

# **General Field Experience Requirements**

## **Note from Director of Field Services**

Congratulations. You are about to embark on a journey into the real world of education, full-time teaching in a public school. This world is a world of triumphs and challenges. It is a world where you will give much and receive much, a world full of unexpected adventures, and a world that requires great heart.

I challenge you to have an open mind, to apply what you have learned and to stretch that knowledge to new depths. I challenge you to be open to feedback. I challenge you to be professional, to represent yourself and the University of South Alabama well. Most of all, I challenge you in all things to seek supervision, the supervision of your instructors, mentors, and University supervisors.

As you begin this journey, always remember you are learning, committed as a life-long learner. You want to be better than good, better than average, you want to be great! The greatest teachers leave a positive impact on countless students... that “great teacher” can be you!

Make a difference!

Sincerely,

Andrea Kent, Ph.D.  
Director of Field Services

# General Field Experience Requirements

## Roles and Responsibilities for USA Candidates

### Be Organized

- Have a calendar
- Learn school routine
- Learn school layout
- Arrive early
- Follow the clock
- Know class schedule
- Prepare, prepare, prepare

### Be Receptive

- Listen, listen, listen
- Observe school activities
- Solicit input
- Follow advice
- Develop strategies consistent with routines

### Know Curriculum

- Know Alabama Course of Study
- Study textbooks
- Develop long range plans
- Use your public library for resources
- Be flexible in planning
- Find out what your cooperating teacher plans on covering

### Be Excited and Eager

- Smile
- Be positive
- Stay focused
- Care about students
- Avoid teacher gossip
- Use the ideas of others (with their permission)

### Use all Resources

- School library
- Computer lab (if available)
- Counselor
- School nurse
- Custodian
- Secretary
- Cafeteria Workers
- Parents

### Present Lessons Effectively

- Use state and local curriculum guides
- Plan carefully
- Select goals and objectives
- Use creative activities
- Accommodate differences in students
- Use media (if available)
- Integrate subject areas

### **Know Learning Strategies**

- Cooperative Learning Groups
- Small groups
- Whole groups
- Ability groups
- Peer tutoring groups
- Homogeneous groups

### **Use a Variety of Assessment Techniques**

- Checklist
- Observations
- Tests
- Journals
- Portfolios
- Oral quiz
- Student-made questions

### **Know School Policies**

- Referrals
- Discipline
- Medicine
- Food/gum/candy
- Fire drill
- Thunderstorm drill
- Emergency situation on campus
- Follow dress code (See Appendix A)

### **Use Time Wisely**

- Observe
- Assist
- Grade papers
- Update files
- Monitor students
- Browse library
- Make a game
- Make a bulletin board

### **Communicate High Expectations**

- Use appropriate voice tone
- Tell students you expect their best
- Verbally reward those who do as requested
- Acknowledge success outside classroom

### **Seek Professional Growth**

- Learn from your mistakes
- Double check times and materials
- Model appropriate communication skills
- Edit your work
- Solicit input from peers and teachers
- Complete self-assessment
- Work with available supplies

### **Know PEPE Evaluation**

- Discuss four evaluations with your cooperating teacher
- Be proactive about observations
- Solicit formal and informal input

### **Keep a Portfolio Record for Employment Opportunities**

- Use a three ring notebook for your portfolio
- Submit at end of internship

### **Primary Teaching Responsibility**

- Minimum of 20 days
- Work out schedule with teacher
- Involve others as appropriate
- **Detailed** lesson plans during this time

### **Complete Exit Survey**

- Survey is available online via eCompanion
- Survey can only be completed during the last week of the semester
- Proof of completion must be provided to University Supervisor

## **Roles and Responsibilities**

### **Role of the University Faculty**

- Provide instruction for the block of methodology courses required for university candidates to obtain both a bachelor's degree and certification in the field of education
- Revise course syllabi to reflect current best practice
- Collaborate with mentor teacher and university candidates in the school-based setting on a regular basis

