

Agenda

Introduction

Spring Student Teaching Information

-Semester Overview

-Goals and expectations

-Teacher Education Practices

-Scheduling

Teacher Certification Navigating Relationships

-CTs

-Supervisors

Entering the school and classroom

Q&A

Final Details

Semester Overview: Logistics

- Weekly schedule: Full days M, T, W, R
- DOE Breaks
 - Midwinter Recess: February 21-February 25
 - **Spring Recess:** April 15-April 22
- TC Breaks: March 14-March 18
 - You are at your placements during TC Break
- Absences
 - Must notify field supervisor and make up missed time

Student Teaching Goals

When thinking about your student teaching goal(s) for the Spring semester

Consider:

- Feedback (midterm and final evaluations)
- Program requirements
- Trying new/different instructional practices
- Certain aspects of UDL lesson plan
- Particular interests, subjects, thematic units

Your field supervisor will work with you to accomplish your goals and meet program requirements.

Student Teaching Goals

Our Goals for You:

- To learn about teaching and learning in order to be as prepared as possible for your own classrooms
- To be respectful of children and to be prepared to embrace any child who enters the classroom (full participation and community membership)

How can we achieve these goals?

- Learner stance
- Engaging in our teacher education practices (including lots of student teaching experience!)

Teacher Education Practices

• Overview:

- Weekly logs
- 3 Formal Observations
- 1 Video Debrief
- 1 Peer Observation
- Midterm and Final Evaluations

Other things to keep on your radar:

- Practicum Part 1 and 2
- Course assignments
- Portfolio
- OTE Record of Hours Form, Certification

Zooming In on Teacher Education Practices: Log

Weekly log

- Purpose
 - 10 weekly logs: January 21- April 1
 - Work through your thoughts, experiences, ideas, etc.
 - Communicate with supervisor
 - · Supervisor will let you know when it is due
 - Feedback should help you make sense of what's going on in your classroom
 - You can determine the type of feedback ask questions, share ideas

Name		
DATE	LOG OF ACTIVITY/LESSON GOALS British what were today's learning objectives and activities Bullet poster are encouraged if you led a leasen or activity; highlight it to yellow	WEEKLY SUMMATIVE REFLECTION Write 2-3 peragraph reflection on your learning this was Francing spins might include the our not formed spin the actived and clearmon community, your mainten's dearing, and your feaching. Contride one exent, question, challing mexicus, difference, or energent discretory that it must asline for you that work, and compose a reflection on that has
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Zooming In on Teacher Education Practices: Observations

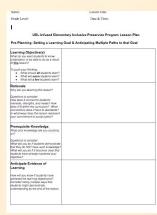
Formal Observations (3)

Process

- 1. Submit lesson plan (using template) to supervisor
- 2. Schedule pre-observation meeting with supervisor
- 3. Receive feedback and make modifications
- 4. 45 min. observation, 15 minute debrief
- 5. Receive observation notes from supervisor

Scheduling

Take the initiative and be flexible (consider CT's, supervisor's, and students' schedules)



Zooming In on Teacher Education Practices: Video Debrief

Video Debrief

Purpose

- Get feedback on something you struggled with
- Objective view of yourself
- Notice details you may not see in the moment

Process

- 1. Submit a lesson plan (using template) to your supervisor
- 2. Receive feedback
- 3. Film yourself teaching a lesson
- 4. Select a fifteen minute clip and send to your supervisor
- 5. Meet with your supervisor to watch the video and debrief

Notes about filming

- Get <u>consent</u>
- Make sure video and audio are clear
- Borrow EdTPA equipment



Zooming In on Teacher Education Practices: Peer Observation

Peer Observation

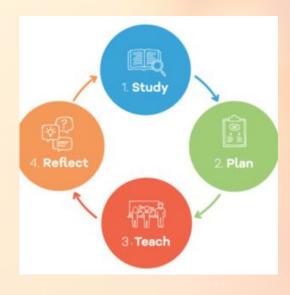
Purpose: Collaboratively engage in pedagogical cycle

(focus on one aspect - alignment between objective and assessment)

Process

- 1. Design a lesson
- 2. Share lesson with supervisor and school-based peer group
- 3. Provide/receive feedback (attention to objective/assessment)
- 4. Teach/observe lesson
- 5. Supervisor facilitates a group debrief

Peer observation possibilities...



