

# SYLLABUS

## PTE 48.8 Student Teaching

### **COURSE DESCRIPTION:**

Clinical practice within school classrooms is provided. Lesson planning and presentation, co-teaching, critical analysis of lesson types and outcomes, exploration of demographics affecting learning, classroom management in action, collaboration with faculty and staff, engagement of parents and community, and other aspects involving the learning environment and effectiveness are explored and practiced.

### **TIMELINE:**

**Mentor's  
Fall/ August  
Report Date  
through  
December 11,  
2019**

### **CREDIT HOURS:**

Eight (8)

### **PREREQUISITES:**

- All admission to teacher education and admission to student teaching requirements (as detailed in the *Teacher Education Handbook*) must be complete in order to student teach.
- All candidates must have *Program Checkpoints and clinical experiences* assessed and approved.
- All candidates must have concurrent enrollment in PTE 4828, PTE 4838, and PTE 4848 with senior standing or above.

### **REQUIRED TEXTBOOK:**

The Student Teaching Handbook, Online or Print RK Black (NIGH), Fall 2019

### **COURSE OBJECTIVES**

Student teaching is designed as an opportunity for candidates to implement the knowledge, skills, and dispositions learned throughout the program for teacher education and to explore other models in the development of their own teaching style. Therefore, the major purpose of student teaching is to provide experiences that will assist candidates in becoming skillful, creative teachers capable of assuming the full responsibility for the direction and guidance of the learning activities of students. Thus, student teaching for teacher candidates is a vital link between academic preparation and full-time independent teaching, a link that will enhance growth in teaching and assure the competence of individuals admitted to the teaching profession. During student

teaching, teacher candidates will be able to practice and apply all aspects of the conceptual framework and become immersed in the full responsibilities and duties of the classroom teacher.

### **The InTASC Model Core Teaching Standards (2011)**

#### **The Learner and Learning**

- **Standard #1: Learner Development**  
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences**  
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments**  
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Content Knowledge**

- **Standard #4: Content Knowledge**  
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content**  
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **Instructional Practice**

- **Standard #6: Assessment**  
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction**  
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies**  
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### **Professional Responsibility**

- **Standard #9: Professional Learning and Ethical Practice**  
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

□ **Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals.

**Course Objectives:**

During the student teaching assignment, candidates will be able to:

1. Experience the real world of students, schools, communities, and the teaching profession
  - a. Co-Teach with a mentor who has been co-teaching trained
  - b. Individual differences among students such as interests, values, cultural and socioeconomic backgrounds;
  - c. Behavior patterns of students;
  - d. Classroom environments which are varied and appropriate;
  - e. Cultural diversity.
  
2. Apply both the scientific and the artistic dimensions of teaching to real and simulated classroom situations:
  - a. Diagnose and interpret students' needs, problems, and growth and development patterns characteristic of the group taught;
  - b. Develop and plan instruction by setting objectives, devising lessons to achieve the goals, and selecting curricular materials;
  - c. Conduct instruction using many different strategies including individual, small group or large group instruction, co-teaching, teaching techniques for questioning and discussion, and appropriate technology;
  - d. Evaluate instruction employing a variety of evaluation processes and instruments to ascertain whether students learned what was taught and use results to redesign instruction;
  - e. Apply curriculum design theory to find and select appropriate print and non-print materials;
  - f. Manage the classroom by organizing the classroom environment, structuring activities for productive learning, and effectively managing on and off task behavior;
  - g. Promote interaction with students, colleagues, administrators, parents, and others in effective and productive ways;
  - h. Attend conferences and referral meetings; gaining knowledge of how and when to schedule, appropriate formats, and attendees;
  - i. Employ appropriate strategies in grouping students for learning activities;
  - j. Develop instructional goals and objectives appropriate to student needs and learning styles;
  - k. Employ appropriate sequence to learning activities and experiences.
  
