

EDU 508: Student Teaching in English Education/Candidacy Semester Spring 2009

Supervisory Team

Bryan Ripley Crandall
brcranda@syr.edu
315-383-9855

Kathy Cullen
kcullen@syr.edu
315-402-8150

General Description

The goal of this course is to provide you with support, supervision, and feedback as you begin your first sustained teaching experience in the schools. Your experience as a student teacher this semester is nested within your work in SED 413/613, but EDU 508 is a separate course with its own set of requirements—the first of two such courses in your journey to certification. Upon successful completion of the six-week field experience and related requirements, you will receive a provisional “V” grade, to be replaced by a “P” upon successful completion of your 12-week placement in the fall. During both semesters that you student teach, you must also be simultaneously enrolled in SED 340 or SED 640, Participation in the Academy of English Educators.

During your six-week placement in the schools this semester, you will be visited a minimum of three times. For each of these visits, your mentor teacher and supervisor will observe you during one class period. As soon as possible after the observation, they will meet with you to talk about the class and to set or review your teaching and learning goals. Everyone involved with EDU 508 will use Blackboard, our online communication system, as well as individual email, to share and store documents related to your student teaching and correspond regarding questions, concerns, ideas and possibilities.

SOE Assessment Standards

EDU 508 will allow you field-based opportunities to work toward the following School of Education standards and document your progress related to them in your lesson plans, unit plans, and exit portfolio:

Proficiency 1. Critical Reflection and Explanation of Practice

- Demonstrates the ability to reflect critically on his/her teaching practice and professional development (1.1)
- Demonstrates systematic analysis and critical reflection on student learning in his/her classroom and ability to anticipate, plan and adapt lesson plans accordingly (1.2)
- Demonstrates the ability to effectively explain purposes and approaches to parents, administrators, and other adult and professional audiences (1.3)
- Explains practice in ways that are grounded in current theory and research and reflect systematic analysis of and critical reflection on students' learning (1.4)
- Explains practice in ways that are grounded in his/her philosophy and theory of teaching & learning (1.5)

Proficiency 2. Content Knowledge

- Systematically analyzes and identifies possible explanations for his/her students' learning of particular content, and differences in their learning of that content, and the pedagogical implications of such information (2.1)
- Coordinates instructional plans to national, state, and local standards (2.2)
- Demonstrates ability to build students' understandings of content that are accurate, meaningful, important, complex and culturally relevant for individuals, groups, and whole classes of students (2.3)
- Demonstrates knowledge about literacy acquisition and development and incorporates attention to that development explicitly into instructional plans and assessment (2.4)

Proficiency 3. Inclusive and Culturally Responsive Pedagogy

- Demonstrates skill in anticipating, planning for adjusting instructional plans during instruction itself, in light of changing or unforeseen circumstances and new information on student learning (3.1)

- Demonstrates an increasing variety of instructional approaches, and the ability to select and apply combinations of those approaches that are most appropriate given particular learners and contexts (3.2)
- Demonstrates effective use of instructional or assistive technology to actively engage all learners and serve the instructional needs of the school, and documents the learning that results from such use (3.3)
- Demonstrates knowledge of and skills in using approaches that sustain classroom environments in which all students respect each other, take responsibility and hold high expectations for their own learning, and cooperate in support of each other's learning (3.4)

Proficiency 4. Assessment of Student Learning

- Demonstrates skill in combining and analyzing data from different forms of assessment, to assess the learning of individuals and groups of learners (4.1)
- Demonstrates ability to adjust plans and objectives for individuals and groups of students before, during, and after instruction, in light of his/her assessments of their learning (4.2)
- Demonstrates ability to work with others, such as specialists, aides, parents, and other teachers, to evaluate the learning and needs of students who require special adaptations or other attention (4.3)
- Demonstrates ability to develop assessment approaches of his/her own, in light of research-based principles and his/her own experience (4.4)

