



## DEPARTMENT OF EDUCATION

EDU 771-775:

Student Teaching in the Secondary/Special Education Classroom

## NUMBER OF CREDITS

Six (6) credit hours

## COURSE DESCRIPTION

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students with and without disabilities in the (Name of Content Area) diverse inclusive special education classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario Expectations. Teacher candidates will develop their final portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced Cooperating/Associate Teacher and the University Supervisor.

## METHODS OF TEACHING

Student teachers are assigned to a cooperating/associate teacher in a specified school and practice teach under the guidance of the Cooperating/Associate Teacher and the University Supervisor.

## COURSE OBJECTIVES

### **Class Competencies and Techniques**

The teacher candidate will:

- demonstrate the ability to motivate a diverse range of learners.
- be able to write (with team) and facilitate the implementation of an IEP, transition plan, 504 plan, function behavior assessment plan, other required paperwork, and describe the declassification process.
- be able to utilize effective proactive and reactive classroom management strategies based on the knowledge of best practice as needed.
- be able to identify characteristics associated with specific disability categories.
- plan, modify and adapt instruction based on observed behavior and need as well as anticipate problems and select appropriate materials.
- be familiar with the curriculum across the secondary level including required assessments and demonstrate knowledge of subject matter.
- be able to implement a variety of strategies (instructional and organizational) to assist all students in meeting curricular requirements and provide for individual needs of students.
- acquire a knowledge of available assessment and evaluation techniques and have the ability to interpret result reports and synthesize multiple sources of evidence.

### **Professional Qualifications**

The teacher candidate will:

- know, recognize, and comply with current educational legislation, regulations, and policies and be able to remain current as these issues evolve.
- be able to access systems, agencies, and resources (including assistive and adaptive technology) to assist students and families.
- exhibit knowledge of and interest in teaching.

- accept constructive criticism and modify performance accordingly.
- be able to communicate and collaborate effectively with students, parents, teachers, and other appropriate personnel.

### **Personal Qualifications**

The teacher candidate will:

- demonstrate ability to perform teaching duties as required for a teaching position (minimal absences).
- show ability to project voice and speak to be understood.
- display confident, well-poised demeanor, as well as appropriate dress and grooming.
- be highly reliable, on time, responsible, and follow suggestions and directions.

### **OUTLINE OF COURSE CONTENT**

See Student Teaching Handbook for the Department of Education 1997

### **TEXTBOOK**

Student Teaching Handbook

### **MAJOR ASSIGNMENTS**

By the end of the second week, the student teacher should be involved in planning/teaching.

Writing assignments consist of: unit plans, lesson plans, tests, and other as directed/assigned by the Cooperating/Associate Teacher, housed in an organizational 3-ring binder.

- Each candidate is expected to compile a 3-ring organizational binder consisting of:
  - school calendar
  - seating chart/classroom arrangement
  - building and/or classroom schedule
  - student teacher transition schedule (when will you teach what?)
  - Lesson Plans and Unit Plan including student assignments, student grades, Feedback from Cooperating/Associate Teacher and Niagara University Supervisor, resources and examples of use of technology
- During student teaching, the Niagara University student is under the guidance of the Cooperating/Associate Teacher and thus will follow the written form for lesson/unit plans in place at the assigned school.
- Unit and lesson plans are to be submitted to the teacher and reviewed before the Niagara University student teacher is scheduled to teach.

### **ATTENDANCE POLICY**

All absences from student teaching must be made up to the satisfaction of the Cooperating/Associate Teacher and the University.

### **COURSE REQUIREMENTS AND EVALUATION**

Students are required to follow requirements as outlined in the student teaching handbook. Evaluation will be based on successful completion of the student teaching requirements as outlined in the student teaching handbook as verified by the cooperating/associate teacher who completes the final student teaching report. Students will complete two experiences, approximately seven (7) weeks each, at the secondary level (7-9 and 10-12).

## STUDENT DISCLOSURE

Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

## ACADEMIC INTEGRITY

“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.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

## BIBLIOGRAPHY

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P.O. Box 1905 • Niagara University, NY 14109 • Phone: 716.286.8738 • Fax: 716.286.8740