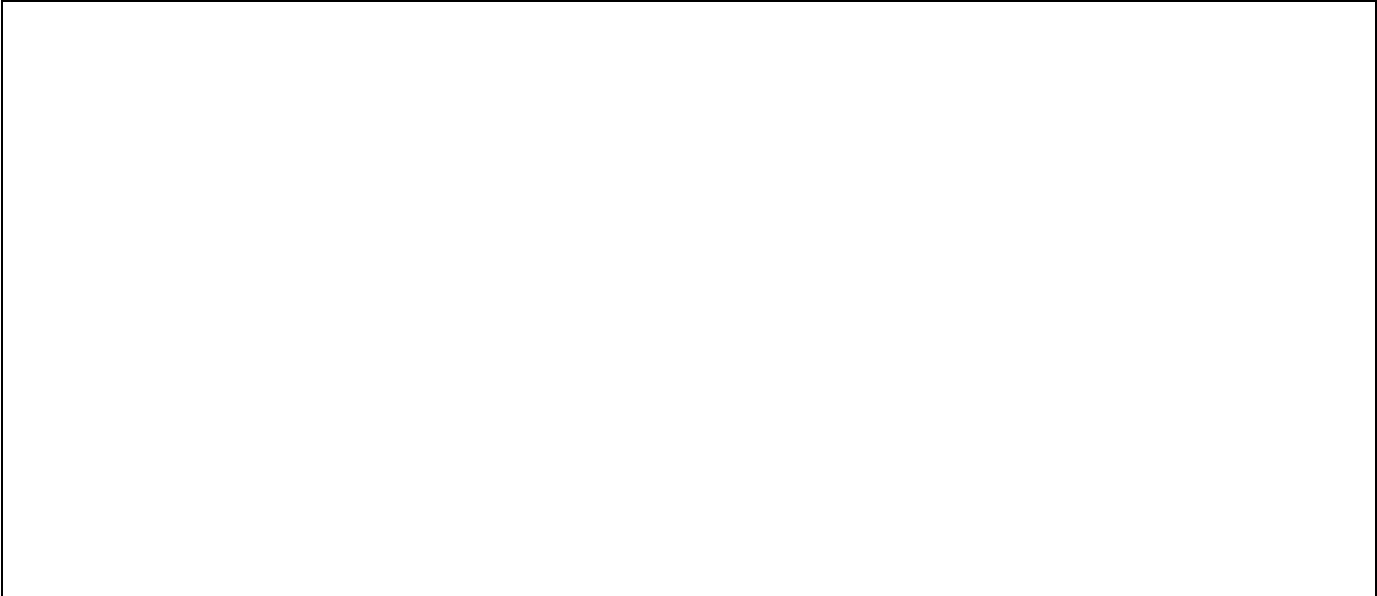




EEC 345

Sequence Field Experience

Requirements



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COURSE DESCRIPTION

Supervised practice in teaching curriculum areas in the elementary or early childhood classroom setting during the semester in which sequence courses are taken.

COLLEGE KNOWLEDGE BASE STATEMENT

The unit (College of Education) prepares systematic, problem solving educators; reflective, technologically skilled interactive facilitators capable of versatile decision making in diverse settings. The Knowledge Base of the unit contains three elements: philosophical base, current research, and systematic problem solving. Reflective experiences are the threads of commonality that bind the elements together.

DEPARTMENT STATEMENT

The Elementary-Early Childhood Program employs a decision-making model where students are provided a content base and an experiential base that focuses on a developmental view of learning, sensitive to cognitive, affective, and psychomotor needs of children. The model includes special emphasis on Piagetian, constructivist application to teaching/learning.

STUDENTS WITH DISABILITIES

If you have a specific disability that qualifies you for academic accommodations, please notify the instructor and provide certification from Disability Services (Office of Special Student Services). The Office of Special Student Services is directed by Ms. Agnew and is located in the Student Center, Room 270, 460-7212.

STUDENT EPORTFOLIO ASSESSMENT

The College of Education uses student portfolio assessment as a part of program requirements and assessment of student learning outcomes. Students majoring in the College of Education are required to purchase the license (\$30.00 per year) to use Foliotek beginning with the first College of Education course (which contains teacher education standards) taken and continue to use Foliotek throughout their program of study. **Students must**



document mastery of all standards associated with each course and provide evidence in the e-portfolio to receive credit for the course. In general the process consists of students submitting evidence/artifacts, as facilitated by the course instructor, related to the knowledge, skills, or abilities taught in a course or internship. The instructor evaluates the student's evidence/artifacts based on a standardized scoring rubric and the results are kept in an electronic database. The progress of the student in meeting the required competencies is monitored throughout their program.

For e-portfolio instructions go to <http://www.southalabama.edu/coe/eportfolio.shtml> and click on the appropriate help screen. It is expected that corrected copies of artifacts are uploaded since they will be shared with potential employers and others. It is expected that CORRECTED copies of artifacts are uploaded since they will be shared with potential employers and others.

Field experiences have been considered the most important and powerful component of teacher education programs (McIntyre, Byrd, & Foxx, 1996).