Proficiency 5. Professional Conduct and Collaboration

- Demonstrates ability to work collaboratively and respectfully with colleagues, adjusting plans to reflect and support those of his/her mentor teacher where necessary (5.1)
- Demonstrates ability to work collaboratively and respectfully with parents and caregivers, and contribute to the work of the school as a whole (5.2)
- Demonstrates ability to advocate effectively and respectfully for the needs of his/her students, as he/she understands them (5.3)
- Demonstrates ability to provide leadership for other adults, in support of their own development and student learning (5.4)

You will also be assessed by your instructors, mentors, and supervisors using the dispositions checklist that appears in the last section of the field evaluation form.

Course Requirements

1. Have an open, inquisitive attitude about the teaching of English in the middle or high school. We do not expect you to know all there is to know; we do expect that you will ask questions, try out suggestions, and provide us with information about your experience which will help us to help you. (If we don't know there is a problem, we cannot work towards a solution.)
2. Adhere to the following professional responsibilities:
 - Maintain a courteous and cooperative attitude with all students and the entire school staff.
 - Dress, speak, and behave professionally.
 - Learn and follow the school schedule, keeping the same hours as the professional staff and attending all functions (e.g., faculty meetings, open houses, parent conferences, etc.) that school personnel are expected to attend during your scheduled placement times.
 - Review copies of the school's student and faculty handbooks.
 - Notify your mentor teacher, the school office, and your university supervisor if you will be absent due to serious illness or another emergency. Leave or have delivered lesson plans for the day's classes in the event of an absence. Please note that student teachers do not have "sick" or "personal" days; absences will be monitored by the university supervisor, who will determine whether the placement needs to be extended for make-up or not.
 - Maintain strict confidentiality of all personal information about individual students, their families, and school records.
 - Learn emergency procedures for fire drills, accidents, and student illnesses.
 - Return all borrowed materials on or before the last day of your field placement.

- Engage with your mentor and other school professionals (e.g., the principal, school psychologist, special education teachers, reading specialist, etc.) in activities and discussions that go beyond the minimum requirements, demonstrating initiative, enthusiasm, sense of purpose, and a commitment to learning about teaching.
3. Plan and implement a minimum of fifteen days of instruction in 40-minute periods or eight 75- to 80-minute blocks. Weekly and daily plans using the components listed on p. 7 must be designed, shared with your mentor no less than 48 hours in advance for feedback and revision, and implemented. Support will be provided for your instructional planning will be provided in SED 413/613, prior to the start of your field placement.
 4. Post messages to the entire cohort using the Discussion Board feature of Blackboard twice weekly (one that is self-initiated, another that is a response to a peer's posting) during the six weeks of your field placement (a minimum of 12 postings total). This conversation in writing gives us an overall sense of your work. It is also a way for you to share issues and concerns that make up the daily life of a teacher, learn from one another, and share successes. You should plan to write about one posting per week while you are teaching. Two of the contributions are specific:

1) Write about your first day at your placement. Who did you meet? How did it feel? What are you excited about? Unnerved by?

2) Make arrangements to have yourself taped during a teaching session. Reflect on and write about what you see as you review the tape, using the questions in the handout provided in the Appendix.

5. A minimum of three supervisory visits will be made for the purpose of observing you in action and discussing your progress. Please remind your host teacher that his/her presence at the post observation conversations is critical. You are expected to give your supervisor the following information before the class begins:
 - a completed observation data sheet, posted to Blackboard no later than 24 hours before your scheduled supervisory visit,
 - written lesson plans for the previous day, current day, and next day (provisional), and
 - any handouts or texts you or your students will be using (these last two items can be handed to your supervisor when she arrives in your classroom).

Please create a schedule of the times you are teaching, including the bell schedule and the block rotation if applicable and give a copy to your supervisor no later than **Wednesday, February 25**. A form is attached to help with this task, and it is available on Blackboard. After each observation, your supervisor will post notes to Blackboard about her observation and the main themes of your post-observation conference, as well as email it to you and your mentor.