### **Role of the University Supervisor**

- Collaborate with mentor teacher and university candidates in the school-based setting on a regular basis
- Provide university candidates with content knowledge and research-based teaching strategies related to their individual disciplines
- Make a final evaluation of the university candidate's teaching competencies within the discipline
- Maintain regular and frequent communication with the Office of Field Services
- Assist mentor teachers as they support the university candidate
- Conduct or participate in an orientation to the Field Experience
- Be available to the school principals, mentor teachers and university candidates to discuss and help resolve concerns related to the field experience
- Monitor university candidate field experience attendance and verify completion of the required clock hours
- Read and assess all field experience assignments and summative reflection
- Assign the grade for the assigned course
- Review all evaluations completed by mentor teacher

### **Roles and Responsibilities of Mentor Teacher**

As the mentor teacher you have undertaken definite responsibilities in the program of educating beginning teachers. Essentially, you are responsible for showing the student intern how to implement the principles of teaching. You will assist the intern in the critical-reflective analysis of the relationship between theory and practice with the intent of improving teaching. It is the mentor teacher who inducts the novice into the practical world of teaching and helps alleviate the major mistakes beginning teachers are prone to make. You must be willing to devote the time necessary to assist in the proper training of a new teacher. If you do not have the time to spend with the student intern before, during, and after school, then you should not serve as a mentor teacher.

### **Orientation**

Mentors need to take the first step to create a collaborative relationship. A meeting should take place in order to prepare and reassure your student intern as they embark upon this new endeavor. This initial meeting should consist of an orientation to your school, rules and procedures, your expectations and most importantly your students. You should also encourage your student intern to ask questions and share concerns. Providing your intern with a teacher handbook and school calendar will help ensure many important issues have been addressed.

### **Highly Effective Teaching**

In effort to produce “highly qualified teachers” we have placed our interns with mentors who are themselves “highly qualified”. You are among a group of elite teachers who implement current curriculum set forth by the state, county, and local school. In implementing current research based teaching practices, the Gradual Release of Responsibility Model should be utilized with your interns (Pearson and Gallagher, 1983). The process begins with you modeling/demonstrating effective teaching practices followed by collaboration; guided practice where you give your intern more responsibility in authentic situations; independent practice where the intern begins to apply effective teaching strategies on their own with much feedback from you; and ultimately application when your intern is able to apply their learning independently in various situations and curricular areas. This process coupled with effective teaching will help the interns develop flexible, adaptive teaching strategies.

### **Conferencing**

The mentor teacher and student intern should schedule conference time each week to evaluate the intern’s progress and to plan for the next week. This conference time should be used to discuss university requirements as well as teaching techniques and materials, assess the professional growth of the intern and resolve any identified problems. The team leader should be included in these conferences as needed. Early identification of serious problems is essential and should be brought to the attention of the team leader.

### **Observations**

The team leaders will conduct formal observations. Additionally, the mentor teacher should observe and critique the student intern’s performance. During periods of time when the student intern has a great deal of teaching responsibility, the mentor teacher should provide a critique at least weekly, if not daily. The mentor teacher should play the role of a “coach”, not a judge. A coach seeks to improve performance by providing guidance, compliments, and constructive criticism. A coach avoids just identifying deficiencies without suggesting remedies. To improve intern performance, it is essential that success and progress, as well as areas of improvement, be noted. Interns are generally very sensitive to criticism, so discussions of weaknesses should be tempered with comments about aspects done well.

### **Classroom Management**

Classroom Management is one of the most challenging and important aspects of teaching. As the mentor teacher you must be explicit in the explanation of your classroom rules and procedures. Your intern needs to understand the process in developing a classroom management system that is consistent yet flexible to meet student/class differences. It is imperative that you model effective discipline techniques and require your intern to follow your example.

### **Team Approach**

You are a member of a team that has been designed to foster the development of a highly qualified teacher. Other team members include a team leader, administrator, and university professors. This is a collaborative effort, therefore it is imperative that an open line of communication be established and maintained. Additionally, if you have any questions or concerns you should address those immediately with your team leader.

