

## 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 student to see first hand the physical and behavioral characteristics of young people at different ages.

The participation area provides an opportunity for Education students 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 student teaching semester is the culmination of the student's entire undergraduate program. The student teachers work full-time with their cooperating teachers participating in all phases of the school program.

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

Early childhood students shall have a pre-school or kindergarten placement unless substantial field experiences were completed at those levels.

The internship experience for students seeking certification in elementary education programs shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels.

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

## Internship Documentation Portfolio Cover Page\*

Name \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

School Assignment \_\_\_\_\_ Grade Level \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Student USA

Checked Checked

Required Contents

### **Administrative Information**

Class Schedule, Roll, and Seating Chart

School Rules and Guidelines

Letter to Parents

### **Lesson Plans**

Entire Semester

Detailed during Primary Teaching Time

### **Teacher Made Items**

Assessments

Bulletin Board Photographs

### **Evaluations**

Self Evaluations (tapes optional)

Required Evaluations by Cooperating Teacher and/or University Supervisor

Success and Growth Plans

### **Summary of Internship**

### **Weekly Log of Entries**

### **Other Supporting Information**

**\*Nothing has to be typed. However, this should represent you at your best and be the type of document you would like to give to a prospective employer to persuade him/her to employ you as a teacher. If, in the opinion of your university supervisor, this is not a quality portfolio, your student teaching grade shall be lowered one letter grade.**

**University of South Alabama**  
**College of Education**  
**Department of Curriculum and Instruction**

**1. Course Number, Title, Credit Hours**

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

**2. 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.

**3. 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. (See page 4)

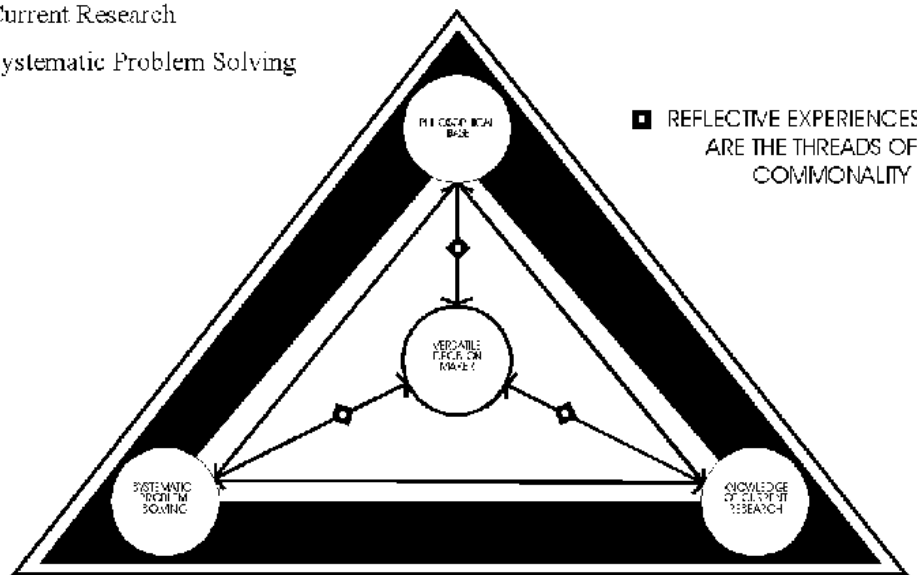
**4. Department Statement**

Elementary/Early Childhood Education programs apply 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 psycho-motor needs of children. The model includes special emphasis on Piagetian, constructivist applications to teaching/learning.

# NCATE: Knowledge Base

The unit prepares systematic, problem solving educators: reflective, technologically skilled, interactive facilitators capable of versatile decision making in diverse settings.

