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A Student Teaching Manual for the Preservice Student Teacher

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A STUDENT TEACHING MANUAL FOR THE
PRESERVICE STUDENT TEACHER

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Education

Master Teacher

by

Alecia L. Rochelle

June 2007

ABSTRACT

By

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This project is designed to assist and support student teachers and first-year teachers who feel unprepared during their preservice training, and novice teachers who are teaching out of their certificated field. The review of related literature and personal research shows that there is an essential need for additional direction, encouragement, collaboration, and guidance among student and first year teachers. This project contains a student teaching manual designed for Parkside Elementary School that provides specific tips on how to be an effective student/first year teacher. The purpose of this project is to design a manual that would assist student and first year teachers with additional resources pertaining to Parkside Elementary School.

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CHAPTER ONE

Background of the Project

Introduction

“Nothing is more important to a child's success in school than finding well-prepared teachers. But millions of children do not have the benefit of

a well-prepared teacher in their classrooms. A prepared teacher knows what to teach, how to teach and has command of the subject matter being taught.” (U.S. Department of Education, 2004)

Liston (2006) states that new teachers feel as though the theoretical grounding learned in teacher preparation does not equip them sufficiently for the demands of the daily classroom life; second, the new teachers wrestle with the emotional intensity of teaching; and third, these new teachers often teach in work places that are not adequately organized to support their learning. Lois Weiner’s (2006) book, *Urban Teaching: The Essentials*, provides an overview of the particular characteristics of urban schools, making explicit some of the problems inherent in them, such as size, bureaucracy inadequate funding, and the responsibility of educating a tremendously diverse population. Weiner (2006) also addresses how to deal with complex relationships with colleagues, how to approach the lack of supply of instructional resources, how to deal with space, what to do about overwhelming amount of paperwork in urban systems, and even how to deal with unions.

Evidence from the U.S. Department of Education (1997) confirms what parents have always known: A teacher's mastery of the academic content of what he or she

teaches is critical to engaging students and inspiring them to academic excellence. For example, students in Tennessee with highly qualified teachers for three years in a row scored 50 percentage points higher on a test of math skills than those who had unqualified teachers. (U.S. Department of Education, 1997).

Liston (2006) suggests one explanation for the difficulties beginning teachers experience is that the curriculum in university-based teacher preparation programs does not prepare them for specific tasks they must accomplish. Liston (2006) describes the basic argument about teacher preparation programs devoting too much attention to theory and not enough attention to the principal skills of teaching. A variation of this argument is that teacher educators teach the wrong theory leaving students with ill prepared teachers (Liston, 2006). May (2005) suggests that determining the performance levels of pre service teachers and graduate level teachers will provide beneficial information in designing programs that better prepare teachers for the classroom. Feldman states:

“Most teachers, whether they came into the profession through an alternative path, as I did, or through a regular teacher education program—as do more than 80 percent of our teachers—will tell you they felt unprepared when they entered the classroom (Feldman, 2003)!”

Statement of the Problem

The problem is that new teachers are not being adequately prepared for real world teaching. They rely on theoretical frameworks learned in undergraduate educational programs to prepare and assist them with what they will encounter in the classroom.

What is learned in universities is not reality in the eyes of first-year teachers. How can undergraduate programs support future teachers theoretically, and?

Purpose of the Project

The purpose of this project was to create and implement a student teaching manual for Parkside Elementary School that emphasizes what to do in the classroom during the teacher's student teaching experience. The manual will be used in compliance with Central Washington's student teaching manual but will contain differentiated material specifically written for Parkside Elementary School.

Limitations of the Project

This project was developed to inform preservice teachers at Parkside Elementary School about how to appropriately engage and immerse themselves into their assigned student teaching classroom. This manual is only intended for teachers placed in general education classrooms. It is not designed for special education or challenge preservice student teachers.

Although a review of literature occurred, the student teaching manual was developed solely by the author. Alecia Rochelle reviewed websites, took classes, conversed with colleagues, attended workshops and seminars, and examined her teaching career in order to write the student teaching manual. Research has proven a need for increased student teacher preparation, so the author incorporated her knowledge from varying sources, to complete the project.

Research

The literature reviewed for this manual was limited to articles written within the

past twelve years. The literature review includes journals written by scholars, data analyses from the U.S. Department of Education, and information pertaining to preservice teaching programs and teacher perceptions regarding preparedness.

Definition of Terms

Curriculum: In education, a curriculum (plural curricula) is the set of courses and their contents offered by an institution such as a school or university (Wikipedia, 1997).

Evaluation of New Teacher Development: Examining whether teachers are progressing in their knowledge (Dill, 1990).

Framework: A generated outline that guides and supports the educator (Moon, 1999).

Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach (Baker, 1997).

Induction Program: An undergraduate, graduate, or doctoral program that teaches and prepares the preservice student to become a certificated educator (Liston, 2006).

Parkside Elementary School: Located in Des Moines, WA. Parkside is a TITLE 1 school that has a diverse community of learners.

Practicum: Practicum placements allow the preservice teacher to gain experience in an actual educational setting (May, 2005).

Preservice Learning: Refers preservice learning from teacher preparation programs to postsecondary education, certification, continued learning, professional development, and mentoring (Lewis et al., 1998).

Professional Development: Additional classes or workshops that support the teacher

through the realm of the educational field (Hill, 2005).

Professional Development Schools: Collaboration between schools, colleges, or departments of education; P-12 schools; school districts; and union/professional associations (Ridley, Hurwitz, Hackett, & Miller, 2005).

Staff: Includes a wide variety of employed workers at Parkside Elementary School.

Employees range from teachers, para-educators, all classified employees, on site janitors, and office staff (Wikipedia, 1997).

Teacher Attrition: Turnover rate amongst educators who leave the teaching profession (Baker, 1997).

Teacher Education: Continuing educators' knowledge in subject areas such as theory and current best practices in education (Minor, 2002).

Teacher Induction: Designed programs that specifically target new preservice teachers (Liston, 2006).

Teaching Practices: Instructional methods that coherently adapt to district curriculum (Korthagan et al., 1999).

Teacher Preparation: Preparation may refer to an undergraduate university program, a university based class, or any other type of professional development (Baker et al., 1997).

CHAPTER TWO

A Review of Related Literature Pertaining to Teacher

Perceptions from Selected Sources

Introduction

In his 1997 State of the Union Address, President Clinton issued a "Call to Action" that included as a priority improving the quality of teachers in every American classroom (Lewis et al., 1998). To Lewis (1998) President Clinton's speech reflects growing concern over the condition of education and the nation's need for excellent teachers. There are, however, according to the U.S. Department of Education (1999) two broad elements that most observers agree characterize teacher quality: (1) teacher preparation and qualifications, and (2) teaching practices. The U.S. Department of Education recognizes the first element as referring to preservice learning, postsecondary education, certification, continued learning, professional development, and mentoring. The U.S. Department of Education states the second element that characterizes teacher quality refers to the actual behaviors and practices that teachers exhibit in their classrooms.

Moskowitz (1997) found that new teachers generally stated that their teacher preparation programs and practicums did not adequately expose them to the realities that they would face as a teacher in charge of a classroom. Feldman (2003) gives a synopsis of her first teaching assignment after completing her teacher preparation program:

"Then we were given a classroom full of kids and left to sink or swim. I sank.

The first time I taught, despite my good education, my extreme dedication, my

experience in the Civil Rights movement, my voluntary visits to the homes of my pupils and my devastating love for each and every one of them, I dropped out after one year (Feldman, 2003).”

Minor et al., (2002) identified length of time in a teacher education program and the amount of field experience were important factors in assisting preservice teachers in the development of their beliefs as they progress through the teacher education program. Lewis et al., (1998) refers preservice learning from teacher preparation programs to postsecondary education, certification, continued learning, professional development, and mentoring (Lewis et al., 1998). Up to one-third of new U.S. teachers (Moskowitz, 1997) leave the profession within three years, according to the National Commission on Teaching and America’s Future. Moskowitz (1997) found according to the Commission, that one reason for this “wastage” of teaching resources is our typical “sink-or-swim” attitude toward teacher induction. Baker and Smith (1997) found that teachers younger than age 25 years are much more likely to leave if they are employed in private schools. Darling-Hammond (2006) found that the costs of this teacher attrition are enormous. One recent study according to Benner (2000) estimates that, depending on the cost model used, districts spend between US \$8,000 AND \$48,000 in costs for hiring, placement, induction, separation, and replacement for each beginning teacher who leaves. On a national scale, it is clear to Darling-Hammond (2006) that teacher attrition costs billions annually that could be more productively spent on preparing teachers and supporting

them in the classroom. According to the Educational Testing Service (2007) teacher attrition, however, was reduced by two thirds in 2006 (Russell, 2006).

Dworkin (2001) indicated that burnout and turnover may be a result of leaving the teaching profession because of the discrepancy between career ideals and career realities.

Travers and Cooper (1993) found that teachers suffered from higher levels of stress than the average population and persons who also worked in client-related professions, such as medical doctors, nurses, and hospital attendants (Brouwers & Tomic, 2002). There are five steps stated by Feldman (2003) that can and should be taken into consideration right now to make a concrete difference in the way teachers are prepared for the realities of today's classrooms. The five elements according to Feldman (2003) that would create real and meaningful preparation, for teachers include: (1) doing a better job of preparing prospective teachers before they begin their careers; (2) state licensing bodies and professional standards boards should require that entering teachers meet high standards that include knowledge of their disciplines, of how students learn, and of the liberal arts and sciences; (3) beginning teachers should be given a well-supervised induction period that includes the opportunity to observe and be mentored by highly accomplished teachers; (4) peer assistance and peer review programs should be transformed from rare to commonplace; and (5) teachers in every school and district should be engaged in ongoing, meaningful professional development.

