



University of South Alabama
COLLEGE OF EDUCATION

Special Education Internship Handbook

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 Table of Contents

Name _____ Semester _____ Year _____

School Assignment _____ Grade _____ Subject _____

Cooperating Teacher _____ University Supervisor _____

Student USA
Checked 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
- 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 Assessments

- one may be on the video-taped lesson

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

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

1. Course Number, Title, Credit Hours

EDU 496 INTERNSHIP: COLLABORATIVE TEACHER (GRADES 6-12)

2. Catalog Description

Observation and supervised 6-12 collaborative teaching experience providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

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. Program Statement

The Program in Secondary Special Education trains teachers as collaborative educators. They are provided with a knowledge base related to (a) teaming and collaboration, (b) nature and needs of students with disabling conditions, (c) models of teaching and learning, and (d) legal and ethical considerations within the field. Through a combination of classroom and intensive field experiences, prospective teachers master the technical skills needed to provide systematic, individualized instruction to students with special needs, promote student welfare, and serve as effective professional team members across diverse educational settings. The training program emphasizes behavioral and ecological approaches to meeting the personal and educational needs of exceptional students across their lifespan.

5. Course Objectives

5.1 CRITICAL OBJECTIVES (PROFESSIONAL STUDIES)

These must be mastered during the internship.

The preservice teacher shall demonstrate ability to:

- 290.3.3.03(1)(b)3.(c)1.(iv) Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.
- 290.3.3.03(1)(c)2.(ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.
- 290.3.3.03 (2)(c)1.(v) Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.
- 290.3.3.03 (2)(c)1.(vi) Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.
- 290.3.3.03(2)(c)1.(vii) Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.
- 290.3.3.03 (2)(c)2.(v) Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.
- 290.3.3.03(2)(c)2.(vi) Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners
- 290.3.3.03 (2)(c)2.(vii) Ability to collect and use data to plan, monitor, and improve instruction.
- 290.3.3.03 (2)(c)2.(viii) Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.
- 290.3.3.03 (2)(c)2.(ix) Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.
- 290.3.3.03 (2)(c)3.(iii) Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.
- 290.3.3.03 (2)(c)3.(v) Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.
- 290.3.3.03 (2)(c)3.(vi) Ability to use individual behavioral support plans to proactively respond to the needs of all students.
- 290.3.3.03 (2)(c)3.(viii) Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.
- 290.3.3.03 (2)(c)4.(v) Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.
- 290.3.3.03 (2)(c)4.(vii) Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.
- 290.3.3.03 (2)(c)4.(viii) Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.
- 290.3.3.03 (2)(c)4.(ix) Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.

- 290.3.3.03 (2)(c)4.(x) Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.
- 290.3.3.03 (2)(c)5.(v) Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.
- 290.3.3.03 (2)(c)5.(vi) Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.
- 290.3.3.03 (2)(c)5.(vii) Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.
- 290.3.3.03 (2)(c)5.(viii) Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.
- 290.3.3.03 (2)(c)5.(ix) Ability to develop rubrics and to teach students how to use them to assess their own performance
- 290.3.3.03 (2)(c)5.(xi) Ability to engage all students in assessing and understanding their own learning and behavior.
- 290.3.3.03 (3)(c)1.(v) Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.
- 290.3.3.03 (3)(c)1.(vi) Ability to foster verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.
- 290.3.3.03 (3)(c)1.(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.
- 290.3.3.03 (3)(c)4.(iv) Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.
- 290.3.3.03 (3)(c)4.(v) Ability to use technology to assess student progress and manage records.
- 290.3.3.03 (3)(c)4.(vi) Ability to evaluate students' technology proficiency and students' technology-based products within their content area
- 290.3.3.03 (4)(c)1.(iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.
- 290.3.3.03 (4)(c)1.(v) Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.
- 290.3.3.03 (4)(c)2.(iii) Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.
- 290.3.3.03 (4)(c)3.(iv) Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.
- 290.3.3.03 (4)(c)5.(iii) Ability to create a learning community in which individual differences are respected.
- 290.3.3.03 (4)(c)5.(iv) Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.
- 290.3.3.03 (5)(c)1.(iv) Ability to involve parents and/or families as active partners in planning and supporting student learning.