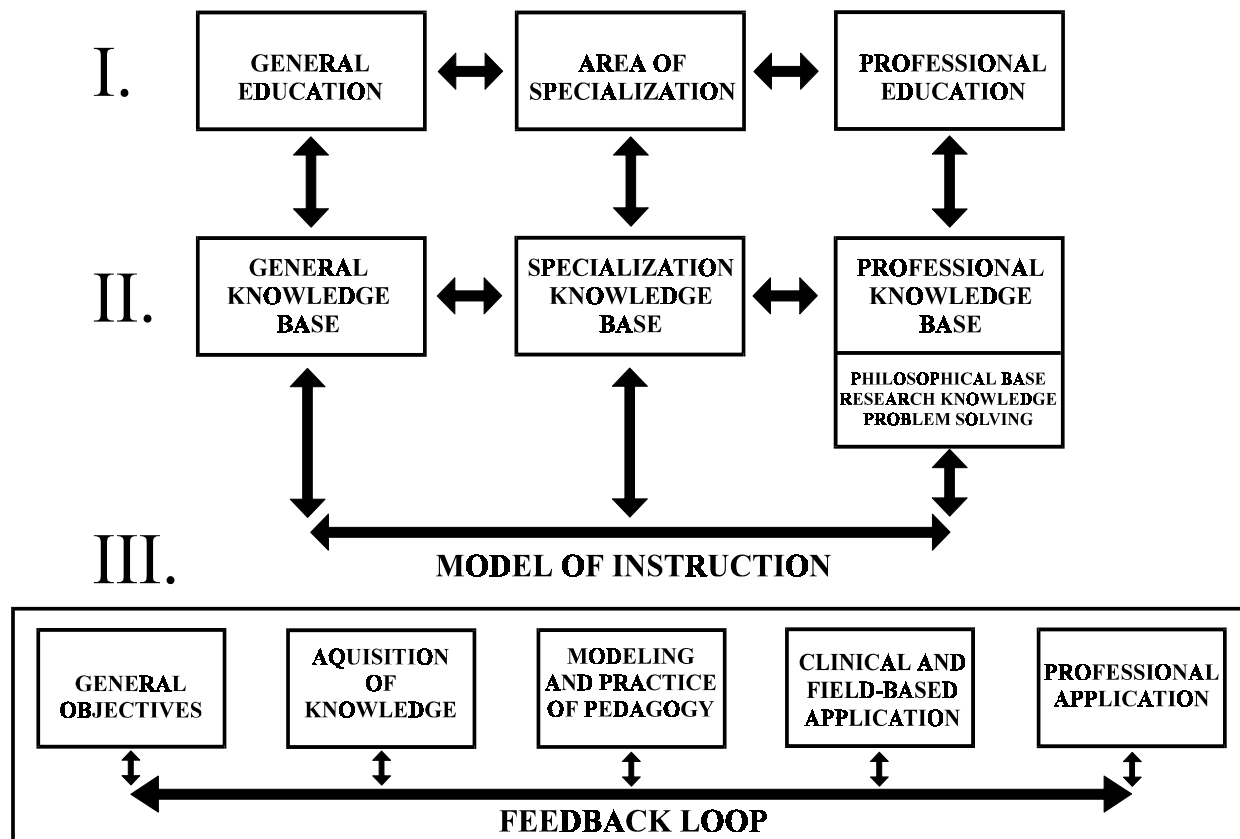
- 1.) Philosophical Base
- 2.) Current Research
- 3.) Systematic Problem Solving



THE PROFESSIONAL EDUCATOR AS  
A VERSATILE DECISION MAKER

The Department of Curriculum and Instruction places importance on instruction being based on a sound knowledge base and best practices. Therefore, instructional practices and evaluation within the department, as well as the unit, are designed, delivered, and monitored to ensure that they are congruent with the current state of knowledge of curriculum design, instruction and evaluation, as well as being congruent with the knowledge base of each program. The delivery model for professional education is shown below.

**COMPONENTS OF TEACHER EDUCATION PROGRAM, KNOWLEDGE BASES, AND DELIVERY SYSTEM**



**The University of South Alabama  
Model for Teacher Education**

## 5. Course Objectives

### 5.1 CRITICAL OBJECTIVES (PROFESSIONAL STUDIES) These must be mastered during the internship.

The preservice elementary education student shall demonstrate ability to:

