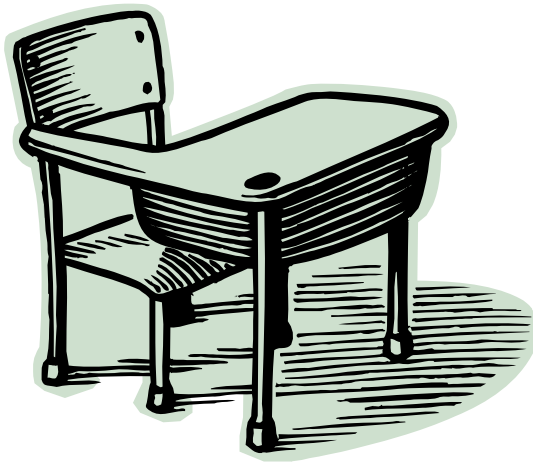


THEORY & PRACTICE IN TEACHER EDUCATION 542

**HANDBOOK FOR THE MIDDLE GRADES SUMMER
FIELD EXPERIENCE**



**ORIENTING THE INTERN TO TEACHING:
THE SUMMER FIELD EXPERIENCE**

TPTE 542: ORIENTING THE INTERN TO TEACHING: THE SUMMER FIELD EXPERIENCE

RATIONALE

This course is designed to provide the middle grades teaching candidate with a school/community field experience prior to the full-year internship that allows for candidate development and demonstration of the knowledge, skills, and dispositions necessary to help all students learn. In this course teacher candidates will be expected to immerse themselves in learning communities in a variety of contexts, e.g., observe and teach in both a middle school and a community placement in diverse settings; observe faculty who model good teaching; reflect on content, professional, and pedagogical knowledge, skills, and dispositions through focused observations and seminar discussions; and develop a personal, professional philosophy of teaching.

INTASC/TN STANDARDS

1/IIa: Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

9/IIIc, Va, Vb, Vc: Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in their learning community) and who actively seek out opportunities to grow professionally.

NCATE Rationale

Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults.

GOALS

Each class participant will:

1. Become oriented to a middle school and community learning community.
2. Become aware of the socio-cultural context of each learning community.
3. Become aware of various classroom management and organization techniques and observe various teaching-learning strategies for students from diverse backgrounds.

REQUIREMENTS

Each class participant will:

1. Spend 30 clock hours in the field, and officially document these hours (see p. 16).
2. Observe in a middle school for 15 hours. The middle school placement will be _____.

3. Observe in a community education center for 15 hours. The community placement will be _____.

4. Familiarize yourself with dispositions 10, 11, and 14 (see pp. 5-6), as you will be expected to demonstrate these dispositions throughout your pre-internship, summer field experiences. As these dispositions emphasize, you will be expected to do the following when you visit schools and community education centers:

- Demonstrate responsibility. Inform the mentoring teacher/instructor of your field experience schedule. Exchange email, phone information, etc. with your mentor/cooperating teacher.
- Remember you are a “guest” in the school/community setting. Be on your best behavior at all times. Be respectful of the fact that the teachers and administrators have agreed to allow you to visit their school/community setting. Remember, too, that you are a representative of the University of Tennessee.
- Call the school/community setting and leave a message for the teacher if you can not attend on your regular schedule.
- Make-up any time missed if sick or school is not in session.
- Dress to make a good professional impression. Your everyday “college student” clothes (jeans, sweats, t-shirts, flip flops, etc.) are not acceptable attire at the middle school where you are a guest. Khakis, long skirts (to the knee or below), oxfords, polo-type shirts, close-to-the-neck blouses, sweaters, closed-toe dress shoes, etc. are acceptable attire. Ties are optional. Shirts should be tucked in. Clothing should not fit tightly. Tattoos should not be visible. Minimal jewelry. In your community field experience setting you may dress less formally. Model your attire after other instructors at the site.
- Legally, you are not allowed to work with students unless a teacher is present. Simply stay within the view of the teacher when working one-on-one, with small groups, or with whole classes of students.

EVALUATION

In order to receive credit for this course, students must complete 30 hours of observations and submit all forms. In addition, evaluation will be linked to **professional dispositions**, specifically dispositions 10, 11, and 14 (see descriptions and key indicators below).

Teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (<http://web.utk.edu/~wwishar1/ddm>) in coursework and field settings related to their preparation program. Instructors for targeted courses are asked to document that students have shown behavior indicating appropriate dispositions at the conclusion of the course. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the procedures at the web site indicated above. Candidates and others are encouraged to visit the website cited above for additional information about the dispositions and/or procedures pertaining to them.

