

BYU-Hawaii
2010-2011 Student Teaching Syllabus

Course Overview:

1. Course Objective:

This course is designed a) for students to observe the Hawaii Teacher Performance and Licensing Standards being modeled by their cooperating teacher and other public school personnel and, b) to develop student proficiency in the licensing standards and prepare them for employment as a teacher. For a complete listing of the responsibilities of the Cooperating Teacher, BYUH Professor, and the Teacher Candidate please see the relevant section of the Professional Year Handbook.

2. Outcomes:

Prior to successful completion of this course, the student will be able to:

1. Demonstrate basic proficiency in each of the ten Teacher Performance and Licensing Standards.
2. Demonstrate appropriate professional dispositions.
3. Handle basic classroom routines (i.e. attendance, lunch count) without CT assistance.
4. Maintain a weekly plan book and student teaching binder (i.e. lesson plans, school procedures, etc.)
5. Plan, teach, assess, and self-evaluate lessons in a variety of content areas. Use standards based tests for these assessments and use the data from the tests to drive instruction.
6. Plan, teach, assess, and self-evaluate consecutive lessons.
7. Teach full time with approval by CT and BYUH and meet the standards associated with this experience.
8. Demonstrate the ability to successfully collaborate with other professionals in the school setting.
9. Demonstrate the ability to assume all responsibilities expected of a classroom teacher.
10. Pass all PRAXIS II tests at the state mandated requirement levels.

3. Grading:

This course is graded on a pass/fail basis. In order to pass the course you must have completed **ALL** requirements at a basic proficiency level. It is possible to be given a T grade if progress is being made but more time is needed to successfully meet all requirements.

Schedule:

- * First day at placement – January, first DOE Teacher day. (January 3rd)
- * Holidays/Vacations/Waiver Days - follow each school calendar
- * Last day at placement – Last day when the DOE school finishes (about May 27th)
- * Turn in portfolios, student teaching binder – Seminar, two weeks before DOE last day
- * Turn in checklist, year-end evaluation, narrative summary, attendance card (turn in after the last day in the schools), resource file – Turn in at exit interview Seminar, two weeks before DOE last day
- * Exit interviews – May 23rd-27th (around last week of DOE Schools)
- * Seminars - Every Wednesday 4:50 p.m. to 6:30 p.m. in the SOE.
First Wednesday that BYUH semester is in session (January 5th)

Exact dates for these requirements will be given at the first seminar.

Course Requirements:

1. Full Time School Experience- O&P Transition and Student Teaching Observations:

Elementary Education:

A minimum of seven (7) observations by your Cooperating Teacher

one (1) observation must be in language arts/reading,

one (1) in math,

one (1) science,

one (1) social studies,

two (2) in any **two** of the following areas-art, music, PE, health/guidance

And a minimum of five (5) observations conducted by BYUH personnel

one (1) in language arts/reading

one (1) in math

one (1) science

one (1) social studies

Secondary Education:

These students will have the same number of observations but these will be completed in the content area of the Cooperating teacher.

Full Time Field Experience Schedule: (Table 1)

Phase II – Preparation for Student Teaching – 4 weeks (finish O/P)

Phase II– Transition to Student Teaching – 2 weeks (finish O/P)

Phase III – Transition to Full time teaching – 3 weeks

Phase III – Full time teaching with CT and BYUH approval – 8/9 weeks

Phase III– Transition from TC to CT – 1 week (other classroom visitation/exit activities)

Dates for each of these Phases are found on Table 1 within this document

*****You will have three unannounced observations during the semester to assess your teaching and classroom management skills. In order for this to occur you will need to get your teaching schedule and the dates of your full time teaching period to the Director of Field Services (Peggy Hirata). In addition, you will submit via email a weekly activity schedule during full time experience that will include events such as assemblies, class speakers, field trips, or any other changes that will be happening during that time period.***

2. Observation Procedures:

1. Scheduling Procedures – Same as O&P (Elementary in the sign up book, Secondary on the big calendar.)
2. Observation Procedures
 - a. Lesson presentations should range from 30-90 minutes depending on the placement.
 - b. One-on-one teaching situations cannot be counted for formal observations.
 - c. The observer and teacher candidate will meet 15 minutes prior to the lesson at the classroom. At this time, the teacher candidate will present the observer with the lesson plan (initialed and dated by the CT), their weekly plan book, their student teaching binder, and a blank observation form. (*If any of these are missing or in substandard form, the observer may cancel the observation.)
 - d. A post-conference will follow the observation at a site agreed by both parties. If possible, the CT is invited to participate in the post-conference.
3. Filing of Reports
 - a. Completed observation forms should be submitted to Peggy Hirata within one week.
 - b. All forms are kept in SOE 102 and students can check their records with Peggy Hirata. However, these records cannot be removed from the SOE building.