- 5.1.1 Incorporate student's misconceptions, ideas, and experiences as a basis for planning instructional activities and use students' inquisitiveness to develop inquiry, problem solving, and critical and creative thinking skills.
- 5.1.2 Use motivational strategies to promote student learning and increase student self esteem.
- 5.1.3 Create a learning climate in which individual differences are respected.
- 5.1.4 Implement developmentally appropriate instruction for diverse learners.
- 5.1.5 Demonstrate a sensitivity to diversity, including cultural and gender differences and unique needs of exceptional students.
- 5.1.6 Access school, community, state, and other resources and referral services.
- 5.1.7 Establish curriculum goals and objectives that use the state course(s) of study applicable to his/her teaching fields, and textbooks currently used in the schools to plan and teach.
- 5.1.8 Plan learning opportunities appropriate for student learning styles, including interdisciplinary instruction.
- 5.1.9 Use a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching.
- 5.1.10 Encourage students to recognize question and interpret ideas from a variety of perspectives.
- 5.1.11 Organize, use, and monitor a variety of student groupings for instruction.
- 5.1.12 Model appropriate verbal and written communication.
- 5.1.13 Use effective nonverbal and communication and respond appropriately to nonverbal cues from students.
- 5.1.14 Adjust short-range and long-range plans based on the assessment of students' needs and performance.
- 5.1.15 Select teaching resources and curriculum materials appropriate for students with diverse backgrounds and reading skills.
- 5.1.16 Vary teaching roles, such as instructor, facilitator, coach, and listener.
- 5.1.17 Encourage students to assume increasing responsibility for themselves and promote each others' learning.
- 5.1.18 Organize, allocate, and manage the resources of time, space, and activities.
- 5.1.19 Communicate optimal expectations for each student.
- 5.1.20 Use appropriate classroom/behavior management and discipline techniques.
- 5.1.21 Design and use a variety of formal and informal assessment techniques to plan instruction, modify teaching, and measure and report student progress related to curriculum objectives.
- 5.1.22 Use classroom observation, student response, and research as sources to evaluate students' learning and revise practice.
- 5.1.23 Seek out best practices, professional literature, and collegial assistance to improve as a teacher and a learner.
- 5.1.24 Communicate and collaborate effectively with colleagues, parents, guardians, and significant agency personnel.
- 5.1.25 Encourage the involvement of parents/guardians in educating their children.
- 5.1.26 Teach and conduct other professional activities in an ethical manner consistent with the requirements of law, rules, regulations, policies, and procedures.
- 5.1.27 Use confidential student information in professional manner.
- 5.1.28 Articulate a personal philosophy and its relationship to teaching practices.

**CRITICAL OBJECTIVES (ELEMENTARY EDUCATION) These must be mastered during the internship.**

The preservice elementary education student shall demonstrate ability to:

- 5.1.29 Use manipulative materials and play as instruments for enhancing development and learning.
- 5.1.30 Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in preschool and elementary-aged children.
- 5.1.31.1 Facilitate children's development and skills in communication,
  - 5.1.31.2 inquiry,
  - 5.1.31.3 creative expression,
  - 5.1.31.4 reasoning, and
  - 5.1.31.5 interpersonal relationships.
- 5.1.32 Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.
- 5.1.33 Respond to children at the appropriate developmental level.
- 5.1.34 Teach health education, language arts, mathematics, music, physical education, reading, science, social sciences, and visual and performing arts.
- 5.1.35 Work effectively with children in kindergarten, primary, and upper elementary grades over an extended period of time.
- 5.1.36 Identify and evaluate technology resources and technical assistance (i.e., those available on-line and on-site within a school and district setting).
- 5.1.37 Model safe, responsible, legal, and ethical use of technology and implement school and district acceptable use policies including fairness and copyright guidelines and Internet user protection policies.
- 5.1.38 Design, manage, and facilitate learning experiences that are responsive to diversity of learners, learning styles, and special needs of all students (for example, assistive technologies for students with special needs).
- 5.1.39 Use technology tools (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes, and communication with parents/guardians of students.
- 5.1.40 Evaluate students' technology proficiency and students' technology-based products within curricular areas.
- 5.1.41 Use technology to enhance professional growth (for example through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses)