RESOURCES

Mobile County Public School System www.mcpss.com/

Baldwin County Public School System www.bcbe.org/

The First Days of School: How to Be an Effective Teacher

By Harry K. and Rosemary Tripi Wong

Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline

By Robert J. MacKenzie

Learning to Teach...not just for beginners (Grades K-8)

Edited by Linda Shalaway and Linda Beech

Teaching Children to Care: Management in the Responsive Classroom

By Ruth Sidney Charney

Teaching with Love and Logic: Taking Control of the Classroom

By David Funk

Your First Year as an Elementary School Teacher: Making the Transition from Total Novice to Successful Professional

By Natalie Elkin, Karen Heisiger, and Lynne Marie Rominger

A First-Year Teacher's Guidebook (2nd ed.)

Edited by Bonnie Williamson and Marilyn Pribus

Websites:

Bloom's Taxonomy:

<http://www.nwlink.com/~donclark/hrd/bloom.html>

<http://faculty.washington.edu/krumme/guides/bloom.html>

<http://www.officeport.com/edu/blooms.htm>

<http://www.teachers.ash.org.au/researchskills/dalton.htm>

<http://www.utexas.edu/student/utlc/handouts/1414.html>

Ruby Payne:



<http://ahaprocess.com/>

<http://homepages.wmich.edu/~ljohnson/Payne.pdf>

Robert Marzano:

<http://www.ops.org/excels/marzano.htm>

<http://www.ettc.net/resources/Strategies.pdf>

6 Traits of Writing:

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

<http://6traits.cyberspaces.net/>

School context, especially the cooperating teacher, has a significant impact on teacher development; McIntyre, Byrd, and Foxx (1996) assert that “the placement of the prospective teacher for both early field experiences is a critical stage in teacher preparation” (p.173).



EVALUATION OF STUDENT'S CLINICAL EXPERIENCE BY CLASSROOM TEACHER

Circle one.

EXPERIENCE: Sequence Field Experience Student Teaching EVALUATION: Mid-Term Final

Student: _____ Date: _____

Cooperating Teacher: _____ School: _____ Grade: _____

The USA student under my supervision . . .

3 - Always 2 - Usually 1 - Occasionally 0 - Never

Professional Attitudes and Actions

Table with 4 columns: Item, 3 - Always, 2 - Usually, 1 - Occasionally, 0 - Never. Rows 1-4.

Personal Qualities

Table with 4 columns: Item, 3 - Always, 2 - Usually, 1 - Occasionally, 0 - Never. Rows 5-11.

Classroom Management

Table with 4 columns: Item, 3 - Always, 2 - Usually, 1 - Occasionally, 0 - Never. Rows 12-15.

Teaching Responsibilities

Table with 4 columns: Item, 3 - Always, 2 - Usually, 1 - Occasionally, 0 - Never. Rows 16-22.

Comments:

Cooperating Teacher's Signature white copy - university supervisor

Student's Signature yellow copy - USA student



08/04

Evaluation of USA Student Lesson By Cooperating Teacher/University Professor

Student: _____ Date: _____

Cooperating Teacher: _____ School: _____ Grade: _____

4-Exceeds Expectation 3-Meets Expectations 2-Needs Improvement 1-Unsatisfactory

Preparation For Instruction

Lessons Planned in Conjunction with State Course of Study	4	3	2	1
Incorporates Various Instructional Strategies	4	3	2	1
Prepares Instructional Resources for Use	4	3	2	1

Presentation of Organized Instruction

States Short Term Measurable Objective(s)	4	3	2	1
Orients Student to the Lesson	4	3	2	1
Gives Clear Directions	4	3	2	1
Develops the Lesson	4	3	2	1
Provides Smooth Transitions	4	3	2	1
Provides Practice	4	3	2	1
Allows Opportunity for Review and Summarization	4	3	2	1
Demonstrates Knowledge of Subject Matter	4	3	2	1

Assessment of Student Performance

Monitors Students' Understanding	4	3	2	1
Adjusts Lesson in Response to Students' Needs	4	3	2	1
Provides Feedback about Students' Performance	4	3	2	1
Employs Questioning Strategies for Higher Order Thinking	4	3	2	1

Classroom Management

Manages Class Time	4	3	2	1
Manages Students' Behavior	4	3	2	1

Positive Learning Climate

Involves Students in Interaction	4	3	2	1
Communicates High Expectations	4	3	2	1
Establishes Classroom Climate Conducive to Learning	4	3	2	1

Communication

Speaks Clearly, Correctly, and Coherently	4	3	2	1
Writes Clearly, Correctly, and Coherently	4	3	2	1

Comments:

Cooperating Teacher's/University Supervisor's Signature
white copy - university supervisor

Student's Signature
yellow copy - USA student



**Department of Leadership and Teacher Education
Lesson Plan Format**

Name: _____ Date: _____
School: _____ Grade Level: _____
Teaching Strategy: _____ Time Required: _____

I. Subject/Content Area

- Example: Social Studies/Economics/Money

II. Course of Study

- May be general and overarching; may not be accomplished in one setting

III. Concepts

- List and/or define important vocabulary terms and/or concepts.
- Example: Wants and Needs

IV. Behavioral Objectives

- State what the **student** will be doing using an action verb (must be measurable)

V. Evaluation

- State how the **teacher** will measure each objective listed above.
- May be informal or formal using a variety of methods.
- Teacher observation/student participation is not acceptable without telling specifically what you are looking for.

VI. Materials

VII. Teaching/Learning Procedures

A. Motivation

- Tap into prior knowledge by connecting to students on a personal level. Your intention is to “hook” students on the content you will be teaching.
- State objective or purpose for learning.

