

TENNESSEE STATE UNIVERSITY
Teacher Education Program

**Competent and Caring Professionals: Facilitators of Learning
With a Multicultural Perspective**

JUNIOR LEVEL HANDBOOK
FIELD EXPERIENCES

College of Education
Clay Hall
3500 John Merritt Boulevard
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Revised Edition, 2003

PREFACE

The Faculty of the College of Education at Tennessee State University believes that prospective teacher education majors should have accurate information relating to facts about the Teacher Education Program. This manual is prepared for students enrolled in Junior Level Courses EDAD 301 (School Organization, Management and Community Relations), EDSE 333 (Education of Exceptional Children), EDCI 387 (Curriculum Development) and EDAD 400 (Professional Rights and Responsibilities engaging in Early Field Experiences).

I express my appreciation to Fannie Cathey, Leslie Drummond, Roger Weimers, and the committee on Field Experiences (William Cumming, Robert Emans, James Head, Geraldean Johnson, Rosetta Prode, Katie White, Ada Willoughby and Carol Stice) for making this manual possible.

**Franklin B. Jones, Dean
The College of Education**

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THEME: COLLEGE OF EDUCATION

Competent, Caring Professionals

The goals of the TSU teacher education program at both initial and advanced levels are to prepare teachers who are: a) competent, i.e., knowledgeable in a wide variety of areas in general and in their own subject matter in particular, as well as effective with their students and b) caring, i.e., individuals whose values are well defined and evident in their treatment of others, their care for the world around them, and the care with which they support the intellectual, emotional, and spiritual lives of the learners with whom they work. Teachers can provide for many students a model of what it means to be an educated person. Therefore, teachers need a broad curriculum closely connected to the essentials of life and to their own personal interest. This in turn enables them to provide an INTELLECTUAL approach to the legitimate educational needs and questions of the students in their care.

Teachers express an ethic of caring through caring thoughtfulness. To care as a teacher is to be ethically bound to understand one's students. When a caring teacher asks a question in class and a student responds, she receives not just the response but the student. What he says matters, whether it is right or wrong, and she probes gently for clarification, interpretation, contribution.

Noddings, N, (1992). The Challenge to Care in Schools. NY: Teachers College Press

Facilitators of Learning . . .

Teachers who are facilitators of learning create classroom environments that make learning as safe and accessible as possible for all students. Teachers as facilitators focus on integrating subject matter and on learning in social contexts. They focus on creating classroom curriculum that emphasizes direct experience, active learning, learner inquiry and individual interests, multiple modes of self expression, collaborative experiences, and independent achievement. They develop programs where the teacher becomes less a transmitter of information and more a manager of information resources: print, technological, and human. Facilitators of learning help learners achieve their own goals and their own potentials.

With a Multicultural Perspective. . .

Our goal is also to enable teachers to respond to the educational needs of diverse groups by planning and delivering a culturally rich curriculum and using instructional methods that are based on knowledge about how culture influences cognitive learning styles. Therefore, our teacher education program involves:

- a. teaching about cultural groups, most of which are represented in the rural and urban communities in which the candidates will teach,
- b. sharing theory and research findings concerning these groups, and
- c. involving both pre-service and in-service teachers in processes and procedures that enable them to see for themselves and with different eyes the learning and the strengths of various cultural groups of students.

SECTION II: FIELD EXPERIENCES

Early field-based/clinical experiences have been a part of teacher training since the teacher education programs came into existence. Normal schools and other teacher training agencies in the 1800s recognized the need for prospective teachers to have real experiences teaching real children. Throughout this century education and educators have recognized the importance of early and in depth field experiences in the production of teacher competence. They have issued calls for expanding the number and the duration of prospective teachers' observation/participation experiences from the 1940's into the 1900's (Cruickshank and Armaline, 1986).

