

Prekindergarten to 2nd Grade Emphasis Program:
Student Teaching Handbook
January 2009

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Principals

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(770) 682-4270

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Dr. Betsy Short, Principal
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Student Teaching Placements PreK-2nd Grade Spring 2009

Student and School	Grade & Teacher	School	Faculty observer
Sarah Lipari	K Robin Kelly	St Joseph Catholic	Atiles
Mallory Greco	1 Diane Powell	St Joseph Catholic	Atiles
Katharine Chess (MAT)	1 Cathy Auslander	St Joseph Catholic	Atiles
Kelly Reily	K Holly Brown	Cleveland Rd Ele.	Bramlett
Abigail Logue	K Ansley Clarkson	Cleveland Rd Ele.	Bramlett
Tonya Ray	K Jessica Graham	Cleveland Rd Ele.	Bramlett
Morgan Tuggle	2 Laura Allen	Cleveland Rd Ele.	Bramlett
Kathryn Carroll	2 Lawana Reid	Cleveland Rd Ele.	Bramlett
Holly Swann	K Amy Gaylord	Statham Elemen.	Wallinga
Lauren Tankersley	K Allison Frazier	Statham Elemen.	Wallinga
Hariot "Katie" Jones	K Leigh Strickland	Statham Elemen.	Wallinga
Shaylen Lanter Dixon (MAT)	1 Donna Staton	Statham Elemen.	Wallinga
Lizzy Miller	2 Cindy Woodall	Statham Elemen.	Wallinga
Laura Peyton	K Kay Taras	Holsenbeck Ele.	Bramlett
Brittany Grossman	1 Rita Brooksher	Holsenbeck Ele.	Bramlett
Emily Sparks	K Amy Crook	Harbins Elementary	Coleman
Savannah Porter	K Jean Marie Graham	Harbins Elementary	Coleman
Emily Dinan	K Amy Hough Simmon	Harbins Elementary	Coleman
Maria Bell	1 Katie Walker	Harbins Elementary	Coleman
Erin Diaz	2 Melinda Heimerich	Harbins Elementary	Coleman
Britney Boland	PK Jennifer Cochran	Morgan Co Primary	Atiles
Emily Good (MAT)	K Ivey Conelly	Morgan Co Primary	Atiles
Kelly Taylor	K Mattie Saffold	Morgan Co Primary	Atiles
Emily Redding	K Megan Ainslie	Morgan Co Primary	Atiles
Mallory Farmer	1 Stapp/Lamb	Morgan Co Primary	Atiles
Torey Nesbit	1 Aubrey Nation	Morgan Co Primary	Atiles
Rachel Turner	2 Lamb Eggers	Morgan Co Primary	Atiles
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EDEC/CHFD 5460
Student Teaching in Early Childhood Education
Syllabus

Standards

The conceptual framework for educator preparation programs in the University of Georgia College of Education states that the college "aspires to prepare exemplary, reflective professionals to serve a diverse global community" (see <http://ncate.coe.uga.edu/framework/>). The early childhood education program shares that aspiration and seeks to prepare exemplary and reflective teachers of young children by committing itself to the standards for early childhood education of the Georgia Professional Standards Commission (see 505-3-.17 at <http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>). The early childhood standards addressed in EDEC 5460 include the following:

STANDARD I: Child Development and Learning

The program shall prepare early childhood professionals who:

- (i) Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children.
- (ii) Use knowledge of how children differ in their development and approaches to learning to support the development and learning of individual children.
- (iii) Demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities.
- (iv) Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.
- (v) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
- (vi) Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of children.
- (vii) Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.

STANDARD II: Curriculum Development and Implementation

The program shall prepare early childhood professionals who:

- (i) Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
- (ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving,

- cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.
- (iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
 - (iv) Demonstrate a high level of competence in use of the English language areas and know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
 - (v) Know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.
 - (vi) Know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
 - (vii) Know, understand, and use the major concepts and modes of inquiry from the social studies—integrated study of history, geography, the social sciences, and other related areas—to promote P-5 students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
 - (viii) Know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements, of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among P-5 students.
 - (ix) Know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
 - (x) Know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for P-5 students.
 - (xi) Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
 - (xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.
 - (xiii) Evaluate and demonstrate appropriate use of technology with children, including assistive technologies for children with disabilities.
 - (xiv) Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.
 - (xv) Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
 - (xvi) Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
 - (xvii) Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP's and IFSP's into daily activities and routines.

