

The University of North Carolina Greensboro
School of Education
Department of Curriculum and Instruction
CUI 461:01 Student teaching and seminar
SPRING 2006
12 Credit Hours

Course prerequisites/co-requisites: Prior permission of department chair

Instructor: Dr. Mollie Lloyd, Team Leader and Supervisor
Curry Building 102
Email: mwlloyd@uncg.edu
Office Hours: Mondays and Wednesdays 3:00 - 4:30 p.m. and by appointment

Mrs. Betty Dean, University Supervisor
Email: deanbgcs@bellsouth.net

Seminar meetings: Wednesdays, 2:45 pm., dates TBD. Location will be Foust Elementary School or UNCG campus.

Catalog description: Supervised student teaching in an elementary setting (Grade K-6) under direction of a cooperating teacher with university supervision. Full-time teaching assignment in cooperating schools for a full semester.

Teachers Academy Conceptual Framework Mission Statement

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. The mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to (a) equity and excellence in teaching, research, and service, (b) professional integrity and ethical deliberation in dealing with the students and colleagues (university-based, school-based), (c) the dissemination of professional knowledge, skills and disposition through the preparation and continuing professional development of teachers, principals, and other school personnel.

Course Purpose

The purposes of this course are to: (a) provide support during your student-teaching experience; (b) provide opportunities for your professional growth and development, specifically, during this semester you will:

1. Create learning experiences that make subject matter meaningful for all students (INTASC #1).
2. Provide opportunities that support children's intellectual, social and personal development (INTASC #2)
3. Create instructional opportunities that are adapted to meet the needs of diverse learners (INTASC #3)

4. Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills, (INTASC #4)
5. Use your understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation (INTASC #5).
6. Use your knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry collaboration and supportive interaction in the classroom (INTASC #6).
7. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals (INTASC #7).
8. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner (INTASC #8).
9. Demonstrate the attitude of a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally (INTASC #9)
10. Foster a relationship with school colleagues, parents and agencies in the larger community to support students' learning and well being (INTASC #10).
11. Demonstrate a sound operation of technology operations and concepts (NETS 1).
12. Plan and design effective learning environment and experiences supported by technology (NETS 2)
13. Apply technology to facilitate a variety of effective assessment and evaluation strategies (NETS 4).
14. Use technology to enhance your productivity and professional practice (NETS 5)
15. Understand the social, ethical, legal and human issues surrounding the use of technology in K-12 schools and apply those principles in practice (NETS 6).

You will satisfy the following goals that are aligned with the North Carolina Department of Public Instruction (DPI):

- The student knows how to teach students (DPI Core Standard #2); observed during student teaching/evaluated via department exit criteria form.
- The student will plan for appropriate instruction (DPI Program Standard #4); observed during student teaching/evaluated via department exit criteria form.
- The student will use appropriate teaching methods (DPI Program Standard #7); observed during student teaching/evaluated via department exit criteria form.
- The student will use appropriate tools for assessment (DPI Program Standard #7); observed during student teaching/evaluated via department exit criteria form.

Teaching strategies: This course is designed to give you intense, in-depth experience working in an elementary classroom. We will meet periodically throughout the semester (in seminar) to discuss various aspects of your experiences in the classroom, ways to connect theory and practice, and larger issues of education. In addition, you will have the opportunity to meet with University Supervisors and your OSTE on a regular basis. For full details regarding student teaching, please refer to the Teachers Academy's Education handbook for undergraduates at http://soe.uncg.edu/affiliates/teachers_academy/.

Evaluation methods and guidelines for assignments: This course is a Pass/Fail course. In order to pass this course, you will need to demonstrate professionalism and responsibility

as a student teacher. Four primary areas of professionalism and responsibility in student teaching are (1) overall professional dispositions; (2) attendance; (3) instructional planning; (4) evaluation.

Overall professional dispositions and performance:

- Be a caring, collaborative, competent, and professional student teacher at all times.
- Abide by all codes and policies of Guilford County Schools and UNCG.
- Have consistently satisfactory reports from your OSTE and University supervisor concerning your performance and professionalism during weekly checks (announced and unannounced).

