**UNIVERSITY OF PUGET SOUND**

**MASTER OF ARTS IN TEACHING**

**EDUCATION 622 STUDENT TEACHING**

**Spring 2014**

**2 units credit**

Instructional Supervisors: Jennice King

Molly Pugh

Pat Krueger

Director of School-Based Experience: Fred Hamel

**DESCRIPTION**

ED 622 is your student teaching internship, coordinated between the School of Education and a local school district. As a teaching candidate, you will work under the direct supervision of an experienced classroom teacher and your university supervisor. Your responsibilities include:

* Participating in the life of your school in a professional role
* Developing a Plan for Student Teaching with your mentor
* Preparing and enacting instructional units, lessons, and activities based on clear rationales and relevant objectives
* Analyzing and evaluating student performance
* Critically reflecting on and adjusting teaching performance to optimize learning opportunities for students and opportunities for personal and professional growth
* Documenting your unit and lesson plans, pedagogical materials, and important communications through your Student Teaching Notebook
* Completing all aspects of the Teacher Performance Assessment (edTPA)

The student teaching experience is designed to provide certification candidates sufficient teaching and management experiences to prepare them for a successful first-year teaching assignment and to develop skills for future teacher learning.

Even though each student teaching assignment is unique, all student teachers are expected to assume the following professional responsibilities:

• Observe the arrival and departure requirements for teachers in the building to which you are assigned.

• Attend faculty meetings, departmental meetings and other meetings as appropriate.

• Notify promptly your school and the university supervisor when ill.

• Develop lesson plans that follow either suggested university guidelines or school/district guidelines for each instructional period. Lesson plans shall be kept in an organized way and be available to the university supervisor.

• Enforce the rules and regulations established by the school.

• Participate in pre- and post-observation conferences with the university supervisor.

• Seek help early. The mark of a true professional is to seek consultation from colleagues as dilemmas develop. Raise concerns early with your mentor and university supervisor so that together you can think through alternative strategies.

**ENHANCED PLANNING MODEL FOR STUDENT TEACHING**

The Enhanced Planning Model for student teaching aims to maximize teacher planning, assessment, and reflection. Specific time is set aside during the teaching day for planning, grading, and reflection - to support deeper engagement with quality teaching practice. See the calendar below for a general framework for elementary and secondary levels. Each mentor and student teacher, sometimes with supervisor support, will determine the scheduling details that work for a specific placement situation.

|  |  |  |
| --- | --- | --- |
| January | **Orienting to Placement**  Observing, partial teaching responsibilities, planning | |
| February - March | **Enhanced Planning Model** | |
| ELEMENTARY  *Teach 1 core subject plus 1 other area*  *Co-teaching or classroom support for other areas*  *Some full time teaching, to be arranged*  *TPA planning time (1 hour)*  *Teach TPA Learning Segment by March 22* | SECONDARY  *Teach 1 subject (2-3 periods) OR 2 subjects (3 periods)*  *1 planning period with mentor*  *1 observation/co-teaching period*  *1 TPA planning period*  *Teach TPA Learning Segment by March 22* |
| March 31 –  April 11 | **TPA Completion**  *Includes spring break and one week on campus (not in schools)* | |
| April 14-25 | **Wind Down**  Final teaching, observation, collecting evidence, shadowing, closure | |

**SUPERVISION**

Supervision of the student teaching experience is primarily the responsibility of the mentor teacher and the university supervisor. A school principal, vice-principal, department chair, and/or instructional facilitator may participate in the supervisory process if they are available.

You will be observed by your university supervisor on a regular basis during the student teaching semester. Observations typically involve post-conferences and/or written feedback to support growth, although feedback sometimes occurs at a later time by phone or email. The university supervisors usually attempts to meet with the cooperating teacher on each observation visit. Further information regarding the supervisory responsibilities is contained in the Student Teaching Handbook

**FORMAL EVALUATION**

Your classroom practice will be assessed twice formally during the semester:

* At the mid-point of the semester, you will conference with your university supervisor and mentor teacher to discuss your progress and performance. Strengths will be reinforced and areas of improvement will be identified. While this evaluation is an important indicator, success at the mid-term evaluation does not guarantee success at the end of the term, as much of the student teacher’s major responsibility occurs after the mid-term period.
* You will also be assessed formally at the end of the term. This second written evaluation will be kept in your file in the School of Education. In addition, the university supervisor will normally write a narrative assessment, or letter of recommendation, for your career placement file.

