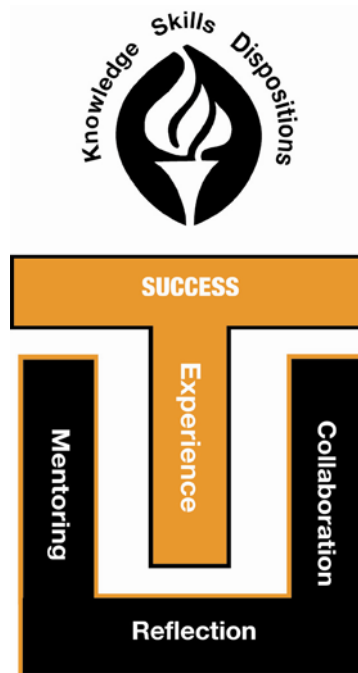


**THEORY & PRACTICE IN TEACHER EDUCATION  
352  
HANDBOOK FOR SECONDARY EDUCATION**



**TPTE 352: ORIENTING THE INTERN TO SCHOOLS  
(PRE-INTERNSHIP FIELD EXPERIENCE)**

## **TPTE 352: ORIENTING THE INTERN TO SCHOOLS (PRE-INTERNSHIP EXPERIENCE)**

**RATIONALE:** This course is designed to provide the secondary teaching candidate with an early, school-based 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, i.e., both a middle and high school placement in diverse settings; observe clinical 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.

**Suggested Course Text:** Wong, H.K. & Wong, R.T. (2004). *The First Days of School: How to Be An Effective Teacher*.

### **GOALS:**

Each class participant will:

1. Become oriented to a middle school and high school 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. Ideally, 15 hours should be completed by mid-semester.
2. Observe in a high school for 6 weeks. The high school placement will be \_\_\_\_\_.
3. Observe in a middle school for 6 weeks. The middle school placement will be \_\_\_\_\_.
3. Spend two blocks/periods in the schools per week.
4. Familiarize yourself with dispositions 10, 11, and 14 (see pp. 4-6), as you will be expected to demonstrate these dispositions throughout your pre-internship field experiences. As these dispositions emphasize, you will be expected to do the following when you visit schools:
  - Demonstrate responsibility. Inform the mentoring teacher and instructor of your field experience schedule. Exchange email, phone information, etc. with your mentor/cooperating teacher.
  - Remember you are a “guest” in the school. Be on your best behavior at all times. Be respectful of the fact that the teacher and administrator have agreed to allow you to visit their school. Remember, too, that you are a representative of the University of Tennessee.
  - Call the school 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 due to bad weather, in-service, or fall break. (You will follow both UT’s fall break schedule as well as the school system’s schedule.
  - 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 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.

5. Attend fifteen (15) 1-hour seminars. Dates/times TBA (to be announced). The following topics will be addressed in the seminars:

- Dispositions of an Effective Teacher
- Professional Development Schools Introduction
- Socio-cultural Context of the High School/Middle School
- Establishing Classroom Routines
- Behavioral Management
- Instructional Strategies
- Introduction to TPTE Faculty and Orientation for next year's interns

### **EVALUATION:**

In order to receive credit for this course, students must attend seminars, participate in class discussions/activities, complete 30 hours of observations in the secondary schools, and submit all forms. In addition, evaluation will be linked to **professional dispositions**, specifically dispositions #s 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 instructor and a middle school or high school teacher 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.**

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#### **Disposition 10:**

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##### **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 where the candidate is placed
- Maintains composure in the classroom
- 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)

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### **Disposition 11**

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#### **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

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**Disposition 14**

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**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

**LIABILITY INSURANCE**

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

## **Socio-Cultural Context of the High School/Middle School**

**Answer the following questions for each learning community you observe.**

### **School Observations**

1. What is the name of the high school where are you observing? Where is it located?
2. Identify the socio-economic status of the community.
3. How many students and faculty are at this school? How many teachers in the department?
4. What is the school schedule?
5. What service resources are available in the school community?
6. Describe the physical characteristics of the school (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 principal.
7. Describe the support staff and specific programs offered to students.
8. How are grouping and tracking done at your school? How are children placed in these groups? Can they move from one ability group to another? How? Who makes these decisions?
9. How does this school 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.
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:**

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

# 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 \_\_\_\_\_

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

**GENERAL COMMENTS ON CLASSROOM ROUTINES:**

## OBSERVATION FORM: CLASSROOM MANAGEMENT

Name \_\_\_\_\_ School \_\_\_\_\_

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
<b>Instructional Activity Routine</b> A. Activities to do when work is completed B. Student movement	
<b>Group Activity Routine</b> A. Expected behavior in group B. Individual responsibilities C. Seating arrangement	
<b>Academic Feedback Routine</b> A. Rewards and incentives B. Posting student work C. Communicating with parents D. Written comments on assignments	
<b>Interruption Routine</b> A. Talking while others are talking B. Raising hands C. Out-of-seat policies D. Announcement policies E. Channel One policies	
<b>Teacher Personality Routine</b> 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 \_\_\_\_\_

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 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 are excellent.

### **Teaching one or more brief lessons.**

"Teaching" certainly is not required, but is appropriate if the situation allows. Students should plan well (the cooperating 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 material.**

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 cooperating 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 cooperating 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.

## COOPERATING TEACHER'S ASSESSMENT FORM

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                      Date

\_\_\_\_\_

Cooperating Teacher's Name/Subject                      Signature of Cooperating 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 semester, 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. 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:

<p><b>C or I</b></p>	<p><b>Disposition 10:</b> 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"> <li>• Arrives for class/work on time</li> <li>• Exhibits positive attitude toward the discipline and/or teaching profession</li> <li>• Acts and dresses according to the standards of the school where the candidate is placed</li> <li>• Models behavior expected of both teachers and learners in an educational setting</li> <li>• Responds appropriately to actions and reactions of others</li> <li>• Demonstrates good personal hygiene</li> </ul> <p><b>Comments:</b></p>
<p><b>C or I</b></p>	<p><b>Disposition 11:</b> 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"> <li>• Completes assignments, duties, or tasks on time</li> <li>• Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others</li> <li>• Demonstrates empathy and concern for others</li> <li>• Displays equitable treatment of others</li> <li>• Interacts appropriately in relation to cultural norms</li> <li>• Acts from a positive frame of reference, including when changes occur</li> <li>• Returns borrowed materials in a timely manner</li> </ul> <p><b>Comments:</b></p>
<p><b>C or I</b></p>	<p><b>Disposition 14:</b> Maintaining the standards of confidentiality regarding student information and communications. Some key indicators include:</p> <ul style="list-style-type: none"> <li>• Maintains confidentiality of student records, parent communications, and private professional communications.</li> <li>• Uses language that meets professional standards and is not demeaning or harmful to any individual or group</li> </ul>

	<b>Comments:</b>
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3. Please comment on the willingness of this student to participate in classroom activities and interact with students.

4. 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.

5. Please make suggestions which might help this student prepare for student teaching or Internship.