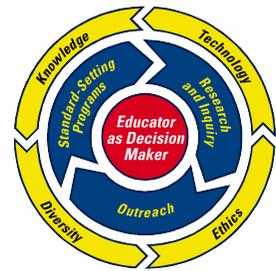


The University of Akron
LeBron James Family Foundation School of Education
Student Teaching
Spring, 2022



Course number(s):

5200-499 Student Teaching PK-5

Credits: 9 (PITP)

Course number(s):

5250:498 Student Teaching Middle Level (4-9)

Credits: 9

Course number: 5300:495

Student Teaching Secondary

Credits: 6

Student Teaching Art

Credits: 9

Student Teaching Music

Credits: 10

Course number: 5500:694 (Graduate Level)

Field Experience Classroom Instruction: AYA

Credits: 8

Course number(s):

5610:486 Student Teaching Mild/Mod

Credits: 9

5610:487 Student Teaching Mod/Intense

Credits: 11

Course number: (Graduate Level)

5610:690 Student Teaching Special Education

Credits: 11

Instructor:

Section:

Office:

Building:

Phone:

Room:

Email:

Day/Time:

Office Hours:

I. Course Description

Student teaching is a planned, all-day, full time teaching experience, coordinated and given oversight by The University of Akron College of Education, in an approved public or private school for a total of 16 weeks.

II. Rationale

The overriding theme of "Educator as Decision-Maker" that guides the teacher education program also guides the experience of student teaching. Student teaching is intended to allow for direct application of learning from previous coursework into this culminating activity. The experience must provide opportunities for the students to engage in applied decision-making strategies along with reflection.

III. Required/Optional Texts

Student Teaching Handbook

IV. COURSE GOALS/OBJECTIVES

Goal/Objective	InTASC Standards	Ohio Standards for the Teaching Profession	SPA Standards (if applicable)	Ohio Board of Regents Requirements	Assessments, Activities, or Assignments
Planning for Instruction and Assessment	2C,6B,7A,7B,	2.3,4.1,4.5,4.7	1C,2A,4A		Daily Teaching, formal and informal Observations, Midterm and Final Evaluation
Instructional Delivery	3D,5D,7C,8B	3.2,4.3,4.6,5.1,5.2,5.5	2B,3B		Daily Teaching, formal and informal Observations, Midterm and Final Evaluation
Formative and Summative Assessments	6C,6D,7D	3.1,3.3,3.4	4B		Daily Teaching, formal and informal Observations, Midterm and Final Evaluation
Analysis of Teaching	4C	4.4	4C		Daily Teaching, formal and informal Observations, Midterm and Final Evaluation
Dispositions: Professional Commitments and Behaviors	3D,9O,10D	3.4,7.1	5A,5D		Daily Teaching, formal and informal Observations, Midterm and Final Evaluation
Dispositions: Professional Relationships	10B	5.3,6.3	5C		Daily Teaching, formal and informal Observations, Midterm and Final Evaluation

Critical Thinking and Reflective Practices	9N	7.2			Daily Teaching, formal and informal Observations, Midterm and Final Evaluation
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V. Course Outline

This section should provide a list of topics and assignments by week of term. Where possible and applicable, initial and advanced teaching licensure courses should indicate assignments related to 1) Requirements for the Resident Educator License, 2) School Operating Standards, 3) Value-add Progress Dimension, 4) Instruction for Individuals with Dyslexia, and 5) Professional Development Standards

Week	Topic	Activity/Assignment	Due Date (Individual instructor will complete)
1	Planning, Instruction and Assessment	Observations/Co-Planning/Get to know Students	On-going
2	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
3	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
4	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
5	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
6	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
7	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
8	Planning, Instruction and Assessment	Mid-term Evaluation (CPAST) Co-Plan, Co-Teach, Co-Assess	Feb. 28, 2022 On-going
9	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
10	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
11	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
12	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
13	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
14	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
15	Planning, Instruction and Assessment	Co-Plan, Co-Teach, Co-Assess	On-going
16	Planning, Instruction and Assessment	Transition Classroom back to Mentor Teacher. Return all materials and resources back to Mentor Teacher. Complete on-line EXIT survey	April 25, 2022 May 6, 2022 Student teaching ends Final Eval CPAST due by May 6, 2022