Student teaching is graded on a Pass-Fail basis. The determination of the final grade is based on the student teacher's performance throughout the term. The School of Education makes the final decision about your grade, with significant consideration given to the mentor teacher’s evaluation. The university supervisor completes the final evaluation report. Copies of the Student Teaching Evaluation Forms are provided in the Student Teaching Handbook.

Washington State candidates for teacher certification are also required to pass the Teacher Performance Assessment (see <http://edtpa.aacte.org/>). You will upload edTPA documents to an assessment website run by Pearson, and your documents will be evaluated by trained, outside reviewers familiar with your endorsement area. Scores will be posted approximately 3 weeks after submission. Students not passing the edTPA may be required to re-teach or re-collect data to reach a passing standard.

Professional Behavior

The School of Education holds students to high standards of professional behavior both on campus and in the schools. The “MAT Candidate as Professional” document describes specific areas on which we evaluate candidates throughout student teaching. Please review this document, attached below (p.7). If issues arise, a faculty member may hold a conversation with you. Significant difficulty in any of the professional behavior areas can potentially result in removal from a school placement.

Unsatisfactory Performance

If the quality of your performance in student teaching is unsatisfactory, you will be informed of your status and receive assistance in developing a plan for remediation. Students in this situation may receive a U (unsatisfactory) as a midterm grade. If your performance has not improved sufficiently by the end of the semester, you normally will receive a non-passing grade. In unusual circumstances a student may be allowed to continue their field placement beyond the current term, subject to relevant university policies.

Both the university and the school district reserve the right to remove a student from a field site at any time and without prior notice. The student has the right to appeal such decisions by contacting the Director of School-based Experience and, if the matter remains unresolved, the Dean of the School of Education. The Dean will inform the student of the next steps in the appeal process. A student who is removed from student teaching normally will receive an F at the end of the grading period.

**Plan for Student Teaching**

This plan communicates to your mentor and supervisor that you are thinking long term, have specific goals, and are able to work collaboratively to create a transition plan.

**Due: January 28th (turn in to your seminar supervisor)**

Your plan for student teaching includes the following steps:

*1) The Meeting*….

* set up a formal meeting with your mentor teacher(s) to discuss your semester teaching plan
* decide “who should bring what” to this meeting (will you bring a tentative plan for review? will your mentor bring a plan? will you both bring ideas and discuss them during the meeting?)
* discuss any school or district obligations that you will have in this placement. These are expectations the school may have of you – e.g. to fulfill a 90 minute literacy block, to teach to a particular test, etc.. What school, department, district, or even state expectations will affect your work at this school?
* at the meeting, develop a clear calendar, so it is clear to you, your mentor, and your supervisor who will be teaching what, when. Will you be co-teaching? What kind of “handoff” will occur? Be careful not to take on too much at once.
* at the meeting, discuss issues of planning and feedback:
  + how much support do you want in planning lessons as you begin teaching?
  + what role should your mentor play in reviewing your plans?
  + how much teaming would work for you?
  + how often and in what ways do you want feedback as you begin teaching?

*2) Writing the Plan*…. *(total length up to 3 pages)*

Goals

* Write out 2 – 3 immediate goals that you have for the first month of student teaching
* Consider your entire student teaching semester. In light of your fall coursework/learning, your own personal beliefs and areas of growth, and the edTPA rubrics, identify 2 - 5 long-term goals and purposes to guide your student teaching experience. List each one with a brief explanation (bullet points are OK).

Calendar

* Write up the calendar you and your mentor have agreed to – who will be teaching what, when…. When or how will a handoff occur? Be specific about what and when (we know it may change).

Planning & Feedback

* In a paragraph, explain what you and your mentor discussed regarding planning & feedback

**Student Teaching Notebook:**

**Documenting and Sharing Teaching Actions**

Teaching involves engaging in the processes of planning, teaching and reflecting. Teachers document these processes to improve practice and to make teaching visible to other educators. As beginning educators, this is especially important, so that colleagues and mentors can support reflection and dialogue on the actual details of your practice.

This semester you will keep a repository or notebook of materials related to your classroom teaching. There are two purposes for such a repository: first, to develop organized files for yourself, so as to support your current and future teaching practice; second, to make your practice visible to others this semester. With regard to the latter purpose, we ask each candidate to create a hard copy notebook to be kept in your classroom that is easily available to your university supervisor and mentor teacher. Each notebook will be unique to a teacher’s situation. The basic requirements are below.

