

Catawba College
Department of Teacher Education
“Preparing Teachers as Reflective Practitioners”

EDUC 4001 Student Teaching: Elementary Grades (K-6)
Course Syllabus Fall 2010

College Supervisor:

Office: Ketner Hall 106

E-mail:

Phone:

Student teaching visits will take place throughout the semester. Office hours will occur in the schools or by appointment.

EDUC 4500 Professional Leadership Seminar is the co-requisite of EDUC 4001 Student Teaching.

Purpose of the Course: This course is the last in a sequential series of field-based experiences designed to ensure that the elementary level teacher candidate develops and demonstrates the ability to apply the knowledge and skills learned in content and professional courses. This experience is designed to mirror the mission statement of the Catawba College Department of Teacher Education, which states “*to prepare reflective practitioners who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse and global society.*” This experience also reflects the Catawba College Mission by blending “*the knowledge and competencies of liberal studies with career preparation.*” The co-requisite course EDUC 4500 Professional Leadership Seminar will provide opportunities for the elementary level teacher candidate to demonstrate the ability to identify classroom problems, posit possible solutions, and share successful practices with colleagues as part of the ongoing professional development process.

Outcomes: The developing expertise of the elementary level teacher candidate will be measured through observations of demonstrated knowledge, skills, and dispositions detailed in the Department of Teacher Education’s *Teacher as Reflective Practitioner: Conceptual Framework* and the program exit criteria, based on the *North Carolina Professional Teaching Standards*. Copies of the exit criteria are found in the appendices of the *Teacher Education Policies and Procedures Handbook* and in the student teaching handbook. These criteria are mirrored in the North Carolina Department of Public Instruction’s *Competencies and Indicators for Student Teachers*. A copy of this document is included in the syllabus.

Purpose of the Course: This course directly or indirectly contributes to helping teacher candidates meet each of the *North Carolina Professional Teaching Standards*. The course also provides teacher candidates with the setting in which to complete components of the professional portfolio.

North Carolina Professional Teaching Standards

1. Teachers demonstrate leadership

- a. Teachers lead in their classrooms.
- b. Teachers demonstrate leadership in the school.
- c. Teachers lead the teaching profession.
- d. Teachers advocate for schools and students.
- e. Teachers demonstrate high ethical standards

2. Teachers establish a respectful environment for a diverse population of students

- a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- b. Teachers embrace diversity in the school community and in the world.
- c. Teachers treat students as individuals.
- d. Teachers adapt their teaching for the benefit of students with special needs.
- e. Teachers work collaboratively with the families and significant adults in the lives of their students.

3. Teachers know the content they teach

- a. Teachers align their instruction with the *North Carolina Standard Course of Study*.
- b. Teachers know the content appropriate to their teaching specialty.
- c. Teachers recognize the interconnectedness of content areas/discipline.
- d. Teachers make instruction relevant to students.

4. Teachers facilitate learning for their students

- a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- b. Teachers plan instruction appropriate for their students.
- c. Teachers use a variety of instructional methods.
- d. Teachers integrate and utilize technology in their instruction.

- e. Teachers help students develop critical-thinking and problem-solving skills.
- f. Teachers help students to work in teams and develop leadership qualities.
- g. Teachers communicate effectively.
- h. Teachers use a variety of methods to assess what each student has learned.

5. Teachers reflect on their practice

- a. Teachers analyze student learning.
- b. Teachers link professional growth to their professional goals.
- c. Teachers function effectively in a complex, dynamic environment.

