

**Student Teaching: Elementary Education**  
**EDU 5395/6395**  
**Spring Semester 2014**  
**Mondays - Fridays 8:00-4:00**  
**Credit / No Credit**

**Instructors:**

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**Teacher Preparation Framework**

*A professional teacher is reflective and responsive, attends to research, and builds relationships among diverse people, ideas, and perspectives.*

**Course Description**

“Student teaching has been said to be the most important single element in the pre-service education of teachers. It is the process whereby the neophyte has the opportunity to see how it feels to do the work of a professional practitioner. Success in student teaching is regularly accepted as evidence both of demonstrated performance and potential, and together with an adequate record in other requirements, entitles the students to a recommendation for a teaching certificate.” (*Utah State Board of Education*). Teacher candidates will have opportunities to observe experienced master teachers in a Professional Development School and move toward full responsibility for the classroom while critically reflecting on their own practice. **Prerequisites:** Admittance in the Elementary Licensure Program. Teacher Candidates must receive **Credit** for this class in order to be recommended for licensure.

**ADA Clause:** The University of Utah and the Department of Teaching and Learning seek to provide equal access to its programs, services, and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations.

**Course Objectives**

*By the end of this course, each student is expected to have accomplished the following:*

1. Demonstrate at least a basic level of proficiency in the performance of full teaching responsibilities in their placement classroom. These responsibilities include: lesson and curriculum planning, teaching, assessing, record keeping, maintaining professional communication with parents (guardians), attending meetings, and parent/student/teacher conferences, etc. These duties will closely approximate the responsibilities of a regular classroom teacher. Failure to perform at a basic level is cause for dismissal from the Elementary Licensure Program
2. Conduct themselves in a professional manner according to Utah Professional Practice Advisory Council (UPPAC). Teacher Candidates are expected, as are all Professionals, to follow the State Board of Education Standards for Professional Ethics and Professional Responsibilities.

## **Course Materials**

*TeacherCandidateHandbook:(online)*

[http://www.ed.utah.edu/tandl/current\\_students/teacher-candidate-handbook.pdf](http://www.ed.utah.edu/tandl/current_students/teacher-candidate-handbook.pdf)

**Essential Learning Outcomes:** By the end of this course, each teacher candidate is expected to have accomplished the following:

1. Develop their understanding of the teaching process specific to their future student teaching site.
2. Develop an understanding of student life and classroom dynamics within both site placements and establish a working relationship with students.
3. Demonstrate basic skills in lesson delivery across content areas.

**Course Performance Outcomes:** Since this is a field-based class, during the course, each student will demonstrate their progress toward becoming proficient in all Utah Effective Teaching Standards.

## **Utah Effective Teaching Standards (UETS)**

### **Standard 1: Learner Development**

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

The Teacher:

- a. Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.
- b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

### **Standard 2: Learning Differences**

The teacher understands individual learner differences and cultural and linguistic diversity.

The Teacher:

- a. Understands individual learner differences and holds high expectations of students.
- b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- d. Creates a learning culture that encourages individual learners to persevere and advance.
- e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

### **Standard 3: Learning Environments**

The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

The Teacher:

- a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations and procedures.
- b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
- d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- e. Extends the learning environment using technology, media, and local and global resources.
- f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

### **Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

The Teacher:

- a. Knows the content of the discipline and conveys accurate information and concepts.
- b. Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.
- c. Engages students in applying methods of inquiry and standards of evidence of the discipline.
- d. Uses multiple representations of concepts that capture key ideas.
- e. Supports students in learning and using academic language accurately and meaningfully.

**Standard 5: Assessment**

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

The Teacher:

- a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
- b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- e. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- f. Understands and practices appropriate and ethical assessment principles and procedures.

**Standard 6: Instructional Planning**

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

The Teacher:

- a. Plans instruction based on the Utah Core Standards.
- b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.
- c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
- e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

**Standard 7: Instructional Strategies**

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

The Teacher:

- a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
- b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
- c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
- d. Uses a variety of instructional strategies to support and expand each learners' communication skills.
- e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.
- f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
- g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- h. Uses a variety of questioning strategies to promote engagement and learning.

**Standard 8: Reflection and Continuous Growth**

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

The teacher:

- a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.
- b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem-solving.
- c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.
- d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

**Standard 9: Leadership and Collaboration**

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

The teacher:

- a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.

- b. Participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.
- c. Advocates for the learners, the school, the community, and the profession.
- d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.

#### **Standard 10: Professional and Ethical Behavior**

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.

The Teacher:

- a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
- b. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.
- c. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.
- d. Maintains accurate instructional and non-instructional records.
- e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.
- f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.
- g. Maintains professional demeanor and appearance as defined by the local education agency (LEA).

