

SUNY POTSDAM
Student Teaching Syllabi – Fall 2011

EDUC 415, 416, 417, 418; SECD 455, 456; GRED 613, 692, 694, 696, 697

PROFESSOR	E-MAIL	PHONE	OFFICE HOURS
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Accommodative Services

Students with identified learning needs are encouraged to speak with Amy Guiney and with Sharon House, Coordinator of Accommodative Services (267-3267), as soon as possible to discuss accommodations that may be helpful to successfully complete this course. All students should feel free to contact Amy to discuss any personal or academic needs.

Prerequisites And Co-Requisites

All undergraduate courses listed in his/her major or specialization must be completed with a 2.0 or higher and an overall 2.5/2.75 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.

Required Text

GUIDE TO STUDENT TEACHING

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.**

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 SUNY email account should call the help desk for instructions immediately. Web site: www.potsdam.edu/academics/soeps/fieldexperiences

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 Course Requirements

Please note that some programs have additional degree completion requirements in addition to student teaching and the following requirements. It is your responsibility to discuss such requirements with your program advisor before student teaching so that you can be prepared to complete them as well.

Daily Attendance

Daily attendance during student teaching is mandatory, including Orientation and all Seminars. If you are going to be late or absent, you must telephone and make direct contact with your supervisor and sponsor teacher to inform them of the situation. Failure to meet the Daily Attendance requirement will result in immediate dismissal from student teaching. Extenuating situations will be dealt with as the need occurs. Your attendance must be documented on the appropriate form. A school closing is considered an excused absence and the time does not need to be made up. If the school reduces the number of vacation days, for any reason, the student teacher must be present on those days.

Preparation of Weekly Class/Activity Schedules

In addition to written plans, student teachers are to submit a written schedule to the supervisor each week or upon request. The schedule should accurately reflect the general daily schedule and specify the student teacher's activities. This schedule helps the

student teacher organize his/her work and assists the supervisor in planning an effective observation schedule. See Appendix B for sample schedule.

Daily Reflective Journal

A Reflective Journal is required for each placement. Entries should be included for each day of student teaching. Your journal must be available to your college supervisor at all times. Refer to Appendix B for a sample of how to write a Reflective Journal.

Lesson Plans

Formal lesson plans are required for every lesson presented. Your methods coursework at SUNY Potsdam introduced you to the writing of lesson plans. College supervisors will evaluate and approve your lesson plan format; abbreviated lesson plans are not acceptable during student teaching. Your sponsor teachers must review every lesson plan before you present it to students. The College recommends that student teachers not be permitted to teach the lesson if plans are not approved in advance. The collection of all lesson plans should be kept in a notebook that must be available for review by the College Supervisor at all times.

Self-Analysis

Student teachers are encouraged to develop the skills needed to evaluate teaching-learning experiences. This is accomplished through a variety of processes, including observation post-conferences and journal entries. These processes may include self-analysis of lessons, videotape analysis, written reflections, and conferences with sponsor teachers and supervisors.

These reflective activities require student teachers to consciously observe and analyze their own behaviors and their impact on learners. Written records clearly chart the student teacher's growth throughout the term, giving the student teachers another source of specific feedback.

Self-evaluations focus on reflection that is the key to changing behavior. The process of assessing specific strengths and weaknesses in the performance of objectives helps the student teacher analyze overall progress and set goals for achievement. As the student teacher reflects on the most and least effective aspects of the lesson and recommends alternatives, he/she develops skills and patterns of behavior essential to continued professional growth.

Student Teaching

During your student teaching, you will create a number of materials that provide evidence of your developing skills. During the semester, you will compile an electronic portfolio (using TaskStream) containing some of these materials. The collection will be evaluated by your college supervisor and will be available to college faculty in your program of studies. Satisfactory completion of the portfolio is required to receive an S* in student teaching.

Your portfolio's overall presentation should present a well-organized documentation of professional growth and achievement. All spelling and grammar must be in standard professional English; all elements and reflective statements should be neat, legible, and professional in appearance; documents should be word-processed and organized, and the layout should be consistent.

Personal Data Section (materials submitted before student teaching)

Professional resume

Autobiographical sketch

Sample lesson plan (one that was completed in a methods course)

Disposition form

Teacher Work Sample

Student teachers are required to develop a Teacher Work Sample, formerly referred to as the "Unit". The topic of the Teacher Work Sample should be cooperatively identified by the student teacher and the sponsor teacher and be consistent with the ongoing instructional program. The college supervisor will provide detailed information on format and process of preparing this significant artifact. The sponsor teacher will guide the student teacher in the area of curriculum development to help gain skill in integrating curricular areas and assessment of student learning.