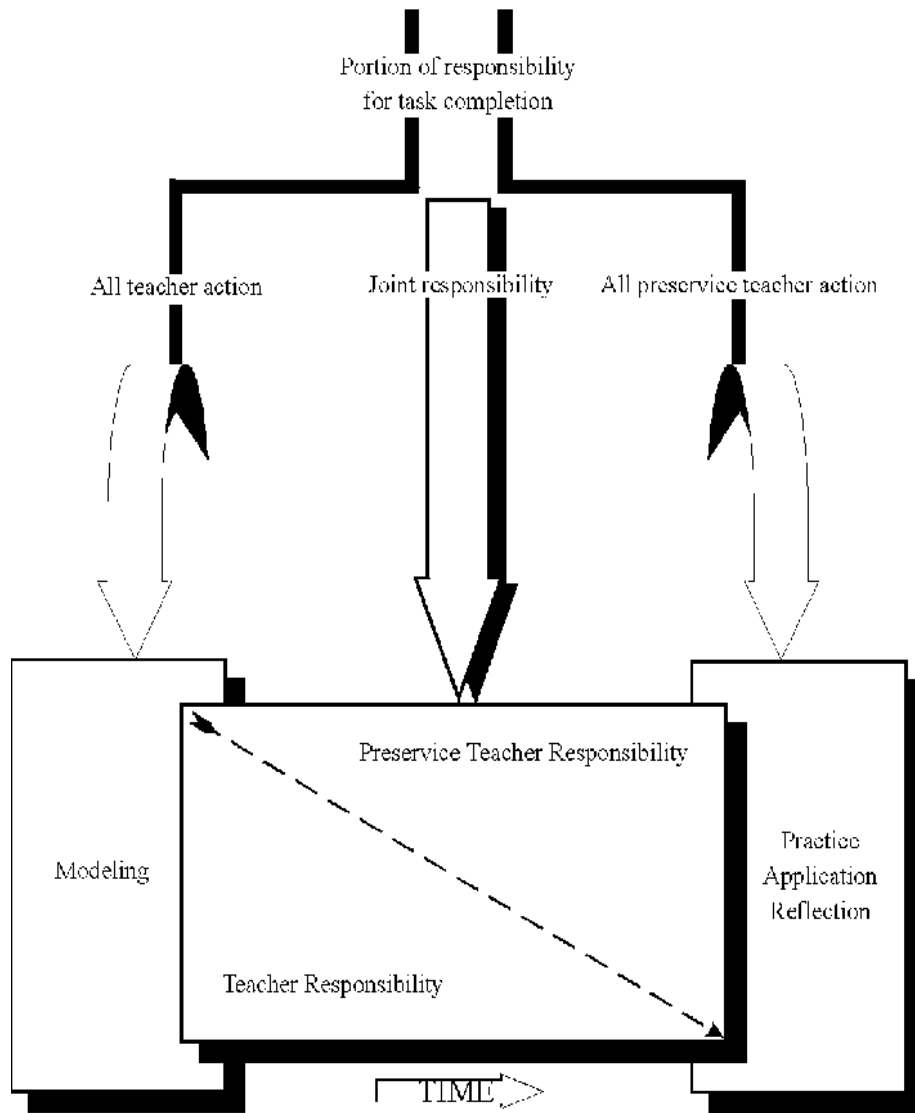
The preservice elementary education student shall demonstrate knowledge of:

- 5.2.1 Strategies to identify and evaluate technology resources and technical assistance.(i.e., those available on-line and on-site within a school district setting)
- 5.2.2 Characteristics of appropriate and effective learner-centered lessons and units that integrate technology.
- 5.2.3 Technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited to, spreadsheets, web page development, digital video, the Internet and e-mail)
- 5.2.4 The resources for enhancing professional growth using technology (for example, through web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

## **6. Course Topic/Content**

Student teaching offers the preservice teacher the opportunity to apply knowledge and practice gained through coursework to a culminating internship experience. This will require the preservice teacher to plan individual, small group, and large group instruction for children in N-6 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.

# Gradual Release of Responsibility Model



**Supervision Model of the  
Department of Curriculum & Instruction**

## 7. Course Requirements

Preservice teachers will be expected to:

### **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 State 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

### **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

The Building Principal will be expected to:

### **Model Multidimensional Roles**

- Instructional leader of the school
- Manager of resources, including personnel
- Facilitator of learning for the students
- Organizer of time, systems, and processes

### **Identify Cooperating Teachers Who**

- Demonstrate excellence in teaching as documented by district evaluations
- Manage a positive classroom environment
- Exhibit proactive interpersonal skills
- Demonstrate effective classroom management techniques
- Have functional instructional programs that feature:
  - initial planning
  - comprehensive delivery
  - on-going and summative evaluation of students
  - adjustment of curriculum materials and instructional methods to meet student needs

### **Assist in Understanding School Organization**

- Administrative organization of the school
- Administrative organization of the district
- Political climate of the school
- Social climate of the school
- Role of various personnel
  - secretaries
  - custodians
  - food service personnel
  - counselors
  - health assistants
  - special service personnel
  - other specialized personnel
- Role of parents in the school
- Curriculum in context of the community
- Composition and preferences of the community
- Specialized programs of the school
- Feasibility of employment opportunities
  - interviewing strategies
  - resume building

