

APPENDIX B

PRE-TEACHING PACKET

Students are urged to schedule pre-teaching in a public school system other than one which they attended.

The materials in this packet are to be used during the five day pre-teaching laboratory experience. Included are:

1. Description of the Pre-Teaching Experience
2. Forms
 - (A) Letter to the Superintendent
 - (B) Letter to the Principal
 - (C) Letter to the Cooperating Teacher
 - (D) Sequence of Activities
 - (E) Guide for Daily Journal
 - (F) Evaluation of Student
 - (G) Evaluation of Pre-Teaching

Distribute the letters to the appropriate offices. Some school systems require special forms (which they provide) to be processed. Inquire about this possibility when you contact a system. Give your Cooperating Teacher the description of the laboratory experience, the form for evaluation of your performance, and the list of activities. You keep the form for evaluating the pre-teaching experience and turn it in with your journal. Duplicate 5 copies of the Guide for Daily Journal, and complete one for each of the 5 required days.

A stamped envelope addressed to Pre-Teaching Experience, 3464 Haley Center, Auburn University, AL 36849, should be provided to the Cooperating Teacher for the return of Form F.

DESCRIPTION OF PRE-TEACHING EXPERIENCE PROGRAM

The pre-teaching experience is the initial formal joint venture between the schools and the University in the complex process of teacher education. While teacher education properly may be viewed as the cooperative responsibility of many agencies, one of the strongest links should be between college/universities and the local schools and systems. By providing a diversity of experiences for prospective teachers, educators in service help preservice students develop a realistic point of view for making their own career decisions.

Pre-teaching experiences emphasize observation and give students an opportunity to observe numerous people at work in various school settings. This introductory period also can serve to give pre-teaching students an overview of the purpose and scope of the entire school program. As an integral part of the Auburn University Teacher Education Program, these field-based activities are designed to:

- (a) provide for career exploration,
- (b) help students evaluate and verify their expressed interest in teaching,
- (c) allow students to observe and/or participate in the beginning of the school year,
- (d) familiarize students with professional activities,

- (e) provide students with an overview of the school organization, and
- (f) provide for observation and/or participation in extracurricular activities.

Using the appropriate forms included in this packet, students arrange their own pre-teaching experience. The student sends Form A to the Superintendent's Office of the chosen public school system. The bottom portion of Form A will be returned to the student with the name of the assigned school and Cooperating Teacher entered. The student then sends Form B and Form C to that assigned school letting them know they're coming. The Cooperating Teacher will guide the student through the pre-teaching activities and will complete an evaluation form (Form F) on the student at the end of the 5 days. This evaluation, which is sent directly to the Professional Education Services Office, is an important part of the information used in considering a student's application for admission to the Teacher Education program later. During their stay in the public school, pre-teaching students are expected to abide by the same rules and regulations as do regular staff members. They serve under the jurisdiction of the school and should meet the same workday arrival and departure schedule maintained for the faculty.

The pre-teaching laboratory experience lasts for five consecutive school days and should be scheduled at the opening of the public school year in the student's field of study. Workshops provided for teachers prior to the opening of school may count as part of the required pre-teaching period; however, each pre-teaching student should have extensive opportunities to observe teachers at work with students. In situations where it is very inconvenient for students to complete 5 consecutive days of pre-teaching, the experience could be split – provided some of the five days are completed at the opening of the public school in the fall and the remaining days are completed no later than the beginning of the following semester in January.

The students should take advantage of any opportunity to participate in activities and gain experiences which will contribute to their understanding of the teaching profession. Some suggested experiences are:

1. Observe teachers in organizing the school day as they give assignments, collect lunch money, distribute materials, etc.
2. Observe teacher/student and student/student interaction in classrooms, halls, lunchrooms, on the playground, etc.
3. Observe teacher/teacher, teacher/administrator and teacher/ parent interactions in conferences, faculty meetings and informal settings such as teacher workroom or lounge.
4. Observe teachers in closing the lesson, period, activity or school day.
5. Observe teachers as they complete reports or place information in the school register.
6. Observe support staff—secretaries, lunchroom and custodial workers, bus drivers—in their duties.
7. Observe non-teaching professionals—administrators, counselors, specialists—in their duties.

8. Assist teachers by planning and assembling bulletin board displays, preparing and distributing materials, correcting papers, working on assignments with individual students or small groups and similar tasks.
9. Obtain opinions, comments, and suggestions regarding school life from persons observed.

Each student should keep a daily record or journal of pre-teaching activities and experiences (Form E; duplicate 5 copies). This journal will become a part of the student's record and will be considered when the student applies for admission to the Teacher Education Program. The journal should be submitted to the Professional Education Services Office in 3464 HC upon completion of the pre-teaching experience. In addition, each student is required to evaluate the pre-teaching experience on the form provided (Form G).

