

SUNY POTSDAM OFFICE OF STUDENT TEACHING AND TEACHER CERTIFICATION
Student Teaching Seminar - EDLS 414, 420, 421, GRED 676
Fall 2009 - Canadian

PROFESSOR	E-MAIL	PHONE	OFFICE HOURS
Amy Guiney – U.S. [Early Childhood/Childhood]	guineyai@potsteam.edu	315-267-3450	M-F: 8 - 4
Kay Caldwell – U.S. [Adolescence]	caldwekm@potsteam.edu	315-267-2539	M-F: 8 – 4
Linda Grant – CA	grantla@potsteam.edu	315-267-2176	Tues. – Thurs. 8 – 4

COURSE DESCRIPTION

The Student Teaching Seminar focuses on:

- Classroom Management
- Internet Resources
- Portfolios
- Certification
- Cooperative Learning
- Foundations of Effective Teaching
- Student Teaching Requirements
- Self Reflection
- Special Education
- Interview Tips and Tidbits
- Multiple Intelligences
- SUNY Potsdam and Community Resources

PREREQUISITES AND CO-REQUISITES

All undergraduate courses listed in his/her major or specialization area must be completed with a 2.0 or higher and an overall 2.5 GPA. All education courses listed in his/her program must be completed with a 2.0 or higher and an overall 2.75 GPA. Graduate = 3.0.

COURSE OBJECTIVES

At the conclusion of the student teaching seminar, the student will:

- demonstrate knowledge, skills and dispositions needed to be a successful teacher
- reflect on own teaching observations and experiences for the purpose of continuing professional development (INTASC Standard 10) OCT St 4
- analyze and develop lessons that demonstrate skill in the appropriate teaching techniques, including direct instruction, cooperative learning, and discovery/ inquiry teaching (INTASC Standard 4) OCT St 3
- make instructional decisions consistent with and supportive of students' IEPs (INTASC Standard 7) OCT St 2
- communicate effectively and professionally with professional colleagues and others (INTASC Standard 10) OCT St 4
- demonstrate interview techniques and be prepared for the job searching process

STUDENT TEACHING SEMINAR COURSE REQUIREMENTS

PROFESSIONALISM

- **Conceptual Framework Alignment:**
Principled Educator (behave in a professional manner; work well with others; be willing to take risks, be flexible, and show comfort with uncertainty; recognize your own diversity and that of others; develop positive relationships with administrators, colleagues, agencies, and parents)
- **Appropriate Attire – JEANS ARE NOT ACCEPTABLE.**

ATTENDANCE

Attendance at all scheduled student teaching seminar dates is required. Personal illness or a death in the immediate family is the only grounds for an excused absence; such absences must be documented by a written excuse. You are personally responsible for notifying your professor listed above before any absence. **Any absence must be made up to receive credit for the course.**

GRADE POLICY

The student teaching seminar is graded on an S/U basis. The grade of S will be awarded by your professor upon satisfactorily completing all requirements. Deficiencies in the area of professionalism will result in a grade of U.

E-MAIL AND WEBSITE

You are expected to check your SUNY Potsdam and TaskStream e-mail account at least once a day. Any student experiencing difficulty accessing his/her account should call the help desk for instructions immediately. Website: www.potsteam.edu/academics/soeps/fieldexperiences.

Fall 2009 Canadian Student Teaching Seminar Schedule
Wednesday, August 19, 2009
SUBJECT TO REVISION

INTERVIEW ATTIRE REQUIRED

- 9:00 a.m. Registration**
Canadian Students, Raymond Hall 8th Floor
- 9:20 a.m. Welcome**
- 9:30 a.m. How to Create Your Teacher Work Sample**
Presenter: Professor Vicki Hayes
Assistant: Supervisor Linda Markle
- 11:30 a.m. Luncheon – on your own (off campus or bring your lunch)**
- 12:30 p.m. Quality Assessment**
Presenters: Dr. Donna Sharkey, Supervisor Sherry Franklin,
Supervisor Darlene Boucher
- 2:30 p.m. Seminar Evaluation and Review of Agenda for Thursday August 20.**
- 3:00 p.m. TaskStream Assistance – for student teachers instructed to attend**
Presenter: Amber Gooshaw, Literacy Center, 104 Satterlee Computer Lab

Fall 2009 Student Teaching Seminar Schedule
Thursday, August 20, 2009
SUBJECT TO REVISION