## **Specific responsibilities as a mentoring teacher:**

### **Provide Professional Collegiality**

- Acquaint student intern with the school, staff, students, teachers, and community
- Share your expectations on classroom management and organization
- Be a role model of ethical and highly developed professional practices
- Emphasize the need for confidentiality with regards to students (family issues, records, grades)
- Encourage a positive attitude

### **Orient the Student Intern**

- Prepare your students to accept the intern as a second teacher and not as another student
- Familiarize the student intern with the physical facilities (textbooks, resource materials, audiovisual equipment, copy room, library, lunchroom, restrooms, etc.)
- Provide the intern with your daily schedule, class roll, rules and consequences, school handbook, and workspace within the classroom
- Plan initial activities that will allow the student intern to become involved in the classroom routine immediately

### **Be an Instructional Guide**

- Provide necessary resources such as desk, instructional materials, supplies, and equipment
- Acquaint the student teacher with routine tasks
- Increase teaching responsibilities as the student intern shows ability to assume them
- Guide lesson planning and material development
- Provide for positive learning experiences
- Model assessment of student performance, grades, records, diagnostic tests, and placement of students
- Implement and model current trends of teaching
- Demonstrate good teaching and help intern to analyze and understand why it is good teaching

### **Provide Opportunities for Professional Growth**

- Provide continuous support, conferences, and feedback opportunities
- Afford opportunities for observation/participation and related activities
- Allow interns the opportunity to “sit in” during parent conference to gain insight as to when and how to talk with parents
- Model effective communication with parents to establish a partnership
- Promote personal growth
- Evaluate the Student Intern’s total teaching experience using the Mid-Term and Final Evaluation Forms at the designated time
- Work closely with the Team Leader to provide feedback and to avoid providing contradictory information to the student intern

### **Effective Teaching and Learning by implementing research-based, best practice instruction in all subject areas taught**

- Practice reflective, informed planning
- Provide an organized, attractive environment
- Present comprehensive and systematic content delivery
- Create a warm, supportive classroom climate

### **Effective Management of Behavior, and Materials**

- Provide the university candidate a copy of local school and classroom discipline procedures and consequences
- Explain the rationale behind the class discipline plan
- Reflect with intern on the effectiveness of management strategies

### **Appropriate, on-going and summative Assessment and Evaluation**

- Link assessment and instruction in order to differentiate instruction
- Vary assessments
- Analyze and discuss results

### **Exemplary Professional Attitudes and Behaviors**

- Exhibit passion and enthusiasm for the profession
- Demonstrate positive interpersonal relationship
- Welcome classroom observations by USA personnel

### **Effective Conference Skills**

- Hold daily mini-conferences with the student to explain rationale for lessons, strategies and assessments
- Spend a minimum of one hour per week in formal, documented conference with the university candidate

### **Collaboration with the University of South Alabama:**

- Using the Gradual Release Model, provide varied opportunities for the university candidate to observe then assume teaching responsibilities for individuals, small groups and whole group
- Complete the checklist for mentoring a student teacher
- Refer to the USA Field Experiences Handbook for supporting documents, timelines for student teacher evaluations and student teacher field experience requirements

### **Roles and Responsibilities of the School Principal**

The principal, as academic leader of the school, plays a significant role in the No Child Left Behind (NCLB) internship program. You are an important member of a team responsible for the excellence of the interns. You give direction and leadership to the entire school program, which is implemented through the efforts of the instructional staff and personnel. Your influence is reflected in attitudes and relationships of faculty members, including student interns.

### **Team Approach**

In order to optimize success, each intern has available to him/her a team of people whose purpose is to help develop highly qualified teachers. This team includes a principal, mentor teacher, university professors, and a team leader. This team must make themselves available to the interns as they embark on their journey to become the best teachers possible. Additionally, it is important that an open line of communication be established between you and the team leader assigned to your school. Their purpose is to help you with any concerns that arise with the interns.

