

## FIRST RESPONSIBILITIES OF A STUDENT TEACHER:

- A. Introduce yourself to the sponsor teacher, the  principal, the  vice (or assistant) principal, the  guidance counselor, the  nurse, the  superintendent, and the  assistant superintendent.
- B. Talk to the sponsor teacher about the daily schedule and what materials are used for instruction.

*Special notes:*

- C. Create with the sponsor teacher a timeline for assuming the complete teaching schedule.

*Special notes:*

- D. Explain to the sponsor teacher what the student teaching requirements are that you must complete in order to be successful.
- E. Obtain copies of the following:  school or building attendance policy,  fire drill procedures,  emergency evacuation procedures,  student and faculty codes of conduct,  academic eligibility requirements,  policy on how to deal with disruptive students,  non-teaching duties and responsibilities,  faculty meeting procedures,  reporting of expected child abuse,  conferencing with parents,  dealing with sexual harassment issues,  teacher contract,  discipline reportage procedures,  in-school suspension procedures,  detention procedures,  APPR document,  PDP document,  teacher evaluation instrument,  grading policy,  school calendar, and anything else you think of that will make you a part of the teaching staff.

*Special notes:*

- F. Your job is to teach. You need to be friendly, courteous, and respectful to your students. Giving respect earns respect. Students do not need you to be their friend. You are the adult and as such you are in charge.

## STUDENT TEACHING REQUIREMENTS:

- A. Daily Attendance — You are expected to be at the school each day, *including any staff development days*. Your hours are the same as those of the sponsor teacher. Never leave school at the end of the day until you are ready for the next day. Being prepared is the key to being successful. **If you do get ill, then you need to contact me, and also the sponsor teacher, that morning.** Please schedule any appointments at the end of the school day.
- B. Once you begin to student teach on Monday, **you must follow the local school calendar.** That calendar will be different than SUNY Potsdam's calendar, so having a copy of the school calendar right away is vital.
- C. On Friday, **March 20, 2009**, SUNY Potsdam will be holding an additional seminar day between placements. This is mandatory. The agenda can be found on the Student Teaching website. All student teachers **MUST** attend the full day – *no exceptions!*
- D. **You MUST have a lesson plan for each lesson that you teach.** If the school has a required lesson plan format, then you should use it. You may use TaskStream to write your lessons, as that may save you some time. Each lesson plan must minimally contain the following:
- (1) objective(s) for the lesson
  - (2) the state standard(s) that the lesson addresses
  - (3) the procedure(s) used to teach the lesson
  - (4) possible closure and extension activities
  - (5) intentions for differentiated instruction
  - (6) materials to be used

When I come to observe, I expect that I will be able to look at a folder that contains all of the lesson plans that you have created to that date, in addition to the lesson plan for the class I am observing. *You should also be analyzing each lesson you implement for possible inclusion as “Evidence of Planning” on TaskStream.*

