



Elementary Education:

Student Teaching

**Undergraduate and Alternative
Masters**

University of South Alabama
College of Education
Department of Leadership and Teacher Education

Course Number, Title, Credit Hours

EEC 430, Student Teaching in Elementary Education, 9 Semester Hours, Undergraduate
IDE 597, Student Teaching in Elementary Education, 6 Semester Hours, Alternative Masters

Catalog Description

Observation and supervised teaching in elementary or early childhood settings with opportunity for study and discussion of problems and issues encountered.

Prerequisite: Permission of the Department.

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

Elementary/Early Childhood Education programs apply a decision-making model where candidates are provided a content base and an experiential base that focuses on a developmental view of learning, sensitive to cognitive, affective, and psycho-motor needs of children. The model includes special emphasis on Piagetian, constructivist applications to teaching/learning.

Course Topic/Content

Student teaching offers the candidate the opportunity to apply knowledge and practice gained through university coursework to a culminating internship experience. This will require the candidate to plan individual, small group, and large group instruction for children in K-6 classrooms. Candidates will also be required to write and implement effective teaching plans, reflect upon the success of instruction, and make appropriate decisions to improve instruction and enhance learning.

Suggested Sequential Steps for Student Teacher Evaluation

1. Create a Student Teacher portfolio using the Internship Documentation Portfolio Cover Page as instructed by the University Supervisor. **(Appendix I)**
2. Attend Student Teacher Orientation - occurs prior to the interns going to the schools, usually the Friday morning before the first day.
3. Complete Self-Assessment **(Appendix J)** - prior to each scheduled observation (using a video or audio tape of a previous lesson).
4. Be observed -within the first four weeks of the semester by the University Supervisor **(Appendix F)**
5. Be observed - between week four and eight by the Cooperating Teacher or University Supervisor. **(Appendix F)**
6. Have Cooperating Teacher complete Mid-term evaluation by date specified and provide University Supervisor with the original. **(Appendix G)**
7. Be observed - between week eight and eleven by the University Supervisor **(Appendix F)**
8. Observation four-between week eleven and thirteen by the Cooperating Teacher or University Supervisor **(Appendix F)**
9. Schedule additional observations as needed by the Cooperating Teacher or University Supervisor
10. Complete “Areas of Strength/Needed Growth” form following each observation. **(Appendix K)**
11. Have Cooperating Teacher complete the Final Evaluation **(Appendix G)** and critical objectives checklist **(Appendix L)** by date specified and provide University Supervisor with the originals.
12. In completion of Student Teaching your University Supervisor will provide instruction to complete an Exit Survey online. **(Appendix M)**

Roles and Responsibilities of Mentor Teacher

The Mentor Teacher for Student Teachers will be expected to model and encourage:

Planning and Preparation

- Attend the orientation meeting at the beginning of each semester of participation in the program
- Attend the seminar prior to university candidate arrival that focuses on the elements of effective mentoring including how to provide constructive feedback in relation to:
 - Dispositions
 - Instruction
 - Planning
 - Classroom Management

Memorandum of Agreement

The Building Principal will be expected to:

- Model Multidimensional Roles
- Identify Cooperating Teachers
- Assist in Understanding School Organization - Arrange an orientation for interns
- Demonstrate support

The Mentor Teacher will be expected to model and encourage:

- Planning and Preparation
- Attend a seminar prior to intern arrival that focuses on the elements of effective mentoring including how to provide constructive feedback
- Effective Teaching and Learning by implementing research-based, best practice instruction in all subject areas taught
- Effective Classroom Management and Discipline
- Appropriate, on-going and summative Assessment and Evaluation
- Exemplary Professional Attitudes and Behaviors
- Effective Conference Skills

The University Supervisor will be expected to:

- Communicate regularly with mentor teacher, school, administration, and University Candidate
- Visit Candidates in schools
- Complete appropriate field related documentation

The Candidates will be expected to:

- Develop professional attitudes and effective interpersonal relationships in the school environment
- Abide by the philosophy, regulations, policies and standards of behavior and dress of the school. Ask the teacher you are working with for information concerning these subjects.
- Present yourself as a responsible member of the school staff and fulfill all obligations in a professional manner.
- Safeguard all personal and confidential information and use it only for professional purposes.
- Follow the calendar and schedule of the school district.
- Participate in school functions whenever possible.
- In the event of illness or an emergency necessitating absence from your assigned school, clear the absence with your cooperating teacher, building administrator, and university supervisor.

