

**State University of New York College at Cortland**  
**Department of Childhood/Early Childhood Education**  
**EDU 490/491 and EDU 690/691: Student Teaching I & II**  
**Course Outline**

**Course Information:**

Credit Hours: 6/6

Semester/Year: Each Semester

**Instructor Information:**

Instructor: CECE Supervisors

Office #: (607) 753-2706

Office Location: Van Hoesen 134

Office Hours: Various

**Texts:**

Blair, T. (2003). *New teacher's performance-based guide to culturally diverse classrooms*. Allyn and Bacon.

Developmental Studies Center. (2000). *Company in your classroom: Building a learning relationship with your student teacher*. Oakland, CA: Developmental Studies Center.

Price, K. & Nelson, K. (2003). *Daily planning for today's classrooms: A guide for writing lesson and activity plans*, (2<sup>nd</sup> Ed.). Macmillan.

Rand, M.K., & Shelton-Colangelo, S. (2001). *Voices of student teachers: Cases from the field*. Upper Saddle River, NY: Merrill.

Wandberg, R. & Rohwer, J. (2003). *Teaching to the standards for effective practice--A guide to becoming a successful teacher*, 2003, Allyn and Bacon.

**Course Description:**

(A) Student teaching in a 1-3 (primary) or 4-6 grade (intermediate) level classroom supervised by college faculty. Must be taken concurrently with EDU 492.

Prerequisites: Consent of department to verify required grade point average of 2.8 or above; all methodology courses leading up to student teaching with no grade lower than a C-; no outstanding incomplete grades; and successful completion of CAR and SAVE workshops. EDU 490 may be fulfilled through approved Study Abroad Program. S, U grades assigned.

(6 cr. hrs.)

**Course Attendance Policy:**

Student teachers are expected to report to their assignments each day that school is in session during any given student teaching period. If a student teacher becomes ill, s/he is responsible for notifying the college supervisor, the cooperating teacher, and the main office secretary of the cooperating school as soon as possible before s/he is expected to begin the day. In the event of an absence for a reason other than illness, the student teacher must request advanced permission from her/his college supervisor.

A summary record of absences during student teaching is maintained by the cooperating teacher, signed by the student teacher, and submitted to the college supervisor at the final evaluation conference.

### **Students with Disabilities**

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

### **Academic Integrity**

From the *College Handbook 2008-2010* Chapter 340.01: Statement of Academic Integrity:

... [I]t is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source. This includes the obligation to preserve all educational resources, thereby permitting full and equal access to knowledge. This academic community takes seriously its responsibilities regarding academic honesty. Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behavior in others.

### **Rationale**

EDU 490 and EDU 491 are the culminating field experiences of the program. These two half-semester of practice in the field are designed to guide candidates in meaningful activities that contribute to effective professional practice in the elementary classroom. During the student teaching experience, candidates are expected to strengthen their understanding of the connections between theory and practice in education. The field experience leads candidates to gradually develop independence in planning, delivering and assessing instruction.

### **Goals/Objectives of the Course**

Classroom teaching experiences should prepare candidates to teach in diverse, inclusive classrooms. The practice of teaching throughout the semester should go along with continual reflection on practice and student learning.

- Candidates conduct fieldwork in high-needs schools which serve a disadvantaged population of students. The Childhood and Early Childhood Education

Department provides placements in those settings, usually in rural areas or inner-city schools.

- During their experiences in the field, candidates interact with parents or caregivers, listening to their views about their children's education, and making an effort to understand their students' out of school experiences and home culture.
- As American schools become increasingly diverse, it is also expected that candidates have experiences interacting with English Language Learners, so they can begin to understand issues of second language learning and learning through a second language.
- Another important change in American schools is the movement towards inclusion of students with physical and learning disabilities in the regular classroom. Thus, candidates also experience interacting with and facilitating learning for these students.
- During the student teaching experience candidates are expected to demonstrate a solid knowledge of the subject matter, as well as the corresponding pedagogy and assessment tools. Teaching is expected to be inquiring in nature and student-centered, away from excessively didactic instruction and assessment.
- Candidates should create and appropriately manage safe classroom environments where students can take risks, students' opinions are respected, and equitable opportunities for learning are provided and supported by the teacher.
- Effective and sincere communication between candidates, cooperating teachers, other school personnel, college instructors and supervisors is expected. Debriefing meetings to reflect on teaching and to plan instruction are expected throughout the field experience. Candidates should demonstrate an open mind to accept constructive criticism while striving to provide the best learning opportunities for their students. Reflecting on their own practice should become a lifelong practice of candidates.

