



DEPARTMENT OF EDUCATION

EDU 481-486 (undergraduate); 781-786 (graduate)
Student Teaching in the Secondary Classroom

NUMBER OF CREDITS

Nine (9) credit hours (undergraduate); 6 credit hours (graduate)

COURSE DESCRIPTION

This capstone field experience is designed to enable Teacher Candidates to develop competence during two seven-week placements in teaching secondary school age students in diverse secondary education classrooms in one (or two) of the following areas of concentration – science (biology or chemistry), social studies, English, foreign language, mathematics. The Candidate is expected to demonstrate dispositions, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Ministry of Education Expectations. The Candidate will develop his/her final portfolio throughout the semester as a component of Professional Seminar. Teacher Candidates are supervised by experienced Cooperating / Associate Teachers and University Field Supervisors during Student Teaching.

METHODS OF TEACHING

The Teacher Candidate is assigned to a Cooperating/Associate Teacher in a specified school and student teaches under the guidance of the Cooperating/Associate Teacher and the University Field Supervisor. The Candidate is expected to adhere to Methods orientations of student-centering through constructivist practice, process-product framework, and reflective practice during Student Teaching. The Final Student Teaching Report, completed at the end of each seven-week placement, provides an evaluation of the Candidate's demonstrated proficiency in the following program expectations: knowledge of subject matter, knowledge of human development and learning, multiple instructional strategies, motivation and management, communication and technology, instructional planning, assessment of learning, professional development, and school / community involvement.

COURSE OBJECTIVES

1. **Instructional Competencies and Techniques:**

The Teacher Candidate will:

- exhibit ability to plan in a consistent, innovative manner;
- anticipate problems, select appropriate materials;
- develop lesson plans that reflect/include diversity;
- provide for individual needs of students including diverse learners;
- anticipate problems; plan, modify, and adapt instruction based on observed behavior and need; select appropriate materials;
- act upon behavior problems in a timely, firm, professional manner; and,
- develop and implement behavior management strategies.

2. Professional and Personal Qualifications and Dispositions:

The Teacher Candidate will:

- demonstrate in-depth and accurate knowledge of subject matter;
- display appropriate interpersonal relationships and communication skills; recognize and ensure appropriate boundaries and rapport with students;
- show ability to project voice and speak clearly enough to be understood;
- know, recognize and comply with current educational legislation, regulations and policies and be able to remain current as issues evolve;
- be able to implement a variety of instructional and organizational strategies to assist all students in meeting curricular requirements and provide for individual needs;
- be highly reliable and punctual;
- be responsible and follow suggestions and directions;
- display a confident, well-poised demeanor and appropriate dress/grooming;
- exhibit knowledge of and interest in teaching and student achievement.

OUTLINE OF COURSE CONTENT

See SPA Standards relevant to Teacher Candidate's area(s) of concentration in MyNU under Student Teaching.

TEXTBOOK

Student Teaching Handbook for Teacher Certification Candidates and Cooperating/Associate Teachers

MAJOR ASSIGNMENTS

By the beginning of the second week, the Teacher Candidate should be involved in planning and teaching, with the goal of assuming the Classroom Teacher's responsibilities, "as much as possible, as soon as possible".

Writing assignments consist of: unit plans, lesson plans, tests, and other assignments as directed/assigned by the Cooperating/Associate Teacher.

- Each Candidate will maintain a daily organizational 3-ring binder that will be available to the University Field Supervisor. The organizational binder will include:
 - School Calendar and University Student Teaching Calendar,
 - seating chart/classroom arrangement,
 - building and/or classroom schedule,
 - student teacher transition schedule (when will you teach what?),
 - daily Lesson Plans and Unit Plans including student assignments and student grades, feedback from Cooperating/Associate Teacher and Niagara University Field Supervisor, resources and examples of use of technology.
- During Student Teaching, the Niagara University Teacher Candidate is under the guidance of the Cooperating/Associate Teacher and may follow the written form for lesson / unit plans in place at the assigned school. Lesson formats may differ; however, all Candidate lessons will include the components of lesson plans as outlined in "Teacher Candidate Guidelines" in the Student Teaching Handbook.
- Unit and lesson plans are to be submitted to the Cooperating / Associate Teacher and

reviewed prior to when the Teacher Candidate is scheduled to teach in accordance with an agreed upon deadline between Classroom Teacher and Teacher Candidate.

ATTENDANCE POLICY

All absences from Student Teaching must be reported to both the Cooperating / Associate Teacher and University Field Supervisor. In the event of an absence, the Candidate is responsible for emailing lesson plans that the Candidate planned to teach that day to the Cooperating/Associate teacher. Absences of more than 2 days requires a Doctor's Certificate to be submitted to the Office of Field Experience (FAX 716 286 8740). Time lost will be made up to the satisfaction of the Cooperating / Associate Teacher, University Field Supervisor, and Director of Field Experience.

COURSE REQUIREMENTS AND EVALUATION

Students are required to fulfill expectations as outlined in the Student Teaching Handbook. Final grading is based on successful completion of the two Student Teaching placements as outlined in the Student Teaching Handbook and as verified by the Cooperating/Associate Teacher who completes the Final Student Teaching Report and the University Field Supervisor's observations of the Candidate's teaching. The Director of Field Experience submits the final grade for certification purposes. Formative evaluations include a Preliminary Report and Mid-Way Report. Students will complete two capstone field experiences of approximately seven (7) weeks each, at the secondary level (7-9 and 10-12). Grading Policy may be located in Appendix II of the Student Teaching Handbook.

DISABILITY INFORMATION

Candidates with disabilities who may need academic accommodations during Student Teaching are encouraged to discuss options with the Director of Field Experience prior to the first week of the course to ensure appropriate accommodations.

ACADEMIC INTEGRITY POLICY

"The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence." Teacher Candidates must abstain from any violations of standards for ethical and professional behavior, including using technology in an unprofessional manner. Full text of the Academic Integrity Policy is available on MyNU website.

This course will follow the regulations established in the NU Undergraduate Catalogue

BIBLIOGRAPHY

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2nd ed.). Virginia: Association for Supervision and Curriculum Development.

Dell'Olio, J. M. & Donk, T. (2007). *Models of Teaching: Connecting Student Learning with Standards*. California: Sage Publications

Brophy, J. (1998). *Motivating students to learn*. Boston, Massachusetts: McGraw Hill.

Darling-Hammond, L. & Bransford, J. (eds.). (2005). *Preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco, CA: Josey-Bass.

Travers, A. & Lalonde, J. D. (2008). (15th ed.). *What's next? a job search for teachers*. Kingston, Ontario: Lakeside Publishing.

Daniels, H., Bizar, M., & Zemelman, S. (2001). *Rethinking High School: Best Practice in Teaching, Learning, and Leadership*. Portsmouth, NH: Heinemann.

Pugalee, D. (2001). The role technology and constructivism in an algebra course for at-risk students. *Preventing School Failure*, 45(4), 171-177.