Student Teaching I is the first required course for seniors who wish to be eligible for Maine certification as a teacher in grades 7-12. Other required courses include Ed 231 Perspectives on Education, Ed 362 Basic Concepts in Education, and an education elective, all prerequisites that you should have completed already, and Ed 447 Curriculum and Methods, Ed 448 Senior Seminar: Reflection and Engagement, and Ed 461 Student Teaching II, which you will take during the second semester. Although these courses will be listed on your transcript and graded separately, they comprise an integrated program taught this year by two Bates faculty, Anita and Anne. Your college supervisor student teaching will be either Anita, Anne, or our Teacher-in-Residence, Ed Zuis.

To be eligible for certification, you must also earn passing scores on Praxis I tests in Reading (176), Writing (175), and Math (175) as well as the Praxis II test in your discipline, get fingerprinted, and demonstrate proficiency (by the end of the second semester) in each of the following standards for beginning teachers in Maine:

1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the disciplines) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines
3. Demonstrates knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.
4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.
5. Understands and uses a variety of instructional strategies and appropriate technologies.
6. Creates and maintains a classroom environment which supports and encourages learning.
7. Demonstrates the ability to support students’ learning and well-being by engaging students, home, school, colleagues, and community.
8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.
10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.

In the first semester you will begin working with one class in your school. Next semester you will be in the school all day, gradually assuming more responsibility for teaching at least 3 classes.

**IMPORTANT NOTE about Praxis II:** You must register to take the Praxis II test in your discipline by October 20.

### Required Course Texts

- Wiggins and McTighe, *Understanding by Design* (available in the college store)
- Web CT (If you find useful web sites, let us know so we can put a link on Web CT)
- Other resources will include
  - *Maine Learning Results*
  - *Promising Futures*
- Assigned readings, etc. in handouts and links on Web CT

*Deleted:* **Anne – We can talk further about this praxis II situation, but I don’t think we ought to require it to participate in second semester classes. I worry that they will not have enough knowledge/info about teaching their discipline until later in the year. So… we might not need to add this note to the syllabus, but it will depend on what we decide.**
Course Goals

1. To gain knowledge about the structure and culture of your school and its community.

2. To develop skills and knowledge about lesson planning, curriculum development, teaching methods (general and specific to your content area), assessment of learning, and classroom management and relationships; and to apply this knowledge by working with your host teacher to teach at least one class.

3. To develop and demonstrate skill in reflecting on your teaching effectiveness and student learning in order to determine what changes in practice are likely to lead to improvement.

4. To begin working towards meeting the Maine standards listed above.

Overview of Specific Course Requirements

- Attendance and participation in seminars and completion of reading and other work as assigned

- Pre-teaching: You will develop an understanding of the context for your student teaching through the following:
  1. The standards in your discipline from Maine Learning Results
  2. Your school’s web site and the Maine Department of Education Web site, including information about the Maine Educational Assessment (MEA) in your discipline.
  3. Interviews, observations, and reading for your context essay

- Teaching and Planning / Posting on Web CT/Journal Buddies: As you gradually assume more responsibility for teaching one class, you should consider yourself an integral member of the teaching staff by sharing in the planning and teaching of lessons, gathering information and ideas to support the teacher’s curriculum, attending department meetings and relevant school activities, and learning about the context of the community, the school, and your class. Before the end of the semester you will create and teach a mini-curriculum unit.
  1. Log all time you spend preparing and teaching on the department log form. The completed form with hours totaled is due at midterm and again at the end of the semester.
  2. Let your Bates supervisor know when s/he can visit your class and provide a lesson plan in advance.
  3. Maintain an archive of all lessons and activities. For each class you teach, you should write a lesson plan on the Bates form before you teach and write a thoughtful reflection afterwards. These lesson plans and reflections must be posted on Web CT by Monday for the previous week.
  4. Journal Buddies: You must read and respond to the posts of your two journal buddies, but we encourage you to skim the posts of other student teachers and perhaps post responses. If you have an issue or problem you’d like help on, ask for responses from others when you post on Web CT.

- School-Context Essay: This essay summarizes what you learned from exploring the community and school in which you are student teaching.

- Mini-Curriculum Unit: You will design and teach a mini-curriculum unit of 3-5 days that creatively and meaningfully engages your students in learning some topic. You and your cooperating teacher should decide on the specific topic for your unit by the end of September.

- Content-Area Reading Reflections and Curriculum Essay: Each week you will read chapters in a curriculum-and-methods text and document this reading. You should also use this notebook to collect handouts, printouts from the web, and other resources you collect that may be useful for future curriculum development and lesson planning. You will also write an essay that provides a comprehensive overview that summarizes the history, current trends, and contemporary tensions or debates in your discipline.