Principal Signature

Date

Candidate Signature

Date

Mentor Signature

Date

Supervisor Signature

Date

University of South Alabama
College of Education
Office of Field Services

Out of Area/Out of Town/Out of State Field Experiences

Candidates who request a student teaching placement outside of Mobile and Baldwin County must complete either an *Out-of-State Student Teaching Request* or an *Out-of-Town Student Teaching Request* in the Office of Field Services (**Appendix H/Appendix I**).

Candidates whose placement request is out of state and more than 50 miles from the University of South Alabama must complete the *Out-of-State Student Teaching Request* in the Office of Field Services. Candidates whose placement request is in Alabama but outside of Mobile or Baldwin County, must complete the *Out-of-Town Student Teaching Request* in the Office of Field Services.

Candidates whose placement request is out of state but less than 50 miles from the University of South Alabama will complete the *Out-of-Town Student Teaching Request*.

The Candidate will complete the policy guidelines including:

- Secure an agreement with local school administrators in the requested school district that identifies a mentor teacher with adequate credentials; and,
- provide written approval of the principal in whose school the student teaching experience will occur. (Sample documents are on file in the Office of Field Services.)

The Office of Field Services will:

- Notify the appropriate program faculty of the candidate's request and provide a copy of the school district's approval.
- Upon approval of the Program Faculty and Departmental Chair, notify appropriate personnel in the school district of the candidate's placement.

The Program Faculty and Departmental Chair will:

- Determine if faculty resources are adequate to provide the requested supervision; and, if so,
- Provide the name to the Office of Field Services of the faculty member assigned to supervise the candidate.
- If supervisory resources (faculty) are not available, then the *Out-of-Town Student Teaching Policy* will be enforced.

Evaluation of USA Student Lesson by Cooperating Teacher/University Professor Explanation

Preparation For Instruction

Lessons Planned in Conjunction with State Course of Study

- selects and states long-range goals from state and/or local curriculum guides and sources

Incorporates Various Instructional Strategies

- integrates knowledge and skills across curriculum areas
- plans creative and innovative activities appropriate to objectives, including technology
- identifies teaching-learning activities to accommodate individual differences/exceptionalities among learners (e.g., achievement and ability levels, interests, learning styles, etc.)
- plans instruction consistent with developmental level of students (physical, social, emotional, and cognitive)

Prepares Instructional Resources for Use

- selects and uses resources that are directly related to the purpose(s) of the lesson and the skills/concepts to be mastered
- selects and uses resources that further clarify the lesson (remediation, reinforcement, and/or enrichment)
- selects and uses technology/media, bulletin boards, models, realia, and/or displays
- sequences materials in appropriate order and locates them for distribution when needed
- makes sure the equipment is in working order and ready for use when needed
- plans for ensuring equitable and effective student access to available technology and other resources

Presentation of Organized Instruction

States Short Term Measurable Objective(s)

- selects, states, and sequences short-term, measurable objectives in accordance with learner
- needs and goals from state and/or local curriculum guides and sources

Orients Student to the Lesson

- secures student attention
- states purposes of lesson and its objectives
- identifies contents/skills to be mastered
- relates current lesson content to previous and future lesson content

Gives Clear Directions

- gives concise, but sufficient, directions
- presents directions in logical sequence
- presents directions (written and oral) in easy to follow form
- provides examples of how to do task
- identifies steps in the task