### **Course Requirements:**

#### **Become Fully and Successfully Responsible for the Classroom *Due: Every Day***

Teacher Candidates will have examined theory and now they will combine theory with practice over an extended period of time. Teacher Candidates will assume full responsibility for the entire classroom during spring semester. Teacher Candidates will plan, teach, assess, keep records, maintain professional communication with parents (guardians), attend meetings, conduct Student/Parent/Teacher Conferences, track attendance of students, etc. In short, the Teacher Candidate will, as closely as possible, approximate the responsibilities of a regular classroom teacher.

#### **Professionalism *Due: Every Day***

Teacher Candidates must conduct themselves in professional manners according to Utah Professional Practice Advisory Council (UPPAC) and will be evaluated accordingly: Teacher Candidates are expected, as are all Professionals, to follow the State Board of Education Standards for Professional Ethics and Professional Responsibilities. Failure to adhere to these standards may be cause for dismissal from the program. Refer to your Teacher Candidate Handbook for these guidelines. Other professional expectations include but, are not limited to, consistent attendance and procedure for making up days lost to illness or weather, professional dress at the school site, coming early, staying late to prepare lessons, self-motivation, asking questions, volunteering to help, initiating ideas and sharing, remaining confidential when it involves students records, communication with parents, communication with students, and communication with site teacher educator. A list of these standards can be found in the Teacher Candidate Handbook.

#### **Lesson Plan Preparation *Due: Every Day***

Teacher Candidates will be ultimately responsible for planning, and teaching lessons in all of the content areas. Lessons must be prepared ahead of time and discussed with the Site Teacher Educator(s). A variety of teaching strategies and methods should be employed during this experience. Formal observations will require a lesson plan.

#### **Midterm Evaluation of Student Teaching *Due: Tuesday, February 17th***

Formative assessment of student teaching will take place mid way through student teaching. The teacher candidate, along with the site teacher educator will evaluate the teacher candidate's performance using the same evaluation form that will be used as a summative report of student

teaching at the end of the semester. At any other time during the student teaching experience, the Teacher Candidate, the Site Teacher Educator(s), and/or the Cohort Leader can request a written and/or oral evaluation. Teacher Candidates must receive a 3 or higher to continue the student teaching process. EDU 5395 is a Credit/No Credit class. Successful completion of this experience will depend upon fulfilling all of the requirements with success. Failure to meet the requirements may result in no credit given for the class and possible dismissal from the Elementary Licensure Program. No “Incompletes” will be given during Student Teaching except for in extreme emergencies (to be determined by the Cohort Leader, and the Director of the Urban Institute). If problems/circumstances should arise, it may be necessary to formulate individual contracts with Teacher Candidates. Please refer to the Teacher Candidate Handbook for further information regarding Teacher Candidate policies.

### **Final Evaluation Due: Tuesday, April 7<sup>th</sup>**

During the last week of student teaching, a summative evaluation will be filled out by the University Cohort Leader and the Site Teacher Educator. All evaluation forms will become part of the Teacher Candidate's Placement File at the University of Utah. The Teacher Candidate must receive a 3 or higher in each area in order to pass student teaching.

Teacher Candidates are expected to follow the regular contract hours of teachers at designated sites. Teacher Candidates are required to attend **all** scheduled parent/guardian, district, and faculty meetings. Teacher Candidates may, with the consent of both their STE and university supervisor, become involved in before and after-school clubs and activities that will be of value to their own personal growth as a Teacher Candidate. **These activities may not interfere with teaching and cohort commitments. Payment for activity involvement during teacher contract hours is not permissible.**

If you must miss a teaching day, contact your STE, **AND** your university supervisor no later than the morning you will miss class. If you are unable to contact your STE and university supervisor directly, leave messages as necessary. Make-up days will be required. Difficulties with attendance or unprofessional behavior may be cause for the teacher candidate to receive a no credit grade for the course.

**Please note that excessive absences (i.e., 2 + days) or missed time will result in an extended student teaching schedule and/or failure to be recommended for licensure.**

**Please note that you are responsible for sub plans.**

### **Video Evaluations: 25 points each**

1. Videotape yourself twice during student teaching and write a reflection about the first video using the Big 8 as a guide. Compare your teaching to the video of yourself from the Fall semester. What differences do you see? Be sure and save examples of your teaching for the Electronic Portfolios and submit to Canvas on or before the due date. **Due February 24th**

2. The second video needs to be viewed by a peer or group of peers in the class. You may view your videos as school groups and write reflections of the video. List the person whose video you watched. Answer the following questions: What was the date of the video? What was the subject area? Was there a clear objective stated? Was the objective taught in a clear and concise way? Which of the Big 8 strategies did the teacher demonstrate? List one area that you think this teacher could improve upon. Be kind and constructive. Submit your reflection to Canvas under the peer evaluation tab. **Due March 31st**