- Checklists: Technology, Methods, Assessment: Complete these checklists at the beginning of the semester to document what you already know or can do. The other items show you what you need to work on during the fall and next semester. You will review these checklists again at the end of each semester and document your progress.
• **Videotaped segments** of your teaching (as discussed and assigned as part of technology standards).

• **Midterm and End-of-Semester Portfolio** will include the following (Midterm items are marked with an asterisk *):
  
  * Journals/notes for all interviews and school visits  
  * Lesson plans and reflections  
  * School Context essay  
  * Content-Area Notebook reading reflections  
  * Curriculum Essay  
  * Mini-Curriculum Unit reading reflections for each class  
  * Draft of your philosophy of education  
  * Thoughtful, written reflection of your overall experience with fall student teaching  
  * Self-assessment with suggested grade  
  * Program rubric documenting your progress towards meeting the Maine standards  
  * Major goals (3-5) for second semester that includes what you need to do to meet all Maine standards

**Criteria for a Course Grade**

Your course grade will be based on the criteria included on the assessment rubric. [See copy later in syllabus.] We and you will assess your own work by completing this rubric in the middle of the semester and again at the end of the semester. Meeting the standards is a basic expectation for completing work in any course and does not necessarily guarantee an A, which is reserved for exceptional work.

**Criteria for Continuing in Student Teaching Second Semester**

1. Take the Praxis I and II exams and earn scores at or above the Maine passing levels.
2. Demonstrate appropriate levels of progress toward meeting the ten performance standards for beginning teachers as listed above.
3. Meet all responsibilities for student teaching and seminars in the fall semester.

**FYI - Maine Department of Education Requirements**

1. Successful completion of Bates Teacher-Education program,
2. Hours for Student Teaching (the equivalent of 15 weeks of full-time student teaching):
   - 450 hours total (30 hours/week x 15 weeks) as follows:  
     - 90 hours field experiences (Ed 231, 362, Ed elective)  
     - 90 hours fall student teaching  
     - 270 hours winter student teaching  
3. Passing Scores on Praxis I and Praxis II*
4. Fingerprinting and background check
5. Application and fee of $50 upon graduation

* “Cut scores” for Praxis I: 
  - Reading 176
  - Writing 175
  - Math 175

**“Cut scores” for Praxis II:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Scores</th>
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<tbody>
<tr>
<td>Secondary English Language Arts</td>
<td>10041</td>
</tr>
<tr>
<td>Secondary Physical Science</td>
<td>20481</td>
</tr>
<tr>
<td>Secondary Life Science</td>
<td>20235</td>
</tr>
<tr>
<td>Secondary Social Studies</td>
<td>10081</td>
</tr>
<tr>
<td>Secondary Math</td>
<td>10061</td>
</tr>
<tr>
<td>French</td>
<td>20173</td>
</tr>
<tr>
<td>German</td>
<td>20181</td>
</tr>
<tr>
<td>Spanish</td>
<td>10191</td>
</tr>
</tbody>
</table>
The Bates teacher-education seminars address general perspectives on curriculum and methods, but you must document more intensive study of curriculum and methods in particular discipline. The Content-Area Notebook provides you the opportunity to both examine the existing literature and develop the habit of ongoing professional development.

In order to gain a comprehensive overview of teaching in your discipline, you will choose a methods book in your discipline (available in Ed Lounge). After reviewing the table of contents, set up a weekly schedule for reading so that you will finish the book by the end of the semester.

**Reading Reflections:** To document your weekly reading, please do a reflection that responds to these (or similar) questions:

- What did you learn that you didn’t know before?
- How might you apply these ideas to your own practice?
- Consider also general questions about 1) Curriculum (what we teach): What is being taught? What should be taught? For what purposes? And 2) Methods (how we teach): What are different ways of teaching? How are the advantages and disadvantages of different practices?
- How is technology being used?

Post your reading reflections at least once a week on Web CT.

**Curriculum Essay (5-7 pp. due 12/4):** At the end of the fall semester, in addition to your weekly reading responses, you will write an essay (5-7 pages) that provides an overview of your discipline by answering the following questions: What is the history of trends in curriculum and methods in your discipline? What are some recurring issues? What are the topics of current debate? What are the official national standards? How do these standards compare to the Maine Learning Results in your discipline?

Also try to find time to read some articles in professional journals, such as, *English Journal, Mathematics Teacher,* or *Social Education.* If you find a particularly useful article, you may want to make a copy for this notebook. Here you can also collect handouts, printouts from the web, and other resources you gather that may be useful for future curriculum development and lesson planning this year or when you have your own classroom after graduation. Some books and journals are in the Education Lounge and the schools where you student teach; many more are available through Ladd Library.

Most professional organizations in the disciplines also maintain Web pages with suggested readings, sample lesson plans, and discussion boards. As you plan lessons and find that you need more information about a particular method or aspect of curriculum, feel free to ask your cooperating teachers or professors.