3. Develop levels of competence and confidence in using professional skills;

- a. Organize and implement a variety of activities to facilitate learning;
  - b. Exhibit professional scholarship and behavior;
  - c. Interact and communicate effectively with parents, staff, and students;
  - d. Conceptualize and predict accurately the interaction of influencing variables in teaching and learning;
  - e. Identify individual differences among students including self-awareness and positive self-concepts;
  - f. Plan, implement, and evaluate appropriate educational goals and related experiences for students;
  - g. Administer and interpret assessment techniques (standardized tests, formative, summative, etc.);
  - h. Design and use teacher-made assessments (diagnostic and achievement, etc.);
  - i. Appropriately organize instructional resources and materials for effective teaching;
  - j. Utilize a variety of appropriate instructional strategies (inquiry/discovery, cooperative, interactive, skills based, direct, co-teaching, etc.);
  - k. Use appropriately a variety of communication patterns within the classroom;
  - l. Individualize instruction when appropriate;
  - m. Utilize interaction patterns and be able to modify plans on the basis of feedback;
  - n. Incorporate reading techniques in content subjects.
4. Assume, under supervision, partial and then full responsibility for classroom teaching.
5. Identify with the teaching profession and gain a sense of the range of responsibilities associated with a competent professional.
- a. Differentiate among the appropriate roles and responsibilities of students, teachers, administrators, paraprofessionals, and parents;
  - b. Work effectively as a member of an educational team;
  - c. Participate in school programs and activities which contribute to student and faculty development;
  - d. Support professional organizations in education;
  - e. Develop an understanding of the school community.

## ASSIGNMENTS AND REQUIREMENTS

**Student Teaching Orientation:** August 12 in the Education Building  
**Contemporary Issues:** September 6 and 13  
**Touch Back Afternoons** Sept. 20 & November 8  
**PPAT—All Majors**  
**Early Childhood--PPAT and Project Approach**  
**Lesson Plans—See your supervisor**

### Student Teaching Requirements:

Focus: Teaching & Reflection

The student teaching experience is scheduled for the entire school day for a period of approximately sixteen (16) weeks. Some teacher candidates will participate in a Full Block arrangement and others will complete a Split Block. In either case, the requirements are essentially the same. The teacher candidates will integrate into the mentor teacher’s classroom and gradually begin to assume all responsibilities associated with being a classroom teacher.

Teacher candidates are required to follow the same time schedule as the classroom teacher. The exact time frame is based on individual school schedules for teacher arrival and departure known as contract time.

It is the teacher candidate’s responsibility to make arrangements for transportation to and from the school to which he/she is assigned to complete student teaching.

Requirements:

PPAT	Reflective	Responsive	Resourceful	REQUIREMENTS
Task One	*	*	*	Knowledge of Students and Learning Environment
Task Two	*	*	*	Assessment and Data Collection to Measure and Inform Student Learning
Task Three	*	*	*	Design of Instruction for Student Learning

The final checkpoint of completion of student teaching requires that all PPAT Tasks are uploaded into D21 and assessed by the supervisor, any days are made up that go beyond the two that are allowed for illness and all assignments are completed. Without this final step, the submission of a grade of “Passing” will not be issued.

**Background Check Requirement:**

To be eligible for admission to and retention in teacher education, a candidate must be eligible for state certification. Oklahoma legislation, Title 70 O. S., Supp. 1985, s3-104.1. states that no person shall receive a certificate for instructional, supervisory or administrative position in an accredited school of this state who has been convicted of a felony, any crime involving moral turpitude or a felony violation of the narcotic laws of the United States or the State of Oklahoma, provided the conviction was entered within the preceding ten-year period.

Prior to reporting to your assigned school, a current (within one (1) year) certified background check must be cleared. Teacher candidates will find a link to TRAK-1 (the background check vendor) on the quick links section of the College of Education and Professional Studies web-page. All background checks must be made through UCO’s vendor as listed.

