkbox"/> Discuss forms and procedures with the ST. <input type="checkbox"/> Remind the ST of ST policies (absences, dress code, etc.). <input type="checkbox"/> Confirm ST schedule according to CT/OSM schedule (expected arrival times, departure times, etc.). <input type="checkbox"/> Encourage STs to interact and socialize with other teachers, but caution STs to avoid gossip

		<p>school supplies, where to park, etc.).</p> <ul style="list-style-type: none"> o Establish a first-week plan. <ul style="list-style-type: none"> <input type="checkbox"/> Communicate regularly with the US/OSS. <input type="checkbox"/> Notify US/OSS of any concerns or problems in placement within 24-48 hours of occurrence. <input type="checkbox"/> Acquire a substitute teacher to monitor the ST during absences. The ST may not serve as the substitute. 	<p>the ST, CT, and the US.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notify US of any concerns or problems in placement within 24-48 hours of occurrence. 	<p>and other inappropriate discussions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Local UG: Make arrangements for small group meeting times/locations.
First Week	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan with the CT for the teaching and transition weeks, including a timeline for edTPA tasks. <input type="checkbox"/> Review and sign the Confidentiality Agreement (see Appendix A). <input type="checkbox"/> Learn the names of the students. Study the characteristics and learning habits of the students. <input type="checkbox"/> Establish a basis for your leadership and discipline strategies. <input type="checkbox"/> Become familiar with the school facility and other school personnel. <input type="checkbox"/> Determine the topic for the unit to be taught and begin planning now. <input type="checkbox"/> Turn in weekly lesson plans for review to the CT/OSM and the US/OSS on each Friday prior to the week the lessons are taught. <ul style="list-style-type: none"> o No lesson may be taught unless previously approved by the CT/OSM. o If the CT/OSM approves the plans, then proceed to teach the lesson. If not, then the lesson plan will need to be revised and resubmitted for review. <input type="checkbox"/> Submit weekly schedule to the US/OSS each Friday. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan appropriate for the placement and determine the topic for the unit to be taught by the ST. <input type="checkbox"/> Provide a seating chart to enable the ST to learn the names of the students. <input type="checkbox"/> Introduce the ST to the class as a <i>teacher</i> and allow the ST to establish a professional relationship with the students. <input type="checkbox"/> Provide guidance to the ST as needed during planning sessions. <ul style="list-style-type: none"> o Avoid correcting the ST in the presence of students. <input type="checkbox"/> Submit the stipend paperwork by the end of the first week to allow time for the stipend to be processed by the end of the semester. [NOTE: All paperwork applicable to the placement (evaluations, approval of time log, submission of class demographics, etc.) is complete and submitted to be eligible for the stipend. <input type="checkbox"/> Meet with the US/OSS. 	<ul style="list-style-type: none"> <input type="checkbox"/> Expect the ST to learn school schedules and students' names. <input type="checkbox"/> Receive the weekly schedule from the ST (due each Friday to enable the US/OSS/OSM to plan observations for the next week). <input type="checkbox"/> Complete the Initial Visit Report. <input type="checkbox"/> Collect the signed Confidentiality Agreement from the ST and CT/OSM (see Appendix A). 	<ul style="list-style-type: none"> <input type="checkbox"/> Expect the ST to learn school schedules and students' names. <input type="checkbox"/> Receive the weekly schedule from the ST (due each Friday to enable the US/OSS to plan observations for the next week). <input type="checkbox"/> Complete the Initial Visit Report. <input type="checkbox"/> Collect the signed Confidentiality Agreement from the ST and CT/OSM (see Appendix A).
Transition Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Submit five detailed lesson plans (see Appendix F, G, H, and I) for the first 2 subjects taught. After ten detailed plans, the ST may submit block plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Gradually assign greater responsibility to the ST for teaching duties and classroom management. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct an observation of an entire lesson plan from beginning to end. <ul style="list-style-type: none"> o Complete the observation 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct an observation of an entire lesson plan from beginning to end. <ul style="list-style-type: none"> o Complete the observation

	<p>(see Appendix K and L) for each subject taught, if approved by the CT/OSM and the US/OSS.</p> <ul style="list-style-type: none"> ○ No lesson may be taught unless previously approved by the CT/OSM. <ul style="list-style-type: none"> □ Gradually assume greater responsibility for teaching duties and classroom management. □ Assist teachers in other classes related to the endorsement area as schedule permits. □ Turn in weekly block plans each Friday prior to the week the lessons are taught. □ Manage the classroom with a maximum of positive reinforcement and a minimum of negativity. □ Collect ideas and prepare written summaries related to discipline, management, classroom routines, and instructional activities. □ Investigate the availability of various kinds of media and technology for use in the classroom. □ Initiate research for ideas and activities. Do not depend solely on the CT's/OSM's suggestions and materials for every lesson to be taught. □ Manage the classroom if the CT/OSM steps out. □ Become comfortable with the class and the workload. 	<ul style="list-style-type: none"> □ Allow ST to assist teachers in other classes as needed to meet all competencies. □ ST will submit five detailed lesson plans for the first 2 subjectsc taught. After five detailed plans, the ST may submit block plans if approved by the CT and US/OSS. <ul style="list-style-type: none"> ○ Plans should be submitted to the CT each Friday prior to the week the lessons are to be taught. ○ Review, initial/approve, and date all lesson plans. ○ Notify the US/OSS immediately if the ST does not provide you with adequate plans in advance. No lesson should be taught by the ST without the plans being approved by the CT. ○ If not approved, the plans must be revised and resubmitted for another review. □ Encourage the ST to collect ideas, conduct research, and use a variety of materials (including media and technology). □ Offer suggestions based on your observations and experience. □ Complete preliminary assessments. □ Notify University/On-Site Supervisors of any concerns or problems in placement within 24-48 hours of occurrence. In situations where merited and possible, a conference to develop an intervention plan should be scheduled. 	<p>form in CORE ELMS.</p> <ul style="list-style-type: none"> ○ Be mindful of the ST's experience and rate fairly but honestly. <ul style="list-style-type: none"> □ Meet with the ST following the observation to discuss feedback. <ul style="list-style-type: none"> ○ Focus on the strengths. ○ Suggest alternative ways to teach and encourage professional growth. ○ Remind the ST student learning is the primary objective. ○ Emphasize principles of classroom management. ○ Allow the ST to share classroom challenges and solutions. ○ (OSM) Review detailed lesson plans. □ Keep communication lines open by sharing the same information with the ST, CT, and the US. 	<p>form in CORE ELMS.</p> <ul style="list-style-type: none"> ○ Be mindful of the ST's experience and rate fairly but honestly. <ul style="list-style-type: none"> □ Meet with the ST following the observation to discuss feedback. <ul style="list-style-type: none"> ○ Focus on the strengths. ○ Suggest alternative ways to teach and encourage professional growth. ○ Remind the ST student learning is the primary objective. ○ Emphasize principles of classroom management. ○ Allow the ST to share classroom challenges and solutions. □ Keep communication lines open by sharing the same information with the ST, CT/OSM, and the US.
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Teaching Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Assume primary responsibility for teaching duties and classroom management for at least 4 full weeks. <input type="checkbox"/> Prepare all ideas, resources, and plans in full cooperation with the CT/OSM but demonstrate a marked sense of independence. <input type="checkbox"/> Prepare and teach the unit. <input type="checkbox"/> Schedule a formal observation session with the US/OSS. <input type="checkbox"/> Continue to bring variety to instruction. <input type="checkbox"/> Meet with the CT to establish a <i>take-back</i> schedule. <input type="checkbox"/> Maintain support to the CT. 	<ul style="list-style-type: none"> <input type="checkbox"/> ST should accumulate a minimum of 150 direct teaching hours at the level and area(s) of endorsement. <input type="checkbox"/> Assign primary responsibility to the ST for teaching duties and classroom management for at least four full weeks. <input type="checkbox"/> Support the ST's independence while continuing to check plans in advance and monitor performance. <input type="checkbox"/> Plan a transition schedule for the ST to return the classroom to the CT's primary responsibility. <input type="checkbox"/> Complete final assessments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct remaining observation(s) of an entire lesson plan from beginning to end. <ul style="list-style-type: none"> <input type="checkbox"/> Complete the observation form in CORE ELMS. <input type="checkbox"/> Be mindful of the ST's experience and rate fairly but honestly. <input type="checkbox"/> Further observations may be scheduled with the ST or unannounced, but all visits should be arranged with the CT as a professional courtesy. <input type="checkbox"/> (OSM) Review lessons plans in all subjects/classes for each week. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct remaining observation(s) of an entire lesson plan from beginning to end. <ul style="list-style-type: none"> <input type="checkbox"/> Complete the observation form in CORE ELMS. <input type="checkbox"/> Be mindful of the ST's experience and rate fairly but honestly. <input type="checkbox"/> Further observations may be scheduled with the ST or unannounced, but all visits should be arranged with the CT as a professional courtesy.
Final Week	<ul style="list-style-type: none"> <input type="checkbox"/> Gradually release primary responsibility for the classroom back to the CT. <input type="checkbox"/> Continue to assist CT and teachers in other classes as arranged. <input type="checkbox"/> Be sure all assignments are graded and returned to the CT as necessary. <input type="checkbox"/> Show appreciation to all school personnel who have assisted and supported you. <input type="checkbox"/> Check ST forms and paperwork for accuracy and completion, including all hours logged and approved. <input type="checkbox"/> Complete the Evaluation of the CT and the Evaluation of the US/OSS. 	<ul style="list-style-type: none"> <input type="checkbox"/> Gradually assume primary responsibility for the classroom. <input type="checkbox"/> Complete any remaining assessments or paperwork. <input type="checkbox"/> Submit the stipend paperwork, if not already submitted. 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage the ST to write a thank you note to all school personnel who have impacted and supported the ST. <input type="checkbox"/> Verify the ST and CT have submitted all assessments in CORE ELMS (including fully approving all logged hours and submitting demographic information for the site/classroom). <input type="checkbox"/> Submit the stipend paperwork as sent by the US. 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage the ST to write a thank you note to all school personnel who have impacted and supported the ST. <input type="checkbox"/> Verify the ST, CT/OSM, and OSS have submitted all assessments in CORE ELMS (including fully approving all logged hours and submitting demographic information for the site/classroom).
After Student Teaching	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare and submit licensure paperwork. Review the Gate 4 – Initial Licensure Checklist for further information. For additional questions about Gate 4, contact the Licensure Office at Gate4@liberty.edu. <input type="checkbox"/> Be on the lookout in the coming months and years for surveys regarding your preparation and professional growth as a teacher. Keep SOE updated about your accomplishments in the teaching field! 			