- (xviii) Establish and maintain physically and psychologically safe and healthy learning environments for children.
- (xix) Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- (xx) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.
- (xxi) Implement basic health, nutrition, and safety management practices for children, including those regarding childhood illness and communicable diseases.
- (xxii) Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.
- (xxiii) Recognize signs of emotional distress, child abuse, and neglect in children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

STANDARD III: Family and Community Relationships

The program shall prepare early childhood professionals who:

- (i) Establish and maintain positive, collaborative relationships with families.
- (ii) Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- (iii) Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
- (iv) Support parents in making decisions related to their child's development and parenting.
- (v) Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- (vi) Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.
- (vii) Link families with a range of family-oriented services based on identified resources, priorities, and concerns.
- (viii) Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

STANDARD IV: Assessment and Evaluation

The program shall prepare early childhood professionals who:

- (i) Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.
- (ii) Observe, record, and assess children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.
- (iii) Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
- (iv) Participate and assist other professionals in conducting family-centered assessments.
- (v) Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information.

- (vi) Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.
- (vii) Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

STANDARD V: Professionalism

The program shall prepare early childhood professionals who:

- (i) Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.
- (ii) Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for children and the early childhood profession.
- (iii) Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
- (iv) Demonstrate awareness of and commitment to the profession's code of ethical conduct.
- (v) Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- (vi) Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.
- (vii) Serve as advocates on behalf of children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.
- (viii) Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.

STANDARD VI: Field Experiences

The program shall prepare early childhood professionals who:

- (i) Observe and participate under supervision of qualified professionals in a variety of settings in which children are served (such as public and private; centers, schools, and community agencies).
- (ii) Work effectively over time with children of diverse ages (pre-schoolers, or school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.
- (iii) Demonstrate ability to work effectively during full-time (totally at least 300 clock hours) supervised student teaching and/or practica experiences in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities.
- (iv) Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

STANDARD VII: Teaching of Reading

The program shall prepare the Early Childhood classroom teacher to meet the standards for an endorsement for Classroom Teacher of Reading as specified in Rule 505-3-.52. The program shall (i) conform to the IRA Standards for Reading Professionals, Classroom Teacher Candidate, 2003 (http://www.reading.org/resources/issues/reports/professional_standards.html) and (ii) prepare candidates to provide instructional practices grounded in scientifically based reading research (SBRR) (<http://www.nationalreadingpanel.org/>).

STANDARD VIII: Georgia Special Requirements

The program shall meet all requirements specified in [Rule 505-2-.020](#), Special Georgia Requirements. These requirements are in the areas of

- (i) Content knowledge assessments (Praxis II)
- (ii) Standards of conduct
- (iii) Recency of study
- (iv) Special education
- (v) Teaching of reading and writing
- (vi) Computer skill competency

In the early childhood program we also address the GSTEP standards (www.coe.uga.edu/gstep/documents/gstep_framework0603.pdf) and the related, new Georgia Teacher Success Model, which is being adopted by the state of Georgia for teacher evaluation.

Attendance

Your student teaching experience begins on Thursday, January 8, 2009. We hope you will have a healthy and happy experience and will be able to attend every day. Your attendance every day is very important. If you cannot attend because of illness or an emergency, please call the school, your cooperating teacher, and your college supervisor. Medical excuses will be necessary and all missed time will need to be made up.

All students should become familiar with the calendar for the county of your assigned school. You are required to student teach 50 days.

Signing In and Out

Be sure to sign in and out. There is not a form; you can design your own. The regular daily hours vary per school. You are required to be at the school the regular faculty working hours (check with your teacher). For example, in Clarke county hours are typically from 7:15 a.m. to 3:15 p.m. If your cooperating teacher is required as part of her or his normal teaching responsibilities to be involved in activities that take place outside of these hours, you are also required to be available for those activities (ie. PTO meetings).

Insurance

You are required to provide evidence of insurance or waive university responsibility for the legal consequences of any of your actions. Membership in SGAE and PAGE includes insurance coverage. See your Pre-K program handbook for additional information or visit 122 Aderhold to enquire about Tort liability insurance.

Timeline

As soon as possible, sit down with your cooperating teacher to discuss the requirements listed here and your responsibilities for the semester. Prepare a timeline that lists your responsibilities. The timeline should build gradually to the 2-week period of full-time responsibility. Be sure to include in the timeline your plan for returning responsibilities to the cooperating teacher after full-time teaching. The timeline should be completed during your first week of student teaching. A form you can use for the timeline is included in this packet. Make copies of the timeline for your cooperating teacher and your college supervisor.