COURSE REQUIREMENTS AND ASSIGNMENTS:

1. **Student Teaching Policies and Procedures:** You are to adhere to all requirements for student teachers as outlined in the *Catawba College Handbook for Supervision of Field Experiences in Teacher Education 2010-2011* (student teacher handbook). Included in this handbook are sections concerning your responsibilities, as well as those of your cooperating teacher and college supervisor. You are also responsible for adhering to all established policies, procedures, and requirements as outlined in the policy manuals of the school/school district in which you will be student teaching.
2. **Student Teaching Semester:** The student teaching experience and attendance and participation in the co-requisite course EDUC 4500 Professional Leadership Seminar are required.
3. **Orientation Week:** During your first week of the student teaching experience, you will observe in the classroom and throughout the school to gain a sense of the school and classroom culture and to meet key personnel. Throughout this first week, obtain the materials listed on the *Student Teacher Survival Checklist*. Keep this information in your lesson plan notebook (a loose-leaf ring binder) for reference during the semester.

During student teaching, you will observe different ways in which students learn, explore and utilize numerous strategies, observe the teacher's instructional techniques, encounter a variety of policies and procedures, and apply into practice theories learned during your college courses. Every effort to complete a successful student teaching assignment should be sought. Compiling the materials on the checklist will assist you in this endeavor.

4. **Lesson Plan Notebook:** No textbook is required for this course; however, a loose-leaf ring binder with items from the *Student Teacher Survival Checklist*, school calendar, classroom schedule, and all lesson plans is to be maintained. This notebook is to be made available to the college supervisor during all visits and observations (formal and informal).
 - Plans may be word-processed or neatly handwritten (must be legible). It is suggested that you use the lesson plan formats attached to this syllabus. If a different format is to be used, please clear it with the college supervisor first.
 - Lesson plans should be explicit and well developed. (If you are teaching the same lesson several times—small groups—you are to provide information about how you individualized for each group. Each group will have its own “personality” and unique needs.) Plans will be reviewed and comments may be written on the plans by the college supervisor.
 - You are to reflect on each lesson and make reflective comments on your lesson plans after teaching each lesson. (See evaluation/reflection section on lesson plan format.) Comments can be brief, but should show that you have reflected on each lesson soon after teaching it.
 - Careful planning is an important part of effective teaching. Develop plans well in advance so they can be reviewed by the cooperating teacher prior to teaching the lesson. This is especially important during the early phases of assuming full-time teaching responsibilities. By the time you have full-time responsibilities, you should develop plans in advance for the entire week. In other words, you should be talking to and working with your cooperating teacher prior to the first day of each week (Thursday morning is preferable) in order to allow him/her ample time for providing feedback and for suggesting/acquiring possible resources and materials. Writing lesson plans on a day-to-day basis is unacceptable; however, revisions may be necessary and may be written directly on the daily plans.
 - When being formally observed, provide the college supervisor or cooperating teacher with access to your lesson plan before teaching the lesson (keep all plans in notebook). Placing the notebook in the location where the college supervisor or cooperating teacher will be scripting the lesson being observed will help with this issue.
5. **Professional Portfolio:** The professional portfolio will be explained in EDUC 4500 Professional Leadership Seminar. The components are—Evidence 1 College Transcript or Praxis II scores, Evidence 2 Content Area Knowledge, Evidence 3 Comprehensive Unit Plan, Evidence 4 LEA/IHE Certification of Teaching Capacity, Evidence 5 Reflective Analysis of Teaching and Learning, and Evidence 6 Leadership Contributions to School Improvement Efforts. Your cooperating teacher and college supervisor will evaluate Evidences 2 and 3 (Comprehensive Unit Plan and Content Area Knowledge—Multigenre Research Project). EDUC 4500 professors, your cooperating teacher, and your college supervisor will evaluate

Evidences 5 and 6 (Reflective Analysis of Teaching and Learning and Leadership Contributions to School Improvement Efforts). The Department of Teacher Education will include Evidences 1 and 4 (Evidence 4 will be completed jointly by the cooperating teacher, college supervisor, and student teacher during the final three-way conference and signed by the school principal). Due dates will be provided in the syllabus for EDUC 4500 Professional Leadership Seminar.