- E. You MUST develop and teach one complete unit as part of your Teacher Work Sample in Placement 1. The unit must be at least five consecutive lessons long, and a complete copy must be included on TaskStream with your Teacher Work Sample. Your unit needs to contain at least the following (see TWS requirements as well):
- (1) the unit objective(s) and learning goal(s)
  - (2) a list of the state standards that the unit will address
  - (3) a list of all materials that you will use
  - (4) a detailed lesson plan for each day of the unit
  - (5) an assessment plan
  - (6) sponsor teacher approval – this means you should give your sponsor teacher a copy of the unit at several points along the way so you can receive feedback on the unit as you write it (prior to teaching it).
- F. You must keep a daily professional journal. The journal is not just telling what you did, but should be reflective. When I read your journal, I want to read about *how you feel* about what you are doing, *your thoughts* about how the lesson you taught could have been improved upon, *any concerns* that you have that we could discuss, *any frustrations* that you are experiencing, *any positive feelings* about what you are doing, and so on. I am the only person, other than you, who will read your journal. The purpose of the journal is to put your thoughts into writing. *Don't just itemize what you did on a given day* – I also want to know how you felt about everything that happened. **Please email me your journal entries for each complete week by 12:00 noon each Saturday throughout the student teaching experience.**
- G. You need to give me your daily schedule as soon as you begin (**please email it to me by Tuesday evening, January 20**). The schedule should also contain the times when you have planning/conferencing time and duties. I would also like you to include in the schedule the tentative dates when you will be assuming each class or duty.
- H. You should use the Student Teaching opportunity to add artifacts in your professional portfolio that you began in your methods courses. Personal and professional information should be updated, and the sections for the INTASC principles can be completed using materials that you develop during student teaching. Often journal entries can be used, and reflected upon, to illustrate performance in different areas as well. If you have questions about any items you are considering for inclusion, feel free to discuss them with me.
- I. The final requirement is that you complete a study of how you, your sponsor teacher, and the school in which you are placed make learning available to all students. This will be done under the guidelines of UDL, the Universal Design for Learning, as discussed in your required Special Education coursework. This requirement is *completed* during placement 2, and contains two components:
- (1) Logging phase – *to be done during both placements*
    - (a) While you are observing others and journaling your experiences, you will become sensitized to how others incorporate (or possibly *don't* incorporate) the principles of UDL. Keep a separate log record (some of which may be transcribed from journal entries) of your thoughts in this regard. *You must include multiple examples of each principle, with justification and rationale statements for each.*
    - (b) Also while logging, please make notes of how you will incorporate the UDL principles in your own instruction, and how you actually do once you begin teaching. *These examples can be included in those required in section (a).*
  - (2) Reflective piece – *to be completed by the end of the second placement*  
Before you can be given a satisfactory grade for Student Teaching, you must culminate your study by writing a 1-2 page reflective piece on the benefits of applying the principles from the Universal Design for Learning, and of the increase in your awareness of this process. This reflection must accompany the summary of examples specified above.
- K. Optional but encouraged activities:
- (1) videotape a lesson and provide either written or oral self-evaluation (***strongly recommended***)
  - (2) attend professional workshops (*i.e.* during Staff Development Days, if available)
  - (3) become involved in or attend extra-curricular activities
  - (4) read professional journals
  - (5) evaluate me as your supervisor
  - (6) use technology in your instruction (***strongly recommended***)
  - (7) participate in a multicultural teaching experience
  - (8) create a bulletin board, display, learning center, or other form of teacher-made student involvement activity – let me know if you complete something so I can be sure to see it

## WHAT TO EXPECT WHEN I COME TO OBSERVE:

- A. You should have available for me a copy of the day's lesson plan.
- B. You should have a folder that contains all of your previous lesson plans, as well as any preliminary future plans.
- C. You should be prepared with any questions that you want me to answer.
- D. I will observe one complete class period. During this time I will take detailed notes, so expect me to be writing.
- E. At the end of the observation I will discuss with you (and possibly your sponsor) what I observed.
- F. I am a very positive person and will only provide feedback to you that I believe will be helpful.
- G. I will always let you know in advance when I am coming (*usually via email, so check it regularly*), except for possible "drop-in" visits during solo teaching.
- H. I rely on the sponsor teacher a great deal to provide me with information on how you are doing. I will notify the sponsor teacher that I need to be contacted at the first sign of any difficulty. Likewise, I would also expect you to let me know of any difficulty that you are having. I can only address a problem if I know that it exists.

## MISCELLANEOUS

- A. I expect that you have read the Guide for Student Teaching.
- B. I expect that you will come to school each day professionally attired and appropriately groomed.
- C. I expect that you are committed to the student teaching experience. Taking other classes is not permitted. Being employed is not recommended. You have to be totally involved in your development.
- D. I expect that you will have the opportunity to observe other professionals within the district. You need to make it clear to the sponsor teacher that this observation is part of your total experience. Often, it is convenient to do this early before you have assumed a full load, or near the end of a placement as the sponsor is resuming duties.
- E. I expect you to complete all necessary and required forms at the end of the semester.
- F. I expect that you have already opened up a file in the Career Placement office for recommendation letters.
- G. You need to know the zero tolerance behaviors, examples of which are found on page 25 in the Guide.
- H. **I expect that if a district contacts you to act as a substitute teacher, then you will let me know. I generally do not recommend this, particularly early in a placement.** However, I will take each request and make a determination as to whether you will be allowed to participate. **You cannot substitute unless I have approved it!**
- I. I expect that each teaching quarter will go very well and that you will realize professional growth.
- J. I expect that I will not have to deal with any requests to adjust your second placement, even if you greatly enjoy your first and would LOVE to stay there.
- K. I expect that if we have to create an improvement plan during a placement that we will handle it professionally.
- L. I expect you to understand that student teaching is satisfactory or unsatisfactory. There are no numerical grades given for student teaching, *but all requirements must be fully completed to receive a satisfactory grade.*
- M. I expect that you will be familiar with forms that I use during the semester.
- N. I expect that we will enjoy a successful student teaching placement.
- O. I expect you to contact me if you have any problems at all – my office is 216A Satterlee, my office phone is (315) 267-2553, and you can reach my home at (315) 769-0315. I am often on the road and my home phone number rings through to my cell phone if I'm in a service area, so it is the best way to reach me reliably.