Universal Design for Learning Study

This assignment is designed to demonstrate your ability to plan instruction and establish an educational environment that will permit access to the general education curriculum for diverse learners. Diversity variables that impact learning include cognitive and physical ability, socio-economic status, racial or ethnic background, gender, religion, family background and sexual orientation, among others.

This assignment builds on the Universal Design for Learning that you learned about in your special needs course (EDUC 304, EDUC 314, EDLS 315 or SPED 505); it allows you to demonstrate your ability to apply the following UDL principles (see UDL documents in your Student Teaching Program Resource materials on TaskStream and in Appendix B of your Guide to Student Teaching):

- **Principle I:** Multiple Means of Representation (options for perception, language and symbols, and comprehension)

- **Principle II:** Multiple Means of Expression (options for physical actions, expressive skills and fluency, and executive functions)
- **Principle III:** Multiple Means of Engagement (options for recruiting interest, sustaining effort and persistence, and self-regulation)

For this assignment, you will:

- Write a detailed lesson plan that incorporates as many of the guidelines under each of the three UDL principles as are appropriate for your lesson.
- After teaching this lesson, write an impact statement that clearly describes in-depth understanding of the UDL principles on the students reflection that clearly describes the impact of using UDL principles on your students' learning.

To complete this assignment:

- Provide a link to your lesson plan;
 - Attach your description/analysis of your use of the UDL principles;
 - Attach your reflection on the impact of using Universal Design for Learning in your classroom;
- Submit this assignment to your Placement 2 College Supervisor for evaluation.

Lesson Plans

Throughout student teaching, you will prepare many lesson plans. In this section of your portfolio, you will select five lesson plans that you believe best exemplify your ability to plan standards-based instruction and assess the learning of your students.

Dispositions Self-Evaluation Checklist

You will evaluate your own disposition before you begin your first student teaching placement.

Course Description

When You Begin Student Teaching

- obtain copies of important documents such as the Annual Professional Performance Review (APPR), Professional Development Plan (PDP), Code of Conduct, Attendance Policy, and teacher contract at the school;
- review Individualized Education Programs (IEP) for your students and discuss with sponsor;
- introduce yourself to the building principal;
- become informed on school conduct regulations;
- school districts usually schedule faculty workshops a day before the beginning of the school year; attend the faculty meeting as a student teacher, you are expected to attend all events that a working faculty member would attend; follow the public school calendar for your district; and
- during the first week of the student teaching semester, undergraduates should apply for graduation through the State University of New York at Potsdam's Registrar; graduate students apply for graduation through the Graduate Studies Office.

Orientation

- it is up to the sponsor and student teacher to determine reasonable expectations;
- observe the sponsor teacher as he/she teaches a class before you teach the same class;
- assume responsibilities, gaining confidence and familiarity before you assume responsibility for all classes; and
- during the final week of student teaching in each placement, gradually relinquish responsibility to the sponsor teacher.

Weeks One and Two – Add responsibilities as indicated

- observe the sponsor teacher and familiarize yourself with daily routines and assist;
- note daily observations in a "reflective journal" as outlined by your supervisor;
- record examples of specific actions in the student teaching classroom that illustrate each of the nine principles of Universal Design for Learning;
- confer with sponsor and implement sponsor's planned activities;
- sponsor and student teacher work in team-teaching activities;
- acquaint yourself with the school, the district, and its resources and students;
- develop a two-week teaching schedule with your sponsor (one lesson per day);
- develop a lesson plan for each lesson taught;
- share two-week teaching schedule with supervisor to establish observations;
- document achieved performance objectives and classroom management strategies;
- participate in a co-curricular activity (if the opportunity exists);
- confer with the sponsor teacher about pupil evaluation;
- use the sponsor teacher's record keeping system or develop original record keeping system if approved by sponsor;
- develop ideas for a bulletin board, an exhibit, or a display; and
- determine with sponsor topic of Teacher Work Sample and begin gathering assessment data.