6. **Videotaping:** You are required to videotape yourself at least once during your student teaching experience in order to observe your teaching and the behavior and interaction of your students (suggested during teaching of comprehensive unit). You will observe this videotape with your college supervisor and it will be utilized as one of the required observations. Check with your cooperating teacher to see if school-wide permission is secured for videotaping of students (might be a district-wide policy). If one is not in place, a suggested format for writing the permission slip to videotape in your classroom is included in the syllabus. If needed, you should send the permission slip home as early in the semester as possible so you will have signed forms when you schedule your videotaped lesson. Your cooperating teacher is to approve your permission slip **before** it is sent to parents/ guardians. A suggested format for performing a self-critique of your videotape is included in the syllabus. If your school does not have one available, a video camera and tripod may be checked out from the CMC.

EVALUATION AND GRADING POLICIES:

Ongoing assessment of the elementary teacher candidate's performance will be made throughout the student teaching experience. The college supervisor will be noting professionalism, speaking ability, initiative, cooperative behavior, appearance, academic and professional knowledge and skills, concern for students and school, and in essence, all of the criteria frequently found on reference forms requested from district personnel offices. The teacher candidate is expected to engage in reflective behavior and self-assessment, evidenced by the professional portfolio and lesson plan notebook, as well as interactions with the cooperating teacher and college supervisor.

Following formal observations of a lesson taught by the teacher candidate, the college supervisor and/or cooperating teacher, with reflective input from the student teacher, will provide feedback regarding strengths and weaknesses of the student teacher's performance. The cooperating teacher is asked to provide written feedback for a **minimum of two (2)** formal observations. The college supervisor will observe at least four (4) instructional sequences during the semester (1 videotaped lesson and 3 formal or informal lessons) and will provide written feedback for a **minimum** of three (3) observations. Whenever possible, **plan for your cooperating teacher to cover the class following each scheduled observation in order for a post conference to be held.** Additional observations will be conducted as needed. Student teachers are encouraged to also request to be observed and evaluated by the principal and/or assistant principal.

Teaching performance is graded through the use of an exit criteria checklist, *LEA/IHE Certification of Teaching Capacity*. This checklist is used during the midterm and final evaluations in three-way conferences. During the three-way conference, the cooperating teacher and college supervisor, with input from the student teacher, will complete the checklist. Cooperating teachers and principals are responsible for completing the *Student Teaching/Interning Performance Evaluation by North Carolina Local Education Agency Evaluation* form and the *LEA/IHE Certification of Teaching Capacity* form following the summative evaluation in December.

The cooperating teacher, college supervisor, and EDUC 4500 professor(s) will evaluate the professional portfolio.

A grade of satisfactory or unsatisfactory (**S or U**) will be submitted at the completion of the student teaching experience.

DOCUMENTS:

Calendar for Elementary Student Teaching
Lesson Plan Formats
Student Teacher Survival Checklist
Comprehensive Unit Plan—Professional Portfolio Evidence
Sample Videotape Permission Form and Suggestions for Reflecting Upon Videotape
Student Teaching Reminders

Calendar for Elementary Student Teaching

Generally, a minimum of five weeks of student teaching a full class load is expected, but flexibility is allowed. In many cases, student teachers may assume some responsibilities earlier than suggested. This is encouraged if mutually agreed upon by the student teacher and cooperating teacher; however, in **no** situations should it be necessary for a student teacher to teach full time during the first three weeks.

Schedule: Mondays—Millbridge; Wednesdays—Koontz; Thursdays—Hanford-Dole and Mocksville; Tuesdays and Fridays—Flexible

