

Student Teaching/Internship Syllabus

(Course numbers will vary with your program.)

Educators as GUIDES for Engaged Learners



Your supervisor is responsible for supporting, guiding, observing, evaluating and assigning the final grade, with input from the mentor or cooperating teacher.

Course Description:

Teaching under supervision. This course is designed for UNT teacher certification candidates. It includes supervision by university faculty and support from a school-based mentor teacher. Content includes supervised application of the Texas Pedagogy and Professional Responsibilities Standards. Requirements include classroom teaching under the leadership of the mentor or cooperating teacher and guidance of the supervisor.

UNT Core Curriculum Over-arching Objectives:

1. Gain an awareness of fundamental areas of knowledge and the interrelationships among them. Assessed through Student Teacher Appraisal Report (STAR form), Domain 1, Content and Curricular Knowledge. Students will design and implement lessons and instructional units, including interdisciplinary lessons/units, in content areas appropriate to their field placement in early childhood, elementary, middle school, and/or secondary classrooms. Specifically, they will demonstrate competency in the following Content and Curricular Knowledge subareas: students learn at a high cognition level; students connect learning to life, work, and other disciplines; objectives are stated or implied and include knowledge, skills, and concepts; instruction promotes critical thinking and problem solving; instructor uses questioning and inquiry techniques to challenge students; instruction is aligned with larger curriculum objectives (TEKS); instructor emphasizes value and importance of content/activity; instruction and assessments reflect daily and long-term curriculum objectives.

2. Gain the skills required to explore and test ideas. Assessed through Student Teacher Appraisal Report (STAR form), Domain 2, Knowledge of Teaching and Assessment. Students, as student teacher interns in early childhood, elementary, middle school, and/or secondary classrooms, will act as reflective practitioners who gather data, analyze data, and draw conclusions for the purpose of making decisions regarding (a) the design and implementation of instruction and (b) the evaluation of instruction and assessment of Pre-K-Grade 12 student learning/achievement. Specifically, they will demonstrate competency in the following Knowledge of Teaching and Assessment subareas: students demonstrate task commitment; motivational techniques are employed; instructor maintains appropriate pacing and sequencing of instruction; academic progress of students is monitored and assessed; instructor uses a variety of assessment methods to check for understanding; instructor re-teaches and re-evaluates as necessary; and instructor reinforces student learning.

3. Have the ability to read intelligently, write clearly, and speak well. Assessed through Student Teacher Appraisal Report (STAR form), Domain 5, Professional Communication. As preservice teachers, the students will engage in professional verbal (oral and written) and non-verbal communication with Pre-K-Grade 12 students, parents, mentor teachers, university supervisors, and public school administrators. Specifically, they will demonstrate competency in the following Professional Communication subareas: instructor effectively uses available technology; instructor gives students specific, constructive feedback; written communication with students is appropriate and accurate; verbal and non-verbal communication with students is appropriate and accurate; instructor encourages students who are reluctant and having difficulty; communication with colleagues is appropriate and timely; instructor interactions are supportive, courteous, and respectful; instructor seeks community input and parental involvement.

4. Value different ideas, perspectives, cultures, and viewpoints. Assessed through Student Teacher Appraisal Report (STAR form), Domains 3 and 4, Promotion of Equity for All Learners and Encouragement of Diversity. As preservice teachers, the students will be working in a diverse public school setting, charged with the responsibilities of promoting equity for all learners and encouraging diversity. Specifically, they will demonstrate competency in the following subareas: classroom environment promotes self-discipline and self-directed learning; instructor interacts with students

equitably and applies rules fairly; instructor specifies behavioral expectations; instructor intervenes and re-directs off-task and inappropriate behavior; instructor reinforces desired behavior; instructor effectively manages time and materials; instruction expands multi-cultural and global understanding; instructional materials acknowledge student diversity; instructor accommodates for students with disabilities; instruction relates to interests and varied characteristics of students; all students are engaged in learning; all students are successful; and instruction is culturally responsive.

5. Demonstrate personal and social responsibility. Assessed through Student Teacher Appraisal Report (STAR form), Domain 6, Engaged Professional Learning. As preservice teachers, the students will demonstrate engaged professional learning through exhibiting positive teacher dispositions (both professionalism/curriculum-centered and student-centered). Specifically, they will demonstrate competency in the following Engaged Professional Learning subareas: engages in professional development and learning; adheres to legal and ethical requirements; has appropriate level of knowledge of the education system in Texas; and employs reflection for improvement of teaching.

UNT Capstone Experience Course Criteria:

1. The course will help students integrate knowledge from across the core curriculum. As student teacher interns, the students will integrate content knowledge from across the core curriculum as they teach subject matter in early childhood, elementary, middle school, and/or secondary classrooms.