Weeks Three and Four - Add responsibilities as indicated

- establish educational philosophy for future compilation of professional materials;
- institute involvement in professional organizations;
- provide for students with individual differences;

- implement evaluation and grading of student progress;
- acquaint yourself with guidance and health services resources;
- familiarize yourself with technology resources;
- increase planning and teaching responsibilities to three lessons per day (week three);
- develop assessment and instructional plans for Teacher Work Sample;
- increase planning and teaching responsibilities to four lessons per day (week four);
- complete first taped lesson and written analysis (week three);
- complete second taped lesson and written analysis (week four);
- (taped lessons are not mandatory, but strongly recommended, and video equipment is the student's responsibility); and
- supervisor schedules a mid-semester triad to include the supervisor, sponsor, and student teacher; this triad will provide an opportunity for the student teacher to evaluate his/her performance and establish further goals and a long-range planning project; the supervisor will provide and utilize the Student Teaching Evaluation Form for this evaluation.

Week Five - Add responsibilities as indicated

- increase workload to 80 percent of the sponsor teacher's responsibilities;
- complete third taped lesson and written analysis (week six);
- (taped lessons are not mandatory, but strongly recommended, and video equipment is the student's responsibility); and
- plan for teaching of Teacher Work Sample Unit; teach unit in week 5 or 6.

Weeks Six and Seven - Add responsibilities as indicated

- increase workload to 100 percent of the sponsor teacher's responsibilities; sponsor teacher may or may not leave the room;
- implement long-range planning project; and
- analyze results of student assessments in your Teacher Work Sample.

Week Eight - Add responsibilities as indicated

- supervisor schedules a final triad to include the supervisor, sponsor, and student teacher; this triad will provide an opportunity for the student teacher to evaluate his/her performance and determine if set goals and long-range planning project were achieved; the supervisor will provide and utilize the Student Teaching Evaluation Form for this evaluation;
- sponsor teacher will assume responsibility for planning and teaching some lessons to facilitate the transition of classes from student teacher to sponsor teacher, allowing time for the student teacher to observe and reflect upon the teaching and learning process;
- return all keys and learning materials to the sponsor teacher NOTE: school districts may take action if materials are not returned;
- complete all reports, grades, and other responsibilities;
- complete and upload into TaskStream your Teacher Work Sample; and
- complete "Evaluation of Supervisor" found on our website under Forms & Due Dates and submitted electronically.

Thank You Letter

We recommend that you write thank you letters to your supervisors, sponsor teachers, and administrators upon completion of each experience. A little thank you goes a long way.

Letter of Recommendation

Sponsor teachers and supervisors write a letter of recommendation for you upon the completion of each placement. All letters of recommendation should be mailed to the State University of New York at Potsdam, Office of Career Planning, S106 Sisson Hall, Potsdam, NY 13676. Students request official letters of recommendation by calling Career Planning at 315-267-2344.

Assessment of the Student Teacher

Assessments identify strengths and weaknesses of the student teacher and provide opportunities for the student to work toward achieving professional growth. This evaluation should be continuous, specific, cooperative, self-evaluative, comprehensive, and individualized.

Proper Procedure for Student Teachers to Use when Having Difficulty

- as soon as a student teacher identifies a problem during the student teaching placement, start by informing the sponsor teacher and supervisor immediately;
- once the sponsor and supervisor listens to your concern, if they feel a triad meeting is necessary, the supervisor will initiate the triad and contact the Coordinator of Student Teaching to advise; and
- if the triad does not prove to be successful, the supervisor will contact the Coordinator of Student Teaching to request a Student Teaching Review Committee (STRC); STRC process is defined in the next section.

Grades And Credits

- Should you feel you received an undeserved grade, you must utilize the academic grievance procedure in place by the College.
- during the student teaching experience, if you are unsure of your success or status in regards to passing or failing, seek the advice of your supervisor and your sponsor teacher;
- a student teacher receives 6-credit hours for each placement; at the end of each placement, the College supervisor makes the determination of the grade of “S” or “U”; GPA is not affected by a student teaching grade;
- a grade of “S” or “U” is assigned for the two-hour Seminar; and
- should a student teacher receive a “U” for one of the student teaching placements, he/she will be granted the opportunity for one other student teaching placement. An “S” must be earned in that placement. Students must register and pay for the additional 6-credit hours if they require additional student teaching experience.

Appendix:

A TRADITION OF EXCELLENCE: PREPARING CREATIVE AND REFLECTIVE EDUCATORS: How EDUC 415, 416, 417, 418; SECD 455, 456; GRED 613, 692, 694, 696, 697 Supports Our Suny Potsdam Conceptual Framework

Completion of student teaching 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; and
- 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; and
- show a level of comfort with the changing world of classrooms and school systems and the diversities found in classrooms today.

The Student Teaching And The INTASC Standards

In addition, student teaching 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.