3. Written Reflection of Observations: (Appendix A)

All majors in this full time experience will submit reflections for each formal observation. Elementary/Special Education majors will submit these by email to Peggy Hirata within 48 hours of the observation. Secondary will submit these at the next seminar following the observation. After each formal observation, you will need to reflect on the lesson. Specifically, reflect on your effectiveness, how well the students met the outcomes and the standards you selected, and any changes that would need to be implemented if the lesson were taught again. Your written reflection will be forwarded to your lesson observer so this needs to be in electronic form as an attachment. A copy of the written reflection also will be filed with the corresponding observation form and lesson plan. A reflection rubric is attached.

4. Checklist of Expectations for the Student Teacher: (Appendix B)

This form describes the responsibilities you will be expected to assume in the classroom as well as outlines a suggested timeline. This form will be filled out by your cooperating teacher throughout the semester as each expectation has been completed. The form will be due at your exit interview. See the appendix of forms.

5. Action research (Appendix C)

Each student will complete an action research project and will write this up for formal submission. A Power Point presentation to be presented at the SOE conference is also part of this process.

6. Performance Outcomes Portfolio: (Professional Year Handbook pg. 72, 113)

This portfolio is due on **the Wednesday of seminar two weeks before the final day in the schools** and will be graded as a pass/fail. NOTE: If your portfolio is given a failing grade you will not be allowed to pass student teaching until such time as your portfolio has been redone and given a passing grade.

7. Employment Portfolio: (Professional Year Handbook pg. 73)

You will hand this in **at the same time as the Performance Outcomes Portfolio** and it will be graded as a pass/fail. NOTE: If your portfolio is given a failing grade you will not be allowed to pass student teaching until such time as your portfolio has been redone and given a passing grade.

8. Student Teaching Binder: (Professional Year Handbook pg. 81)

This checklist itemizes items that should be included in your student teaching binder. This binder will be shown to the BYUH observer on each visit and will be formally due at seminar **two weeks before your last day in the schools**, along with your other binders. Remember, the binder should be available for any observer to look at any time so it should be kept at school. It will be graded using a checklist of the things that you have been asked to do while you are in the Full Time Experience in the schools.

9. Mid Year Student Teaching Evaluation (Professional Year Handbook pg. 110)

This form has seven pages and will be completed by your Cooperating Teacher at **Mid-Term** and is due by the 7th week of Phase III (around April 8th at the latest as there is a Spring Recess in the DOE schools)

10. A Year End Student Teaching Evaluation (Professional Year Handbook pg. 106)

This form will be completed by your cooperating teacher at the end of the semester and is due at your exit interview.

11. The Narrative Evaluation (Professional Year Handbook pg.112)

This form is an open response form to be completed by your cooperating teacher. It is due at your exit interview.

12. Resource File:

Part of becoming a professional teacher is to begin developing a resource file. Examples of appropriate contents for the resource file are identified in Appendix E. Remember that part of the development and maintenance of a good file is that it should be accessible (or user-friendly). This file will be graded by your cooperating teacher and will be judged on quality of contents and organization (how accessible is the information) and is due at your exit interview. As with the portfolios, the resource file will be given a pass/fail grade and you will not be allowed to pass student teaching if the file is substandard.

13. Seminars

Seminars will be held weekly and attendance is mandatory. (Seminars are part of passing the 492 course and you will be held to the same attendance requirements as in any course in the School of Education). Seminars are scheduled for **Wednesdays from 4:50-6:30pm in the School of Education**. Any absences must be made up. Make up work should be arranged with one of the instructors in a timely manner. (**NOTE: It is possible to **not pass** student teaching due to excessive absences and/or tardies in seminars).

14. Attendance Card

Your attendance card should be maintained continually. Furthermore, all absences should be reported to Peggy Hirata. If there is a need for make-up work say in the next semester, please see your department chair. The

main problem here is that you need to complete hours in the schools and if there is a break in teaching your proficiency will not be able to be properly measured. In a situation like this you may need to complete a formal Student Teaching again. The completed attendance card will be due after your last day in the DOE schools. Don't forget as it will hold up your completion. Have your CT sign your attendance each week.