B. Instructional Procedures

- Step-by-step outline of how you will teach the content



- BE EXPLICIT (model the skill!)
- Use gradual release of responsibility (I do it, we do it [guide practice], you do it [independent practice]). Keep in mind that this does not mean that mastery has been reached.

C. Closure

- Summarize the main points of the lesson
- Relate content to real life
- Give them something to look forward to tomorrow

VIII. Supplemental Activities (Early Finishers, Enrichment, Remediation)

- This must be realistic [working individually with students for remediation is not ALWAYS workable in a busy teacher's day.] Some teachers have a chart on the wall that tells what to do so that this does not need to be discussed every time.

IX. Professional Reflection

- This should be completed after a lesson has been taught.
 - 2 areas should be addressed:
 - What went well – include evidence to support your assertions
 - What didn't go well – include evidence that led you to this conclusion
- “The lesson was great” is not appropriate without supporting evidence.

TEACHING EXPERIENCE DAYS (TEDS)

What are Teaching experience Days?



The Teaching Experience Days (TEDs) program is intended to engage our students in best practices as recommended by nearly every professional group by providing a variety of early, rich, and deep professional experiences for USA teacher education candidates.

The TEDs program is a response to initiatives that require teacher education candidates to have increased clinical field experiences (college-wide). The TEDs program represents a potential solution that addresses emerging certification requirements through the implementation of a responsive model for collaborating with local school districts.

TEDs provide the potential for resolving issues relating to best practices, mentoring of our candidates, providing a variety of field experiences, enhanced site and university supervision, continuous instruction for students (or uninterrupted clinical services for clients), and, under certain circumstances, to provide responsive compensation. The program has been explicitly designed to apply to all placements and not exclusively to any single district.

In which K-12 classes do TEDs take place?

TEDs don't necessarily require that students work with anyone other than their primary cooperating teacher. In fact, TEDs are most likely to be initiated with the cooperating teacher. Thus the candidate would be in the same class with the same students while the teacher is down the hall at a meeting or taking a sick day or at a conference. As candidates gain confidence in their teaching, they might branch out to other classes or even other schools. However, that is not the primary purpose here although it critically may serve other purposes as well, such as exposing our candidates to a greater variety of classrooms.

How are TEDs supervised?

TEDs are not unsupervised nor are they unmentored. The program demands exactly the opposite. Pre-planning between the candidate and the host teacher is required. The building principal, mentor teacher, instructional specialist (e.g., reading coach or math coach), or other suitable professional is responsible for the supervision of the candidate who is engaged in a Teaching Experience Day.

Each TED must be documented with a completed *TEACHING EXPERIENCE DAY VALIDATION FORM*. This form must be signed **both before and after** the day of the actual teaching experience by the teacher education candidate who completed the TED and the classroom teacher in whose classroom the TED occurred.

Are USA Candidates required to serve as substitute teachers as part of the TEDs program?

No. TEDs have no necessary relationship with substitute teaching in any form, paid or unpaid.

USA teacher education candidates are required to complete a minimum of 10 Teaching Experience Days during their teacher preparation program (2 days during the first methods course, 3 days during the second methods course, 5 days during the student teaching semester).

Candidates are already free to work as substitute teachers for any school system as long as this work (or any outside activity) does not interfere with their participation in and ability to complete all requirements of the degree program. Nothing in the TEDs program requires them to be either substitute teachers or demands that they do so for any school district. The TEDs program is intended to ensure that our first obligation is to our candidates.

Candidates who are employed as substitute teachers may, at their discretion, use that experience to satisfy the TEDs requirement if all other conditions of the TEDs program have been met. Specifically, the conditions include a pre-conference meeting with the teacher in whose classroom the TED will occur, the teaching experience itself, and the post-conference with the teacher in whose classroom the TED occurred. In addition, the TED must be documented through the completion of the *TEACHING EXPERIENCE DAY VALIDATION FORM*.

What is possible is for students to be paid as substitute teachers if (a) they are properly trained by the school district and (b) if they choose to avail themselves of the opportunity and (c) if the school district wants to employ them for that purpose.



TEDs require additional supervision over what would be expected of a substitute teacher and are not necessarily connected to any compensation except as agreed between the school district and the candidate.

Critically, the requirements of the TEDs program may be satisfied whether or not candidates chooses to also work as a substitutes and whether or not the district chooses to employ them in that role while also fulfilling their responsibilities as candidates in our program.

Does participating in the TEDs program add requirements or increase the number of days in the teacher education program?

No. TEDs add no new days to a schedule that candidates are already expected to meet. There should be no additional conflicts caused by a candidate's fulfilling the requirements of the TEDs program. There is no additional supervisory responsibility for USA faculty.



Validation Form

Teaching Experience Day

College of Education • University of South Alabama

Student Name and Student JAG #

Date of Teaching Experience

**USA Course (prefix & number)
Associated with TED**

Name of Teacher / Subject or Grade Level / School

Pre-Teaching Conference

The purpose of the pre-teaching conference is to allow the USA candidate to review with the classroom teacher the lesson plan that will be implemented in satisfaction of the TEDs requirement. For each subject and class taught, the following specific elements will be included in the pre-teaching conference:

- Purpose of the lesson
- Candidate’s objectives for this TED
- Materials to be used
- Teaching strategies to be employed
- Anticipated student learning outcomes
- Evaluation criteria for student learning
- Relationship of TED experience to University coursework

I herewith certify that I met with candidate identified above and reviewed the instructional plan to be implemented to meet the requirements of the Teaching Experience Days program.