The field/clinical experiences component of the teacher education program, a three level sequence:

1. **The first layer** consists of an early field experience in the Orientation to Teacher Education Course (EDCI 101). Also included in this layer is Foundation of Education (EDCI 201), School Organization, Management and Community Relations (EDAD 301), Introduction to Special Education (EDSE 333), Curriculum Development (EDCI 387) and Professional Rights and Responsibilities (EDAD 400).
2. **The second layer** is comprised of methods courses. Pedagogy is examined in these courses. These courses typically are taken during the first semester of the senior year. You are putting theory into practice. This is the semester in which you will spend time in the classrooms of cooperating teachers with whom you will student teach.
3. **The third layer** is a semester long, enhanced student teaching experience. This is the culminating experience. It is fifteen weeks in duration and you are in the classroom for full day teaching. Enhanced student teaching requires dual placement. That is, you will be placed in two sites during the fifteen weeks.
 - . Elementary Education majors spend eight (8) weeks at the elementary level and seven (7) weeks at the middle school
 - . Special Education majors spend eight (8) weeks at the elementary level and seven (7) weeks at the high school level.
 - . Secondary majors spend eight (8) weeks at the high school level and seven (7) weeks at the middle school level.
 - . Early Childhood majors spend eight (8) weeks at the kindergarten level and seven (7) weeks at the primary level.

All courses, including field experiences, are guided by the conceptual framework. The general learning outcomes and the organized theme provide a structure for planning the field experiences. The faculty believes that three kinds of knowledge are needed, dispositional, theoretic, and practical, to produce competencies and confidence necessary for success as a beginning teacher. Candidates who complete our professional education programs will be able to:

1. Demonstrate broad and in depth knowledge of their content areas so that they can create meaningful learning experiences for all students.
2. Communicate effectively and collaboratively with students, parents, colleagues and other members of the community to support students' learning and well-being.
3. Promote cultural pluralism within educational settings by working constructively to address gender, class, race, international, and multicultural issues.
4. Demonstrate empathy and caring and other dispositions expected of professional educators through appropriate interactions with individuals and groups.
5. Appropriately apply knowledge of developmental and learning theories to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.
6. Design and implement instructional plans that evidence sensitivity toward and promote growth opportunities for all students, taking into account differences in cognitive, emotional, and physical abilities/qualities, race, and sexual/affectional orientation.
7. Analyze student learning so they can make appropriate decisions regarding learning outcomes, instructional strategies, and evaluation procedures (both formal and informal.)
8. Demonstrate an understanding of professional ethics, standards, and responsibilities of the profession.
9. Effectively utilize the human, literary, and technological resources that enhance instruction, foster inquiry, and encourage critical thinking and problem solving.
10. Continually reflect upon and evaluate their practice so they learn from experience and actively pursue growth and learning opportunities to enhance their professional development.

The above learning outcomes are reflected in courses, field experiences, and evaluation processes. Multiple assessments include courses examinations, portfolios, case studies, simulations, micro-teaching, video and audiotapes, M-team simulations, observations by instructors and supervisors, comprehensive exams, projects, research papers, unit and lesson plans. During student teaching, samples of student work are being collected as part of the evidence that our candidates are having a positive impact on student learning. Based on these learning outcomes, faculty are developing performance criteria and scoring rubrics for portfolio evaluation and for the exit evaluations at the end of student teaching, practicum, and internships.

Getting Ready for the Experience:

The instructor

1. selects the event(s) in which you will engage.
2. initiates the paperwork
3. informs you when permission has been approved for the field experience.
4. prepares you for going into the school or agency.
 - a. specific learning events
 - b. what you might expect
 - c. suggests what you might want to think about
 - d. dress attire
5. goes over procedures for a visitor in the school:
 - a. report to the principal's office first
 - b. sign-in and sign-out
 - c. thank the principal
6. explains the importance of being on time and going when you are scheduled.
7. informs you of all documentation that will be required.

Course and Experiences

You have been admitted to the Teacher Education Program. All courses taken at this level will require a field experience. Field experience in courses at the junior level may vary and may include the following types of activities.

EDAD 301: School Organization, Management and Community Relations

- a. Describing a school's organizational structure-formal and informal.
- b. Identifying all the major personnel positions in a school and the non-instruction duties and responsibilities of each position.
- c. Describing a school's community relationship activity and programs.
- d. Identifying a school's educational philosophy and determining how that philosophy was developed.
- e. Determining the strengths and weaknesses of two different school physical plants in meeting their curricular obligations.
- f. Identifying the rules and procedure a school uses regarding discipline of students.
- g. Identifying the process a school or school system uses for evaluating teachers.