Zooming In on Teacher Education Practices: Evaluations

- Midterm and Final Evaluations
 - Use TC-wide evaluation forms to reflect on progress, receive feedback, determine goals
 - 3 copies Supervisor, CT, Self (ST)
 - Use <u>Triad Conference</u> form to identify strengths and areas of need
 - 1 copy synthesis of all parties' input need all three signatures
 - Due dates
 - Midterm due March 4th
 - Final Due <u>April 29th</u>
 - Grades
 - Process use final evaluations, performance and growth throughout semester/year to collaboratively determine grade - supervisor makes a recommendation but not the sole determiner

Other items to keep on your radar...

- Practicum Part 1 and 2
 - State requirement total 100 hours across year, 50 each semester
- Course assignments for Core and Literacy
- Portfolio
 - Revising and adding throughout the semester
- Quantity goals (full day → full week)
- Breadth requirements content areas

- OTE s
 - Record Of Hours Form
 - Certification

Navigating relationships: ST Role

- STs are open to feedback, demonstrate a learner stance
 - Take note of the good and the bad -- it's all valuable!
 - Reframe negatives/areas of disagreement as goals for yourself
 - Communicate needs, interests, ask questions, be humble!
 - Follow along with the classroom rules/routines use lessons to insert your teaching style and try things out (run by CT in advance)
 - Professionalism prepared, communicative, take initiative, be reliable
 - Maximize designated weekly planning time

Navigating Relationships: CTs

- CT Responsibilities
 - Provide feedback (written feedback is not required)
 - May review lesson plans but not required
 - Can collaboratively plan, but not expected to provide you with lesson idea/plan (use this
 opportunity to be independent and creative! ...but run ideas by the CT)
 - Provide you with instructional opportunities (increasing throughout semester)
 - Engage in weekly meeting planning, feedback, questions, discuss students, create/analyze assessments...
 - Complete midterm/final forms and participate in meetings
 - Keep ongoing, honest communication with ST, supervisor, and La Toya
- Issues with CTs
 - Talk to your CT, supervisor, me
 - I can help you think through how to handle situations, not necessarily take action myself, except for...
 - Absolute need-to-know situations: harassment, abuse, danger, discrimination

Navigating Relationships: Supervisors

- They're not supposed to tell you what to do, but will help you make sense of what is going on and what your options are
- Help you name what you're doing, consider what it offers to you and your students, and generate ideas/approaches
- There is an assessment aspect (observations, logs, midterm/final, professionalism)
 - No surprises you drive the bus
- Supervisors have different styles, preferences, organizational systems, and have had a variety
 of experiences be open to their perspectives, but you ultimately make decisions for yourself
 and your teaching (communicate and explain your choices)
- Supervisors will reach out over the next two weeks to introduce themselves, share protocols, and begin scheduling observations
- I take your feedback about supervisors into account

Entering the School and Classroom: The First Few Days

- When do I start? Where do I go?
 - Gather as many details as you can but go with the flow.
 - You should have already contacted your CTs, if not please do so today
 - Your first day is Tuesday, January 18th
- If in-person, check in with security, go to the main office
 - Introduce yourself to staff and administration if available
- Introduce yourself to CT and ask how you can be of help
 - Take initiative and be helpful, but also be an observer
 - Get to know students a bit show your warmth and care (with boundaries!)
 - Determine when is appropriate time to ask questions
- If ICT, both teachers are your CTs, but you'll notice/can ask about preferences in regards to communication and roles

Reflecting on Your Goals

Be proactive:

- What concrete steps will you need to take to achieve your goals?
- What do you need to get done?
- What things do you need to clarify with your CT from the get-go?

Jot a list of things you will need to do, ask, share... it may come in handy!

Certification Checklist

- To Do Items
 - Create a NYSED TEACH ACCOUNT
 - Meet NYSED GENERAL Core in Liberal Arts credit requirements
 - English, Mathematics, Science, History, and Foreign Language
 - Meet credit requirements
 - Course work and student teaching
 - Complete New York State Exams for Initial Certification
 - Complete 3 Workshops
 - Child Abuse and Identification and Reporting Training (unless you took HBSS 4116)
 - School Violence Intervention and Prevention Training (unless you took HBSS 4116)
 - Dignity for All Students
 - Obtain Fingerprinting Clearance
- Once completed, apply for teaching certificate via the NYSED website

Teacher Certification

2 Step Process

- Recommendation by TC
- Issuance of Certificate by NYSED

You must complete:

- Complete Record of Hours Form
- Fingerprinted
- Liberal Arts Requirement
- Undergraduate transcripts

Additional Resources

- Student Teaching Guidebook
- Student teaching Website inclusivestudentteaching.weebly.com

Q&A

Final Details

- Review materials
- Review Google Drive folders
- Check website for updates and due dates
- Check emails!
- Keep us updated with any changes in contact information or anything else you want to share/will be important for us to know
- Keep an open mind
- Battle through it... YOU GOT THIS!!