2. The course will participate in assessments of the full core. The Student Teacher Appraisal Report (STAR form), employed as an assessment tool in this course, includes a subsection that specifically addresses Content and Curricular Knowledge, as acquired by students across all their core coursework.

3. The course will be offered at the Junior/Senior level. This course is offered at the senior, 4000-level, typically during a student's last semester of undergraduate registration.

UNT Capstone Experience Objectives:

1. UNT graduates will make connections between different areas of knowledge and different ways of knowing. This objective aligns with Over-arching Objective 1 and with Student Teacher Appraisal Report (STAR form) Domain 1. (See detailed descriptions above.)

2. UNT graduates will be able to express ways that exposure to different ideas, perspectives, cultures, and viewpoints have enriched their thinking. This objective aligns with Over-arching Objectives 3 and 4 and with Student Teacher Appraisal Report (STAR form) Domains 3, 4, and 5. (See detailed descriptions above.)

3. UNT graduates will be able to learn decision-making strategies that include an ethical analysis. This objective aligns with Over-arching Objectives 2 and 5 and with Student Teacher Appraisal Report (STAR form) Domains 2 and 6. (See detailed descriptions above.)

4. Participate in activities that promote the common good. The ultimate goal of all schooling is citizenship education. In their student teaching/internship, student teachers/interns play a role in (a) imparting our cultural heritage to Pre-K through Grade 12 students and (b) guiding these students towards becoming productive, participating members of our democratic society. This objective aligns with Over-arching Objectives 1-5 and Student Teacher Appraisal Report (STAR form) Domains 1-6. (See detailed descriptions above.)

UNT Goals for Teacher Certification Candidates:

Goal I: Content/Curricular Knowledge: Learner-Centered Planning and Instruction

Goal II: Active, Successful Student Participation in the Learning Process

Goal III: Evaluation and Feedback of Student Progress

Goal IV: Management of Student Discipline, Instructional Strategies, Time and Materials

Goal V: Professional Communication

Goals and Objectives: Texas Pedagogy and Professional Responsibilities Standards (EC-12)

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage student in the learning process, and timely, high quality feedback.

Assessment of UNT Core Curriculum Over-arching Objectives and Capstone Experience Objectives Using the Student Teacher Appraisal Report (STAR Form):

- At least four documented observations using the Student Teacher Appraisal Report (STAR form) are conducted by the university student teaching supervisor (two per student teaching rotation/field placement). The six domains of the STAR align with the five UNT core curriculum over-arching objectives and four capstone experience objectives as follows:
 - STAR Domain 1 (Content and Curricular Knowledge) = Over-arching Objective 1 (Gain an awareness of fundamental areas of knowledge and the interrelationships among them.) = Capstone Experience Objective 1 (UNT graduates will make connections between different areas of knowledge and different ways of knowing.)
 - STAR Domain 2 (Knowledge of Teaching and Assessment) = Over-arching Objective 2 (Gain the skills required to explore and test ideas.) = Capstone Experience Objective 3 (UNT graduates will learn decision-making strategies that include an ethical analysis.)
 - STAR Domain 3 (Promotion of Equity for All Learners) and STAR Section 4 (Encouragement of Diversity) = Over-arching Objective 4 (Value different ideas, perspectives, cultures, and viewpoints.) = Capstone Experience Objective 2 (UNT graduates will be able to express ways that exposure to different ideas, perspectives, cultures, and viewpoints have enriched their thinking.)
 - STAR Domain 5 (Professional Communication) = Over-arching Objective 3 (Have the ability to read intelligently, write clearly, and speak well.) = Capstone Experience Objective 2 (UNT graduates will be able to express ways that exposure to different ideas, perspectives, cultures, and viewpoints have enriched their thinking.)
 - STAR Domain 6 (Engaged Professional Learning) = Over-arching Objective 5 (Demonstrate personal and social responsibility.) = Capstone Experience Objective 3 (UNT graduates will learn decision-making strategies that include ethical analysis.)
 - STAR Domains 1-6 = Over-arching Objectives 1-5 = Capstone Experience Objective 4 (UNT graduates will participate in activities that promote the common good.)