OBSERVATIONS

Minimum observations are outlined below. Observations may be formally scheduled ahead of time, or the OSS/US may plan surprise observations. Additional observations may be completed, if necessary.

Placement	Observations
	<i>Each formal observation should include at least 1 complete lesson.</i>
Local (Central VA) <i>1 placement</i>	<ul style="list-style-type: none"> <input type="checkbox"/> US will complete a <i>minimum</i> of 4 visits for each ST <ul style="list-style-type: none"> ▪ 1 initial observation/visit ▪ 3 formal observations of instruction <input type="checkbox"/> US will complete a <i>minimum</i> of 1 observation via a video-recorded lesson (submitted to the US by the ST) for assessment
Local (Central VA) <i>2 placements</i>	<ul style="list-style-type: none"> <input type="checkbox"/> US will complete a <i>minimum</i> of 6 visits for each ST <ul style="list-style-type: none"> ▪ 2 initial observations/visits (1 per placement) ▪ 4 formal observations of instruction (2 per placement)
Local (Central VA) <i>ST in their own classroom</i>	<ul style="list-style-type: none"> <input type="checkbox"/> US will complete a <i>minimum</i> of 4 visits for each ST <ul style="list-style-type: none"> ▪ 1 initial observation/visit ▪ 3 formal observations of instruction <input type="checkbox"/> US will complete a <i>minimum</i> of 1 observation via a video recorded lesson (submitted to the US by the ST) for assessment
External <i>1 placement</i>	<ul style="list-style-type: none"> <input type="checkbox"/> OSS will complete a <i>minimum</i> of 4 visits for each ST <ul style="list-style-type: none"> ▪ 1 initial observation/visit ▪ 3 formal observations of instruction <input type="checkbox"/> US will complete a <i>minimum</i> of 1 observation via a video-recorded lesson (submitted to the US by the ST) for assessment
External <i>2 placements</i>	<ul style="list-style-type: none"> <input type="checkbox"/> OSS will complete a <i>minimum</i> of 6 visits for each ST <ul style="list-style-type: none"> ▪ 2 initial observations/visits (1 per placement) ▪ 4 formal observations of instruction (2 per placement) <input type="checkbox"/> US will complete a <i>minimum</i> of 1 observation via a video-recorded lesson (submitted to the US by the ST) for assessment
External <i>ST in their own classroom</i>	<ul style="list-style-type: none"> <input type="checkbox"/> OSM will complete a <i>minimum</i> of 4 visits for each ST <ul style="list-style-type: none"> ▪ 1 initial observation/visit ▪ 3 formal observations of instruction <input type="checkbox"/> US will complete a <i>minimum</i> of 1 observation via a video-recorded lesson (submitted to the US by the ST) for assessment

CORE– EXPERIENTIAL LEARNING MANAGEMENT SYSTEM (ELMS)

CORE ELMS is a resource included in the ST's [CORE](#) membership, which is typically identified as a course textbook/material for student teaching courses. This is a one-time membership purchase that lasts 5 years. If the ST continues in a program or begins a new program beyond that initial 5 years, the ST may have to renew their membership.

The ELMS tool is a collaborative space for the ST, the CT/OSM, and the US/OSS. This space includes a time log and any relevant performance evaluations specific to the course/placement.

The Field Offices will upload placements and will assign the CT/OSM/OSS a *free mentor account*. This sends an email directly from CORE ELMS to the Host Educator's school email address with a username/password for them to access their *free mentor account*.

Once given access to the CORE ELMS placement, the ST is responsible for logging hours *each* week. Once the ST logs hours, the CT/OSM will be able to click to approve those hours. The ST, the CT/OSM, and the US/OSS will also be responsible for completing any assigned evaluations in CORE ELMS.

Tutorials: Tutorials for using the CORE ELMS platform can be found on the [SOE Training for Host Educators](#). There is also a tutorial for resetting the username/password should that be necessary.

Important Note: Access to the CORE ELMS placement (being able to log additional hours, etc.) **will close** at the placement end date. If arrangements have been made for an extension with the US, remind them to email the Field Office(s) to adjust the date in the CORE ELMS placement.

ASSIGNMENTS

Student teaching will include a variety of assignments including, but not limited to, lesson plans, a Field Experience Summary, completion of edTPA, reflective journals, CPAST evaluations, and a professional portfolio. Detailed assignment instructions will be addressed in the course by the US.

LESSON PLANS

The STs will write at least five detailed lesson plans for 2 core subject areas/preps that he/she teaches. Lesson plans must be submitted weekly and approved by the CT/OSM and US in advance of instruction. See Appendix F and Appendix H (Special Education) for the required lesson plan templates. See Appendix O for an optional Physical Education lesson plan template. Sample lesson plans are given in Appendix G and Appendix I (Special Education).

WEEKLY BLOCK PLANS

When a ST demonstrates excellent planning and successful implementation of lessons, the US and CT/OSM will collaborate on the possibility of using a block plan format for the remaining lesson plans to be taught during the placement. The block plan format will still include the required components of lesson plans as is shown on the weekly block plan template (Appendix J) and weekly block plan sample (Appendix K).

EDTPA

[edTPA](#) is a subject-specific performance assessment that includes versions for 27 teaching fields and evaluates STs in the areas of planning, instruction, and assessment. Each ST enrolled in a student teaching course will complete the edTPA as a course requirement, regardless of state requirements, though the ST should check his/her state's requirements related to edTPA. Completed edTPA tasks will be submitted in Canvas for a technical review by the US.