15. Exit Interview

You will need to come in for an exit interview **during the last week before the last day in the schools**. The sign-up sheets for these interviews will be passed out at seminar. The exit interview requires that you complete a Graduating Senior Exit Survey and bring this to a fifteen minute interview with one of the faculty in your department. You can, of course, schedule this after you finish in the schools as the faculty will be teaching during Spring Term so there is time. However, arrange this in advance.

Table 1: Complete Field Experience Model Overview

Complete model overview		
Phase I	Phase II	Phase III
11 weeks	6 weeks	14 weeks
O/P in the previous semester	Completion of O/P	Full Student Teaching Practicum

Gradual change in responsibility for lesson planning during Phase 1 and on into Phase III

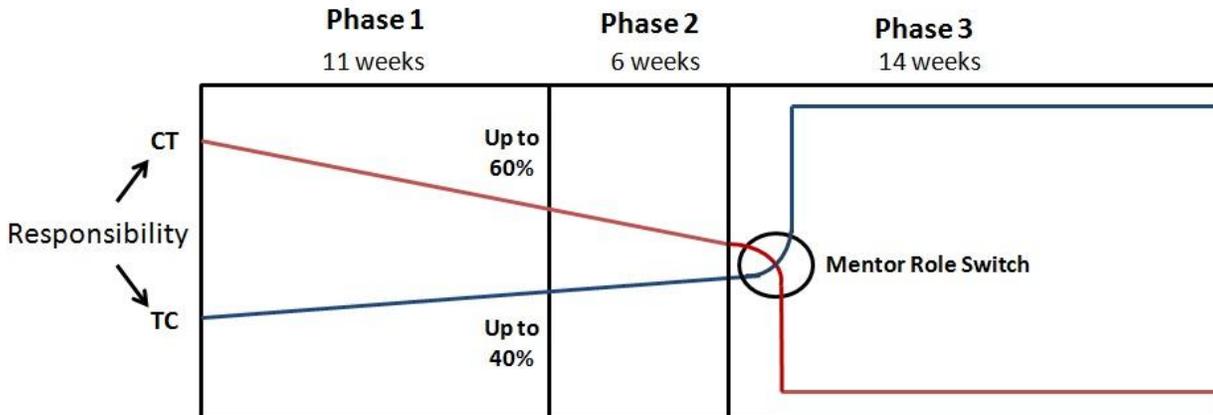


Table 2: Responsibility Changes for the Teacher Candidate In Phases II & III

Model for student teaching Phase II and III		
Phase II	Phase III	
Weeks 1-6	Weeks 7-8	Weeks 9-20
Work under CT direction gradually picking up load	Pick up the full load	Carry the full load
60% C. Teacher and dropping 40 % T. Candidate and rising	CT 60% down to 2% TC 40% up to 98%	CT acting as mentor to make sure the job is done correctly

Table 3: Detailed Overview of Phase II

First 6 weeks of the full time experience in the schools (Phase II)					
Jan 3 rd - 7 th	Jan 10 th -14 th	Jan 17 th - 21 st	Jan 24 th -28 th	Jan 31 st - Feb 4 th	Feb 7 th -11 th
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Observe and help or teach	Observe and help or teach	Begin teaching a subject or class full time	Teach more and get ready to pick up another subject or class	Teach more and get ready to pick up another subject or class	Carry at least two subjects or classes

This is the model for Phase II, or the first 6 weeks of the full time experience in the schools. The **first two weeks** are given to allow the student to come up to speed in the full time experience and to settle into the classroom. This two week time frame may be shortened somewhat depending on the Teacher Candidate's (TC) individual strengths but should be no longer than two weeks. However, the TC can teach parts of lessons and generally help students as directed by the Cooperating Teacher (CT) during this two weeks.. Students should be actively involved in the classroom and regardless of the amount of teaching should be kept busy.

