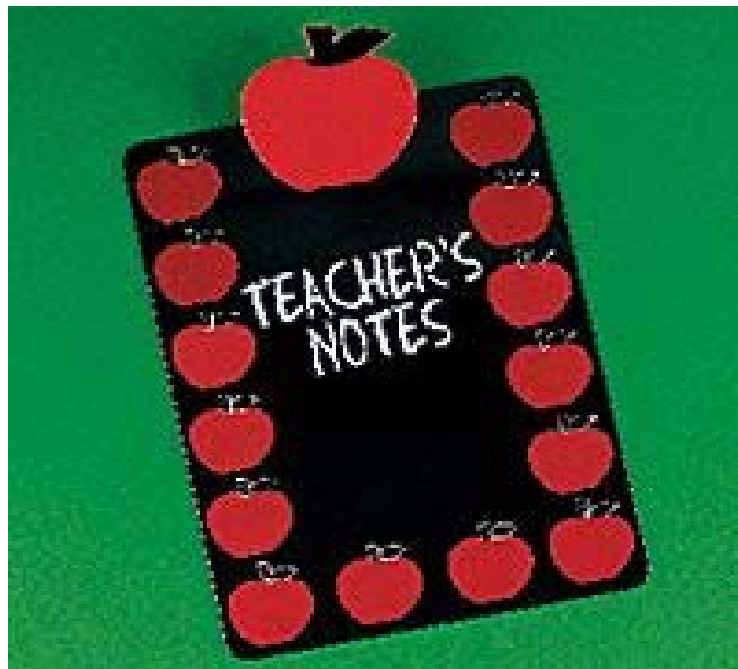


The Opening School Experience Teacher Handbook



Georgia State University
Early Childhood Department
30 Pryor Street, Suite 550
Atlanta, Georgia 30303

Semester _____ Year _____

Intern _____

Teacher _____

Instructions to Teachers

The faculty of the Department of Early Childhood Education appreciates your participation in the *Opening School Experience Program*. This experience is one of the student's most valuable learning opportunities. Teachers, like you, who are willing to share their expertise with pre-service teachers make a vital contribution to the teaching profession.

The intern is expected to be an active participant in all activities during preplanning and in the classroom. This includes attending staff and grade level meetings, registration, and professional development opportunities.

Throughout the two weeks the student has specific assignments to complete as outlined in this handbook. While most of the assignments can be completed by the intern alone, others require some assistance from you. In most cases, the intern will simply be looking for suggestions, feedback and advice. Other assignments require the student to look at test data, curriculum materials and other resources you can provide. You may assign other duties as the intern's time permits at your discretion. However, **the interns are not allowed to supervise the class in your absence.**

The intern is expected to be **on time and present each day**. Problems with either tardiness or attendance can be documented on the intern's evaluation form.

1. At the end of the two weeks we ask that you fill out the Classroom Teacher Evaluation of Student's Performance form and return to the intern to be included in the OSE Field Log. You may also choose to mail the form to the Opening School Experience Coordinator at the address listed on the cover of the Teacher Handbook. The form is included in this manual.

If you have any questions or concerns please contact the **Opening School Experience Coordinator, Carla Tanguay, at ctanguay@gsu.edu.**

Teacher Responsibilities

- Provide informal feedback on a daily basis.
- Allow the intern to participate in preplanning and classroom activities to the greatest extent possible.
- Share resources and experiences
- Complete the Teacher Evaluation of Student's Performance
- Submit the form to the intern to be included in the OSE Field Log OR mail the form to the BSE Coordinator at the address listed below.
- Contact the Opening School Experience Coordinator, Carla Tanguay, at ctanguay@gsu.edu with any questions or concerns.

Mailing Address:

BSE Coordinator

Department of Early Childhood Education

Georgia State University

30 Pryor Street

Atlanta, GA 30303

**CLASSROOM TEACHER EVALUATION OF
STUDENT'S PERFORMANCE
OPENING SCHOOL EXPERIENCE**

INTERN: _____

SCHOOL: _____

GRADE LEVEL: _____

CLASSROOM TEACHER: _____

Attendance Record: Indicate with a "X" the days the student was in attendance and a "T" if the student was tardy.

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK #1					
WEEK #2					

Check the appropriate column.

I. PROFESSIONALISM	GOOD	FAIR	POOR
A. Personal Appearance			
B. Attitude			
C. Enthusiasm			
D. Communication Skills			
E. Dependability			
F. Overall Performance			

Teacher Signature: _____ Date _____

Additional Comments:

Intern Responsibilities

The successful completion of your Opening School Experience is required before you may begin your Block III or Student Teaching placement. To successfully complete this requirement you must:

- Complete the Opening School Experience Field Log as documented on the Week #1 and Week #2 Program Requirement Checklist, and submit the completed log with the checklists to your GSU field supervisor by the fourth week of fall semester. If the log is inadequate, you will be required to make the necessary changes in order to successfully complete OSE.
- Be punctual and attend **each day** as documented by your teacher on the Classroom Teacher Evaluation of Student's Performance form. (No absences are allowed during the 2 week internship.)
- Display professionalism as documented on the Classroom Teacher Evaluation of Student's Performance form.
- Submit the completed OSE Field Log along with the evaluation form to the GSU field supervisor by the end of the fourth week of the fall semester for review and approval.
- Submit the pages listed below to the OSE Coordinator after your GSU supervisor has approved the completed OSE Field Log. Staple the pages together prior to submission. This documentation is **due** to the OSE Coordinator by **OCTOBER 1, 2009** in order to receive credit for the Opening School Experience internship.