Community, School and Class Description

During your first week in the classroom, write a description of the school and class. A form describing the necessary elements of the description is included in this packet. Share it with your college supervisor and later include it with your unit materials (described later).

Classroom Schedule

During your first week in the classroom, write or make a copy of the daily schedule of activities. Keep a copy for yourself and make one for your college supervisor.

Journal

You should keep a journal describing your experience as a student teacher. A journal entry may focus on an idea, an interaction you had, an event you observed, a particular lesson or child, or anything else relevant to your experience. Describe and analyze your topic. We are interested here in your reflections about the experience: What are you learning? What concerns and questions are you dealing with?

You are to keep a weekly journal; write your entry by Friday of each of each week. **During week 9 of student teaching, you are to write a cumulative evaluation of the entire student teaching experience.** In this evaluation, you should reflect upon your role as a teacher, your strengths and weaknesses, what you have gained from the experience, what you would do differently, and how this experience has helped you become a better teacher.

Write your entries on loose-leaf paper and keep them in a three-ring binder at school. Your college supervisor will collect and read your journal entries each week.

Lesson Plans

You should carefully plan all of your lessons with the children. All your written plans should be shared with and approved by your cooperating teacher.

Plans for the first week(s) should be very detailed. Follow the lesson plan format you were introduced to in EDEC/CHFD 4030. The content you will be teaching should be clearly described in your plans (in the procedures section of the plans). If you are relying on a teacher's guide for some parts of a lesson, you do not have to copy everything from the teacher's guide, but you still need to give a clear and detailed sense of what you and the children will be doing during an activity, including sample questions you might ask the children. If the children do independent seatwork or other activities that do not fit into a standard lesson format, you should provide a detailed description of what the children (and you) will do during the designated time. Once your college supervisor approves of the use of short lesson plans you may write your plans using only four basic categories: objectives, materials, procedures, and evaluation. Weekly lesson plan books or other forms used by teachers in your school may be used for all other written plans. These plans do not require the same detail as the other written plans. However, less detail in these written plans does not mean less care put into the planning process. These plans should always be available at school.

Plans should be submitted for the entire week of instruction in a particular subject area or areas you may be teaching. You should write the five lesson plans by the Friday before the week they will be implemented and have those plans approved by your cooperating teacher. Your plans should always be available, so that your college supervisor can check them during a visit to the school.

Plans for a 2-week unit of instruction: You must plan and teach a 10-day unit of instruction. One of the 10 days may be used for a summative assessment. A checklist for the unit is included in this packet. After determining the unit topic, you should immediately begin work on a resource file of activities in preparation for the unit.

As you plan the unit, discuss your ideas with your cooperating teacher. Your college supervisor will expect weekly updates on your progress. Copies of the final draft of the unit should be submitted to your cooperating teacher and your college supervisor one week before the first day of implementation. Be sure to keep a copy for yourself.

After you complete the unit, you are required to write an evaluation of the experience, including your plans, the implementation of the plans, and the performance of the children. This evaluation of the unit should be submitted to your college supervisor one week after the unit is completed.

Observations

You will be formally observed three times by your cooperating teacher and three times by your college supervisor. You should work out a schedule of observations with your cooperating teacher.

The observations done by your college supervisor should be in different subject areas, in small group and whole-class lessons, and at least one will be a lesson from your unit. The supervisor may select to do unannounced observation (s). Additional observations may be requested by you or required by your cooperating teacher or your college supervisor.

In addition to these observations, you are required to observe a fellow student teacher at least once and to be observed by a fellow student teacher at least once. A peer observation form is included in this packet. You should consider videotaping each other's lessons. The earlier and the more you give each other supportive feedback, the better.

Bulletin Boards and Learning Centers

The checklist for the unit describes the interactive bulletin board and learning centers you are to prepare for the unit itself. You may also be expected to prepare bulletin boards and learning centers for work outside the unit. Be sure to show your college supervisor when he/she visits the school.

Other Activities

Your cooperating teacher or college supervisor may require other activities (e.g., weekly seminars, a project or presentation that benefits all grade-level classes or the entire school). Furthermore, you should, in general, look beyond the requirements listed in this syllabus for other ways that you may make a contribution to your classroom and school.

Weekly Reflection/ Identification of Proficiency

You should meet regularly with your cooperating teacher to discuss your progress. Please complete the Identification of Proficiency form at the end of each week. A copy of the form is included in this packet.

Evaluation

You, your cooperating teacher, and your college supervisor will complete a final evaluation form to be discussed during a three way conference. A copy of the form is included in this packet. In consultation with your cooperating teacher, your college supervisor will assign your grade (S,U) based on the quality of your work in completing the requirements described in this packet.