VI. Instructional Strategies/Activities

1. Teacher Candidates are expected to attend school placement each day during the same hours required of the mentor teacher.
2. Teacher Candidate will follow policies and procedures as designed by school/school district assigned for teaching experience.
3. The Teacher Candidate will write lesson plans according to lesson form contained in **Teacher Candidate Handbook and or Student Teaching web site** for each day for all instruction implemented.
4. The Teacher Candidate will co-plan, co-teach and co-assess with the Mentor Teacher throughout the sixteen-week experience.
5. The Teacher Candidate will follow all policies and guidelines in the **Teacher Candidate Handbook**.
6. The Teacher Candidate will engage in all aspects of managing a classroom.
7. The Teacher Candidate will engage in activities outside of the classroom that are part of the total school experience.
8. The Teacher Candidate will collaborate with the mentor teacher on a daily basis for the purpose of teaching and learning.
9. The Teacher Candidate may be observed and evaluated by the building principal one time during the student teaching experience.
10. The Teacher Candidate will be observed and will be provided feedback by the University Supervisor and Mentor Teacher.
11. The Teacher Candidate will complete and submit an edTPA Portfolio by required date in colloquium/practicum course.
12. The Teacher Candidate will complete on-line Exit survey by the end of the semester.

VII. Diversity and Technology

Teacher Candidates are placed in a variety of Urban, Suburban and Rural settings to complete their sixteen-week Student Teaching experience. Settings in which students completed their Field experiences are considered when making Teacher Candidate placements.

During the Teacher Candidates experience at the assigned District Building, Teacher Candidates are expected to use the available technology as part of their instruction. The Technology may vary from low tech to high tech.

VIII. Ohio's New Learning Standards

During the Student Teaching course Teacher Candidates are in the classroom on a daily basis. This experience is in alignment with Ohio's new Learning Standards – Common Core. This daily experience has a focus on the application of content knowledge and allows Teacher Candidates to demonstrate teaching skills. This experience allows Teacher Candidates the opportunity to collaborate with their peers, parents and other school community members. Teacher candidates will have the opportunity to reflect on their own practice and receive feedback from their Mentor Teacher and University Supervisor. During these daily activities they can collaborate with other teachers in the building. During this experience, Teacher Candidates will demonstrate an understanding of their content area(s) as they work with students in an educational setting. Teacher candidates will make content knowledge accessible to all learning using a variety of modalities. The Teacher Candidate will implement and demonstrate effective instructional practices that include; assessment based planning, facilitating engaging instruction, and facilitating summative and formative assessments of student learning. The Teacher Candidate will be responsible for creating and sustaining a positive and productive learning environment that allows for student achievement. These activities will be measured through daily formal and or informal observations, frequent feedback from observations, and through a midterm and final evaluation.

IX. Evaluation/Student Assessment

There are three elements that are involved in successful completion of the Student Teaching course.

1. **Mid-term and Final Student Teaching Evaluation (CPAST)**
2. **Completion of the Student Teaching Exit Survey**
(https://akron.qualtrics.com/jfe/form/SV_5vBiopcunBgdnlr?Q_JFE=qdg)

Grade Policy and Credit – According to the University of Akron’s Bulletin

www.uakron.edu/.../undergraduate-bulletin/2014/important-policies/grade-policy-and-credit.dot - 41k

I - Incomplete: Indicates that the student has done passing work in the course but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of exam week of the following term, not including summer sessions, converts the “I” to an “F.” When the work is satisfactorily completed within the allotted time, the “I” is converted to whatever grade the student has earned. It is the responsibility of the student to make up the incomplete work. The faculty member should submit the new grade to the Office of the University Registrar on a change of grade form, which is available through MyAkron. If the instructor wishes to extend the “I” grade beyond the following term for which the student is registered, the instructor should submit an incomplete extension form, which is available through MyAkron, before the end of the semester.

