

Student Name: _____

Complete this form after the first day of your student teaching assignment. Place it in your student teaching handbook in the Reflections section.

What was your overall impression of the first day?

What are your first impressions of the classroom?

What are your first impressions of the students?

What are your first impressions of the master teacher?

What questions do you still have that need to be asked or clarified?

Contact Information:

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Class meetings: Fridays, October 6, 13, 20, 27, and November 3rd from 8 am to 10 am. Once school begins, students are required to be at their assigned schools by 10:30 a.m. after seminar.

Good Teaching is 1/4 preparation and 3/4 theater... Gail Godwin

SCHOOL ASSIGNMENTS:

- Arrive on time with a POSITIVE attitude. Leave any problems in the car.
- **Absences** are to be reported to the University Supervisor and Master Teacher. Do not make it a habit. If there are scheduled pupil-free days, you are still to be at work. Student Teachers follow the Master Teacher's schedule, not the student's. You are allowed one absence each quarter.
- **Substituting** for your master teacher must be approved by your university supervisor and Debbie Meadows. Do not substitute in another teacher's classroom or in your classroom without proper authorization from the district and CSUB. Maximum of 3 days will be allowed.
- **Dress properly** – no flip flops, tennis shoes, jeans, shorts, bare-midriff tops, etc. Follow the CSUB dress code, not what the inservice teachers wear. This is your first impression with the school staff, district, and parents - make it a good one.
- If professional development and/or staff meetings is made available to you – attend!
- Be professional and discrete regarding “gossip”.
- If your Master Teacher suggests an activity, lesson, or what ever – JUST DO IT!
- You are the teacher – Do not treat the students as peers or pals.
- Follow the Master Teacher's discipline policy. If you would like to try another approach, consult the Master Teacher and your supervisor first.
- Introduce the University Supervisor to the students (Mrs. or Ms _____).
- If you have to reschedule a visitation, call as soon as possible. If you have to reschedule on the day of a visitation, please do not call the University Supervisor before 6:30 a.m.

VISITATIONS:

You will be formally observed by the University Supervisor 5 times during your assignment. These visits will be scheduled with you in advance, but there could be an additional unscheduled visit during your assignment as well. You will be contacted via your CSUB runnermail account. Check it daily for visitation updates and information. You can redirect your runnermail to your home e-mail. To do so, go to the CSUB Extended University web page and select runnermail. Go to Rules, check Redirect, and type in your home e-mail.

One additional supervisor visit (6th) will be to review and discuss your course final; if possible this visit will include the master teacher, student teacher, and university supervisor in a 3-way conversation.

What will we be looking for?

Evidence that you understand and use the California Standards for the Teaching Profession and the Teaching Performance Expectations for yourself and your students in each lesson.

The California Standards for the Teaching Profession can be found in the CSUB Student Teaching Handbook. The Teaching Performance Expectations can be found in the CSUB Student Teaching Handbook.

What do we expect?

- Formal written 7 - step lesson plan for each scheduled University Supervisor visitation. Use the format in this syllabus (page 9).
- Active engagement of students in the learning process – no DOL, read-aloud, tests... You may have to work with your master teacher to rearrange the daily schedule when the University Supervisor visits
- Updated notebook with current reflections and questions for each visitation
- Updated Master teacher interactive journal

What do we need when we visit?

- A place to sit and observe the lesson—preferably with a table/desk
- Your notebook and lesson plan for review—make sure the notebook has been updated with daily reflections and materials
- Master Teacher/Student Teacher Journal (spiral notebook)
- Time with you to review the lesson – You are responsible for planning with your master teacher an appropriate time to have them rotate into your lesson to work with the students as you conference with the University Supervisor (approximately 20-30 minutes into the visit).
- Our visit will last approximately 45 minutes from the beginning of your lesson to the end of our conference.

UNIVERSITY REQUIREMENTS:

VIDEOTAPE:

Stage 2—at least one MATH lesson generally this is for your use, but the University Supervisor or school representative can ask to view it. The math instructor may ask to see your video. You will need to give your University Supervisor a copy of your written reflection (see www.onlineeducator.info for template) on the video at your 4th visitation. Save this video for submission with your credential portfolio at the end of the program. Videos may be watched by your supervisor or a program coordinator, check with your supervisor or coordinator regarding acceptable formats. You will complete a Social Studies video lesson in stage 3.

