

Student Teaching - EDU 499/591 (9 hours)

Instructor:	Office Telephone:
Office:	FAX:
Office Hours:	Email:

Course Description:

Participation and teaching under the guidance of a cooperating teacher in a school with college supervision. Planning lessons, implementing instruction and assessing outcomes during lead teaching. PR: EDU 488/588 or EDU 489/589.

Textbooks:

Anthony, R. & Coghill-Behrends, W. (2010). *Getting hired: A student teacher's guide to professionalism, resume development & interviewing*. Dubuque, IA: Kendall Hunt.

Student Teacher Handbook.

Purpose of the Course:

Student teaching is the capstone experience in the teacher education program at Berry College. It provides an opportunity for the student to be immersed in full-time practice at an area school while reflecting on the pedagogical and content knowledge gained in the teacher education program. Student teaching allows students to gradually assume the role of developer of human potential: developing the head by promoting reflection and decision making; developing the hands by facilitating learning; and developing the heart by enhancing self- and social-awareness for themselves and their supervisor, and attending an on-campus seminar.

Student Learning Outcomes:

Complete evaluation data are available in the *Student Teacher Handbook*. Upon completion of the student teaching experience, students will be able to:

- A. Promote reflection and decision making (Head)
 1. Help students articulate and reflect on their feelings, thoughts, and ideas. (INTASC 3)
 2. Possess sound knowledge of subject matter content so that students are presented with accurate information and diverse viewpoints.(INTASC 1, 4)
 3. Collect and analyze data for assessing students' needs. (INTASC 8)
 4. Reflect on their own behavior as a teacher. (INTASC 9)
 5. Use the historical and philosophical knowledge of the organization and governance of American education to guide decision making. (INTASC 1, 10)
- B. Facilitate learning (Hands)

1. Develop long-range plans for instruction (units).(INTASC 6, 7)
 2. Organize and manage the classroom to optimize learning. (INTASC 5)
 3. Design learning activities appropriate for students' developmental levels. (INTASC 2, 3)
 4. Select and use developmentally appropriate curriculum materials including print, non-print, and technology-based materials. (INTASC 6)
 5. Organize and manage learning groups. (INTASC 2, 3)
 6. Provide feedback to students on their comprehension of content being learned. (INTASC 2, 3)
 7. Demonstrate a wide repertoire of strategies and teaching styles appropriate for diverse student needs. (INTASC 3, 7)
 8. Develop a plan for the management of student behavior. (INTASC 5)
- C. Enhance self- and social-awareness (Heart)
1. Affirm and support students in their learning efforts. (INTASC 5)
 2. Communicate respect and acceptance of students. (INTASC 5)
 3. Demonstrate an awareness of and respect for the diversity of the school population and the global community. (INTASC 3, 10)
 4. Develop students' social awareness. (INTASC 3, 10)
- D. Explore issues of induction to teaching
1. Clarify their perspective on teaching.
 2. Evaluate implications of teaching in a multi-cultural society.
 3. Tie their practical experience with the theoretical ideas explored at the college.
 4. Explore legal issues of concern to first-year teachers.
 5. Plan for placement and continued professional development as a teacher.

Assessment Measures:

Assessment of the student teaching experience will include field observation, video, journals, lesson plans, unit plants, samples of student work, and the edTPA portfolio.

Candidates will experience full-time teaching under the direction of the cooperating teacher and the college supervisor, and will engage in critical thinking and decision making about the role of the teacher. They will facilitate learning for the students in their classroom.

Field Experience:

Candidates will complete a minimum of 330 contact hours in the student teaching classroom to meet the field experience requirement.

Use of Technology:

The use of technology by candidates in the student teaching classroom will vary among classrooms and schools, according to the equipment available. Candidates are expected to routinely utilize standard technology in each situation

Methods of Instruction:

The roles and expectations of those involved in student teaching are fully delineated in the *Student Teacher Handbook*.