Many teacher educators, along with Dill and Associates (1990), believe that teachers need some combination of knowledge of subject matter, pedagogical knowledge

about how to teach that subject matter, and the ability to assess student learning of it to be better prepared as a first year teacher. Similar to Dill and Associates, teachers believe according to Moskowitz (1997) that they, rightly or wrongly, feel as though their transition would be smoother if they had to deal with more realistic classroom-management problems and with parents, before they were assigned full responsibility for a classroom of students. Brouwer (1989), feels as though transfer of what is presumably learned in teacher education programs to actual classroom practice has been strongly linked to whether there was provision for student-teachers to develop knowledge about teaching by reflecting on realistic classroom situations (Freudenthal, 1991), thus alternating the integration of theory with practice (Korthagen & Kessels, 1999).

Professional standards have increased among program requirements, necessitating that teachers have knowledge in their disciplines. The problem is that Darling-Hammond (1996) found that fifty-six percent of high school students taking physical science are taught by out-of-field teachers as are twenty-seven percent of those taking mathematics. Darling-Hammond (1996) also found that twenty-one percent of those taking English, are taught by nearly twenty-three percent of all secondary teachers who do not have even a minor in their main teaching field. This is true for more than thirty percent of mathematics teachers (Darling-Hammond, 1996). The proportions are much greater in high-poverty schools and lower-track classes (Darling-Hammond, 1996). This research coincides with Feldman's beliefs and shows that state licensing bodies and professional standard boards must require teachers to have knowledge in their disciplines. It is imperative for school districts to employ teachers in their major field of study.

One approach used to enhance the transfer of knowledge and skills from teacher education programs to the classroom is mentoring or coaching (Kagan, 1992; Showers, 1987; Showers, et al., 1987). During the field-placement experience, preservice teachers are subjected to influence from cooperating teachers and from other classroom-based and institutional factors (Zeichner & Grant, 1991) that can lead increasingly to conservative and traditional beliefs (Zeichner, 1980) or to more bureaucratic and impersonal practices (Hoy & Woolfolk, 1990). It becomes crucial to preservice teachers' educational experiences that they receive guidance in the use of strategies and concepts related to making modifications in instruction for academically diverse learners (Moon et al., 1999). Russell (2006) found that in order to remedy unpreparedness, there has been a rapid growth of teacher mentoring and induction programs in recent decades: more than 80 percent of new teachers participate in some kind of program, up from 40 percent in 1990-91. Correlating to Russell's research, research from Showers et al., (1987) has also indicated that teachers are more likely to use new strategies and concepts if they receive coaching while they are implementing the changes in their classes. Most U.S. teachers researched by Darling-Hammond (1996) have only three to five hours each week for planning. This leaves them with almost no regular time to consult together or to learn about new teaching strategies, unlike their peers in many European and Asian countries who spend between 15 and 20 hours per week working jointly on refining lessons and learning about new methods.

Sykes (1999) believes, in agreement with Feldman, that the key to producing well-qualified teachers is to greatly enhance their professional learning across the

continuum of a career. Lack of professional development and rewards for knowledge and skill according to Darling-Hammond (1996) decreases the chance for the preservice teacher to survive in the classroom. Sykes (1999) found that teachers' perspectives on their own professional development were shaped by four strands of influences, or thematic findings: their developmental levels, their school contexts, their desire for more opportunities to collaborate, and their interest in experimenting with new roles and responsibilities. In addition to the lack of support for beginning teachers, Darling-Hammond (1996) has found that most school districts invest little in ongoing professional development for experienced teachers and spend much of these limited resources on unproductive workshops. The U.S. Department of Education (1999) says professional development is geared to provide on-the-job-learning in key areas of classroom teaching, recent participation in professional development programs should contribute to teachers being better prepared for the requirements of classroom teaching.

Rationale for a Student Teaching Manual

This national profile of teacher preparation, qualifications, and work environments provides a context for understanding why many teachers do not report feeling very well prepared to meet many of the challenges they currently face in their classrooms (U.S. Department of Education, 1999). Intrator (2006) concedes that new teachers begin teaching with such robust beliefs, they become frustrated and impatient with their inability to "transform lives" or consistently "stir imaginative conversation." According to Grant (2006) John Dewey believed that teachers need to have three characteristics to connect knowledge and skill: open-mindedness, wholeheartedness, and

responsibility. Open-mindedness was defined by Dewey as “freedom from prejudice, partisanship, and daily habits that inhibit the mind making it unwilling to consider new problems and to entertain new ideas (Grant, 2006).”

According to the U.S. Department of Education (1999), key findings are provided in three major areas: (1) preservice learning and teaching assignment; (2) continued learning; and (3) supportive work environment. Feldman’s (2003) five elements which were previously stated coincide with the U.S. Department of Education’s key findings, which are attributed to unprepared teachers. Feldman (2003) found that throughout their preservice learning and teaching assignments, teachers need to be really well educated and deeply know the subject they teach. Yet one out of four high school courses in the core academic subjects identified by Haycock (1998) is being taught by teachers without a college major, or even a college minor, in that field. Haycock (1998) found that in high-poverty schools the ratio climbs to more than one in three. Students in high-poverty classrooms researched by Haycock (1998) are seventy-seven percent more likely than students in low poverty classrooms to be assigned to an out-of-field teacher. More than 30 states, researched by Darling-Hammond (2006), continue to allow teachers to enter teaching on emergency permits or waivers with little or no teacher education at all. Darling-Hammond (2006) also found that more than 40 states have created alternative pathways to teaching, some of which are high quality postbaccalaureate routes and others of which are truncated programs that short-circuit essential elements of teacher learning. Feldman’s research (2003) supports the idea that prospective teachers should complete an

academic major and have a solid foundation since teachers can not teach what they do not know well.

A recent report (U.S. Department of Education, 2006) found that 36 percent of 7-12th grade public school math teachers and 27 percent of science teachers did not have a major or minor in their subject area or related discipline. Specifically in the physical sciences, 59 percent of teachers did not have a major or minor in any of the physical sciences (U.S. Department of Education, 2006). Whitehurst (2002) states that a well-prepared teacher is vitally important to a child's education. In fact, research demonstrates according to Whitehurst (2002) the clear correlation between student academic achievement and teacher quality. Feldman (2003) suggests that preservice programs should work with universities and alternative path programs to provide meaningful, practical experience in the classroom for prospective teachers.

Since so many teachers are being placed in teaching positions that are not their designated certificated subject or content area, there is a strong rationale for making this manual. Darling-Hammond (1996) mentions that more than 50,000 people who lack the training required for their jobs have entered teaching annually on emergency or substandard licenses. Although this manual targets student teachers, the manual will be beneficial to teachers working with an emergency teaching certificate or out-of-field teachers.

Recommendations for Quality Teacher Preparation Programs

A study conducted by Darling-Hammond (2006) examining seven exemplary teacher education programs-public and private, undergraduate and graduate, large

and small-that produce graduates who are extraordinarily well prepared from their first days in the classroom finds that despite outward differences, the programs had common features. The similar features are: a common, clear vision of good teaching that permeates all course work and clinical experiences, creating a coherent set of learning experiences, well-defined standards of professional practice and performance that are used to guide and evaluate course work. Clinical work was a common feature as well as strong core curriculum taught in the context of practice and grounded in knowledge of child and adolescent development and learning, and an understanding of social and cultural contexts. Other common survey results found by Darling-Hammond (2006) call for: assessment and subject matter pedagogy, extended clinical experiences (at least 30 weeks of supervised practicum) and student teaching opportunities in each program that are carefully chosen to support the ideas presented in a simultaneously, closely interwoven course work. Extensive use of case methods, teacher research, performance assessments, and portfolio evaluation that apply learning to real problems of practice are more common features of the study results. Explicit strategies are used to help students confront their own deep-seated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves; strong relationships, common knowledge, and shared beliefs among school-and university-based faculty jointly engaged in transforming teaching, schooling, and teacher education (Darling-Hammond, 2006).

Strotsky (2006) found that what each teacher needs to know differs as much by educational level as by subject area. Strotsky (2006) suggested that almost sixty percent suggested by of all prospective teachers completing licensure programs last spring failed a subject matter test as well as a test of reading and writing skills. There was a common consensus according to Strotsky (2006) that new teachers needed much stronger academic preparation if they were to pass their licensure tests and teach to the state's new K-12 standards.

Summary

Moskowitz (1997) contended that today, in all too many places, new teachers receive little practical experience during preservice training. Ridley, Hurwitz, Hackett, & Miller (2005) researched a Professional Development School (PDS) that implemented characteristics of what Dill and Associates (Miller, 2005) believed in. The PDS-based school was thought to lead to more highly prepared new teachers: (a) field experiences are spread throughout the teacher preparation program; (b) theory and practice are closely connected; (c) preservice teachers are supervised by school and university personnel throughout the program; (d) a strong support system for preservice teachers is created; and (e) the program is collaboratively designed and implemented (Ridley, Hurwitz, Hackett, & Miller, 2005). Teachers who receive student teaching are twice as likely to stay in teaching after a year, and those who receive the kinds of preparation that include learning theory and child development are even more likely to stay in teaching (Henke, Chen, & Geis, 2000; Luczak, 2004; National Commission on Teaching and America's Future, 2003).

