COURSE OUTLINE

SEMESTER: Fall/Spring

DEPARTMENT: GRADUATE EDUCATION

COURSE # SECTION EDU555A

TITLE: STUDENT TEACHING ADOLESCENCE (Grades 7-9)

Student teachers are required to follow a full-time teaching schedule in a secondary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 7-9. During this student teaching experience, student teachers will utilize journals, and portfolios techniques to promote reflective practices.

Pre-Requisite: Successful Completion of Phase I and Phase II and all course work should be completed.

Co- requisite: EDU 556A and EDU557A
EDU 555A  STUDENT TEACHING ADOLESCENCE  (3 credits)
(GRADES 7-9)

Benchmarks
Lesson Plan
Teaching Performance

**Prerequisites:** 21 graduate education credits including EDU 502, 510, 513, 537 and content area methods/pedagogy course: 507 or 516, or 517 or 530, or 531.

**Course Objectives:**

Student teachers will:

1. Be present in the field school five full days per week and, beginning with teaching one instructional period, gradually become responsible for teaching the entire class for the full day;
2. Experience “hands-on” classroom activities in grades 7-9;
3. Plan, present, and evaluate comprehensive lesson plans including evidenced assessment of students’ learning based upon the stated objectives;
4. Incorporate into teaching practices alternate provisions for addressing the needs of diverse learners, remediation and assistance for included students with special needs, and enrichment extensions for gifted students;
5. Establish and foster a classroom atmosphere in which effective organizational strategies, efficient management of materials, cooperative learning, and courtesy and respect are evident;
6. Utilize traditional and/or alternative forms of evaluation as well as performance and outcomes based assessment to measure students’ progress and ensure that learning has occurred;
7. Incorporate technology to support curriculum content and enrich learning experiences for students;
8. Motivate and sustain student interest to maximize learning potential;
9. Attend parent-teacher conferences, school board meetings, and faculty meetings;
10. Participate in a weekly seminar during which previously-learned teaching strategies, methodologies, and lesson adaptations are related to classroom experiences in field placements;
11. Complete the on-going experience of compiling a Student Teaching Portfolio encompassing growth experiences and reflective analysis throughout all phases of teacher preparation.
12. Engage in reflective teaching practice of compiling a Student Teacher Portfolio encompassing growth and reflective analysis throughout all phases of teacher preparation.

13. Develop interview skills and techniques by practicing those skills with their supervisors, their peers, and during a mock interview session.

14. Respond in a positive manner to suggestions from the field supervisor and peers that can impact students’ learning in the diverse classroom by using those ideas to improve lesson planning and presentation.

**Course Requirements and Evaluation:**

1. Attend field school five full days per week for half of the 14-week student teaching experience.

2. **Present a minimum of two formal lessons to be observed and evaluated by the field supervisor.** (Benchmark - One Lesson Plan and One Teaching Performance)

3. Present informal lessons, small group activities and tutoring to be observed by the field supervisor.

4. Address the needs of diverse learners by means of remediation, assistance to students with special needs, and extensions to gifted students.

5. Demonstrate expertise in a variety of teaching strategies and classroom management techniques.

6. Utilize both traditional and non-traditional evaluation methodologies.

7. Incorporate technology to support and enrich the curriculum.

8. Attend a variety of professional meetings to broaden involvement in the field school.

9. Attend and participate in discussions held during weekly seminars.

10. Create and develop an on-going reflective portfolio which demonstrates professional growth and development of the teacher candidate.

11. **Credit for Benchmark Performances will only be given if uploaded to Chalk and Wire by the required date. Failure to upload by the required date will result in no credit and may result in a failing grade for the course.**

**E-Mail Policy:**

It is mandatory that every candidate have a Molloy College e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

**E-Portfolio Account:**
All Molloy teacher candidates must purchase an e-portfolio account through the Molloy bookstore. All benchmarks assignments must now be submitted electronically through e-portfolio as part of our assessment system. Teacher candidates must keep an up-to-date portfolio, which will be used during each advisement session.

Attendance At Professional Workshops And Conferences:

Participation in professional workshops and conferences is an integral part of being a well informed teacher. All teacher candidates are required to attend one Molloy College sponsored workshop/conference each semester. These conferences are presented by Nassau Reading Council, Phi Delta Kappa, Molloy Chapter of Kappa Delta Pi, etc.