Weeks	Obs.	Activities/Instructional Expectations
8/18-8/20		August 18 and 19—EDUC 4500 Professional Leadership Seminar (PLS), 8:30-3:30 (KH 116) Report to school on August 20 On teacher workdays—help teacher prepare for students' first day; provide any type of clerical assistance requested; attend Open House
8/23-8/27		Report to schools Wednesday, August 25 th is 1 st day for students Orientation Week—observe cooperating teacher; complete <i>Student Teacher Survival Checklist</i> ; get a sense of the school culture; meet key personnel in the building; find ways to help out in classroom Work on scavenger hunt. Help out/stay busy—do not just sit!
8/30-9/3	Informal visits	Provide class schedule to college supervisor by 8/30/10 ; resubmit as changes occur Carry out routine activities (e.g., keep records, grade papers, prepare materials, read to/with children, tutor students, monitor groups, help with transitions, help take students to different locations, etc.). Stay busy!
9/7-9/10 (9/6 Labor Day)	Informal visits	Team-teach lessons with cooperating teacher; carry out instructional activities planned by and with the cooperating teacher (e.g., working with small groups, opening/calendar activities, walking children to different locations, etc.) Provide a revised copy of class schedule if changes have been made; resubmit as changes occur
9/13-9/17	1st	Plan and teach one subject (if ready)
9/20-9/24	1st	Plan and teach two subjects
9/27-10/1	1st	Plan and teach three subjects
10/4-10/8	3-way	Plan and teach four subjects
10/11-10/15	2nd	Full class load (responsible for planning and teaching the entire day) Comprehensive unit should be taught by 10/15 (videotape one lesson)
10/18-10/22	3rd	Full class load
10/25-10/29	3rd	Full class load
11/1-11/5	4th	Full class load
11/8-11/12	4th	Full class load
11/15-11/19	3-way	Begin returning subjects taught to the cooperating teacher
11/22-11/23		Return remaining subjects taught to the cooperating teacher; assist throughout classroom
11/29-12/3		Work on completion of professional portfolio; meet with PLS professor(s) as needed (be sure to let your cooperating teacher know where you are if not in your classroom) In addition, you will return to your classroom to help out and will visit other classrooms, grade levels, and schools (make prior arrangements with those principals/teachers first). Cooperating Teacher Tea—Wednesday, December 1, 3:30-4:30 Completed Professional Portfolio due on December 6 by 2:00 p.m. (final electronic copy)

If you are absent, always notify your cooperating teacher and your college supervisor (cell phone).

Lesson Plan Format

Scripted plans are required at the beginning of student teaching. A summary or listing format may be acceptable later in the experience (dependent upon needs of each student teacher, the particular plan being presented, and the opinion of the cooperating teacher and college supervisor).

Student Teacher: _____

Subject and Topic/Title: _____

Grade: _____ Date: _____

NCSCOS GOAL(S) and OBJECTIVES: Include the number and write the actual goal (s) and objective(s)—can be provided once at beginning of unit or series of lessons on a particular topic

LEARNING OUTCOMES INCLUDING MEANS OF ASSESSMENT:

Learning outcomes should address the information taught and/or the skills or attitudes expected. When appropriate, the degree of the level of performance should be included (e.g., SWBAT list in writing five out of six qualities). The learning outcomes should list the criteria that will be assessed. Objectives should contain verbs which represent actions that are observable. The verbs *know*, *see*, and *understand* are not observable. Appropriate verbs include *list*, *describe*, *explain*, *present*, *match*, *define*, *compare*, *contrast*, *demonstrate*, *name*, *hypothesize*, *edit*, *write*, *infer*, *discuss*, *argue*, *debate*, *organize*, etc. SWBAT (Students will be able to) should be used at the beginning of each objective statement. (The learning outcomes can be provided once at beginning of unit or series of lessons on a particular topic.)

MATERIALS LIST: Students' reading materials, word lists, technology, handouts, supplies for experiments, art supplies, charts, assessments, study guides, etc. (List can be provided once at beginning of unit or series of lessons on a particular topic.)

ESSENTIAL QUESTION(S): Provide one or two essential questions for the lesson. What are the big ideas? What do you expect students to learn? (Questions can be provided once at beginning of unit or series of lessons on a particular topic.)