Block IV Checklist

Name: _____

School: _____

Address: _____

Phone (s): _____

University Supervisor: _____

Cooperating Teacher: _____

___ Insurance Coverage

___ Daily Schedule

___ Schedule for Assuming Teaching Responsibilities

___ Integrated Unit

___ Supervisor Observation #1

___ Supervisor Observation #2

___ Supervisor Observation #3

___ Peer Observation #1

___ Peer Observation #2

___ Cooperating Teacher Observation #1

___ Cooperating Teacher Observation #2

___ Cooperating Teacher Observation #3

___ Intern, teacher, supervisor conference

___ Final Evaluation

___ Other grade/teacher observation (optional)

Journal/Weekly Reflections/Lesson Plans

Week 1 ___/___/___

Week 2 ___/___/___

Week 3 ___/___/___

Week 4 ___/___/___

Week 5 ___/___/___

Week 6 ___/___/___

Week 7 ___/___/___

Week 8 ___/___/___

Week 9 ___/___/___

Week 10 ___/___/___

O=Observe A=Assist T=Teach

Timeline/Schedule for Teaching Responsibilities

Subject/ Class/ Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12

Student Teacher :

2009 School Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January 4	5 Classes Resume Gwinnett Co. Barrow Co.	6 Classes resume Clarke Co. St. Joseph	7 Classes Resume Morgan Co. Pri	8 First Day to Report to Schools	9	10
11	12	13	14	15	16 Planning In Service Day Barrow Co.	17
18	19 MLK Day Holiday Everyone	20	21	22	23	24
25	26	27	28	29	30	31
February 1	2	3	4	5	6	7
8	9	10	11 Early Release Gwinnett	12 Early Release Gwinnett	13 Planning In Service Day Barrow Co. Early Release Morgan Co. Pri	14
15	16 President's Day Barrow Co. St Joseph Morgan Co. Pri In Service Day Clarke Co.	17	18	19	20	21
22	23	24	25	26	27 Planning In Service Day Barrow Co.	28
March 1	2	3	4	5	6	7
8	9 Spring Break Clarke Co.	10 Spring Break Clarke Co.	11 Spring Break Clarke Co.	12 Spring Break Clarke Co.	13 Spring Break Clarke Co. Teacher Planning Day Gwinnett-No students OR Snow Make-Up	14
15	16	17	18	19 Day 50 Gwinnett	20 Day 50 Barrow Co. Day 50 St. Joseph Day 50 Morgan Co.Pri	21
22	23	24	25	26 Day 50 Clarke Co.	27	28
29	30	31	April 1	2	3	4

Beginning and Ending Dates of Student Teachers Not Participating in Technology Bridges Training

Cleveland Road/ Clarke County

Jan. 8 First day
Jan. 19 M.L. King Jr. Holiday
Jan. 28 Early Release/PL
Feb. 16 In Service Day
March 9-13 Spring break
March 26 Last day

Statham and Holsenbeck Elementary/ Barrow County

Jan. 8 First day
Jan. 16 In Service Day
Jan. 19 M.L. King Jr. Holiday
Feb. 13 In Service Day
Feb. 16 President's day Holiday
Feb. 25 Early Release/PL
March 20 Last day

Harbins Elementary/ Gwinnett County

Jan. 8 First day
Jan. 19 M Martin Luther King Jr. Holiday
Feb. 11 & 12 Early Release
Note: *Gwinnett has classes on Feb. 16.*
March 13 Teacher Planning/Staff Development
March 19 Last day

Morgan County Primary

Jan. 8 First day
Jan. 19 M.L. King Jr. Holiday
Feb. 13 Early Release
Feb. 16 President's day Holiday
March 9-13 Spring Intersession
March 20 Last day

St. Joseph Catholic Elementary School

Jan. 8 First day
Jan. 19 M Martin Luther King Jr. Holiday
Feb. 16 President's day Holiday
March 20 Last day

Beginning and Ending Dates of Student Teachers Participating in Technology Bridges Training

Statham Elementary/ Barrow County

Lauren Tankersley
Shaylen Lanter Dixon

Jan. 8	Day 1 Tech Bridges	Feb. 16	President's day Holiday
Jan. 9	Day 2 Tech Bridges	Feb. 17	Day 4 of Tech Bridges
Jan. 12	First day at school	Feb. 25	Early Release/PL
Jan. 16	In Service Day	March 23	Day 5 Tech Bridges
Jan. 19	M.L. King Jr. Holiday	March 27	Last day at school
Jan. 26	Day 3 Tech Bridges	March 31	Day 6 Tech Bridges
Feb. 13	In Service Day		