**PROFESSIONAL ORGANIZATIONS – WEB SITES (Links on Web CT) AND PUBLICATIONS**


You will begin the year by getting acquainted with the community and school through observations, interviews, and reading. This exploration will help you identify resources (people, places, things) for teaching, how practitioners approach pertinent educational issues, and what will be expected of you as teachers. Summarize what you learn and post your reflections each week on Web CT.

With the help of your cooperating teacher, make arrangements to interview
- A guidance counselor
- Three teachers of your choice
- An ELL teacher
- An administrator
- A librarian
- The curriculum coordinator (dept. head or other person who can give you an overview of school curriculum)

With the help of your cooperating teacher, make arrangements to observe
- Three different classrooms (two in your discipline plus one in another discipline)

Collect the following data (Links on Web CT for some data):
- Community demographics from U.S Census data, e.g. population, racial/ethnic percentages, education levels
- School demographics, e.g. enrollment, racial/ethnic percentages, number of teachers and administrators, % ELL, free/reduced lunch, students going on to post-secondary schools, special ed, etc.
- MEA test score results

Read (skim all and carefully read relevant sections) the following (some online at school website):
- Faculty handbook
- Student handbook
- School curriculum in your discipline (including targets/standards for grade level(s) you are teaching)

**Context Essay (10-15 pages due 10/9) - Use direct quotations from interviews and pseudonyms**

Parts of this essay will be used in the introduction to your exemplar curriculum unit next semester.

- Introduction to the community – general description and demographics
- Introduction to the school – general description and demographics
- The climate of the school: What do various constituents identify as strengths? Challenges? Areas of concern?
- Educational issues that surfaced in your research and their implications for or connections to school policies and practices
- Overview of the school curriculum in your discipline to provide a context for a more extensive description of the specific curriculum for the grade level/subject you will teach. This section should also include information about the ways in which the school assesses student progress re: Maine Learning Results.
- Resources (people, places, things) available in the larger community and the school for you and your students
- Questions generated by this research that you’d like to follow up on individually or as a group in seminar

**MINI-CURRICULUM UNIT (written unit due 11/15: reflection (2 pp.) due 11/27)**

Using the Bates program unit and lesson plan forms, you will design and teach a mini-curriculum unit lasting 3-5 days. Please refer to the forms for specific requirements, such as, essential questions, objectives, Maine Learning Results addressed. You should plan to collect student feedback as part of your unit. After you have taught the unit and reviewed student responses, write a reflection: What went well? What didn’t? What might you do differently if you were to teach the unit again? What did you learn?
20 Technology Skills Every Educator Should Have – Laura Turner

During the last 15 years, we in education have moved at light speed in the area of educational technology. Whether you are involved in higher ed, secondary ed, elementary ed, or special ed, all of us find it difficult to catch up, keep up, and put up with fast-moving computer-based technology. Not since the introduction of the blackboard have we seen a piece of equipment make such a difference in how we teach. Today, not only do we use computers, but we also have laptops, wireless laptops, and tablet PCs. In addition, we have the World Wide Web, scanners, CD burners, USB drives, digital cameras and digital video cameras, PDAs, as well as video and DVD players. And most educators use a variety of tools— including video, e-mail, desktop conferencing, online programs such as WebCT and Blackboard, as well as video conferencing—to teach. Thus, it is no longer acceptable for educators to be technology illiterate.

With that in mind, here is a comprehensive listing of the technology skills that every educator should have. Because as computer and associated technologies continue to change and evolve, educators must continue to strive for excellence in their work. Today that includes continued time and effort to maintain and improve their technology skills (as much as some educators do not want to admit).

Here are 20 basic technology skills that all educators should now have:

1. Word Processing Skills
2. Spreadsheets Skills
3. Database Skills
4. Electronic Presentation Skills
5. Web Navigation Skills
6. Web Site Design Skills
7. E-Mail Management Skills
8. Digital Cameras
9. Computer Network Knowledge Applicable to your School System
10. File Management & Windows Explorer Skills
11. Downloading Software From the Web (Knowledge including eBooks)
12. Installing Computer Software onto a Computer System
13. WebCT or Blackboard Teaching Skills
14. Videoconferencing skills
15. Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)
16. Scanner Knowledge
17. Knowledge of PDAs
18. Deep Web Knowledge
19. Educational Copyright Knowledge
20. Computer Security Knowledge
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Wednesday 9/6  
Anne, Anita | Introduction to Student Teaching           | Read articles you received this summer. Your questions about student teaching. You will post lesson plans, reflections, and content-area readings on Web CT. |
| Monday 9/11  
Anne          | Introduction to School Context            | Begin school observations and interviews                                                                                                                                                         |
| Wednesday 9/13  
Anne, Anita  
Note time.  | Orientation and SSTs with cooperating teachers 3 – 4:30 P.M., followed by light supper | We will meet in G4 Pettengill.                                                                                                                                                                      |
| Monday 9/18  
Anne          | Time Management and Organization          | Due every Monday before seminar on Web CT: Journals and/or lesson plans with reflections. Read chapters for Content-Area Curriculum-and-Methods Notebook. Read handout, complete schedule, plan to share your organizational and time-management strategies, and write responses for Informal Assessment handout. |
| Wednesday 9/20  
Anita         | Classroom Management Standards Overview    | Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook. Read UBD, Chs. 1-2, and review UBD file on Web CT. FW: What is the difference btw. knowledge and understanding? Read Ladakh article and create a lesson plan from details there. What MLR standards could this unit address? How could they be assessed? |
| Monday 9/25  
Anne          | Planning Units and Lessons  
Backwards Planning.  
Begin teaching part of period using coop.teacher’s plans | Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook due. Read UBD, Chs. 5-7. Write examples of essential questions followed by learning objectives and assessment for them. (See UBD, p. 149 for examples.) |
| Wednesday 9/27  
Anita         | Assessment                                 | Read UBD, Chs. 3-4. As you read, note examples from your discipline. How would you define a “big idea”? Why is understanding students’ misconceptions important? |
| Monday 10/2  
Yom Kippur  
Anne          | Planning                                   | Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook. School Context Report due. |
| Wednesday 10/4  
Anita         | Motivation                                 | Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook. School Context Report due. |
| Monday 10/9  
Columbus Day  
No public school  
Anne          | Mini-Unit Introduction                     | Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook. School Context Report due. |
| Wednesday 10/11  
Anita         | Assessment                                 | Archives/Notebook with completed log sheet, reflection, and self-assessment (with grade) due.                                                                                                       |
| Monday 10/16  
Anne, Anita   | Mid-Term Reflection and Assessment         | Arch...etc.                                                                                                                                                                                          |

Fall Recess October 19-23 ☺
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>Monday 10/23</td>
<td>Philosophy of Education Begin teaching whole periods with coop. teacher’s plans</td>
<td>Read overview on philosophy and complete two questionnaires. Then write draft of your philosophy of education.</td>
</tr>
<tr>
<td>Wednesday 10/25</td>
<td>Learning Community and supper with coop. teachers 3 – 4:30 P.M.</td>
<td>What is the difference between assessment and evaluation? Reading TBA Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook.</td>
</tr>
<tr>
<td>Monday 10/30</td>
<td>Evaluation (Grading) vs. Assessment</td>
<td>Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook.</td>
</tr>
<tr>
<td>Wednesday 11/1</td>
<td>Teaching Methods</td>
<td>Read UBD, Chs. 9-12.</td>
</tr>
<tr>
<td>Monday 11/6</td>
<td>Using Small Groups Begin teaching whole period with your plans (mini-unit)</td>
<td>Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook.</td>
</tr>
<tr>
<td>Wednesday 11/8</td>
<td>Assessment</td>
<td>Read UBD, Ch. 8. FW: What is the difference between formative assessment and summative assessment? Create a rubric to use with your students. Bring 6 copies to seminar.</td>
</tr>
<tr>
<td>Monday 11/13</td>
<td>Teaching Students with Special Needs Learning Differences Differentiating Instruction</td>
<td>Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook. Read Sp. Ed. Overview, Learning Differences, and Differentiating Instruction. FW: Describe some of the students (pseudonyms please) who have different needs, personalities, etc. that might suggest the need for differentiating instruction. Then create a lesson plan for teaching your class w/ differentiated activities and/or products.</td>
</tr>
<tr>
<td>Wednesday 11/15</td>
<td>Questioning</td>
<td>Mini-Curriculum Unit due on dept. unit/lesson plan forms. Begin working on the curriculum essay for your discipline.</td>
</tr>
<tr>
<td>Monday 11/27</td>
<td>Reflecting/Sharing Mini-Curriculum Units</td>
<td>Journals and/or lesson plans with reflections on Web CT. Continue reading for Content-Area Notebook. Reflection on teaching mini-unit due.</td>
</tr>
<tr>
<td>Wednesday 11/29</td>
<td>Learning Community Mini-Unit Presentations and light supper 3 – 4:30 P.M.</td>
<td>Reflection on Fall Semester Archives/Notebook with completed log sheet, reflection, and self-assessment (with grade) due.</td>
</tr>
<tr>
<td>Monday 12/4</td>
<td>Reflection on Fall Semester</td>
<td></td>
</tr>
<tr>
<td>Wednesday 12/6</td>
<td>Planning for Next Semester</td>
<td></td>
</tr>
</tbody>
</table>