### **Selecting Mentor Teachers**

After agreeing to allow school participation, a crucial role for the principal is the selection of experienced, competent mentor teachers that implement current research-based practices. These teachers must have a masters degree and be tenured in the local system. Essential qualities to look for in a mentor teacher include: a commitment to the role of mentoring, acceptance of the intern, skill at providing instructional support, effectiveness in different interpersonal contexts, modeling of continuous learning, and an ability to communicate hope and optimism. You must then monitor the mentoring program to ensure that these teachers provide an optimal learning environment. Selecting highly qualified mentor teachers is **imperative** for the success of this program.

### **School Orientation**

The principal should prepare the entire faculty as well as the mentor teachers prior to the arrival of the interns. It is recommended that you provide an orientation for the interns assigned to your school in order to assist the interns in adjusting to the school's philosophy and policies. The school orientation will help eliminate problems concerning school discipline procedures, dress codes, faculty meetings, administrative rules and regulations, facilities, and other school policies. Additionally, familiarizing the intern with the breadth and scope of the school program, school/community relationships, and characteristics of the student body will also be beneficial to the intern.

### **Additional Involvement**

The University of South Alabama College of Education wants you to be involved with the interns as much as possible! From counseling and giving professional advice to observing the interns teaching, feedback from you is invaluable! It is paramount that you ensure appropriate school experiences other than classroom experiences. Arranging for the interns to meet and become familiar with the work of the specialist teachers and non-teaching staff members will help the intern view and understand the school as a community. Thank you for investing in the lives of future teachers!

# 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
- Award grades

**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.

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_____ <b>Principal Signature</b>	_____ <b>Date</b>	_____ <b>Candidate Signature</b>	_____ <b>Date</b>
_____ <b>Mentor Signature</b>	_____ <b>Date</b>	_____ <b>Supervisor Signature</b>	_____ <b>Date</b>

## Teaching Experience Days

### 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**

**Date of Teaching Experience**

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

Student Name and Student JAG #

**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.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Teacher Signature)

\_\_\_\_\_  
(Date)

**Post-Teaching Conference**

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

<ul style="list-style-type: none"> <li>• Candidate's evaluation of the experience, including strengths and weaknesses of the candidate's performance</li> </ul>	<ul style="list-style-type: none"> <li>• Changes that could be made for future improvements and lessons learned by the candidate to guide continued professional development</li> </ul>
<ul style="list-style-type: none"> <li>• Assessment of P-12 student behaviors and interactions during the lesson</li> <li>• Effectiveness of the instruction</li> </ul>	<ul style="list-style-type: none"> <li>• A written evaluation of the candidate's performance and recommendations for continued professional development</li> </ul>

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.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Teacher Signature)

\_\_\_\_\_  
(Date)

## **Alabama Professional Educational Personnel Evaluation Program (PEPE)**

The Alabama Professional Education Personnel Evaluation Program (PEPE) addresses the resolution adopted by State Board of Education in July, 1998, establishing policies and procedures requiring the development of a professional education personnel system. Regulations require that if any local board of education does not develop such an evaluation system, it is required to use the evaluation system developed by the State Department of Education.

### **Purpose**

The primary purpose of the Professional Education Personnel Evaluation Program is to assist teachers through performance evaluation and professional growth to deliver quality education to students in Alabama's Public Schools.

### **Assumptions of USA's Preservice Teacher Evaluation Process**

The evaluations address preservice teachers in a professional, considerate manner so that self-esteem, motivation, professional reputation, performance, and attitude toward personnel evaluation are enhanced.

The primary goal of the evaluation program is to improve preservice teacher performance, which will assure quality in education.

All preservice teachers can improve performance through evaluation that is directly linked to professional growth and development.

To be effective, preservice teacher evaluation must be continuous and must have the commitment of trained evaluators who demonstrate competency and fairness in the evaluation process.

The preservice teacher evaluation results are used to set performance objectives as the basis for future employment as a teacher.

The evaluations are conducted legally, ethically, and with due regard for the welfare of educators and clients of education.

### **Outcomes**

The evaluation process will provide:

- Written assessment of the current performance status
- Documentation of continuous performance over time
- Increased accountability for the teaching profession
- Identification of areas of strength and needed growth

# **Roles for Teaching Evaluations**

## **Alabama Professional Education Personnel Evaluation (PEPE)**

### **1.0 Preparation for Instruction**

Effective teachers plan carefully for instruction. This planning includes selection of both goals and objectives to be accomplished, identification of creative, innovative activities to accomplish the objectives and accommodate differences in learners, and preparation of instructional resources to support learning.