Student teaching involves one-on-one coaching, facilitating, and mentoring from both the cooperating teacher and the college supervisor through the transition process from student to teacher. This process is intense and consuming, as the candidate implements instructional actions based on what he/she knows and then reflects on the actions he/she has taken. The cooperating teacher works closely with the candidate throughout the semester to develop the candidate's potential.

The college supervisor will work with the candidate throughout the semester both individually through classroom observations and conferences and in groups during small-group seminar sessions. Suggested assignments are indicated on the student teacher checklist and in the *Student Teacher Handbook*. The individual college supervisor assigned to you has the prerogative to alter, delete or add to candidate's final requirements based on individual student needs or supervisor observations. Please confer with your college supervisor. The cooperating teacher, likewise, will have certain expectations for requirements. Clarify those expectations early in your student-teacher semester.

A daily or weekly journal is required. The format to be used will be provided by the Director of Student Teaching and Clinical Practice. Your college supervisor will read your journal and you may wish to share your journal with others.

Attendance Policy:

Regular attendance and punctuality is an absolute necessity. Candidates are expected to attend school all day, every day during the first seven weeks of the semester (**Jan 12- February 27**). During the second seven weeks of the semester (**March 3 - April 28**), the candidate will attend 17 hours per week, with the arrangement of those hours being agreed upon by the candidate, the cooperating teacher, and the college supervisor. If any candidate requires more than three absences, he/she is required to seek the approval of the Director of Field Experiences and Student Teaching.

During the first seven weeks of the semester candidates should maintain the same daily hours as the regularly employed teachers. If absence is unavoidable you should inform your cooperating teacher and college supervisor as soon as possible. Absence for reasons other than sickness or emergencies is strongly discouraged and should be approved in advance by the cooperating teacher and the college supervisor.

Academic Integrity:

The Berry College community affirms its support of academic integrity as reflecting founder Martha Berry's commitment to educating the head, heart, and hands, and as the foundation of college life and experience. We believe that mutual trust among Berry's students, faculty, and staff is essential to the operation of the college and that all members of the Berry College community are responsible for working together to establish and uphold an environment conducive to honorable academic endeavor.

Special Requirements:

Your college supervisor will collect and/or review lesson plans, a unit of study, the second videotape of your teaching, your program portfolio and other assignments. See the *Student Teacher Handbook* for details of these assignments.

Evaluation Components:

The evaluation forms should be submitted to your college supervisor no later than the last seminar session. The final completed portfolio will be submitted according to the schedule given for EDU 490/590. Candidates will receive one of the following grade options:

- (H) pass with honors
- (S) satisfactory
- (U) unsatisfactory

Final grades will be determined by the college supervisor in concert with the cooperating teacher and the Director, Field Experiences and Student Teaching. See the *Student Teacher Handbook* for evaluation criteria.

Accommodation Statement:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Academic Support Center in Memorial Library, first floor (Ext 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Instructor's Bibliography:

- Alkove, L.D., and McCarty, B. J. (1992). Plain talk: Recognizing positivism and constructivism in practice. *Action in Teacher Education*, 14(2), 16-22.
- Brooks, J. G. (1990). Teachers and students: Constructivists forging new connections. *Educational Leadership*, 47, 68-71.
- Canter, L. (1996, March/April). Discipline alternatives: First the rapport, then the rules. *Learning*, 24(5), 12, 14.
- Goethals, M. S., & Howard, R. A. (2000). *Student teaching: A process approach to reflective practice*. NJ: Prentice Hall.
- Good, T.L., & Brophy, J.E. (2008) *Looking in classrooms*, Boston: Pearson.
- Manning, M. L. (1996). Addressing the fears of diversity. *KDP Record*, 33(1), 4-7.
- Ponticell, J. A., and Beckett, A. M. (1997). At-risk students' perspectives on motivation. *KDP Record*, 33 (4), 135-137.
- Posner, G. J. (1999). *Field experience: A guide to reflective teaching* (5th Ed.). NY: Longman