Your course instructor and mentor teachers you will work with in the pre-internship field experience will assess you on your ability to demonstrate these

required dispositions consistently. This assessment will be built into your course grade.

LIABILITY INSURANCE

All field experience students are required to carry **professional liability insurance** as a pre-condition to observing in the school/community placements. Failure to provide evidence of coverage to the School-Based Experience Office (A 329 Bailey Education Complex) will result in removal from the school/community placement and this course. Please check in A 329 for information concerning types of professional liability insurance available.

Disposition 10

Description:

Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor

Key Indicators:

- Arrives for class/work on time
- Attends class/work regularly except when excused in advance
- Exhibits positive attitude toward the discipline and/or teaching profession
- Acts and dresses according to the standards of the school/community setting where the candidate is placed
- Maintains composure in the classroom/learning environment
- Demonstrates situationally appropriate behavior
- Uses language free of profanity and malicious statements toward any individual or groups
- Models behavior expected of both teachers and learners in an educational setting
- Uses appropriate tone of voice
- Maintains emotional control
- Uses self-disclosure appropriately
- Uses appropriate non-verbal expressions
- Responds appropriately to actions and reactions of others
- Demonstrates good personal hygiene
- Recognizes the need for, and seeks help in, one of the areas above (self-monitoring)

Disposition 11

Description:

Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others

Key Indicators:

- Completes assignments, duties, or tasks on time
- Demonstrates willingness to adapt instruction to “best practices”
- Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others
- Communicates without intent to deceive
- Considers opinions of others with an open mind

- Listens attentively to others in a variety of contexts
- Interacts in a polite and respectful manner
- Respects the property of others
- Demonstrates empathy and concern for others
- Displays equitable treatment of others
- Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
- Interacts appropriately in relation to cultural norms
- Acts from a positive frame of reference, including when changes occur
- Returns borrowed materials in a timely manner
- Respects the intellectual property of others by giving credit to others when using their work and avoiding plagiarism
- Adheres to the accepted standards of truthfulness, honesty, and ethical behavior as stated in internship guidelines, and course syllabi.
- Provides students access to varying points of view
- Shows due courtesy and consideration for people and ideas
- Maintains positive working relationships with peers

Disposition 14

Description:

Maintaining the standards of confidentiality regarding student information and communications

Key Indicators:

- Maintains confidentiality of student records, parent communications, and private professional communications.
- Uses language that meets professional standards and is not demeaning or harmful to any individual or group

Socio-Cultural Context of the School/Community Setting

Answer the following questions for each learning community you observe.

School/Community Observations

1. What is the name of the school/community education center where you are observing? Where is it located?
2. Identify the socio-economic status of the community.
3. How many students and teachers are at this location?
4. What is the schedule?
5. What service resources are available to students and teachers in this location?
6. Describe the physical characteristics of the school/community setting (when built, layout, etc.). You may want to make a map of the school or may be able to obtain such a map from the administration.
7. Describe the support staff and specific programs offered to students.
8. How are grouping and tracking done in your placement? How are students placed in these groups? Can they move from one ability group to another? How? Who makes these decisions?
9. How does this school/community center compare to the school you attended?
10. What interactions are there between teachers and administrators?

Classroom Observations

1. Develop a race, ethnicity, social class, and gender profile of the student population in your classroom. Determine the number of African American, Asian, European American, Latino and Native American students in the school/community placement.
2. Use the observation scripting form to take careful field notes during a class period from beginning to end with discussion, questions, activities and time noted.
3. How did teachers use praise? Reprimands? Wait time?
4. Observe interactions among students and between students and faculty. Notice the number of times students are called on in class, given help during seat work, disciplined, etc.
5. What motivational techniques do various teachers use with students? How is student effort rewarded?

6. How do teachers convey their expectations to students? Describe the ways teachers manage their classrooms and discipline students.

7. What are the values and beliefs of the teachers with whom you are working? What is important to them? How do you know? What is the evidence for your judgments?

8. What accommodations, if any, are made for diverse learners during instruction?

9. What are the directives, rules, and practices that shape the configuration of time, space, and curriculum?

10. Reflect on your observations. What did you think of the classroom interactions? What kinds of interactions worked best? Were appropriate? Why? What problems did you observe? What patterns did you observe? What would you do differently about the communication patterns in your own classroom?