CHAPTER THREE

Procedures

The procedures used to incorporate a school wide student teaching manual into Parkside Elementary School consisted of reading related material supporting the need for student teaching improvement, reviewing student teaching manuals from other institutions, and distributing and reviewing student survey, staff survey, and student teacher survey. While developing the student teaching manual, the author performed several tasks upon completion. The tasks included:

- Administering surveys
- Reviewing scholarly material pertaining to teacher perceptions of preparedness
- Critiquing websites to find the best online resources for student teachers
- Collecting information regarding undergraduate student teaching manuals from the following institutions:
 - North Dakota State University
 - Columbia University
 - Louisiana State University
 - University of Texas at Brownsville
 - University of Minnesota Duluth
 - Miami University
 - University of North Texas
 - Central Washington University

Need for the Project

In a 1998 survey of 3,500 teachers prepared for the U.S. Department of Education, four out of five teachers said they felt unprepared to teach (Staff, 2001). New teachers everywhere feel overwhelmed by the challenge of their first year in charge of a class and need additional training before they enter the classroom (U.S. Department of Education, 1997). The U.S. Department of Education (1997) found the following quotes: One teacher in Australia's Northern Territory said: "It was like jumping in at the deep end." Another added: "It is a very steep learning curve moving from the university to the real world." A teacher in Japan agreed, saying "This first year has been very difficult. I am much busier than I had expected to be. It is entirely different from my student teaching experience. Every day brings a new surprise (U.S. Department of Education, 1997)."

A student teaching manual would assist, support, and guide first year teachers as well as novice educators teaching subjects they are not certified or qualified to teach. Darling-Hammond (1996) found that within schools with the highest minority enrollments, students have less than a fifty percent chance of getting a science or mathematics teacher who holds a license and a degree in the field in which he or she teaches. Among teachers who teach a second subject, thirty-six percent are un-licensed in that field, and fifty percent lack a minor in it (Darling-Hammond, 1996).

It was apparent through the staff, student, and preservice survey's regarding student teacher preparation that supplemental information should be available as an additional resource to aid in quality teaching. Additional beliefs and opinions from

surveys pertaining to student teachers indicated that preservice teachers past and present had been an ineffective addition to classrooms (according to surveys that were distributed to staff members). The manual would serve as an additional tool to enlighten new and preservice teachers.

Implementation

Since Parkside Elementary School hosts student teachers from varying Washington State universities, this manual will be implemented during the 2007- 2008 school year after careful review of a team of Parkside colleagues. Staff members will be introduced to this manual during a series of required August workshops. The manual training will be brief due to contracted time throughout the Highline School District, but will give Parkside teachers the training they need in order to appropriately deliver the manual to student teachers.

Timeline

There will be six student teaching manuals at Parkside Elementary School, which will equate to one manual per grade level. When teachers host a preservice teacher, it will be the cooperating teachers' duty to distribute the manual during the first student/cooperating teacher meeting. This will allow the student teacher to review expectations and requirements prior to the beginning of student teaching.

The student teacher will keep the manual during the duration of his/her whole teaching experience. This will allow the preservice teacher to look up any information related to teaching. At the end of the student teaching experience, the preservice teacher will return the manual to the mentor teacher.

CHAPTER FOUR

How the Manual will be Utilized

The purpose of this project was to enlighten, assist, and acknowledge the gaps between theoretical learning in teacher preparation courses, to the demands of what life in a real classroom consists of. The manual was designed as a resource specifically for student teachers who are in their last semester or quarter in an educational institution. This manual could also assist cooperating teachers, or a teacher who have found themselves teaching in a field that is not their certificated subject area.

Student teachers will use the manual to assist them in all the realms of what student teaching entails. Teaching programs do not fully equip student teachers with knowledge of the realities that occur in the classroom but only teach theories and pedagogical knowledge. A lot of the information presented in the student teaching manual was researched by the author and can be considered common sense to some but newly learned knowledge to others.

CHAPTER FIVE

Summary

The purpose of the student teaching manual was to develop a resource that student and first-year teachers could use in the classroom. The manual not only provides pedagogical and theory information, but can be used a support to student teachers who are having a difficult time in the classroom or have questions regarding best practices in teaching. Prior to writing this manual, the author reviewed scholarly journals, books, magazines, websites, and online articles all pertaining to student teachers readiness to teach. An analysis of student teaching manuals from national universities was completed, to gather the most pertinent information needed to have a successful student teaching experience. The manual will be implemented during the 2007 – 2008 school year.

Conclusions

While creating the student teaching manual the author found many results. The most important noted outcome was that the student teaching manual should be relevant to what the student teachers will actually be seeing in the classroom. This will make the manual more applicable and appealing to the student teacher.

Providing information that is cite specific (Parkside Elementary School) instead of a generic rendition of the student teacher's university student teaching manual is another outcome that will assist the student teacher. When manuals coincide with the actual school, it gives the student teacher clarity as to how the school is operated.

The author also concluded the importance of: allowing staff members and colleagues at Parkside Elementary School to have a say in the content of the manual prior

to the deliverance of the resource, making sure teaching trends are updated, and using statistics as evidence that student teachers are entering the field unprepared to student teach. The manual should guide and assist the student teacher not just require additional work. The manual needs to include as many teaching tips as possible to ensure success for every teacher.

Recommendations

Recommendations for the project include: making the manual available to parents at their request, making sure the manual is updated every school year to coincide with current teaching trends, and to give each student teacher their own copy of the manual prior to entering the classroom. The manual should reflect the climate of the elementary school and be cite specific to the schools beliefs.

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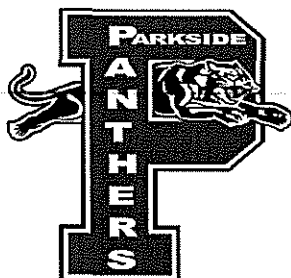
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2104 South 247th Street ; Des Moines, WA 98198



Student Teaching Manual

Adapted for Parkside Elementary School

*Creating a safe and caring community of self-confident,
independent learners, succeeding academically and socially.*

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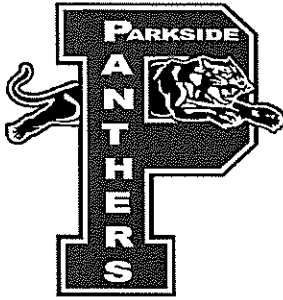
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HIGHLINE SCHOOL DISTRICT
PARKSIDE ELEMENTARY SCHOOL
2104 SOUTH 247TH Street
DES MOINES, WA 98198
PHONE (206) 433-2495

Dear Student Teacher,

Welcome to the last educational requirement prior to graduating from your university. We are dedicated to making your student teaching experience a huge success in preparing you to lead a future classroom of your own. Student teaching is a commitment that coincides with Parkside's acronym: ICARE. Displaying these words through actions will show your commitment and desire to excel in this profession.

INTEGRITY – Throughout your time at Parkside, we expect you to uphold the highest level of integrity. We rely on you to be a positive role model for our students in every aspect of life including reliability and honesty.

COOPERATION – This is essential in maintaining a positive relationship with your mentor teacher. Communication between you and your cooperating mentor must be evident through cooperation. Working together to build a working partnership, will result in a successful experience.

ATTITUDE – If we expect our students to display a positive attitude, teachers must do so as well. Refrain from negativity, even if it's with colleagues. Positive energy will reap through to our students if we are truly staying positive within ourselves.

RESPONSIBILITY – Student teaching requires a great deal of responsibility including: punctuality, appearance, professionalism, enthusiasm, and organization.

EMPATHY – In this profession you have the opportunity to change lives! You can make every difference in the lives of a child and sometimes it only takes compassion, showing your students you care about them. Do your best to show students you understand their achievements and hardships. Be a listening ear, give an extended smile, and show them you notice their existence.

In advance, we thank you for your time in planning, your commitment to learning, and your desire to teach. We hope you achieve the highest level self fulfillment and enjoy your time at Parkside Elementary.

Sincerely,
Parkside Staff

Purpose of the Student Teaching Manual

The purpose of this manual is to provide a resource for student teachers who are in their last quarter or semester of their undergraduate educational program and are preparing to teach in the fall of the upcoming school year. The manual provides protocols specific to Parkside Elementary School and is adapted to meet the needs of their rules and expectations. The manual includes seven sections that either reinforce or introduce cite specific tips pertaining to what life in a classroom really entails. The manual primarily provides information for the student teacher but also includes a section about the cooperating teacher's roles and responsibilities. If all seven sections of the manual are followed correctly, the student teacher will have a successful experience in the classroom.

The student teaching manual was designed to meet the needs of every student teacher preparing to enter the classroom as a full time teacher in the fall. The manual should be used as a resource in conjunction with what their university has provided them with. This manual is cite specific to Parkside Elementary School and includes information that is typically not taught in preservice educational institutions. It was designed to give

student teachers additional assistance when needed without the constant help of their mentor teacher.

Author Autobiography

The author of this manual is in her fifth year of teaching at Parkside Elementary. She has taught sixth grade for the past three years and previously taught third grade. The information throughout the student teaching manual was gathered solely by the author from other institutions teaching manuals, workshops, classes, professional development seminars, websites, and actual teaching experiences. Information on Parkside's WASL scores and school's demographics are received from the Office of Superintendent of Public Instruction. In order to meet the needs of every staff member at Parkside, surveys were distributed to get an idea of how teachers viewed the preparedness of student teachers.

School Overview

The following charts, tables, and graphs, break down statistics for the school into several categories. Student Demographics, WASL scores, and Teacher Information are all furnished by the Office of Superintendent of Public Instruction (1906).