EDSE 333 Education of Exceptional Children:

- a. Observe and record interactions between students and teachers.
- b. Observe both verbal and non-verbal communication skills that teachers employ as they work with special learners.
- c. Determine how teachers plan instruction for student with disabilities (IEPs)
- d. Determine how teachers document and evaluate the progress of special learners.
- e. Observe and record the room arrangement, equipment and materials, and any special features necessary for the instruction and care of special learners.

EDCI 387 Curriculum Development:

- a. Prepare, implement, and assess one instructional lesson plan following the TIMS lesson format.
- b. Determine how teachers implement a school system's curricular requirements.
- c. Determine how teachers implement the state's Framework Curricular Guidelines.
- d. Identify several school's philosophy statements and the degree to which

their curriculum is designed to reflect their state philosophy.

- e. Examine a subject area curriculum guide to determine how multicultural Education issues and concerns are addressed.
- f. Compare curricular designs in traditional and alternative schools where curriculum originates, how it is developed, how it is evaluated.

EDAD 400 Professional Rights and Responsibilities:

- a. Determine what teachers know and believe about their professional rights and responsibilities.
- b. Prepare a simulation experience that sets up a situation where Classmates have to determine the teacher's appropriate course of action.
- c. Prepare for an interview with a State Department of Education legal official about teacher's professional rights and responsibilities.

Recording and Reporting Experiences:

The instructor determines the format for documenting experiences. He/She may require activity logs, journals, observation forms, portfolio, etc. Students generally spend from ten to sixteen hours in the field.

Documentation provides a record that helps the student to reflect. The materials may be shared with classmates. Reflecting on what was experienced and sharing observations, perceptions, and reflections allows the student to learn from the thinking of others. This helps to evaluate and personalize the particular experiences, as well as, clarify thoughts and feelings.

The student will select experiences and class work to add to their portfolio. The student may choose to add all field experiences and class work to their portfolio. See **Appendix - Teacher Education Program guidelines**

SECTION III: ADMISSION TO STUDENT TEACHING

Students should be ready for admission to the Student Teaching the end of the second semester of the junior year. The Director of Student Services and Teacher Education (SSTE) approves all students who apply for Student Teaching. Student teaching applications are available in the Office of Student Services and Teacher Education. The deadline for submitting student teacher applications will be announced in methods classes and posted on the Teacher Certification bulletin board which is adjacent to the Teacher Education office, room 105 in Clay Hall/Education Building.

You and your teacher education advisor must complete the application for student teaching. The signature of the advisor and department head must appear on the application.

Admission to Student Teaching - Mid-point Assessment Interval

As part of the University's retention requirement in the teacher education education Program, each student must be formally admitted to student teaching. Thus, each student must:

1. meet all Teacher Education requirements to date;
2. apply for student teaching through the Teacher Education advisor head to the Assistant Director of Student Services and Teacher Education in the first semester of the senior year.
3. Submit passing scores on the Principles of Learning and Teaching (PLT) of PRAXIS II AND Specialty Area Tests.
4. maintain a cumulative GPA of 2.75 or better;
5. Complete the prescribed prerequisite professional education (all coursework except Methods and Student Teaching) of the prescribed courses in one's major area of specialization with a grade of "C" or better in all methods courses;
6. Complete a structured interview
7. Submit a portfolio (level 2) documenting progress in meeting the General Learning Outcomes in the Unit Conceptual Framework, as well as the specific program learning outcomes required in the specialization area.
8. Submit documentation of liability insurance for the workplace.
9. Supply documentation that a physician certifies that one is free from

communicable diseases.

10. Exhibit personal, social and emotional characteristics essential to becoming an effective educator.

All students are limited to a maximum of fifteen (15) semester hours, twelve (12) in student teaching and three (3) in education seminar during the semester in which they do student teaching. Dual placement will be a part of the fifteen week student teaching experience. Students who are awarded a grade of “C” or “D” in student teaching may graduate from the University but will not be recommended for certification.

NOTE: A student must complete a minimum of six (6) approved semester hours at Tennessee State University prior to student teaching/practicum regardless of his/her previous studies. The Director of Student Services and Teacher Education must approve the courses of student affected by this policy.

Teacher Education candidates must pass the Praxis II Specialty Area test And Teacher Education must approve the courses of students affected by Semester (**Effective Fall 2000**).