The Cooperating Teacher will be expected to:

**Provide Professional Collegiality**

- Acquaint student teacher with the school, staff, students, teachers, and community
- Orient the student teacher to classroom rules, organization, and management

**Be an Instructional Guide**

- Provide necessary resources such as desk, instructional materials, supplies, and equipment
- Guide lesson planning and material development
- Provide for positive learning experiences
- Model assessment of student performance, grades, records, diagnostic tests, and placement of students
- Acquaint the student teacher with routine tasks

**Provide Opportunities for Professional Growth**

- Provide continuous support, conferences, and feedback opportunities
- Afford opportunities for observation/participation and related activities
- Promote personal growth

The University Supervisor will be expected to:

**Support the University and the School**

- Become acquainted with school policies
- Acquaint school personnel with university policies
- Assist the student teacher in transition from the university to the school
- Confers with and assists cooperating teacher
- Generate necessary records
- Assign grade for student teacher
- Work as a member of a triad

**Support the Growth of the Student Teacher**

- Facilitate student teacher self-evaluation & growth plans
- Complete observations as needed
- Provide feedback to student teacher
- Provide feedback to cooperating teacher
- Provide feedback to school
- Provide feedback to university

## **Alabama Professional Educational Personnel Evaluation Program**

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

## **Suggested Sequential Steps for Preservice Teacher Evaluation**

1. Preservice Teacher Orientation-happens within the first week of the internship-usually prior to going to the schools.
  2. Self-Assessment-prior to each scheduled observation (should be video or audio tape of previous lesson)
  3. Observation one-within the first four weeks of the term
  4. Observation two-between week four and eight
  5. Observation three-between week eight and eleven
  6. Observation four-between week eleven and thirteen
  7. Other observations as needed by the Cooperating Teacher or University Supervisor
  8. Completion of “Areas of Strength/Needed Growth” form following each observation
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## **ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM TEACHER COMPETENCIES (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

## 6.0 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

**Keep a Portfolio Record for Employment Opportunities**

- Use a three ring notebook for your portfolio
- Submit at end of internship at the time of the exit exam

**Primary Teaching Responsibility**

- Minimum of 20 days—with at least 10 consecutive
- Work out schedule with teacher
- Involve others as appropriate
- **Detailed** lesson plans during this time

## 8. Text Used

Student Teaching Packet for Elementary/Early Childhood Education

## 9. Procedures for Assessing Student Performance

Assessment of student performance will be through the use of the Elementary/Early Childhood Education Evaluation Form by the University Supervisor and/or the Cooperating Teacher. Final grade will be based upon the professional judgment of the University Supervisor regarding the quality of **everything** that is expected of preservice teachers as they transition from student teacher to first-year teacher. **NOTE:** Faculty have voted that students who are asked to leave a school will not be moved to another school, are subject to a failing grade in the internship and, if they wish to complete the internship, must re-enroll.

## 10. Instructor(s) for the Course

There are various Elementary/Early Childhood faculty who teach this course.

## 11. Bibliography

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## Internship Self-Assessment

Name \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

School Assignment \_\_\_\_\_ Grade Level \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Date \_\_\_\_\_ Lesson \_\_\_\_\_

Resources Used

**Basis of Self-Assessment**

**What did you do that you should repeat when you are formally observed by your Cooperating Teacher or University Supervisor? What student performances or behaviors did you use to make this decision?**

**What do you need to change before you are formally observed by your Cooperating Teacher or University Supervisor? (Identify new behavior)**

**Areas of “Strength” and “Needed Growth”**

**Name** \_\_\_\_\_ **Semester** \_\_\_\_\_ **Year** \_\_\_\_\_

**School Assignment** \_\_\_\_\_ **Grade Level** \_\_\_\_\_

**Cooperating Teacher** \_\_\_\_\_ **University Supervisor** \_\_\_\_\_

**Date** \_\_\_\_\_ **Lesson** \_\_\_\_\_

**Resources Used**

**Based on feedback from your Cooperating Teacher or University Supervisor, if you were to teach this lesson again, what should you repeat? What evidence do you have that supports this belief?**

**Based on feedback from your Cooperating Teacher or University Supervisor, if you were to teach this lesson again, what should you change? How should you change it?**