Do not let your incomplete turn into an “F.” The University of Akron will not guarantee that if you do not complete the edTPA during your Student Teaching semester that you will be eligible to receive your license by the state of Ohio.

Required Completion of the Student Teaching Survey

By the end of the semester, you will be required to complete the Student Teaching Exit survey found on the Student Teaching website. Failure to complete the required survey may result in failure of the Student Teaching course.

Mid-Term and Final Evaluation of Teacher Candidate Performance

Scoring of the Teacher Candidate Evaluation

Students will receive one Mid-term and one Final. Graduate Students receive a letter grade and under- graduates receive credit/no credit.

In order to pass the mid-term and final, students must receive a cumulative score of 1.75 (on a scale of 3) or above to pass. A cumulative score of 1.74 or below is considered failing. In order to pass the class, the final must reflect a cumulative score of 1.75 or above, as well showing proof that the edTPA Portfolio has been uploaded to Pearson. If a student receives a score of 1.99 or below an Action Plan must be developed and the Director of Student Teaching notified.

The grading scale for Graduate Students is as follows:

- A 2.5 -3.0
- B 2.0 – 2.49
- C 1.75 – 1.99
- D 1.5 – 1.74
- F 1.49 - below

*If there is not an agreement between score totals on the final evaluation between the mentor teacher and the University Supervisor, the University Supervisor will make the final determination with input from the Director of Student Teaching.

If a student is struggling with an area(s) in their Student Teaching internship an Action Plan may be implemented to document the issue as well as develop goal(s) to address the issue.

Implementing and Monitoring an Action Plan

- The action plan should be developed as a team and should be signed by all members of that team.
- The action plan should be monitored at least weekly from the time it is written until the time of the final.
- Copies of the action plan should be submitted to the Office of Student Teaching and Field Experience immediately following initial signing.
- The action plan should also be attached to all copies of the midterm evaluation for each member of the student teaching team.

- Action plans are available through the Office of Student Teaching and Field Experience Office as well as on the Student Teaching website.

X. Conceptual Framework Proficiencies

The University of Akron, College of Education has identified **Educator as Decision Maker** as the theme of our conceptual framework, which has been developed around the core components of professional practice and scholarship identified in the mission statement of the college: **Knowledge, Technology, Diversity, and Ethics**. The theme and components provide direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is our goal to provide opportunities to candidates to develop a solid foundation in the identified proficiencies for each of the core components through well-planned coursework. This foundation then transfers into knowledge-based decision making as it applies to **Standards Setting Programs, Research and Inquiry, and Outreach**. Descriptions of the proficiencies are provided at <http://www.uakron.edu/education/about-the-college/conceptual-framework.dot>

XI. University and Course Policy Information

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources: <http://www.uakron.edu/registrar/bulletins/grad/>, then select "General Information" (academic honesty); or <http://www.uakron.edu/studentlife/sja/codecon.php> (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult <http://www.uakron.edu/access> and the Office of Accessibility at (330) 972-7928.

1. Other policies specific to the course.

XII. Bibliography – No text required.

Expectations for Student Teaching

Completing Student Teaching hours in the school setting is an essential part of teacher education program requirements. Students from the University of Akron are expected to demonstrate professional conduct and behavior consistent with that of educators at all times. Professional behavior and a disposition that contributes to the learning environment will benefit both University of Akron students and our p-12 partner schools.