Please create the following sections for your notebook:

* **Plan for Student Teaching.** You and your mentor teacher(s) will sit down together and plan your calendar of teaching for the semester. After you finalize your plan (due Jan 28), keep it in this notebook.
* **Unit Plans & Lesson Plans.** This section allows visitors to review recent lessons as well as upcoming plans. Include in this section any pedagogical materials you have developed (e.g. question sheets, graphic organizers, or other handouts you use with your lessons). Also, include representative samples of student work.
* **Feedback/Commentary on Your Teaching.** This section can include supervisor observation notes, notes by your mentor, & notes of other observers (administrators, professors, instructional facilitators, etc.).
* **School Documents.** This section includes relevant information you receive from the building including policies, forms, schedules, etc…
* **Documentation of Important Communications.** This section is a place to record significant communication or contacts. Keep a log of parent contacts here, student conversations you want to record, or professional communications you want to log. These can include notes, emails, etc. You will be given a communication log template.

**Your supervisor and mentor teacher will periodically review your notebook. Notebooks should be available for review at any time.**

MAT CANDIDATE AS PROFESSIONAL

Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| WORK ETHIC |  |  |  |  |
| Attends consistently and punctually |  |  |  |  |
| Completes work promptly |  |  |  |  |
| Demonstrates flexibility |  |  |  |  |
| Accepts individual responsibility |  |  |  |  |
| Displays a positive attitude |  |  |  |  |
|  |  |  |  |  |
| INTERPERSONAL SKILLS |  |  |  |  |
| Listens to others |  |  |  |  |
| Actively works to build relationships with peers, students, |  |  |  |  |
| building personnel and university communities |  |  |  |  |
| Considers other points of view |  |  |  |  |
| Considers the time and needs of others |  |  |  |  |
| Can recognize capacity as well as need |  |  |  |  |
|  |  |  |  |  |
| PROBLEM SOLVING |  |
| Considers issues/problems from multiple perspectives |  |  |  |  |
| Asks appropriate and clarifying questions |  |  |  |  |
| Responds positively to feedback |  |  |  |  |
| Takes a learning stance in making one’s practice public  Anticipates, frames and solves everyday problems |  |  |  |  |
|  |  |  |  |  |
| INITIATIVE IN CLASSROOMS |  |  |  |  |
| Asks appropriate clarifying questions |  |  |  |  |
| Talks and listens to students |  |  |  |  |
| Makes informed and thoughtful instructional decisions |  |  |  |  |
| Identifies tasks to be done without requiring excessive |  |  |  |  |
| directions from others |  |  |  |  |
| Interacts positively with building personnel |  |  |  |  |
| Gives appropriate notification of absences |  |  |  |  |
| Dresses professionally |  |  |  |  |

|  |
| --- |
|  |

**WASHINGTON ADMINISTRATIVE CODE (W.A.C.) TOPICS**

**Knowledge of Subject Matter and Curriculum Goals**

(a) Teacher candidates positively impact student learning that is:

(i) **Content driven**. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.

(ii) **Aligned with curriculum standards and outcomes**. All students know the learning targets and their progress toward meeting them.

(iii) **Integrated across content areas**. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.

**Knowledge of Teaching**

(b) Teacher candidates positively impact student learning that is:

(i) **Informed by standards-based assessment**. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.

(ii) **Intentionally planned**. All students benefit from standards-based planning that is personalized.

(iii) **Influenced by multiple instructional strategies**. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.

(iv) **Informed by technology**. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.

**Knowledge of Learners and their Development in Social Contexts**

(c) Evidence of teacher candidate practice reflects planning, instruction and communication that is:

(i) **Learner centered**. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.

(ii) **Classroom/school centered**. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.

(iii) **Family/neighborhood centered**. Student learning is informed by collaboration with families and neighborhoods.

(iv) **Contextual community centered**. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

**Understanding Teaching as a Profession**

(d) Teacher candidates positively impact student learning that is:

(i) **Informed by professional responsibilities and policies**. All students benefit from a collegial and professional school setting.

(ii) **Enhanced by a reflective, collaborative, professional growth-centered practice**. All students benefit from the professional growth of their teachers.

(iii) **Informed by legal and ethical responsibilities**. All students benefit from a safe and respectful learning environment.