Harbins Elementary/ Gwinnett County

Maria Bell

Jan. 8	Day 1 Tech Bridges	Feb. 17	Day 4 of Tech Bridges
Jan. 9	Day 2 Tech Bridges	March 13	Teacher Planning/Staff Dev.
Jan. 12	First day at school	March 23	Day 5 Tech Bridges
Jan. 19	M L King Jr. Holiday	March 26	Last day
Jan. 26	Day 3 Tech Bridges	March 31	Day 6 Tech Bridges
Feb. 11 & 12	Early Release		

Note: *Gwinnett has classes on Feb. 16.*

Morgan County Primary

Emily Good (MAT)
Kelly Taylor
Emily Redding
Mallory Farmer
Torey Nesbit

Jan. 8	Day 1 Tech Bridges	Feb. 16	President's Day Holiday
Jan. 9	Day 2 Tech Bridges	Feb. 17	Day 4 of Tech Bridges
Jan. 12	First day at school	March 9-13	Spring Intersession
Jan. 19	M.L. King Jr. Holiday	March 23	Day 5 Tech Bridges
Jan. 26	Day 3 Tech Bridges	March 27	Last day
Feb. 13	Early Release	March 31	Day 6 Tech Bridges

Community, School and Class Description

Description of the community should include:

- Demographics SES information
- Total number of schools in the area
- Demographics/characteristics of the people in the area and the students in the school
- Cities and towns served by the specific school
- Community setting (e.g., rural, urban)

School description should include:

- Number of students
- Number of staff (faculty, special services, etc.)
- Distribution by gender
- Distribution by ethnic background
- Number of classrooms/groups, etc.
- Does the SES, gender, and ethnic background of the student body represent those of the community?

Description of the classroom should include:

- Description of classroom policies
- Child staff ratio
- Distribution of gender, ethnic background
- Special needs (in general, how many children receive special services- and type of services)
- A map of the classroom
- A class schedule
- Discipline approach
- Student names

Identification of Proficiency

Name _____ Grade _____

Cooperating Teacher _____ Date _____

To be completed by the student teacher:

List at least three areas of strength for this week.

List three areas that you will strive to improve upon during the upcoming week and briefly describe how this will be done.

To be completed by the student teacher and cooperating teacher:

Do you wish to have a conference with the college supervisor:

Student Teacher	Yes	No	Initial
Cooperating Teacher	Yes	No	Initial

Other comments or questions:

Lesson Plan Format

Title, time and day of implementation, targeted age group/grade level.

Statement of purpose

Materials needed- a comprehensive list of materials you will need to implement your lesson.

Objectives: list relevant QCC objectives and high scope objectives and any objectives you may have for the activity.

Transition into activity: attention getting, introduction.

The introduction describes the way you will start the lesson. How will you explain its purpose to the children? You should plan a stimulating, motivating introduction to help insure students= attention to the lesson. How are you conceptually connecting the lesson to other lessons?

Step by step procedure

Procedures must match objectives. Be sure to include enough activities per objective to increase the likelihood that students will learn the material.

Transition out: closure and explanation of what they will do next.

How will you summarize the lesson? Write this important step down and remember to do it. The teacher or the students can summarize the day=s lesson. Sometimes closure can be done at the end of group work before the children go to work on individual projects.

Assessment: May be part of your procedures section. Most relate to your objectives.

How will you know if your students have achieved the objectives?

Modifications needed for child(ren) with special needs. Be sure to state what is the special need of the child – i.e., cerebral palsy, blind, etc.

Remediation: How would you follow up for the child(ren) that had trouble with the main objectives of the activity?

Extension or enrichment: How would you follow up for the child(ren) that need an additional challenge?