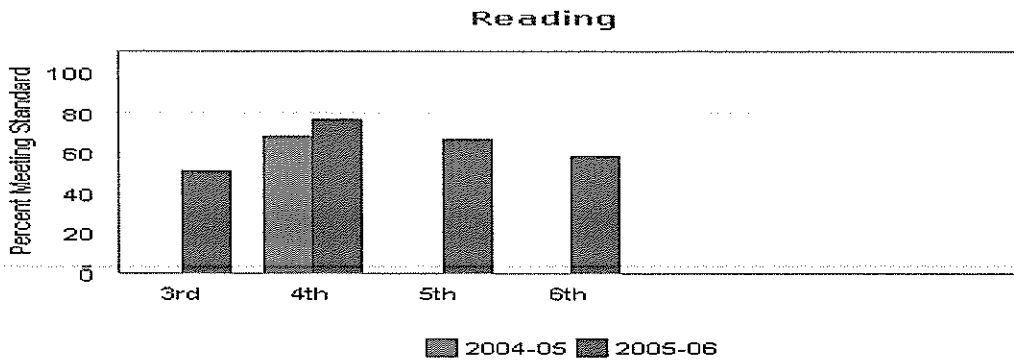
Student Demographics

Enrollment	
October 2005 Student Count	514
Gender (October 2005)	
Male	52.7%
Female	47.3%
Ethnicity (October 2005)	
American Indian/Alaskan Native	3.1%
Asian	20.2%
Black	17.1%
Hispanic	23.9%
White	35.6%
Special Programs	
Free or Reduced-Price Meals (May 2006)	59.2%
Special Education (May 2006)	10.9%
Transitional Bilingual (May 2006)	15.7%
Migrant (May 2006)	0.0%

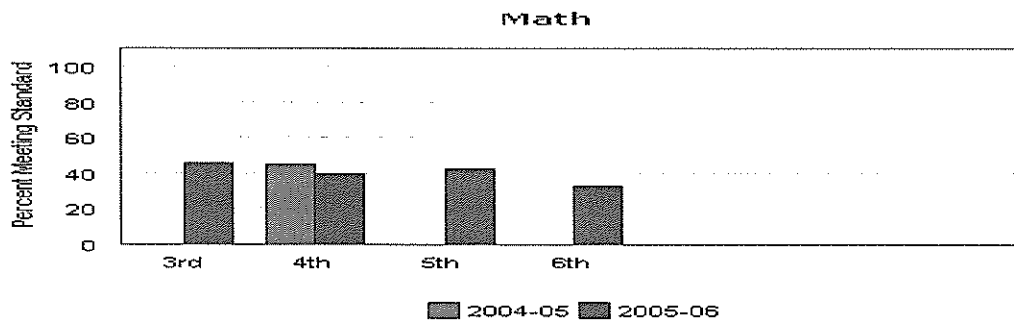
Teacher Information (2005-06) [\(more info\)](#)

Classroom Teachers	24
Students per Teacher	21.4
Average Years of Teacher Experience	10.0
Teachers with at least a Master's Degree	50.0%
Total number of teachers who teach core academic classes	27
% of teachers teaching with an emergency certificate	0.0%
% of teacher teaching with a conditional certificate	0.0%
Total number of core academic classes	27
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	96.3%
% of classes taught by teachers who do not meet NCLB HQ definition	3.7%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	96.3%
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	3.7%
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	

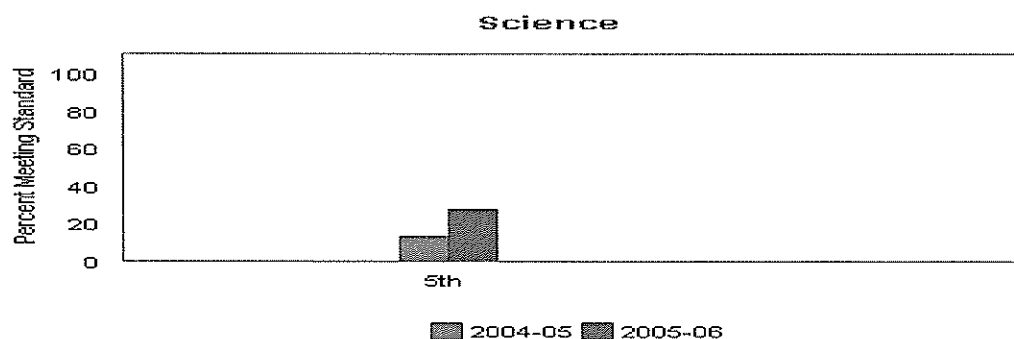
2005-06 WASL Results



According to the bar graph above, third grade Parkside students were reading at grade level 50% of the time. Half were at grade level while the other half were below. Fourth grade students were almost proficient in reading during the 2005 - 2006 school year.



Only 30% of sixth grade students were meeting grade level benchmarks in math. Around 45% of third graders were at grade level. During the 2006 - 2007 school year, mathematics were our number one emphasis!



Fifth graders were the only students who took the science WASL during the 2004 - 2005 and 2005 to 2006 school years. Although there is improvement, only 25% of Parkside's fifth graders passed the test.

Surveys

The author provided staff members, students, and student teachers with surveys relevant to the student teaching manual. These surveys helped constructing the student teaching manual and allowed staff members the opportunity to give input as to what type of content the manual should include. The surveys made it evident that an extra resource for student teachers should be in place.

Survey Assessment

The staff survey revealed that teachers felt their preservice teachers were coming into their classrooms somewhat prepared. The major reason teachers feel their student teachers are unprepared is because of classroom management. In addition to classroom management, teachers felt as though these preservice teachers try being friends with their students instead of their disciplinarian.

The parent survey coincided with the teacher survey. Parents felt student teachers lacked structure but were more on the creative side with fresh classroom ideas.

The student survey found that kids thrive in a consistent environment,

which results in mixed outcomes. Some students do not like having a student teacher in the classroom while other student said they liked the preservice teacher almost better than their regular one.

The student teacher survey was consistent amongst each student teacher who took it. After being in the actual classroom, student teachers were unprepared and felt they had little control of the class. There were some outliers but the majority, felt pretty disorganized.

**STAFF SURVEY PERTAINING TO
THE STUDENT TEACHING MANUAL**

Prepared for staff members who have had student teachers in their classroom.

Directions: Please circle the response that you feel accurately answers the question.

- | | | |
|---|-----|----|
| 1. I felt my student teacher was confident. | YES | NO |
| 2. The student teacher showed teaching practices learned in their undergraduate program. | YES | NO |
| 3. The student teacher was organized. | YES | NO |
| 4. The student teacher had good communication skills. | YES | NO |
| 5. The student teacher was open to criticism. | YES | NO |
| 6. I helped my student teacher plan. | YES | NO |
| 7. I got along with my student teacher. | YES | NO |
| 8. My student teacher seemed extremely overwhelmed. | YES | NO |
| 9. I could definitely tell that my student teacher had great undergraduate training. | YES | NO |
| 10. I don't think student teachers can be prepared by a program. I think they either have the gift to work with kids or they don't. | YES | NO |
| 11. During the time when the student teacher took over I had to intervene and still had to explain the do's and don't of teaching. | YES | NO |

12. What do you feel undergraduate programs have done well in order to prepare these students for their actual student teaching experience? _____

**STUDENT SURVEY PERTAINING TO
THE STUDENT TEACHING MANUAL**

Prepared for students who have had student teachers in their classroom.

Directions: Please circle the response that you feel accurately answers the question.

- | | | |
|--|-----|----|
| 1. I liked my student teacher. | YES | NO |
| 2. The student teacher knew what he/she was doing. | YES | NO |
| 3. The student teacher was organized. | YES | NO |
| 4. The student teacher had good communication
and gave good directions. | YES | NO |
| 5. The student teacher was enthusiastic. | YES | NO |
| 6. The student teacher was a "good teacher." | YES | NO |
| 7. I got along with my student teacher. | YES | NO |
| 8. The student teacher seemed extremely
overwhelmed. | YES | NO |
| 9. I could definitely tell that my student
teacher didn't know what he/she was doing. | YES | NO |
| 10. The student teacher was friendly. | YES | NO |
| 11. During the time when the student teacher
took over, our class became more disruptive. | YES | NO |

12. What did your student teacher do well? _____

13. What could your student teacher improve on? _____

**STUDENT SURVEY PERTAINING TO
THE STUDENT TEACHING MANUAL**

Prepared for parents who have had student teachers in their child's classroom.

Directions: Please circle the response that you feel accurately answers the question.

- | | | |
|---|-----|----|
| 1. The student teacher communicated with me. | YES | NO |
| 2. I felt the student teacher knew what he/she was doing based on his/her demeanor. | YES | NO |
| 3. The student teacher was organized. | YES | NO |
| 4. The student teacher conducted her/himself professionally. | YES | NO |
| 5. The student teacher was enthusiastic and positive when in contact with him/her. | YES | NO |
| 6. The student teacher was a "good teacher." | YES | NO |
| 7. I got along with the student teacher. | YES | NO |
| 8. The student teacher seemed extremely overwhelmed when talking to him/her. | YES | NO |
| 9. I could definitely tell that my students student teacher didn't know what he/she was doing. | YES | NO |
| 10. The student teacher was friendly. | YES | NO |
| 11. During the time when the student teacher took over, my son/daughter didn't enjoy going to school. | YES | NO |
| 12. What did you notice the student teacher doing well? _____ | | |
| _____ | | |
| _____ | | |
| 13. What could the student teacher improve on? _____ | | |
| _____ | | |

**STUDENT TEACHER SURVEY PERTAINING TO
THE STUDENT TEACHING MANUAL**

Prepared for undergraduate students who just completed student teaching.

Directions: Please circle the response that you feel accurately answers the question.

- | | | |
|--|-----|----|
| 1. My student teaching experience was exactly what I thought it would be. | YES | NO |
| 2. I felt as though my university prepared me for this experience. | YES | NO |
| 3. I was organized and knew what I was going to teach prior to teaching it. | YES | NO |
| 4. I had good control of the class when I was teaching on my own. | YES | NO |
| 5. I was frustrated on occasion and felt like I was not ready to actually be in the classroom. | YES | NO |
| 6. I was upbeat, positive, and loved my experience. | YES | NO |
| 7. I got along with my cooperating teacher. | YES | NO |
| 8. I am ready to be a teacher and have a classroom of my own. | | |

9. How could have your university better prepared you for this experience? _____

13. Was this experience similar to what you thought it would be? Why or why not?

14. How was your classroom management? _____

**STAFF SURVEY PERTAINING TO
THE STUDENT TEACHING MANUAL**

**Prepared for staff members who have NOT had a student teachers in their
classroom.**

Directions: Please circle the response that you feel accurately answers the question.