SUMMARY OF PROCEDURES

1. Contact Superintendent of school system (Form A). Inquire about any special forms that system may require in addition to those provided here.
2. Contact Principal of school after being notified by Superintendent's office (Form B),
3. Contact Cooperating Teacher (Form C),
4. Give suggested activities (Form D) to Cooperating Teacher,
5. Prepare daily journal (Form E, 1 for each of 5 days),
6. Give evaluation form (Form F) and a stamped envelope addressed:
Pre-Teaching Experience, 3464 Haley Center, Auburn University, AL
36849, to Cooperating Teacher,
7. Complete student evaluation form (Form G) of pre-teaching experience, and
8. Turn in Form G and Daily Journal to the Teacher Education Evaluator in 3464 HC.

(Date)

Letter to the Superintendent:

System: _____

City and State: _____

We are seeking your assistance in placing _____ in a school in your district for a five-day period of observation. This experience is required of every student who expresses an interest in becoming a teacher and is designed to give the student an overview of the school as an organization and of the daily work associated with teaching. Because students usually request pre-teaching near their hometown and are arranging their own placement, we ask that they use this letter to gain permission to complete their pre-teaching in your system. We will be glad to assist if there are any problems. We hope this early introduction to the responsibilities of a school staff will help the student in making a career decision.

If you are able to assist us with this activity, please assign _____ to a school in your district for the five-day pre-teaching laboratory. This period of time should be consecutive school days at the beginning of school. There is a possibility some students who have not yet attended Auburn may contact you for placement. If you have questions or concerns, you may contact me.

Thank you for your willingness to help us with this vital phase of the teacher preparation program. Return the information that has been completed by your system to the student's address. Please do not return the assignment form to the College of Education since this delays notification to the student. Thank you for your consideration.

Sincerely,

Emily A. Melvin
Assistant Dean for Student Affairs

**TO BE
COMPLETED
BY STUDENT**

Student's Name _____ SS# _____
Address _____ PH: () _____
City/State/Zip _____
Grades and/or Subjects Requested _____
Dates Requested for Observation _____

**TO BE
COMPLETED BY
SYSTEM AND
RETURNED TO
STUDENT.**

School _____
Address _____
Principal's Name _____
Cooperating Teacher's Name _____
Approved Dates of Observation _____

(Date)

Letter to the Principal:

We are pleased that your system has accepted _____ (student's name) for a pre-teaching experience. Pre-teaching is a part of the Laboratory Experiences Program at Auburn University. The Superintendent of your system has referred this student to your school for this experience. It is designed to provide prospective teachers with an opportunity to observe and participate in an actual teaching experience early in their professional program.

The student's needs to be placed in your school a total of five consecutive days. The Cooperating Teacher assigned will need to assume primary responsibility for the supervision and evaluation of the activities and experiences of the student while in your school.

The form that was sent to the Superintendent's office should be sent back to the student after the approval of a Cooperating Teacher. Please do not return the assignment form to the College of Education since this delays notification to the student. Thank you for your consideration.

Sincerely,

Emily A. Melvin
Assistant Dean for Student Affairs

Enclosure: Letter to Cooperating Teacher

(Date)

Letter to the Cooperating Teacher:

Thank you for your willingness to participate in the Pre-Teaching Laboratory Experience Program. Your assistance with this important phase of teacher education is greatly needed and much appreciated.

The student whom you will supervise for the five day experience has indicated an interest in becoming a teacher. As one means for allowing this student to explore that interest further, we require a period of observation in a school setting. This experience is intended to help the student in verifying this career choice by increasing his/her understanding of the professional role of a classroom teacher. Therefore, we hope you will provide numerous opportunities for this prospective teacher to observe you and your colleagues at work. Because this student comes to you with minimal if any teaching competencies, his/her time in your school should be focused on observing others, with limited assumption of teacher responsibilities by the student. The types of experiences the student should have include:

1. observation of a variety of teaching/learning activities;
2. observation of support personnel, such as counselors, librarians, media specialists, health workers, clerical staff, lunchroom workers, etc.;
3. consultation with teachers, administrators, and, if possible, parents; and,
4. participation in activities such as checking roll, taking lunch count, tutoring, etc.

The student is required to complete a log of his/her daily activities. In addition, each student admitted to the teacher education program must have on file an evaluation provided by a practicing classroom teacher. You will be provided a form which should be returned to this office as soon as possible after the student finishes the pre-teaching field experience. It has been requested that the student furnish you with a stamped, addressed envelope. Thanks again.

Sincerely,

Emily A. Melvin
Assistant Dean for Student Affairs

TO BE FILLED OUT BY THE STUDENT AFTER THE ASSIGNMENT IS RECEIVED FROM THE SUPERINTENDENT:

The student will be pre-teaching with you on the following days: _____.

