**WESTMINSTER COLLEGE**

School of Education

**ECE 605 Capstone - Student Teaching, Spring 2018**

C. Klassen Endrizzi, Supervisor, Office hours – Wed, 1:00 – 3:00 pm & Thurs, 10:00 – 12:00 pm

Phone – office, 724 946 7189 or cell, 724 944 0179, Office – Old Main 315

“**Education is not the filling of a pail, but the lighting of a fire.”** William Yeats

1. **Communication /Professionalism**

   A vital component of your student teaching experience relies on your ability to communicate with your cooperating teacher. It is important for you to ask questions, be flexible, offer your assistance, and share concerns. Establish a time during the school day (before school, planning time, lunch, or after school) that is convenient for you and your cooperating teacher to meet and review your upcoming lessons, the schedule of the week, or questions/concerns from your journal. If you are uncertain of something, make sure to ask your cooperating teacher. He or she will assume you know the information if you don’t inquire about it.

   Give your email address and phone number to the teacher, college supervisor, school, and any other teachers (e.g., team members). Request the same information from your teacher and college supervisor.

   Dress should be neat and in line with the rest of the faculty. Male student teachers wear a shirt and tie.

   **Respect confidentiality** of student’s “stories.” Do not repeat personal conversations heard from faculty or staff. Also, it is imperative that you use discretion when sharing your own personal stories. Your cooperating teacher should be viewed as a professional colleague, not a confidante.

2. **Attendance**

   You are expected to be at school every day. If there is an emergency, illness or extenuating circumstances, you will need to notify your cooperating teacher as soon as possible. Check with your cooperating teacher to see how she/he would prefer to be notified. Make sure you have his or her phone number at your home. **You will also need to notify your college supervisor when you will not be at school before you are absent.** Make-up days may be necessary in extenuating circumstances. Completed lesson plans and materials must be ready and available for your cooperating teacher if you are absent.
Student teachers are expected to follow the elementary or middle school calendar, not the college calendar. Student teachers should be present at all school functions (i.e., Open House, faculty meetings, and in-services).

3. Weekly Schedule and Daily Lesson Plans

**Weekly** – Outline your classroom’s learning experiences for each day, Monday through Friday on a weekly schedule. *By Saturday midnight, post this weekly schedule for the upcoming week on D2L.*

**Daily** – You will write a detailed lesson plan for every lesson you teach for the first three instructional weeks of your placement. (See the Handbook for a lesson plan example). After this period, you may adopt your lesson planning to the school’s format upon the approval of your cooperating teacher and supervisor. You will need to consult with your cooperating teacher about the components needed in the school district’s block lesson plans.

The daily lesson plans help you to think through your teaching and provide a window for your cooperating teacher and your supervisor to see how you prepare for your teaching. Give your cooperating teacher a copy of your daily lesson plans at least one/two days in advance of teaching the lesson and post on D2L a copy for your supervisor. Your cooperating teacher will discuss the lesson with you then initial and date the lesson plan. Your supervisor will also discuss lesson plans with you. *By Saturday midnight, post one or two weekly lesson plans for the upcoming week (the lesson to be observed on Tuesday or Thursday) on D2L.*

*Give your college-based supervisor a general schedule of times for weekly lessons and special classes as soon as possible.*

4. Observations, Reflections and Evaluations

**Observations** – You will be observed formally by your cooperating teacher three times and your supervisor three times during each student teaching placement. Pre-conferences may be held about lessons to be observed, and post-conferences will be conducted. After each lesson, you will write a reflection that relates, (a) how you felt about the successfulness of the lesson, (b) strengths and weaknesses, (c) and what you will do to improve. *By Saturday midnight, post your reflection on D2L for lesson observed by supervisor or cooperating teacher.*

**Evaluations** – A formal evaluation will be completed by the student teacher, cooperating teacher, and college supervisor at the end of each eight week placement. At mid-terms during the 4th week of this placement, also complete a reflective evaluation of your growth, and also giving yourself a mid-term grade for your efforts thus far. At the 2nd evaluation to complete student teaching, the cooperating teacher, supervisor and student teacher will meet to discuss growth in each of the four domains of evaluation: planning and preparation, classroom environment, instructional delivery and professionalism. A final grade will be suggested by your cooperating teacher and is fully determined by your supervisor.

**Final Evaluation**
Student Teachers

- Using the Westminster College/PDE-430 Student Teacher Evaluation Form, reflect on your achievements for each criteria listed. (See the Danielson’s Domain Rubric for additional guidance)

- Write a one page reflective paper (typed- in which you explore your strengths, risks you have taken, and how you have worked to grow. Use your mid-term reflection as a benchmark of growth. By Saturday midnight of 7th week, post your PDE 430 and 1 page reflective paper on D2L.