- 290.3.3.03 (5)(c)1.(v) Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies
- 290.3.3.03 (5)(c)1.(vi) Ability to share responsibility for all students' learning across the school and collaborate with colleagues to support every student's growth.
- 290.3.3.03 (5)(c)1.(vii) Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.
- 290.3.3.03 (5)(c)1.(viii) Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities.
- 290.3.3.03 (5)(c)1.(ix) Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.
- 290.3.3.03 (5)(c)1.(x) Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.
- 290.3.3.03 (5)(c)2.(iv) Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.
- 290.3.3.03 (5)(c)2.(v) Ability to use best practices, professional literature, and collegial assistance to improve as a teacher
- 290.3.3.03 (5)(c)2.(vii) Ability to participate in the creation and nurturance of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at all stages of their careers.
- 290.3.3.03 (5)(c)3.(iv) Ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.
- 290.3.3.03 (5)(c)4.(iii) Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.
- 290.3.3.03 (5)(c)4.(iv) Ability to assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one's professional career.
- 290.3.3.03 (5)(c)5.(iii) Ability to use and maintain confidential student information in an ethical and professional manner.
- 290.3.3.03 (5)(c)5.(iv) Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.
- 290.3.3.03 (5)(c)6.(iv) Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications.

Collaborative Teacher 6-12 Standards

	290-3-3-.34	Standard	Activity	Assessment
290-3-3-.34	(2)(a)3.(i)	Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(a)3.(ii)	Plan and facilitate transition programs within and outside the school setting.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(d)2.(i)	Implement or collaborate with other teachers in implementing the student's standards-based individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment (including assistive technology devices), technological advances, and support personnel.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(d)2.(ii)	Continuously analyze the effectiveness of the standards-based individualized education program and make appropriate modifications.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(d)2.(iii)	Utilize effective teaching strategies designed to promote learning and improve student achievement.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(d)2.(iv)	Modify methods, materials, and equipment to meet student needs.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(e)3.	Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(g)3.(i)	Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(g)3.(ii)	Utilize a range of technologies that enhance instruction, support learning, and organize information.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(h)3.(ii)	Translate assessment information into goals and benchmarks.	Field-based	Observation Work Product Artifact