Upon passing the technical review, the ST will submit their edTPA portfolio to Pearson for scoring. Liberty University provides each ST with a voucher for the total cost of this performance assessment. If the ST does not meet the cut score required by his/her state, the edTPA may be retaken. The cost of edTPA retakes are the ST's responsibility.

CPAST EVALUATIONS

The Candidate Preservice Assessment of Student Teachers (CPAST) is a valid and reliable formative and summative assessment used as the evaluation instruction during student teaching. The CT/OSM, US/OSS, and the ST teacher collaborate to evaluate and score the ST on observable and measurable behaviors.

FIELD EXPERIENCE SUMMARY

Field experiences must include a variety of settings appropriate to the endorsement: multiple sites/settings, multiple grade levels, and interaction with diverse students (e.g., minority, at-risk, and students with exceptionalities) to fulfill the requirements of the [Field Experience Summary](#) (FES). The FES is a cumulative log of all field experiences throughout licensure programs. While individual assignments are recorded within each practicum course, overall documentation of field experiences is maintained by the candidate on the FES.

A variety of settings is required even for those already employed in the school system. *Strive for each placement to be at a different site with a different Host Educator.* STs should select the FES that aligns with their degree/endorsement area. *The FES is not used for non-licensure programs.*

EMPLOYMENT OFFER DURING STUDENT TEACHING

If you choose to accept an employment opportunity within a school during student teaching without FIRST gaining approval from Liberty's field placement team, you risk forfeiting credit for student teaching. To avoid losing student teaching credit, please complete the following steps PRIOR to accepting employment:

Complete the employment confirmation form found in Appendix P, gather the signatures of the building principal and district HR representative, and submit it to the field placement office at fieldplacementoffice@liberty.edu.

1. If the field placement office denies the position, then you will remain in your current student teaching placement.
2. If the field placement office approves the position, then the field placement team will work with the school system to determine the appropriate date for you to transition from your current placement to your new position. Please note that student teachers must gather all needed data, videos, and work samples for edTPA before leaving their initial placement.
3. Student teachers who are approved for employment during student teaching are still responsible for all course assignments and Liberty program requirements.

APPENDIX A: CONFIDENTIALITY AGREEMENT

Confidentiality Agreement

Form should be completed during the Initial Visit with the US/OSS.

SEMESTER:	COURSE:	DATE:
Student Teacher:		
Cooperating Teacher/On-site Mentor:		
On-site Supervisor (if applicable):		
University Supervisor:		

Federal law guarantees privacy and confidentiality for students and their records. As a Liberty University Student Teacher at any assigned school placement, I may under limited circumstances have access to student education records and other student information during my student teaching experience. Student education records include all records, files, documents and other materials that contain personally identifiable information on any student. As a Student Teacher of Liberty University, I agree to the following:

1. I will not discuss with others the identity of any student at any school where I am assigned to complete my field experience or student teaching placement.
2. I will not discuss with others the content of any specific student records, nor will I disclose personally identifiable student information, or any other information regarding individual students.
3. I understand that questions about individual students or the content of confidential student records must be directed to my Cooperating Teacher.
4. I must report any breach or suspected breach in confidentiality, immediately upon my discovery, to my Cooperating Teacher.
5. I will not post any photos related to student teaching on social media sites during my placement.
6. If a video lesson is required in my placement I will not upload it to any public websites (such as YouTube), and will ensure privacy for my students and Cooperating Teacher.

SIGNATURES	DATE
Student Teacher:	
Cooperating Teacher/On-site Mentor:	
On-site Supervisor (if applicable):	
University Supervisor:	

I have reviewed the recommended implementation guides located in Appendix N, O, or P with my LU supervisor and school mentor(s).

APPENDIX B: REQUEST TO BE ABSENT

Student Teachers are expected to perform their assigned responsibilities at all times except in the case of personal illness or extreme emergency circumstances. For other situations where there is strong, justifiable cause for requesting absence, this form must be completed by the Student Teacher, signed by the Cooperating Teacher, and submitted to the University Supervisor/On-site Supervisor at least 5 days prior to the requested absence. The University Supervisor/On-site Supervisor may require makeup work for excused absences.

Request to be Absent Form		
SEMESTER:	COURSE:	DATE:
Student Teacher:		
Cooperating Teacher/On-site Mentor:		
On-site Supervisor (if applicable):		
University Supervisor:		
Requested Date(s) of Absence:		
Requested Time of Absence:		
Reason for Absence:		
Job Interview <i>If you are going for a job interview, identify the listed information.</i>	Administrator (Point of contact for interview): Name of School: Address of School: School Phone:	
SIGNATURES		DATE
Student Teacher:		
Cooperating Teacher/On-site Mentor:		
On-site Supervisor (if applicable):		
University Supervisor:		

APPENDIX C: INTERVENTION PLAN

INTERVENTION PLAN: STUDENT TEACHING		
SEMESTER:	COURSE:	DATE:
Student Teacher:		
Cooperating Teacher/On-site Mentor:		
On-site Supervisor (if applicable):		
University Supervisor:		
Describe the nature of the concern:		
Summarize the discussion:		
State the action(s) to be taken:		
Consequences for non-compliance of the plan:		
SIGNATURES		DATE
Student Teacher:		
Cooperating Teacher/On-site Mentor:		
On-site Supervisor (if applicable):		
University Supervisor:		
Program Director:		
Student Teacher Director:		

APPENDIX D: WEEKLY LOG

WEEKLY LOG

Calculate the minutes to the closet quarter of an hour. Example: 2 hrs. 45 mins = 2.75 hrs.

SEMESTER:		COURSE:		
Student Teacher:				
Placement:		WEEK: MM/DD/YEAR – MM/DD/YEAR		
		School:	Grade:	
		Teacher:		
Day of the Week	DATE	Part 1 <i>Supervised Direct Teaching Hours*</i>	Part 2 <i>Non-instructional Activities Hours**</i>	Total Hours <i>Part 1 & 2 Combined</i>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
TOTAL				

Hours	Description	Examples
*Direct Hours <i>A minimum of 150 clock hours of supervised direct teaching activities must be met.</i>	Time spent directly teaching students in a classroom setting <i>in the Student Teacher's endorsement area</i> . Direct teaching hours also include spending time engaging students in the learning process.	<input type="checkbox"/> Whole group teaching <input type="checkbox"/> Small group teaching <input type="checkbox"/> Tutoring <input type="checkbox"/> Testing <input type="checkbox"/> Co-teaching with a general/special education teacher <input type="checkbox"/> Student conferences
**Indirect Hours	Time spent with students in a school setting that are not direct teaching hours.	<input type="checkbox"/> Observing the lead teacher <input type="checkbox"/> Homeroom <input type="checkbox"/> Assisting other teachers <input type="checkbox"/> Coaching <input type="checkbox"/> Field trips and assemblies <input type="checkbox"/> Bus duty and lunch duty
Other Hours	Activities not counted as either direct/indirect hours on Weekly Log.	<input type="checkbox"/> Planning periods <input type="checkbox"/> Lunch time <input type="checkbox"/> Parent-teacher conferences <input type="checkbox"/> Faculty meetings <input type="checkbox"/> Professional development and teacher workdays

APPENDIX E: CUMULATIVE LOG

CUMULATIVE LOG

Calculate the minutes to the closest quarter of an hour. Example: 2 hrs. 45 mins = 2.75 hrs.