Observations of Your Own Teaching

1. What are your own values and beliefs about teaching and learning? About how children learn?

2. You are not required to teach lessons during the summer field experience, but you should take advantage of any teaching opportunities offered to you by mentor teachers. Please describe any lessons you teach, reflect upon what went well, and explain what you might do differently next time.

OBSERVATION SCRIPTING FORM

Subject/Grade Level _____ Lesson Topic _____

Date of Observation _____ Page ____ of ____ pages

Time	Classroom events and content outline
	Bell rings

OBSERVATION FORM: CLASSROOM ROUTINES

Name _____

School/Community Placement _____

Dates and Times of Observations _____

Please observe the mentoring teacher or interview the teacher to find out how the following classroom routines are handled. Not all of the subcategories will be observed.

BEHAVIOR	OBSERVATIONAL NOTES
Beginning Class Routine A. Teacher's position at the bell B. Roll call, absentees C. Tardies	
Use of Room/School Area Routine A. Using assigned seats B. Allowing food, gum, soda C. Using water fountain, bathroom, pencil sharpener D. Writing objectives on board	
Work Requirement Routine A. Note taking and notebooks B. Use of pens, pencils, markers C. Writing on back of paper D. Neatness, legibility	
Assignment Routine A. Returning in-class assignments B. Homework assignments C. Exchanging papers D. Marking and grading assignments E. Make-up and late assignments	
Ending Class Routine A. Putting away supplies, equipment B. Cleaning up C. Dismissing class (teacher or bell)	

GENERAL COMMENTS ON CLASSROOM ROUTINES: (use back of form if necessary)

OBSERVATION FORM: CLASSROOM MANAGEMENT

Name _____

School/Community Placement _____

Dates and Times of Observations _____

Please observe the mentoring teacher or interview the teacher to find out how the following classroom management routines are handled. Not all of the subcategories will be observed.

BEHAVIOR	OBSERVATIONAL NOTES
Instructional Activity Routine A. Activities to do when work is completed B. Student movement	
Group Activity Routine A. Expected behavior in group B. Individual responsibilities C. Seating arrangement	
Academic Feedback Routine A. Rewards and incentives B. Posting student work C. Communicating with parents D. Written comments on assignments	
Interruption Routine A. Talking while others are talking B. Raising hands C. Out-of-seat policies D. Announcement policies E. Channel One policies	
Teacher Personality Routine A. Non-verbal control B. Voice patterns C. Awareness of potential problems	

List of Rules:

List of Consequences for Misbehavior:
 (use back of form if necessary)

OBSERVATION FORM: INSTRUCTIONAL STRATEGIES

Name _____

School/Community Placement _____

Dates and Times of Observations: _____

Please observe the mentoring teacher for the following instructional behaviors. List any other instructional strategies that you observed.

BEHAVIOR	OBSERVATIONAL NOTES
1. Use of set	
2. Use of closure	
3. Check for understanding	
4. Monitoring learning tasks	
5. Amount of teacher talk	
6. Amount of student talk/response patterns	
7. Lecture/discussion	
8. Review games	
9. Group and cooperative learning activities	
10. Use of audio-visuals and technology	
11. Use of transitions	
12. Allowance for varied ability levels	
13. Performance assessment techniques	

GENERAL COMMENTS ON INSTRUCTIONAL STRATEGIES: (use back of form if necessary)

OBSERVATION SCRIPTING FORM

Subject/Grade Level _____ Lesson Topic _____

Date of Observation _____ Page ____ of ____ pages

Time	Classroom events and content outline
	Bell rings

SCRIPTING FORM PART TWO

1. Do you think the teacher had written lesson plans? What were the good points of the lesson? What were the problem areas?

2. Do you think that students were engaged in the lesson? What aspects? What makes you think so?

3. If you were to teach the lesson, how would you organize it? Please complete:

INTRODUCTION

(Describe the creative way that you would start the lesson and create interest in the content/objectives.)

LESSON DEVELOPMENT

(List activities and content topics in sequential order.)

ASSESSMENT

(Describe how you would assess the lesson's objectives.)

SUGGESTED FIELD EXPERIENCE ACTIVITIES

Tutoring individual students

Although the school/community field experience is principally for a positive experience with full classes, some work with individual students who need help is very appropriate, including helping students with make-up work.

Working with small groups

Helping with group projects and the like is excellent.

Teaching one or more brief lessons

"Teaching" certainly is not required, but is appropriate if the situation allows. Students should plan well (the mentoring teacher may need to help, and should approve the plan), and shouldn't be more than 10 minutes or so in length. Brief lectures over a topic a student knows well are appropriate.