- Complete the 430 Attachment Form. By Saturday of 4th and 8th week, post your PDE 430 attachment form, outlining examples of specific lessons and activities you completed on D2L.

- The Friday prior to the three-way meeting, share your Westminster College/PDE-430 Student Teacher Evaluation Form and a copy of your reflective paper with your cooperating teacher and college supervisor. We will use these evaluations during the final conference at the end of the placements.

Final Evaluation

Cooperating Teachers

- After receiving the student teacher’s self-evaluation (Westminster College PDE-430 Student Teacher Evaluation Form and reflective paper), please complete a triplicate Evaluation Checklist form, grading the student teacher on her/his efforts throughout the placement.

- At our final conference, the cooperating teacher, supervisor and student teacher will discuss the student teacher's growth and grade at a conference scheduled mutually.

- A letter of reference is appreciated at the end of the student teacher’s placement.

5. Journal & Video

Journal – An important part of your student teaching experience will be your journal. Your journal will serve as a communication tool and a reflective record of your growth as a teacher. You are required to submit a weekly entry. Post your journal entry by Saturday midnight to D2L.

Your cooperating teacher and your supervisor will respond to your journal on a regular basis. During student teacher seminars you will be asked to share your reflections. For your weekly reflection, please follow this format:

- Discuss what you believe went well this week
- Discuss a challenge from this week
- Within the above discussion points, reflect on how those situations, events, feelings, etc. have changed or impacted you a professional
- Each week, choose one of the following statements derived from the Common Core

“The more reflective you are, the more effective you are.” – Hall and Simeral
State Standards expectations for student learning and the teacher preparation standards from the Council for Exceptional Children and discuss your implementation of or success in meeting those expectations:

1. Learner Development and Individual Learning Differences: How did you provide meaningful and challenging learning experiences for all students?

2. Learning Environments: How did you provide a safe, inclusive, culturally responsive learning environment so that all students were active and effective learners? How were emotional well-being, positive social interactions, and self-determination developed and supported?

3. Instructional Planning and Strategies: How did you select, adapt, and use a repertoire of evidence-based instructional and developmentally appropriate strategies to advance learning of all students?

4. Higher Order Thinking Skills: How did you encourage critical thinking skills from all students? What types of questioning/activities did you utilize and why did you select these?

5. Communication: How did you encourage communication of ideas and explanations among your students? What modes of communication did you promote-verbal, written, etc. and why?

6. Assessment: How did you use multiple methods of assessment and data-sources in making educational decisions? Did you use the same types of assessment for all students, why or why not?

7. Collaboration: How did you collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of students across a range of learning experiences?

8. Curricular Content Knowledge: How did you use knowledge of the CCSS and specialized curricula to individualize learning for all students?

9. Math: How did you use knowledge of the CCSS 8 Standards of Mathematical Practice (SMP) during your lesson planning and instruction? Which SMP did you emphasize, and why? How did you facilitate instruction that supported that (those) specific SMP? How did the students respond during the lesson?

The 8 SMP are: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with math; 5) Use appropriate tools strategically; 6) Attend to
precision; 7) Look for and make use of structure; 8) Look for and express regularity in repeated reasoning.

10. Literacy (Reading, Social Studies, Science) - How did you incorporate teaching reading of informational text into your lesson? What supports did you provide for your students during this activity and why?

11. Literacy (Reading, Social Studies, Science) - How did you emphasize a steady increase in students’ ability to understand more complex text over time? What supports, questions, activities did you use and why?

12. Literacy (Reading, Social Studies, Science) - How did you integrate research skills across standards and disciplines? What supports did you use to make research accessible for all students and why?

13. Literacy (Reading, Social Studies, Science) - How did you emphasize writing to argue, inform, and/or explain? What supports did you use to make this assignment accessible for all students and why?

Video-Recording – You will be recorded during a lesson of your choosing. (Please check with your school district’s policy about video-taping for self-evaluation purposes). Watch the video-recording with your supervisor and then write a reflective self-evaluation. The recording may be done by your supervisor, or on your own (using an iPad or smart phone) with your cooperating teacher. By Saturday midnight on week 4, submit your written reflection on your video-taped lesson.

