

SYLLABUS

The Cooperating Teacher and the student teacher will receive a packet consisting of various forms and suggestions for student teaching. The student teacher's packet will include time sheets (Appendix A) on which the student teacher must keep an accurate record of observations and experiences. Time sheets require the signature of both the Cooperating Teacher and Director of Teacher Education before being filed in the Education Office at the end of the student teaching assignment. Also, in the packet are assessment forms (See E and F) which will be filled out by the student and returned to the Education Office. Samples of all forms contained in the packet can be found in the appendix of this Handbook.

The Cooperating Teacher's packet consists of the same forms as the student teacher's, with the exception of time sheets. Midterm and Final Student Teaching Assessment forms should be completed and sent to the Education Office at designated times during the student teaching semester.

Both of the packets are discussed in Management & Professional Practices. Students may obtain the packets in the Teacher Education Office. A grade of F will be given for student teaching, until all student teaching forms (i.e., time sheets, midterm and final assessment forms) are filed in the Education Office. Upon receipt of all required forms, a grade change may be made.

Planning for Student Teaching

The emphasis of this Handbook has been on the idea of planning. Objectives have been listed, and procedures have been suggested. The ultimate goal is to help each student through the curriculum and a successful student teaching experience. This, in turn, can lead to a life of fruitful and useful service as a classroom teacher. It is a type of long term planning. The remainder of this section will deal with the more immediate aspects of planning for and during student teaching.

The importance of Planning. Almost anything worthwhile in life involves planning. Some of the reasons for planning are as follows:

1. Planning establishes goals. If a traveler or teacher knows where he/she is going, ways can be found to get there. Thus, the establishment of goals is very important.
2. Good planning assures preparation. It is impossible to make a good plan without being well prepared.
3. Planning is a worthwhile experience. Planning can be a learning experience giving students practice in anticipating the timing of activities, materials, and equipment needs, and motivating devices.
4. Planning is a safeguard. A chance to look over plans ahead of time can give the Cooperating Teacher an opportunity to save the student teacher from many pitfalls and to suggest worthwhile alterations. There is an opportunity to warn of misjudgments concerning timing, materials, or readiness of the class. While all failures and difficulties cannot be eliminated ahead of time, the elimination of the worst and unnecessary ones can help to build the student teacher's confidence.
5. Planning develops confidence. When one knows what he/she wants to accomplish, one can plan for such things as student differences in abilities, material selection, catch words to suggest basic steps, and page numbers as source guides. Confident teaching leads to successful student gain.

6. Planning is an aid to evaluation. When the student teacher and Cooperating Teacher reflectively analyze a plan soon after its use and write criticisms, it can be very useful as a record of the teaching and for future use in the improvement of teaching.
7. Planning helps substitute teachers work effectively with children. One never knows when an emergency will cause a teaching absence. The habit of leaving clear and detailed teaching directions for substitutes is a good one to have.

Kinds of Planning. There are at least three kinds of planning: long term (course), unit, and lesson planning. The student teacher should organize his/her plans in keeping with the curriculum for the year. The student teacher is expected to use a written plan because it encourages careful analysis and thought. A written plan gives the Cooperating Teacher a better chance to note class happenings, provide constructive input, and evaluate student teacher work.

In What Form Should Lesson Plan Be Made? There are many forms for lesson plans. (See Appendix B.) The student will need to make or select one which will be functional. Whatever form is used, it must be approved by the Cooperating Teacher and the ONU Supervisor. All good plans have at least six main components:

1. Objectives: Use specific, measurable verbs. Where are you going? How will you get there? How do you know when you have arrived?
2. Introduction: Set the stage for learning. Connect learning to actual student experiences. Give a compelling “why” for learning the material.
3. Procedures: Outline how and when you will present material. List materials needed, overheads to be used, etc. Be sure to test equipment or experiments before the presentation.
4. Guided practice and independent practice: The teacher must be involved in guiding and helping the students master the content of the lesson.
5. Closure: Always review the major content/points of the lesson and set the stage for the next lesson.
6. Evaluation: Of both the students and the teacher. Do you need to re-teach the lesson?

How Extensive Should Lesson Plans Be? The student teacher should steer a middle course between the extreme of including so much that he/she is lost in a maze of material or so little that whole blocks of material are left out. The student teacher should have enough material and supplemental activities planned so that active teaching and learning occurs throughout the entire period. In your head, prepare for when things go too fast and you have extra time or for when the lesson “falls apart” and you must deliver remedial assistance.

Where Can Help Be Obtained for Making Plans? Every student teacher has had methods courses which included texts and other materials dealing with instructional planning. The education departmental faculty advisors are available for consultation and help in making plans. They maintain an open-door policy. Resources in the Curriculum Center also should be considered.