During the **next 4 weeks**, the student should teach full lessons under the direction of the CT. These may be jointly planned, but the TC should do the final planning. A full lesson plan is to be created for each teaching experience and a history of this planning should be in the teacher binder, or in a separate lesson plan folder. The model asks that the TC should teach 16 times during this time period (although this might be adjusted for practical reasons.) The intent is to have the TC teach both morning and afternoon classes. TC's licensing in Elementary Ed will need to complete observed lessons in at least three of the following subjects:

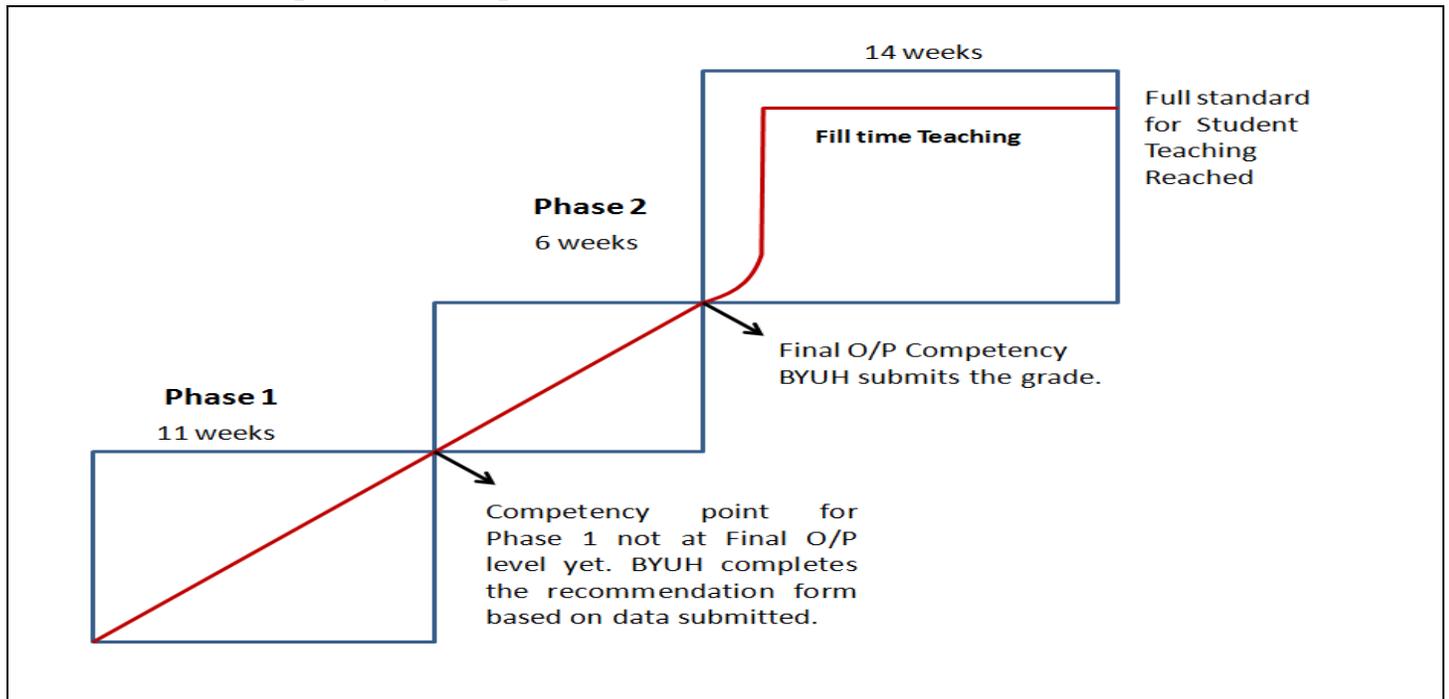
- Social Studies
- Science
- Language Arts/Reading
- Math

The Secondary Education Teaching Candidate should be working to pick up two classes that the CT teaches and will need to complete observations according to the schedule in these subjects. During this time frame the CT should complete 4 observation forms and BYUH will complete one during weeks 5 and 6. The intent is to gather evidence that the TC is progressing rapidly in their skills and abilities and is not inching along in progress. At the end of the 6th week a decision will be made based on all evidence (observations, lesson planning, progress, dispositions) as to whether the TC has completed O/P and is ready to move into full Student Teaching. During this 6 week time frame a video of lesson teaching should also be submitted by the TC.