PROCEDURES

1. **Introduction to lesson**—activation of prior knowledge, focus and review, teacher input, attention-getting strategies, attention to essential questions, etc.
2. **Middle of lesson (content and activities)**—mini-lecture, teacher input, opportunities for guided practice, facilitation of learning, monitoring of student engagement, cooperative learning experiences, information gathering, opportunities for formative assessment, use of technology, etc.
3. **End of lesson/Closure**—review of lesson content or strategy, answering of essential questions, the stage setting for next day's lesson, etc.

(Note: When teaching a series of lessons, you can include several days of instructional activities in the procedures section of one lesson plan. If you are teaching the same content to several groups, modify the procedures section to represent how you are differentiating your instruction.)

Self-Evaluation/Reflection: (to be completed after lesson is taught; should be handwritten on lesson plan)

- a. Self-evaluation of your teaching performance:
 - What were the strengths and weaknesses of this plan?
 - How would you change your performance?
 - What did you do well?
 - How well did you manage the class?
 - How well did you direct student behavior?
- b. Self-evaluation of the students' performance:
 - What have they learned well?
 - What still causes them problems?
 - Which specific students need additional help?
 - What follow-up assistance do you plan to provide?

Lesson Plan Option

(may use after scripted lessons have been approved by college professor and cooperating teacher; optional use)

Name:		Date:	Subject:	
Title/Topic:				
Goal(s):				
Objectives:				
Learning Outcomes: SWBAT				
Essential Question(s):				
	Time	Content (what)	Strategies (how)	Materials
Introduction	9:00-9:15			
Middle	9:15-9:50			
End/Closure	9:50-10:00			
Assessment(s)				

Self-Evaluation/Reflection comments are to be written on this form.

Sample Weekly Lesson Plan
(to be used ONLY after formal lesson plans for full-time teaching have been approved; optional use)

Student Teacher: Trixie Teacher Grade Level: 2nd Week of: November 1-5, 2010

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-7:55	Arrival activities: Unpack materials, check attendance, sharpen pencils, collect money, collect agendas, etc.				
7:55-8:15 Morning Work	Identify activity and content	Identify activity and content	Identify activity and content	Identify activity and content	Identify activity and content
8:15-9:45 Reading/ Language Arts	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies for each group	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies for each group	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies for each group	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies for each group	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies for each group
9:45-9:55	Movement break: Lead movement songs (list here)				
9:55-11:00 Math	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies
11:00-11:05	Prepare for lunch (wash hands)				
11:05-11:35	LUNCH				
11:35-11:55	Recess (on playground; rainy-day activities in classroom)				
11:55-12:40 Social Studies or Science	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies	Identify NCSCOS goals and objectives, learning outcomes, key points/skills/activities, closure, and assessment strategies
12:40-1:20 Specials	Media/Library	PE	Music	Art	Computer Lab
1:20-2:00 Writing	Identify writing focus and prompt (if applicable), key points/skills/activities, including closure, and assessment strategies	Identify writing focus and prompt (if applicable), key points/skills/activities, including closure, and assessment strategies	Identify writing focus and prompt (if applicable), key points/skills/activities, including closure, and assessment strategies	Identify writing focus and prompt (if applicable), key points/skills/activities, including closure, and assessment strategies	Identify writing focus and prompt (if applicable), key points/skills/activities, including closure, and assessment strategies
2:00-2:15	Closing activities, homework, read aloud, announcements, etc.				

Self-Evaluation/Reflection comments are to be written on this form.

Student Teacher Survival Checklist

With the assistance of your cooperating teacher, please compile these important materials that will help you throughout the student teaching assignment. Put this sheet in student teaching notebook in front of collected documents.