Attendance:

- Attend all seminars. There will be four seminars held during the semester on Wednesdays covering topics relating to employment, induction, and topics of interest. If you miss two seminars you will fail this course.
- Miss no more than 4 days of student teaching. Absences require a doctor's note. You will need to make up all days missed. **Tardiness during student teaching is unacceptable. Three tardies will be considered an absence. If you are tardy 5 times you will fail this course. You are required to successfully teach 30 full-days.** If you are absent or tardy, you must contact both your OSTE and your university supervisor
- Arrive in your classroom no later than 7:15 am, and stay until at least 2:45 pm. Staff meetings, parent conferences, planning, and other meetings may require time beyond 2:45 pm.
- You are required to sign in and out of the office daily. In addition, each student teacher must keep **accurate** time logs (see attached). Time logs are to be signed weekly by your OSTE and are to be kept in your student teaching notebook under a tab labeled *time logs*.
- Your attendance at school is required at all workdays and early release days. Personal and academic appointments should be made after-school and should not conflict with staff meetings, professional development, or conferences.
- For extreme weather days, you should follow the policies of the school. Of course, your safety always comes first. If an absence falls within the 30-day full-time teaching window, this time must be made up.
- If you are absent, you must plan for the lessons that you are responsible for teaching that day and be sure that your plans arrive to school before the start of the school day. Doing so is professionally responsible behavior that you need to assume as a student teacher.

Instructional Planning:

- Have detailed lesson plans for EVERY lesson that you teach in the format that your OSTE and university supervisor approves and have EACH plan pre-approved and signed by your OSTE one week in advance.
- Maintain lesson plans in a binder organized with dividers for each week of student teaching, Weeks 1-15. The first page in each section should be a schedule of your week and the subjects/lessons taught. Following this schedule should be detailed daily schedules with lesson plans for each lesson taught clipped to each daily schedule. All lessons should be **signed by OSTE one week in advance.**
- Complete your week's schedule and lesson plans **one week** prior to the week in which these lessons are taught. For example, Week 5 should be placed in your binder on Monday of Week 4. This binder should be on your desk each day you teach and will be checked by your university supervisor. Satisfactory planning will be counted towards determination of a successful week of student teaching.

Observations and Evaluations:

- Five observations will be conducted during student teaching. Two formal observations by supervisors; the first by February 28 and the second by March 24. Two formal observations by your OSTE; the first by February 15 and the second by March 15. One pop-in observation by UNCG Supervisor anytime during the six weeks of full-time student teaching. Observations should be schedule at least two weeks in advance.
- Complete all aspects of the 15-week student teaching seminar successfully as demonstrated by satisfactory or higher ratings on observations, evaluations, exit criteria forms, and the verification form.
- Have exit criteria and evaluation forms (Preservice Teachers Growth ad Assessment Matrix – PTGA and Student Dispositions Checklist) that indicate all competencies have been demonstrated and satisfied **and** successful completion of your student teaching experience as indicated by your OSTE on the appropriate verification form. OSTEs will be asked to complete TGAP and dispositions and submit to university supervisor by April 5, 2006.
- Complete student teaching portfolio requirements on TASKSTEAM, and all tasks and assignments related to the portfolio. **All portfolios must be completed by Wednesday, March 17, 2006.**
 - **TGAP will be triggered by requirement: A lesson demonstrating differentiated instruction with a 2-3 page reflective cycle paper.**
 - **Disposition will be triggered by a 1-2 page reflective cycle of your dispositions during student teaching.**

Additional responsibilities:

- **Be sure that you have taken (and passed) the Praxis exams.**
- **Be sure that you have registered and paid for all of your classes.**
- **Be sure that you have applied for graduation, if applicable, and that all information is correct on your audit.**
- **Be sure to apply for your licensure/certification!**
- **OSTES will be sent a “verification form” from the UNCG Teachers’ Academy that they will need to return in order to verify that you have completed your student teaching successfully. This form MUST be submitted before you can receive NC teaching certification.**
- **Keep up with information regarding May Commencement at Greensboro Coliseum.**

Phases of Student Teaching: The Teachers Academy Handbook in the section on Responsibilities and Procedures for Student Teaching delineates four phases of student teaching. Please refer to this document available from the Teachers Academy website referenced previously. Phases and ways of entering full time teaching will vary among student teachers. It is the responsibility of the OSTE, student teacher, and university supervisor to plan for a smooth transition from observing to initially assuming teaching responsibilities, to finally taking on full time teaching. The four general phases of this process are briefly outlined as follows.

