

EDUC 4467**College Supervisors**

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Student Teaching Practicum**Fall Semester**

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Course Description: This course is a supervised fieldwork experience. Students are placed in a school with a supervising practitioner and an Emmanuel College Supervisor in order to refine and expand upon their teaching skills. Students are expected to meet all professional responsibilities including attendance, punctuality, appearance and professional relationships. Students seeking licensure must complete a minimum of 300 hours.

Prerequisites for EDUC 4467 Fall 03: EDUC 1501, EDUC 1401, EDUC 2101, EDUC 2301, EDUC 22702 and EDUC 2205 or EDUC 2302 and EDUC 2305, EDUC 3301

Text:

Pelletier, Carol Marra, Strategies for Successful Student Teaching: A Comprehensive Guide, Second Edition. 2003 ISBN 0-205-30163-0 www.abacon.com Allyn and Bacon. Boston.

Massachusetts Tests for Educator Licensure:

Students are required to complete successfully the Communication and Literacy sections of the MTEL prior to acceptance into the Student Teaching Practicum. Students are required to successfully complete the subject matter MTEL prior to program completion.

Learning Outcomes and Assessments: Through completion of this fieldwork, students will meet the Massachusetts Department of Education's Professional Standards for Teachers Amendment 603 CMR 7.00 (approved June 2003)

(a) Plans Curriculum and Instruction

1. Draws on content of the relevant curriculum frameworks to plan activities plans sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
2. Draws on results of formal and informal assessment as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Program (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

(b) Delivers Effective Instruction

1. Communicates high standards and expectations when beginning the lesson:
 - a. Makes learning objectives clear to students.
 - b. Communicates clearly in writing and speaking
 - c. Finds engaging ways to begin a new unit of study or lesson.
 - d. Builds on students' prior knowledge and experiences.

2. Communicates high standards and expectations when carrying out the lesson:
 - a. Uses a balanced approach to teaching skills and concepts of reading and writing.
 - b. Employs a variety of teaching techniques.
 - c. Employs a variety of reading and writing strategies for addressing learning objectives.
 - d. Uses questioning to stimulate thinking and encourages all students to respond.
 - e. Uses instructional technology appropriately.
3. Communicates high standards and expectations when extending and completing the lesson:
 - a. Assigns homework or practice that furthers student learning and checks it.
 - b. Provides regular and frequent feedback to students on their progress
 - c. Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning:
 - a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
 - b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

(c) Manages Classroom Climate and Operation

1. Creates an environment that is conducive to learning.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.

(d) Promotes Equity

1. Encourages all students to believe that effort is the key to achievement.
2. Works to promote achievement by all students without exception.
3. Assess the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
4. Helps all students to understand American civic culture and to see themselves as members of a local, state, national, and international civic community.

(e) Meets Professional Responsibilities

1. Understands his or her legal and moral responsibilities.
2. Conveys knowledge of and enthusiasm for his or her academic discipline to students.
3. Maintains interest in current research or developments in his or her academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

Evaluation:

Each student will demonstrate an appropriate level of knowledge in his/her subject area. Assessments will be done by evaluating lesson plans, unit plans, observations, journal and videotapes. **Two areas of evaluation include Supervision and the Practicum Seminar.**

Supervision

Each student will be observed by a supervisor from Emmanuel College Education Department a minimum of three times during his/her student teaching experience. Each observation will culminate with a three-way conference between the supervising practitioner, the college supervisor(s), and the student teacher. The student teacher's progress will be assessed using the Massachusetts Professional Standards for Teachers as the primary criteria, along with competencies required by Emmanuel College. A final evaluation form will be completed at the appropriate time (copies can be found in the last section of the Emmanuel College Student Teaching handbook.)

Practicum

The Practicum Seminar (EDUC 3457), which is taken concurrently with the practicum, will provide a forum for collaborative, critical inquiry based on the practicum experience. The course offers opportunities and frameworks for thinking about and analyzing classroom situations, the teaching-learning process, classroom management, legal and ethical obligations, current issues in education, and professional goals and development.

Seminar Schedule

Formal presentations from experts in the field will include the following topics:

- School Law
- Public Speaking/Interview Techniques
- Accreditation Agencies (Department of Education, NEASC)
- Standardized Testing MCAS / MTEL
- Portfolios for the Educator's Job Search/Effective Resumes
- Classroom Management
- School Culture
- Teacher Contracts / Union membership
- Drug and Substance Abuse
- School Administrators panel
- Discipline
- Inclusion
- Parent Meetings

Assessment**a. Lesson Plans:**

Each student is to prepare a written lesson plan for each lesson for which he/she is primarily responsible. The format for the lesson plan should be determined via consultation with the college supervisor and the supervising practitioner. All lesson plans should be sequentially organized and filed in a notebook, which should be made available to the college supervisor during observations.

b. Unit Plans:

Each student is to prepare a written unit plan of instruction for which he/she is responsible. The unit plan must include, at a minimum, all objectives, procedures, content (skills/activities), all handouts, and evaluation tools used. One unit plan must be submitted to the college supervisor for evaluation.

c. Daily Journal:

The journal is intended to encourage the student to reflect on the practicum experience and to help keep the college supervisor abreast of student progress and struggles. The journal is not intended to serve as a log of daily events. Journals are to be written daily while teaching experiences are fresh in the student's mind. If convenient for both parties, journals may be sent daily via e-mail. The student is encouraged to write about the significant happenings of the day. Reflections, problems, possible solutions, evaluations, and emotional responses might be included.

d. Videotape:

The purpose of this assignment is to give the student an opportunity to observe himself/herself teaching. After watching the video, each student will write a reflection/analysis of what he/she observed. What was positive? What needed improvement? What ideas would improve instruction for future lessons?