Helping review homework with a class

An excellent activity if the student can be prepared ahead of time.

Creating classroom materials

Many UT students are creative and eager to develop teaching materials such as displays, charts, transparencies, and demonstrations.

Grading papers, recording grades, filing papers

Some of this is also called for, but a little bit goes a long way.

Monitoring seat work, assisting administration of tests, taking roll, administering make-up tests

All of these are good experiences.

Assisting with general emergency procedures such as fire drills, tornado drills

Participating in out-of-school activities such as field trips, open house and other PTA meetings, and athletic events

Excellent if the occasion occurs, but should not substitute heavily for regular classroom experience.

Observation of classes

Some observation of the mentoring teacher's classes, and perhaps other classes, is appropriate, but the field experience should emphasize active, hands-on experiences with students rather than passive observation. The student should have purpose for any observation undertaken, e.g., look for the way Set is established, how good behavior is reinforced, etc.

Discussions with mentoring teacher

This is a very important part of the experience. Planning classes, discussing ways of getting classes involved and motivated, ways of diagnosing student learning difficulties, etc. are very helpful. These discussions should be upbeat and positive.

FIELD EXPERIENCE LOG OF ACTIVITIES

DATE	ACTIVITY	# OF HOURS	LOCATION	Teacher Initials

MENTORING TEACHER'S ASSESSMENT FORM (3 pages)

The University appreciates your help in providing a quality field experience for this student. This evaluation will be open to review by the student and appropriate faculty (program advisor), and may be included in the portfolio to be presented to his/her internship mentor.

Field Experience Student	School/Community Center	Date
--------------------------	-------------------------	------

Mentoring Teacher's Name/Subject	Signature of Mentoring Teacher
----------------------------------	--------------------------------

Course Instructor's Name	Signature of Course Instructor
--------------------------	--------------------------------

Program Advisor's Name	Signature of Program Advisor
------------------------	------------------------------

1. The range of activities varies somewhat between participating teachers, between different classes, and even between individual field experience students. Please check the activities in which this student has participated this summer, indicating the approximate frequency of each activity. A student is not expected to experience all of these activities this semester.

None	Occasionally	Often	Extensively	
_____	_____	_____	_____	Purposeful observation in classroom
_____	_____	_____	_____	Working with small groups
_____	_____	_____	_____	Teaching planned lessons
_____	_____	_____	_____	Tutoring individual students
_____	_____	_____	_____	Monitoring seat work
_____	_____	_____	_____	Helping plan class activities
_____	_____	_____	_____	Creating classroom materials; transparencies, hand-outs, displays, etc.
_____	_____	_____	_____	Grading/filing papers
_____	_____	_____	_____	Other _____

2. Please comment on the willingness of this student to participate in classroom activities and interact with students.

3. If this student planned and taught a lesson in your classroom, please comment on the content of the lesson plan and appropriateness of the lesson for the class taught.

4. Please make suggestions which might help this student prepare for student teaching or internship.

5. Teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (<http://web.utk.edu/~wwishar1/ddm>) in coursework and field settings related to their preparation program. For this field experience, teacher candidates are to demonstrate commitment to dispositions 10, 11, and 14. Please indicate whether the candidate was consistent (C) or inconsistent (I) in demonstrating these dispositions (circle one) in your classroom:

C or I	<p>Disposition 10: Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor. Some key indicators include:</p> <ul style="list-style-type: none">• Arrives for class/work on time• Exhibits positive attitude toward the discipline and/or teaching profession• Acts and dresses according to the standards of the school where the candidate is placed• Models behavior expected of both teachers and learners in an educational setting• Responds appropriately to actions and reactions of others• Demonstrates good personal hygiene <p>Comments:</p>
---------------	--

<p>C or I</p>	<p>Disposition 11: Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others. Some key indicators include:</p> <ul style="list-style-type: none"> • Completes assignments, duties, or tasks on time • Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others • Demonstrates empathy and concern for others • Displays equitable treatment of others • Interacts appropriately in relation to cultural norms • Acts from a positive frame of reference, including when changes occur • Returns borrowed materials in a timely manner <p>Comments:</p>
<p>C or I</p>	<p>Disposition 14: Maintaining the standards of confidentiality regarding student information and communications. Some key indicators include:</p> <ul style="list-style-type: none"> • Maintains confidentiality of student records, parent communications, and private professional communications. • Uses language that meets professional standards and is not demeaning or harmful to any individual or group <p>Comments:</p>