



**Urban Institute for Teacher Education
Student Teaching: Elementary Education
EDU 5395/6395
Salt Lake Elementary Cohort
Spring Semester 2015
Mondays – Fridays
(Contract Hours, please check with your school)
Credit / No Credit**

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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 teacher. 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 work side-by-side with an experienced master teacher in an elementary school site and move toward full responsibility for the classroom while critically reflecting on their own practice.

During the course of the semester, student teachers are expected to be in the classroom 480 hours, which equates to 40 hours per week for 12 weeks. During student teaching, there will be three informal and three formal observations from a University of Utah Supervisor resulting in a midterm and final evaluation. In order to successfully pass student teaching, a score of 3 or higher is needed in each of the Utah Effective Teaching Standards evaluation.

Prerequisites: Admittance in the Elementary Licensure Program and a passing grade in all licensure courses leading up to student teaching. Teacher Candidates must receive **Credit** for this class in order to be recommended to the Utah State Office of Education for level one licensure.

ADA Clause: The University of Utah and the Urban Institute of Teacher Education in the College of Education seek to provide equal access to its programs, services, and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or

assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

UET Standards: ALL

Course Objectives

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

1. Demonstrate at least a “practicing” level (3 or above on evaluation forms) of proficiency in the performance of full teaching responsibilities in their placement classroom. These responsibilities include, but are not limited to; lesson and curriculum planning, teaching, assessing, record keeping, maintaining professional communication with families, attending meetings, parent/student/teacher conferences, etc. These duties will closely approximate the responsibilities of a regular classroom teacher. Failure to perform at a “performing” 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) and the University of Utah Student Code. Teacher Candidates are expected, as are all Professionals, to follow the State Board of Education Standards for Professional Ethics and Professional Responsibilities. Please see Teacher Candidate Handbook.

Course Materials: Teacher Candidate Handbook:

<http://uite.utah.edu/student-teaching/index.php>

***During student teaching, if you are going to miss a day of school due to illness, please call or email ahead and let me, your Site Teacher, and your University Supervisor know. Please note that excessive absences (i.e., 2 + days) or missed time will result in an extended field practicum schedule and/or failure to be recommended for licensure. Please note that you are responsible for sub plans. You may need to call, fax, email, or text the plans to your STE.**

Course Requirements

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

Teacher Candidates will have examined theory and now they will put theory into practice over an extended period of time. Teacher Candidates will assume full responsibility for the entire classroom during spring semester. It is expected that the Teacher Candidate will spend 480 hours in the classroom as a student teacher. 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.

Reflection *Due: 10 times during student teaching (see Canvas for dates)* **(Reflection + Experience = Growth)**

During the student teaching, you will write about your experience through a weekly journal due on Canvas. You are expected to submit 10 entries, each worth 5 points. As each week progresses, keep track of Ah-Ha moments that teach you about what it means to be a teacher. Think about jotting down some experiences you might be able to use during an interview question.

Professionalism *Due: Every Day*

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

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. When the University of Utah supervisor is scheduled to observe, the Teacher Candidate will be expected to have a lesson plan for that particular lesson, and your weekly plan book. Please see lesson plan format below.

Formative Evaluation of Student Teaching (Midterm): *Due: by February 13*

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), the 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 5395/6395 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.

Summative Evaluation Due: by March 27

During the last week of student teaching, a summative evaluation will be filled out by the University Supervisor and the Site Teacher Educator. The Teacher Candidate must receive a 3 or higher in each area in order to pass student teaching and be recommended to the Utah State Office of Education for a Level 1 Teaching License.

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 for Teacher Education). 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.

Skeleton Plan for Student Teaching - Spring Semester

*STE = Site Teacher Educator

*TC = Teacher Candidate

*Everyone will have different schedules depending on their particular situation.

*Communication between the Teacher Candidates and the Site Teacher Educator is one of the keys to success in a positive student teaching experience.

*If the Teacher Candidate is on a professional development day, please excuse her/him from the field, but realize that it is the Teacher Candidates responsibility to leave the STE substitute plans

*If the Teacher Candidate misses a day of school, the TC will make up the day/s during spring break or during the last few weeks of spring semester.

Week One

- take over one subject
- attend faculty and grade level meetings, etc.

Week Two

- take over two subjects
- attend faculty and grade level meetings, etc.

Week Three

- take over three or four more subjects
- in charge of at least ½ day
- attend faculty and grade level meetings, etc.

Week Four

- take over five or six more subjects
- attend faculty and grade level meetings

Week Five

- take over all curriculum, classroom management, grading, planning, parental contacts, attending meetings, etc.
- attend faculty and grade level meetings, etc.

Week Six, Seven, Eight, Nine, and Ten

- on own
- attend faculty and grade level meetings, etc.

Week Eleven

- on own
- STE starts taking over slowly
- attend faculty and grade level meetings, etc.

Week Twelve

- STE continues taking over to allow TC to observe in other grade levels and in other schools
- Summative Evaluations
- Conduct SEP conferences (which ever week these conferences are held)
- wrap things up and visit other grade levels, other schools, etc.

GENERAL LESSON PLAN



Name:

Date:

Subject:

Length of Lesson:

Grade Level:

Core Curriculum Objectives:

Common Core Objectives (ELA or Math): If subject other than ELA or Math, please show how the content could be integrated with the Common Core.

Language (Vocabulary) Development:

Preparation: What materials will be needed?

TIME:	LESSON:	MANAGEMENT:
	<p>Introduction: How will I get the students' attention and motivate them? How will you activate and develop prior knowledge? How will you connect this lesson to previous lessons?</p> <p>Content/Activity: Describe the steps you will take.</p> <p>Closure: How will you conclude the lesson (think reflection)?</p> <p>Assessment: How do I know the students learned? What have you learned about students' strengths and challenges? How will you record learning?</p>	

Adaptations: Think about ALL of your students! Which students may need specific accommodations in order to successfully complete the lesson? (Special needs, linguistically diverse, hearing impaired, etc.) What are the accommodations? What will early finishers do, or slow finishers?

Integration: How would you take this topic and integrate it into other subject areas? (Social Studies, Visual Art, Dance, Health, PE, Life Skills, Music, Drama, Writing, Listening, Grammar, Math, Etc.) How could you use technology to enhance this lesson?