SEMESTER:		COURSE:		
Student Teacher:		LU ID:		
Placement 1:	Dates: MM/DD/YEAR – MM/DD/YEAR			
	School:			
	School District:			
	School City and State:			
	Teacher:		Grade(s):	
Placement 2: <i>(if applicable)</i>	Dates: MM/DD/YEAR – MM/DD/YEAR			
	School:			
	School District:			
	School City and State:			
	Teacher:		Grade(s):	
WEEK	DATES <i>MM/DD/YEAR – MM/DD/YEAR</i>	Part 1 <i>Supervised Direct Teaching Hours*</i>	Part 2 <i>Non-instructional Activities Hours**</i>	Total Hours <i>Part 1 & 2 Combined</i>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17 <i>if needed</i>				
TOTAL				
*Supervised Direct Teaching		A minimum of 150 hours of direct teaching is required within your endorsement area. Direct teaching includes classroom instruction, tutoring students one-on-one or in group settings, testing, student conferences, etc. All hours in this category must be within your endorsement area.		
**Non-instructional or Indirect Activities with Students		Non-instructional activities or indirect activities include teaching classes that are not in your endorsement area, observation, bus duty, cafeteria duty, coaching, advising school clubs, homeroom, etc.		
Hours not included		Planning, parent-teacher conferences, staff development days, faculty meetings, eligibility meetings, and all other meetings/events when students are not present.		
SIGNATURE				
Student Teacher:				Date:

APPENDIX F: DETAILED LESSON PLAN TEMPLATE

LESSON #	
Subject/Topic: Click or tap here to enter text.	Grade Level: Click or tap here to enter text.
Lesson Structure or Grouping: Whole Class <input type="checkbox"/> Small Group <input type="checkbox"/> 1:1 <input type="checkbox"/> Other (specify): Click or tap here to enter text.	Learning Segment Theme: Click or tap here to enter text.
Resources and Materials: Click or tap here to enter text.	
Standards: State: Click or tap here to enter text. National: Click or tap here to enter text.	
Objective: Click or tap here to enter text.	
ACADEMIC LANGUAGE DEMANDS	
Language Demands: Click or tap here to enter text. Language Supports: Click or tap here to enter text. Essential Vocabulary: Click or tap here to enter text.	
INSTRUCTION	
Direct Instruction/Modeling: Click or tap here to enter text.	
Guided Practice: Click or tap here to enter text.	
Independent Practice: Click or tap here to enter text.	
Closure: Click or tap here to enter text.	
CONNECTION TO RESEARCH	
Research Base (Theory): Click or tap here to enter text. Research Application to Lesson: Click or tap here to enter text. APA research citation: Click or tap here to enter text.	
DIFFERENTIATION	
Supporting Students with Special Needs: Click or tap here to enter text. Challenging Above-Average Students: Click or tap here to enter text. Facilitating a Classroom Environment that Supports Student Learning: Click or tap here to enter text. Extension: Click or tap here to enter text.	
ASSESSMENT	
Diagnostic/Pre-Assessment: Click or tap here to enter text. Formative Assessment: Click or tap here to enter text. Summative Assessment: Click or tap here to enter text.	

APPENDIX G: LESSON PLAN SAMPLE

LESSON #	
Subject/Topic: Math/Symmetry	Grade Level: 2nd
Lesson Structure or Grouping: Whole Class <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> 1:1 <input type="checkbox"/> Other (specify): Click or tap here to enter text.	Learning Segment Theme: Butterflies
Resources and Materials: Smartboard, objects for set (leaves, shells, butterfly wings), The Butterfly Alphabet by Kjell Sandved, individual white boards, dry erase markers, butterfly die-cuts for each child, paint, brushes, butterfly color sheets.	
Standards: State: Virginia Standard of Learning: Math 2.21 The student will identify and create figures, symmetric along a line, using various concrete materials. National: NCTM Math – Geometry Standard for Grades Pre-K-2: Apply transformations and use symmetry to analyze mathematical situations: Recognize and apply slides, flips, and turns; Recognize and create shapes that have symmetry.	
Objective: Given 5 various pictures of geometric figures, the student will be able to identify figures that are symmetrical with 4/5 figures matched correctly.	
ACADEMIC LANGUAGE DEMANDS	
Language Demands: Students define a definition of symmetry in their own words. After they have defined this on their own, they work collaboratively with a classmate to refine the definition and use this refined definition to identify shapes that are symmetrical.	
Language Supports: Teacher provides formal definition of symmetry. Teacher models symmetrical shapes and asymmetrical shapes and students must distinguish between the two. Students refine their own definition of symmetry.	
Essential Vocabulary: Shapes, figures, polygons, equivalent, symmetry, lines of symmetry	
INSTRUCTION	
Direct Instruction/Modeling: Explain to students the definition of symmetry: “balanced proportions”; a shape has symmetry when one half of it has the mirror image of the other half. Read The Butterfly Alphabet by Kjell Sandved. As the students look at the large wing photos that show the alphabet, also encourage them to look closely at the small pictures of the butterflies to see the symmetry. (Use the document camera so students can carefully see the lines of symmetry.) Have students look for things in the classroom that exhibit symmetry (eg. Capital letter “H” or “V” in the alphabet, two classroom curtains, etc.). Have students get out their white boards and dry erase markers. Have students draw some figures that would be symmetrical. Allow them to share their figures and ideas with each other. Review concept of symmetry once more.	
Guided Practice: Have students gather in groups of 4. Hand out a butterfly die-cute for each student. Tell students to fold the butterfly in half because they can only paint half of it. Hand out the paint and brushes for each group. Allow students sufficient time to paint. Show them how to press the butterfly back together to gain a symmetrical pattern on all of the wings.	
Independent Practice: Have students color the butterfly sheet making sure the colors and patterns are symmetrical.	
Closure: “Today we have learned about symmetry. On your exit ticket, write a definition of symmetry in your own words and then draw a picture of a symmetrical object.”	
CONNECTION TO RESEARCH	
Research Base (Theory): Use of real-world and concrete examples to illustrate abstract concepts. Research Application to Lesson: Students will have the opportunity to observe and create symmetry using a familiar part of their real world - butterflies. APA research citation: Rawson K. A., Thomas R. C., Jacoby L. L. (2015). The power of examples:	

Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27(3), 483–504. <https://doi.org/10.1007/s10648-014-9273-3>

DIFFERENTIATION

Supporting Students with Special Needs: For the student with the visual disability, I will provide larger print on handouts and the dry erase board will be larger with white writing on a black board. For the student with the 504 plan, I will.... provide extra time to complete the summative assessment. For the 3 ELL students that will be in the room, I will.... utilize heterogeneous grouping so that the students are not all in the same groups. The Smartboard technology will provide a translation for the students. The students can also use the google translator at their desk for everything except the summative assessment.

Challenging Above-Average Students: Tessellations - students use reflection, rotation, translation to create tessellations.

Facilitating a Classroom Environment that Supports Student Learning: Flexible seating – working in pairs for engagement, using class resources (document camera, white boards, video clip) to encourage student engagement

Extension:

https://www.activityvillage.co.uk/sites/default/files/images/snowflake_symmetry_worksheet_460_0.jpg And Symmetry app on iPad

ASSESSMENT

Diagnostic/Pre-Assessment: Using geoboards from the prior lesson, assess as to whether students can make shapes that are symmetrical.

Formative Assessment: Guiding students with the painting activity (Guided Practice) and reviewing the accuracy of the butterfly coloring sheet (Independent Practice).

Summative Assessment: Geometry Learning Segment Test – Identifying at least 4/5 symmetrical shapes on the test.

APPENDIX H: LESSON PLAN TEMPLATE (SPECIAL EDUCATION ONLY)

LESSON #	
Subject/Topic: Click or tap here to enter text.	Grade Level: Click or tap here to enter text.
Lesson Structure or Grouping: Whole Class <input type="checkbox"/> Small Group <input type="checkbox"/> 1:1 <input type="checkbox"/> Other (specify): Click or tap here to enter text.	Learning Segment Goal: Click or tap here to enter text.
Resources and Materials: Click or tap here to enter text.	Technology Connection: Click or tap here to enter text.
STANDARDS	
State: Click or tap here to enter text.	
National: Click or tap here to enter text.	
Objective: Click or tap here to enter text.	
IEP Goal (if applicable): Click or tap here to enter text.	
COMMUNICATION SKILLS	
Receptive/Expressive Communication Skill: Click or tap here to enter text.	
Communication Supports: Click or tap here to enter text.	
Essential Vocabulary: Click or tap here to enter text.	
INSTRUCTION	
Direct Instruction/Modeling: Click or tap here to enter text.	
Guided Practice: Click or tap here to enter text.	
Independent Practice: Click or tap here to enter text.	
Closure: Click or tap here to enter text.	
CONNECTION TO RESEARCH	
Research Base (Theory): Click or tap here to enter text.	
Research Application to Lesson: Click or tap here to enter text.	
APA research citation: Click or tap here to enter text.	
DIFFERENTIATION	
Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills: Click or tap here to enter text.	
Supporting Students with Special Needs: Click or tap here to enter text.	
Challenging Above-Average Students: Click or tap here to enter text.	
Facilitating a Classroom Environment that Supports Student Learning: Click or tap here to enter text.	
Extension: Click or tap here to enter text.	
ASSESSMENT	
Diagnostic/Pre-Assessment: Click or tap here to enter text.	
Formative Assessment: Click or tap here to enter text.	
Summative Assessment: Click or tap here to enter text.	