(Teacher)

(Date)

Post-Teaching Conference

The purpose of the post-teaching conference is to evaluate the effectiveness of the Teaching Experience Day. The following specific elements will be included in the post-teaching conference:

- Candidate’s evaluation of the experience, including strengths and weaknesses of the candidate’s performance
- Assessment of P-12 student behaviors and interactions during the lesson
- Effectiveness of the instruction
- Changes that could be made for future improvements and lessons learned by the candidate to guide continued professional development
- A written evaluation of the candidate’s performance and recommendations for continued professional development

I herewith certify that I have met with the candidate identified above and conducted the post-teaching conference assessing the Teaching Experience Days requirement. My written assessment of the Candidate’s performance is attached.

(Teacher)

(Date)



Alabama Educator Code of Ethics

Introduction

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standards

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards. Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.



Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information



regarding the evaluation of students and/or personnel.

- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Teacher/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.



- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.



Standard 6: Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

Standard 7: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or



services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.

- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

Standard 8: Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.



- Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.

Reporting

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or nonrenewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for



such action.

Disciplinary Action

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. “Certificate” refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

Alabama Administrative Code 290-3-2-.05

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards

to:

1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code §16-23-5 (1975).
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual’s certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:



- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.



**Academic Disruption Policy
Recognize...Prevent...Resolve**

ACADEMIC DISRUPTION

University of South Alabama

Defining Disruptive Academic Behavior

Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property, and/or is otherwise prejudicial to the maintenance of order in an academic environment. An academic environment is defined as a classroom, laboratory, library, study hall, field trip or similar setting in which formal learning is taking place. Though dependent upon the size and nature of the academic setting, disruption refers to behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of an activity. Disruptive behavior may range from the mildly annoying (which should be tolerated as much as possible) to clearly disruptive, dangerous and/or violent behavior which should never be tolerated.

Common Disruptive Behavior

Common examples of disruptive student behavior include (in part from Gerald Amada “Coping with the Disruptive Student”):

- Threatening, stalking, intimidating, or harassing of anyone in an academic setting, such as another student, instructor, librarian, or other academic staff person in an attempt to address some grievance.
- The formation of close and sometimes erotic attachments to a professor resulting in shadowing or persistent and unwanted phone calls or letters.
- The badgering of an instructor with questions with the intent to interrupt lectures and gain attention (this problem is even more severe if related to alcohol or substance abuse).
- Sleeping in class.
- Routinely entering class late or departing early.
- Personal hygiene problems impacting others.
- Repeatedly talking in class without being recognized, talking while others are talking, or dominating class discussion.
- Loud keyboarding or playing computer games.
- Physical display of anger (such as throwing books or other items).



- The use of cell phones or pagers.
- Tampering with equipment, altering computer software or hardware, or damaging furnishings in any academic setting.
- Excessive noise in a quiet setting such as the library.

Faculty Rights and Responsibilities

The University of South Alabama respects the right of instructors to teach, and students to learn. Maintenance of these rights requires an academic environment that does not impede their exercise. To ensure these rights, faculty and staff members have the prerogative.

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each academic setting.
- To refer for disciplinary action those students whose behavior may be judged to be disruptive under the Code of Student Conduct (refer to USA policies in the student handbook *The Lowdown* for specifics).

Preventing Student Disruptions

Faculty should identify possible issues that may arise in the classroom or other academic settings and address them in the course syllabi. These could include - but are not limited to – the following:

- How to address faculty (Dr., Mr., Ms., etc.)
- Rules regarding attendance, punctuality, make up exams, etc.
- Policies regarding the use of cell phones, recording devices, computers, etc.
- How to be recognized in class.
- How to engage in civil classroom discussion, even if there are passionate disagreements.
- Academic integrity issues.

Use the first class to set the tone. Discuss your expectations regarding the class and student behavior. Develop ownership of standards during discussion with students.

Role model expected behavior. Avoid swearing, provocative statements and the public humiliation of your students. Keep your relationships with them friendly but professional.

Intervene early to discourage continuation of inappropriate behavior. Be aware that students within your class may be having difficulties with classmates. Let your class know that they may come to you when



their educational experience is being hindered and that you will assist them in resolving classroom problems.

Discuss issues and concerns with your department chair and more seasoned colleagues. Be aware of campus resources and be prepared to make appropriate referrals such as counseling, health services, and disabled student services. Consult early with the appropriate staff members (listed on back page of this brochure) regarding problematic behavior and collectively develop strategies.

Dealing with Academic Disruptions

When the moment comes in which you must deal with a disruptive student:

- Remain calm and try to calm the student.
- Listen carefully and acknowledge the student's words and feelings.
- Remember always that you are the only person you can control in this situation.

You may remove a student from the environment (however, avoid any physical contact with the student unless absolutely necessary). Ask the student to step outside the classroom with you:

- Assure the student of your concern and help him/her to identify possible options.
- Explain his/her options necessary for re-admittance to class.

If you are unable to de-escalate the situation, you may need to state in class that the behavior is unacceptable. If necessary, dismiss the class or other academic activity.

If necessary call 511 for immediate assistance from the University police. Report the incident to your department head at the first opportune moment.