6. You and your mentor teacher will each complete a midterm assessment and final assessment of your work in your placement. You will post your self-evaluations to Blackboard, and your mentor will email them to your supervisor. You cannot submit a single document for both you and your teacher, though you are encouraged to discuss your assessments with each other. Midterm assessments should be completed no later than **Friday, March 20**. Final assessments should be completed no later than **Friday, April 17**.
7. In addition to the above criterion-referenced evaluation for your field experience, you will compose a three- to five-minute digital story reflecting on an aspect of your student teaching that strikes you as important and compelling. These stories (see Miller, 2008, in the SED 413-613

syllabus for more details about this genre) will incorporate images (still and/or moving), voiceover narration, and a soundtrack, at minimum. Modeling and some workshop time will be provided in methods, although most of your work will take place outside class. Digital stories will be submitted on disk no later than **Friday, May 1**, and screened for your peers and other students in our English Education programs during the week of May 4-7 (day, time, and location to be announced later).

Appendices

- Grading Overview (supervisor completes, student monitors)
- Placement Data Sheet (student completes)
- Required Components for Lesson Plans (student completes)
- Pre-Observation Data Sheet (student completes, posts to Blackboard, and emails directly to supervisor)
- Observation Documentation Form (supervisor completes, posts to Blackboard, and emails to mentor and student)
- Student Teaching Assessment Form (pre-service and host teacher complete both midterm and final, separately from each other; mentor emails to supervisor; student posts to Blackboard)
- Videotaping Guidelines

Grading Overview for EDU 508

As described above, EDU 508 is graded on a pass/fail basis, with a provisional “V” grade in the spring semester being replaced by a “P” upon successful completion of your 12-week placement in the fall. To earn this “V,” you must receive an overall passing mark from both your mentor teacher and your university supervisor on your performance in the field as measured by our final assessment form. You must also have submitted all required forms and materials related to EDU 508. Our past experiences with this course suggest that students do tend to complete forms and materials associated with student teaching at an acceptable level of detail. Where we sometimes have problems is with timely submission. Consequently, gradations in the grading scheme for the class are largely driven by differences in timeliness (though we do reserve the right to adjust these point totals if specific submissions are unusually sketchy). You will receive a “V” (provisionally satisfactory) grade for EDU 508 if you are assigned a passing grade for student teaching by both your supervisor and mentor teacher AND you earn 162 points or more of the 180 possible points associated with the following:

- ___ Attendance/punctuality at placement (up to 20 pts, awarded at supervisor’s discretion)
- ___ Submission of placement data sheet (10 pts by 2/25, 8 pts by 3/4, no more than 6 pts after 3/4)
- ___ Pre-observation form #1 (10 pts if posted 24 hours before visit #1, 8 pts if posted within 24 hours of visit, no more than 6 pts if posted more than 24 hours after visit)
- ___ Pre-observation form #2 (10 pts if posted 24 hours before visit #1, 8 pts if posted within 24 hours of visit, no more than 6 pts if posted more than 24 hours after visit)
- ___ Pre-observation form #3 (10 pts if posted 24 hours before visit #1, 8 pts if posted within 24 hours of visit, no more than 6 pts if posted more than 24 hours after visit)
- ___ Blackboard postings, self-initiated, including videotape reflection (up to 30 points if posted consistently)
- ___ Blackboard postings, response to peers (up to 30 points if posted consistently)
- ___ Midterm self-assessment form (20 pts by 3/20, 16 pts by 3/27, no more than 12 pts after 3/27)
- ___ Final self-assessment form (20 pts by 4/17, 16 points by 4/24, no more than 12 pts after 4/24)
- ___ Digital story reflecting on placement (20 pts by 5/1, 16 pts by 5/4, no more than 12 pts after 5/4)

- ___ = Total Number of Points (out of 180)

Placement Data Sheet

Directions: Please complete and return to your supervisor no later than **February 25**.