Grading Criteria:

Your college supervisor in consultation with your supervising practitioner will determine your letter grade. You will be graded on your performance in the following manner:

Teaching/Instructional Performance	75%
Written Work	25%
a. Lesson Plans and Reflections	
b. Daily Journal	
c. Unit Plan	
d. Videotape Assessment	

The final Evaluation of EDUC 4467: Student Teaching Practicum is an evaluation completed with College Supervisor and the Supervising practitioner and is based on the Massachusetts Department of Education’s Professional Standards for Teachers Amendment 603 CMR 7.00

A. PLANS CURRICULUM AND INSTRUCTION THAT MATCH STATE FRAMEWORKS AND NATIONAL STANDARDS. THE EFFECTIVE TEACHER:

	<u>Rating</u>			
1. Draws on content of the relevant curriculum frameworks to plan activities.	X	1	2	3
2. Plans sequential units of study that make learning cumulative.	X	1	2	3
3. Draws on results of formal & informal assessments as well as knowledge of human development to plan learning activities appropriate for the full range of students.	X	1	2	3
4. Plans lessons with clear objectives and relevant measurable outcomes.	X	1	2	3
5. Plans the pedagogy appropriate to the specific discipline and to the age and cognitive level of the students.	X	1	2	3
6. Seeks resources from colleagues, families, and the community to enhance learning.	X	1	2	3
7. Incorporates appropriate technology and media in lesson planning.	X	1	2	3
8. Uses information Individual Educational Plans (IEPs) to plan strategies for integrating students with special needs.	X	1	2	3

Overall Rating of Standard A: (circle one) Not Recommend Improvement Needed Recommended

Comments: _____

B. DELIVERS EFFECTIVE INSTRUCTION. THE EFFECTIVE TEACHER:

	<u>Rating</u>			
1. Communicates high standards and expectations when beginning the lesson:	X	1	2	3
a. Makes learning objectives clear to students	X	1	2	3
b. Communicates clearly in writing and speaking	X	1	2	3
c. Finds engaging ways to begin a new unit of study or lesson.	X	1	2	3
d. Builds on students’ prior knowledge and experience.	X	1	2	3
2. Communicates high standards and expectations when carrying out the lesson.	X	1	2	3
a. Uses a balanced approach to teaching skills/ concepts of reading/writing.	X	1	2	3
b. Employs a variety of teaching techniques.	X	1	2	3
c. Employs a varied of reading/writing strategies for addressing learning objectives	X	1	2	3
d. Uses questioning to stimulate thinking/encourages all students to respond	X	1	2	3
e. Use instructional technology appropriately.	X	1	2	3

3. Communicates high standards and expectations when extending/completing the lesson	X	1	2	3
a. Assigns homework or practice that furthers student learning/checks it.	X	1	2	3
b. Provides regular and frequent feedback to students on their progress.	X	1	2	3
c. Provides many and varied opportunities for students to achieve competence.	X	1	2	3
4. Accurately measures student progress with a variety of formal and informal assessments.	X	1	2	3
a. Accurately measures student achievement of, and progress toward, The learning Objectives with a variety of formal and informal assessments, and uses results to plan further instruction.	X	1	2	3
b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.	X	1	2	3

Overall Rating of Standard B: (circle one) Not Recommend Improvement Needed Recommended

Comments: _____

C. MANAGES CLASSROOM CLIMATE AND OPERATION. THE EFFECTIVE TEACHER: Rating

1. Creates an environment that is conducive to learning.	X	1	2	3
2. Creates a physical environment appropriate to a range of learning activities.	X	1	2	3
3. Maintains appropriate standards of behavior, mutual respect and safety.	X	1	2	3
4. Manages class time efficiently.	X	1	2	3

Overall Rating of Standard C: (circle one) Not Recommend Improvement Needed Recommended

Comments: _____

D. PROMOTES EQUITY. THE EFFECTIVE TEACHER:

Rating

1. Encourages all students to believe that effort is key to achievement.	X	1	2	3
2. Works to promote achievement by all students without exception.	X	1	2	3
3. Assesses the significance of student differences (e.g., home experiences, background knowledge, proficiency in the English language) and uses professional judgment to determine if instructional adjustments are necessary.	X	1	2	3
4. Helps all students to understand American civic culture and to see themselves as members of a local, state, national, and international civic community.	X	1	2	3

Overall Rating of Standard D: (circle one) Not Recommend Improvement Needed Recommended

Comments: _____