Item	In Notebook	If not in notebook, where is this item located?
School and student handbooks with mission statements and policies		
School year calendar		
Curriculum guides, pacing guides, and textbooks with teacher editions		
Daily schedules and routines including subjects, times, and specialists (if applicable)		
Class lists and seating charts for students		
Faculty list of teachers and other staff members		
Fire and tornado drill, lock down, and building evacuation procedures		
Students with special needs and/or social, emotional, and health issues (e.g., first aid and medications, hearing devices, assistive technology)		
Map of the school with room numbers, highlighting specialists' locations, copy room, faculty and student restrooms, main office, staff workroom, and media center		
Policies for communicating with parents/guardians as well as any forms that are required		
Attendance and discipline policies for school and classroom—written and informal procedures		
Supervisory duties during the school day—cafeteria, hall duty, bus duty, study hall		
Policies for reporting child abuse, neglect, and other legal issues (e.g., parent/guardian designated to pick up a child)		
Media center policies, procedures, and resources/equipment		
Availability/accessibility of technology at the school (labs, programs, teaching resources)		
School policies and procedures related to the evaluation/assessment of student learning (formal and informal)		
Emergency numbers (contact people for students including names and phone numbers; school office; cooperating teacher; principal)		
Procedures for what to do when students complete their work (silent reading, journaling, computer time, center activities, etc.)		
Teacher assistant's work schedule (if applicable) and his/her duties		

Note: Be very cautious and careful with confidential information (student names, phone numbers, special needs/disabilities, etc.).

Comprehensive Unit Plan—Professional Portfolio Evidence 3

Overview

As part of the student teaching experience in a public school setting, candidates will develop a plan for teaching a unit of study. The unit must be designed to address selected competency goals of the North Carolina Standard Course of Study. The plan, developed in consultation with the cooperating teacher and the college supervisor, must include the following components: title and cover page, rationale, goals and objectives aligned with the North Carolina Standard Course of Study, attention to diversity, instructional strategies, materials list, assessment plan, timeline, five representative lesson plans, and references. A signature page that documents involvement of the cooperating teacher in developing and reviewing the unit plan must be included as well.

This unit will serve as the primary artifact that candidates in the elementary education licensure program have met the standard for Evidence 3 Pedagogical and Professional Knowledge, Skills, and Dispositions. Details regarding each component of the unit plan are listed in the following sections.

Title and Cover Page (title of unit plan, name of student teacher, dates unit was taught, school)

Rationale

The rationale will provide an overview of the unit and tell the reader why it is important for students to study the unit. The rationale

1. will briefly describe what students will learn and the connection of the content to other disciplines;
2. will list essential questions;
3. will briefly describe why it is important for students to learn these concepts, skills, and processes as related to 21st century skills; and
4. will provide documentation for the legitimacy of the candidate's ideas through references to works, such as *Future-Ready Students* and the *North Carolina Standard Course of Study* and ideas for research-verified practice; it also will provide legitimacy for ideas through references to educators and learning theorists such as Piaget, Vygotsky, Gardner, Bruner, and Skinner.

Goals and Objectives Aligned with the K-6 North Carolina Standard Course of Study

The relevant competency goals and indicators from the NCSCOS will be listed. These goals and indicators will be those the students are expected to master through their participation in the activities specified in this unit. Specific learning outcomes, which are correlated with the NCSCOS, will be included in your lesson plans.

Attention to Diversity of Students

A narrative description of the classroom population in which the candidate is teaching will be provided. The candidate will be expected to discuss the demographics of these populations, with particular attention paid to diversity (racial, ethnic, gender, cultural, economic, and language) as well as the range of abilities and exceptionalities. Data must be drawn from a variety of sources, including

1. data bases, such as those found at www.schoolmatters.com and www.ncschoolreportcards.org, or from school-based data systems such as EVASS, Blue Diamond, or ClassScape;
2. interviews with the cooperating teacher and other specialists; and
3. notes from classroom observations.

A short reflective statement will be provided explaining how the demographics of the classroom have affected the planning of this unit as well as how they will affect the instructional strategies employed as well as the need to engage in culturally responsive teaching.

