

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 secondary 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.

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

Supervisor Required Items

Lesson Plans

Entire Semester (check with supervisor)

Detailed during Primary Teaching Time

Teacher Made Items

Assessments

Supervisor Required Items

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

***All contents should represent the Student Teacher at hi/her best and be the type of document given to a prospective employer. 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 Leadership and Teacher Education**

1. 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

2. Catalog Description

Observation and supervised teaching in high schools with opportunity for study and discussion of the problems and issues encountered. Students 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. Students 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.

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.

4. Department Statement

The secondary education program prepares prospective teachers 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 prospective teacher 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 teacher 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 prospective teachers 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 a problem-solver and facilitator in the 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 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 settings.

5. Course Objectives

5.1 CRITICAL OBJECTIVES (PROFESSIONAL STUDIES)

*These **must be mastered during the internship.***

The preservice secondary or P-12 teacher shall demonstrate ability to:

- 5.1.1 Incorporate students' 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 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 a professional manner.
- 5.1.28 Articulate a personal philosophy and its relationship to teaching practices

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

The prospective art teacher shall demonstrate ability to:

- 5.1.29 Create expressive forms in drawing, painting, design, printmaking, graphic arts, sculpture, ceramics, and crafts.
- 5.1.30 Apply concepts and skills in one area of art production or art theory.
- 5.1.31 Develop the scope and sequence of an art program which includes art history, art criticism, art production, and aesthetics.
- 5.1.32 Integrate art into the total school curriculum and exhibit student art work.

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

The preservice health teacher shall demonstrate knowledge of:

- 5.1.68 Professional qualities essential to effective teaching, such as punctuality, communication skills, and acceptance of responsibility
- 5.1.69 The role and utilization of the paraprofessional

The preservice health teacher shall demonstrate the ability to:

- 5.1.70 Plan, implement, and evaluate health instruction based on the Alabama Course of Study: Health Education
- 5.1.71 Use a variety of methods, media, materials, technology, and other resources appropriate for particular topics and situations, emphasizing student participation in hands-on activities.
- 5.1.72 Interact professionally with parents, teachers, support personnel, and administrators.
- 5.1.73 Present controversial issues in a non-judgmental manner and lead students in a discussion of those issues.

CRITICAL OBJECTIVES (ENGLISH/LANGUAGE ARTS) *These must be mastered during the internship.*

The preservice English/language arts teacher shall demonstrate ability to :

- 5.1.33 Promote language acquisition and development.
- 5.1.34 Direct a variety of speech and theatre activities.
- 5.1.35 Teach journalism, including how to produce magazine and newspaper layout, develop copy and/or story board for radio and television production; apply techniques of advertising, reporting, and editing; and use current and emerging technology in the production of print and nonprint journalism.
- 5.1.36 Teach standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity.
- 5.1.37 Incorporate a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication.
- 5.1.38 Select appropriate reading materials for students based on interests, abilities, and grade level and encourage student interest in reading for knowledge and pleasure.
- 5.1.39 Interrelate the teaching of listening, speaking, reading, and writing using a variety of instructional activities.
- 5.1.40 Use group interaction for collaborative learning in the language arts (e.g., discussion, debate, creative problem solving, composition, drama, reading, improvisation).
- 5.1.41 Teach students to explore and relate personal experiences and develop interpretations.
- 5.1.42 Teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse.
- 5.1.43 Teach students to structure and expand ideas into coherent writing.

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

The preservice mathematics teacher shall demonstrate ability to:

- 5.1.44 Use fundamental mathematical operations, algorithms, and measurements essential to teaching the full range of secondary mathematics.
- 5.1.45 Construct logical arguments for mathematical statements that are consistent with an axiomatic framework.
- 5.1.46 Use language and symbols of mathematics accurately in communications.
- 5.1.47 Use a variety of manipulative and visual materials to help students explore and develop mathematical concepts.
- 5.1.48 Use estimation and approximation skills and assess the reasonableness of solutions to problems.
- 5.1.49 Use technology in problem solving and in exploring mathematical concepts.
- 5.1.50 Present and interpret data in graphical form.
- 5.1.51 Develop concrete models of mathematical concepts; use concrete models to develop algorithms; and select or create mathematical models to solve problems in mathematics and in other disciplines.
- 5.1.52 Use technology and other resources to enhance the teaching of mathematics and to promote students' understanding of mathematical concepts.
- 5.1.53 Integrate problem solving strategies learned in mathematics into the solution of problems encountered in daily living.

