



# Spring 2022 Student Teaching Orientation

December 20, 2021

# 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

**ELEMENTARY INCLUSIVE WEEKLY LOG TEMPLATE**

Name \_\_\_\_\_

DATE	LOG OF ACTIVITY/LESSON GOALS	WEEKLY SUMMATIVE REFLECTION
Mon.	<i>Briefly: what were today's learning objectives and activities? Did the notes are encouraged? If you did a lesson or activity, highlight it in yellow!</i>	<i>Write a 2-3 paragraph reflection on your learning this week. Writing topics might include (but are not limited to): the school and classroom community, your students' learning, and your teaching. Consider one event, question, challenge, success, dilemma, or emergent discovery that is most salient for you this week, and compose a reflection on that idea.</i>
Tues.		
Wed.		
Thurs.		

\*When writing about specific children in a log entry, always use a pseudonym or the first letter of their name.

# 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)

Name: _____	
Grade Level: _____	
Lesson Title: _____	
Date & Time: _____	
1	
UDL-Infused Elementary Inclusive Preservice Program Lesson Plan	
Pre-Planning: Setting a Learning Goal & Anticipating Multiple Paths to that Goal	
<b>Learning Objectives</b> What do you want students to know, understand, or be able to do as a result of this lesson?  To assess your thinking: <ul style="list-style-type: none"><li>• What should all students learn?</li><li>• What will some students learn?</li><li>• What will a few students learn?</li></ul>	
<b>Rationale</b> Why are you teaching this lesson?  Questions to consider: How does it connect to students' interests, strengths, and needs? How does it fit within the curriculum? What connections does it have to standards? In what ways does this lesson demonstrate your commitment to social justice?	
<b>Prerequisite Knowledge</b> What prior knowledge are you counting on?  Questions to consider: What will you do if students' experiences that they do NOT have such knowledge? What will you do if it becomes clear that students have already mastered your objective?	
<b>Anticipate Evidence of Learning</b> How will you know if students have achieved the learning objective(s)? Consider using multiple ways that students might demonstrate understanding by the end of the lesson.	



# 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 consent
    - 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 Triad Conference 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 April 29th**
- **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](http://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!!**