

Ultimate¹ THE STUDENT TEACHING GUIDE

Kisha N. Daniels • Gerrelyn C. Patterson • Yolanda L. Dunston



THE [^]STUDENT TEACHING GUIDE

Kisha N. Daniels

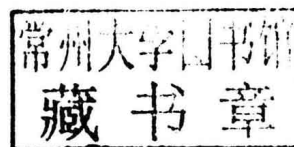
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Ultimate
THE¹ STUDENT
TEACHING GUIDE

Preface

OVERVIEW

The need for effective teachers to prepare students for global citizenship is more urgent now than ever. Consequently, initial training for novice teachers has become even more critical to the success of teacher effectiveness. Thus, the mission of this text is to offer a guide complete with practical, yet research-based, field-tested strategies to assist novice teachers during the most pivotal experience in their teacher education or licensure program—the student teaching internship.

As veteran educators with over 30 years of combined experience teaching and supervising pre-service teachers in schools and universities, we have continuously searched for resources that will assist our students currently in the field. Although we have used several excellent texts, we have been unable to secure one with the appropriate blend of theory, practical strategies, and supplemental activities specifically designed for the student teaching internship. Also, our students expressed dissatisfaction with assignments and readings from texts during the internship. They chose, instead, to focus on completing tasks directly related to their responsibilities in the field (e.g., lesson planning, creating portfolios, studying for Praxis examinations, and applying for teaching positions). We needed a text with supplemental activities that didn't feel like “busy work;” it needed to speak directly to their current experiences in the field.

In addition, the types of pre-service teachers we were preparing began to change dramatically. A text for the traditional undergraduate student was insufficient. We needed a text appropriate for the diverse population of students we served: traditional undergraduate students, second-degree students, second-career students, lateral entry teachers seeking certification, and teacher assistants transitioning into lead teaching roles. No text seemed to address directly the unique circumstances and experiences these varying types of students brought to the internship. Plus, because these students were entering the internship with varying levels of experience in schools, we needed a text that was not only inclusive of current best practices in teaching (e.g., differentiation, technology integration, and brain-friendly teaching strategies) but also readable and accessible to diverse types of pre-service teachers.

Finally, as university supervisors of student teachers in the field, we realized we were spending an inordinate amount of time explaining issues neglected in the textbooks (legal and ethical issues, cooperating teacher conflicts, school politics, classroom management without “real” power, and more). As a result, we ceased using a text altogether and allowed the themes of our student teaching classes to emerge. Several themes consistently emerged across disciplines and grade levels: professionalism, the cooperating or mentor teacher relationship, managing the workload, stress and organization, classroom management, teacher confidence, and life after the internship. Furthermore, there was a clear correspondence between the themes discussed and the trajectory of the student teaching internship. *The Ultimate Student Teaching Guide* is a compilation of those themes.

Teacher education and licensure programs do an excellent job of preparing pre-service teachers, and this text in no way disputes the quality of these programs. Additionally, there

are many excellent texts that help to prepare novice teachers. *The Ultimate Student Teaching Guide*, however, serves as a fresh approach to support a broad range of students dealing with issues and events likely to occur during the internship. Using a light-hearted tone, it candidly addresses the totality of the student teaching internship: its complexities, joys, frustrations, and challenges.

USES OF THE TEXT

This is an excellent textbook for pre-service teachers about to enter a student teaching internship or currently in an internship. It also will be useful to novice teachers in developing fundamental skills such as lesson planning, instructional strategies, classroom management, and understanding school culture. Students enrolled in alternative licensure programs will find this text useful as well. Additionally, those in nontraditional programs for preparing teachers (e.g., complete distance education instruction or distance education combined with face-to-face classes) will find *The Ultimate Student Teaching Guide* an invaluable resource that clearly explicates the universal experiences of the internship.

ORGANIZATION OF THE TEXT

The Ultimate Student Teaching Guide is divided into four parts: Part I: People, Part II: Politics, Part III: Planning, and Part IV: Performance. Part I provides readers with an overview of the *people* they will encounter during the internship, such as school personnel and the cooperating teacher (CT). School culture, legal and ethical issues, and general professionalism are addressed in Chapter 1 (“The Open House: Welcome to Student Teaching”). The relationship with the cooperating teacher is addressed in Chapter 2 (“The Teacher Conference: Meeting Your Cooperating Teacher”), which examines different types of leadership models and how they change over the course of the internship.

Part II focuses on *politics*—or the activities involved in managing the internship—including matters involving relationships, workload, and student behavior. An overview of the relationship between personality theory, strategic problem solving, and the development of a positive relationship with the cooperating teacher is presented in Chapter 3 (“The Rules: Understanding Your Cooperating Teacher”). Stress management and strategies for handling the various responsibilities that run concurrently with the internship are addressed in Chapter 4 (“The Late Bell: Managing the Workload”). A review of well-known classroom management plans and strategies for responding to management issues that arise during the internship are provided in Chapter 5 (“The Principal’s Office: Classroom Management During Student Teaching”).

In Part III, which focuses on *planning*, special attention is given to effective instruction. A review of assessment-based instruction, brain-friendly teaching, and technology infusion is provided in Chapter 6 (“The Planning Period: Strategies for Effective Teaching”), and fundamentals for developing sound instructional plans that meet the needs of all learners are discussed in Chapter 7 (“The Lesson Plan: Preparation and Performance”).

