

# FORMS

**STUDENT TEACHING TIME SHEET**

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Semester/Year \_\_\_\_\_

School/City \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Cooperating Teacher(s) \_\_\_\_\_

Date of Week	Day of Week	Summarize Major Teaching Activities for the Week	Total Hours at School	Weekly Signature of Cooperating Teacher
1.	M			
	T			
	W			
	R			
	F			
2.	M			
	T			
	W			
	R			
	F			
3.	M			
	T			
	W			
	R			
	F			
4.	M			
	T			
	W			
	R			
	F			
5.	M			
	T			
	W			
	R			
	F			
6.	M			
	T			
	W			
	R			
	F			
7.	M			
	T			
	W			
	R			
	F			
8.	M			
	T			
	W			
	R			
	F			

Date of Week	Day of Week	Summarize Major Teaching Activities for the Week	Total Hours at School	Weekly Signature of Cooperating Teacher
9.	M			
	T			
	W			
	R			
	F			
10.	M			
	T			
	W			
	R			
	F			
11.	M			
	T			
	W			
	R			
	F			
12.	M			
	T			
	W			
	R			
	F			
13.	M			
	T			
	W			
	R			
	F			
14.	M			
	T			
	W			
	R			
	F			
15.	M			
	T			
	W			
	R			
	F			
16.	M			
	T			
	W			
	R			
	F			

Total Student Teaching Hours \_\_\_\_\_

DATE		Teacher's Initials
	<i>First Day Teaching Class Fulltime - 7 Weeks Required</i>	
	<i>Last Day Teaching Class Fulltime</i>	

\_\_\_\_\_  
Student Teacher's Signature

\_\_\_\_\_  
Director of Teacher Education's Signature

# ONU LESSON PLAN

NAME \_\_\_\_\_

DATE \_\_\_\_\_

TITLE OF LESSON \_\_\_\_\_

GRADE/PERIOD \_\_\_\_\_

***ILLINOIS LEARNING STANDARDS:***

**Objective # 1:** (You are not limited to three objectives nor are  
**Objective # 2:** you required to write as many as three  
**Objective # 3:** objectives. This is a template and should fit  
your lesson plan needs.)

***OBJECTIVES OF LESSON: The student will be able to:***

- 
- 
- 

***VOCABULARY (when appropriate):***

- 
- 

***MATERIALS (including subject textbook and page numbers):***

- 
- 
- 

***\*DIVERGENT (HIGHER-LEVEL THINKING) GUIDING QUESTIONS TO BE ASKED THROUGHOUT THE LESSON:***

- 
- 
-

***PROVISIONS FOR INDIVIDUAL DIFFERENCES:***

**All students:**

**Gifted students:**

**Students with exceptionalities:**

**Students of different ethnicities:**

**Students who are at-risk:**

***SEQUENCE OF THE LESSON-PROCEDURE OR STEPS INCLUDING ACTIVITIES  
(Introduction, Guided Practice, Independent Practice, Closure) \*Insert GUIDING  
QUESTIONS appropriately.***

***INTRODUCTION (including assessment of prior knowledge)***

***GUIDED PRACTICE***

***INDEPENDENT PRACTICE***

***CLOSURE***

**ASSESSMENT: Student as Learner (Connect directly to objectives)**

*The student will be assessed by:*

- 
- 
- 

**ASSESSMENT: Teacher in Reflection (\*Write after presenting lesson)**

*Consider the following as you reflect:*

Did my pre- and post-assessments of students show that they learned? Explain why or why not.

Did my lesson plan allow ALL students to learn? Explain why or why not.

Did my lesson increase or reduce prejudices in the classroom? Explain why or why not.

What would I do differently next time?

**Add other questions that you want to think about.**

**(\*Since you will not always have an opportunity to teach the lesson during this class, write reflection questions in this section to focus your thinking on the lesson concepts.)**

***HOMEWORK (if appropriate):***

## UNIT FORMAT

- I. Title Page
  - A. Unit title or topic
  - B. Grade level
  - C. Time required (number of days or weeks)
- II. Rationale
- III. Key Ideas and Learning Goals for Unit (in outline)
  - A. Key ideas and sub-key ideas in statement form
  - B. Illinois Learning Standards
  - C. Scope and Sequence
- IV. Integrating Other Subject Matter
- V. Provision for Individual Differences
  - A. All students
  - B. Gifted students
  - C. Students with exceptionalities
  - D. Students of different ethnicities
  - E. Students who are at-risk
- VI. Materials and Resources (Also include samples of materials used in teaching the unit - overheads, patterns, etc.)
  - A. Printed materials, audiovisual, texts, etc. (Complete bibliographic information.)
  - B. Facilities outside the classroom that may be used
  - C. Resource people from the community
- VII. Grading/Assessment
  - A. Pre-test
  - B. Post-test
  - C. Other assessments
- VIII. Block plan - A calendar of scheduled lessons. Include the key idea for each lesson and an abbreviated listing of the activities to be used.
- IX. Daily lessons
- X. Reflection. Include information pertaining to your assessment about your performance and pupil response to the unit: general modifications to be made; strengths and weaknesses, etc.
  - A. Pre-test results
  - B. Post-test results
  - C. Analysis of student learning
  - D. Analysis of your teaching and planning

Please check:

- Undergraduate  
 M.A.T.