Student Name _____

Complete Mailing Address _____

Phone _____ E-mail _____

Placement School _____

School Address and Phone _____

Mentor Teacher _____

Mentor Teacher's Home Mailing Address _____

Mentor's Home Phone _____ Mentor's E-mail _____

Room # _____ Principal _____

Does your school have a rotating and/or block schedule? _____ If so, attach a copy of the rotation to this sheet for your supervisor.

Write the bell schedule for your school here:

Write down any special events scheduled in your school that would make supervisory visits inadvisable (e.g., standardized testing, an all-school assembly, a team field trip, etc.)?

On the back of this sheet, sketch out your teaching schedule. Include the various classes for which you will be responsible and any information about duties, study hall, etc. that might help your supervisor schedule observations and conferences.

Required Components for Lesson Plans

While the format of your lesson plan (e.g., outline, narrative, bulleted list) may vary dependent upon your own learning style and your methods class requirements, all lessons should include the following:

1. Your Name
2. Course/Class/Period/Grade level
3. Rationale for plan (how does today's lesson fit with your overall goals for the unit? how does today's plan fit with what came before and what will come after?)
4. Objectives for student learning (no more than 2-3; tied to relevant New York state ELA standards)
5. Materials for this class period (what will you and your students need?)
6. Procedures/activities for this class period (what will you & your students do 1st, 2nd, 3rd, etc.?)
7. Consideration of diverse learning needs (e.g., adaptations, grouping strategies, management approaches to address differences of all kinds among your students)
8. Assessment tools & procedures for this class period (how will you determine and document your students' progress toward your teaching and learning goals for today?)

Pre-Observation Data Sheet

NOTE: THIS FORM IS A HARD COPY FOR REFERENCE ONLY. DATA SHEETS SHOULD BE SUBMITTED TO BLACKBOARD, WHERE YOU WILL FIND AN ELECTRONIC COPY OF THIS FORM, AND EMAILED TO YOUR SUPERVISOR.

Name:

Date:

School:

Mentor Teacher:

University Supervisor:

Room Number:

Checklist: In addition to completing this form on BLACKBOARD no later than 24 hours before your scheduled visit, please have the following available for your supervisor when she arrives in your classroom:

- Three lesson plans (the previous one, the current one, and the next one)
- Copies of any materials/handouts for the class

1. To aid in my understanding of what I am about to see, describe this class and these students (be sure to talk about how dynamics in the class and/or your relationships with students have changed since my last visit).

2. How do today's lesson plan goals & procedures fit in with "the big picture"- what came before; what will come after today?

3. On what one or two sub-proficiencies/dispositions would you like me to focus today? Explain. If you have any other professional goals on which you would like feedback, please list them here as well.

Syracuse University Teacher Preparation Programs
Performance Assessment (Midterm and Final)

Please print

Candidate's name:

Program: ENGLISH EDUCATION (Candidacy)

Reviewer's name:

Date:

Please assess the candidate's performance on each part of each proficiency and disposition using the following scale: _____

4 = Evidence of performance that exceeds expectations for a candidate at this stage of his/her program

3 = Evidence of performance that meets expectations for a candidate at this stage of his/her program

2 = Evidence that demonstrates potential for success, but does not yet meet expectations for a candidate at this stage of his/her program.

1 = Little or no evidence relevant to this dimension; what evidence exists indicates minimal accomplishment and the need for substantial further work

Each sub-proficiency and disposition is stated generally, followed by a description of what performance meets expectation at this decision point.