1. Would you like a student teacher in your classroom this school year? If yes, answer #2.
If no, go to question #3.

YES

NO

2. Why would you want a student teacher? _____

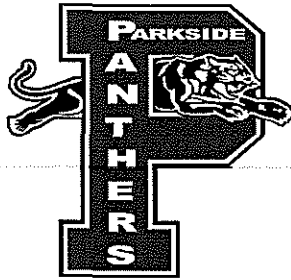
3. Why wouldn't you want a student teacher? _____

4. How many years have you been teaching? 1-3 2-5 5-10 Over 10

5. Is there a specific university where you
would like to get your student teacher from?

YES

NO



Roles and Responsibilities

Creating a safe and caring community of self-confident,
independent learners, succeeding academically and socially.

Expectations

Throughout your twelve-week (dependent on the college) student teaching experience, you are part of the staff at Parkside Elementary School. The way you conduct yourself is extremely important. The following is a minimal list of expectations that will assist you in being a staff member at Parkside, will assist your cooperating teacher in being a productive mentor, and lastly, will remind your university supervisor of his/her expectations in preparing you to become a future teacher.

We Expect Student Teachers To:

- abide by the ICARE acronym
- have a background check prior to student teaching
- follow the dress code (jeans acceptable on Fridays)
- be prepared and organized (lesson plans, teaching materials, etc.)
- be punctual (8:40am to 4:10pm)
- collaborate with peers, university supervisor, and cooperating teacher
- self reflect through the universities method of choice
- have good classroom management skills (read the classroom management section of the manual)
- know discipline procedures and be able to implement them if needed
- ask for help or clarification if something is confusing or doesn't make sense to you
- submit lesson plans in advance so your cooperating teacher can review them and make suggestions if anything needs to be modified

- participate in professional activities such as faculty meetings, teacher in-services, grade level meetings, and open house/parent night etc.
- regularly attend cohort meetings or classes from your university
- be enthusiastic
- assist students and
- support your cooperating teacher and in return, he/she will support you

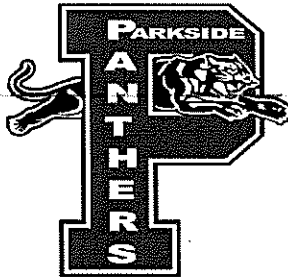
We Expect Cooperating Teachers To:

- insure the safety and welfare of their student teacher
- insure that students are still receiving adequate instruction
- make sure the student teacher is informed about school and district policies regarding classroom management and discipline
- mentor, communicate, and assist the student teacher
- collaborate with the university supervisor in the supervision of the student teacher
- share teaching strategies and philosophies with the student teacher
- collaborate with the student teacher in planning, constructing curriculum, and teaching
- provide adequate direction in regards to EALR's
- provide actual teaching time (length is dependent on university)
- review the student teacher's lesson plans in sufficient time to allow for discussion of suggestions, any necessary modifications, and for the student teacher to implement changes as appropriate
- observe the student teacher while he/she is teaching
- provide feedback that is clear, continuous, oral and written
- regularly communicate to the university supervisor regarding the student teacher's progress or concerns about growth and development *(particularly with regard to areas requiring immediate attention, such as punctuality, attendance, preparedness, lack of ability, etc.)*
- actually document the candidate's punctuality and attendance and report the information to the university supervisor

- contact the university supervisor if problems arise or if the student teacher is not compliant with school and district mandates
- complete a written formal evaluation of the student teacher at the mid-semester and the end of the semester
- communicate and discuss formal evaluations with the student teacher and give feedback when necessary and
- review the candidate's self-evaluation

We Expect the University Supervisor To:

- communicate and collaborate with the cooperating teacher throughout your teachers student teaching experience
- act as a liaison between the participating school and the College of Education
- provide meaningful class time for all student teachers to communicate and reflect in unison, what their trials and tribulations have been thus far in their student teaching experience
- collaborate with the classroom mentor teacher on the mid-semester and final evaluations of the student teacher's performance by submitting information to the classroom mentor teacher
- assist the classroom mentor teacher in identifying areas of improvement for teacher candidates and writing and monitoring the implementation plans to address the identified areas
- especially assist the classroom teachers who are having difficulty with this experience
- observe the student teacher in the assigned school a minimum of four times per semester (depending on university) teaching an entire lesson, and to provide written feedback of the observation
- confer with the student teacher following each classroom observation in person if possible or via phone conversation if not
- ensure that the classroom mentor teachers are providing weekly written feedback to candidates and
- critique in writing, how the mentor teacher performed with his/her duties of being a cooperative teacher



Student Teaching Timeline

Creating a safe and caring community of self-confident,
independent learners, succeeding academically and socially.

Typical Student Teaching Progression

Week One:

- Observe mentor and assist with daily classroom routine.
- Develop working plan for whole rotation period with mentor which includes teaching whole class, small groups, and doing guided observation.

Weeks Two - Four:

- Co-plan and teach a gradually increasing number of lessons, beginning with one lesson a day in Week 2 and increasing to 2/3 lessons a day by Week 5 in different subject areas.
- Work with individuals and small tutorial groups.
- Assume responsibility for some classroom routines, such as arrival and dismissal, restroom breaks, and transition times between classes.

Week Five:

- Assume increasing responsibilities for classroom planning and teaching.
- Plan specific lessons with mentor for which intern will be responsible for teaching.

Weeks 6-10:

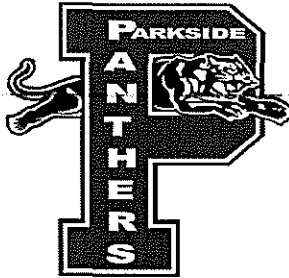
- Interns are expected to plan, implement, manage and evaluate independently as much as possible during the last two weeks of each placement.
- Full responsibility: Increase planning and classroom responsibility to the point that the classroom is being managed by the intern. The intern is expected to take full teaching responsibility during this period.

Week 10:

- Begin to hand subjects back to your cooperating teacher until he/she resumes his/her full teaching responsibility.

Weeks 11 - 12:

- Observe other teachers in the building.



Staff Handbook Resources

*Creating a safe and caring community of self-confident,
independent learners, succeeding academically and socially.*

Mission Statement:

Passionate About Student Success

Staff Beliefs:

1. We will strive to create a safe, productive learning environment for all students to learn and achieve through student-staff-parent collaboration.
2. We will teach students the expectations for responsible behavior in all school settings. We will encourage students to be responsible, to always try to do their best, to cooperate with others, and to treat everyone with dignity and respect.
3. We will strive to provide positive feedback for responsible behavior often.
4. We will have flexibility when designing our own classroom management plans, but our plans will conform with our school's management plans.
5. We believe we can do anything through consistency, teamwork, and positive attitudes.

Parkside Guidelines

Cooperate and treat others with respect

Attitude: be honest, trustworthy and polite

Responsible for learning and actions

Effort: always do your best

And remember!

Find something to laugh or be joyful about each day!