Sketch Plan

Teacher: _____ Room No. _____ Week Ending: _____

	SUBJECT TIME	SUBJECT TIME
Monday	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>
Tuesday	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>

Wednesday	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>
Thursday	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>
Friday	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>	<p>OBJECTIVES:</p> <p>PROCEDURES:</p> <p>TEXT/MATERIALS:</p> <p>EVALUATION:</p>

Checklist for Unit

- _____ 1. Title Page
- _____ 2. Table of Contents
- _____ 3. Introduction and Unit Rationale - A statement of the purpose of the integrated unit and how it relates to the class and to the community. Your statement should answer the question WHY is it important to teach this unit.
- _____ 4. Description of the characteristics of the community, school, and classroom,
- _____ 5. Thematic Web- This is a web that you will generate, include the interconnections you see for your unit.
- _____ 6. Content Outline
- _____ 7. Unit Goals and Objectives- List some overall unit goals (your own and some related to curriculum goals).
- _____ 8. Pre-assessment and Analysis - could be a web of the students' prior knowledge or other pre-assessment tool about unit topic and a summary explaining your conclusions from the pre-assessment data gathered.
- _____ 9. Lesson Plans (Days 1-10) and reflections

Reflections (To be completed after the lesson plan is implemented.)
What went well? What unexpected things happened, and how well did you handle them? Did the students get out of the lesson what you wanted, and did they enjoy it? What suggestions did the students have for improvement? What would you do differently next time you teach the lesson?
- _____ 10. Summative Assessment- Conduct a post-assessment and summarize it. This should describe knowledge gained by the students through the exposure and participation in your lessons. Relate to overall unit objectives.
- _____ 11. Student assessment -Collect examples of items/descriptions you would include in a student's portfolio (select two children for this) or as an example in a parent conference. Include a brief description of how you would make the meaning of this item/description relevant to a parent: what does this object show about the child? how does it demonstrate what the child knows? Your portfolio should support a "sample report card" you would complete for the two children.
- _____ 12. Three Learning Center Descriptions
- _____ 13. One Interactive Bulletin Board Description
- _____ 14. Resources- A collection of additional resources related to this unit which may be useful in implementing similar units in other classrooms, in other schools, with other age groups.

Block IV
Student Teacher Evaluation

Intern: _____ Grade Level: _____ Rater: _____
Date: _____ School: _____

This evaluation will be shared with course instructors and the student.

Please rate the student teacher according to the following scale
5- Usually 4- Frequently 3- Sometimes 2- Rarely 1- Never NA- Not applicable

	Self	Cooperating Teacher	College Supervisor
I. Personal Qualities <input checked="" type="checkbox"/> punctual, dependable <input checked="" type="checkbox"/> appropriately dressed and groomed <input checked="" type="checkbox"/> tactful, courteous <input checked="" type="checkbox"/> uses grammar correctly and expresses thoughts in well chosen words			
Comments:			
II. Interpersonal Relationships Establishes positive cooperating relationships with: <input checked="" type="checkbox"/> colleagues <input checked="" type="checkbox"/> administrators <input checked="" type="checkbox"/> community members, including parents			
Comments:			
III. Professional Responsibilities <input checked="" type="checkbox"/> follows policies and procedures of school <input checked="" type="checkbox"/> demonstrates ethical behavior <input checked="" type="checkbox"/> performs extra professional duties <input checked="" type="checkbox"/> prepares reports accurately and promptly			
Comments:			

	Self	Cooperating Teacher	College Supervisor
<p>IV. Professional Development</p> <p>X demonstrates willingness to improve and grow</p> <p>X participates in professional growth activities (seminars, school based training)</p> <p>X is able to assess professional strengths and weaknesses and incorporate critical input for improvement</p>			
<p>Comments:</p>			
<p>V. Planning Lesson Preparation</p> <p>X specifies appropriate learner objectives for lesson</p> <p>X specifies appropriate teaching procedures for lesson</p> <p>X specifies appropriate content, materials, and media for lesson</p> <p>X specifies appropriate methods and materials for assessing learner progress</p> <p>X plans instruction to take into account individual differences among learners (modifications for students with special needs all consistent with SST recommendations and/or IEP)</p>			
<p>Comments:</p>			

	Self	Cooperating Teacher	College Supervisor
<p>VI. Classroom Management</p> <ul style="list-style-type: none"> X monitors room regularly including health and safety issues X consistently enforces established classroom/school behavioral expectations X room arrangement and handling of materials and routine task facilitate management X plans and prepares for transitions X behavior expectations are clear and consistent X minimizes disruptions and delays X lets students assume independent responsibility X stresses and reinforces positive, desirable behavior X uses praise effectively X uses effective and appropriate actions for misbehavior X enforces established classroom/school behavioral expectations consistently 			
<p>Comments:</p>			

