Benefits of On Site Teaching/Learning for Teacher Candidates and In-service Teachers

- closer relationship with university faculty and their expertise
- increased sense of collaboration and reflection
- increased amount of “talk” about effective teaching practices
- teacher candidates increased identity with school community as a “teacher”
- teacher candidates increased familiarity with how school works
- increased opportunities for dispositional skill development through extended time in school setting.

Models of On Site Teaching/Learning

- **Push out** - students have assigned requirements (observations, direct assessments, etc) that are done while school is in session.
- **Pull in** - K-12 teachers come in (usually in after school environments) and provide topical info (i.e. classroom management, ethics, coteaching, working with paraprofs)
- **During school hours** - students attend while K-12 students are there all day
- **Alternate hours** - students attend at end of day while K-12 students are there, then leave.
- **Co-teaching with inservice teachers by university faculty** - school teachers and university faculty model how to teach a specific content (gen ed/ special ed) or a specific strategy.
- **University faculty in residence** - university faculty is assigned to school/district and teaches university students while supporting professional development at school-wide level including co-teaching with school faculty, attending professional development or developing specific professional development as requested.

Steps Required for On-Site Teaching

**NOTE:** Prior to beginning the process, verify that the course description in the university catalog includes a field component as required in the course. If it is not included in the catalog description, the curriculum paperwork must be submitted and approved before the course can be offered in a P-12 school.

- University instructor will contact the Director of Field Experiences & Clinical Practice to discuss the plan for teaching on-site in a P-12 school. A meeting will be scheduled with the P-12 principal, the Director of Field Experiences and/or Partnership Coordinator, course instructor, and Clinical Associate (when appropriate). A teaching on-site plan will be shared during the meeting to include the on-site model, goals, syllabus, outcomes, and benefits to the school, teachers, P-12 learners, and teacher candidates. The course instructor will identify on-site needs such as, classroom space, collaboration with teachers, interactions with P-12 learners, technology needs, etc..
- Commit to the course meeting being a combination to include on-site at Georgia Southern and P-12 school. On-site at Georgia Southern must be a **minimum** of the first and last day of class, as well as one class meeting mid-semester.
- Once on-site teaching approval has been obtained from the school and system, then research components must be addressed. School system research approval must be completed and
approved prior to beginning the teaching on-site. The specific research plan should be shared in detail with the principal once it is approved by the school system.

- University instructor will fill out the On-Site Teaching form in Google Drive prior to the beginning of the semester in which the on-site teaching will occur.
- It is required that all teacher candidates sign the Off-Campus Participation Agreement prior to attending the first class session at the P-12 school.
- University instructor will provide the Partnership Coordinator with a brief written summary of the experience at the end of the semester. This information will be used in the Partnership Council annual report and communication materials.

Steps Required to Continue Established On-Site Teaching

- Inform the Director of Field Experiences & Clinical Practice of the plan to continue teaching on-site.
- University instructor will schedule a meeting with the P-12 principal to discuss the plan to continue teaching on-site. The on-site model, goals, syllabus, outcomes, and benefits to the school, teachers, P-12 learners, and teacher candidates will be shared and facility needs will be requested.
- University instructor will fill out the On-Site Teaching form in Google Drive prior to the beginning of the semester in which the on-site teaching will occur.
- It is required that all teacher candidates sign the Off-Campus Participation Agreement prior to attending the first class session at the P-12 school.
- University instructor will provide the Partnership Coordinator with a brief written summary of the experience at the end of the semester. This information will be used in the Partnership Council annual report and communication materials.