- receives minimum number of procedural questions

Develops the Lesson

- explains concepts, terms, vocabulary, principles
 - presents content to fit objectives
 - provides examples of illustrations from life experiences and current events
 - presents content in logical pattern and sequence
 - questions effectively
 - provides smooth transitions from one activity to another
 - relates content to other subject areas
 - uses technology when appropriate
 - facilitates students' individual and collaborative use of technologies during instruction

Provides Practice

- provides guided practice when appropriate
- assigns independent practice (in-school, at-home activities) when appropriate
- provides review at appropriate points

Allows Opportunity for Review and Summarization

- restates the objective
- requires students to summarize learning

Demonstrates Knowledge of Subject Matter

- uses accurate, up-to-date information
- establishes relationships among facts, concepts, principles, skills
- identifies/questions misconceptions, and faulty logic
- responds accurately to student questions
- uses multiple representations and explanations

Assessment of Student Performance

Monitors Students' Understanding

- checks student understanding, processes, products
- solicits questions
- requests student demonstration of task/skill
- asks questions requiring comprehension, application, evaluation of concept/skill

Adjusts Lesson in Response to Students' Needs

- provides review at appropriate points
- exhibits flexibility in pacing lesson by allowing additional time as need is evidenced

Provides Feedback about Student Performance

- acknowledges participation and response
- affirms correct responses
- praises specific behaviors and accomplishments
- makes specific recommendations for improvement
- Employs Questioning Strategies for Higher Order Thinking

- asks questions requiring comprehension, application, synthesis, evaluation of concept/skill

Classroom Management

Manages Class Time

- begins instruction promptly
- completes non-instructional duties with minimal loss of instruction time
- disseminates materials and supplies and uses equipment with minimal loss of instructional time
- discourages or redirects student digressions
- follows planned sequence of activities with minimum teacher digressions
- provides smooth transitions
- minimizes time students spend waiting with nothing to do
- makes effective use of time
- returns students to task quickly after unavoidable interruptions
- **Manages Student Behavior**
- establishes classroom rules and procedures cooperatively with students when appropriate
- requires and monitors student adherence to rules and procedures
- anticipates conditions which can lead to inappropriate student behavior and uses intervention
- strategies
- uses verbal and nonverbal (proximity, eye contact, etc.) skills to control student conduct
- stops inappropriate behavior using reasonable sanctions
- rewards (verbally and nonverbally) appropriate student conduct

Positive Learning Climate

Involves Students in Interaction

- encourages active participation
- ensures equitable participation
- establishes and maintains effective positive rapport with students
- elicits responses
- encourages students to help each other and share ideas
- accepts and uses student ideas, questions, and responses
- seeks alternative responses
- refers student ideas and questions to other students
- engages students in generating knowledge and testing hypotheses
- varies roles in instructional process (facilitator, coach, audience) in relation to content and
- purposes of instructional needs of students
- uses assigned facilitites to accommodate different types of activities

Communicates High Expectations

- establishes and maintains timelines for task completions
- establishes and maintains standards for consistency, correctness, neatness, and form

- holds students accountable for assigned activities
- encourages students to deliver quality performance and products
- indicates confidence in students' ability to learn

Establishes Classroom Climate Conducive to Learning

- expresses enthusiasm verbally and nonverbally
- uses positive verbal language
- uses positive nonverbal cues
- demonstrates respect and consideration for all students
- accepts student responses without ridicule
- avoids use of sarcasm/derogatory statements (verbal and nonverbal)
- avoids emotional outbursts

Communication

Speaks Clearly, Correctly, and Coherently

- uses standard speech
- pronounces words correctly
- adjusts rate of speaking when needed/requested
- adjusts pitch for emphasis
- organizes presentations
- uses vocabulary and style appropriate to level of students
- speaks fluently

Writes Clearly, Correctly, and Coherently

- spells words correctly
- uses correct grammar and mechanics
- writes legibly
- uses vocabulary and style appropriate to level of audience
- organizes written information