PROFICIENCIES: THE TEACHER CANDIDATE ...	RATING	EVIDENCE
Proficiency 1. Critical Reflection and Explanation of Practice		
1.1 Critically reflects on own teaching and professional development Demonstrates the ability to reflect critically on his/her own teaching practice and professional development	1.1	
1.2 Critically reflects on his/her students' learning Demonstrates systematic analysis and critical reflection on student learning in his/her classroom and ability to anticipate, plan and adapt lesson plans accordingly	1.2	
1.3 Clearly explains purposes & approaches to various audiences Demonstrates the ability to effectively explain purposes and approaches to parents, administrators, and other adult and professional audiences	1.3	
1.4 Grounds reflections and explanations in current theory & research Explains practice in ways that are grounded in current theory and research and reflect systematic analysis of and critical reflection on his/her own students' learning	1.4	
1.5 Grounds reflections & explanations in personal philosophy of teaching & learning Explains practice in ways that are grounded in his/her own philosophy and theory of teaching & learning	1.5	
Proficiency 2. Content Knowledge		
2.1 Demonstrates sound knowledge of content Analyzes and identifies possible explanations for students' learning of particular content, differences in their learning of that content, & the pedagogical implications of such information	2.1	
2.2 Understands relevant national, state, and local standards Coordinates instructional plans to national, state, & local standards	2.2	
2.3 Demonstrates understanding of how content in one's area can be most effectively presented to facilitate student learning Demonstrates ability to build students' understandings of content that are accurate, meaningful, important, complex and culturally relevant for individuals, groups, & whole classes of students	2.3	
2.4 Demonstrates attention to literacy development across the curriculum Demonstrates knowledge about literacy acquisition and development and incorporates attention to that development explicitly into instructional plans and assessment	2.4	

Proficiency 3. Inclusive and Culturally Responsive Pedagogy		
<p>3.1 Lessons reflect clear purposes Demonstrates skill in anticipating, planning for adjusting instructional plans during instruction itself, in light of changing or unforeseen circumstances and new information on student learning</p>	3.1	
<p>3.2 Plans & implements lessons to meaningfully engage all learners Demonstrates an increasing variety of instructional approaches, and the ability to select and apply combinations of those approaches that are most appropriate given particular learners and contexts</p>	3.2	
<p>3.3 Plans & implements lessons to make effective use of technology Demonstrates effective use of instructional or assistive technology to actively engage all learners and serve the instructional needs of the school, and documents the learning that results from such use</p>	3.3	
<p>3.4 Sustains respectful, cooperative, challenging, culturally responsive learning environments Demonstrates knowledge of and skills in using approaches that sustain classroom environments in which all students respect each other, take responsibility and hold high expectations for their own learning, and cooperate in support of each other's learning</p>	3.4	
Proficiency 4. Assessment of Student Learning		
<p>4.1 Uses various ways to assess the learning of individuals & groups Demonstrates skill in combining and analyzing data from different forms of assessment, to assess the learning of individuals and groups of learners</p>	4.1	
<p>4.2 Assesses learning before, during, and after instruction Demonstrates ability to adjust plans and objectives for individuals and groups of students before, during, and after instruction, in light of his/her assessments of their learning</p>	4.2	
<p>4.3 Makes effective use of assessment data to plan for and adapt instruction for individuals with different needs and abilities Demonstrates ability to work with specialists, aides, parents, and other teachers to evaluate the learning and needs of students who require special adaptations or other attention</p>	4.3	
<p>4.4 Makes effective use of assessment data to plan instruction for groups & classes Demonstrates ability to develop assessment approaches of own, in light of research-based principles and experience</p>	4.4	
Proficiency 5. Professional Conduct and Collaboration		
<p>5.1 Works collaboratively/respectfully with colleagues & school staff Demonstrates ability to work collaboratively and respectfully with colleagues, adjusting plans to reflect and support those of his/her mentor teacher where necessary</p>	5.1	
<p>5.2 Works collaboratively and respectfully with parents & caregivers Demonstrates ability to work collaboratively and respectfully with parents and caregivers, and contribute to the work of the school as a whole</p>	5.2	
<p>5.3 Advocates effectively for students Demonstrates ability to advocate effectively and respectfully for the needs of his/her students, as he/she understands them</p>	5.3	
<p>5.4 Provides leadership in one's school and community Demonstrates ability to provide leadership for other adults, in support of their own development and student learning</p>	5.4	