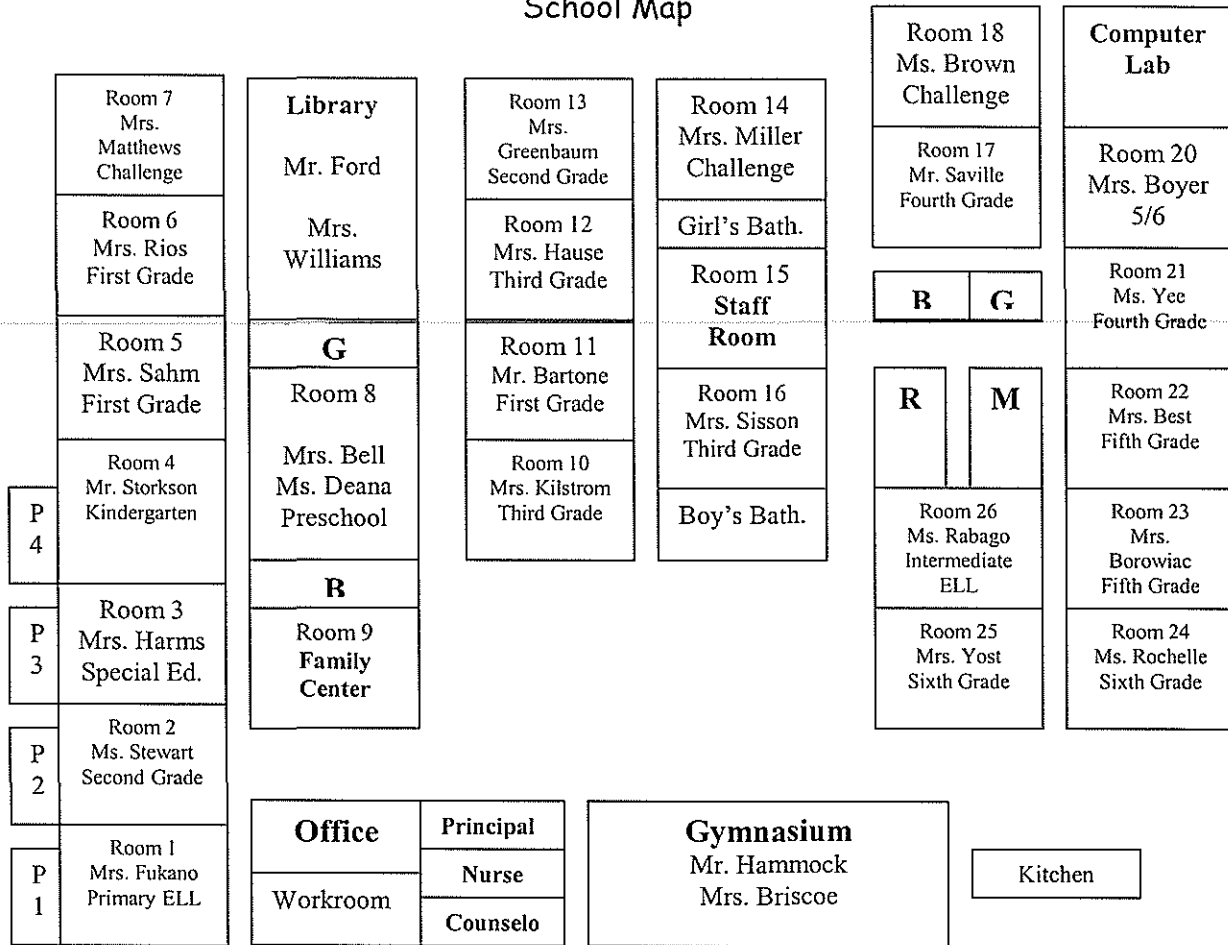
Parkside Staff

STAFF MEMBER	POSITION	LOCATION
Robin Lamoureux	Principal	Office
Georgia Gwyn	Office Manager	Office
Karen Chappon	Office Clerk	Office
Dennis Storkson	Kindergarten	Room 4
Becky Sahm	First Grade	Room 5
Jennifer Rios	First Grade	Room 6
Meghan Stewart	Second Grade	Room 2
Karen Greenbaum	Second Grade	Room 13
Kim Kilstrom	Third Grade	Room 10
Tina Hause	Third Grade	Room 12
Margery Sisson	Third Grade	Room 16
Jeanette Yee	Fourth Grade	Room 21
Steve Saville	Fourth Grade	Room 17
Mrs. Best	Fifth Grade	Room 22
Ms. Borowiac	Fifth Grade	Room 23
Susan Mouracade	Fifth/Sixth Split	Room 20
Alecia Rochelle	Sixth Grade	Room 24
Summer Yost	Sixth Grade	Room 25
Open	Challenge1	Portable 4
Jennifer Matthews	Challenge 2/3	Room 7
Joyce Boewe	Challenge ¾	Room 11
Dee Miller	Challenge 4/5	Room 14
Christie Brown	Challenge 6	Room 18
Shawnda Fukano	ELL Newcomer Center Primary Grades	Room 1
	P-26	

Sandra Rabago	LL Newcomer Center/ Intermediate Grades	Room 26
Open	Reading Coach	Book Room
Rebecca Campeau	Math Coach	Office 1
Roy Hammock	PE	Gym
Debbie Briscoe	PE	Gym
Deena Schade	Music	Portable 1
Lizzy Bertrand	Music	Portable 1
Jeffrey Steen	Band	Portable 3
Mr. Ford	Librarian	Library
Colleen Grady	Librarian	Library
JoAnne Williams	Library Aide	Library
Elizabeth Harms	Resource Room	Room 3
Sheri Swanson	SpEd Para	Room 3
Helen Edwards	Counselor	Counselor's Office
Juanita Bell	ECSE/ECEAP	Room 8
Gloria McBeth	SLP	Office 2
Jennifer Slatkin	Psychologist	Room 15
Dottie Phelps	School Nurse	Clinic
Roberta Reardon	OT/PT	Room 15
Open	Head Custodian	Custodian's Office
Almina Hadzic	Assist. Custodian	Custodian's Office
Camisa Malmanger	Volunteer Coordinator	Room 9 - Family Center
Paula McClurg	Title I/LAP Para	Portable 2
Berni Fryrear	Student Monitor	
Wendy Curtis	Student Monitor	
Brenda Moran	Student Monitor	
	P-27	

Deanna Krohn	ECEAP/ECSE Para	Room 8
Sandy Smith	Cook	Kitchen
Lutricia Thompson	Cashier	Cafeteria
Alison Dostert	Lunch Helper	Kitchen

School Map



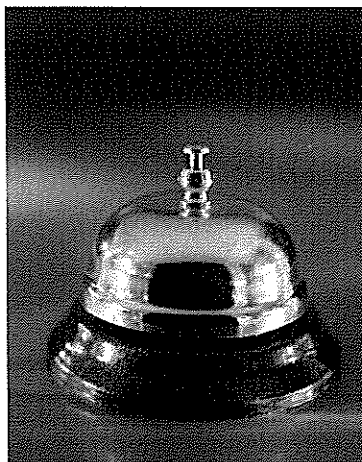
Sidewalk

Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk
Median													
Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk	Pk

<u>Map Key</u>	
Pk – Parking	P1 – Music Portable
B – Boy's Bathroom	P2 – TITLE 1 Portable
G – Girl's Bathroom	P3 – Band Portable
R – Reading Coach	P4 – Challenge Portable
M – Math Coach	

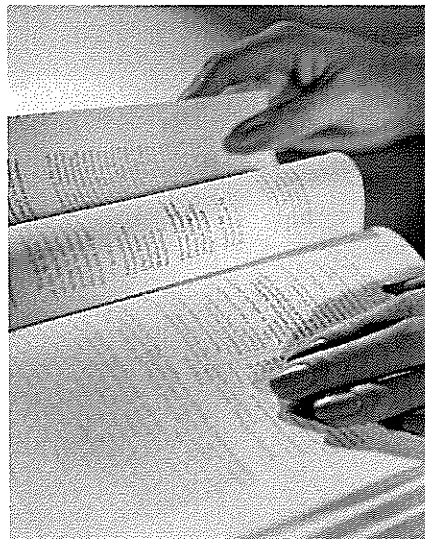
Daily Bell Schedule

7:30 AM	School Office opens
8:50	Breakfast served/Playground supervision begins
9:10	Class begins
10:10-10:25	Kindergarten Recess
10:25-10:40	1,2,3, ELL P & ELL K Recess
10:40-10:55	4,5,6, ELL 4-6 Recess
11:50	AM Kindergarten dismisses
11:30 - 1:00	Staggered Lunch and Recess
1:00	PM Kindergarten begins
1:50-2:05	1,2,3, ELL P & ELL K Recess
2:05-2:20	4,5,6, ELL 4-6 Recess
2:20-2:35	Kindergarten Recess
3:40	School dismisses
4:30	School Office Closes



Attendance and Substitute Procedures

- ✓ Everyone is required to report an absence, even if no substitute is required.
- ✓ Report your absence to your university supervisor.
- ✓ General substitute plans for your class are to be filed in a substitute folder located in the office. Although your cooperating teacher will be your "substitute" you still need to make substitute plans to gain the practice.
- ✓ Don't forget to leave a seating chart, emergency procedures, and any additional information pertaining to your class of students.



Field Trip Preparation Checklist

When planning for a field trip, there are several important step to take to ensure that arrangements are complete and will go smoothly for you.

Make arrangements with Georgia:

- ☐ Make transportation arrangements as soon as possible (Let Georgia know when you will be leaving and when you will be back).
- ☐ A requisition can be processed to secure a PO for entry fees to your destination. Give Georgia the number of students who will be attending the field trip.

Make arrangements with Sandy (the cook):

- ☐ Let Sandy know the date of your field trip as soon as possible so her lunch count will be accurate for that day.
- ☐ Tell Sandy the number of sack lunches needed for your trip. Include three extra lunches in that number for students who forget their lunches at home.

Make arrangements with the Dottie (school nurse):

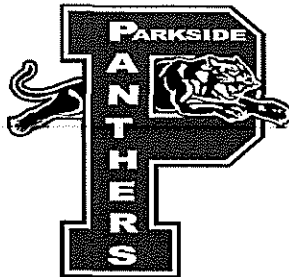
- ☐ Medications must be prepared a head of time and taken with you on your field trip.

Make arrangements with Cami:

- ☐ Washington State Patrol clearances must be completed/verified two weeks prior to the field trip in order for chaperones to attend the trip.

Make arrangements with parents:

- ☐ You will need volunteers on majority of the field trips attended.
- ☐ Permission slips must be filled out and returned prior to the trip.



Emergency Procedures

Creating a safe and caring community of self-confident,
independent learners, succeeding academically and socially.

ACCIDENTS / MEDICAL EMERGENCIES

- ✓ Notify the office and/or the closest classroom.
- ✓ Request or call Aid Unit (911) or school nurse.
- ✓ Administer First Aid (if necessary).
- ✓ Stabilize victim in position found until emergency medical personnel arrive.
- ✓ If a student is transported to the hospital, a staff member should accompany the student.
- ✓ Complete and file report with Georgia in the main office.

BOMB / BOMB THREAT

- BOMB EXPLOSION

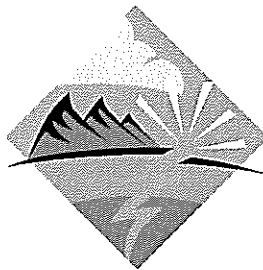
- ✓ Assess your immediate area.
- ✓ Activate evacuation signal or fire alarm if evacuation is needed.
- ✓ Close door and turn off lights.
- ✓ Reassemble students at predetermined area and take roll.
- ✓ Report any missing students to administrator or incident commander.
- ✓ Await further instructions from Ms. Lamoureux, Karen or Georgia.

- BOMB THREAT

- ✓ Engage caller and write down exact statements, and if possible record conversation.
- ✓ Ask the questions listed on the "Bomb Threat Form" and complete the form with the exact answers.
- ✓ Notify the main office immediately.
- ✓ Check your immediate area for any suspicious packages or devices.
- ✓ Do not touch or move any suspicious packages or devices.