BULLETIN BOARD:

Your bulletin board should be complete before the 4th visitation. Take a picture of the bulletin board and place it in your notebook with a reflective explanation. Reflection Guidelines are at the end of this syllabus (see www.onlineeducator.info for template).

LESSON PLANS: NO PLANS—NO TEACH

When you start, you will need to write formal lesson plans for each lesson taught in the classroom. However, when you start teaching more than two lessons a day, you may (with Master Teacher and University Supervisor permission) begin using plan book or block style lesson plans. **Lesson plans (formal or plan book) are due to your Master Teacher at least three days in advance.** All formal plans are to be **initialed and dated** by your Master Teacher and the University Supervisor, place these in your notebook. After beginning the plan book, you still need to write one formal lesson plan for your Master Teacher each week in addition to the formal plans for the University Supervisor's visitations. A minimum of 10 formal lesson plans must be included in your notebook and uploaded to your Livetext student teaching project.

NOTEBOOK:

This is a critical part of your student teaching assignment and will be a part of your SB2042 credential portfolio process. The notebook is divided into 6 sections: Schedules, Lesson Plans, Reflections, Classroom Notes, Work Samples, and Evaluations. Please add a section for seminar and portfolio handouts/printouts.

The **Reflections** section is separate from your master teacher journal (spiral notebook). This is for your daily reflection on how your day went, instruction, observations, student thoughts. This is your written communication with your university supervisor. See pages 7 and 8 of this syllabus for guiding questions. Minimum length 2 solid paragraphs that answers 2-3 of the reflective questions. Reflections may play an important part in your portfolio as evidence—take time to create good work.

Think of the notebook as the beginning of your professional portfolio. Include anything offered by the school or Master Teacher. Put your seminar notes and anecdotal notes in as well. In the lesson plan section, put copies of rubrics and assessments you have created for your lessons. Include some copies of student work and copies of worksheets and materials provided by the Master Teacher.

SEMINAR:

It is the expectation that students will cultivate professional attitudes and mannerisms. Course work is seen as a prelude to employment where punctuality, courtesy, and full engagement are expected. For this reason, repeated absences from the fieldwork classroom or an absence from one of the five seminars can result in a No Credit grade in this course.

Students will earn a Credit or No Credit in EDEL 439 (CR/NC). Your grade will consist of the student teaching evaluations, seminar attendance, participation, and professionalism.

- ◆ Be on time, bring your notebook and any other assignments/printouts
- ◆ Bring questions, concerns, comments, positives, ideas for seminar topics
- ◆ If you are unable to attend seminar, contact Debbie or Diane before seminar starts
- ◆ Missing more than one seminar will cause you to need to repeat the seminars the next time they are offered in order to complete stage 2 of student teaching

GOOD QUESTIONS TO ASK YOUR MASTER TEACHER:

How closely should I follow the textbook?

What type of instructional strategies would you like me to use/try? What are some of your favorites?

How much noise do you tolerate?

When do you want to meet with me for planning, and lesson review?

How can I contribute to the class and school?

What type of assessments do you use? How should I create my grade book?

Are there volunteers to run off papers and prepare materials?

Do you expect me to talk with the parents regarding discipline or academics?

What technology is available for student use? Teacher use?

What special things should I be aware of regarding the students?

What special things should I be aware of regarding school policy or procedures?

FINALLY:

When you are tired at the end of the day, just remember, as a teacher you are an instructor, manager, entertainer, assessor, counselor, advocate, jailer, and director. **YOU HAVE A REALLY BIG IMPORTANT JOB!**

If you have a concern or a problem, let your University Supervisor know immediately. Your University Supervisor can do a lot to fix and solve problems before they get out of hand. We are here to assist, not to judge. This is only the first of many mentor experiences you will have during your teaching career. Relax, we want you to succeed!