DISPOSITIONS (Behaviors reflective of particular commitments, habits, attitudes and values)		
<p><i>D1 Demonstrates commitment to understanding diversity</i></p> <p>Demonstrates ability to (a) design and implement curriculum to address social justice and inequity, (b) take action to ensure equitable educational experiences, (c) help students reflect on their own learning and connect it to their life experiences, (d) actively seek opportunities to examine the role one's own culture plays in one's teaching, and (e) help students to value their own identities</p>	<i>D1</i>	
<p><i>D2 Demonstrates commitment to enacting the belief that all children can learn and commitment to ensuring their success</i></p> <p>Demonstrates ability to (a) act as an advocate for all learners, (b) make knowledge accessible to all students, (c) persist in seeking and using effective strategies for students who have difficulty learning, (d) use his/her knowledge of the curriculum to develop a range of strategies and assessment to address differences, (e) engage students in activities that encourage diverse approaches and solutions to issues, and (f) provide students with a range of ways to demonstrate their abilities and learning</p>	<i>D2</i>	
<p><i>D3 Demonstrates commitment to engaging in personal and professional behaviors that promote self-growth</i></p> <p>Demonstrates ability to (a) recognize self as an agent of change, (b) make interdisciplinary connections, (c) act as role model, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning, (d) invite, welcome, and respond respectfully to feedback and suggestions from others, even when there is disagreement, and (e) design and implement curricula and assessments to increase students' knowledge of subject matter in a variety of ways</p>	<i>D3</i>	
<p><i>D4 Demonstrates commitment to developing interpersonal behaviors that promote and foster collaboration</i></p> <p>Demonstrates ability to (a) work effectively and respectfully with students, peers, university and school staff, parents and community members, in support of his/her students' learning, and (b) cooperate with community agencies in using resources and building comprehensive services in support of students</p>	<i>D4</i>	
<p><i>D5 Demonstrates conduct and ethical behavior suitable to the profession</i></p> <p>Demonstrates ability to serve as mentor and advocate for his/her students' growth and development while adhering to professional and ethical standards of behavior expected of a teacher</p>	<i>D5</i>	

What group(s) of proficiencies or dispositions represent areas of particular strength for this teacher candidate? In what ways might he or she capitalize on these strengths to improve his or her performance and skills even more? What goals should he or she set for him/herself in these area(s).

What group(s) of proficiencies or dispositions, if any, represent areas of particular concern? What steps might the candidate take to strengthen his or her knowledge, skills, and dispositions in these areas? What development goals should he or she set in these area(s)? What assistance might he or she need from others to meet them?

Videotaping Guidelines

Student Teacher:
Placement Site:

Date:
Host Teacher:

You are required to videotape your instruction during one class period of your choice during the time of this student teaching placement. The lesson should be one that you planned for your instructional unit. The amount of time required for your videotaped lesson is 25 minutes and must include at least 10 minutes of direct instruction. Use this sheet and its guidelines for a self-analysis of your lesson (and post to your Blackboard group – this counts for your 6th Blackboard posting in EDU 508).

Class/Grade Level:

Description of Lesson:

Explanation of specific methodology for this lesson:

What characteristics of this specific class/grade level did you take into consideration when planning this lesson?

Focus on your students while reviewing your video.
What does observing them tell you about the lesson you planned and/or your delivery of it?

Are they all engaged or are some engaged in the lesson?

What have you learned about your teaching through studying your students during the execution of your lesson?

After reviewing your videotape, what strengths do you see in your planning and delivery of the lesson?

What areas do you feel you need to work on after reviewing your videotape?