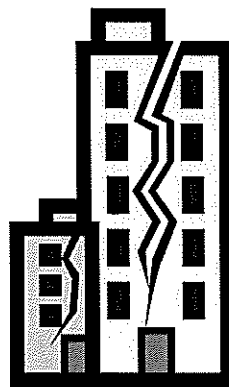
EARTHQUAKE

- ✓ At the recognition of an earthquake, students and staff need to drop, cover, and hold.
- ✓ After shaking stops, inspect room for damage or malfunctions and report to principal.
- ✓ If deemed necessary, move to a safer area such as an inside wall and away from objects that may fall or break or under a table or desk or in a doorway.
- ✓ Stay with students and keep them calm.
- ✓ Assess students for injuries.
- ✓ If any student is injured, follow instructions in "Accident/Medical Emergencies" procedure.
- ✓ Be prepared for aftershocks.
- ✓ Remain alert in order to evacuate from the main office.
- ✓ If school is evacuated, take your student roster and disaster kits with you.
- ✓ Take student roll and report any missing student to your administrator.



FIRE

- ✓ Evacuate the building or room to your designated spot outside.
- ✓ Activate the alarm to alert others.
- ✓ Follow the drill procedures.
- ✓ Take student list, green/red laminated card, and emergency kit if appropriate.
- ✓ Take roll of students.
- ✓ If a student is missing hold up your red card. If all students are present, hold up the green card.
- ✓ Await further instructions from Ms. Lamoureux or Karen (office secretary).



LOCKDOWN

When an announcement is made by an administrator or the main office that a Lockdown of the school is in effect:

- ✓ staff should detain students already in classrooms and summon students located outside into the closest room.
- ✓ Close and lock all doors, windows, and pull down the shades. Cover windows with paper if the room does not have shades.
- ✓ IF A SHOOTING OR THREAT WITH A WEAPON OCCURS, there may be a need for students to duck and seek cover or flee from the immediate area to a safer, secure room.
- ✓ Notification to the police and school security must be made immediately.
- ✓ Teachers should remain calm, keeping alert to the emotional needs of students.
- ✓ Staff should stay in their assigned area unless authorized by Ms. Lamoureux, security, or police.
- ✓ Staff should always be alert to unidentified persons on school campus and report them to the office immediately.
- ✓ Remind students to limit cell phone use. Wait for the "All Clear" instruction from the principal, police, or security.

THREATS (VERBAL/WRITTEN)

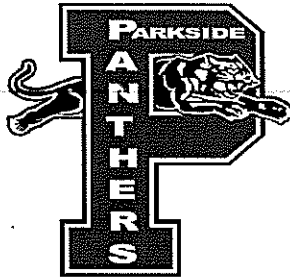
Inside Building:

Whenever a teacher or other staff member receives a threat or information about a threat, the threat should be taken seriously.

- ✓ Assess the threat to determine degree of immediate intervention if possible.
- ✓ Report the threat to Mrs. Lamoureux or Mr. Saville, giving descriptions, location, and the activity the person is involved in.
- ✓ Follow established school procedures.
- ✓ Keep classroom and students secure.
- ✓ If prudent, evacuate the immediate area of the threatening person, unless it's unsafe to do so.

Outside Building:

- ✓ Report the threat to the main office, giving descriptions, location, and the activity the person is involved in.
- ✓ Assess the situation and take control and give directions to students.
- ✓ Move students into the building as safely as possible.
- ✓ Follow all directions from police, administrator, security, or Ms. Lamoureux.



Behavioral Management Resources **(Blackline Masters)**

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independent learners, succeeding academically and socially.*

Panther Bucks

Panther bucks are commonly used throughout Parkside as a tool for positive reinforcement. Teachers can give them to any student caught in the act of kindness, cooperation, passing a test, being a self-manager, and much more. Teachers have an envelope posted in the room and as students receive Panther Bucks throughout the week, students place them in the envelope which is collected every Friday by the sixth grade student council. Late Friday afternoon, when all of the Panther Bucks have been collected and emptied into a primary and intermediate bin, Ms. Lameroux draws three names from each bin and calls the winners over the intercom, to the Family Center to receive for a prize.

CHAMPS

Champs is a behavioral management program that some teachers at Parkside use to decrease unwanted student behavior. CHAMPS is used before every lesson so students can see what is expected of them before the lesson even begins. At the beginning of the year teachers CHAMP out every lesson with their class. By the end of the year, the process becomes routine and much quicker.

Referrals

Any teacher at Parkside can write a referral for any student who has displayed poor behavior or has made bad choices leading to broken school rules. It is up to the teacher's discretion whether to warn a student or actually write them up. Once a referral is written, it is copied and given to the student so he/she can have it signed by their parent. When it is returned the next day, the signed copy is given to the office and filed in their student record. A referral is a great way to document repeated behaviors.

Recess Behavioral Forms

A recess behavioral form is an informal type of referral. These do not go in student files and do not need to get signed by a parent. It is primarily a reminder for the student to go to the designated classroom. The designated classrooms switch on a weekly basis since teachers are on a rotating study hall schedule.

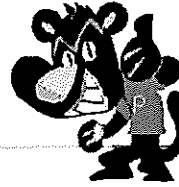
After School Detention Schedule

After school detention is a consequence used for repeated behaviors. If a student is caught chewing gum, their first consequence would most

likely be a recess behavioral form, while their second consequence would be a referral. When these two are given, after school detention is usually the third method of punishment.

Panther Bucks

Panther Bucks



06-07

Student Name: _____ Rm. _____

GIVEN BY:

RESPONSIBILITY

- ☐ Outstanding Work
- ☐ Homework Completed on time
- ☐ Returned Info from Home
- ☐ On Time to School for _ Days
- ☐ Positive Improvement on _____
- ☐ Accelerated Reading test Passed
- ☐ Special Performance

RESPECT

- ☐ Helping Others
- ☐ Courteous Behavior
- ☐ Polite to School Mates
- ☐ Polite to Staff Members
- ☐ Polite to Visitors
- ☐ Excellent Manners
- ☐ Self-Management

Go! Parkside C. H. A. M. P. (created by the Parkside Safe and Civil committee)

Panther Bucks

06-07



Student Name: _____ Rm. _____

GIVEN BY:

RESPONSIBILITY

- ☐ Outstanding Work
- ☐ Homework Completed on time
- ☐ Returned Info from Home
- ☐ On Time to School for _ Days
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RESPECT

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GO! Parkside C. H. A. M. P. (created by the Parkside Safe and Civil committee)

Champ It!

Conversation—Are students allowed to talk during this time?

Help—How do students get their questions answered?

Activity—What is the task/the end product?

Movement—Can students move during this activity?

Participation—How do students show engagement?

Parkside Behavior Referral Form

Student Name: _____ Date: _____ Time: _____

Referral By: _____ Classroom Teacher: _____

Circle the day of the week: M T W TH F

Circle the area of this incident:

Classroom Playground Hall Before School Rainy Day Recess

Lunchroom Bus Line Bathroom After School

Level 2 Behavior Infraction (Serious or Chronic; Paper goes Office)	Level 3 Behavior Infraction (Severe; Student goes to Office)
<input type="checkbox"/> Chronic Misbehavior <input type="checkbox"/> Comments: _____ <input type="checkbox"/> Not following directions/Defiance <input type="checkbox"/> Name-calling/Put-downs <input type="checkbox"/> Rough play/Arguing <input type="checkbox"/> Swearing/Use of obscenities	<input type="checkbox"/> Illegal (threats, weapons, drugs) <input type="checkbox"/> Physically dangerous (assault) <input type="checkbox"/> Harassment/Intimidation <input type="checkbox"/> Gross insubordination <input type="checkbox"/> *Not following directions <input type="checkbox"/> Bullying

Description of incident/infraction: _____

PREVIOUS INTERVENTIONS HAVE INCLUDED:		
<input type="checkbox"/> Non-verbal Signals <input type="checkbox"/> Proximity <input type="checkbox"/> verbal Warnings <input type="checkbox"/> Changing Seats <input type="checkbox"/> Class/Recess Time Out	<input type="checkbox"/> Office Time Out <input type="checkbox"/> Classroom Exchange <input type="checkbox"/> Sent student to office <input type="checkbox"/> Student/Teacher Conf. <input type="checkbox"/> Counseling Referral	<input type="checkbox"/> Restitution <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Parent Conference <input type="checkbox"/> Other: _____
Action taken by referring adult (Level 2)	Action taken by administrator (Level 3)	
<input type="checkbox"/> Used a one "liner" <input type="checkbox"/> Parental Contact <input type="checkbox"/> Meeting with parents <input type="checkbox"/> School-based consequence <input type="checkbox"/> lunch detention <input type="checkbox"/> after school detention <input type="checkbox"/> alternative recess <input type="checkbox"/> Other: _____	<input type="checkbox"/> Conference with principal <input type="checkbox"/> Parent meeting with principal <input type="checkbox"/> In/Out school-suspension <input type="checkbox"/> School-based consequence <input type="checkbox"/> lunch detention <input type="checkbox"/> after school detention <input type="checkbox"/> alternative recess <input type="checkbox"/> Other: _____	

Referring Adult or Administrator's signature: _____

Student's Signature: _____

Parent's Signature: _____ Date: _____

Recess Referral Slip

Recess Referral Slip	Recess Referral Slip
Name: _____ Room: _____ Date: _____	Name: _____ Room: _____ Date: _____
Student: <input type="checkbox"/> has received several warnings <input type="checkbox"/> was sent to the wall <input type="checkbox"/> argued with an adult <input type="checkbox"/> should be considered for a behavioral referral	Student: <input type="checkbox"/> has received several warnings <input type="checkbox"/> was sent to the wall <input type="checkbox"/> argued with an adult <input type="checkbox"/> should be considered for a behavioral referral
Guidelines Broken: <input type="checkbox"/> Cooperate and treat others with respect (including property) <input type="checkbox"/> Attitude: be honest, trustworthy and polite <input type="checkbox"/> Responsible for your actions <input type="checkbox"/> Use appropriate school language <input type="checkbox"/> Effort: Always do your best	Guidelines Broken: <input type="checkbox"/> Cooperate and treat others with respect (including property) <input type="checkbox"/> Attitude: be honest, trustworthy and polite <input type="checkbox"/> Responsible for your actions <input type="checkbox"/> Use appropriate school language <input type="checkbox"/> Effort: Always do your best
Referring Adult: _____	Referring Adult: _____