Student's Name: _____

SUGGESTED ACTIVITIES

(FORM D)

This list of suggested activities is designed to assist in the planning for the pre-teaching experience. Please do not regard this list as prescriptive or all inclusive. It is provided as a guide, not as a requirement.

EXPERIENCE*

visit school to meet teachers, principal and staff
observe opening of school
observe teachers, organize classrooms
observe students arrive at school/leave school
observe students enter classrooms
observe students move through halls, lunchroom, gymnasium, etc.
observe students at work in classrooms
observe teachers at work with students
observe teachers in conference with individual students
observe teacher in conference with other teachers
observe teacher in conference with an administrator or with parents
observe students at recess or in organized playground activities
observe students during extracurricular activities
observe school secretary and clerical staff at work
observe auxiliary staff, such as lunchroom workers or bus drivers
assist teachers with record keeping chores/grade papers
take lunch count/perform lunchroom duty
prepare bulletin boards
walk with children to places
play with children
talk with other teachers
talk with librarian/media specialist
visit teachers' lounge
prepare copies of materials
prepare teaching aids as directed by teacher
operate audio-visual equipment
lamine materials
tutor individual students or small groups
plan learning activities with teachers (teamwork)
plan learning activities to use with students (plan individually)
organize a game or activity for recess
conduct a brief review lesson with a small group
teach a new skill to a small group
conduct a brief review lesson with a large group

*Add other experiences if you wish.

GUIDE FOR DAILY JOURNAL

Student's Name _____ SS# _____ Date _____

School _____

Activities I observed today included:

Activities I participated in today included:

My reflections on two things I saw or learned today that I may or may not incorporate into my role as a teacher.

1.

2.

PRE-TEACHING EXPERIENCE
COOPERATING TEACHER'S REPORT ON STUDENT

(FORM F)

Student's Name:

Last	First	Middle/Maiden	SS#	Date
Classification/Major		Advisor	Cooperating Teacher	
School	System		Grade and/or Subject Area(s)	
City	State	Zip	Telephone Number	

1. The above named student was present in our school from _____ to _____ inclusive and spent _____ full days or the equivalent in our school.

2. Evaluation: 0 = No comment, no opportunity to observe 1 = Generally weak
 2 = Below average 3 = Average
 4 = Above average 5 = Strong

- ____(A) Professional Attitude and Interest: Enthusiastic, eager to enter teaching profession; seriously trying to perform competently; accepts constructive criticism.
- ____(B) Physical Vitality: Has no apparent health problems which interfere with performance of duties.
- ____(C) Emotional Maturity: Performs adequately under pressure.
- ____(D) Speaking Skills: Expresses ideas clearly; uses correct grammar; pronunciation and enunciation of words are satisfactory; adequate vocabulary.
- ____(E) Writing Skills: Demonstrates ability to spell correctly; sentence structure and punctuation are satisfactory; ideas are expressed clearly; vocabulary reflects professional growth.
- ____(F) Human Relations: Interacts with peers and teachers; relates well to others; evidence of concern for others; works cooperatively with others.
- ____(G) Attendance and Responsibility: Carries out assignments on time; follows through on tasks; keeps appointments; attends class regularly and is punctual.
- ____(H) Personal Appearance: Dresses appropriately for the occasion; shows evidence of cleanliness and good grooming.
- ____(I) Potential as a Teacher: Overall evaluation, A-H above.

3. COMMENTS: _____

SIGNATURE OF COOPERATING TEACHER

Please return this form to: Pre-Teaching Experience, 3464 Haley Center, Auburn University, AL 36849

EVALUATION FORM
PRE-TEACHING EXPERIENCE

Student's Name _____ SS# _____ School _____

Dates of Participation _____ to _____

Directions: Please indicate your opinions regarding your pre-teaching experience by marking the appropriate response beside each item. There is space for comment if you want to expand your answer.

- 4 = Experience very helpful in this respect
- 3 = Experience somewhat helpful in this respect
- 2 = Experience not helpful in this respect
- 1 = Had no opportunity to accomplish this objective

- ___ (1) I gained information that will help me decide whether or not I really want to be a teacher.
- ___ (2) I have a better idea about the specific area of teaching I prefer.
- ___ (3) I had an opportunity to observe opening of school activities.
- ___ (4) I had an opportunity to participate in opening of school activities.
- ___ (5) I became more aware of professional activities such as inservice education, faculty meetings, conferences with parents.
- ___ (6) I gained an overview of the entire school organization, including learning about the work of the administrators, counselors, office staff, aides, special teachers, lunchroom workers, bus drivers and custodians.
- ___ (7) I observed teachers and students in extracurricular activities such as clubs.

COMMENTS Please make any comments or suggestions you wish to about any aspect of your pre-teaching experience.