DEPARTMENT OF EDUCATION

EDU 488 (Undergraduate); 787 (Graduate)
Student Teaching in the Elementary/Special Education Classroom

NUMBER OF CREDITS
Nine (9) credit hours (Undergraduate); six (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 (a) teaching elementary school age students with and without disabilities in diverse elementary classrooms, and, (b) diverse elementary inclusive special education classrooms. Teacher candidates are expected to demonstrate dispositions, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Ministry of Education Expectations. Teacher Candidates will develop their final portfolio throughout the semester as a component of the Professional Seminar. Candidates are supervised by experienced Cooperating/Associate Teachers and University Field Supervisors.

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. During Student Teaching, the Candidate is expected to adhere to Methods orientations of: student-centering through constructivist practice, process-product framework, and reflective practice. The Final Student Teaching Report at the end of each of the two placements provides summative evaluations 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:
   - demonstrate ability to plan in a consistent, innovative manner;
   - demonstrate the ability to motivate a diverse range of learners;
   - be able to write (with a team) and facilitate the implementation of an IEP, transition plan, 504 plan, functional behavior assessment plan, other required paper work, and describe the declassification process;
   - anticipate problems; plan, modify, and adapt instruction based on observed behavior and need; select appropriate materials;
   - be able to utilize effective proactive and reactive classroom management strategies based on the knowledge of best practices as needed;
   - develop lesson plans that reflect/include diversity;
• be able to identify characteristics associated with specific disability categories;
• 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;
• be familiar with curriculum and assessment across disciplines and grade levels;
• demonstrate adequate and accurate knowledge of subject matter;
• implement the IEP of inclusion/special education students as presented;
• participate on Special Education teams where permissible;
• acquire a knowledge of available assessment and evaluation techniques, and have the ability to interpret result reports and synthesize multiple sources of evidence.

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 Content Standards on MyNU website under Student Teaching.

TEXTBOOK
Student Teaching Handbook

MAJOR ASSIGNMENTS
By the beginning of the second week, the Candidate should be involved in team planning / teaching with the goal of assuming the Classroom Teacher’s responsibilities “as much as possible, as soon as possible”.
Writing assignments will consist of: unit plans, lesson plans, tests, and other assignments as directed / assigned by the Cooperating/Associate Teacher.

• Each candidate will maintain a 3-ring organizational binder consisting of:
  - 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?)
  - 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
Note: When a Candidate is placed with a Consulting Teacher, the Candidate will prepare
lesson plans when working with individual students, large groups, or small groups of
students.

- During Student Teaching, the 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, but all Candidate
  lesson plans will include the components of lesson planning as outlined in “Teacher
  Candidate Guidelines” in the Student Teaching Handbook.

- Unit and lesson plans are to be submitted to the teacher and reviewed prior to when
  the Candidate is scheduled to teach in accordance with an agreed upon deadline
  between Cooperating/Associate Teacher and Candidate.

ATTENDANCE POLICY
All absences from Student Teaching must be reported to both Cooperating/Associate
Teacher and University Field Supervisor. In the event of absence, the Candidate is
responsible for emailing lesson plans that the Candidate planned to teach that day, to the
Classroom Teacher. Absences of more than 2 days requires that a Doctor’s Certificate
(documenting the illness) must be faxed to the Office of Field Experience (fax: 716 286 8740)
within 5 school days. 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
Candidates 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 for each placement.
Candidates complete two capstone experiences of approximately seven (7) weeks
each, one placement in general education at the elementary level (1-6) and the other within
a special education setting (12:1:1 or 15:1:1) within grades 1-6 or working with a Consultant
Teacher or Resource Room Teacher). Grading Policy is outlined in Appendix II of the Student
Teaching Handbook.

DISABILITY INFORMATION
Candidates with disabilities who may need academic accommodations are encouraged to
discuss accommodation options with the Coordinator of Disability Services in Seton Hall,
First Floor, ex 8076) or the Director of Field Experience (Room 222, Academic Complex, ex. 8739), 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 ... 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 violation of standards for
ethical and professional behavior including using technology in an unprofessional manner.
The full text of the Academic Integrity Policy is available on MyNU website.

BIBLIOGRAPHY


Student Teaching Syllabus EDU 488 - Elementary/Special Education Undergraduates Revised: June 2009