

## EDUC 400--Student Teaching

Dr. Suzanne Burton

e-mail: [slburton@udel.edu](mailto:slburton@udel.edu)

Phone: 302.831.0390

Professor Krystal Rickard

e-mail: [krickard@udel.edu](mailto:krickard@udel.edu)

### COURSE DESCRIPTION:

Welcome to the student teaching semester! Through the courses and field experiences that have preceded this semester, you have been developing the roles and dispositions of *scholar*, *problem solver*, and *partner*. As a teacher candidate at the University of Delaware, you have discovered the importance of thoughtful analysis and continual revision of approaches to teaching and learning. In this, your student teaching semester, you now have the opportunity to apply, adapt, and revisit all that you have learned about teaching and learning as you serve the students and adults within the school and community settings in which you are placed.

### COURSE CONTENTS AND GOALS:

The primary goal of the student teaching semester is to provide you with the opportunity to be a reflective practitioner serving diverse communities who assumes, integrates, develops, and refines three related and critical professional roles: scholar, problem solver, and partner.

As a scholar, as a problem solver, and as a partner you will be organizing content for student learning (planning), creating an environment for student learning (management), teaching for student learning (lesson execution), and developing your professional skills and relationships (teacher professionalism). You will also be developing several other important dispositions and values. These include:

1. Self-reflection, which will enable you to critique your performance and to make and support judgments and instructional decisions with evidence about the learning of individuals or groups of students.
2. Deeper insight into the nature of the learning process and greater knowledge of human development.
3. An understanding of the roles of the many different individuals engaged in the teaching-learning process and of collaborative partnerships that can work for common purposes.
4. Realization of the importance of your own personal and professional goals.
5. Proficiency in instructional competencies and classroom management techniques through direct experiences and the thoughtful analysis and revision of approaches
6. Knowledge of the resources and materials available to the classroom teacher and the ability to adapt and/or incorporate available resources and materials into the instructional program.
7. Increased skill in performing routine administrative duties including the maintenance and submission of required records and reports.

### COURSE REQUIREMENTS:

1. Organize content knowledge for student learning. That is, you will:
  - a) Become familiar with relevant aspect of students' background.
  - b) Articulate clear learning objectives which are appropriate for your students.
  - c) Demonstrate an understanding of the connections between content learned previously, the current content, and that which remains to be learned in the future.
  - d) Create or select appropriate teaching methods, learning activities, and instructional materials or other resources.
  - e) Create or select evaluation strategies that are appropriate to the students and aligned with lesson objectives.

2. Create an environment for student learning. That is, you will:

- a) Create a climate that promotes fairness.
- b) Establish and maintain rapport with students in ways that are appropriate to their developmental needs.
- c) Communicate challenging learning expectations to each student.
- d) Establish and maintain consistent standards of mutually respectful classroom interaction and behavior.
- e) Make the physical environment safe and conducive to learning.

3. Teach for student learning. That is, you will:

- a) Make learning objective and instructional procedures clear to students.
- b) Make content comprehensible.
- c) Build professional relationships with colleagues to share teaching insights and to coordinate learning activities.
- d) Monitor students' understanding, provide feedback to assist learning, and adjust learning as the situation demands.
- e) Use instructional time effectively.

4. Demonstrate teacher professionalism. That is, you will:

- a) Reflect on the extent to which instructional objectives were met.
- b) Demonstrate a sense of efficacy.
- c) Build professional relationships with colleagues to share teaching insights and to coordinate learning activities.
- d) Communicate with parents or guardians about student learning.

#### **COURSE ASSIGNMENTS:**

1. By the end of the first week of school provide your supervisor with a copy of your schedule.
2. Touch base with your supervisor by e-mail, phone, or in person on a weekly basis.
3. By the end of the seven week period, complete one instructional unit for use in the classroom. This unit should encompass several days of teaching. Your unit will require careful planning, teaching and assessment and self-evaluation. You may focus on developmental music learning that is geared toward: singing, movement, listening, rhythm/beat competency, multi-cultural music, instrument playing, etc. Consult with your supervisor and your cooperating teacher as to what you will do.
4. Videotape yourself teaching 3 times in different settings. Write a 1-page pre-video viewing reflection of your teaching, then view the video and write a 1-page post viewing reflection. Include these reflections with your e-portfolio.
5. Observe 2 other classrooms/teachers and write a written report based on your observations and in light of the Pathwise domains. Ideas include:
  - Outstanding music or academic teacher in the district
  - Special needs class
  - Another student teacher
  - A regular classroom
6. Compile a thorough portfolio of materials, lesson plans, programs, handouts, tests, observations, journal and videotapes of your teaching. (See below.)
7. Attend the GSR on Friday, March 7 and the Saturday Seminar in Music Education on March 8, 2007 presented by Dr. Edwin Gordon.