Table 4: Last 14 weeks of the Full time experience in the Schools (Phase III)

Last 14 weeks of the Full time experience in the Schools (Phase III)	
Feb 14th-25th (bit more for those that need it)	Feb 28- end of DOE school year
First 2-3 weeks	Next 11-12 weeks
<p>TC picks up all classes in Elementary Education and takes on the role of the teacher. The intent is to do this over two-three weeks and not to jump in and grab all. This pick up should not take longer than three weeks as a considerable period of time needs to be available for the student to demonstrate competency over an extended period of time.</p> <p>Secondary Education, work to pick up all classes by adding classes during this time period.</p> <p>TC's not able to complete this task will be reviewed as to whether they will be continued as they will have been full time in the schools for 8-9 weeks.</p>	<p>TC teaches full time under the direction and mentoring of the Cooperating teacher. In this section TC's need to rapidly show competency and carry out all of the duties of a regular teacher. The CT should not have to "step in" but should be able to direct the CT from the background and get results.</p> <p>CT – 5 observations BYUH- 4 observations</p> <p>The last week may be used for transition or for the TC to visit other classes as arranged by the CT. Extension of this part of the practicum is possible but this decision will be based on a full review by all supervising Stake holders.</p>

Student Teacher Competency Development Over Time



This figure is an attempt to show the changing mature of the CT and Teacher Candidates (TC) roles over the full experience out in the schools. The final standard for the practical experience is expected to be reached by the TC about the 8-9th week out in the full time experience (about three weeks into Phase III.) As noted the student picks up more and more of the responsibility for the planning and teaching and there is a rapid switch over at the beginning of phase III. This timing may vary based on individual TC needs but no Teacher A Teacher Candidate should not be “inching along” in their progress. TC’s in this latter category should be identified early and notification made to the field supervisor.

Table 5: Final Student Teaching Requirements (492)

Final Student Teaching Requirements (492)		
Option 1: Full Program Completion	Option 2: T Grade	Option 3: Degree only
<p>Field Requirements:</p> <p>All field paper work is completed and submitted</p> <p><i>All observations + reflections + associated lesson plans</i></p> <p><i>Roll cards</i></p> <p><i>Weekly plan book submitted</i></p> <p><i>Mid/Final reports</i></p> <p>ST Binder submitted</p>	<p>Any item not completed from the field requirements portion.</p> <p>Praxis scores not passed and submitted.</p> <p>Letter of intent to accept "T" grade submitted. T grades will only be held for 6 months from the date of the original planned graduation and then the Teacher Candidate will be moved to</p>	<p>Student Teaching requirements not complete. Letter of intent to graduate only non licensing submitted. In this case the student will be switched to the 390r field experience number and will be graduated.</p>

<p>Dispositions met</p> <p>Related Data:</p> <p>Teaching Standards folder submitted and passed</p> <p>Resource file signed off</p> <p>Graduate Exit survey and interview completed</p> <p>Action Research completed and presented.</p> <p>All Praxis tests completed and passing scores submitted.</p> <p>Employment portfolio submitted and passed</p>	<p>option 3 as outlined and graduated.</p>	
<p>Students do not have the option to do nothing and then ask for an extension. If a Teacher Candidate is not complete with all requirements for program completion by the due date then either option 2 or 3 must be chosen. Generally an extension (T grade) will only be considered for the Teacher Standards portfolio or for Praxis test completion. Teaching Candidates not finishing all requirements will need to apply in writing for either 2 or 3 above. A T grade will only be held for 6 months from the original planned graduation date at which time the TC will automatically be transferred to option 3 and graduated.</p>		

APPENDIX A

SAMPLE OF REFLECTION RUBRIC

Rubric for Reflection

Reflection Assessment Report:

Every time you are observed, you need to address the three categories.

- **Report** – (1) A brief summary about the lesson (what was taught, the outcomes, etc...)
(2) Outcome of classroom management

- **Analysis** – (1) Observations and Results (data to reflect how well the lesson outcomes were learned
(2) What happened/areas of concern in classroom management

- **Plan** – (1) What to do based on the assessment data, what will you do in the next lesson. What will you do with the students who have not met the intended outcomes? What will you do with the students who may need a little reinforcement? What will you do with the students who are ready to move on?
(2) What will it take to improve classroom management?

Rubric for Field Experience Lesson Observation Reflections

Report, Analysis, Plan: **Proficient** **Not Proficient**
Comments:

Clarity: **Proficient** **Not Proficient**
Comments:

Grammar and Mechanics: **Proficient** **Not Proficient**
Comments:

Sample #1 Written Reflection on Lesson

Student Teacher:

Cooperating Teacher: Name

School:

Subject:

Observed By:

Date:

Time:

Report:

What was taught:

1. Students were introduced to what a recipe is. We discussed what a recipe is used for and it's format.
2. We focused on what a title is/does, and what steps are used for and how we write them.
3. A class Oreo Spider was made and a class Oreo Spider Recipe was written.
4. Student's made their own Oreo Spiders and then wrote their own Oreo Spider Recipe.