APPENDIX I: LESSON PLAN SAMPLE (SPECIAL EDUCATION ONLY)

LESSON # 1	
Subject/Topic: ELA/Main Idea/Leaders	Grade Level: 6 th , self-contained ID/Autism
Lesson Structure or Grouping: Whole Class <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> 1:1 <input type="checkbox"/> Other (specify): Click or tap here to enter text.	Learning Segment Goal: Given a selection of readings about various leaders, students will be able to define what a leader is and tell the main accomplishment of each of the 8 leaders presented.
Resources and Materials: Smartboard, projector, picture cards for vocabulary words, <i>The First Leaders of Democracy</i> by Unique Learning	Technology Connection: <i>The First Leaders of Democracy</i> is presented on the Smartboard along with visual supports. Use of the Smartboard for guided practice as students identify leader qualities.
STANDARDS	
<p>State: ASOL 6E-CN 1 - The student will (a) analyze a nonfiction text to determine what it says explicitly as well as what inferences should be drawn; b) determine the central idea of a short nonfiction passage and details or facts related to it; c) use content words and phrases from nonfiction text.</p> <p>National: NCTM ELA - Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>	
Objective: Given a text with visual supports from Unique Learning, students will answer “wh” questions, in order to gain the main idea about what a leader is, with 4 out of 5 questions answered correctly.	
IEP Goal (if applicable): Given a variety of 6 th grade fiction and nonfiction readings read out loud, the student will be able to orally answer comprehension questions with 80% accuracy by the end of the school year.	
COMMUNICATION SKILLS	
<p>Receptive/Expressive Communication Skill: Identify the main idea verbally or in writing.</p> <p>Communication Supports: Students will use visually supported word cards to match unknown words to words. Modification of choices will be given to students with visuals supports starting with two choices, then moving to three or more. They will verbalize their choices to teacher or IA. Examples and nonexamples are provided.</p> <p>Essential Vocabulary: leader, government, power, law, vote</p>	
INSTRUCTION	
<p>Direct Instruction/Modeling: Teacher opens with a question. “Who can give me examples of leaders in our school? What are some descriptions of a leader?” Teacher models by putting two instructional assistants (IAs) in front of her, then asks, “Who is the leader in this line?” Teacher and IAs switch places, then teacher asks again, “Who is the leader now?” Students stand up and form a line at the door. Teacher asks, “Who is the line leader in your line?” She also asks, “Is the line leader in the front or the back?” Give other nonexamples. After students return to their desks, teacher previews <i>The First Leaders of Democracy</i> using the smartboard and visually supported story. Explain the meaning of a leader, what makes a good leader, and how a leader is chosen by voting. Using the smartboard and before the story begins, the teacher tells students to use a tool to circle the word “leader” in their individual texts while the story is playing. Each student will use a dauber, pencil, or marker to circle the word leader in the story. After the story is viewed, the teacher will repeat what a leader is using the descriptors identified in the passage.</p>	
<p>Guided Practice: Now that students have identified key words to gain knowledge of text, the students will identify the five “wh” questions in order to understand main idea. Students will find a partner to assist with finding the who, what, where, when, and why in the story. After all students have a turn, students will use a different tool to underline the “wh” visuals, in order to find the main idea. Teacher plays the story and models the task. Teacher and IAs will assist small groups.</p>	
<p>Independent Practice: Students will repeat the task (“wh” words with visuals) independently using a new story and a marker. Teacher and IAs will assist according to individual accommodations. Today’s focus will be on defining the leader but remind the class that tomorrow we will look at what leaders have accomplished.</p>	
Closure: “Today we learned about what it takes to be a leader and were able to answer our “wh” questions,	

in order to find the main idea of the story *The First Leaders of Democracy* by Unique Learning. Teacher asks, "What is a leader?"

CONNECTION TO RESEARCH

Research Base (Theory): Use of questioning to enhance learning

Research Application to Lesson: The students will answer questions to solidify their comprehension of nonfiction text.

APA research citation: Marzano, R., D. Pickering, and J. Pollock. 2001. *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

DIFFERENTIATION:

Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills: The teacher and IAs will model the self-regulation strategy of self-talk as they read the story and assist students, demonstrating how to continuously ask oneself the "wh" questions while reading, reminding students this is a strategy they should use while reading any text, fiction or non fiction, and they can even use this strategy when watching movies or shows! The term "leader" will be used regularly through various parts of the day to allow students to internalize understanding. Examples include identifying who the leader is in the lunch room, who the leader is on the bus, who the leader is at the grocery store, and who the leader is within an online news article. Reinforcers will be awarded for any student who spontaneously mentions a leader throughout the school day. This will be done throughout the learning segment and for several months after the segment is completed.

Supporting Students with Special Needs: Students with autism will have text with visual supports. Students with ADHD will have several opportunities to move around in small group settings while working with the smartboard during guided practice. All students will have assistance from the teacher and IAs will provide support throughout the lesson, rereading parts of the story as needed or prompting answers to "wh" questions. For the independent practice, a story at a lower reading level will be provided for students who are below grade level so they can read at their instructional level.

Challenging Above-Average Students: Above average students will use higher level text without visual supports and will be given paper and pencil for written assessments. Assessments will include fill in the blank, critical response questions and self-selected.

Facilitating a Classroom Environment that Supports Student Learning: Desks will be arranged in a semi-circle with IAs behind the students. During direct instruction the teacher will stand in the front so that all students can view the smartboard. Teacher and IAs will move around the room to informally assess student mastery and provide individualized support as needed. Visuals will be used throughout the entire lesson to guide instruction to meet the needs of all learners. Positive reinforcement will be used to praise on-task behaviors and student effort.

Extension: After learning about what a leader is, we will learn about 8 other leaders and their accomplishments over the next few weeks. Students are encouraged to identify leaders they see in the community and share their examples with the class each day.

ASSESSMENT

Diagnostic/Pre-Assessment: Asking questions at the beginning about what a leader is and having students give examples.

Formative Assessment: In the guided practice, students identifying qualities of a leader in the Smartboard activity.

Summative Assessment: Students will answer 4 out of 5 "wh" questions that identify the main idea of the text, showing what a leader is.

APPENDIX J: WEEKLY SCHEDULE

WEEKLY SCHEDULE

- Complete schedule for coming week and submit to US/OSS each Friday.
- Highlight in yellow** areas in which you have full planning and teaching responsibility.
- Under each subject, briefly state what your responsibility is for that subject (teaching, observing, testing, reviewing for a test, co-teaching, assisting teacher, etc.).

SEMESTER:		COURSE:				
Student Teacher:						
Placement:		Week Dates: MM/DD/YEAR – MM/DD/YEAR				
		School:			Grade:	
		Teacher:				
Lesson Beginning Time	Lesson End Time	Monday	Tuesday	Wednesday	Thursday	Friday

APPENDIX K: WEEKLY BLOCK PLAN TEMPLATE

It is recommend to print this Part 1 on the back of each page with holes punched in the right margin, if putting Weekly Block Plans in a notebook.

Dates:	Student Teacher:	
Subject/Time	MONDAY	TUESDAY

It is recommend to print this Part 2 on the front of each page with holes punched in the left margin, if putting Weekly Block Plans in a notebook.

Student Teacher:		Dates:
WEDNESDAY	THURSDAY	FRIDAY

APPENDIX L: WEEKLY BLOCK PLAN SAMPLE

This sample only includes *two* subject areas. Full block plans should include *each* subject area.

