

STUDENT TEACHING SYLLABUS, FALL 2003
UNI COUNCIL BLUFFS/OMAHA/SIOUX CITY CENTERS

This syllabus is congruent with the UNI Student Teaching Syllabus which is common among all UNI student teaching centers/programs. Students are enrolled in the specific course(s) according to their major(s).

Course Numbers and Titles

280 132	Early Childhood Teaching
280 134	Elementary Teaching
280 135	Special Education Teaching
280 137	Middle School/Junior High Teaching
280 138	Secondary School Teaching
280 139	Vocational Area Teaching: Art, ESL, Music, P.E.
280 250	Advanced Laboratory Practice

Professor of Record and Contact Information

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Theme for the Practitioner Preparation Conceptual Framework

The Educator as a Reflective, Responsible, Decision Maker in a Global and Diverse Democratic Society.

Office of Student Field Experiences (OSFE) Mission Statement

The Office of Student Field Experiences offers field experiences to UNI's teacher education students in a variety of settings in which students confront issues challenging educators and in which students will have high quality, personalized supervision (<http://www.uni.edu/stdteach/mission/html>)

University Catalog Course Description

Offered on credit/no credit basis only. Prerequisite: Completion of Levels I and II of the Professional Education Requirements. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program (Offered Fall, Spring, and Summer) (<http://www.uni.edu/pubrel/catalog/280.html>)

Rational /Purpose of the Course

Place in the Program: The student teaching course is a capstone course for all teacher preparation programs. It is usually the last course taken before completion of a teacher preparation program and graduation.

Meaning to the Student

Completion of the student teaching course is a requisite for teacher licensure in Iowa. Successful completion is demonstration to the student that he/she is ready for graduation and his/her own teaching position. Students value student teaching for the opportunity to be in a classroom for an extended period of time and to put into practice what they have learned in their respective programs.

Major Learning Outcomes/Objectives for Course Goals and Standards Supported

1. **Knowledge of content and skills:** Understands the central concepts, tools of inquiry, and structures of the discipline taught, and can create learning experiences to make learning meaningful (Iowa Teaching Standard 2;Renaissance 11; Teacher Work Sample (TWS*) 4)

2. **Knowledge of Learners and the Learning Process:** Understands how students learn and differ in their approaches to learning, and can provide learning opportunities that support their development (Iowa Teaching Standard 2; Renaissance 1 and 2; TWS 1)
3. **Instructional Planning:** Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals (Iowa Teaching Standards 3 and 4; Renaissance 3; TWS 2 and 4)
4. **Use of Instructional Strategies:** Understands and uses a variety of instructional strategies and adopts teaching style and content delivery to diverse needs of students (Iowa Teaching Standard 4; Renaissance 2 and 4; TWS, 4 and 5)
5. **Learning Environment and Classroom Management:** Creates a Learning environment that encourages positive social interaction, active engagement in learning, and self motivation (Iowa Teaching Standard 4; Renaissance 2 and 4; TWS 4 and 5)
6. **Use of Communication Strategies:** Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction (Iowa Teaching Standard 8, Renaissance 6)
7. **Use of Assessing/Diagnosing/Evaluating Strategies:** Understands And uses formal and informal assessment strategies; and takes action to determine what strengths and problems exist (Iowa Teaching Standard 5; Renaissance 7; TWS 6 and 7)
8. **Use of Motivation Strategies:** Takes action to arouse and sustain interest of learners, uses devices that appeal to learners, and motivates by personal behavior. (Iowa Teaching Standards 2,3,4, and Renaissance 5)
9. **Use of Problem-Solving/Decision Making Strategies:** Reflects on

- Teaching in order to solve problems and make decisions, examines situations for various perspectives, and is appropriately decisive (Iowa Teaching Standards 1 and 7; Renaissance 8; TWS 4)
10. **Home-School-Community Relations:** Fosters relationships with Colleagues, parents, and agencies in the larger community (Iowa Teaching Standards 1,7, Renaissance 8, TWS 8)
 11. **Use of Technology:** Integrates computer and multimedia technology Into classroom teaching (Iowa Teaching Standards 3, 4, Renaissance 10; TWS 4)
 12. **Use of Multicultural Gender Fair (MCGF) Strategies:** Demonstrates sensitivity to community diversity and cultural identity, and infuses multicultural, gender-fair strategies into instruction (Iowa Teaching Standards 4 and 8; Renaissance 3, TWS)
 13. **Human Relations Skills:** Implements sound human relations and Communication skills in order to foster productive, positive, learning communities (Iowa Teaching Standard 8; Renaissance 6)
 14. **Professional Characteristics/Personal Qualities:** Exhibits high Quality characteristics in professional and personal demeanor and exemplifies in professional behavior role awareness and ethical conduct. (Iowa Teaching Standard 8; Renaissance 9)

Course Requirements

Assumptions: It is assumed that students have from their respective programs the basic knowledge, skills and dispositions needed to engage in the clinical experiences to which they are assigned and that they have successfully completed the field experiences required at Levels I, II, and III of the Professional Education Requirements as well as any other field experiences in their respective programs. It is also assumed that they have completed the requirements for graduation and teacher licensure or that they know what needs to be completed concurrent or following student teaching.

Course Topics

Topics will be specific to the center's setting and programs. Some may be addressed in seminar/class meetings and others may be

addressed during various supervision activities for individuals and/or small groups.