## **TOPICAL SUMMARY OF THE INTASC PRINCIPLES**

### **A. CONTENT KNOWLEDGE**

The professional educator understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

### **B. STUDENT DEVELOPMENT AND LEARNING**

The professional educator understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

### **C. DIVERSITY**

The professional educator understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

### **D. INSTRUCTIONAL STRATEGIES**

The professional educator understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

### **E. LEARNING ENVIRONMENT**

The professional educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

### **F. COMMUNICATION**

The professional educator uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **G. PLANNING FOR INSTRUCTION**

The professional educator plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

### **H. ASSESSMENT**

The professional educator understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

### **I. REFLECTION AND PROFESSIONAL GROWTH**

The professional educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### **J. COLLABORATIVE RELATIONSHIPS**

The professional educator fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## SUGGESTED STUDENT TEACHING SCHEDULE

### When you begin Student Teaching

- School districts will begin the school year with a couple of staff development days before students attend school. You are expected to attend all of these meetings as required of the school faculty. *If there are portions of a day's schedule in which options are available, discuss with your sponsor whether you will attend the same sessions as she/he does, or if there would be an advantage to attending different ones.*
- Discuss with your sponsor IEPs for any of your students, and accommodations that may be required.
- If an undergraduate student, *apply for graduation right away* through the Office of the Registrar. If a graduate student, *apply for graduation right away* through the Office of Graduate Studies.

### Initial Discussions

- Share your responsibilities and requirements with the sponsor teacher so that she/he may facilitate your success. There are areas in which specific details of expectations are flexible and are worked out directly between you and the sponsor, such as the topic of your unit of study.
- Use observation of the sponsor teacher to acclimate yourself to the classroom environment before assuming class responsibilities. Often, students find it beneficial to assume a class later in the day so the opportunity still exists to watch the sponsor teach a comparable class earlier. *This does not change any planning responsibility for you as a student!*
- Generally a ramp-up for the first couple of weeks works well, and then a gradual process to return responsibilities to the sponsor in the last week of each placement (*see detailed suggestions below*).

### Weeks One and Two

- Observe the sponsor, familiarize with daily routines, and assist as needed.
- Begin and maintain daily reflective journal.
- Record examples illustrating the nine principles of the Universal Design for Learning.
- Confer with the sponsor, implementing her/his planned activities.
- Work with the sponsor in possible team-teaching activities.
- Become acquainted with the school, district, its resources and students.
- Develop a two-week teaching schedule with your sponsor (probably one lesson per day). Share this plan with me for my scheduling of observations.
- Create lesson plans for all lessons taught (early plans may well be derived from existing plans of the sponsor teacher, but make them your own at the early stages to develop proper planning habits).
- Document performance objectives that are achieved, and classroom management strategies or challenges.
- Participate in a co-curricular activity, if the opportunity is available.
- Discuss student assessment and evaluation with your sponsor.
- Use the record keeping system of your sponsor teacher, or use your own with the sponsor's endorsement.
- Develop bulletin board/display/activity center ideas.
- Determine the topic of the unit plan for the placement in consultation with the sponsor.

### Weeks Three and Four

- Establish/modify your educational philosophy for future professional portfolio use.
- Involve yourself in professional organizations.
- Provide for students with individual differences.
- Implement your evaluation plan for assessing student progress and learning in your classes (supported by the sponsor).
- Become acquainted with guidance and health resources.
- Determine available technology resources.
- For week three, increase planning/teaching responsibilities to three lessons per day.
- For week four, increase planning/teaching responsibilities to four lessons per day.
- Tape two lessons and write reflective analyses (first – week three, second – week four).
- Be prepared for scheduled triad meeting with supervisor and sponsor during week four.