Phase 1: During this phase, student teachers should be carefully observing and actively discussing goal-setting, instructional planning, assessment strategies, and classroom management with their OSTEs. In addition to the suggestions in the Student Teaching Section of the Teachers Academy Handbook, student teachers should also revisit their UNCG PDS Intern/Student Teacher Expectations Checklist that has been ongoing during internship to ascertain what remaining expectations need to be fulfilled and make plans to satisfy them.

Phase 2: In collaboration with OSTE, student teacher, and university supervisor, the student teacher assumes initial teaching that may involve specific subjects, instructional activities, and/or morning or afternoon responsibilities. During this phase the student teacher assumes increasing responsibilities for actual teaching as she gains confidence and competence. Collaboration and communication between OSTE and student teacher in this transition is essential for the success of student teaching.

Phase 3: The third phase is full-time student teaching, which lasts for six successful weeks, or 30 days of student teaching. The student teacher performs all activities of a full time teacher, including planning and conducting instruction, classroom management, assessment and evaluation of student learning, and other related activities, although the OSTE is still legally responsible for student learning, behavior, and safety. Student teachers must live up to the responsibilities of a full time teacher during this time. If the OSTE must intercede and reassume responsibilities of the full time teacher, the time of student teaching will be extended.

Phase 4: After full time teaching for six successful weeks, the student teacher gradually returns teaching responsibilities to the OSTE according to a prearranged scheduled determined by the

OSTE. Even though full time student teaching has been completed, student teachers are still required to report daily to their internship placement. During the **final** professional week, student teachers may take up to three days professional leave to visit other classrooms or schools. Arrangements for this professional leave must be approved by your OSTE and your university supervisor. The remaining days will be considered regular internship days.

The transitions from observing to initial teaching to full time teaching will vary among student teachers and will be determined by collaborative planning involving the OSTE, student teacher, and university supervisor. The following is a GENERAL calendar that will be helpful for planning purposes.

Seminar Topics:

Four seminars will be scheduled, one each month, during student teaching.

1. **January 30 – UNCG Career Day.** The first seminar will correspond to career day. You will not report to internship this day. Instead, we will have a seminar in the morning (tentatively Golden Corral 9:00 – 11:30) regarding portfolio requirements and other pertinent information you will need this semester. You will then attend the UNCG Job Fair at Cone Ballroom, Elliott Center. Visit the Career Services website:

<http://csc.dept.uncg.edu/employers/careerfairs/#educationcareerday> You should dress for a professional interview and should bring your written resume and cover letter. You were given the Career Services booklet to help you prepare your resume and interviews. It is highly recommended that you set up an appointment with someone there to help you prepare for this important day (see Teacher Academy Handbook/Certification Requirements). You should also have an idea of the school system you are interested in teaching as it is possible to be given an early contract that day.

2. February (TBA) – Round table topics. This seminar will be held at Foust Elementary at 3:00 and will address topics of interests of the team that will further supporting teaching practices. Examples of topics are classroom management, differentiated instruction, strategies for bilingual students, cooperative learning structures, etc.

3. March 22, 3:00 at Foust: What can you expect during your first year of teaching? Sue Wrenn, GCS Right Start for Beginning Teachers, will meet with us to talk about the realities of beginning teaching, state requirements, and new teacher support.

4. April (TBA) – Tying up loose ends and reflecting on student teaching. Covering all the final arrangements and responsibilities for graduation and certification process. Providing feedback to CUI about your internship and student teaching experiences

**Time log for Student Teaching
Spring 2006**

Logs are to be filled in by student and verified by OSTE signature.

Student: _____

Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
IN					
OUT					

OSTE Signature: _____

OSTE: Comments (if necessary)

Student teaching times are scheduled for 7:15 a.m. - 2:45 p.m. Monday-Friday.