QUICK STEPS TO SUCCESS

1. Be Prepared
2. Establish Rules
3. Be Organized
4. Be Flexible
5. Be Patient—with your students and yourself

When you are observing in your classroom the first day: (use first page of syllabus)

Observe a small group activity/lesson

Observe a whole class lesson

Observe the teacher while instructing (don't think about the room environment)

Observe a single student for 10 minutes

What was helpful to you? What would you do the same? What would you do differently? What surprised you? What questions do you have? Write this in the Reflections section of your notebook. Talk with your Master Teacher about the units/topics you will be teaching. Bring these topics to the next seminar with some ideas of lessons and activities that would actively engage your students in the learning process. If you wish, e-mail us with the topics and we'll see what resources we have for you.

CSUB Stage 2 and Stage 3 Bulletin Board Reflection Guidelines

The student teacher will develop and put up an interactive bulletin board or display that integrates classroom learning and student work.

Bulletin Board Requirements:

Student Work

Minimum of 3'x3'—full board or door

Reflection Requirements:

Purpose for board

State standards and learning objectives met

Detailed description of board

Discussion of time and experience needed to create and put up bulletin boards

Guiding Questions:

-What lesson or unit does this bulletin board tie into?

- What process did you use to complete? (Writing, draft, editing, revision, final copy)

- What did you like best about the presentation?

- What would you change?

Templates and schedules can be found at <http://www.onlineeducator.info/STM/STMIndex.htm>

Reflection Questions for Student Teaching Reflection section of Notebook

- 1 My questions about teaching this lesson or my day in general
- 2 What did I set out to teach? Did I accomplish my objectives?
- 3 Did the students accomplish the objectives? Reteach? How?
- 4 How effective were my materials? Why?
- 5 How effective were my teaching strategies / methods? Why?
- 6 What strategies should I use again? Not use again?
- 7 What grouping did I use? Was it effective?
- 8 Were my lessons dominated by the teacher or the students? Am I happy about that? Why?
- 9 What kinds of teacher-student interaction occurred?
- 10 Did anything unusual happen?
- 11 Did I have problems with a lesson? If so, articulate some possible corrections.
- 12 Did I do anything differently? Should I do something differently next time?

- 13 What were the main accomplishment of my lessons?
- 14 What parts of each lesson were the most successful?
- 15 What parts of each lesson were the least successful?
- 16 Would I teach these lessons differently if I taught them again? Why? How?
- 17 Was my personal philosophy of teaching evident in this lesson?
- 18 Did I discover anything new about my teaching style?
- 19 Did I discover anything new about my students or their learning styles?
- 20 What changes should I make in my teaching style for this group?
- 21 Did I teach ALL of my learners today?
- 22 Did I allow my students to contribute to the lessons today?
- 23 How did I respond to the learner's needs?
- 24 Were the learners challenged by the lesson?
- 25 What do I think they really learned from this lesson? Does this meet the lesson objectives?
- 26 Did the learners like the lesson? Why, what was important to them?
- 27 What didn't they respond well to?
- 28 How might I teach the students differently next time?

Materials Schedule for Seminars

The following handouts and articles can be found at the CSUB library course reserves.

October 3rd, Seminar 1

- Printout Syllabus (emailed to students)
- Read through the Student Teaching Handbook; print out pages: 13-27 and 61-64
- Bring your student teaching notebook (prepared to start)
- Assignment expectations, Bulletin Board expectations
- Livetext review

October 13th, Seminar 2

- We will meet at the Saugus District Office from 8am to 10am (please be a bit early).
Address: 24930 Avenue Stanford, 91355 (in the Industrial Center)
- Bring your student teaching notebook
- Lesson planning review and questions
- Printout from course reserves

October 20th, Seminar 3

- Printout Short & Long Range Planning Packet and School Activities Packet from course reserves
- Bring your student teaching notebook
- Bring your 7 week teaching schedule (set this up with your master teacher and email this to your university supervisor)
- Bring your 1st day reflection to share/discuss (page 1 of syllabus)

October 27th, Seminar 4

- Look through Seminar #3 and #4 from course reserves. Printout and bring 3 things that will help you.
- Bring your student teaching notebook

November 3rd, Seminar 5

- Print out the Johnson article and the Young article from course reserves
- Printout the Student Support Packet from course reserves
- Bring your student teaching notebook

CSUB University Supervisor Student Teaching Information Sheet

Take this to your assigned class on the first day of your student teaching assignment; ask your Master Teacher to assist you in filling out the information. Please fax this form to your university supervisor by Friday of your first week.