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

The preservice science teacher shall demonstrate ability to:

- 5.1.54 Investigate scientific phenomena, interpret findings, and communicate them to others.
- 5.1.55 Address global and ethical issues in the target science and apply scientific processes to the solution of problems encountered in daily activities.
- 5.1.56 Organize, coordinate, and maintain the target science classroom, laboratory and field activities, emphasizing safety at all times.
- 5.1.57 Set up and conduct laboratory demonstrations, experiments, and field activities and use the local environment to supplement laboratory activities.
- 5.1.58 Inform students about career opportunities in science and technology.
- 5.1.59 Apply contemporary research findings, as well as the major concepts of other sciences, to the teaching of the target science.
- 5.1.60 Use media and appropriate instructional technologies.

CRITICAL OBJECTIVES (SOCIAL STUDIES) *These must be mastered during the internship.*

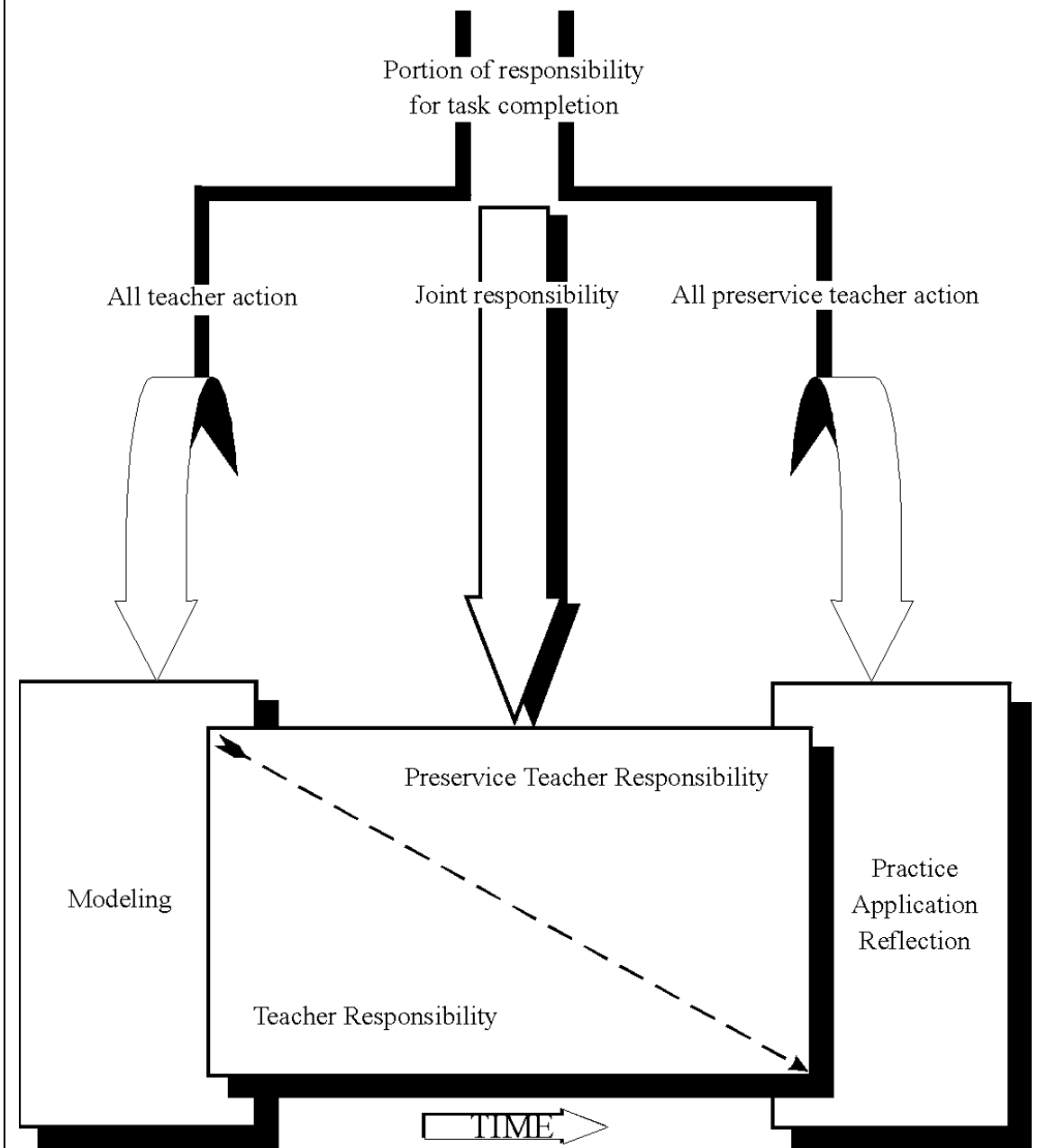
The preservice social studies teacher shall demonstrate ability to:

- 5.1.61 Develop the students' abilities to identify facts, implications, assumptions, bias, inferences and judgments in media, spoken and written information.
- 5.1.62 Expand students' abilities to express ideas in coherent and grammatically correct writing
- 5.1.63 Use technology and other resources to enhance the teaching of social studies and to promote students' understanding of social studies concepts
- 5.1.64 Understand and use the methodology of the social studies and integrate a variety of social studies disciplines and approaches
- 5.1.65 Employ a variety of teaching methods emphasizing student participation
- 5.1.66 Select appropriate supplementary materials
- 5.1.67 Interact professionally with parents, teachers, support personnel and administrators

6. 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.

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
- Follow dress code (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
- Proof your work
- Solicit input from peers and teachers
- Complete self-assessment
- Work with available supplies

Know PEPE Evaluation (pages 15-22)

- Discuss four evaluation 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

- Assume responsibility for two or more classes
- 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 completion must be provided to University Supervisor

Roles and Responsibilities

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

- Demonstrated 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
- Complete the Mid-Term and Final Evaluations
- Observe individual lessons using the PEPE form
- Complete the and Critical Objective Checklist

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
- Conferences with and assists cooperating teacher
- Generate necessary records
- Work as a member of a triad
- Determine and assign grade

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 (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

Suggested Sequential Steps for Preservice Teacher Evaluation

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

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 those that use 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

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

8. Text Used

Student Teaching Packet for the appropriate 6-12 or P-12 teaching area.

9. Procedures for Assessing Student Performance

Assessment of student performance will be through the use of the appropriate Preservice Teacher 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 faculty who teach this course.

11. Bibliography

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Appendix A
MOBILE COUNTY EMPLOYEE DRESS CODE

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

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

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

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

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

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

Restrictions:

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

No revealing attire

No ragged attire

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

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

No inappropriate footwear

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

No spandex or bicycling type attire as outerwear.

No facial jewelry (except earring for females)

Required:

Collared or dress shirts for males

Each department/school will evaluate this policy at the end of the school year. The system will review the results of these evaluations and present proposed changes to the Board as appropriate.

Reference: Hearing: October 8, 1997 Adopted: November 18, 1997

BALDWIN COUNTY EMPLOYEE DRESS CODE

#828 DRESS*

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

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

An example 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.

Appendix B
Internship Self-Assessment

Name _____ Semester _____ Year _____

School Assignment _____ Grade Level _____

Cooperating Teacher _____ University Supervisor _____

Date _____ Lesson _____

Resources Used

Basis of Self-Assessment (For example, review of videotape or audiotape of lesson)

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

Appendix C
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?

Appendix D

EVALUATION OF STUDENT TEACHER BY CLASSROOM TEACHER

MID-TERM _____ **FINAL** _____ (*Check one.*)

STUDENT: _____ **DATE:** _____

Classroom Teacher: _____ School: _____ Grade: _____

	1-Unsatisfactory	2-Needs Improvement	3-Meets Expectations	4-Exceeds Expectations
• Communicates effectively	1	2	3	4
• Shows initiative and is receptive to feedback	1	2	3	4
• Integrates cultural awareness into instruction	1	2	3	4
• Includes students with special needs, if applicable	1	2	3	4
• Applies appropriate theories of development and learning	1	2	3	4
• Effectively plans for instruction	1	2	3	4
• Effectively implements instruction	1	2	3	4
• Demonstrates a high level of pedagogical skills	1	2	3	4
• Effectively evaluates instruction	1	2	3	4
• Develops higher order thinking skills (i.e. inquiry, problem solving, etc.)	1	2	3	4
• Uses the <u>Alabama Course of Study</u> in planning for the content areas	1	2	3	4
• Makes real life application of knowledge and skills	1	2	3	4
• Utilizes appropriate instructional resources, including technology and hands-on activities	1	2	3	4
• Uses classroom management skills that focus upon autonomy and respect	1	2	3	4
• Varies instructional methods based upon the students and their needs	1	2	3	4
• Demonstrates an in-depth knowledge of subject matter in teaching field	1	2	3	4
• Demonstrates enthusiasm, warmth, and friendliness	1	2	3	4
• Displays professionalism in attitude and actions	1	2	3	4
• Relates to colleagues in a professional manner	1	2	3	4
• Pursues opportunities for continued professional development	1	2	3	4
• Attends regularly and punctually	1	2	3	4
• Dresses appropriately	1	2	3	4

Comments:

Classroom Teacher's Signature: _____ Student's Signature: _____
 white copy - university supervisor yellow copy – student teacher pink copy – classroom teacher