### Week Five

- Increase workload to 80% of the sponsor teacher's responsibilities.
- Tape a third lesson and write a reflective analysis.

### Weeks Six and Seven

- Increase workload to 100% of the sponsor teacher's responsibilities. This is your "solo time," but sponsor is *not required* to leave the room during these days.
- Fully implement your long-range planning project for instruction.

### Week Eight

- Final triad meeting between student, sponsor, and supervisor will be scheduled for this week.
- Sponsor teacher will resume teaching responsibilities in preparation for the student teacher's departure.
- Student teacher will complete all placement responsibilities as required; this time is tremendously fertile for in-depth reflections on the previous seven weeks!
- All materials (keys and sponsor/district property) must be returned to the sponsor teacher.

### Thank You!

- We recommend that you write thank you letters to your sponsor teacher and school administrators upon completion of your experience. Their willingness to open their buildings and classrooms to our students is tremendously generous, and a little thanks goes a long way!

## OVERVIEW OF TASKS FOR TEACHER WORK SAMPLE (TWS)

<b>Week(s)</b>	<b>Major Activity</b>
One	<ol style="list-style-type: none"> <li>1. Gather information about <b><u>Contextual Factors</u></b> and discuss with your sponsor teacher how these influence your classroom, school, and community, and how they will affect your institutional decision-making.</li> <li>2. With your sponsor teacher, select a unit topic and class for the TWS.</li> </ol>
Two	<ol style="list-style-type: none"> <li>1. Discuss and develop your <b><u>Learning Goals/Objectives</u></b> with your sponsor teacher.</li> <li>2. Identify Learning Standards for your unit</li> <li>3. Develop your unit <b><u>Assessment Plan</u></b> in consultation with your sponsor teacher.</li> <li>4. Align the assessments with your objectives.</li> <li>5. Confirm that the plan will produce data that can be documented and analyzed.</li> <li>6. Collect your pre-assessment data and use it to develop your unit plan.</li> </ol>
Three	<ol style="list-style-type: none"> <li>1. In your <b><u>Design for Instruction</u></b>, align your lessons and activities with your learning goals.</li> <li>2. Include a variety of instructional methods, activities, assignments, and resources (be sure to use principles from the Universal Design for Learning in your planning).</li> <li>3. Consider technology applications – how might you use technology, or why might it <i>not</i> be useful?</li> </ol>
Four, Five	<ol style="list-style-type: none"> <li>1. As you teach your unit, engage in <b><u>Instructional Decision Making</u></b> with the support of your sponsor teacher, reflecting on what happens and making instructional modifications during the learning process; be sure to document these modifications for section 5.</li> <li>2. Determine the effectiveness of these modifications.</li> </ol>
Six	<ol style="list-style-type: none"> <li>1. Analyze the results of your assessment data; select representative examples of several levels of student work as primary evidence.</li> <li>2. Review evidence (charts, graphs, tables) of data compiled from evaluation tools.</li> <li>3. Report your <b><u>Analysis of Student Learning</u></b> based on that data in section 6.</li> </ol>
Seven	<ol style="list-style-type: none"> <li>1. Review your Teacher Work Sample in light of the assignment guidelines.</li> <li>2. Discuss your <b><u>Reflection and Self-Evaluation</u></b> on the TWS with your sponsor teacher and college supervisor.</li> <li>3. Put the finishing touches on your Teacher Work Sample and add the final product to your Student Teaching DRF (on TaskStream).</li> <li>4. Submit your TWS to the college supervisor no later than the date specified.</li> </ol>

Reference: **Renaissance Project**, [http://fp.uni.edu/itq/Zone/Cooperating\\_Teacher\\_Targets.htm](http://fp.uni.edu/itq/Zone/Cooperating_Teacher_Targets.htm)

*I will expect the incremental pieces of this major project to be submitted (on TaskStream) as the placement progresses. I will then be able to provide feedback to you to incorporate in the final product. Also, there will not be the resulting cumulative effect of procrastination, so we will all benefit!*