## **Standards**

Artifacts included in the portfolio will reflect the expected standards for teacher preparation programs (NCATE Standard 1; INTASC 1,2,3,4; ACEI Standards 1, 2a, b, c, d, e, i, 3a, b, c, d, e, 4,5a,b; CF Knowledge Base: Standards, Professional Commitment, Assessment, Technology, Diversity, and Social Justice)

## **Course Schedule and Activities**

The following sequence of student teachers' involvement in the classroom is expected in both EDU 490 and EDU 491. In the candidate's second placement (EDU 491),

requirements for weeks 5-7 may be assumed earlier, during weeks 2-4, according to the judgment of the candidate, the cooperating teacher and supervisor.

### **Week 1**

Orientation to the classroom, assuming routines, beginning to assist with classroom duties, pupil observation and interaction, all activities judged appropriate by the cooperating teacher.

### **Weeks 2 - 4**

During these weeks, the candidate should begin to formulate lesson plans with the assistance of the cooperating teacher and the college supervisor. Candidates should also begin to assume formal teaching duties, adding one or two subjects per week or more, at the discretion of the cooperating teacher. During this period the candidate should continue to observe the cooperating teacher and have evaluative conferences. In addition, observation of other teachers in the school may be desirable. The student teacher should have one or two lessons observed by the college supervisor during this time period. In addition, a mid-quarter evaluative conference will be scheduled with the student teacher by the supervisor and cooperating teacher to discuss the candidate's progress.

### **Weeks 5-7**

The candidate should carry the full teaching load, assuming responsibility for at least one to two weeks and possibly as many as four weeks, depending on readiness. The cooperating teacher may assist with individual groups, supervision of students and other activities as appropriate. With the knowledge of the principal, the cooperating teacher should arrange to leave the candidate to conduct the class alone for several days. The student teacher should have one or two lessons observed by the college supervisor during this time period.

### **Week 8:**

The cooperating teacher should gradually re-assume teaching responsibilities, with the candidate teaching part of the day, observing other areas of the school, or doing other appropriate activities to finish the assignment. A final evaluative conference will be scheduled with the student teacher by the supervisor and cooperating teacher to assess the candidate's overall performance.

## **Evaluation of Student Teacher Performance**

Different people do evaluation of the student teacher performance at different levels, the College Supervisor, the Cooperating Teacher, and the Instructor of EDU 492.

1. The summative evaluation of the student teacher is the responsibility of the College Supervisor, based on information from the cooperating teacher. For each quarter of student teaching, a grade of "satisfactory" or "unsatisfactory" will be given. The basis for evaluation, awarding of an "incomplete" or "withdrawal"

from student teaching are explained in the Student Teaching Handbook, which all student teachers receive prior to their assignment.

2. Evaluation will be carried out using the College Midterm/Final Evaluation Report Form completed by the Cooperating Teacher and the Midterm/Final Evaluation Report completed by the College Supervisor.
3. Student teachers are expected to become increasingly articulate in self-evaluation, and to exhibit increasing competence and insight about professional decision-making. In a final evaluation conference led by the student teacher, he/she presents evidence of professional growth, using his/her electronic portfolio. The student teacher should describe what he/she believes his/her strengths as a teacher are and point out areas for improvement.
4. Formative Evaluation: Throughout the two student teaching experiences, there will be on-going, formative evaluation by the College Supervisor and the Cooperating Teacher. For the College Supervisor, evaluation will be focused primarily on observations of the candidate's teaching and shared during a subsequent post-observation conference.

The following is a list of assignments required of candidates that will be evaluated by the College Supervisor, the Cooperating Teacher and/or the EDU 492 instructor.

- Daily Lesson Plans
- Assessment and Teaching Sample
- Integrated Unit Plan
- Observations of Student Teacher (minimum of three observations per quarter/six observations per semester. At least one of the six observations should be in each of the following content areas: ELA, Math, Science and Social Studies)
- Completion of Student Teaching Evaluation Form by the College Supervisor, the Cooperating Teacher, and the Student Teacher at both the mid-quarter point and the end of each student teaching placement.

A College Supervisor may add additional assignments as needed. Such assignments can include, but are not limited to:

- Video-Taped Lesson Analysis
- Journal reflections
- Observations of other teachers
- Activities to familiarize candidates with the classroom and school
- Documentation of the use of educational technology
- Documentation of the implementation of activities in the elementary classroom that promote understanding of diversity and show multicultural views

Student teaching evaluations and detailed performance objectives for student teachers, and other pertinent information are found on-line in the student teaching manual:  
<http://education.cortland.edu/cec/stteaching/forms.html>.