Recess Referral Slip	
Name: _____	
Room: _____ Date: _____	
Student: <input type="checkbox"/> has received several warnings <input type="checkbox"/> was sent to the wall <input type="checkbox"/> argued with an adult <input type="checkbox"/> should be considered for a behavioral referral	Guidelines Broken: <input type="checkbox"/> Cooperate and treat others with respect (including property) <input type="checkbox"/> Attitude: be honest, trustworthy and polite <input type="checkbox"/> Responsible for your actions <input type="checkbox"/> Use appropriate school language <input type="checkbox"/> Effort: Always do your best
Referring Adult: _____	

AFTER SCHOOL DETENTION SCHEDULE

October 1-15

Ms. Rochelle

November 1-15

Mrs. Boyer

December 1-15

Ms. Brown

October 15-31

Ms. Yost

November 15-30

Mr. Hammock

December 15-21

Ms. Rochelle

January 1-15

Mrs. Yost

February 1-15

Mr. Hammock

March 1-15

Ms. Rochelle

January 15-31

Mrs. Boyer

February 15-28

Ms. Brown

March 15-30

Mrs. Yost

April 1-15

Mrs. Boyer

May 1-15

Mrs. Brown

June 1-15

Mrs. Yost

April 15-30

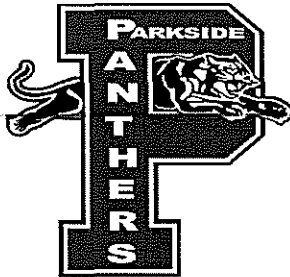
Mr. Hammock

May 15-31

Ms. Rochelle

June 15-27

Mrs. Boyer



Classroom Management Tips and Tools

Creating a safe and caring community of self-confident,
independent learners, succeeding academically and socially.

A compiled list of "favorite" management tips from Ms. Rochelle

Grading: My first three years of teaching, I graded EVERYTHING! It took three years to figure out that that was the reason why I became so burnt out. DO NOT GRADE EVERYTHING! Go to Office Max and buy a RECEIVED stamp. Stamp independent practice work, or assignments that you have decided ahead of time you are not taking a grade for. DO NOT get in the habit of stamping papers, it is not meaningful. Make sure to vary actual responses, graded work, and the received stamp.

Reinforcing Positive Behavior: Go to Office Max and purchase fair tickets. When students are "on task" or do something "good," give them a ticket. Have students put their name on the back of the ticket and place it in a community jar. At the end of the day or week, have a drawing for some creative prizes.

Getting their attention: My students stop, look, and listen, IMMEDIATELY when I give them a hand sign. The first student to follow my lead receives \$1.00 for their checkbook (or whatever you decide) and the last person talking writes me a check for \$1.00. Works great!

Cleanliness: Do you want a clean classroom? Even my sixth graders love this! In order to get the classroom spick-and-span, I randomly choose the "mystery" piece. I give the students two minutes to clean the room and whoever puts the "mystery" piece away, or puts it in the garbage can receives a Panther Buck (a Panther buck is part of our school management system and reinforces positive behavior).

Entry Task/Morning Message: As students enter the classroom in the morning, it is imperative you have routine. Write a message on the board or overhead, and make sure you provide your students with some type of educational activity (math) prior to them arriving. A good morning message is a great way to provide a thinking task and get them ready for learning!

Behavior: If a student is off task, write on notebook paper exactly what the student was doing: *Stephen chose to cut an eraser into shreds instead of doing his math assignment.* Then, have the student sign it and place it in his/her file.

Communication: Pay \$25.00 and receive your own classroom website! This is a great communication tool for parent/teacher contact. Visit www.teacherweb.com

A Sample Management Plan from Ms. Rochelle

1. Order a class set of mock checkbooks from Bank of America in Des Moines. They are free and look identical to a real checkbook!!!
2. Go to the dollar Store and buy some affordable toys, crafts, stickers, school supplies etc.
3. Make fake money on the computer in increments of varying random decimals:
4. Price your prizes!
5. Make a co-created chart with your class about the specifics of the checkbooks, money, and prizes, how to make deposits/withdrawals, things they can do to earn money, and how and when they are able to spend their money.
6. Teach your students specific vocabulary words correlated to the checkbooks: deposit, withdrawal, overdraft, balance, etc.
7. Since student teaching does not last the whole year, you can adapt this management plan accordingly. It takes approximately one to two weeks to teach vocabulary and implement the procedures.
8. Why this plan? This plan allows the students to: practice math, gain real world money management experience, be responsible, identify what positive behavior looks and sounds like, and to have FUN!!!!
9. Tip: Check with your cooperating teacher, he/she may already have prizes that the students to buy.
10. This management plan is a great way to incorporate family involvement. You can assign homework around this checkbook system since majority of parents will have a checkbook. Parents can even do some of the teaching!

\$ Self-Management System \$

1. If you ask for money, it will not be given.
2. Money can be earned by: participating, being cooperative, being a self-manager, helping classmates, completing classroom jobs, etc.
3. After earning money, it must be deposited prior to spending it in the store.
4. Deposits can only be made on Mondays during last recess.
5. Opportunities to spend your money will take place on Friday at last recess.
6. Prizes must be purchased by personal checks only.

Website Resources for Student and First Year Teachers

A to Z Teacher Stuff: A to Z teacher stuff is specifically geared towards student teachers and gives special tips on how to communicate with your mentor and explains why you have to be flexible. Check the site out at:

http://atozteacherstuff.com/Tips/Student_Teaching/

Teachersnet: Great website targeting student and first year teachers. You can read advice from Harry Wong, learn what to expect for your first evaluation, and gives ten tips on how to have a successful student teaching experience. Visit:

<http://www.teachingheart.net/studentteachingtips.html>

Teaching Heart: This is another great resource designed for student and first year teachers. It gives interview advice, resume help, how to create a portfolio, and lists some great books to read.

<http://www.teachingheart.net/newteacher.html>

Teaching Tips Index: Learning 25 to 30 new student names and remembering them all by the next day is somewhat difficult. This site has everything from links pertaining to learning those names and keeping them memorized to dealing with stress. For these teaching tips go to:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

NEA (National Education Association): This site includes ten classroom management tips ranging from efficiency (how to make meaning of your time) to creating a nurturing classroom climate. The NEA site is:

<http://www.nea.org/classmanagement/begtk030731.html>

Education World: Features ten teacher tested management tips, how to create a climate for learning, and ways to engage the hard-to-reach student. Visit the website at:

http://www.educationworld.com/clsrn_mgmt/index.shtml

Classroom Help: A comprehensive site that gives advice on the following topics: discipline, special education, parent involvement, and miscellaneous items such as how to receive excellent observation reviews from your university supervisor. For more information go to:

http://www.ueatexas.com/Links/Classroom_Help/Links_Classroom_help.html

Teaching Today: This site is updated on a weekly basis and lists classroom management tips about increasing student participation, organizing the classroom, how to transition students, preventing student talk-outs, and much, much more! You can locate these resources at:

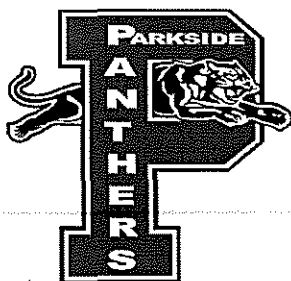
<http://www.glencoe.com/sec/teachingtoday/tiparchive.phtml/4>

The Teachers Corner: This site has original unheard of ideas and has creative tips for student and first year teachers. An example of a creative management tip states: *"If they don't have their assignment, they must write 'I did not turn in my assignment' and sign their name on a sheet of notebook paper. These statements are turned in and used as future proof. The key is to get something from every student."* For more creative management ideas go to:

<http://www.theteacherscorner.net/teacher-resources/teachhelp.htm#teacher>

ProTeacher Community: Although there is a link for student teachers, this webpage benefits ALL teachers, including veterans! It has everything you could ask for including: a chat forum (great resource for student teachers), love and logic strategies, thematic unit ideas, bulletin board ideas, and includes a link on differentiated instruction. You do have to be a member, but this is a FREE site! For more information visit:

<http://www.proteacher.net/>



Working with Diverse Students and Increasing ELL Parent Involvement

Creating a safe and caring community of self-confident,
independent learners, succeeding academically and socially.

Website Resources for Increasing ELL Parent Involvement

National Education Association (NEA): All parent resources through this website has both English and Spanish versions. This website gives answers to frequently asked questions and ideas for parents to try at home in regards to homework completion and much, much more! For more information visit:

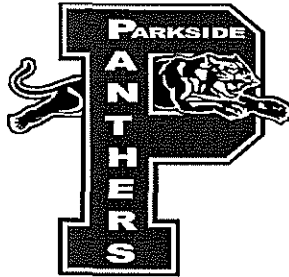
<http://www.nea.org/parents/nearesources-parents.html>

Language Minority and Migrant Programs: This site has resources for parents in English and Spanish. They can be downloaded directly from the site and gives parent tips on how to raise successful readers. Check the site out at:

<http://www.doe.state.in.us/lmmp/parentinvolvement.html>

U.S. Department of Education: The information presented on this web page was introduced at a Teacher-to-Teacher workshop. The site has recommendations on how to specifically increase ELL parent involvement and gives brief backgrounds of how various cultures view education. The presentation can be found at:

<https://www.t2tweb.us/Mgmt/TTC/SessionFiles/S0055-F01852.pdf>



References

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independent learners, succeeding academically and socially.

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Education World. (2007). Retrieved April 12th, 2007 from : http://www.educationworld.com/cisrm_mgmt/index.shtml