Standard: Benchmark: LA.1.5.3: Add titles and sequence ideas to organize writing.

Analysis:

Outcome: Students can organize their writing as they use a title and sequential steps to write a recipe.

Assessment: My assessment measured this outcome by having the students write a recipe with a title and sequential steps.

Observations and Results

Pre-Assessment

The students were given a worksheet with a space for a title, materials, a picture, and the steps. They were asked to write a recipe using the worksheet (they could write anything they new how to make, or do). Because the standard is focused on the title and sequencing, those were the only things they were graded on. They got 1 point for a title, and 1 for each of the "First, Next, Last" steps that they filled out totaling 4 points.

Proficient

Students who correctly put a title and/or correctly sequenced the steps. They must have done at least 3 of the 4 things correctly.

1 out of the 24 students tested proficient. This student correctly wrote the steps for her recipe, but did not put a title.

Not Proficient

Students who only wrote 2 or less of the 4 things correctly.

23 out of the 24 students tested did not reach proficiency.
 2 students got 2 of the 4 correct.
 5 students got 1 of the 4 correct.
 16 students got 0 of the 4 correct.

Rubric for Assessment

Proficient	Not Proficient
<p><i>Students who correctly put a title and/or correctly sequenced the steps. They must have done at least 3 of the 4 things correctly.</i></p> <p>20 out of 24 students reached proficiency. 3 students got 3 of the 4 correct. 17 students got 4 of the 4 correct.</p>	<p><i>Students who only wrote 2 or less of the 4 things correctly.</i></p> <p>4 out of 24 students did not reach proficiency. 2 students only got 2 of the 4 correct. 2 students only got 1 of the 4 correct.</p>

<i>Student Number</i>	<i>Reached Proficiency</i>	<i>Did Not Reach Proficiency</i>
<i>1</i>	√	
<i>2</i>	√	
<i>3</i>		√
<i>4</i>	√	
<i>5</i>	√	
<i>6</i>	√	
<i>7</i>	√	
<i>8</i>	√	
<i>9</i>	√	
<i>10</i>	√	
<i>11</i>	√	
<i>12</i>	√	
<i>13</i>		√
<i>14</i>	√	
<i>15</i>	√	
<i>16</i>	√	
<i>17</i>		√
<i>18</i>	√	
<i>19</i>	√	

20	√	
21		√
22	√	
23	√	
24	√	

As you can tell from the data, most of the students had no idea what to put on their pre-assessment. Most of them just put question marks or drew a picture in the box and that was it. They did a good job on the post assessment. There was a spot for them to list the materials used and a spot to draw a picture, but they were only graded on the title and sequential steps sections. Overall the students did very well with this.

Plan:

One thing I wish I would have thought of was only covering up the title and sequential steps (the part I was assessing) for when the students were trying to do it themselves because they were so concerned about what to put for the materials and how to spell everything correctly that it took up a lot of time. I think it would've helped to leave the materials listed so they had those words right there, could copy them down in the "Materials" section of their paper, and use those posted words as they wrote the steps so they didn't have to take the time to sound out all of those words 2 times- once for the materials and once for the steps. I think it would've helped the students be less frustrated and it also would have given us a little more time for closure and such.

Classroom Management:

The classroom management went fairly well. Naturally the kids were super excited that they would be getting to make an Oreo Spider so as they were sitting on the carpet they were a little squirmy and anxious to get started. I told them that if they couldn't sit and focus on the first part of the lesson then we wouldn't have time to make the Oreo Spiders before lunch and that seemed to help motivate them to focus.

Sample #2 Written Reflection on Lesson

Student Teacher:
School:
Date:
Subject:

Cooperating Teacher:
Observed by:
Time:

Report (Brief summary about the lesson)

1. I showed three pictures of one-point perspective pictures on the projector using a power point slide show.
2. I pre-assessed them by having them identify what the three pictures had in common. I then had the class share their observation and wrote their answers on the board.
3. I introduced the class with the definition of one-point perspective by explaining that it is a picture that has one focus. Students were given a blank sheet of paper and they took out their ruler and scissors.
4. I showed the class a step by step direction in how to draw a one point perspective picture using a power point presentation.
5. They followed my instruction and also by watching the power point and drew one portion of the picture. They then worked independently to complete the rest of their picture.
6. The students then took their time to add details and colors to the detail.
7. The instructed the student to turn and tell their partner what one-point perspective pictures look like.
8. For closure, I referred to the benchmark and explained one-point perspective is a technique used to add depth to a picture.