	Self	Cooperating Teacher	College Supervisor
<p>VII. Learning Environment</p> <ul style="list-style-type: none"> X provides a learning environment that is organized, stimulating, and positive X communicates enthusiasm for learning X expresses positive expectations for all students X provides learners with opportunities for participating X motivates student interest X maintains learner involvement throughout the lesson X attends to physical classroom environment X demonstrates warmth and friendliness X demonstrates respect for students X promotes positive peer interaction X respects and responds to the socio-emotional needs of children 			
<p>Comments:</p>			
<p>VIII. Instructional Procedures</p> <ul style="list-style-type: none"> X includes and promotes accurate content information X uses methods and materials appropriate to objectives and learners X gives clear directions and explanations related to lesson content X asks clear and thought provoking questions X uses responses and questions from learners in teaching X provides feedback to learners throughout lesson X uses acceptable oral communication X uses acceptable written communication X uses teaching techniques which enhance student involvement 			

Comments:			
IX. Learner Evaluation X evaluates learning in relation to stated objectives X evaluates learning through multiple methods including: observation, performance, and testing X uses evaluative data for diagnostic and remedial purpose X reports progress through reports, learner feedback, and parent conferences X constructs and uses assessment appropriately X identifies learners who may require assistance from specialists			
Comments:			
	Self	Cooperating Teacher	College Supervisor
X. Self Evaluation X seeks and accepts constructive criticism X revises instruction in response to evaluative feedback X revises instruction in response to data regarding pupil learning X revises instruction in response to self observation and reflection			
Comments:			
XI. Adaptation to Issues of Diversity X shows an appreciation of the unique facets of culture in the school and community where student is teaching X is aware of how particular culture can influence student learning, motivation, and needs X relates effectively to students and staff in terms of their own culture			

Comments:

Cooperating Teacher Comments:

Cooperating Teacher Signature: _____ Date: _____

College Supervisor Comments:

College Supervisor Signature: _____ Date: _____

Student Signature: _____

Student Contact Form

Please indicate on the lines below: (a) your name [if you are getting married, indicate your maiden, in parentheses, and the married], (b) your permanent address, and (c) the name and address of someone who will always know how to contact you after your graduation from UGA. The College of Education and/or Elementary Education Department may need to contact you sometime in the future for a variety of reasons (e.g., program evaluation, your current employments and educational status, etc.).

Name: _____

Address: _____

Phone Number: _____

e-mail: _____

Contact Person: _____

Address: _____

Phone Number: _____

Supervisor Evaluation

Name of Supervisor _____ School _____ Date _____

The questionnaire gives you an opportunity to express anonymously your views of this supervisor. The purpose of obtaining the information is to assist in the improvement of supervision. It will serve this purpose if you answer the items carefully and honestly.

For the 13 items, use the following scale:

1. Almost **Never** 2. **Infrequently** 3. **Occasionally** 4. **Often** 5. Almost **Always**

S C A L E

- | | |
|---|-----------|
| 1. The supervisor was available for scheduling observations. | 1 2 3 4 5 |
| 2. The supervisor was flexible when I had to change observations. | 1 2 3 4 5 |
| 3. The supervisor kept in close contact in case problems arose. | 1 2 3 4 5 |
| 4. The supervisor was willing to take time to discuss problems. | 1 2 3 4 5 |
| 5. The supervisor gave practical suggestions when problems arose. | 1 2 3 4 5 |
| 6. The supervisor gave criticism in a positive manner. | 1 2 3 4 5 |
| 7. The supervisor gave feedback on my lessons. | 1 2 3 4 5 |
| 8. The supervisor gave advice on how to improve my lessons. | 1 2 3 4 5 |
| 9. The supervisor was fair and accurate when evaluating my lessons. | 1 2 3 4 5 |
| 10. With this supervisor, I felt free to express my opinions. | 1 2 3 4 5 |
| 11. With this supervisor, I felt free to discuss problems that arose in my classroom. | 1 2 3 4 5 |
| 12. The supervisor seemed well informed about good teaching practices. | 1 2 3 4 5 |
| 13. The supervisor's information seemed up-to-date. | 1 2 3 4 5 |

For the last item, use the following scale:

1. Poor 2. Fair 3. Good 4. Very Good 5. Superior

- | | |
|--|-----------|
| 14. How would you rate the overall ability of this supervisor? | 1 2 3 4 5 |
|--|-----------|

Comments: (May continue on back of sheet)

Inclement Weather Policy

There are four possible scenarios affected by the weather and you should be aware of the attendance expectations for each one of them:

1. When UGA is open and the school where you have been assigned is open, everyone attends the field as expected.
2. When UGA is closed and the school where you have been assigned closes:
Blocks 1-3 students do not attend the field on that day and there is no expectation that the day will be made up.

