



DEPARTMENT OF EDUCATION

EDU 481-486:

Student Teaching in the Secondary Classroom

NUMBER OF CREDITS

Nine (9) credit hours

COURSE DESCRIPTION

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students in the (Name of Content Area) diverse secondary 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 Field 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 Field Supervisor.

COURSE OBJECTIVES

The teacher candidate will:

Class Competencies and Techniques

- 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
- Recognize and identify possible learning problems and follow proper procedure for modified instruction
- Act upon behavior problems in a timely, firm, professional manner
- Develop and implement behavior management strategies

Personal Qualifications

- 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 and on time
- Be responsible and follow suggestions and directions
- Display appropriate interpersonal relationship and communication skills

Professional Qualifications

- Display knowledge of subject matter
- Exhibit knowledge of and interest in teaching
- Accept constructive criticism and modify behavior accordingly

OUTLINE OF COURSE CONTENT

See Student Teaching Handbook

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 Field 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 Field Supervisor.

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 (U.S. - 6-8 and 9-12; Canadian 7-8 and/or 9-12).

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.

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Syllabi EDU 481-486 Secondary Undergraduates
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