Documentation of Incidents

Document incident - however minor - "for the record." This may be important at a later date to show a pattern of behavior. Disruptions and questionable behavior should be documented utilizing the Classroom Disruption/Behavior Concern Report located in your department chairperson's office.

University Procedures for Dealing with Disruptive Behavior

Once an incident is documented, reports must be routed promptly. The instructor should provide a copy of any report to the appropriate administrator (i.e., Dean of Libraries) or academic department chairperson. The department chairperson (who may possess other reports filed against a particular student) will then choose one of the following three options:

- 1) If the faculty member and/or chairperson believe that the situation is salvageable, a



conference between the faculty member and the student - possible involving others such as the department head, the Judicial Affairs Officer, the University Police - may be held. The consequences of continued improper behavior and strategies for ending such behavior should be discussed at this meeting. If the student cannot do this, further action is necessary.

2) If the department cannot resolve the situation, the report should be forwarded to the Judicial Affairs Officer and charges should be brought against the offending student. There must be a complainant for this to occur. The complainant may be the involved faculty member or academic staff person, the department head, a witness to the event, the campus police, or any other knowledgeable third party including students. The report, or a written statement by the complainant, must be given to the Judicial Affairs Officer, who will then notify the accused student that he or she is being charged with violating the Code of Student Conduct. The Judicial Affairs Officer will follow necessary procedures in dealing with the students as explained in the student handbook, *The Lowdown*. The Judicial Affairs may take unilateral action or the involved parties may be asked to appear before the University Disciplinary Committee, a group made up of students and faculty charged with deliberating non-academic Code of Conduct violations and issuing appropriate sanctions.

3) If there is a perceived threat or act of violence, or if and when disruptive behavior violates federal or state laws, the report should be forwarded to the University Police who have arrest powers and may issue trespass warnings when appropriate. Once the University Police action or investigation is completed, they will share the report with Judicial Affairs for additional action. The Judicial Affairs Officer will forward all final decisions to the respective department heads, who will in turn notify the appropriate faculty members.

COMMON SENSE AND GOOD JUDGMENT

will often provide the best resolution of the problem.

University Staff Available for Consultation and Assistance:

Det. Sgt. Derek Christian, University Police, Faculty Court South, Room 20,
460-6611, dchristian@usouthal.edu

Dr. Dale Adams, Vice President for Student Affairs, Student Center, Room 270,
460-6171, dadams@usouthal.edu

Randy Hunter, Judicial Affairs Officer, Student Center, Room 131
460-6452, rhunter@usouthal.edu

Dr. B. Keith Harrison, Academic Affairs, Administration Building, Room 300
460-6261, kharriso@usouthal.edu

Dr. Robert Hanks, Counseling Services, Alpha Hall East, Room 326
460-7980, rbhanks@jaguar1.usouthal.edu



Brenda Glusman, Student Health Services, Health Services Building, Suite 1200
460-7151, bglusman@usouthal.edu

Agnes Agnew, Special Student Services, Student Center, Room 270
460-7212, aagnew@usouthal.edu

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Removal from Field Placement

According to the policies of the Office of Field Services, pre-service teachers who are asked to leave a school, violate the Alabama Educator Code of Ethics, demonstrate instructional incompetence and/or exhibit unprofessional behavior (this may include being excessively absent or tardy) may be removed from assigned school and may not receive another placement in the same semester. Because EEC 345 Sequence Field Experience is a co-requisite course with methods courses in the sequence block, pre-service teachers who do not have a field placement (due to violations indicated above) will likely not be able to complete the methods courses successfully. Therefore, withdrawal from EEC 345 Sequence Field Experience may also present a need to withdraw from the other sequence block methods courses as well. Any pre-service teacher removed from an assigned field placement for any of the violations mentioned above, will receive an “F” in the course and may be removed from the program.



Recommended Skills List

The following is a list of skills and suggested activities that are appropriate for the Sequence Student in the sequence block of your program. The list is not inclusive and the Cooperating Teacher and/or University Supervisor are encouraged to add experiences as needed. Our goal is to make the semester a productive one and ease the beginning of the student teaching experience for the Sequence Student.

Criteria	Date Accomplished	Artifacts Collected and/or Comments
Communicate with CT to arrange opportunities to complete methods courses' assignments; create a general plan for completing these assignments.		
Obtain a class roll and learn the students' names.		
Obtain a seating chart and become acquainted with the students.		
Observe and discuss teaching techniques with the CT.		
Learn and provide an explanation of how students are assigned to classes or groups.		
Learn the severe weather drills; include copies.		
Obtain a copy of the schedule and learn how the CT organizes the day.		
Learn how assignments are made and the homework policy.		
Become acquainted with administration, other faculty members, and non-teaching personnel.		
Observe or take part in parent-teacher conferences.		
If possible, study a student's cumulative folder to become aware of what documents are there.		
Construct some of your own teaching materials and devices (charts, graphs, pictures, number lines, time lines, etc.)		
Teach and/or observe in special areas (music, art, PE)		
Read orally a story, poem, or play to the		



children in your class.		
Assist in evaluating the work of students (recording and reporting).		
Use anecdotal records to assist your understanding and evaluation of students.		
Obtain and know some rainy day and free time activities applicable to your grade level.		
If possible, attend a professional development meeting or make-n-take session.		
Review textbooks for your grade level.		
Assist individual pupils with assignments.		
Assume responsibility for attendance, lunch count, etc.		
Assist teacher with developing a bulletin board.		
Learn and obtain a copy of school policies regarding discipline, medicine, dress code, etc.		
Assist the teacher in grading papers.		
Find out what resources are available in the school library.		
Learn how discipline procedures work in this classroom.		
Learn how the CT organizes her files, writes lesson plans, communicates with parents, etc.		
Learn the procedures for collecting student papers, walking down the halls, collecting snack money, taking lunch count, going to the bathroom, sharpening pencils, etc.		
Make a list of accommodations the CT uses when dealing with special needs and/or diverse learners.		