Block 4 students- do not go on that day, and are required to make it up on a day that UGA is open.

3. When UGA is open but the school where you have been assigned is closed, students can't attend the field but they are required to make up the day.
4. When UGA is closed but the school where you have been assigned is open:
Blocks 1-3 students do not attend the field on that day and there is no expectation that the day will be made up.

Block 4 students- do not go on that day, and are required to make it up on a day that UGA is open. Lesson plans, teachers' guides and other teaching materials **MUST** be at the school so that at a moments notice the teacher can take over.

Guidelines for the Handling of Body Fluids in a School Setting for the Prevention of Infectious Diseases and HIV Transmission

The body fluids of all persons should be considered potentially hazardous, especially if the fluid(s) contains visible blood. The risk of infection from HIV as well as from other diseases such as hepatitis, cytomegalovirus, and so forth is present. It is best to avoid direct skin contact with any body fluids especially if you have an open sore or cut or abraded skin.

Cleaning Body Fluid Spills

1. Wear rubber household gloves for cleaning spills. If dealing with an injured person or administering first aid, use disposable latex gloves. If administering aid, try to keep a clean barrier between you and any body fluids of injured person.
2. Use paper towels to clean up any spills. Dispose of the towels in a plastic-lined trash container or plastic trash bag.
3. Use paper towels to wash spill area with soap and water. Dispose of the towels properly.
4. Use paper towels to rinse spill area with water. Dry area as well as possible. Dispose of towels properly.
5. Use paper towels to disinfect spill area with bleach/water solution. Dispose of the towels properly. Bleach and water should be freshly mixed in a 1/4 cup to one gallon of water solution. Disinfectants proven effective against HIV may be used instead of bleach and water. All cleaning equipment should also be cleaned and disinfected in a similar way.
6. Before removing gloves, wash them with soap and water. Rinse with the bleach solution or disinfect them. Dry gloves with paper towels. Dispose of towels properly.
7. Remove gloves and wash hands with soap and water. Dry hands with paper towels. Dispose of towels properly. Close plastic bag containing clean-up materials and dispose of properly. Dispose of remaining bleach solution. The gloves may be reused if properly cleaned and disinfected and if they are not cracked, peeling, or torn.

EXAMPLES

WEDNESDAY – February 18	
Language 8:30-9:15	<p>Objectives: The students will be able to...</p> <p>Procedure:</p> <p>Materials:</p> <p>Evaluation:</p>
Animated Alphabet 9:20-9:50	<p>Objectives:</p> <p>Procedure:</p> <p>Materials:</p> <p>Evaluation:</p>
Activity 9:50-10:40	<p>Objectives:</p> <p>Procedure:</p> <p>Materials:</p> <p>Evaluation:</p>
Calendar 10:40-11:10	<p>Objectives: The students will be able to:</p> <p>Procedure:</p> <p>Materials:</p> <p>Evaluation:</p>
Activity 11:10-12:30	Lunch and recess
Math 12:30-1:30	<p>Objectives: The students will be able to...</p> <p>Procedure:</p> <p>Materials:</p> <p>Evaluation:</p>
Science 1:30-2:00	<p>Objectives:</p> <p>1 Topic: Science Inquiry, Process Skills and Problem Solving</p> <ul style="list-style-type: none"> ▪ Standard: Ask questions, makes and keeps simple records of observations. <p>4 Topic: Activities/Tools</p> <ul style="list-style-type: none"> ▪ Standard: Actively engages in the learning process via hands-on/minds-on science activities. <p>Procedure:</p> <ul style="list-style-type: none"> ▪ I will introduce the Apple Cavity Caper activity. ▪ I will then begin the demonstration of a cavity by showing the apple to the children and have them pretend that it is a tooth.

	<ul style="list-style-type: none"> ▪ Next, I will poke a hole in the apple and explain that cavities are holes in the teeth that are caused by not brushing and flossing regularly. I will explain that the hole I just put in the apple is a cavity and we're going to watch it over the next several days to see what happens to the cavity in the tooth. ▪ I will then have the children describe the apple (tooth) and write their answers down. Every day when we observe our tooth, I will write their observations on the paper so we can compare at the end of the week. <p>Materials:</p> <ul style="list-style-type: none"> ▪ Apple ▪ Stick ▪ Chart paper and marker <p>Evaluation:</p> <ul style="list-style-type: none"> ▪ Teacher will complete a checklists showing children's progress toward objectives. Children's written work will be collected and reviewed to determine who needs remediation.
<p>Activity 2 PM- dismissal</p>	