Other Assessments of Learning:

1. Participation in professional dialogues—timely and substantive
 - With mentor and other campus colleagues
 - With university supervisor (may be by e-mail, WebCT, phone, face-to-face, or any combination).
 - With university supervisor, mentor teacher, and intern conduct three-way conferences at mid-semester and at the end of the semester to discuss intern progress.
2. Satisfactory observations of teaching
 - Observations may be both formal and informal
 - Mentor/cooperating teacher completes a midterm and a final evaluation of the intern
 - At least four documented observations using the STAR form conducted by the university supervisor (two per rotation)
 - Each observation to be accompanied by appropriate feedback and response
2. Documentation of instruction (lesson plans, reflections, e-mail messages) as required by supervisor

FOR EC-4 AND 4-8 STUDENT TEACHERS:

4. Satisfactory presentation of Professional Portfolio (evaluated with Program Rubric)
5. Specific Portfolio contents might include such items as: (Cadre Coordinators choice as to cadre specific contents. These are only mentioned as suggestions.
 - Selected lesson plans to show knowledge of content & pedagogy
 - Assessment instruments and procedures
 - Student work
 - Reflections/self evaluation, using Program Goals and Objectives as criteria for evaluation.

Recommended Textbooks and Resources:

- Arends, R. I. (2000). *Learning to teach* (5th ed.) Boston: McGraw-Hill.
- Wiggins, G. (1998). *Educative assessment: designing assessments to inform and improve student performance*. San Francisco, Calif.: Jossey-Bass. ISBN/ISSN 0787908487
- Current TEKS and TAKS objectives.
- Wong, H. & Wong, R. (1998). *First days of schools*. Mountain View, CA: Harry K. Wong Publications, Inc. ISBN 0-9629360-2-2.

NOTE: This syllabus is intended to serve as a guideline for the intern, mentor, and supervisor and is provided as the standard UNT student teaching syllabus. The University Supervisor may add requirements, provide an additional syllabus, or provide other guidelines as appropriate to the subject area taught, grade level of assignment, or campus goals and objectives.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

EC-4 AND 4-8 Student Teachers, log on to this website for more specific listing of your goals and guidelines for the portfolio process:

<http://www.coe.unt.edu/teachertools/ncate/candidateportfolioresources.htm>

Course Requirements

1. work with small groups and the class as a whole
2. attend seminars and individual conferences at the supervisor's discretion
3. display professional conduct; adhere to the Texas Code of Ethics
4. adhere to all guidelines (example: attendance) set by the cadre coordinator, mentor and/or supervisor
5. provide records of attendance and classroom activities as requested by the supervisor
6. adhere to all district and campus policies
7. provide complete lesson plans, unit plans, or other curriculum designs as requested by the cadre coordinator, mentor and/or supervisor
8. construct and provide results of assessments of student learning as directed by cadre coordinator, mentor and/or supervisor
9. integrate appropriate technology
10. complete program portfolio under leadership of cadre coordinator, mentor and/or supervisor (EC-4 and 4-8)

Content Outline:

The nature of the internship is documentation and reflection on practice, rather than delivery of information. The following is a POSSIBLE sequence of teaching activities for the semester. The supervisor and mentor teacher may use this as a flexible framework for setting expectations appropriate to the particular campus or classroom.

Week 1:

1. Observe mentor, daily routine, and classroom environment (ongoing).
2. Complete takeover plan with mentor teacher.

Week 2:

1. Teach one to two lessons using mentor teacher's plans.
2. Work with individuals and small groups.
3. Assume responsibility for some classroom routines, such as arrival and dismissal, restroom breaks, and transition times between classes.

Week 3:

1. Plan specific lessons with mentor for which intern will be responsible.
2. Assume more responsibilities for classroom planning and teaching.
3. Assist in tutoring and group work.

Week 4-7:

1. Increase planning and classroom responsibility to the point that the classroom is being managed by the intern.
2. Delegate Interns are expected to plan, implement, manage and evaluate independently as much as possible during the last two weeks of each placement.
3. Participate in a three-way conference comprised of the intern, mentor, and UNT supervisor during the final week of each placement.
4. Conduct a handwritten evaluation of each intern by the appropriate mentors

Week 8:

1. Intern proceeds to next student teaching assignment and schedule begins again. Please note: The observation time will be shorter for the second assignment because of the interns' previous experience in the classroom. However, interns will still need much guidance for planning and teaching appropriate lessons in the new grade level setting.
2. Interns observe and assist, preparing to begin some teaching in the second week of each placement.

Week 9:

1. Plan specific lessons with mentor for which intern will be responsible.
2. Increase responsibilities for classroom planning and teaching.
3. Assist in tutoring and group work.

Week 10 – 14:

1. Increase planning and classroom responsibility to the point that the classroom is primarily managed by the intern
2. Interns are expected to plan, implement, manage and evaluate independently as much as possible during the final two weeks of the placement.
3. Participate in a three-way conference during the final week of the placement.
4. Conduct a handwritten evaluation of each intern by the appropriate mentors.

(Source: Cowart Professional Development School)