6. Teaching Full-time and Integrated Unit

Each week during your student teaching experience, you will assume additional teaching responsibilities and ultimately teach full-time for a minimum of two weeks. Your responsibilities will include planning, organizing, and teaching the entire school day. Any co-teaching that normally occurs in your classroom will be maintained. By Saturday at the end of week 1, post a teaching schedule, outlining when you will add teaching responsibilities for each subject, leading to full-time teaching for the last two weeks on D2L. (Also referred to as the Roll-out Plan.)

You will create, organize, and carry out one integrated unit of one topic/issue (this will probably be done in the general education – ECE - placement). Make sure you collaborate with your cooperating teacher on the topic/issue selected. Share your unit topic for your supervisor by Saturday midnight of week 3 by posting topic to D2L. By Saturday of week 5, post 2 lesson plans for your Integrated unit to D2L. Also post an overview of your entire Integrated unit.

Observe other teachers in other grade levels, as well as your students’ gym, art, computer, music, library, and learning support experiences. Sitting in on and participating in parent-teacher conferences or IEP meetings is up to the discretion of the school-based supervisor.
7. Examine a Student Learning Outcome (SLO) with your cooperating teacher

With permission from your cooperating teacher and administration, become familiar with SLO development and outcomes. If you are able, assist your cooperating teacher in completing an SLO.

8. Student Teaching Binder, Filing System, and Portfolio

Binder – Organize a large 2-3 inch, 3 ring binder in which you keep the following sections:

a. School information

b. Weekly and daily lesson plans (print copies of lesson plans not submitted to D2L)

c. Observations and evaluations (print copy of observation reflections)

d. Journal and video-tape reflections (Print journal and share with cooperating asking for feedback each week)

e. Integrated thematic unit plans

f. Portfolio materials (pictures, letters, etc.)

g. Outstanding lesson plans/ student work samples

h. Photographs of learning experiences, bulletin boards, students, etc. Keep this binder on your desk so it can be easily reviewed by your cooperating teacher and your college supervisor.

9. PSSA weeks for student teachers in Spring semester

For student teachers in grades 3 & 4 - Talk with your cooperating teacher and school principal about other teaching duties and observations you can assume during PSSA testing weeks (April 9-13, 2018 – ELA, April 16-20 – Math, April 23-27 - Science), if your district does not allow student teachers in classrooms during testing hours. Strive to arrange meaningful observation experiences at other grade levels, at Specials – Music, PE, Art, and with Title I teachers or Literacy Coaches. Use these weeks to explore new teaching opportunities.

10. Reflective Meetings/Seminars

At a mutually convenient time, your supervisor will meet with you to reflect on your growth process through individual post-conference meetings.

Mrs. Reed will organize and hold collective seminar meetings with all of the Westminster student teachers, held on designated days. Your attendance is required. Plan to share journals responses, issues of concern and/or successful lessons in order to receive feedback from others.

Seminars will be held to review e-portfolios, interview tips and more. The student teacher is required to attend all of the seminars during his/her placement (i.e., Mandated Reporting - online before student teaching, URAC, TIMS).
11. Pennsylvania Department of Education Standards

The professional education program provides evidence that PreK-4 and Special Education certification candidates complete a program of Early Childhood and Special Education studies the same as academic content area courses and required electives of a major in a bachelor’s degree. The program shall require the candidates to demonstrate their knowledge of the fundamental concepts of Early Childhood and Special Education and competence in applying developmentally appropriate practices to meet the diverse needs of all elementary students (K-4).

(P.D.E., 1/01)

The right to make changes in the syllabus is reserved, should it become necessary.

12. Grading

Weekly posts to D2L – due Saturday midnight, 10 points for on time submission, 3 points deducted for any late submissions

See also Student Teaching Checklist – attached on D2L

Post once week 1
a. General schedule of class day
b. Overview of teaching – Roll out plan, when teach specific subjects

Post every week
c. Weekly teaching schedule listing day, time and subject being taught that week
d. One – two lesson plans, include remainder of lesson plans in binder
e. Reflection on observed lesson by either cooperating teacher or supervisor, if teacher uses triplicate form, place in binder, for Dr. CKE observations, post reflection to D2L
f. Journal, at least 300 words
g. Binder reviewed by Dr. CKE on 3 observation days, do not post to D2L

Post twice weeks 4-7
h. PDE 430 self evaluation with 1 page self evaluation – weeks 4 & 7
i. PDE 430 Attachment with examples of teaching efforts – weeks 4 & 7
j. Video tape reflection, week 4
k. Integrated unit – weeks 5 & 6

Absences – deduction of 3 points any day student teacher does not inform cooperating teacher and supervisor the morning of an absence

80 points possible

75-80 = A, 72-74 = A-, 70-71 = B+, 66-69 = B…