Timeline of Content Covered and of Instructional Strategies Used

This is a brief day-by-day outline of the content covered each day or each lesson, especially if a lesson covers more than one day. For each day, the candidates should list the instructional practices being applied. There is no standard format which is prescribed; however, the listing must include teacher activities (what the candidate will be doing to help students meet the learning goals and objectives) and student activities (what the students will be doing to meet the goals and objectives).

The instructional activities must

1. be consistent with the unit goals and lesson objectives, e.g., consistent with the principles espoused in the North Carolina Standard Course of Study;
2. develop 21st century learning and thinking skills;
3. incorporate 21st century technologies;
4. allow for direct involvement of students;
5. provide for meaningful instruction;
6. be developmentally appropriate; and
7. be amenable to differentiated instruction.

The listing should clarify how technology will be integrated to enhance direct instruction and to maximize students' learning and involvement. There is no requirement to use a particular technology, although a variety of technologies should be incorporated into the lesson plans. Technology should be used as a means for maximizing student learning rather than as a "gimmick." Provisions should be made so that students will be directly involved in the use of technology, whether this involvement is individualized or performed using learning teams.

Within the listing, instructional activities must be present and made obvious that will be used to facilitate the development of critical thinking and problem solving skills.

Materials List (A brief list of all the materials required to implement the unit; see **References**)

Assessment Plan

A description will be provided to explain how the candidate will determine the degree to which students have mastered the goals and instructional objectives/learning outcomes of the unit. The methods of assessment should be consistent with the goals and objectives. That is, each goal and objective must be assessed in some way, and the assessments must align with the goals and objectives. The assessment plan must include

- Pre-assessment of student knowledge, skills, and dispositions prior to implementation of the unit (modification of plans may be necessary based on these results);
- Variety of assessment measures (traditional, performance based, authentic, formative and summative with samples of original assessment instruments created by the student teacher placed in the appendix at the end of the unit);
- Use of software for data analysis as available at the school site;
- Post assessments;
- Plans for re-teaching content/modifying future instruction based on post-assessment results; and
- Plans for assigning student grades.

Lesson Plans Candidates must include a minimum of five original representative lesson plans. The lesson plan must adhere to the standard lesson plan format required for EDUC 4001, with modifications made as necessary.

The standard lesson plan format includes the following components:

1. Title of the lesson
2. Candidate's name, cooperating school, grade level
3. Correlation to the NC Standard Course of Study
4. Learning outcomes/objectives and how they will be assessed: Candidates will write learning outcomes/objectives in terms that allow for measurement of student performance. There will usually be 2-5 objectives written on a variety of levels (as per Bloom's revised taxonomy or Marzano's New Taxonomy of Educational Objectives); therefore, some objectives will call for the development of higher-order thinking skills (problem solving and critical thinking) while others focus on lower order knowledge and skills. When examined as a whole, the set of lesson plans promote the development of 21st century learning and thinking skills. Within this list of objectives, there should be references as to how the candidate will know what students learned from the lesson. There should be a clear correlation between instructional objectives and assessment measures and clearly identified formative assessments. When examined as a whole, the list of learning outcomes and assessments should have a wide array of assessment strategies, including performance based and authentic assessments.
5. Materials list
6. Procedures: The teacher input of the introductory component of the plan must be scripted. Most introductions often include a review, activation of prior knowledge, attention-getting techniques, mini-lectures, and essential questions. Expected responses to substantive questions must be placed in parentheses following these questions. Comments such as "The definition of *least common factor* will be given" or "I will give the historical background of the Underground Railroad" will not be sufficient. The definitions must be given and the mini-lecture on historical background must be scripted. Guided practice must include a description of what students will be doing in order to master the learning outcomes/objectives, as well as what the candidate intends to be doing to facilitate learning for the students. Lesson closures should usually remind the students of what they had learned, why they had been taught the content or strategy, and how and when the content or strategy might be useful. The essential question should be answered (or referenced if it cannot be answered until a subsequent lesson). Closures should also set the stage for the next day's lesson.