APPENDIX A

APPENDIX B

CLASSROOM TEACHER INTERVIEW

To The Classroom Teacher: This instrument has been designed for use in EDCI 387 – Curriculum Development only. The classroom teacher's response **will not** be used in any publication. Your assistance in answering these questions will help the student gain a better understanding of curriculum development, implementation, and classroom instruction. **Thank you for your time and willingness to support continuous learning through first hand experience.**

1. How long have you been in the teaching profession and how has your curriculum/instructional plans changed?
2. Are there a number of curriculum guides used in making curricula/instructional decisions in your classroom? If yes, how do you integrate these to meet students' needs, state, school, system, community and your own expectations?
3. What is/are your teaching style(s) and how has/have it (they) changed?
4. Do you match your teaching style(s) with students' learning styles? How?
5. How far in advanced are lesson plans prepared and how much flexibility is allowed in prepared lessons?

6. If you are in favor of career ladder and are in the process, how does this affect your own style (teaching, planning, implementing) and creativity in the classroom?

7. How do you integrate multicultural education into your curriculum/instructional plans? If you do not, why?

8. From where do you pull your ideas and resources to use in learning activities?

9. Does your experience support the claim that teachers do not share ideas frequently?

FORM FOR EXAMINING A CURRICULUM GUIDE

Examiner:-----

Date of Examination _____ Name of Guide _____

Objective: To determine the requirements, knowledge and skills, types of activities, objectives, etc. required at a particular grade level and in a particular subject area.

Instructions: Select a state and/or textbook curriculum guide and complete this survey.

1. Title of guide: _____
2. Check one:
 - a. _____ textbook
 - b. _____ school district
 - c. _____ the state
 - d. _____ other (specify) _____
3. Date of the guide: _____
4. Grade level(s) of the guide: _____
5. Subject area(s) of the guide: _____

Answer the following yes/no or as indicated:

6. The guide included:
 - a. _____ objectives,
 - b. _____ student activities,
 - c. _____ resources,
 - d. _____ examples,
 - e. _____ bibliographies,
 - f. _____ computer software sources,
 - g. _____ test banks,
 - h. _____ discussion questions,
 - i. _____ materials for making transparencies,
 - j. _____ content outlines
 - k. _____ other (specify)
7. The guide suggests appropriate textbooks (Specify):

8. The guide suggests appropriate supplemental books.

9. The guide suggests appropriate references.

10. The guide suggests activities for different levels of students.
 - a. _____ gifted
 - b. _____ advanced
 - c. _____ basic
 - d. _____ others (Specify):

Sample Observation/Participation Journal Format

Name _____ Date _____

School _____

Classroom _____ Grade or Subject _____

1. On initial observation:
Draw classroom floor plan and label.
List major sets of materials and equipment.
Copy teacher's daily schedule and general lesson plan format.
Provide general demographic data describing students and school.

Write running account of what teacher did and said.
2. On all subsequent visits:
Write running account of what teacher did and said.
Focus on how the teacher teaches, how he or she organizes time space, and resources. What materials and techniques are employed?
3. Add--During week 2 select one child who appears to be having difficulty and focus your observations on that learner.
Write running account of what that child and said while you were in the In the classroom.

Reflect on your notes and summarize what you learned about that student.
4. Add--During week 4 select another child who appears to be having difficulty and focus your observations on that learner.
Write running account of what that child did and said while you were in the classroom.

Reflect on your notes and summarize what you learned about the student.
5. Add--Write a running account of your own involvement in the class.
Reflect on your notes and summarize what you are learning about teaching and learning.

Conference/Tutorial Form

School -----

Date-----

Teacher ----- Grade or subject -----

Learner
strengths-----

Learner focus-----

Learner presents:

Learner self-assesses:

Comments:

APPENDIX C

APPENDIX D

APPENDIX E

TEACHER EDUCATION ADVISORS

Mr. William Cumming
Interdisciplinary Degree
(Elementary Licensure)
Main Campus
Elementary Education
Volunteer State Community College
963-5769 963-5471

Dr. Francisca Norales
Business Education
Avon Williams Campus
963-7176

Dr. Glen Steimling, Head
Human Performance and Sports Science
Main Campus
963-2172