Frequently

Asked



Questions

QUESTIONS	ANSWERS
1. I learn more about “real” teaching out in the field than I do in the university classroom. Can’t we reduce the amount of time spent at the university?	Sometimes student teachers get dazzled by being called Mr. or Mrs. and working with children who think they hung the moon. However, you need a healthy dose of training (pedagogy) before you are ready for teaching on your own. As much as we try to find outstanding placements for our student teachers, sometimes cooperating teachers do not model best practices for them. It is necessary for students to know what best practices are according to scientifically based research as well as the reasoning behind it.
2. Why do I have to use the long form lesson plan format when “real” teachers only use the small boxes?	The answer to this is two-fold. First, you are enrolled in a course that requires that you demonstrate competency in preparation and delivery of effective lessons. To assess this accurately, instructors need a detailed accounting of how you intend to present the lesson. It gives us some insight into your thinking processes so that we can provide beneficial feedback and have concrete data for assigning a grade. Second, preservice teachers are in training. As such, every detail needs to be thought out thoroughly and planned extensively. Writing such details into your lesson plans forces you to think about all the details. Once you have finished student teaching (and the long lesson plans), you should have practiced effective teaching enough that it becomes habitual. When this occurs, you are ready to do the short forms.
3. It seems that different instructors require slightly different ways of writing lesson plans. Wouldn’t it be much easier if all instructors had the same requirements?	Yes, it would be easier for the students. However, easier is not always better. Just like principals at various schools require slightly different elements in the lesson plans of their teachers, so do your university instructors. In addition, the nature of the disciplines sometimes dictates some variation. However, research shows that effective planning has the same “core” elements, which is what we practice in the LTE department.



QUESTIONS	ANSWERS
4. This program is too strenuous. Can't the number of hours in the field be reduced?	Our job is to prepare effective teachers. Today's classrooms are far different from those of the past and as such, greater demands are placed on teachers. The program designed for you is what we feel will prepare you for those demands. This preparation period is somewhat like boot camp. While you may not like it, you'll be glad you had the training when the responsibility becomes yours alone. Furthermore, there are many who have endured the rigors of sequence training and an overwhelming majority passes with flying colors!
5. My cooperating teacher manages her classroom in ways that I would never use. Why can't I be placed with a better CT?	First, until you've had the responsibility of a classroom on your own, you really don't know how you might handle situations. It's much easier to say what you will or will not do when you aren't the one charged with the responsibility of the classroom. Second, rarely do two people ever work very closely, such as the student teacher and cooperating teacher, and see eye-to-eye on all matters. Expect to view some matters differently. Third, there is no such thing as a perfect CT. It doesn't matter what CT you are placed with, chances are the CT will not excel in every area. Teaching is a tough and complex assignment. The Office of Field Services takes great care in finding appropriate placements. Occasionally (due to the volume of CTs that we use), a ST may be placed with a CT who does not model best practices. On such rare occasions, you should contact your supervisor for assistance.
6. My CT does not teach the way we were taught at USA. She uses lots of worksheets and the kids seem extremely bored.	Remember that you are a guest in the classroom and you should try to learn as much as you can. Sometimes you may learn what NOT to do. Adverse circumstances sometimes make more of an impression on us than smooth ones. Consider your experience a journey in which you try to learn from every situation you encounter and make the best of it. Such professionalism and character is what principals look for in prospective hires.
7. My university instructor placed me in a group for a project in which a grade will be assigned. I prefer to work alone and especially, don't like my grade being impacted by others. Revised (1/09)	Our goal is to prepare you for the real world of teaching. You will be required to work with other teachers at your school, especially those in your grade level. Sometimes, you may have to carry more of the load than you feel is appropriate. At times, your grade level's reputation will be a reflection of how well the teachers work together. Team work is essential in the 21 st century workplace.



State Quality Teaching Standards

Standard	How standard will be measured	What to upload to Foliotek
(3)(c)1.(iv) Ability to model appropriate oral and written communications	Final Evaluation by CT Parent Letter	Scanned copy of Final Evaluation by CT TITLE FOR ARTIFACT IN FOLIOTEK: CT Final Eval
(3)(c)1.(v) Ability to demonstrate appropriate communication strategies that include questioning and reflective listening.	Lesson Evaluation under “Assessment of Student Performance”	Upload any lesson eval. in which you scored a 3 or 4 on “Employs questioning strategies for higher order thinking” TITLE FOR ARTIFACT IN FOLIOTEK: Lesson Eval 1
(3)(c)1.(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.	Lesson Evaluation under Assessment of Student Performance and Classroom Management	Upload any lesson eval. in which you scored a 3 or 4 in BOTH areas under “Classroom Management” TITLE FOR ARTIFACT IN FOLIOTEK: Lesson Eval 2
(3)(c)2.(iii) Ability to integrate reading instruction into all content areas that one teaches.	PAWS day lesson plan.	Upload your PAWS day lesson plan. TITLE FOR ARTIFACT IN FOLIOTEK: PAWS Day Lesson
(3)(c)3.(v) Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.	Final Evaluation by CT under Teaching Responsibilities	Scanned copy Final Evaluation by CT TITLE FOR ARTIFACT IN FOLIOTEK: CT Final Eval



