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Ed 494 01 - **Elementary** Student Teaching  
Spring 2000

## **Course Outline** ***Student Teaching – Syllabus***

### **Rationale**

Student teaching marks the beginning of the transition from your university study of teaching and learning to your entry into the professional practice of education. This transition is as unique as are you, the individuals making it. Some find student teaching to be challenging but have the time of their lives, while for others it is the most challenging and stressful **experience** of their lives. For **most students**, the experience is somewhere in between, and they **find** it to be rich with both rewards and **challenges**.

I assume that you are interested in becoming a truly outstanding teacher and **not merely** a **competent** one. Outstanding teachers are aware, reflective, and critical (in a positive way) of their actions. Outstanding teachers know that teaching is not an **8am-3pm** job and invest a lot of time and energy outside the classroom as well as inside it. Unfortunately, our society does not respect, value, or **support** its teachers in proportion to the vital roles they play. **Among** the most important sources of **support**, resources, and ideas are your colleagues (**within** a school, within a district, and nationally **within** professional organizations). During your **student-teaching experience**, your **primary** colleagues will be **your cooperating** teacher, **your university supervisor**, your seminar facilitator, **other teachers** at your **school**, and the other members of this seminar. Each of your experiences will be **unique**.

### **Objectives**

**Learn** to successfully interact with education colleagues in a responsible **supportive** manner.

Seek, offer, and accept help in solving some of the problems that arise during student teaching.

Become able to attend to, describe, reflect on, and critically examine your teaching practices.

Gain a more all-encompassing professional **perspective** on teaching, learning, schools, and people.

- e Demonstrate an understanding of positive classroom techniques by **applying effective decision-making** strategies **during** the student teaching experience.

Demonstrate a variety of instructional techniques helpful in teaching a diverse **student** population.

Demonstrate effective strategies which assist in creating a positive and safe environment for all students.

### **Performance Assessments and Grading**

COURSE GRADES: "**Credit**" must be earned for EVERY assignment **in order** to pass ED 494. You may be asked to redo assignments if they are **not** acceptable. Completion of all **course requirements** will determine your **final course grade**. There are **four** grades which may be **assigned** by **the** supervisor for the student **teaching experience**. They are:

S = Satisfactory

F = Fail

W = **Withdraw**

I = **Incomplete**

The grades of S (Satisfactory) or F (Fail) are determined by the classroom supervising **teacher's** final evaluation (33%), the university **supervisor's** final **evaluation** (33%), and the lesson **plan** notebook including the documentation of professional development activities (34%). Grades of W (Withdrawal) and

I (Incomplete) are awarded according to guidelines **described** in the Chaminade Education **Teacher Handbook**.

#### Attendance

Student teachers should be absent only in the event of illness or emergency.

In the event of an absence, students should contact their classroom supervising teacher and their university supervisor. In ~~the event that a student teacher is absent more~~ than **three days** during the experience, the student may have to extend the student teaching experience to meet the minimum requirement.

#### Instructional and Other Responsibilities

All student teachers are expected to write lessons plans as they assume instructional responsibilities. These plans should be kept in an organized notebook in the **classroom**. Student teachers **can** select the format that best meets their planning needs and is also acceptable to the classroom teacher and the university supervisor. If the student teacher would like to use an **alternate** format, it should be approved by both the classroom teacher and the university supervisor. Students must include self-evaluation and reflection as part of the lesson plan.

Student teachers are expected to assume responsibility for routine procedures related to non-teaching duties under the supervision and direction of the classroom supervising teacher. Student teachers should not be assigned any responsibilities for activities for which the classroom teacher is receiving extra remuneration.

#### Professional Conduct

Student teachers' dress and grooming are expected to be professional and consistent with that of the classroom supervising teacher and the schools standards. It is recommended that students not wear **blue** jeans, jogging suits, or other casual attire.

Student teachers and university supervisors are expected to respect the confidentiality of the students in the classroom and school, as well as the confidentiality of the classroom supervising teacher, other student teachers, and all other employees in the school setting.

Student teachers, classroom supervising teachers, and university supervisors are expected to develop relationships based on mutual respect and to engage in professional practices and activities which benefit all parties involved.

#### Evaluations and Required Forms

The responsibility for formative and summative evaluation is shared by the classroom **supervising** teacher and the **university** supervisor. Completion of forms is helpful because written feedback is valued by student teachers and it ensures that documentation is available and clear for a final grade. In addition to written feedback, regular conferences should be held with the student teacher to discuss progress. Such conferences should be **characterized** as non-threatening and supportive. Both **written** and verbal suggestions should be as specific as possible to give the student teacher every opportunity to remove any areas of inadequacy before receiving the final evaluation.

Midterm evaluations are to be received by supervisor no less than one week before **soloing**. The student **teacher's** solo will be postponed to accommodate this requirement.

**Thematic** Unit Plans are due to the CT and supervisor no later than two (2) weeks before soloing. The student teacher's solo will be postponed to accommodate this requirement.

Final evaluations are due following completion of the student teaching term and are due by the last student **teacher** seminar unless otherwise agreed upon by the student teacher supervisor.

All **assignments** need to **be** submitted no **later** than the **last seminar**.