Part IV concludes the book with an emphasis on *performance*. Readers are challenged to view student teaching as a process, to think about how that process affects self-confidence and impacts teaching assignments, and to use reflection as a tool for professional growth in Chapter 8 (“The Evaluation: Developing Confidence in Your Teaching Ability”). Finally,

guidelines for developing portfolios and resumés, studying for specialty area exams, applying for licensure, and applying for jobs are provided in Chapter 9 (“The Last STEP: Student Teacher Exit Plan”).

FEATURES OF THE TEXT

We have taken great care to write this book with the reader in mind. Over the years, we’ve received comments from many students about textbooks, and the feedback is always the same: “They are so boring.” As a result of their feedback, we’ve chosen to incorporate two special features to make the text reader-friendly: a conversational tone and a visual presentation.

The reader will find that the tone of this book is less technical and more conversational than that of other textbooks. However, ample theory is interwoven into the content. There are references to the many significant educational, psychological, and social learning theories that collaborate to support and extend the objectives listed in the chapters. Furthermore, many chapter titles and headings refer to a specific school experience and/or phase.

The text is also supported by a variety of visuals (figures, checklists, pictures, diagrams, etc.) that encourage differentiated learning styles. It incorporates a glossary of professional terms that students will need to know and use, as well as an appendix of templates to help take the guesswork out of creating documents such as lesson plans and resumés.

Additionally, *The Ultimate Student Teaching Guide* maintains the spirit of the tone by incorporating the following additional features that are similar to those in other texts, but are presented in a new format.

Letter to the Student Teacher: The reader will find these friendly letters at the beginning of every chapter. They are informal yet provide useful information about the context and contents of the chapter.

Special Feature Section: This section speaks directly to the special populations that are often overlooked (lateral entry, licensure only, teacher assistants, paraprofessionals, men, etc.). It provides specific information for these candidates whose experiences may be different from those of traditional audiences.

Bulletin Board: Bulletin boards are used to convey and present important information. Similarly, in this text, the Bulletin Board references all of the information that you need to know about a chapter. Essentially, it is the chapter summary presented to look like a bulletin board.

Extra Credit: The text is extended by suggested activities that allow the reader to further examine, reflect on, and activate content themes. Each chapter has an “Extra Credit” section; however, the activities vary. Within each section you will find these features:

Read About It. This section includes a list of web-based and traditional resources that provide additional information about methods, strategies, or research.

Think About It. By utilizing a variety of strategies that offer opportunities to reflect on the content themes and how they affect experiences, this section provides systematic methods to communicate successes, problems, and challenges.

Try It. Students will find activities, from the basic to the specific, that encourage the direct application of methodology and/or theories. The section may include worksheets or reference resources from the “Read About It” section.

Acknowledgments

This textbook would not have been possible without our student teachers. We've experienced such joy watching you develop into effective, passionate educators. Without you, we would not have stories to share. We sincerely thank you because you provide us with constant reminders of why we love teaching and learning.

Many thanks go to the cooperating teachers and university supervisors who have worked so diligently to provide nurturing and support for our student teachers. Without you, the internship would not be possible.

We also extend deep and sincere gratitude to the never-ending support of our families and friends. No one could ask for better parents, siblings, in-laws, neighbors, co-workers (the list could go on and on). We are eternally grateful for the many ways you pitched in so that we could have uninterrupted time to work on this project. Your support and encouragement are invaluable. But above all else, special thanks go to our children and husbands. While writing this book, we've received over 100,000 kisses and hugs, 5,000 caffeinated drinks, 1,000 pieces of chocolate, and 500 "I Love Mommy" pictures from our children. Priceless! And finally, to our husbands, Shan, Brandon, and Phil, thank you for being our number one fans, for believing in us, and for making it possible for us to follow our dreams.

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PART I

People

Chapter 1 The Open House: Welcome to Student Teaching

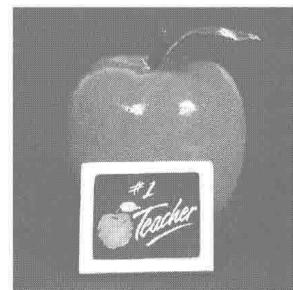
Chapter 2 The Teacher Conference: Meeting Your Cooperating Teacher

The Open House

Welcome to Student Teaching

Dear Student Teacher,

Congratulations! You have worked really hard, and all of the late nights, presentations, papers, exams, and endless studying—not to mention the fights with your computer and hours of field experience—have finally paid off. You are ready for student teaching. It's an exciting experience filled with many unknowns. Most of you will spend at least 600 hours meeting your new "family," learning new rules, and navigating new experiences. If you aren't familiar with your placement site or your cooperating teacher, you may have asked a million questions in preparation for your first day, such as What should I wear? What will my school be like? Will I get along with my cooperating teacher? Does the cafeteria serve good food?



While these questions are all relevant, you may not have thought to ask yourself additional questions: What is the school culture? Who is the principal? What is the role of parent involvement at the school?

Every school has its own unique spoken and unspoken way of doing things. These rules can present themselves as specific policies in the teacher handbook or as vague guidelines for workplace etiquette. We've observed student teachers in many diverse schools, and some of the best student teachers struggle with this transition. So trust us when we say that you'll want to read this chapter thoroughly (we wouldn't waste your time with useless information). In our experience, understanding these politics (or at least knowing the questions to ask) can help you realize how you fit into the system and give you the steps toward a successful experience.

Sincerely,

Your School Culture Coaches