Dates: 10/8-10/12	Student Teacher:	
Subject/Time	MONDAY	TUESDAY
Calendar	<p>SOL: 1.1/1.2/1.11</p> <p>Objective:</p> <ul style="list-style-type: none"> - Given a monthly calendar, the student will be able to write and orally give the correct day, month and year, with 2 out of 3 correct. - Given handwriting paper and the number of the day, the student will be able to write the number of the day properly, 10 out of 10 times <p>Set: The students will put there BEE STILL TIME bag away and take out there calendar. I will begin the lesson by welcoming the class.</p> <p>Instruction: I will ask the students questions about the calendar. The month, day and year. I will ask questions to get the students thinking about the date. "What was yesterday? If yesterday was the ___ what is today?"</p> <p>Guided Practice: Students will;</p> <ol style="list-style-type: none"> 1. fill in calendar 2. color in box for the weather 3. add a tally mark 4. count the coins to make the date 5. add a one to our tens and ones box 6. sing days of the week and months of the year songs <p>Independent Practice: Students will;</p> <ol style="list-style-type: none"> 1. count by 1's, 2's, 5's, 10's 2. write the # of the day- 34 <p>Closure: After checking the students' handwriting papers, we will review the full date and the number of the day.</p> <p>Evaluation: By the end of the week each student will give the date orally and written with all four parts included (i.e. Friday, August 31, 2012).</p>	<p>SOL: 1.1/1.2/1.11</p> <p>Objective:</p> <ul style="list-style-type: none"> - Given a monthly calendar, the student will be able to write and orally give the correct day, month and year, with 2 out of 3 correct. - Given handwriting paper and the number of the day, the student will be able to write the number of the day properly, 10 out of 10 times <p>Set: The students will put there BEE STILL TIME bag away and take out there calendar. I will begin the lesson by welcoming the class.</p> <p>Instruction: I will ask the students questions about the calendar. The month, day and year. I will ask questions to get the students thinking about the date. "What was yesterday? If yesterday was the ___ what is today?"</p> <p>Guided Practice: Students will;</p> <ol style="list-style-type: none"> 1. fill in calendar 2. color in box for the weather 3. add a tally mark 4. count the coins to make the date 5. add a one to our tens and ones box 6. sing days of the week and months of the year songs <p>Independent Practice: Students will;</p> <ol style="list-style-type: none"> 1. count by 1's, 2's, 5's, 10's 2. write the # of the day-35 <p>Closure: After checking the students' handwriting papers, we will review the full date and the number of the day.</p> <p>Evaluation: By the end of the week each student will give the date orally and written with all four parts included (ie. Friday, August 31, 2012).</p>
Math	<p>SOL: 1.1a/ 1.2</p> <p>Objective: Given a ten frame and counters, the student will be able to solve 4 problems, with 2 out of 4 correct.</p> <p>Set: I will draw a ten frame on the board. I will ask the students what it is and how we used it last time when we first learned it.</p> <p>Instruction: Using the ELMO I will show how each ten frame has ten counters. I will show how 3 groups of 10 equal 30. (topic 10-3)</p>	<p>SOL: 1.1a/ 1.2</p> <p>Objective: Given a word problem, the student will be able to use skip counting to solve for the correct answer, with 1 out of 1 correct.</p> <p>Set: As a class we will skip count by 2's, 5's , 10's.</p> <p>Instruction: I will use topic 10-4. I will show how to use the hundreds chart to skip count by 2's, 5's and 10's. We will talk about how we can use skip counting to</p>

Guided Practice: Student will use their ten frames to find answers to teacher directed questions on pg 271 (ex. How many tens are in 70?) Complete pg 274 word problems together.

Independent Practice: The student will work to complete the questions on page 272 -273.

Closing: We will go over the problems from page 272 and 273 as a class.

Evaluation: The students will answer 4 questions using a ten frame and counters.

solve word problems.

Guided Practice: We will work in groups on pg 278. The students will use their hundreds chart to solve the word problems by skip counting by 2's, 5's and 10's.

Independent Practice: The student will complete 276 and 277 using their hundreds chart.

Closing: The student will hand in their work to be checked. We will solve a problem together.

Evaluation: The students will be given an exit ticket with a word problem that they will solve using their hundreds chart.

APPENDIX M: STUDENT TEACHER OBSERVATION

Liberty University Student Teacher Observation (Completed by University/On-Site Supervisor)

This form is for reference purposes only. Completion of the observation form is submitted electronically through CORE ELMS.

Observation (Circle or highlight):		1 st	2 nd	3 rd	4 th	
Student Teacher:	Cooperating Teacher:					
Grade Level:	School:					
University/On-Site Supervisor:	Date:					
Start Time:	End Time:					
Observation Ratings						
3 = Exceeds	2 = Meets	1 = Emergent Growth		0 = Does Not Meet		
		3 = Exceeds	2 = Meets	1 = Emergent Growth	0 = Does Not Meet	Comments & Suggestions
Planning for Instruction and Assessment						
Content Appropriate: Major concepts; specific objective skills; appropriate strategies/activities; uses diagnostic information						
A. Focus for Learning: Standards and Objectives/Target: Standard and objective alignment						
B. Materials and Resources: Relevant materials that align with objectives; Engages students						
C. Assessment of P-12 Learning: Assessment differentiation; standard alignment						
D. Differentiated Methods: Meaningful and culturally relevant connections (prior knowledge/lessons, future learning; real-world experiences)						
Instructional Delivery						
E. Learning Target and Directions: Articulates accurate and coherent learning targets/directions and sequential learning						
F. Critical Thinking: Engages learners in critical thinking (local and/or global context)						
G. Checking for Understanding and Adjusting Instruction: Checks for understanding; Differentiates for whole class/group and individual learners						
H. Digital Tools and Resources: Developmentally appropriate technologies that extend learners' understanding						
I. Safe and Respectful Learning Environment: Create and manage safe and respectful learning environment through routines/transitions; Research-based strategies to maintain attention						

Assessment					
J. Data-Guided Instruction: Uses data to make decisions; uses contemporary tools for learner data					
K. Feedback for Learners: Feedback enables learners to identify strengths and areas of improvement; Descriptive and individualized; Timely					
L. Assessment Techniques: Formative and summative; Diagnostic and developmentally appropriate					
Analysis of Teaching					
♦ Displays appropriate subject matter competency					
M. Connections to Research and Theory: Provides evidence of research/theory to explain learners' progress					
Professional Commitment and Behaviors					
N. Participates in Professional Development: At least one professional development opportunity (workshop, seminar, conference, etc.); Application of what was learned					
O. Demonstrates Effective Communication with Parents or Legal Guardians: Aligns with district policies for communicating learner progress to parents/legal guardians					
P. Demonstrates Punctuality: On time or early; attends IEP meetings, teacher committees, etc.					
Q. Meets Deadlines and Obligations: As established by the Cooperating Teacher/Supervisor; Communicates with all stakeholders					
R. Preparation: Prepared to teach on a daily basis with all materials easily accessible; Flexible					
♦ Rapport: Effectively maintains relationships with diverse students; Demonstrates cultural awareness and sensitivity					
Professional Relationships					
S. Collaboration: Collaboration with cooperating teacher and other school personnel					
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession: Articulates advocacy needs (needs of learners and teaching profession); Takes action within district protocols					
Additional Comments					

APPENDIX N: IMPLEMENTATION SCHEDULE FOR 1 PLACEMENT (ELEMENTARY)

IMPLEMENTATION SCHEDULE <i>Complete an implementation schedule that covers how you will phase in and phase out of your lesson planning and direct teaching hours. You must teach all subjects/classes in your endorsement area for at least four weeks of the semester. The schedule below reflects an elementary example. While you and your Cooperating Teacher/On-site Mentor may determine which subject/class you will assume responsibility for first, please refer to these examples to fully consider edTPA deadlines when making these plans.</i>							
SEMESTER:		COURSE:					
Student Teacher:					LU ID:		
WEEK	DATES <i>MM/DD/YEAR – MM/DD/YEAR</i>	Subjects/Classes to Observe	Subjects/Classes to Teach	Detailed Lesson Plans <i>List subject or class.</i>	Block Plans <i>List subject or class.</i>	Proposed Direct Teaching Hours	Proposed Indirect
1		All subjects or classes should be observed.	None	None	None		30
2		All subjects or classes should be observed.	None	1 plan for Reading	None		30
3		Math Social Studies Science	Reading 1 lesson	5 Reading plans for week 4	None	1 hour	29
4		Math Social Studies Science	Reading 5 lessons for the full week <i>Math – teach small group re-engagement lesson for edTPA</i>	5 Math plans for week 5	Reading* for Week 5	5.5 hours	24.5
5		Social Studies Science	Reading Math	None	Reading & Math* for week 6	10 hours	20