Ms. Terry Davis
Human Performance and Sports Science
Main Campus
963-2114

Dr. Franklin B. Jones, Dean
College of Education
Main Campus
963-5451

Dr. Leslie Drummond, Associate Dean
College of Education
Main Campus
963-5478

Dr. John Mark Hunter, Assistant Dean
College of Education
Public Service – Main Campus
963-1348

Dr. Sharynn Ethridge-Logan
Language, Literature, Philosophy
Main Campus
963-1537

Dr. Kirmanj Gundi
Educational Administration
Main Campus
963-2298

Dr. James Head
English Department
Main Campus
963-5733

Dr. Jeanetta Jackson-Williams
Physics & Math
Main Campus
963-5869

Dr. Geraldean Johnson, Head
Early Childhood Education
Main Campus
963-5617

Dr. Mary Dale Fitzgerald
Speech Pathology & Audiology
Avon Williams Campus
963-7008

Dr. Erick Schmeller
History/Government
Main Campus
963-5510

Dr. Judith Presley, Assistant Dean
Teacher Education & Certification
Main Campus
963-5459

Dr. Elaine Martin
Biology Department
Main Campus
963-5769

Dr. Grenneta Simpson
Music Department
Main Campus
963-5347

Dr. Peter Millet, Head
Psychology Department
Main Campus
963-5161

Dr. Sumita Chakraborti, Program Coordinator
Special Education
Main Campus
963-5476

Dr. David Domin
Chemistry Department
Main Campus
963-5321

Dr. Dean Roberts, Head
Department of Teaching and
Learning
Main Campus
963-5474

Dr. Beth Quick
Early Childhood Education
Main Campus
963-5629

Mr. Carlyle Johnson
Art Education
Main Campus
963-5921

***Students seeking advisement for the Post-Baccalaureate program should call the
Teacher Education and Certification Office at 963-5459.**

“BUT NOBODY TOLD ME” (OR) “I DIDN’T KNOW”

- I am expected to see my advisor every semester
- I was to enroll in orientation during my first semester at TSU
- I cannot be registered for one section of a course and attend another
- instructors cannot exchange grades for students
- I would be purged if I did not pay ALL charges on my account
- I would be suspended if I fail a developmental course more than once
- I must earn a grade of a least C in English 101 and 102
- I must take my two PE courses in separate semesters, not two in one semester
- I am on academic probation
- I had been suspended for unsatisfactory academic performance
- the last grade I earn is the grade that counts (up to the second repeat)
- I must have approval to repeat a course more than twice
- I must have approval to take courses at another institution
- I could not enroll in more than 13 hours when I am on academic probation
- I am restricted to a maximum of 11 hours if I have Work Rule
- I can be dropped from my classes for excessive absences; tardiness
- If I repeat a course at another institution, TSU is not required to accept it
- my instructors may lower my grades for being absent or tardy
- under Academic Fresh Start my first 40 hours must be completed at TSU
- though I never attend classes, I owe for all courses for which I register
- I must receive F’s in courses I do not drop or from which I do not withdraw
- once classes begin, the maximum refund I can receive is 75%
- I must withdraw by the published date or I will receive failing grades
- I cannot receive an official transcript if I have a delinquent balance
- if I am auditing a course, I must say this at the time of registration
- my courses cannot be reinstated if a check is returned for insufficient funds
- I will lose my scholarship if I do not make a certain average every semester
- I may be expelled for “signing” (forging) a faculty member’s name
- I am to repeat failed courses immediately—the next semester
- I may be asked to present my TSU ID to officials of the University
- I may be purged from classes for not paying a traffic fine
- this class does not meet on the main campus
- I cannot take a full course load at TSU and then enroll in courses elsewhere
- If I do not pay my deferment on time, I can be purged for the semester
- I should keep every piece of paper related to my enrollment at TSU
- the burden of proof is most often on the customer-me, the student
- I should read all all information in the catalog, schedule, handbooks and syllabi
- I always have a right of appeal and there is a protocol for appealing

**STUDENTS WHO READ AROUND DON’T GET THE RUN AROUND.
THEY KNOW THE REGULATIONS, ASK THE RIGHT QUESTIONS AND
GET THE RIGHT ANSWERS.**