It is important that the mandatory requirements noted below are followed during Student Teaching experiences and all times in school settings. These requirements provide operational definitions of professional behavior and expectations. If it is believed that special consideration is needed, the course instructor should be informed about exceptions. Also, university instructors have discretion to intervene for unique situations that may not be described below. Failure to follow requirements for field experiences may result in such action as is deemed necessary and prudent, including but not limited to, removal from the Student Teaching experience by the school, by the University, or both. Please see Student Teaching Handbook, located on the Student Teaching website for additional expectations.

Attendance, Punctuality and Other School Policies

1. Completion of all student teaching hours is required. If a student is ill, has a family emergency or other excused absence, they are to notify both the university supervisor and the Mentor Teacher. Vacations are not considered excused absences. Do not knowingly expose any school personnel or child to a contagious disease that may compromise the health of the p-12 students or staff.
2. Absences beyond three days may result in failure of Student Teaching or require extension of time in placement. The Coordinator of Student Teaching will make final determination of action required.
3. If you decide to quit Student Teaching, you must notify the Student Teaching Coordinator, your University Supervisor and Mentor in writing.
4. Demonstrate punctuality. Be on time. Try to avoid disrupting classes by arriving after classes have started or before a class is finished. It is understood that students may need exceptions due to conflicts. The

mentor teacher and the university instructor/supervisor should be notified if a student is going to be late. Sign in at the school office.

5. Go to the school only at assigned times unless given specific permission for an alternative time approved by the university instructor or mentor teacher.
6. Make certain that any documentation/signatures regarding the completion of the Student Teaching hours are completed as instructed. (If required by school)
7. Observe all p- 12 school policies and procedures (e.g., adhere to school parking rules, follow copy machine etiquette, etc.).
8. Obtain a copy of the school disciplinary/medical/crisis procedures. Refrain from physical intervention in the event of altercation(s) among students. Be aware of responsibilities in these circumstances. If there is a question about anyone's role, please seek clarification from the field site and/or the university supervisor.
9. If at any time there is uncertainty about requests made from mentor teacher or other school personnel, the university supervisor should be informed immediately.
10. Do not provide personal transportation to any P-12 students.
11. Maintain professional boundaries at all times and do not arrange individualized, outside of school social activities with students or families.
12. Students should wear UA Student ID visibly at all times and be ready to produce this if are questioned. Wear any identification badge as required by the school.
13. No smoking is permitted on school property. This is a state law.

BCI and FBI Requirements

Before you begin your student teaching experience, you are REQUIRED to have both a **current** BCI and FBI clearance. This is a mandated requirement from the school districts.

You may **NOT** take expired documents to your field placement or student teaching sites.

Do not wait until the start of the semester; please handle this immediately so your paperwork is ready for the start of the semester. The state department is saying that it takes thirty days to process. If something shows up on your record, even if it has been expunged, it will take longer to process.

Always request a copy for your own records. You will have to have a copy with you to present to the school district(s) you are assigned to. You do not need to send a copy to the COE or Office of Student Teaching and Field; it is your responsibility to manage your documents.

If you do not have the required documents ready for when your field course or student teaching starts, you may not be able to complete the requirements of the course. The COE and or Office of Student Teaching cannot not waive this requirement and give you permission to start at the school. Once again, this is a mandated district policy.

If you incur a new violation that will be placed on your BCI and or FBI report once you have started the semester, you must report it to the Coordinator of the Student Teaching immediately.

Dispositions and Courtesy

1. Be courteous to **ALL** school personnel with whom there is contact.
2. When asked to participate in an activity other than one specifically aligned with university assignment, accept the request graciously. If the request is over and above expectations, be courteous and inform your university supervisor for resolution.
3. Turn off your cell phone during your Student Teaching experience.
4. No food or beverages are permitted in schools or classrooms.
5. Be aware that any information you post on public internet sites is available to future employers and colleagues. (See confidentiality section.) Therefore, discretion is advised.