6		Social Studies Science	Reading Math	None	Reading & Math & Social Studies (new subject) for week 7	10 hours	20
7		Science	Reading Math Social Studies	None	Reading Math Social Studies for week 8	15 hours	15
8		Science	Reading Math Social Studies	None	Reading Math Social Studies For week 9	15 hours	15
9		Science	Reading Math Social Studies	None	Reading Math Social Studies Science for Week 10	15	15
10		None	Reading Math Social Studies Science	None	Reading Math Social Studies Science	20	10
11		None	All subjects – full day	None	All Subjects	20	10
12		None	All subjects – full day	None	All Subjects	20	10
13		None	All subjects – full day	None	All Subjects	20	10
14		None	All subjects – full day	None	All Subjects	20	10
15		Reading Math	Social Studies Science	None	Science	10	20
16		Reading Math Social Studies	Science	None	None	5	25
17 <i>if needed</i>		All subjects/class es should be observed	None	None	None		

*Please note that your LU Supervisor will give permission to move from detailed to block plans based on your performance. You may need to continue writing detailed lesson plans for more than one week if your supervisor deems that more practice is needed.

APPENDIX O: IMPLEMENTATION SCHEDULE FOR 1 PLACEMENT (MID. /SECONDARY)

IMPLEMENTATION SCHEDULE

Complete an implementation schedule that covers how you will phase in and phase out of your lesson planning and direct teaching hours. You must teach all subjects/classes in your endorsement area for at least four weeks of the semester. Sample implementation schedules for elementary, middle/secondary, and special education endorsement areas are included in your student teaching course. While you and your Cooperating Teacher/On-site Mentor may determine which subject/class you will assume responsibility for first, please refer to these examples to fully consider edTPA deadlines when making these plans.

SEMESTER:		COURSE:		
Student Teacher:		LU ID:		
WEEK	DATES <i>MM/DD/YEAR – MM/DD/YEAR</i>	Subjects/Classes to Observe	Detailed Lesson Plans <small>List subject or class.</small>	Block Plans <small>List subject or class.</small>
1		All subjects/classes should be observed.	None	None
2		All subjects/classes should be observed. First set of plans due at the end of Week 2.	Subject/Class 1 to be taught in Week 3	None
3		Teach Subject/Class 1		Subject/Class 1*
4		Teach Subject/Class 1	Subject/Class 2 to be taught in week 5	Subject/Class 1*
5		Teach Subject/Class 1 & 2		Subject/Class 1 & 2*
6		Teach Subject/Class 1 & 2	Subject/Class 3 to be taught in week 7	Subject/Class 1 & 2*
7		Teach Subject/Class 1-3		Subject/Class 1-3*
8		Teach Subject/Class 1-3	Subject/Class 4 to be taught in week 9	Subject/Class 1-3*
9		Teach Subject/Class 1-4	Subject/Class 5 to be taught in week 10	Subject/Class 1-4*
10		Teach Subject/Class 1-5 (if needed)	Any further subjects or class periods (if needed)	All Subject/Class for a full school day
11		Full day	None	All
12		Full day	None	All
13		Full day	None	All
14		Full day	None	All except Subject/Class 1-2
15		Teach all Subject/Class except 1-2	None	All except Subject/Class 1-3
16		Teach any Subject/Class other than 1- 3	None	None
17 <i>if needed</i>		All subjects/classes should be observed.	None	None

*Please note that your LU Supervisor will give permission to move from detailed to block plans based on your performance. You may need to continue writing detailed lesson plans for more than one week if your supervisor deems that more practice is needed.

APPENDIX P: IMPLEMENTATION SCHEDULE FOR 2 PLACEMENTS (SPED & COMP.)

IMPLEMENTATION SCHEDULE

*Complete an implementation schedule that covers how you will phase in and phase out of your lesson planning and direct teaching hours. You must teach all subjects/classes in your endorsement area for **at least** four weeks of the semester. Sample implementation schedules for elementary, middle/secondary, and special education endorsement areas are included in your student teaching course. While you and your Cooperating Teacher/On-site Mentor may determine which subject/class you will assume responsibility for first, please refer to these examples to fully consider edTPA deadlines when making these plans.*

SEMESTER:		COURSE:		
Student Teacher:		LU ID:		
WEEK	DATES <i>MM/DD/YEAR – MM/DD/YEAR</i>	Subjects/Classes to Observe	Detailed Lesson Plans <i>List subject or class.</i>	Block Plans <i>List subject or class.</i>
1		All subjects/classes should be observed.	None	None
2		All subjects/classes should be observed. First set of plans due at the end of Week 2.	Subject/Class 1 to be taught in Week 3	None
3		Teach Subject/Class 1		Subject/Class 1*
4		Teach Subject/Class 1	Subject/Class. 2 to be taught in week 5	Subject/Class 1*
5		Teach Subject/Class 1 & 2		Subject/Class 1 & 2*
6		Teach Subject/Class 1 & 2	Subject/Class. 3 to be taught in week 7	Subject/Class 1 & 2*
7		Teach Subject/Class 1-3	Any further subjects or class periods	Subject/Class 1-3*
8		Full day	None	All
9		Full day	None	All
10		Full day	None	All
11		All subjects/classes should be observed. First set of plans for 2 subjects or class periods in 2 nd placement due at the end of Week 11.	None	Subject/Class 1 & 2*
12		Teach Subject/Class 1 & 2	None	Subject/Class 1-3*
13		Teach Subject/Class 1-3	None	All
14		Full day	None	All
15		Full day	None	All except Subject/Class 1 & 2
16		Teach any Subject/Class other than 1- 2	None	None
17 <i>if needed</i>		All subjects/classes should be observed.	None	None

*Please note that your LU Supervisor will give permission to move from detailed to block plans based on your performance. You may need to continue writing detailed lesson plans for more than one week if your supervisor deems that more practice is needed.

APPENDIX Q: INITIAL VISIT REPORT

Liberty University Student Teacher – Initial Visit Report (Completed by University/On-Site Supervisor)

Student Teacher:	Cooperating Teacher:		
Grade Level:	School:		
University/On-Site Supervisor:	Date:		
Topics Discussed	YES	NO	Comments
School Schedule and Policies			
Student Teaching Policies and Standards			
Student Teaching Calendar			
Short-range Plans and Requirements (Lesson Plans)			
Long-range Plans and Requirements (Unit Plans)			
Student Teacher’s Tentative Co-teaching Schedule			
Guidelines for Classroom Management and Discipline			
Student Teacher Evaluation Forms			
Meeting the School Administrators			
Become Familiar with the School Facility			
Grading Criteria and Procedures			
Professional Appearance and Behavior			
SIGNATURES		DATE	
Student Teacher:			
Cooperating Teacher/On-site Mentor:			
On-site Supervisor (if applicable):			
University Supervisor:			

APPENDIX R: OPTIONAL PHYSICAL EDUCATION LESSON PLAN TEMPLATE



Physical Education
& Health



Physical Education
& Health

PHYSICAL EDUCATION LESSON PLAN

ACTIVITY/SKILL:	UNIT:	LESSON #: _____ OF _____	TEACHER:
CLASS/GRADE:	# IN CLASS:	DATE:	HOUR/PERIOD:
PREVIOUSLY LEARNED SKILLS:		CENTRAL FOCUS:	
SHAPE Grade Level Outcomes:			
STUDENT OBJECTIVES:			
TEACHING OBJECTIVE:			
FITNESS OBJECTIVE:			
EQUIPMENT/ FACILITIES NEEDED:			
DIFFERENTIATION: (Gifted, LEP, LD)			
SUMMATIVE ASSESSMENT:			

Lesson Organization (Hunter Lesson Design)

EST. TIME	LESSON ACTIVITY	ACTIVITY'S NAME	TEACHING CUES, SAFETY PROCEDURES, NASPE & SOL Standards, Special Needs Pop.
		TEACHING METHODS, TECHNIQUES, PROCEDURES, SKILL ANALYSIS, DRILLS, FORMATIONS, TRANSITIONS ETC.	
	Meet & Greet/Set		
	Intro		
	Fitness Lesson Focus		
	Lesson Focus		

	Closing Activity		
	Closure		

Thought for the Day:

Sources Used:

APPENDIX S: EMPLOYMENT CONFIRMATION FOR CONTRACTUAL POSITION

Liberty University Student Teaching – Employment Confirmation (Contractual Teaching Position)

The form is not an official placement request.