REQUIREMENTS FOR UNDERGRADUATE ADMISSION TO TEACHER EDUCATION PROGRAM

1. **COPY OF TRANSCRIPT (Cumulative 2.75 GPA required)**
2. **COPY OF ONE OF THE FOLLOWING:**

**COPY OF PPST SCORE (Reading, Writing, Math) or
CBT SCORE (Computer Based Test)
COPY OF ACT COMPOSITE SCORE 21 or above
COPY OF ENHANCED ACT SCORE 22 or above
COPY OF SAT SCORE 990 or above**
3. **THREE (3) RECOMMENATIONS FORMS (from the Teacher Education Office)**
4. **TYPEWRITTEN AUTOBIOGRAPHY OF A MINIMUM OF 300 WORDS INCLUDE THE FOLLOWING TOPICS:**
 - A. Experience with children
 - B. Work experiences (last five years)
 - C. Travel experiences
 - D. Career plans
5. **A COPY OF YOUR PORTFOLIO REFLECTING INTASC'S TEN (10) STANDARDS WITH THE FOLLOWING COMPONENTS (WWW.TNSTATE.EDU/EDUC/NCATE/EXHIBITS/ROOM.HTM) FOR DESCRIPTION OF THE STANDARDS**
 - A. A COVER PAGE
 - B. DESCRIPTION OF THE RATIONALE
 - C. INTASC STANDARDS DIVIDERS
 - D. TABLE OF CONTENTS
 - E. A TYPED AUTOBIOGRAPHY (See above for inclusive topics)
 - F. RECOMMENDATION FROM FACULTY
 - G. A FIRST DRAFT OF YOUR PERSONAL TEACHING PHILOSOPHY
6. **CONTACT THE SPEECH AND HEARING CLINIC FOR AN APPOINTMNET FOR HEARINGAND SPEECH TEST:**

**Speech and Hearing Clinic
Avon Williams Campus
963-7010**
7. **REQUEST AN APPOINTMENT FOR AN INTERVIEW FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM, ROOM 105, COLLEGE OF EDUCATION or call 963-5459. (The screening interview will include an assessment of both oral and written communication skills).**

NOTE: The Praxis II Tests:

Principles of Learning and Teaching (PLT) and Specialty Area Tests are not required for admission to the Teacher Education Program but these tests must be taken and passed before the student teaching semester. (Effective Fall 2001).

TENNESSEE STATE UNIVERSITY
COLLEGE OF EDUCATION
APPLICATION FOR ADMISSION
TO THE
TEACHER EDUCATION PROGRAM
(UNDERGRADUATE)

SECTION I: (To be completed by Student)

NAME: _____ SS#: _____ Date: _____

Address: _____ Phone: () _____

City/State/Zip Code: _____

Permanent Address:
_____ Phone: () _____

City/State/Zip Code: _____

Classification: Soph. _____ Jr. _____ Sr. _____

Major: _____ Certification Area/Level: _____

ANTICIPATED DATE OF GRADUATION: _____
(Month) (Year)

SECTION II: (To be completed by Student and Advisor)

Prerequisites Completed: (Record Grades) EDCI 201 _____

PSY 242 _____ Science _____ Math _____

Total Hours Completed: _____ Cumulative GPA _____

PPST or CBT: Math _____ Reading _____ Writing _____

(or) ACT _____ / SAT _____ (requisite scores can be used to exempt students from PPST, see Teacher Education Handbook)

Race: _____ Gender: Female _____ Male _____

Rising Junior Exam Taken: Yes _____ No _____ Date: _____

(or exempt _____; transferred more than 60 hrs. to TSU)

Physical Handicaps: No____ Yes____ If Yes, Explain (optional)

Advisor _____
Signature

Date: _____

Have you been convicted of a misdemeanor or felony in the past ten years?

No _____ Yes _____

If yes, please explain:

Behavioral Rating Scale for Admission to Teacher Education Program

The candidate named below is seeking admission to the TSU Teacher Education Program. It is important that we select individuals with the potential to become successful educators. Your honest evaluation is requested. If you feel you do not know the candidate well enough to respond, it is recommended that you do not complete this form. DO NOT ANSWER ANY STATEMENTS OF WHICH YOU ARE UNSURE. In the space provided, please the number that most accurately reflects your assessment of the candidate. Thank you for your assistance.

