

STUDENT TEACHING SYLLABUS
UNI Des Moines REGIONAL STUDENT TEACHING PROGRAM

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/Technical Teaching
280 140	Special Area Teaching: Art, ESL, Music, Physical Education
280 250	Advanced Laboratory Practice

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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 will confront current 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 or Course Goals and Standards Supported

- 1. Knowledge of content and skills:** Understands the central concepts, tools of inquiry, and structures of the disciplines 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 Standards 1 and 6; Renaissance 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 and 3 and 4; Renaissance 5)

9. **Use of Problem-Solving/Decision Making Strategies:** reflects on teaching in order to solve problems and make decisions, examines situations from 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 and 8; Renaissance 9)

11. **Use of Technology:** Integrates computer and multimedia technology into classroom teaching (Iowa Teaching Standards 3 and 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, 1)

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 person demeanor and exemplifies in professional behavior role awareness and ethical conduct (Iowa Teaching Standard 8; Renaissance 9)

* NOTE: The Teacher Work Sample is not a requirement, but all student teachers work on skills that are utilized in the Teacher Work Sample.

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.

Expectations: Student teachers are expected:

- To keep the 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 action research or a Teacher Work Sample) according to published deadlines
- To follow directions given in writing or orally from their supervisors and to ask questions for clarification 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 in the Center Library (plus many others)

Fountas, Irene and Gay Su Pinnell (1996) *Guided Reading*

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

Strong, J. (2002). *Qualities of effective teachers*. Association of Supervision and Curriculum Development.

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

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
- 23 Developmental issues experienced in student teaching

Course Assessment

Student teachers are assessed on the basis of their teaching performance and on the basis of whether or not three other student teaching assignments (action research project or Teaching Work Sample, 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 teacher(s) and by their university supervisor on each of the behavioral outcomes listed above. Students who receive ratings of “unsatisfactory” on more than three performance outcomes in either placement are usually withdrawn from student teaching. The basis for the assessment of the action research or the Teacher Work Sample and the reflection assignments is 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, seminar, action research, and reflection.

1. Classroom Teaching

In each placement, student teachers observe and assume full-time teaching responsibilities under the supervision of a cooperating teacher. (All outcomes listed above.)

2. Observation, Conferencing, and Performance Evaluation

Student teachers are observed by the cooperating teacher(s) and by the university supervisor and conferences are held for feedback, reflection, and goal setting. For each placement, a midterm and a final evaluation conference are held with the cooperating teacher, the university supervisor, and the student teacher. (All outcomes listed above.)

3. Seminar

Seminar meetings are held periodically over each placement period for peer support and for discussion of various topics listed above. (All outcomes listed above.)

4. **Reflective Journaling**

Student teachers submit written reflections over the course of each placement, as assigned by the instructor. For some reflections, a topic is assigned; for others student teachers write on topics of their choice. (Possibly any of the outcomes listed above; especially #9.)

1. **Action Research**

Student teachers identify a problem they want to solve in their classrooms or in their own teaching behaviors; engage in problem-solving to plan and achieve the desired improvement; document the process; and share the results. (Any or all of the outcomes listed above.)

UNIVERSITY OF NORTHERN IOWA
DES MOINES REGIONAL STUDENT TEACHING CENTER
FALL SEMESTER, 2003
SEMINAR/HUMAN RELATIONS SCHEDULE

First Placement: Aug 18 – Oct. 10. Second Placement: Oct. 20 – Dec. 12

Aug.12, 13	Human Relations
Wk 1 8/19	Tour AEA/
2 8/26	Support Group /Self-managed Credential File
3 9/2	Lesson Plans/Standards, JD&BR
4 9/9	Support Grp /Classrm Mang/Organization/Odds-Ends (Pete & Jan)
5 9/16	Teaching Strategies, GA
6 9/23	Law & Education, ICN
7 9/30	No Seminar
8 10/7	Evaluations/Human Relations
Oct. 13-16	Human Relations
Wk 1 10/21	Support Grp /Harry Wong Seminar
2 10/28	The Interview
3 11/4	Seminar, LH
4 11/11	No Seminar/Small grps meet for video review
5 11/18	Support Group /Action Research
6 11/25	NO SEMINAR—optional gathering
7 12/2	Support Group , M/B
8 12/9	Evaluations
9 12/16	Celebration COMMENCEMENT-Dec. 20

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Grading System

Student teaching is graded either “credit” or “no credit.” For “credit,” all assignments must be completed. “No credit” may be given if there are ratings of “unsatisfactory” on three (3) or more of the fourteen (14) outcomes in either or both placement(s).

Bibliography

This is a list of books and resources the division has agreed upon as the knowledge base for student teaching.

Ayers, William. (1993). *To teach/The journey of a teacher*. New York: Teachers College Press.

Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. C. Berliner and R.C. Calfee (Eds.), *Handbook of educational psychology*. New York: Macmillan.

Dankielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Dilworth, M.E. (Ed). (1992). *Diversity in teacher education: New expectations*. San Francisco: Jossey-Bass.

Good, T., and J. Brophy. (1987). *Looking into classrooms*. New York: Harper and Row.

Grant, C.A., and K.M. Zeichner. (1984). On becoming a reflective teacher. In C.A. Grant (Ed), *Preparing for reflective teaching*. Boston: Allyn and Bacon.

Oakes, J., and M. Lipton. (1999). *Teaching to change the world*. Place: McGraw-Hill.

Sikula, J., T. Buttery, and E. Guyton, Eds. (1996). *Handbook of research on teacher education/A project of the Association of Teacher Educator, 2nd edition*. New York: Simon and Schuster Macmillan Publishing.

McIntyre, J., and D. Byrd. (1996). *Preparing tomorrow's teachers: the field experience*. California: Corwin Press.

O'Hare, H.J., and S. Odell. (1994). *Partnerships in education*. Texas: Harcourt-Brace College Publishers.

Schon, D.A. (1990). *Educating the reflective practitioner*. California: Jossey-Bass.

Zeichner, K. (1981). Reflective teaching and field-based experiences in teacher education. *Interchange* (12), 1-22.

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.