Secondary Education:

Student Teaching

Undergraduate
and
Alternative Masters

Internship Documentation Portfolio Table of Contents

Name_____Semester_____Year_____

School Assignment_____ Grade_____Subject_____

Cooperating Teacher_____University Supervisor_____

Student Checked USA Checked

Required Contents

Lesson Plans

- Entire Semester
- Full lesson plans during primary teaching time
- Each lesson plan should note all accommodations, modifications, and/or adaptations
- One lesson plan must include student use of technology
- One lesson plan must involve student groupings and differentiated instruction
- For each lesson plan, note at the end, which instructional strategies were used

Teacher Made Items

Assessments created or administered by student

Teaching Evaluations

One video-taped lesson with reflections

4 Areas of Strength and Needed Growth Reflections

- 1 after each formal evaluation-2 before mid semester and 2 after 4 Internship Self Assessment
- one may be on the video-taped lesson

Teaching Activity Assignments
(see next page for specific information)

Summary of Internship Essay

Weekly Log of Entries (may be sent electronically and not included here)

End of Semester Survey 1

End of Semester Survey 2

Additional Information Required by Supervisor

Please tab and label the sections of the portfolio
Teaching Activities for Secondary Student Teaching Portfolio

Introduction

Educational field experiences at the University of South Alabama are divided into three areas: observation, participation, and student teaching.

The observation area is coordinated with the foundations and methods courses in both elementary and secondary schools. These field experiences enable each candidate to see first hand the physical and behavioral characteristics of young people at different ages.

The participation area provides an opportunity for secondary education candidates to become active participants in the classroom. The participation program is coordinated and taken concurrently with methods and materials courses. Participants work with individuals and small groups, and plan and conduct a limited number of classroom presentations.

The internship will require field experiences in a wide variety of school settings that will maximize the field experience in the school(s) where the candidate will be assigned for the internship. All candidates will complete a full time internship in the school(s) as a teacher for at least one semester. This experience shall not be limited to one classroom or grade level. The intern shall progress to the full responsibilities of the teacher for at least 20 days including at least 10 consecutive days.

The internship for candidates in middle-level and secondary programs shall be divided between two teaching fields, where applicable. The experiences for candidates in P-12 programs shall be divided between early childhood/elementary and secondary grades.

The participation of any school or teacher in any phase of the Program of Field Services of the College of Education must meet with the full consent and approval of the school system's chief school officer, or designated representative.

Any candidate who fails to complete the student teaching experience must have approval of the Departmental Chairperson for the department in which the candidates' internship (student teaching) is offered and the Director of the Office of Field Services to reapply for a new candidacy placement.

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

Course Number, Title, Credit Hours
SED 464, Student Teaching in the High School, 9 Semester Hours
SED 470, Student Teaching in the N-12 Program, 9 Semester Hours
IDE 597, Student Teaching in Secondary Education, 6 Semester Hours

Catalog Description
Observation and supervised teaching in high schools with opportunity for study and discussion of the problems and issues encountered. Candidates will be placed with a person holding a valid teaching certificate in the appropriate field. Prerequisites: Admission to Candidacy, SED 340, 341, appropriate methods course(s), and completion of three-fourths of teaching field(s).

Observation and supervised teaching in high schools with opportunity for study and discussion of the problems and issues encountered in the N-12 program. Candidates will be placed with a person holding a valid teaching certificate in the appropriate field. Prerequisites: Admission to Candidacy, SED 340, 341, appropriate methods course(s), and completion of three-fourths of teaching field(s).

Observation and supervised teaching in selected schools with opportunity for study and discussion of problems and issues encountered. Prerequisite: Permission of advisor.

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 secondary education program prepares candidates with the knowledge, skills, and attitudes to facilitate learning in the subject matter specialization through personal traits, interpersonal skills, and technical skills. Personal traits emphasize the teacher as problem solver and facilitator in the classroom. The candidates should acquire attitudes and skills in analyzing instructional situations and formulating successful solutions. The technical skills component provides the teacher with professional knowledge to plan and implement the proposed solution. The interpersonal dimension prepares the candidates as communicator, supporter, and facilitator in a multicultural school environment. Field based and simulated experiences provide opportunities for practice, feedback, and performance evaluation of the developing knowledge and skills for teaching in area secondary classrooms.

The N-12 art and music education program attempts to prepare candidates with the knowledge, skills, and attitudes to facilitate learning in the subject matter specialization through personal traits, interpersonal skills, and technical skills. Personal traits emphasize the candidate as a problem-solver and facilitator in the instructional situations and formulating successful solutions.

The technical skills component provides the candidate with professional knowledge to plan and implement the proposed solution. The interpersonal dimension prepares the teacher as communicator, supporter, and facilitator in a multicultural school environment. Field based experiences provide opportunities for practice, feedback, and performance evaluation of the developing knowledge and skills for teaching art or music in N-12 setting.

Course Topic/Content
Student teaching offers the preservice teacher the opportunity to apply knowledge and practice gained through course work to a culminating internship experience. This will require the preservice teacher to plan individual, small group, and large group instruction for children in P-12 classrooms. Preservice teachers will be required to implement effective teaching plans, reflect upon the success of instruction, and make appropriate decisions to improve instruction and enhance learning. Preservice teachers will also be expected to assume primary responsibility of the instructional process for a minimum of 20 days including at least 10 consecutive days.

Student Teaching Out of Town
Student Teaching placements are made in Mobile and Baldwin County in the public schools. If you have extenuating circumstances that warrants an “out of town” placement you must make a written request to your Departmental Chairperson for review. **(Appendix H)**

Suggested Sequential Steps for Preservice 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 Preservice Teacher Orientation- scheduled prior to the first day of the internship, usually the Friday morning before beginning on a Monday.
3. Complete Self-Assessment (Appendix J) prior to each scheduled observation (video or audio tape of previous lesson should be used)
4. Be formally observed a **minimum of 4 times.** Candidates are usually observed 7-8 times throughout the semester. Both the Cooperating Teacher and University Supervisor complete observations.
5. Complete Areas of Strength/Needed Growth **(Appendix K)** form following each observation.
6. Have Cooperating Teacher complete the Mid-Term Evaluation **(Appendix G)** by the date specified and provide the University supervisor with the original.
7. Have Cooperating Teacher complete the Final Evaluation **(Appendix G)** and Critical Objectives Checklist and provide the University Supervisor with the originals. **(Appendix L)**
8. Complete the Exit Survey online**. (Appendix M)**

Roles and Responsibilities of Student Teaching 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

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

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 form 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 facilities 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