Workshops and Conferences which teachers are required to attend as part of their teaching contractual obligations (such as Superintendent’s Conference Days and district sponsored conferences) may not be considered to fulfill this Molloy College Professional Workshop/Conference requirement. Workshops in Training in the Identification and Reporting of Child Abuse and Neglect, Principles of Chemical Dependency and School Violence Prevention and Intervention workshop required by New York State Education Department required for teacher certification do not fulfill this Molloy College requirement.

Course Outline:

1. Instructional Planning
   a. lesson plan book
   b. New York State Learning Standards
   c. Preparation and presentation of lessons in each content area

2. Classroom Management
   a. discipline
   b. routines
   c. physical environment of classroom

3. Motivation
   a. ability to use a variety of motivational techniques to capture and maintain students’ attention
   b. use of materials and strategies to encourage student interest
   c. provision of student-centered learning opportunities

4. Questioning Skills
   a. ability to use a variety of questioning techniques, i.e., divergent, convergent, probing, prompting, focusing, redirecting.
   b. addressing error correction

5. Reflection
   a. types of reflection
   b. application in the classroom
6. Communication Skills
   a. writing
   b. spelling
   c. voice and diction
   d. speech rate
   e. grammar

7. Assessments
   a. test preparation
   b. rubrics
   c. alternative performance assessment
   d. test administration

8. Responsibility and Involvement
   a. attendance
   b. punctuality
   c. professional demeanor

9. Interview Strategies
   a. resume
   b. cover letter
   c. practice interview questions

10. Parent Teacher Relationships
    a. mock parent teacher conferences
    b. open house
**Recommended Text:**


**SUGGESTED SUPPLEMENTAL READING FOR ADOLESCENT CLASSROOM STUDENT TEACHERS**

**Books**


**Articles**


# Internet Resources

<table>
<thead>
<tr>
<th>URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.nycenet.edu/teach_learn/edrsurse.html">http://www.nycenet.edu/teach_learn/edrsurse.html</a></td>
<td>NYC-BOE: Teacher/Administrator Resources</td>
</tr>
<tr>
<td><a href="http://www.ascd.org">www.ascd.org</a></td>
<td>Association for Supervision and Curriculum Development</td>
</tr>
<tr>
<td><a href="http://www.nysed.org">www.nysed.org</a></td>
<td>New York State Education Department</td>
</tr>
<tr>
<td><a href="http://www.nycenet.edu/teach_learn/">http://www.nycenet.edu/teach_learn/</a></td>
<td>NYC-BOE: Teaching Learning</td>
</tr>
<tr>
<td><a href="http://www.nycenet.edu/govern/">http://www.nycenet.edu/govern/</a></td>
<td>NYC-BOE: Designing a School Leadership Team</td>
</tr>
<tr>
<td><a href="http://www.ncrel.org/sdrs/pathwayg.htm">http://www.ncrel.org/sdrs/pathwayg.htm</a></td>
<td>Pathways to School Improvement: North Central Regional Educational Laboratory</td>
</tr>
<tr>
<td><a href="http://www.colosys.net/admin.html">http://www.colosys.net/admin.html</a></td>
<td>Resources for School Administrators</td>
</tr>
<tr>
<td><a href="http://www.ed.gov">www.ed.gov</a></td>
<td>United States Education Department (USED)</td>
</tr>
<tr>
<td><a href="http://www.enc.org/partners/consortia/">http://www.enc.org/partners/consortia/</a></td>
<td>Eisenhower Regional Consortia: provides technical assistance and professional development in math and science education</td>
</tr>
<tr>
<td><a href="http://www.pbs.org">www.pbs.org</a></td>
<td>PBS-TV National</td>
</tr>
<tr>
<td><a href="http://school.aol.com/">http://school.aol.com/</a></td>
<td>AOL Portal for Schools and Teachers</td>
</tr>
<tr>
<td><a href="http://www.uft.org">www.uft.org</a></td>
<td>The United Federation of Teachers</td>
</tr>
<tr>
<td><a href="http://www.aft.org">www.aft.org</a></td>
<td>The American Federation of Teachers</td>
</tr>
<tr>
<td><a href="http://www.thirteen.org">www.thirteen.org</a></td>
<td>PBS-TV NYC</td>
</tr>
</tbody>
</table>