Augusta University

Professional Development Schools

Best Practices Checklist

This handbook has been constructed to provide clear and meaningful guidelines for Clinical teachers and Augusta University students enrolled in student teaching through our Department of Education. Hopefully you will find this information helpful and a user friendly tool as you navigate your way into one of the most rewarding, most important, and most demanding professions in the twenty first century.

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Professionalism

- Prompt and dependable
- Follows Professional Standards Commission (PSC) Code of Ethics
- Dressed and groomed appropriately and professionally
- Does not consume food or drink (including gum) in the classroom except for appropriate occasions or school policy
- Electronic devices are turned off/muted/put away during school hours
- Attends to student teaching/lab requirements and provides necessary documents at beginning of experience
- Maintains open communication with all school personnel
- Does not leave room to chat or disappear for unexplained reasons
- Works professionally with all staff members in all situations
- Provides effective directions and or tasks for paraprofessionals
- Attentive to students at all times
- Addresses administrators, teachers, parents, students, and all staff members with respect
- Attends meetings and participates in collaborative planning and sharing of ideas to include after school meetings and programs
- Observes confidentiality rules/guidelines (Does not gossip or complain about students, teachers, staff, etc…)
- Exhibits mature and professional behavior (Does not tell students about "private life.")
- Models unbiased opinions political and otherwise and structures a "democratic" climate in the classroom
- Models professionalism after school hours (You are always a teacher to the students you teach.)
- Does not smoke on school property (attire and person should be smoke free)
- Establishes professional boundaries by maintaining appropriate student and teacher relationships (including cyberspace and social networking sites)

Dispositions

- Smiles and displays a positive warm caring attitude toward students
- Acts as an authority figure not a "friend"
- Is empathetic, inclusive, and enthusiastic with students
- Is creative, challenging, and flexible in teaching
- Demonstrates a respect for the dignity of all persons
- Understands that developmentally appropriate instructional, management, and discipline strategies should be implemented according to student's developmental age
- Solicits input for improvement of teaching
- Accepts suggestions for improvements
- Approachable by students

Classroom Environment

- Organizes classroom for instruction
- Uses stations (when appropriate for grade level)
- Incorporates visual displays that support learning (If you post it, use it)
- Posts rules and consequences
- Maintains classroom schedule but is adaptable and flexible when necessary
- Establishes classroom routines and procedures for smooth transitions
- Establishes a welcoming and warm environment
- Creates an inviting space for students and teachers
- Standards, essential questions, and word walls posted (Reading strategies may need to be posted depending on grade level.)
- Be mobile, as appropriate, during lessons, teaching alongside the students not "in front of the students"

Classroom Management

- Uses low profile interventions; makes calm reasonable requests of students to comply with rules so as not to humiliate or embarrass students
- Avoids arguments or power struggles
- Uses silent signals, snapping/clapping patterns, close proximity, eye contact, wait time, direct verbal correction, etc…(depending on the grade level) to refocus students or call the group to attention
- Explains clearly to students what the teacher's expectations are for their behavior and for specific tasks before the lessons begin
- Provides positive feedback about behavior (State the specific desired behavior when you compliment.)
- Provides a positive affirming environment in contrast to a negative threatening environment
- Uses appropriate counseling and appropriate consequences
- Consistently states and refers to classroom rules, procedures, and expectations
- Consistently disciplines students using the prescribed discipline plan in the classroom
- Uses pre-emptive strategies to prevent discipline problems
- Uses alternative discipline plans for certain students
- Implements the school wide consistent discipline plan (Reinforcement reward system, etc…depending on school adopted discipline plan)
- Encourages parental involvement and engages in appropriate parent contact documenting each contact on a log or other form
- Uses instructional time efficiently without requiring students to wait

- Maintains multiple calendars to include dates for meetings (parent, RTI, etc…)
- Maintains various records and documentations (RTI, conferences, etc…)

Planning Instruction

- Organizes before students arrive with materials necessary and within reach
- Uses technology- computers, Active or Smart Boards, etc…(has a back-up plan if technology fails)
- Collaborates with teachers both vertically and horizontally to include Instructional Specialist if applicable
- Emphasizes curriculum maps. Does not teach from the book, teaches from the standards and stays with the county curriculum map
- Uses a common planning time
- Spends time reviewing student work and collaborating with other teachers to improve students'/teacher's work

Instructional Strategies

- Aligns lesson plans to student knowledge and demonstration of articulated state standards PK-5, Middle, High
- Differentiates instruction for individuals and utilizes flexible, fluid groups
- Reflects high expectations
- Reviews previously learned concepts and "builds a bridge" from current knowledge to new information
- Incorporates creative ideas that engage all students
- Integrates lessons across the curriculum
- Provides developmentally appropriate learning opportunities
- Uses cooperative learning
- Posts and states purpose of Essential Questions (purpose of instruction), uses appropriate activator, accesses prior knowledge, provides motivation, and prompts further exploration during the lesson
- Introduces Essential Question in the lesson which should reflect standards that have been rewritten in a more student-friendly language (Students are encouraged to use the language as well.)
- Reviews standards and Essential Questions and involves students during summary of the lesson to determine if students can correctly answer or exhibit more understanding or insight
- Writes objectives that are short termm, concrete measureable steps which accomplish the lesson's focus
- Uses hands-on activities
- Reflects on teaching (reflection <u>in</u> action {during lesson} & reflection <u>on</u> action {after the lesson})
- Keeps students actively engaged the entire class time
- Gives clear and concise written or oral direction with ordered steps (first, next, then)
- Plans lessons that meet the needs of auditory, visual, and kinesthetic learners
- Plans for and uses a variety of questions to elicit higher level thinking
- Develops vocabulary for lessons, incorporating student friendly definitions
- Demonstrates strong content knowledge in subject area
- Makes the material relevant to their lives (connections)
- Monitors student progress by circulating around the room, ticket-out-the-door, pretests & posttests, conferencing, observing and noting students' strengths and weaknesses
- Provides individual remediation when appropriate
- Provides opportunities for students to make choices in their learning (ex. Choice Board)

- Models learning strategies and displays examples of finished products for students
- Provides individual and group guided practice
- Closes a lesson by clarifying objectives, reviewing, restating, and/or reinforcing key points of the lesson
- Integrates technology when appropriate
- Prepares
- Actively engages with students during entire work time
- Plans engaging lessons with both teacher centered <u>and</u> student centered activities

Assessments

- Uses assessments consistent with lesson objectives/essential question/performance standards
- Uses and/or develops a variety of formative and summative assessments including but not limited to authentic assessments (real-world), performance based assessments, response devices, rubrics, etc…
- Provides regular, critical, and task specific feedback to individual students
- Provides information to the students and the Master/Mentor teacher about where progress has been made and where it has not
- Records and returns graded assignments in a timely manner
- Provides extended wait time and prompts, cues, and questions to facilitate student responses. (Calls on non-volunteers)
- Provides teacher commentary on student assignments
- Utilizes benchmarks for planning and instruction
- Analyzes student work/benchmark test to determine students' strengths and weaknesses to plan for remediation or acceleration
- Maintains records (intervention, testing, benchmark, progress monitoring, calendars, etc…)
- Becomes familiar with standardized testing procedures