**STUDENT TEACHING CALENDAR – Fall 19**

<b>Date</b>	<b>Overview</b>
August 12	Student Teaching Orientation 8:00-5:00
Mentor’s August Report Date	First Day at Your Placement
September 6 & 13	Contemporary Issues
Sept. 20 & Nov. 8	Touch Back Afternoons 2:00-4:00
Oct. 22	Education Round Table 9:30-11:30
(Block I-Ends October 11; Block II begins October 14)	
December 11	Last day of Student Teaching
December 9	Professional Assessment Day 8:00 – 4:00
December 13 & 14	Commencement

The teacher candidate is considered to be a trained person on the threshold of professional teaching, ready to carry out, under supervision, the normal responsibilities of a regular teacher. While assigned to supervised teaching, the teacher candidate follows the same schedule as the mentor teacher including all assigned times beyond the classroom day (i.e. parent teacher conferences, make up days for weather related days missed, etc.). The responsibilities assigned to the mentor teacher will also apply for the teacher candidate.

The standards outlined by the school and the mentor teacher and policies and procedures must be followed by the teacher candidate. In the event that the policies of the school conflict with the policies and standards set by UCO, the teacher candidate should follow the policies set by UCO (i.e. dress, behavior, etc.).

At the beginning of the supervised teaching period, the teacher candidate should spend time observing and assisting the mentor teacher. During this time, the teacher candidate should become familiar with the program and facilities of the school, materials, and methods employed by the mentor teacher, and the personal traits of the students. The teacher candidate

should also assist the mentor teacher with clerical or other tasks that he/she is qualified to perform.

When the teacher candidate, mentor teacher, and university supervisor deem that the teacher candidate is prepared and has sufficiently adjusted to the classroom and teaching, the teacher candidate will assume most of the responsibility for preparation, teaching, and evaluating in the mentoring teacher's classes.

When not teaching, teacher candidates should spend their time in planned classroom observations in the mentor teacher's classroom or classrooms within the school. Time should be allowed for conferences, planning, and feedback from the mentor teacher.

**Co-Teaching:** There are seven strategies that should be reviewed and used within the context of the teaching day between the mentor and the teacher candidate. It is important to co-plan and think about what strategy or strategies should be implemented into the lessons that will be taught.

The teacher candidate is urged at all times to show initiative in seeking more effective methods and materials to achieve his/her teaching goals. While he/she must secure the approval of the mentor teacher for all activities conducted in the classes, the teacher candidate is expected to continually draw upon his/her own knowledge and background for ideas and innovations. The teacher candidate should keep in mind that the school and the mentor teacher have the primary obligation of effective education of students according to the philosophy of the school. This should also become the teacher candidate's goal.

## **POLICIES**

### **GRADING:**

Evaluation of the teacher candidate's performance is an integral part of the process of learning to teach. During the student teaching experience, evaluation is a cooperative process in which the teacher candidate, mentor teacher, and university supervisor exchange views as to the effectiveness of the teaching procedures implemented.

At the close of the student teaching experience, evaluation of the teacher candidate will be from two sources: the mentor teacher and the university supervisor. Both the mentor teacher and university supervisor complete an Assessment Report and a descriptive narrative of the teacher candidate's performance. All assignments must be completed satisfactorily.

If at any time throughout the teacher candidate's semester, the supervisor, mentor teacher, or the program coordinator has cause to believe that the performance, professionalism, or other factors may prevent the teacher candidate from receiving a grade of "Passing" at completion of the semester, a plan of improvement may be filled out. A conference including the supervisor, the Coordinator of Clinical Experiences, and the teacher candidate may be held to discuss strategies to assist the teacher candidate in improvement. At times deemed necessary,

the program coordinator and mentor will be involved in this process as well. If enough progress is made according to the expectations of the plan of improvement, a grade of *passing* will be assigned. However, if the candidate does not meet the expectations of the plan of improvement, one of the following options will be considered:

1. The candidate will receive an *incomplete* and additional time in the semester following student teaching to meet the plan of improvement expectations. Once the candidate has improved according to the outlined specifications of the plan of improvement, the candidate will receive a grade of *passing*.
2. The candidate will fail student teaching if progress is lacking.

If a teacher candidate is inappropriate in the use of his or her language and/or interactions with P-12 students, the candidate may be removed immediately from the program.