Required documentation due OCTOBER 1, 2009:

- 1) OSE Student Log cover page (including all information - semester, year, intern name, teacher name)
- 2) Week #1 Program Requirement Checklist with GSU Supervisor signature
- 3) Week #2 Program Requirement Checklist with GSU Supervisor signature
- 4) Classroom Teacher Evaluation of Student Performance with classroom teacher signature

The Department of Early Childhood has the right to immediately remove any intern who jeopardizes the safety or wellbeing of the students and/or the school.

Copy of the Reflection Questions in the Student Field Log

I. Content & Curriculum

INTASC Standards # 1, 4, 7

1. Go to www.georgiastandards.org and find one standard your teacher will be introducing the first week in Math and Language Arts. Find out if the local school system has separate standards that correlate with the Georgia Standards. If so, write down the correlating local standards for the standards you identified. (week 1)
2. Write down the names/authors of three student books at various reading levels in the media center that will support a standard your teacher is presenting. Find three additional resources beyond the text book that will enable the teacher to use multiple instructional strategies (game, manipulatives, real objects, props, instructional audio/visual materials, drama, magazines, music, technology, art, etc.). Describe each one you found. Now, offer these additional resources to your teacher. (week 1)
3. Look over the curricular materials your teacher is provided for Math, Science, Social Studies, Reading, Spelling, and Writing. Write down the publisher and describe the materials provided for each subject. Choose two subjects and comment on ways the materials support or do not support what you know to be true about how students learn these subjects. (week 1)

II. Knowledge of Students and Their Learning

INTASC Standards # 2, 3, 4

1. Check the demographics of the school and your classroom. Why is this important to know? (week 1)
2. In what specific ways do you notice the school using their knowledge of student backgrounds to create a school that is culturally responsive? (week 2)
3. Based on conversations and observations write about how the teacher sets high expectations for all while acknowledging the normal differences in student growth, development, and ability levels? (week 2)
4. Investigate the support services offered in your school by following the directions on the "Support Services" form provided. (week 1)

III. Learning Environments

INTASC Standards # 5, 3, 7, 6, 10

1. What does the teacher do during *preplanning* to ensure the classroom will be conducive for learning? What are some "invisible things" the teacher has put in place that act as a foundation for positive classroom management? (week 1)
2. How does the teacher take a group of individual students and begin to build community in the classroom? Include ways the teacher shows sensitivity to students' unique cultures. (week 2)
3. Describe how the teacher introduces her/his management plan, procedures & routines. What system does she/he use for addressing misbehavior? What management philosophy does this plan reflect? If there is a school wide discipline plan describe it and discuss how the school wide system and the teacher's system support one another. (week 2)
4. Use the two forms, "Rules and Procedures" and "Transitions and Routines" as organizers. As you observe the teacher addressing one of these areas make note of it on the appropriate forms. (week 2)

IV. Assessment

INTASC # 8, 3, 7

1. Look at your class records and test scores. (week 1)
 - a. List the various assessments you find in the student records (both standardized and informal). What specific information can you learn from each assessment?

 - b. Look at the CRCT test results for your class. What general statements can you make about the class based on this information?

2. Assist the teacher in administering assessments the first week of school. List the tests you administered and how the results can be used. (week 2)

3. How does the teacher know where to start? How does she/he organize the class for instruction at the beginning of the school year? (week 2)

V. Planning & Instruction

INTASC # 7, 1, 2, 3, 4, 5, 10

1. Describe the process your teacher goes through when planning. Does she/he do it alone or with a colleague? How far in advance? How does he/she decide which objectives to teach? What strategies to use? How to assess student learning? What format does she/he use? What advice can he/she give you about the planning process? (week 1)
2. How does the teacher plan for individual differences? (strategies, grouping, technology, resources, for example). (week 2)
3. Observe a lesson of your choice focusing on student learning and behavior. Collect and include a few student work samples. Write a plan (using the format you prefer) for the NEXT lesson that uses your observations about student behavior and learning. (week 2)
4. Observe 4 lessons during the week while documenting them on the "Instruction in the Classroom" form provided. Analyze the approaches and strategies used. On the back write your conclusions. (week 2)

VI. Professionalism

INTASC Standard # 9, 10

1. Make a pie chart on a separate piece of paper showing how your teacher spends her time during preplanning week. Include these categories:
 - Attending meetings about policies and procedures
 - Planning instruction
 - Setting up the classroom
 - Attending professional development sessions
 - Getting to know one another
 - Interacting with parents/students
 - Others of your choice

Analyze the results. (week 1)

2. What are the school's vision, mission and beliefs? How have these been communicated during preplanning? What evidence do you see that these values and beliefs drive "the way things are done" at the school? (week 2)
3. What did the teacher do to organize for registration? What positive communication skills did the teacher employ in her communication with the parents and students? How well attended was registration? If not well attended, what can a teacher do? (week 1)