Standard	How standard will be measured	What to upload to Foliotek
<p>(3)(c)3.(vi) Ability to communicate with others about mathematical concepts, processes, and symbols.</p>	<p>Lesson Evaluation on any math lesson taught</p>	<p>Scanned copy of Math Lesson Evaluation</p> <p>TITLE FOR ARTIFACT IN FOLIOTEK: Math Lesson Eval</p>
<p>(4)(c)4.(iii) Ability to help students assess their own learning styles and to build upon identified strengths.</p>	<p>Midterm and Final Evaluation by CT under Teaching Responsibilities and Classroom Management</p>	<p>Scanned copy of Final Evaluation by CT</p> <p>TITLE FOR ARTIFACT IN FOLIOTEK: CT Final Eval</p>
<p>(5)(c)2.(v) Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.</p>	<p>Midterm and Final Evaluation by CT under Professional Attitudes and Actions</p>	<p>Scanned copy of Final Evaluation by CT</p> <p>TITLE FOR ARTIFACT IN FOLIOTEK: CT Final Eval</p>
<p>(5)(c)5.(iii) Ability to use and maintain confidential student information in an ethical and professional manner.</p>	<p>Midterm and Final Evaluation by CT under Professional Attitudes and Actions</p>	<p>Scanned copy of Final Evaluation by CT</p> <p>TITLE FOR ARTIFACT IN FOLIOTEK: CT Final Eval</p>
<p>(5)(c)2.(vi) Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.</p>	<p>Assessment Notebook Summary</p>	<p>Upload your assessment notebook summary.</p> <p>TITLE FOR ARTIFACT IN FOLIOTEK: Assessment Notebook Summary</p>



ATTENDANCE ISSUES-Sequence

Attendance is the most important part of this course! All Sequence Students **will attend an orientation** during the first week of the semester at which time all placements will be revealed and course requirements will be discussed. Sequence Students will begin their Field Experience during the **second week of the semester**.

Sequence Students will arrive at their assigned schools every Tuesday and Thursday (with the exception of official school holidays) at whatever time the school's faculty is required to report for work [Baldwin County students attend the field experience on Monday and Wednesday in the Spring Semester only]. ALL Sequence Students are required to clock 7 hours each day. Ex: If teachers are required to be at school at 7:45 then you should arrive at 7:45 each day and remain until 2:45. If you have to leave early any day, you must make up the time. (Remember to contact your university supervisor and mentor teacher any time you are not at the school during your assigned time.)

In addition to the usual scheduled days, Sequence Students will be released from their Sequence methods courses for two full weeks during the semester in order to **complete consecutive days [Monday – Friday]** of Field Experience at their assigned schools. All absences must be made up. *STUDENTS MAY NOT MAKE UP DAYS PAST THE LAST DAY OF CLASSES UNLESS THERE IS AN EMERGENCY (THE INSTRUCTOR RESERVES THE RIGHT TO MAKE THE FINAL DECISION ON WHAT CONSTITUTES AN EMERGENCY). EXCEPT IN THE CASE OF AN EMERGENCY, STUDENTS WHO HAVE NOT COMPLETED ALL DAYS BY THE LAST DAY OF CLASSES (SEE COURSE CALENDAR) WILL BE GIVEN A GRADE OF INCOMPLETE [I]. IN THE CASE OF AN "I" GRADE, STUDENTS WILL BE REQUIRED TO COMPLETE OUTSTANDING DAYS WHEN THE NEXT SEMESTER BEGINS, WHICH MAY PROLONG ENTRANCE INTO STUDENT TEACHING.*

Sequence Students are expected to be in the classroom to which they have been assigned for the full amount of time. The *Attendance Log* provided must be completed **in ink** at the end of **every day** and signed by the Cooperating Teacher. It is the Sequence Student's responsibility to have the *Attendance Sheet* with them every time they visit the school. Do not expect your cooperating teacher to sign your log if you forget it for several days. Also, attendance logs should be out and available for supervisors on each visit. These should be kept in the Course Folder along with required texts and Evaluations.

If the Sequence Student has an emergency (illness, death of family member, etc.) that prevents him/her from being at the school during the time specified for the Field Experience, he/she must notify the school and/or Cooperating Teacher, and University Supervisor as soon as possible.

The Sequence Student is required to wear identification badges while on any public school campus.

Sequence Students are required to attend seminars on campus on designated days usually on Fridays. Attendance is mandatory! Failure to attend constitutes an absence in the field and must be made up. Students should set aside Fridays for seminar dates, TEDS, makeup days, and other sequence-related assignments throughout the semester.

Attendance logs should be turned in at the end of the semester.



MOBILE COUNTY EMPLOYEE DRESS CODE

A general guideline covering an employee dress code is established in order to uplift, enhance and promote the professional image of the school system. These guidelines should be reviewed by supervisors with staff members each year before the opening of school.

In departments where uniforms or uniformity in dress is prescribed by Board of School Commissioners, all affected personnel are required to abide by direction and procedure.