Completion of this form does not guarantee placement, nor does it replace the request form.

This form is for preliminary screening purposes only.

The official placement request process will be followed by the Field Office(s) *after* the teacher candidate has successfully completed their student teaching application with the School of Education at Liberty University. At that time, the school system will still be responsible to provide official confirmation of the final placement details.

- This form is designed for those requesting to student teach in an employed school position that is a full-time, contractual teaching position that ***aligns with the student teacher’s endorsement area***.
- This form must be completed and submitted as part of the Gate 3 application for review and approval.

Student Information

This section should be completed by the Teacher Candidate.

Student Teacher:		LU ID:	
LU Email:		ST Semester:	
Degree/Endorsement:			
Student Status:	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate		

Student Teaching Expectations

Student teaching requires the Student Teacher (ST) to complete a 16-week semester in the assigned student teaching placement that aligns with their licensure endorsement area where the ST assumes responsibility of the classroom teacher role.

- Even if employed in the school system, the ST is responsible for all student teaching assignments as presented in the student teaching course.
- The ST will need to be assigned an On-site Mentor. Read more about each role:
www.liberty.edu/soeplacementtraining

Signatures

Review statements, check those that apply, and provide signature of approval.

Teacher Candidate/Student Teacher Agreements

The Student Teacher should review the agreements above and provide a physical or certified electronic signature. Share the signed form with the Building Principal.

- I understand that should my employment status change, this form becomes void.
- I understand that I must meet the expectations above and contained in the Student Teaching Handbook to fulfill the student teaching requirements.

Provisional License	<input type="checkbox"/> I understand that I must attach a copy of my provisional/temporary/emergency license to this form submission. <input type="checkbox"/> I understand that if I have been hired at a private school that has not provided a provisional/temporary/emergency license, I must have my school provide a letter on letterhead indicating I am being or have been hired under the same understanding of a provisional license.		
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Student Teacher Signature:		Date:	
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THE BELOW SECTIONS SHOULD BE COMPLETED BY THE BUILDING PRINCIPAL AND THE HUMAN RESOURCES REPRESENTATIVE

Building Principal Agreements

The Building Principal should review the agreement statements, provide the employment status details below for the Teacher Candidate, and provide a physical or certified electronic signature. Share the signed form with the Human Resources Representative.

Employment Information

Employment Status:	<input type="checkbox"/> Full-time, contractual teacher <input type="checkbox"/> Other (Identify): _____	Has this employee been hired on a provisional license? <input type="checkbox"/> YES <input type="checkbox"/> NO NOTE: Undergraduate students do not have a conferred bachelor's degree; therefore, they are generally not eligible for a provisional license.
School District:		
School Building:		
District Website:		
School Accreditation:	<p>Is this school a public or a fully accredited private school?</p> <input type="checkbox"/> YES <input type="checkbox"/> NO	
	<p>Private Schools: If the school is a fully accredited private school,</p> <ul style="list-style-type: none"> • identify the association/organization by which the school is accredited and provide verification, and • provide verification of accreditation either through the accreditor's or school's website or by attaching a copy of the accreditation certificate to the submission of this form. 	
	Accrediting Agency:	
	Website Verifying Accreditation:	
Endorsement Area:	<p>In what endorsement area is the teacher candidate currently employed?</p> <input type="checkbox"/> Elementary Education (Grade Level: _____) <input type="checkbox"/> Area(s) – Identify content area(s) covered in day-to-day teaching load: <ul style="list-style-type: none"> <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> Area: <ul style="list-style-type: none"> <input type="checkbox"/> Adapted Curriculum (Grade Level: _____) <input type="checkbox"/> Early Childhood (Grade Level: _____) <input type="checkbox"/> General Curriculum (Grade Level: _____) <input type="checkbox"/> Career & Technical Education – Transition and Special Needs (Grade Level: _____) <input type="checkbox"/> Secondary/Middle/Comprehensive <input type="checkbox"/> Content Area: _____ <input type="checkbox"/> Grade Level(s): _____ <input type="checkbox"/> Other: _____	
Teaching Schedule	Attach to this submission a copy of the Teacher Candidate's specific schedule/teaching load for a typical full teaching day.	

	<p>Example:</p> <ul style="list-style-type: none"> • 8:00am – 8:15am: Homeroom • 8:15am – 9:30am: Geometry • 9:30am – 10:15am: Algebra 		
Employment Dates:	<p>Will the Teacher Candidate be employed as a full-time contractual lead teacher in the same position during the semester and year that they are seeking placement?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>If YES, indicate which semester (Fall or Spring) and year the teacher candidate is planning to student teach:</p> <p>Semester: _____ Year: _____</p>	
<p><input type="checkbox"/> If the Teacher Candidate is fully accepted for student teaching through Liberty University, I agree to allow this Teacher Candidate to complete a student teaching placement in their own classroom.</p> <p><input type="checkbox"/> The school system approves of this ST receiving monetary compensation for their current employed position and receiving academic credit while fulfilling the role and expectations of student teaching.</p> <p><input type="checkbox"/> If the Teacher Candidate's employment status or teaching scheduled/endorsement area changes, I understand the Teacher Candidate's eligibility to student teacher in their own classroom may change.</p> <p><input type="checkbox"/> The school system understands the Teacher Candidate must meet the expectations above to fulfill student teaching requirements.</p>			
<p>Proposed On-site Mentor: <i>Approval of this OSM will take place during the official requesting process with the School of Education.</i></p>	<p>On-site Mentor's Name: _____</p> <p>On-site Mentor's School Email: _____</p> <p>On-site Mentor's Licensure Area(s): _____</p> <p>On-site Mentor's Years of Experience: _____</p>		
Additional Comment(s):			
Principal Name:		Date:	
Principal Signature:		Email:	
<p>Human Resources Representative Agreements</p> <p><i>The Human Resources Representative should review the agreements above and below, provide employment details, and provide a physical or certified electronic signature.</i></p> <p><i>The Human Resources Representation should email the completed form, with all signatures, to the Field Team:</i></p> <p>Online Students: fieldplacementoffice@liberty.edu</p> <p>Residential Students: Gate3RES@liberty.edu</p>			
<p><input type="checkbox"/> The school system approves of this Teacher Candidate receiving monetary compensation for their current employed position and receiving academic credit while fulfilling the role and expectations of student teaching.</p> <p><input type="checkbox"/> The school system understands the Teacher Candidate must meet the expectations above to fulfill student teaching.</p> <p><input type="checkbox"/> If the Teacher Candidate is fully accepted for student teaching through Liberty University, the school system agrees to allow this Teacher Candidate to complete a student teaching placement in their own classroom.</p> <p><input type="checkbox"/> If the Teacher Candidate's employment status or teaching schedule/endorsement area changes, the school system understands the Teacher Candidate's eligibility to student teach in their own classroom may change.</p> <p><input type="checkbox"/> The school system agrees to provide an eligible On-site Mentor (OSM) to observe the Teacher Candidate during their student teaching semester at least four times and submit the appropriate assessments to their University Professor/Supervisor.</p>			
<p>Employment Details of Student Teacher</p> <p><i>Identify the details of employment for which the student teacher is/will be hired.</i></p>			
Position Title:		Initial Hire Date for Specific Position:	
Dates of Employment			

(MM/Year – MM/Year):			
Grade Level(s):			
Content/Subject Area(s):			
Additional Comment(s):			
HR Representative Name:		Date:	
HR Representative Signature:			
HR Representative Title:		Email:	

Consensus Form with a SAMPLE written over the document with link