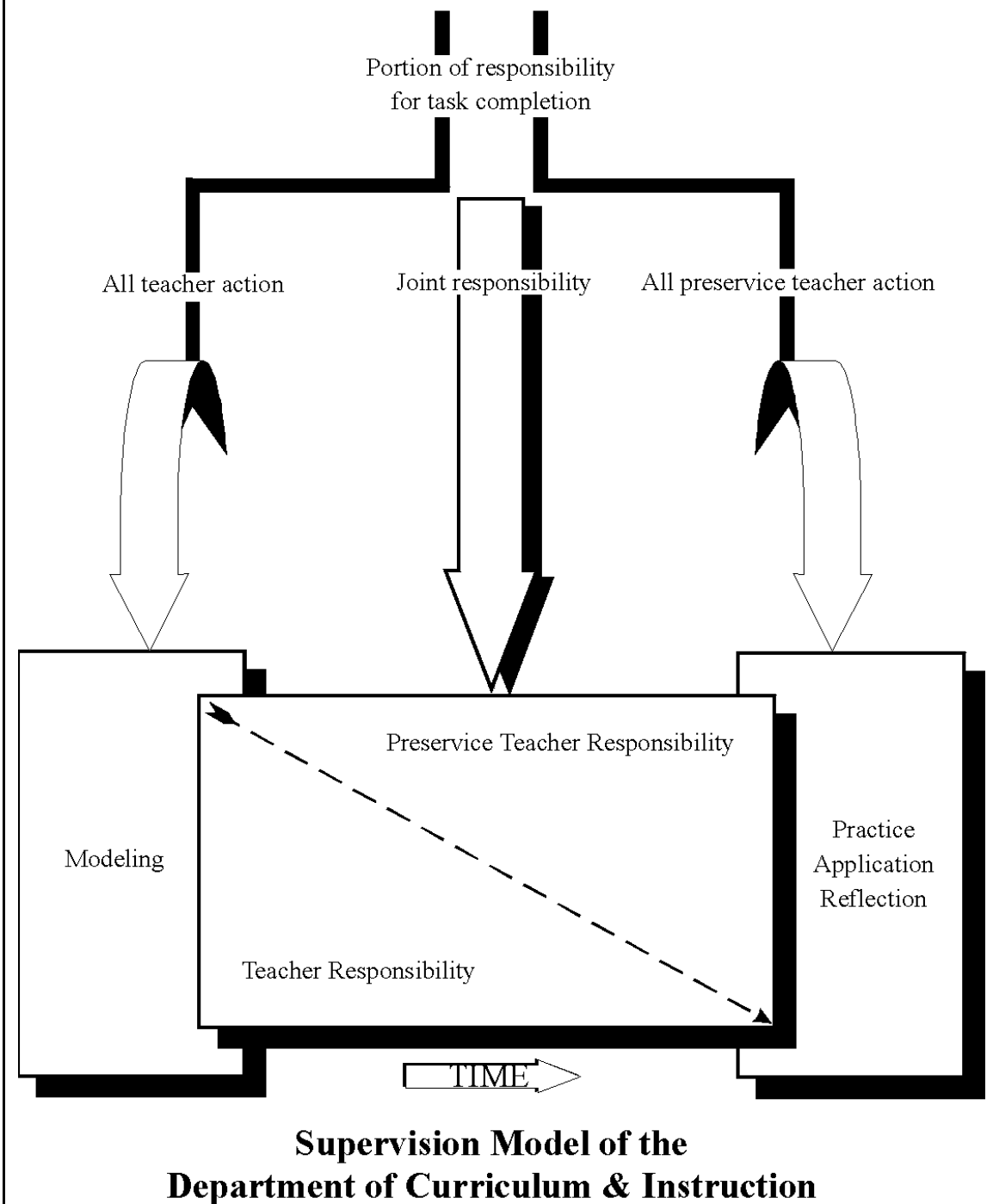
290-3-3-.34	(2)(j)3.(i)	Work collaboratively with members of the instructional team and professionals from related fields.	Field-based	Observation Work Product Artifact
290-3-3-.34	(2)(j)3.(ii)	Effectively communicate the goals of the instructional program to the student, the student's primary caregivers, and appropriate professionals.	Field-based	Observation Work Product Artifact
290-3-3-.36	(1)(b)2.	Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student's educational program.	Field-based	Observation Work Product Artifact
290-3-3-.36	(1)(c)2.(i)	Plan and implement an instructional program in the areas of academics and transition.	Field-based	Observation Work Product Artifact
290-3-3-.36	(1)(c)2.(ii)	Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals.	Field-based	Observation Work Product Artifact
290-3-3-.36	(1)(c)2.(iii)	Implement appropriate behavioral interventions based on a functional behavioral analysis.	Field-based	Observation Work Product Artifact
290-3-3-.36	(1)(c)2.(iv)	Implement a variety of validated, research-based reading and mathematics programs, including intervention programs, selected to meet the needs of students.	Field-based	Observation Work Product Artifact
290-3-3-.36	(1)(c)2.(v)	Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.	Field-based	Observation Work Product Artifact
290-3-3-.36	(1)(e)2.(i)	Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members.	Field-based	Observation Work Product Artifact
290-3-3-.36	(1)(e)2.(ii)	Assist in the implementation of school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.	Field-based	Observation Work Product Artifact

290-3-3-.36	(1)(e)2.(iii)	Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments.	Field-based	Observation Work Product Artifact
290-3-3-.36	(1)(e)2.(iv)	Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.	Field-based	Observation Work Product Artifact

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



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)
- Technology
 - Search and find system technology policies and discuss with students, and model use of these policies.
 - Use building's available technology for instruction and learn to use the report card/parent reporting system for your grade.

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.

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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