Analysis (Observation and results)

	ME Have a vanishing point in their picture. (one-point perspective focus) All the items are neatly drawn in perspective to the focal point. Have at least 5 buildings with details drawn. The picture is neatly colored	MP Have a vanishing point in their picture. (one-point perspective focus) All the items are neatly drawn in perspective to the focal point. Have at least 4 buildings with details drawn.	DP Have a vanishing point in their picture. (one-point perspective focus) Some of the items are drawn not in perspective to the focal point. Have less than or 4 buildings with details drawn.	WB Does not have a vanishing point in their picture. (one-point perspective focus) Most the items are not drawn in perspective to the focal point. Have less than 4 at least buildings with details drawn.
Miki		x		
Josiah		x		
Joseph		x		
Alapati		x		
Truman			x	
Kalel		x		
Ethan		x		
Tanner		x		
Taniela	x			

Mosese		X		
Michael		X		
Malik	Absent			
Kitana	x			
Jessica			x	
Meilana		X		
Kawena			x	
Indigo		X		
Emi		X		
Isabelle		X		
Hope	x			
Taylor			x	

Based on the pre-assessment:

None of the student was able to identify the pictures I showed during the set as a “one-point perspective”. However, 18 out of 22 (one absent) students were able to identify the similarities of the pictures as something that has focus on point. This pre-assessment helped me know the lesson is meaningful to the student, because they were learning a new concept.

Based on the assessment:

Outcome of the lesson:

- Define one-point perspective in an art work.
- Construct a one-point perspective art of their own.
- Analyze art work from during the Renaissance era and understand the art concepts they used during that period.

Based on the assessment, most of the students were able to produce a picture with a one-point perspective. For the four students that did not meet proficiency, I gave them extra time to fix their drawing during morning business the next day. They were able to feel satisfied with their work after they made some changes to their drawing. The result of the assessment after the lesson was taught, compared to the pre-assessment, accomplished the outcome of the lesson by having majority of the students meet proficiency in defining one-point perspective and constructing a picture using the concept.

Plan

Based on the data, what will I do for my next lesson.

For my next art lesson, I will try using two-point perspective. I will begin the lesson by reviewing the concept of one-point perspective then have them compare between one point and two-point perspective.

What will you do (did I do) with the students who have not met the intended outcomes?

During the lesson, I realized I should have given the students more time to work on the picture. The data showed four students who did not meet proficiency and the reason for that is because the students simply needed more time to finish the picture. To help these students, I gave them time to work on their picture the

next morning during morning business. If I were to do the lesson again, I would spend less time on the pre-assessment and give more time for them to work on the picture.

What will it take to improve classroom management?

The behavior of the students in the class was very good throughout the lesson. One particular reason that might of helped the students be very engaged on the lesson was because of the power point presentation. The students not only enjoyed the power point, but they also knew exactly what they were supposed to do by looking at the visual provided. During the time in which the students worked on their own to complete the drawing, some students had difficulty focusing, however when I instructed to focus on their drawing, they were very well behaved.

Appendix B

Brigham Young University-Hawaii SOE Checklist of Expectations for the Student Teacher

Student Teacher _____

The student teacher should perform the following expectations after they have been explained and/or modeled by the cooperating teacher.

During this semester, the student teacher will:

- _____ Handle routine activities involved in the day-to-day operation of the classroom, such as attendance, announcements, lunch count, etc.
- _____ Assist the cooperating teacher in escorting students to and from the library, cafeteria, etc.
- _____ Assist the cooperating teacher in changing student seating assignments as instructionally necessary.
- _____ Assist the cooperating teacher in student record keeping and completion of school forms.
- _____ Assist the cooperating teacher in the daily educational activities of the classroom.
- _____ Maintain a lesson plan book and student binder.
- _____ Attend faculty and department meetings
- _____ Design and display bulletin board(s).
- _____ Work with small groups or the entire class.
- _____ Be involved in the IEP process.
- _____ Write thorough lesson plans for every lesson taught, with 3-5 day prior approval.