INTERVIEW ATTIRE REQUIRED

- 9:00 a.m. Registration**
Canadian Students, Raymond Hall 8th Floor
- 9:20 a.m. Welcome**
- 9:30 a.m. Ontario College Of Teachers Application for Certification**
Presenter: Cathy Lofgreen External Relations Officer O.C.T.
- 11:30 a.m. Luncheon – on your own (off campus or bring your lunch)**
- 12:30 p.m. Additional Qualifications**
Presenter: Jessica Maskell and Colleagues from Queen’s University
- 1:30 p.m. Moving Forward/ The Ontario Job Market Strategies**
Presenter: Linda Markle
- 2:45 p.m. Seminar Evaluations and Review of Friday’s Agenda**
- 3:00 p.m. TaskStream Assistance – for student teachers instructed to attend**
Presenter: Amber Gooshaw, Literacy Center, 104 Satterlee Hall Computer Lab

Fall 2009 Student Teaching Seminar Schedule
Friday, August 21, 2009
SUBJECT TO REVISION

INTERVIEW ATTIRE REQUIRED

- 9:00 a.m. Registration**
Canadian Students, Raymond Hall 8th Floor
- 9:30 a.m. GRED 669 Tutorial and Portfolio Workshop**
Presenters: Linda Grant and Anne Norkum
- 11:00 a.m. New York State Teaching Certification**
Presenter: Amy Guiney, 8th Floor Raymond Canadian Students
- 11:30 a.m. Luncheon – on your own (off campus or bring your lunch)**
- 12:30 p.m. Mock Interviews Tips and Tidbits**
Presenter: Linda Markle, Anne Norkum, Darlene Boucher, Richard Holmes, Sandy Richardson, Kelty Grant
- Seminar Evaluation and Review of October 23 Agenda**
- 2:45 p.m. TaskStream Assistance – for student teachers instructed to attend**
Presenter: Amber Gooshaw, Literacy Center, 104 Satterlee Hall Computer Lab

Fall 2009 Student Teaching Seminar Schedule
Friday, October 23, 2009
SUBJECT TO REVISION

INTERVIEW ATTIRE REQUIRED

- 8:45 a.m. Registration**
Canadian Students, 8th Floor Raymond Hall
- 9:00 a.m. Reflective Piece***
Facilitators: Canadian Supervisors
- 10:00 a.m. Comprehensive Literacy**
Presenter: Erica Chesnick, Canadian MST Graduate
- 11:30 a.m. Luncheon on your own**
- 12:30 p.m. Connecting with the Reel World**
Presenter: Supervisor: Jeff McMillan
- 2:30 p.m. Seminar Evaluation and Dismissal**

*** PARTICIPATION/REFLECTIVE PIECE**

The participation and reflective session will consist of a five-minute presentation to small groups. The presentations will require the student to answer these questions: What was your most rewarding experience in your first placement and why? What was the most challenging experience in your first placement and why? What advice would you give to a new student teacher and why? What would you like to say to your sponsor teacher and why? Each student must submit typed answers to the questions listed above as portion of course requirements for the seminar.

A TRADITION OF EXCELLENCE: PREPARING CREATIVE AND REFLECTIVE EDUCATORS:

HOW EDLS 414, 420, 421, GRED 676 SUPPORTS OUR SUNY POTSDAM CONCEPTUAL FRAMEWORK

Completion of the student teaching seminar will help you continue the development of your knowledge and skills as a **well-educated citizen**. You will have the opportunity to demonstrate your ability to apply your content knowledge to critically analyze and solve problems as well as to communicate effectively with peers, professionals and students in the disciplines that comprise the elementary curriculum.

Throughout the semester, you will be called upon to demonstrate the characteristics of the **reflective practitioner**, as you:

- consider ways that a classroom teacher can meet the diverse needs of learners
- model inquiry, practice and reflection in your student teaching placements
- effectively use research based models of curriculum, instruction, and assessment as you plan for instruction
- create and teach lessons that meet the diverse learning needs of students
- identify state learning standards that are related to your lessons and those taught by your sponsor teacher
- develop lessons that incorporate the appropriate use of technology
- develop lessons that promote inquiry, critical thinking, and problem solving

Finally, this course will help you develop as a **principled educator** as you:

- demonstrate professional behavior
- demonstrate integrity and the competence expected of a beginning student teacher
- show a level of comfort with the changing world of classrooms and school systems and the diversities found in classrooms today

THE STUDENT TEACHING SEMINAR AND THE INTASC STANDARDS

In addition, the student teaching seminar provides instruction and experiences related to the following INTASC Standards for the preparation of beginning teachers.

- Principle # 1: The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle # 2: The teacher understands how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.
- Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills.
- Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment, encouraging positive social interaction, active engagement in learning, and self-motivation.
- Principle # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle # 7: The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.
- Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle #10: The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.