All employees (professional, administrative and support personnel) should be professionally and appropriately attired when conducting school system business.

Schools or departments may adopt a voluntary dress code for uniforms.

Immediate or site supervisors may approve exceptions to this code for special or occasional activities.

Reasonable accommodations should be made for religious beliefs if such accommodations would not unduly interfere with effective functioning of the schoolroom.

Restrictions:

No western style jeans (except for custodians and bus drivers and as allowed for special occasions or special work as approved by the immediate or site supervisor)

No revealing attire

No ragged attire

No sweat suit type attire (except for P.E. Teachers, bus drivers and custodians and as allowed for special occasions or special work as approved by the immediate or site supervisor)

No athletic type shoes (except as allowed for special occasions or special work as approved by the immediate or site supervisor)

No inappropriate footwear

No T-shirts that are consider underwear as outerwear (except as allowed for special occasions or special work as approved by the immediate or site supervisor)

No spandex or bicycling type attire as outerwear.

No facial jewelry (except earring for females)

Required:

Collared or dress shirts for males

Each department/school will evaluate this policy at the end of the school year.

The system will review the results of these evaluations and present proposed changes to the Board as appropriate.

Reference:

Hearing: October 8, 1997

Adopted: November 18, 1997



BALDWIN COUNTY EMPLOYEE DRESS CODE

#828 DRESS*

Appropriate appearance for teachers and other school personnel shall be in accordance with the high standards of the profession.

University of South Alabama students working in Baldwin County schools should consult building principals and or individual school handbooks for a more detailed explanation of the policy stated above.

An example from the Fairhope K-1 Center handbook is provided below:

TEACHER DRESS CODE

Please dress professionally at all times. Shorts may be worn only as part of a part of a suit or outfit. Jeans MAY NOT be worn unless in conjunction with a Spirit Day T-Shirt activity or on field trips.



ROLE OF THE PRINCIPAL

The cooperation of a school and its faculty with the Sequence Field Experience is possible only with the support and encouragement of the school's principal. In addition to recommending teachers for participation, the principal is expected to:

- Assist in the orientation of sequence students to the staff, facilities, and services of the school.
- Work closely with the University Supervisor, the Classroom Teacher, and the students.
- Make available school policies and administrative procedures to the Sequence Students.
- Visit classrooms when possible to encourage Sequence Students and to foster academic excellence.

ROLE OF THE COOPERATING TEACHER

In order for the presence of the sequence students to enhance the ongoing program in each classroom as well as provide meaningful experiences for them and the elementary students, the following suggestions are offered to the Cooperating Teacher:

- Provide varied opportunities for the Sequence Student to work with individuals, small groups, and the whole class
- Allow the Sequence Student to conduct lessons and activities in your classroom.
- Inform the Sequence Student of the day and time to be used for each lesson or activity.
- Review the Sequence Student's lesson plans **prior to use**.
- Help the Sequence Student obtain the necessary materials and equipment to conduct lessons and activities.
- Provide specific suggestions as needed.
- Observe the Sequence Student teach at least two lessons and evaluate his/her performance on Sequence Lesson Evaluation forms provided by the University Supervisor for this purpose.
- Evaluate the Sequence Student's total teaching experience after the seventh week using the Mid-Term Evaluation Form
- Evaluate the Sequence Student's total teaching experience after the 12th week using the Final Evaluation Form
- Communicate any concerns or needs regarding the Sequence Student with the University Supervisor.
- Attend an orientation session to learn about the requirements of the course.



ROLE OF THE UNIVERSITY SUPERVISOR

The University Supervisor will:

- Conduct an orientation to the requirements of the course for all assigned cooperating teachers.
- Be available to the School Principals, Classroom Teachers, and Sequence Students to discuss any concerns or issues regarding the Sequence Field Experience and to help resolve any problems that may arise in an efficient and satisfactory manner.
- Periodically visit the schools and classrooms where Sequence Students are placed for their Field Experience. A USA Supervisor will visit the student a minimum of three times during the course of the semester, conducting two formal evaluations and serving in a mentor capacity for other visits.
- Review all evaluations (individual lessons, mid-term, and final) completed by the Classroom Teachers.
- Monitor the Sequence Student's attendance and verify their completion of the required clock hours by initialing their reported times on the attendance log each time you make a visit to the school.
- Record anecdotal notes regarding the assigned Sequence Student's dispositions and other progress on the back of the attendance log.
- Assist in assigning the Sequence Student's grade for the course by completing a Summative Evaluation [Final Evaluation form].

ROLE OF THE SEQUENCE STUDENT

- Conduct themselves as professionals at all times.
- Dress in an appropriate and professional manner.
- Become familiar with school policies, school personnel, classroom schedules and procedures, student management procedures, textbooks used, and the styles of teaching and learning found in the class.
- Progress from observing students to working with students.
- Share lessons created with the cooperating teacher. (Remember if you are absent on the day you are to teach a lesson it is your responsibility to get the lesson plan and all materials to the cooperating teacher.)
- Notify the school and USA instructor if you are going to be absent (by email or phone call).
- Sign in and out of the school's main office and also sign the Attendance Log.
- Wear your USA identification badge.
- Return all borrowed materials on or before the last day of your placement (lost or damaged materials are to be replaced by the sequence student).
- Remember to thank those who assisted you during your placement.
- Complete all evaluation forms with your cooperating teacher.
- Complete all assignments on time.