The plan must have a clear connection among the learning outcomes/instructional objectives and the instructional activities. When examined as a whole, the lesson plans must indicate that learning teams are being utilized (i.e., cooperative learning techniques are incorporated).

References Candidates must include a list of all the references used in creating the Comprehensive Unit Plan by following the standard APA format. Candidates are expected to provide appropriate documentation for the source of ideas presented in the lesson plan. If candidates received an idea for a lesson plan from an outside source, then appropriate documentation for that source must be provided. Although candidates may find inspiration for a lesson from the Internet or in trade books, the expectation is that candidates will develop original lesson plans. (You are encouraged to include references as part of materials list.)

Obtaining Permission to Videotape

Check with your cooperating teacher about the school's policy for audio or videotaping. If there is not a policy, you may need to create a permission slip. A sample form is shown below.

Do not send the permission slip home without your cooperating teacher's approval.

You may need to have this form translated to accommodate families for whom English is a second language.

I give permission for my child, _____, to participate in a lesson being recorded by videotape. I understand the tape will be used as part of the teacher education program for TYPE STUDENT TEACHER'S NAME HERE. I understand the tape will belong to the student teacher and may be used as part of his/her professional teaching portfolio.

Please return this slip indicating your willingness in having your child participate in the lesson that will be videotaped/

_____ I give permission for my child to participate in the lesson that will be videotaped.

_____ I do not give permission for my child to participate in the lesson that will be videotaped.

(Parent or guardian's signature)

(Date)

Suggestions for Reflecting upon Videotape

Use the videotape to observe yourself in action. You may respond to these questions or include your own; however, a written reflection of the lesson is required.

1. Prior to videotaping yourself, list the behaviors or characteristics that direct your focus (e.g., preparation; withitness; tone of voice; whether I call mostly on boys or girls; how I question students or respond to students' questions; mannerisms; gestures).
2. View tape (with college supervisor or prior to giving videotape to college supervisor).
 - What did you hear or see related to the above areas of concern?
 - What was a strength? What was a weakness?
 - To what degree were the students engaged?
 - Did my behavior demonstrate *withitness*?
 - What would I change if the lesson were repeated? How could I be more effective?
 - What surprised me in the way I spoke or reacted?

Student Teaching Reminders

1. **PARTICIPATE!** You are expected to attend all meetings and school-related activities (in-school and out-of-school) in which your cooperating teacher participates.
2. **TAKE CARE OF YOURSELF!** Student teaching can be stressful. Plan to get regular exercise and sleep during the student teaching experience. Be organized and well prepared. Complete all assignments in a timely fashion. Let people around you know that you are student teaching. Have someone to confide in about problems with your student teaching. Always set aside time for yourself.
3. **PUT YOURSELF IN YOUR STUDENTS' SHOES.** As you plan your lessons, anticipate potential problems in advance (e.g., management, equipment that will not work, how students might work in groups, students' understanding of content, questions students might ask).
4. **COMMUNICATE, COMMUNICATE, COMMUNICATE!** Always find time to talk with your cooperating teacher about the day's occurrences. Be willing to share your ideas. Be open-minded. When the cooperating teacher and college supervisor are making suggestions, listen to what they have to say. Remember, they are there to offer their support and they want you to be successful.
5. **ASK LOTS OF QUESTIONS!** If you are unsure about something, ask. If you need more guidance, ask. If you need more feedback, ask. If you are wondering why your cooperating teacher did something or taught a certain way, ask. Student teaching is an invaluable learning experience. Take advantage of every opportunity.
6. **BE A SPONGE** and soak up everything! Experience as much as possible.
7. **BE FLEXIBLE!** Classrooms and children require flexibility.
8. **BE PROFESSIONAL AT ALL TIMES!** Be aware that your conduct in the school and in the community is being watched and evaluated by students, parents, colleagues, and the community at large. People you may not recognize could see you in public and usually do. Realize that others hold teachers to a particular set of standards and values. Also, what you wear to the school must be professional attire.