

Syllabus for Student Teaching Courses

College of Education

Syllabus for EC-4, 4-8, 8-12, and EC-12 Student Teachers
Fall 2007

Departments: Curriculum & Instruction and Language, Literacy, & Special Populations
Course Title: Student Teaching in the Elementary or Secondary School
Instructor: University Supervisors
Text: *Guidelines for Student Teaching* - Sam Houston State University and Sam Houston Innovative Partnerships with Schools (SHIPS)

Course Numbers are determined by certification level and endorsements.

EC-4 & 4-8: EED 491 and EED 492 (OR SPD 474, ECE 486, BSL 488)

8-12: SED 496 & SED 497

EC-12: EED 491 & SED 496 (Art, Music, Health, Kinesiology, and Theater)

Course Overview: The purpose of this course is to provide the student with a variety of experiences in the appropriate public school classroom setting, which will assist in the acquisition of the knowledge, skills, and dispositions necessary to become a successful teacher. Pre-service teachers in educator preparation programs offered through the Sam Houston Innovative Partnerships with Schools (SHIPS) earn 6 hours of University credit for 12 to 14 weeks of successful student teaching experiences. Successful performance while student teaching is determined by both the public school mentor teacher and the University supervisor. All student teachers will be required to complete evaluations of the Educator Preparation Program, their University supervisor, and both classroom mentor teachers between placements and at the conclusion of their student teaching experience.

Student Teaching Standards and Assessments

Assessments for the student teaching semester include the Teacher Work Sample and SHSU Evaluation Forms A, B, C, D, which are aligned with state and institutional standards. Student teachers may refer to the evaluation forms in the *Guidelines for Student Teaching* and may find the complete standards in the locations listed below:

State Standards

Pedagogy and Professional Responsibilities Standards

State Board for Educator Certification – www.sbec.state.tx.us

Technology Application Standards

State Board for Educator Certification – www.sbec.state.tx.us

Code of Ethics and Standard Practices for Texas Educators

State Board for Educator Certification – www.sbec.state.tx.us

Institutional Standards

SHSU Dispositions Standards

SHSU *Guidelines for Student Teaching*

SHSU Institutional Standards

SHSU *Guidelines for Student Teaching* and www.shsu.edu/~edu_ofe

SHSU Standards of Professional Conduct for Students in Field Experience and Student Teaching

SHSU *Guidelines for Student Teaching* and www.shsu.edu/~edu_ofe

Course Objectives: After being assigned to the appropriate public school classroom setting the student will be able to:

- Develop detailed lesson plans for each lesson taught.
- Develop instructional plans according to the building and/or district standards.
- Involve the learner at every opportunity.
- Become familiar with the Texas Essential Knowledge and Skills (TEKS) and incorporate them into daily teaching.
- Add to your expertise through observation and small group/individual assistance.
- Arrive at their school prepared to teach all required classes.
- Follow the classroom mentor teacher's professional schedule and calendar.
- Develop, design, administer and evaluate student progress using a variety of assessment strategies.
- Comply with district guidelines concerning classroom management standards and be consistent in their management techniques.

Grading Procedures:

1. Student Teaching is a Credit/No-Credit course. The University Supervisors and the classroom mentor teachers will evaluate the student teacher on teaching effectiveness. The Sam Houston Innovative Partnerships with Schools (SHIPS) Student Teacher evaluation forms "A," "B," "C," "D" and the Teacher Work Sample will be utilized for evaluation (Credit, No-Credit).
2. The student teacher will be evaluated on attendance following the Sam Houston Innovative Partnerships with Schools (SHIPS) attendance policy.
3. The student teacher will be evaluated by the policies and procedures described in the *Guidelines for Student Teaching*. This includes the Code of Ethics and Professional Conduct statement located in the guidelines.

Required Coursework for Certification

EC-4 and 4-8 (with Special Education, Early Childhood, Bilingual and ESL) Student Teaching Courses:

EED 491-Student Teaching in the Elementary/Middle Schools. The student is assigned to student teach in an elementary classroom for six to seven weeks. Must be taken with EED 492, ECE 486, BSL 488, or SPD 474, for a total of six semester hours credit for the standard elementary certificate. Prerequisite: Admission to Student Teaching program. Credit-3.

EED 492-Student Teaching in the Elementary/Middle Schools. The student is assigned to student teach in an elementary classroom for six to seven weeks. Must be taken with EED 491. Prerequisite: Admission to Student Teaching program. Credit-3.

Secondary(6-12 or 8-12) Student Teaching Courses:

SED 496, 497-Student Teaching in the Secondary Classroom. The student is assigned full-time student teaching responsibilities at the secondary level (Grades 6-12) for a twelve to fourteen weeks. This time is divided among observation, participation, teaching and conference activities. The placements will be divided between each of the student's teaching fields. Prerequisite: Admission to Student Teaching program. Credit-6.

All-Level Student Teaching Courses:

EED 491 and SED 496 (or SPD 474) -All Level Student Teaching in the Elementary/Secondary School. The student is assigned full-time teaching responsibilities in an elementary placement for six to seven weeks and a secondary placement for six to seven weeks for a total of 6 semester hours credit for the all-level certificate. Prerequisite: Admission to Student Teaching program. Credit-6

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing

reasonable accommodations for students with disabilities. Students with a disability that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

The **framework** and **sequence** for the student teaching experience follows:

Student Teaching Framework and Sequence — Teacher Work Sample —

Student teachers should steadily progress from Observing, Tutoring, Assisting, Team Teaching, and Teaching in the first week to full teaching responsibility the last 2 to 2 ½ weeks. (Second placements typically do not include writing a TWS.)

Beginning of placement - 1 to 2 weeks

Observe, Tutor, Assist, Team Teach, Teach

- Select TWS designated class and plan “unit” with Classroom Mentor Teacher
- Research TWS Contextual Factors and begin forming TWS Learning Goals
- Begin Design for Instruction (esp. in TWS designated class)
- Teach full-time in TWS designated class as soon as possible

Middle of placement - 3 to 4 weeks

Complete TWS, increase teaching to full-time

- Teaching responsibility increases to full-time (minimum of 2 to 2 ½ weeks per placement)
- Conduct Pre-assessments (esp. in TWS designated class)
- Continue Design for Instruction (esp. in TWS designated class)
- Teach TWS unit (approximately one week)
- Conduct Formative assessments (esp. in TWS designated class)
- Conduct Analysis of Student Learning (esp. in TWS designated class)
- Instructional Decision-Making (esp. in TWS designated class)
- Conduct summative assessment of unit (esp. in TWS designated class)
- Complete classroom components of TWS
- Reflection and Self-Evaluation
- Complete writing of TWS

End of placement - 1 to 2 weeks

Complete full-time teaching responsibility

- Continue full-time teaching
- Submit TWS before final week of student teaching
- Transition classroom back to mentor
- Plan to Substitute for Mentor on TWS Scoring Day