Your Name _____ Stage _____

Your Phone Number: _____ Runnermail: _____

Master Teacher's Name _____ Room# _____ Grade _____

Master Teacher's contact number and e-mail: _____

Principal _____ Asst. Principal _____

School Name, Address, and Phone Number: (please complete correctly)

Classroom Daily Schedule:

Your Arrival Time:	Student Arrival Time:
Recess Time (begin/end):	Lunch Time (begin/end):
Music (day/time):	P.E. (day/time):
Art (day/time):	Computer Lab (day/time):
Library (day/time):	Field Trip Dates:
Other non-teaching times:	Assemblies:
Student Dismissal Time:	Teacher Dismissal Time:
Minimum Days:	Pupil Free Days:

Content Area Schedule (additional information to facilitate the visitation schedule):

Reading is taught from:	
Other Language Arts areas:	
Math is taught from:	
Social Studies is taught from:	
Science is taught from:	
Special Information:	

**What subject will you start instructing the second week of this assignment?
 What is the daily schedule for this subject?**

Beginning your Livetext Professional Portfolio

Portfolio Narrative Requirements:

Write a reflective Essay for EACH TPE: (total of 16)

We will go through these and complete some bullet points each stage of student teaching.

1. Write an introductory paragraph that addresses the overall TPE.
2. Select 3 to 5 elements (the individual bullet points) to address. Each stage of student teaching should be represented by one or more bullet points in each TPE. For each of these elements:
 - a. WHAT--Describe some activities / lessons / assignments / strategies that you completed or taught during your credential program (reference specific courses) and their relationship to this TPE.
 - b. SO WHAT--Reflect upon how these experiences have impacted the students you worked with and you as a pre-service professional educator.
 - c. NOW WHAT--Describe your future goals and plans relating to this TPE as you transition into BTSA Induction (pre-service teacher to in-service teacher).
3. Then write a concluding paragraph that summarizes or pulls the TPE together.
4. Attach all Signature Assignments to the section labeled by each course name, and reference them in the essays.

We will begin to look at some TPEs and bullet points in this seminar and complete the portfolio in stage 3.

Guiding Reflective Questions

*“Reflection is what allows us to learn from our experiences:
it is an assessment of where we have been and where we want to go next.”*

Kenneth Wolf

“Next” Questions:

How will you use this to guide your instruction?

How will you use what you have experienced to guide your professional development?

What aspects of instruction and student achievement will you wish to study in greater detail?

How will you improve upon your current work?

What would you do differently regarding setting objectives, monitoring student progress, designing assessments, and delivery of instruction? This could be adapted to include specific targets of each TPE.

How will you apply these activities/artifacts to your teaching?

How will you modify instruction in this area in the future?

How will you continue to develop your skills as a beginning teacher?

How does this change what you will do in a classroom?

What steps do you need to take from here?

What do you need now?

Through these experiences, what have you learned about yourself, your teaching skills, and your attitude toward teaching?

These questions could be tailored to each TPE or TPA domains or given as general prompts for reflection.

Format for Formal Lesson Plans

Lesson Plans are to be detailed

See student teaching handbook for additional information

Student Teacher Name:

Subject:

Grade:

Date and Time:

Content Standards:

Learning Objectives (measurable):

Materials:

Vocabulary (for all content areas):

Procedures:

Anticipatory Set/Review:

Setting the objective

Direct Instruction: (demonstration, explanation, modeling)

check for understanding

active involvement

Guided Practice:

check for understanding

active involvement

Independent Practice:

Accommodations (if needed):

Assessment: (linked to objectives)

Informal

Formal

(What will you Collect/Correct/Turn-in?)

Closure:

**Remember you will need to keep a grade book or checklist of skills taught and mastered during your assignment.