Appearance and Dress

1. It is required that the student demonstrate an appropriate professional appearance and demeanor at all times during the Student Teaching experience. Consider each visit to the school as an informal "interview" for a teaching position.

2. Attempt to dress and maintain hygiene in a manner consistent with the educators, staff and administrators at the field site. Business attire is generally an acceptable standard. For example, it is required that the following items are not worn in the field sites: shorts, short skirts (shorter than mid-thigh), sunglasses, hats, flip-flops, bedroom slippers or clothing that gives the impression of pajamas, jogging suits, garments that don't meet in the middle and expose skin, any clothing with writing (other than small brand name logos or labels), any clothing that is too low, too short, too tight. (If you have to ask someone if your outfit is appropriate, it probably isn't). If a field site teacher or administrator makes a recommendation regarding your manner of dress or hygiene, you are expected to cooperate to the best of your ability. Exceptions to these guidelines can be made with the approval of the university supervisor.
3. Certain exceptions to dress expectations can be made during field or student teaching for specific licensure areas such, but are not limited to, as physical education or intervention specialist with the approval of the mentor teacher. Exceptions for certain activities such as field trips with young children can also be made with the approval of the cooperating teacher.

Social Media

1. *When you are placed in a school the school district considers you a representative of their school.*
2. *If you use any form of Social Media, you need to be sure that all of your content posted is considered professional. (language, photos, all images, political and religious commentaries)*
3. *Take the time to review all of you Social Media postings and edit as needed.*
4. *If a school district considers your postings inappropriate and unprofessional, they may ask you to be removed from your Student Teaching placement.*
5. You may not post or share pictures, videos or the names of any student(s), parent(s) or school personnel in your Student Teaching placement.

Legal and Ethical Issues

1. University assignments related to these experiences must be written in a professional manner. While the assignment may require a description or analysis of teaching methods or other classroom variables as they relate to course content, a student is not to critique personal characteristics of administrators, teachers or students. A student is not to make any statements that cannot be supported with objective observational data. When writing reports, consider that what is written may be read by administrators, the teacher, other teachers or parents. If terms and content are used that is unprofessional and could be considered insulting, it should not be written. For example, a child should not be described with terms such as "dirty, lazy, obnoxious" etc. Consultation should be sought with the classroom instructor for suggestions regarding appropriate and professional writing when attempting to describe behaviors beyond the range expected of students in this particular setting.
2. Confidentiality is a *must*. In all observation reports and communications. Omit names of teachers, children, and school or district information so as to maintain a professional policy of confidentiality. In addition, a student is not to informally share any identifiable or confidential information with outside individuals such as your friends or family. All persons should be familiar with FERPA laws and how they apply to professional communication in the p-12 setting. No student records should be taken outside of the field setting. Permission must be obtained if a student anticipates taking pictures of the students in the classrooms.

3. Be aware that all members of the student teaching team are mandated reporters. If a situation arises, inform the instructors, mentor teacher, building leader and/or director of The Office of Student Teaching and Field Experience immediately; however, all remain obligated to report any incident of suspected abuse or neglect. All members of this team are also under an obligation to report any statements or behaviors that suggest possible harm to self or others. Consult with the building administrator immediately if you are aware of situations which pose the possibility of risk and inform your university instructor.

As stated previously above, these requirements are not meant to include all possible situations or events that may be encountered when in a field setting. If any situations or events arise that give cause for concern, consultation with the university supervisor and/or the Coordinator of The Office of Student Teaching and Field Experience should take place. In addition, if the school setting has policy requirements not listed above, The University of Akron student is expected to comply with those expectations. If discrepancies exist between UA and school policies, the student should inform the university supervisor and/or The Coordinator of The Office of Student Teaching and Field Experience. Resolution may be found in a variety of on-campus and off-campus resources.

Edited by Karen Plaster.

(February 2021)

Developed by Jeremy S. Brueck, Ph.D. January 15, 2017