### **SATISFACTORY COMPLETION OF ALL COMPONENTS IS REQUIRED FOR A PASSING GRADE.**

**The final grade will be “PASS”, “FAIL”, or “INCOMPLETE”, and will be submitted to the Teacher Education Services office by the university supervisor. A grade assigned as “Incomplete” will be recorded if days are not made up, D2L is not completed, or if the student has not met the requirements for successful student teaching and has been allotted additional time in a future semester to improve.**

#### **Attendance/Absences**

As a teacher candidate, you are expected to follow the same professional standards as your mentor teacher. Your punctual attendance every day is expected. Your mentor teacher is depending on you to be present every day, as are your students. However, there may be a time when you are ill and physically unable to attend to the duties and responsibilities of your student teaching internship. If you have an illness that is contagious, we do not want you to spread those germs to your mentor teacher or your students. **Two days of student teaching may be missed *due to illness or family emergency* without penalty; additional days must be made up at the end of the student teaching experience. These two days are not to be considered “free days.” They are available ONLY if you are ill or have a family emergency and are not able to attend. These are not days to run errands or go on vacation.** You must contact your supervisor and mentor teacher as soon as you realize that you are not able to go to school, and you must complete the absences report found in your D2L. (In the event you are unable to schedule testing for the OSAT or OPTE on a Saturday, you may use one of your excused sick days for this testing day.) Every day of your student teaching is a valuable experience, which you will not want to miss. We expect most of our teacher candidates to have 100% attendance.

## **Dress Code**

The University of Central Oklahoma expects you to represent your college and yourself as a professional educator. Appropriate dress is determined to be a part of the standards of professionalism and demeanor. Remember, you are now the teacher, not the student. You are a role model and must act accordingly in all you do; your students first notice your professionalism by the manner in which you dress.

T-shirts, shorts, jeans, sweat pants, short skirts, tank tops, plunging necklines or shirts with inappropriate words or language, or inferences should not be worn. On special occasions, such as an all school “Spirit Day,” jeans and a school t-shirt may be worn; however, your jeans should be considered “nice jeans” without holes, not your everyday comfortable jeans. Remember, you are a professional and should dress with the motto “*Dress for Success.*” Physical educators who are teaching in a gymnasium or outdoor setting should wear professional attire appropriate for the setting.

## **Weapons/Alcohol/Tobacco/Drugs**

Leave them at home! In the state of Oklahoma, it is unlawful for **anyone** to have in his/her possession any type of weapon on public school grounds, including your car. It is also illegal to use and/or distribute tobacco and alcohol on public school grounds; in your car in the parking lot is still considered school grounds. It is also unlawful to possess, use, or distribute controlled dangerous substances (drugs) while on school grounds. These activities are not only unprofessional, but they are illegal as well.

## **Attitude/Demeanor/Dispositions**

In order to be an effective teacher you must have a positive attitude and demonstrate an enthusiasm for the tasks and responsibilities associated with your student teaching. Your attitude is one of the first things, and the most lasting thing, people will remember about you. Principals continually tell us that they are quick to hire teachers with a positive attitude and encouraging demeanor. The UCO Assessment of Dispositions Inventory (ADI) can be found on the Student Teaching Website. The ADI identifies characteristics that have associated with effective teaching. We encourage you to carefully review this self-assessment tool and use it to help identify areas of strengths and opportunities for growth. These dispositions also demonstrate work ethic—a characteristic of great concern to teacher colleagues and principals.

Teaching is not completed in isolation; well-developed people and relationship skills are a necessity. Begin on day one developing a working relationship with your mentor teacher; this will help you to be more effective in working with the students in his/her class. Please remember that you are a guest in your mentor teacher’s classroom. Although there will be times that you are “in-charge,” it is important to remember that ultimately the classroom belongs to your mentor teacher.

## **Transformative Learning**

The College of Education and Professional Studies is committed to helping students learn by providing a range of transformative learning experiences in discipline knowledge and in six

core areas (known at UCO as the “Central Six”): leadership, research, creative and scholarly activities, service learning and civic engagement, global and cultural competencies, and health and wellness.

**DISABILITY STATEMENT:**

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their request by contacting the coordinator of Disability Support Services at 974 – 2516. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs **by the end of the first week of class.**

*Please refer to the Fall 2019 Student Teaching Handbook for more information regarding the fulfillment of your student teaching responsibilities. The Student Teaching Handbook can be found in D2L. (Revised Fall 2019)*