Demonstrate the ability to teach the following strategies (one lesson could accomplish two or more requirements):

- 5 Vocabulary Strategies _____
- 5 Comprehension Strategies _____
- 4 Lesson Types _____
- 5 Assessment Samples _____
- 5 Tribes Activities _____
- 5 Cooperative Learning Strategies _____
- 1 Class Activity Integrating Computer Assisted Instruction _____

These requirements may be completed anytime during the Full time experience either in Phase II or Phase III

Student Teacher

Date

Cooperating Teacher

White-BYUH, Yellow-Cooperating Teacher, Pink-Student

Appendix C

Action Research by Susan Call, Graduate Student, Brigham Young University Used by permission

Teachers can use action research as they explore and improve teaching techniques. McKernman (1996) describes action research as a reflective process in an area or problem a teacher desires to improve. Teachers often use a combination of action and reflection as they strive to improve their teaching strategies. As a teacher reflects and evaluates teaching, he or she can take action to incorporate newfound ideas and strategies. As teachers take action in their own classrooms, they are discovering what is effective for them. "It is the teacher who is at the center of action in the classroom: It is the teacher who is trying, in real life and real time, to understand what is going on in the classroom and to make a difference" (Burnaford, 2001, p. 16).

Stringer (1999) presents a model of action research that is more of a spiral process versus a continuous circular model. He suggests three steps: Look, Think, Act. He recommends that these steps are a spiral process, continually evolving as the researcher refines her or his own thinking and implements new action. As researchers use this process to reflect and observe, they refine their thinking and ideas are improved as they gain a greater understanding. To Look is to gather information and build a picture of what is now happening. To Think is to analyze, explore, interpret, and explain how and why things are. To Act is to implement a plan and evaluate that plan. Stringer discusses that researchers will not be able to proceed in a linear step-by-step process. This process is not orderly and neat, but continually evolving. "People will find themselves working backward through the routines, repeating processes, revising procedures, rethinking interpretations, leapfrogging steps or stages, and sometimes making radical changes in directions" (Stringer, 1999, p.19).

As teachers become researchers, they become more aware of needs to improve or change. Through reflection and observation a teacher can examine his or her teaching skills. Burnaford (2001) wrote, "Teaching . . . involves reflecting on the nature of human development . . . and personal philosophy of education. All this is a personal as well as a professional quest, a journey toward making sense out of and finding satisfaction in one's teaching" (p. 8). The journey will eventually lead to more journeys as a researcher/teacher applies the spiral process of action research to his or her own classroom instruction.

References

Burnaford, G., Fischer, J., & Hobson, D. (2001), *Teachers doing research*. Mahwah, NJ: Lawrence Erlbaum Associates.

McKernman, J. (1996). *Curriculum action research: A handbook of methods and resources for the reflective practitioner* (2nd ed.). London: Kogan Page Limited.

Stringer, E. T. (1999). *Action research* (2nd ed.). Thousand Oaks, CA: SAGE.

A Basic Action Research Routine

Look:	Gather relevant information (Gather data by observation and conduct a literature review on the topic) Build a picture: Describe the situation (Define and describe)
Think:	Explore and analyze: What is happening here? (Analyze) Interpret and explain: How/why are things as they are? (Theorize)
Act:	Plan (Report) Implement Evaluate

So in reality you are going to be doing a research aspect on some aspect of your classroom. This can be anything but you will need to have the topic cleared with the professor in advance to make sure that it is complex enough to meet the standards of action research envisioned. Of course it will be a several page write up so you need to get going fairly soon on the project. You will need to include tables and charts to demonstrate your data, and to support the idea that you have made a difference in the classroom. The projects can be about almost anything but must be related to the teaching profession and increasing your personal teaching skills. This write up is envisioned to be around 5-8 pages including diagrams etc. From this write up you will create a PowerPoint display suitable for a 5 minute presentation. This presentation will be made at the annual SOE conference.

Stringer, E.T. (1999). Action research (2nd ed.). Thousand Oaks, CA: SAGE, p. 18.

FAQ's related to Student Teaching:

- Can I do formal observations during full time teaching?
 - Yes, in fact you will have to do so.
- Can more than one student teacher schedule an observation at a school or in one day?
 - Yes, that would actually be helpful for scheduling observers.
- What are the guidelines that should be followed during this semester?
 - Your Student Teaching Handbook still is your guiding document.
- What about faculty meetings, fieldtrips, and other professional in-services at my school?
 - As stated in the handbook, you are required to attend faculty meetings (please be on your best behavior – no chatting, cutting, coloring, grading, sleeping, etc.). You can/should go on fieldtrips, and attend in-services as invited.
- Can I do more than one formal observation in a week?
 - Yes but only if these are done by both adjunct and CT. For any one type of observer these need to be spaced out across the whole fulltime “in the Schools” experience. Therefore, in any one week there is a max of one observation for the CT and one for the BYUH observer.