#### **1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives**

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

#### **1.2 Identifies Various Instructional Strategies**

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

#### **1.3 Prepares Instructional Resources for Use**

- selects and uses resources that are directly related to the purpose(s) and objectives of the lesson and the skills/concepts to be mastered
- selects and uses resources that further clarify the lesson (remediation, reinforcement, or enrichment)
- selects and uses resources appropriate to student differences (ability, achievement, interests, learning styles)
- 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 that equipment is in working order and ready for use when needed

### **2.0 Presentation of Organized Instruction**

Effective teachers organize instruction. They introduce students to lessons, give clear directions, develop lesson content systematically, and provide appropriate summarizations of knowledge and student practice of skills.

## **2.1 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

## **2.2 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

## **2.3 Develops the Lesson**

- explains concepts, terms, vocabulary, principles
- presents content to fit objectives
- presents content in logical pattern and sequence
- provides examples or illustrations from life experiences and current events
- questions effectively
- provides smooth transitions from one activity to another
- relates content to other subject areas
- uses technology when appropriate

## **2.4 Provides Practice and Summarization**

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

## **2.5 Demonstrates Knowledge of Subject Matter and Pedagogy**

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

## **3.0 Assessment of Student Performance**

Effective teachers skillfully evaluate student performance and use assessment results to improve their instruction. They are expert in measuring student progress, providing feedback about performance to students and reporting student progress to others who need to know.

### **3.1 Monitors Student Performance**

- checks student understanding, processes, products
- solicits questions
- requests student demonstration of task/skill

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

### **3.2 Measures Student Progress Systematically**

- assesses level of performance and progress regularly
- uses variety of appropriate assessment methods and instruments
- uses assessment strategies to involve students in self-assessment activities

### **3.3 Provides Feedback About Student Performance**

- acknowledges participation and response
- affirms correct responses
- praises specific behaviors and accomplishments
- provides specific, corrective statements to inappropriate responses
- makes specific recommendations for improvement

### **3.4 Uses Assessment Results**

- uses assessment data to determine achievement of objectives
- uses assessment data to modify objectives, content, and instructional strategies
- clarifies/elaborates direction and explanations
- reteaches when necessary using alternative strategies, activities and/or materials
- adjusts pacing of instruction and activities for individuals/groups when necessary
- uses assessment data in reporting progress and accomplishment to students, parents/guardians, professional staff by multiple means (report cards, progress reports, notes, conferences, etc.)

## **4.0 Classroom Management**

Effective teachers manage class time and student behavior. They maximize instructional time and minimize disruptions to instruction.

### **4.1 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
- minimizes time students spend waiting with nothing to do
- makes effective use of time
- returns students to task quickly after unavoidable interruptions

### **4.2 Manages Student Behavior**

- establishes classroom rules and procedures
- 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

### **5.0 Positive Learning Climate**

Effective teachers establish positive learning climates by involving students in classroom interactions, constantly communicating high expectations for student performance, expressing positive affect, and minimizing negative messages.

#### **5.1 Involves Students in Interaction**

- encourages active participation
- ensures equitable participation
- establishes and maintains effective positive rapport with/between/among 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

#### **5.2 Communicates High Expectations**

- establishes and maintains time lines 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

#### **5.3 Expresses Positive Affect/Minimizes Negative Affect**

- 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 personal criticism of students
- avoids emotional outbursts

#### **5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided**

- arranges furniture and equipment to facilitate movement and learning
- uses assigned facilities to accommodate different types of activities
- creates an attractive physical environment

### **5.0 Communication**

Effective teachers are effective communicators. They speak and write clearly, coherently, and correctly

### **6.1 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

### **6.2 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

## **Dress Codes**

### **Mobile County Employee Dress Code for Classroom Teachers**

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 earrings 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 for Classroom Teachers**

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

**University of South Alabama candidates 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 form 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.

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