0 – Never; 1-Seldom; 3-Sometimes; 4-Frequently; 5-Consistently

- 1. Enunciates words distinctly and speaks clearly
- 2. Uses correct grammar
- 3. Listens attentively
- 4. Is highly motivated
- 5. Demonstrates initiative
- 6. Works well independently
- 7. Is punctual with work and assignments
- 8. Requires little or no assistance from other people
- 9. Makes appropriate decisions
- 10. Is reliable
- 11. Gives all tasks an adequate attempt
- 12. Accepts authority
- 13. Reacts calmly to adversities
- 14. Possesses a positive self image
- 15. Displays a broad knowledge of issues
- 16. Accepts individual differences
- 17. Respects other people
- 18. Possesses insight; demonstrates reflective thought
- 19. Is sensitive to the needs of other people
- 20. Takes responsibility for own actions
- 21. Has achieved successes
- 22. Displays genuine warmth
- 23. Is flexible
- 24. Meets new people comfortably
- 25. Handle stress well
- 26. Is open to new ideas
- 27. Makes up his/her own mind without influences of peers
- 28. Can admit to being wrong
- 29. Has a sense of humor
- 30. Is well organized in his/her work
- 31. Gets along well with others
- 32. Possesses a pleasant disposition
- 33. Accepts criticism positively
- 34. Handles difficult situations well
- 35. Values the importance of education

Based on your knowledge of the candidate in a general sense, would you recommend Him/her for admission to the TSU Teacher Education program?

_____ Yes _____ No _____ Unsure

Student _____ Signature of Evaluator _____

OBSERVATIONAL CHECKLIST

DIRECTIONS: Use the information below to evaluate your observational experience.

PART 1. GENERAL INFORMATION:

School _____ Grade Level _____ Subject Taught _____

Teacher _____ Principal _____ Date _____

Address of School _____ Telephone# _____

Your Name _____ Semester: F ___ Sp ___ Sum ___

PART 11. CLASSROOM ENVIRONMENT: Respond to the statement by placing a check mark in the appropriate space or by filling in requested information.

STATEMENT	YES	NO
A. The classroom was organized for optimal learning. <u>Describe what you observed.</u>	_____	_____
B. The Learning environment was warm, colorful, and supportive. <u>Give an example of supportiveness</u>	_____	_____
C. Learning resources were available in the classroom. <u>Underline the resources that you see</u> (books, computers, overhead projectors, television, recorder, globe, handouts, weekly readers, filmstrips, films, etc.)	_____	_____
D. Bulletin boards, both general and content related, were displayed in the classroom.	_____	_____
E. The teacher has developed an excellent teacher-student relationship. <u>Describe what gives you this impression.</u>	_____	_____

PART III. INSTRUCTION:

STATEMENT	YES	NO
A. Whole group instruction was the primary form in which instruction was given.	_____	_____
B. Small group instruction was used in the classroom. <u>When did most occur?</u>	_____	_____
C. Both whole and small group instruction occurred in in the classroom.	_____	_____
D. Students moved in and out of large and small group Instruction with ease.	_____	_____
E. Students were informed of the purpose for the learning activity(ies).	_____	_____
F. The teacher followed a plan but used flexibility when needed (could adjust plan based on students' needs). <u>Give two examples.</u>	_____	_____
G. The teacher used a system of reward to encourage students' learning. <u>Give an example.</u>	_____	_____
H. Positive feedback was given to students.	_____	_____
I. Students feedback was given to students.	_____	_____
J. The teacher used more than to teach.(e.g. visual information, hand-on activities, chalk board, small group, learning centers, etc.)	_____	_____
K. Students' work was displayed in the classroom.	_____	_____

OBSERVATION/PARTICIPATION IN THE CLASSROOM

SCHOOL: _____ LOCATION: _____

TEACHER: _____ DATE _____ TIME: _____

LENGTH OF OBSERVATION/PARTICIPATION: _____ GRADE LEVEL: _____

YOUR NAME: _____

PART 1: Description of observation/participation: Describe as accurately as possible your observation/participation experience. You may include quotes but do not make judgments.

PART 11: Complete the open-ended stems:

This experience has helped me to

My most significant learning today

The students in the classroom were.

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