1. Professional behaviors expected of student teachers
2. Requirements and schedule of activities for successful completion of student teaching
3. Paperwork required of student and cooperating teachers
4. Long range planning
5. Reflection, reflective decision-making, and problem solving
6. Action research and problem-solving
7. Performance evaluation and receiving feedback
8. Classroom teaching/instruction
9. Classroom management and establishing a positive classroom climate
10. Rapport/relationship building with students, parents, supervisors, and peers
11. Collaboration, active listening, and teaming
12. Community and educational resources
13. Professionalism and ethics
14. Diverse learners and multicultural, gender-fair strategies
15. Teacher accountability and documentation of student learning
16. School law
17. Iowa Teaching Standards
18. Job searching, resumes, portfolios, and interviewing
19. Salary and job benefits expectations
20. Graduation and licensure
21. Transition to first year teaching
22. Developmental issues experienced in student teaching

Course Assessment

Student teachers are assessed on the basis of their teaching performance and on the basis on whether or not there other student teaching assignments (TWS, reflection, and seminar participation) have been completed. The assessment of teaching is based on the performance of the student teacher in each student teaching placement. Students are assessed by their cooperating teachers(s) and by their university supervisor on each of the behavioral outcomes listed above. Students who receive rating of “unsatisfactory” on more than three performance outcomes in either placements are usually withdrawn form student teaching. The basis for the assessment of the TWS

and the reflection assignments is the completion of these projects according to the criteria given by the instructor. The basis for assessment of the seminar assignment is attendance and participation.

Course Assignments and Outcomes Addressed

The student teaching courses have five components: classroom teaching, performance evaluation, teacher work sample, and reflection.

Expectations: Student teachers are expected:

- To keep contractual schedules/hours of their cooperating teachers and to be on time.
- To assume all the contractual responsibilities and expectations the school/district has of their teachers
- To assume this responsibility in a gradual sequence with opportunities to observe and learn from their cooperating teachers
- To spend the time necessary outside of school to prepare for their teaching responsibilities
- To behave professionally and ethically
- To dress professionally according to the dress codes of the schools to which they are assigned
- To ascertain permission from their cooperating teachers for all the activities they do on the school site
- To be observed in their assigned classrooms by school and university supervisors, to participate in conferences where they will receive feedback from supervisors, and to participate in the performance evaluation process with their supervisors
- To attend all student teaching seminars
- To complete assigned work (reflections and TWS) according to published deadlines

To follow all directions given in writing orally from their supervisors and to ask questions for clarifications and/or for any help they need with placement assignments, course assignments, etc.

Required Text

University of Northern Iowa Office of Field Experiences (1999) *Defining the relationship/student teacher and cooperating teacher handbook*. Kendall/Hunt Publishing

Optional Materials Available in the Center Office Library

Danielson, Charlotte (1996) *Enhancing Professional Practice: A Framework for Teaching* Association for Supervision and Development

Wong, Harry (1998) *The First Days of School* Wong Publications

Krueger, Dennis (2002) *Understanding the Iowa Teaching Standards and Criteria* Iowa State Education Association

Nieto, Sonja (2003) *What Keeps Teachers Going?* Teachers College Press

Smith, Pritchey G. (1998) *Common Sense About Uncommon Knowledge: The Knowledge Bases for Diversity* AACTE publication

University's Equal Opportunity Statement

The University of Northern Iowa is an Affirmative Action Equal Opportunity Institution. The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodations through the Office of Disability Services (ODS). The ODS is located at 213 Student Services Center, and the telephone number is 273-2676.

Seminar Schedule

Tentative

All seminars will start at 4:00 P.M., unless otherwise noted.

August 13, 14,15

Human Relations

August 27

Council Bluffs-Teacher Work
Sample Training- Wilson Jr.
712 N. 21st Street, C.B.

August 28	Sioux City-Teacher Work Sample Training-North High 4200 Cheyenne, Sioux City
September 8	Council Bluffs Cadre Welcome-Wilson
September 15	<i>ICN Seminar/ Bob Fredericks UNI Placement Director Council Bluffs: ESC Sioux City: North High</i>
Tuesday, Sept. 22	<i>ICN Seminar/ Knowing the Law State ISEA Attorney Council Bluffs: ESC Sioux City: North High</i>
September 29 TWS Sharing Parts 1-4	Council Bluffs: Iowa's New Teacher Standards Joan Crowl, AEA 13 Wilson Jr. High
October 6 TWS Sharing Parts 1-4	Sioux City: Iowa's New Teacher Standards
October 13, 14 October 20	Human Relations Council Bluffs: Wilson "I Need A Job" Council Bluffs, Omaha Human Resource Coordinators
October 27 TWS Sharing 5,6	Sioux City: North "I Need A Job" Steve Curry, Sioux City Human Resource Coordinator
November 3	" All Children Can Learn"

TWS Sharing 5,6

Dr. Mel Clancy
TAC 3215 Cuming Street,
Omaha

November 10

Lesson Analysis Seminar
Council Bluffs-Wilson

November 17

Lesson Analysis Seminar
Sioux City-North

November 24

First Year Teacher Panel
Council Bluffs-Wilson

December 1

Teacher Work Samples Due
Sioux City-Sharing, Party!!!

December 8

Human Relations

December 10

Council Bluffs- TWS Sharing
Party----My House!!!!