Cleveland State University

EST 489/490/491/492 Syllabus

Student Teaching in Secondary Education

Course Description

Prerequisites: Prior application and approval of the Office of Field Services, EST 379/380/381/382 and EDS 313/315/316/317

The purpose of student teaching is to assist you in making the transition from a college student to a classroom teacher. Initially, it is important for you to observe and orient yourself to the school building, students, and your mentor teacher. Over time you will be given increased responsibility for the classroom with the goal of eventually assuming the role of teacher from the start to the end of the school day. Your mentor teacher will decide when you are to assume various duties, giving you feedback on your performance, suggesting resources to guide your planning, and supplying thoughtful critiques about all dimensions of your teaching. You are expected to complete this experience with a well-developed set of understandings, skills and positive dispositions towards secondary mathematics teaching, students and curriculum.

In addition to the student teaching experience, you are required to attend six seminars during the course of the semester. These seminars are designed to elicit feedback from other student teachers and your CSU supervisor and to monitor your progress throughout the student teaching experience.

Specific Objectives

Knowledge

The student teacher intern will demonstrate knowledge of:

1. curriculum content and its alignment to the state, national and local standards
2. a variety of appropriate instructional strategies that foster the development of student understanding of concepts.
3. a variety of written assessment procedures that match the stated curriculum and lesson objectives.
4. appropriate technology application and integration into the teaching and learning process.
5. issues of equity and diversity in the classroom.
6. how to apply learning theories to the development of particular lesson strategies to meet the needs of all students.

Skills

The student teacher intern will demonstrate skills in:
1. creating, effectively implementing and assessing engaging and relevant learning activities.
2. critical reflection on teaching episodes.
3. understanding students' backgrounds
4. effective classroom management.
5. record keeping as required by CSU, the mentor teacher, and school district.
6. developing and maintaining an age-appropriate bulletin board.
7. interacting with students and parents outside the classroom as appropriate.
8. developing and maintaining positive working relationships with other teachers and school personnel as appropriate.
9. organizing a field trip or other such culminating activity for the students.

**Dispositions**
The student teacher intern will display positive dispositions toward:

1. the diversity of language, culture, gender and racial backgrounds of the students.
2. school policies, regulations and social customs.
3. developing a professional demeanor including punctuality, flexibility, verbal interactions, attire and rapport with colleagues.

**Requirements and Expectations**

1. Attend all seminars-inform your mentor immediately of these dates.
2. Participate in at least one parent teacher conference.
3. Provide detailed daily lesson plans for all lessons taught for the first three weeks or until determined by your mentor and/or supervisor.
4. Monthly overview planning charts must be completed in advance for all classes taught.
5. Participate in all school activities involving assigned classes and/or your mentor teacher including teacher meetings and professional development sessions.
6. Maintain accurate record keeping for all classes taught.
7. Create and submit a resume for approval to your supervisor and to include in your professional portfolio.
8. Create a bulletin board appropriate for displaying student work or some other purpose as decided by you and your mentor.

**Assessment (Satisfactory score 85% or better)**

1. Interim assessment 10% total
2. Final assessment 20% total
3. Formal supervisor assessments 5% each 20% total
4. Formal mentor assessments 5% each 10% total
5. Daily reflective log 15%
This is to be maintained on the Blackboard discussion board, however it will not be shared with all students, only with the supervisor. Reflections should be completed daily and entered into the Blackboard system at least once each week (on the weekend). This reflective log can be used for COEHS Portfolio Outcome #11. The template for the Reflective Log is enclosed on the Blackboard site discussion section.

6. Critical incident reports. 10%

These reports will be posted on the Blackboard discussion board. You will complete 10 reports over the semester, and respond to each other’s report. The format for these incident reports is listed on the blackboard site and will be the same type used in practicum.

7. Portfolio. 10%

Complete according to the CSU portfolio guidelines and handbook. Outcomes 1 and 9 must be completed this semester, as well as at least four other outcomes of your choice. You must be able to demonstrate knowledge, skills and dispositions for each outcome.

8. Reflection on observations of three other classrooms. 5%

Observe three other classrooms covering a range of grades and teaching situations (ESL, special ed, gifted, etc). Write a summary describing and comparing the classroom environment, teaching style, management style, issues, etc.

Seminar Dates and Topics

All topics are subject to change depending on the needs of the student teachers.

Orientation
1. What are your questions/concerns?
2. Review of student teaching requirements.
3. Review of portfolio requirements.
4. Schedule individual meetings at each school.
5. Schedule individual portfolio meetings.

Week 3
1. How is it going so far? What are your questions/concerns? Highlights and lowlights?
2. Classroom management/ conflict resolution ideas? (Incident reports)
3. Activity ideas sharing time.
4. Portfolio progress updates.
5. Observation scheduling updates.

Week 6
1. How is it going so far? What are your questions/concerns? Highlights and lowlights?
2. Resume and cover letter strategies and ideas.
3. Activity ideas sharing time.
4. Portfolio progress updates.
5. Observation scheduling updates.

**Week 9**
1. How is it going so far? What are your questions/concerns? Highlights and lowlights?
2. Discussion of student work – what type of performances are you seeing as a result of your instruction? Bring evidence! What are the strengths and weaknesses of your instruction?
3. Activity ideas sharing time.
4. Portfolio progress updates
5. Interview techniques
6. Observation scheduling updates

**Week 12**
1. How is it going so far? What are your questions/concerns? Highlights and lowlights?
2. Wrapping up student teaching and making the transition to full time teacher – what other questions do you have?
3. Activity ideas sharing time.
4. **Portfolios due!**

**Week 15**
1. Activity ideas sharing time.
2. Collect portfolios