## **e-PORTFOLIO:**

You are required to develop an e-portfolio that has the information listed below in seven sections/folders. **You will submit a copy at the end of each of your student teaching placements.** You must create the portfolio as you go through the semester. It cannot be finished at the last minute.

1. Keep a daily log of your teaching and observation hours. Note teaching techniques that are effective and those that need refinement. Include information on specific students, classroom management, choice of teaching materials, how you addressed the **diversity of learners** in the class.
2. You **must** create and use lesson plans—even if your cooperating teacher does not. Put all lesson plans in a separate section. All plans should conform to the Pathwise model found in your student teaching handbook and demonstrate how you function as a **reflective practitioner**. Revise lesson plans after evaluation. Include both copies in your notebook.
3. Keep an annotated list of all of the **scholarly** resources you consult in preparing lesson plans and other assignments. Include websites and **technology**.
4. With your cooperating teacher, create a way that you can introduce yourself to the school community and follow through with it. Keep a running list of ideas that music educators can connect with others (students, teachers, other professionals, families, and communities) as **partners**.
5. Provide evidence of how you were a **problem solver** in each of these domains: a) Planning and assessment; b) Classroom management; c) Instructional execution; d) Professionalism/interaction with parents. Describing the context and order of events and how you reacted.
6. Provide evidence of **your effect on student achievement**. Design assessments that are reflective of your learning goals and objectives for the students you teach. These could be in the form of observational checklists, rating scales, tests, or performance-based assessment. Provide concrete evidence that you have used your assessments and have measured student learning. Write a one-page reflective paper which describes your learning goal and objective. Include your assessment and describe how you assessed your learners and the results of the assessment. Using the assessment information, discuss the effect your teaching had on your learners and how you modified your instruction.
7. Analyze the **diversity** of the community of learners in one of your classes. Construct a lesson plan that accounts for the diversity you perceive.
8. Include a copy of the Delaware Statewide Recommended Curriculum for Music.

## **Professionalism in Writing and Speaking**

The highest level of professionalism will be expected on all of your written communications and the work completed for your e-portfolio. The use of correct grammar, with the avoidance of slang and colloquialisms will be expected throughout all of your work.

## **Additional Activities**

Teaching is not a “9 to 5” occupation. Be prepared to attend faculty meetings, inservices, conferences, school programs—all of which may occur before school in the morning, after school or in the evening.

## **Teacher Education Information**

Become familiar with the UD teacher education website: <http://www.udel.edu/teachered>. This site contains information vital to your successful completion of student teaching and degree program.

## **Appropriate Dress**

Appropriate and professional dress is required, even if your cooperating teacher dresses otherwise.

**Job Fair**

You will be excused from student teaching to attend the UD Teacher Job Fair.

**Spring Break**

You must follow your district's schedule for Spring Break even though it will be different from the UD Spring Break. You will continue to be observed during the UD Spring Break.

**Absence from Student Teaching**

If you are *REALLY* sick and cannot attend student teaching, you must call the cooperating teacher and your supervisor **before school**. When attending the ACDA Convention, the MENC-National Convention, the required Friday GSR with Dr. Edwin Gordon (March 7, 2008), Teach in Delaware Day (April 15, 2008), and Project Search (April 16, 2008) notify your cooperating teacher *in advance* and make plans to make up your teaching hours. These can be made up prior to student teaching, at the end of the semester, or by doing additional work at the school.

**Professional Aspects**

If you have not completed your UD credential file at Career Services plan to do this ASAP to complete plans for your professional future.

**Grading**

You will receive a pass/fail grade in student teaching. This grade is determined by the University Supervisor in consultation with the cooperating teachers. The criteria for this grade are found on the Pathwise final evaluation form and include: successful planning and evaluation of lessons, achievement of musical learning, controlling the class, demonstration of professional commitment, punctuality, knowledge of subject content, student rapport, and appropriate appearance. No cooperating teacher has time for student teachers who are habitually late, frequently absent, unprepared or unsure of their interest in teaching.