### OLIVET NAZARENE UNIVERSITY STUDENT TEACHING ASSESSMENT

Student Teacher \_\_\_\_\_ Semester/Year \_\_\_\_\_

School/City \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Midterm  Final 

<b>Please check areas observed and return this form to the student upon completion. 1 = Needs Improvement, 2 = Meets Expectations, 3 = Exceeds Expectations</b>	<b>1</b>	<b>2</b>	<b>3</b>
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**FOUNDATIONS**

Uses grammatically correct written and oral expression			
Demonstrates knowledge of subject area(s)			

**PROFESSIONALISM**

Exhibits poise and self-confidence			
Possesses enthusiasm and energy			
Dresses professionally			
Demonstrates high level of initiative			
Cooperates with supervisors			
Accepts constructive criticism			
Practices reflective thinking			
Speaks articulately and appropriately			
Prepares plans on time			
Writes concisely and meaningfully			
Attends as scheduled and is punctual			
Returns grades and pupil assignments promptly			
Reflects on teaching and makes needed adjustments			

**CURRICULUM/INSTRUCTION/EVALUATION**

Exhibits effective management techniques			
Maintains appropriate student orderliness			
Displays awareness of all students			
Keeps students on-task			
Develops rapport with students			
Integrates praise and positive reinforcement			
Constructs clear and reasonable objectives			
Demonstrates accurate content knowledge			
Organizes lesson plans effectively			
Motivates students through creative lessons			
Prepares and integrates technology			
Adapts for a diverse classroom			
Maintains lesson tempo and pacing			
Incorporates class discussion and student participation			
Inspires higher level thinking through effective questioning			
Utilizes assessment results as a basis for future planning			

<b>1 = Needs Improvement, 2 = Meets Expectations, 3 = Exceeds Expectations</b>	<b>1</b>	<b>2</b>	<b>3</b>
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**CHARACTER**

Exhibits reliability and dependability			
Exhibits respect for ALL learners (cultural diversity, exceptionalities, gifted,...)			
Expresses or demonstrates a belief that ALL students can learn			
Maintains high ethical and professional standards			
Displays tact and courtesy			

STUDENT TEACHER STRENGTHS:

RECOMMENDATIONS FOR IMPROVEMENT:

Regardless of personal opinions, I do attest that I have read this evaluation.

\_\_\_\_\_  
Student Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher's Signature

\_\_\_\_\_  
Date



**OLIVET NAZARENE UNIVERSITY**  
**Department of Education**

**PROGRAM AND STUDENT TEACHING ASSESSMENT**

Student Teacher \_\_\_\_\_ Semester: Fall \_\_\_\_ Spring \_\_\_\_ Year \_\_\_\_\_

Cooperating Teacher(s) \_\_\_\_\_

School \_\_\_\_\_ Grade Level/Subject \_\_\_\_\_

It is vitally important to us that we obtain a final program and student teaching evaluation. From this feedback we hope to gain information as we continuously analyze the Teacher Education programs. Please take just a few minutes to complete this evaluation and return to Mrs. Meents of the Department of Education. Thank you!

Please circle one: *Early Childhood, Elementary, Secondary (Major: \_\_\_\_\_), M.A.T.*

Please check 1, 2, or 3 to indicate which best describes your opinion. 1 = Needs Improvement, 2 = Meet Expectations, 3 = Exceeds Expectations	1	2	3
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**FOUNDATIONS**

Academic preparation from general education courses			
Placement sites (facilities, equipment, supplies,...)			

**PROFESSIONALISM**

Mentoring of cooperating teacher			
Helpfulness of school personnel (principal, other faculty,...)			
Helpfulness of office and support staff			

**CURRICULUM/INSTRUCTION/EVALUATION**

Academic preparation from education courses			
Field experiences			

**CHRIST-CENTERED CHARACTER**

Relationships with professors			
Relationships with peers			
Respect and concern shown for ALL students			

Additional Comments:

**OLIVET NAZARENE UNIVERSITY**  
**Department of Education**

**ASSESSMENT OF UNIVERSITY SUPERVISOR**

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

<b>Please check 1, 2, or 3 to indicate which best describes your evaluation. 1 = Needs Improvement, 2 = Meets Expectations, 3 = Exceeds Expectations</b>	<b>1</b>	<b>2</b>	<b>3</b>
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**FOUNDATIONS**

Demonstrates knowledge of subject area(s)			
Uses grammatically correct written and oral expression			

**PROFESSIONALISM**

Exhibits reliability and dependability			
Exhibits enthusiasm about learning			
Displays tact and courtesy			
Develops rapport with student teacher			
Listens to the student teacher			
Spends adequate time in observations and conferences			

**CURRICULUM/INSTRUCTION/EVALUATION**

Gives constructive comments about areas of improvement			
Gives praise and positive reinforcement			
Gives input about teaching strategies			
Gives input about classroom management strategies			

**CHRIST-CENTERED CHARACTER**

Exhibits respect for individuals of different ethnicities			
Exhibits respect for ALL individuals			

Additional Comments:



**STUDENT TEACHING SCHEDULE**  
(Secondary)

University Supervisor \_\_\_\_\_ Student Teacher \_\_\_\_\_ Phone # \_\_\_\_\_

School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Please indicate the following on the below schedule: Conference hour, time of each period, subject of each period, lunch period, room of each period. Please give this schedule to your university supervisor **within the first week of student teaching**.

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

\*Include a list of any days classes are not in session due to holidays or conference.