

RUTGERS

NEWARK



Urban Teacher Education Program

STUDENT TEACHING HANDBOOK



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OBSERVING, TEACHING AND RELATED ACTIVITIES

Dear Teacher Candidates,

You are preparing for the most important, challenging and rewarding profession. I ask that you enter this scholarly world with an open, questioning, “beginners” mind to learn all you can from your students and their families, from your peers and colleagues, your mentors, your professors, and your supervisors.

The focus of the Rutgers-Newark Department of Urban Education is to prepare you to be an exemplary urban teacher. Dream big! Draw upon all of the tools you have developed in your prior coursework. Reflect often upon your emerging philosophy of education and the democratic values that guide your praxis. Carefully observe and listen for the greatness in each of your students. Imagine their worlds and develop culturally honoring lessons to touch, move and inspire them. Use creative teaching activities to build community and a sense of caring in the classroom. In a word, be “hopemongers” as educator Herb Kohl encourages all teachers to be.

This is not an easy task; no meaningful work is easy. If one day is disappointing, analyze why, consult with your peers, your cooperating teacher, your university supervisor. Recall the ideal community that inspires and sustains your work. Remember that with renewed effort, the next day may be fulfilling.

Be prepared, enthusiastic, and energetic. With your increasing competence; positive, reflective, and caring dispositions; high level of expectations for all of your students; and an eagerness to collaborate and always learn more, you will be an exemplary urban teacher!

Sincerely,

C.J. White

Carolyne J. White
Professor and Chair

STUDENT TEACHERS:

RESPONSIBILITIES & EXPECTATIONS

- Complete the “Contact Information” form (Appendix A). Hand it in at the second Student Teacher Seminar.
- Student teaching is undertaken at the end of the teacher education program and requires 15 weeks of full-time work in the classroom. “Full-time” means that you are present for the entire day.
- It is your responsibility to notify your cooperating teacher and the school office if you are going to be absent. If you have to be out on the day your supervisor is scheduled to observe you teach contact him/her.
- Excessive absence or tardiness will result either in lengthening or terminating the student teaching assignment.
- You must have passed the Praxis II test in order to student teach. If you currently do not have a passing score, see Jessica Vassallo, Room 173 Bradley Hall.
- Attending the Student Teacher Seminar is **mandatory**. Complete all of the assignments for the Seminar and all of the assigned work for your student teacher notebook.
- **Lesson Plans:**
 1. Prepare written lesson plans for all lessons taught following an approved format (Appendix B). Make sure all of your lesson plans and unit plans are kept in your student teaching notebook.
 2. Work closely with your cooperating teacher on instructional and administrative matters. Collaborate in preparing your short or long-term unit plans. For the teaching of specific lessons, show your draft to your cooperating teacher at least 24 hours ahead of time. Your cooperating teacher should initial final unit and lesson plans **prior** to teaching each lesson.
 3. For the six university supervisor observations, submit your lesson plan to the supervisor at least 3 days in advance. Submit the revised lesson plan

to the university supervisor 24 hours before the visit. Revisions should include all suggestions agreed upon with your supervisor and cooperating teacher.

- Keep track of **all** your hours (observation, instruction, and related activities observational hours. Have your cooperating teacher sign your form weekly (See sample in Appendix D).
- Arrange for six formal observations by your university supervisor(s). Make sure that you send a final copy of your lesson plan to your supervisor at least 24 hours before an observation.
- Observe two peers and complete an evaluation form for each. Peer assignments will be made in the Student Teaching Seminar. (Make sure that you are observed by 2 peers.)
- Maintain an open attitude toward communicating with your university supervisor and your cooperating teacher. It is your responsibility to keep the dialogue open.
- By the final week of school, please complete the *Certification of Student Teaching* form which documents observation and teaching hours. No grade can be assigned and graduation will be delayed if this form is not returned in a timely fashion (Appendix E).

THE FIRST FEW WEEKS OF STUDENT TEACHING

Observe your cooperating teacher teach. Note classroom management techniques and varied pedagogical approaches, use of time, and organizational skills.

Become familiar with the names and behaviors of all students.

Be sure to learn the school procedures for:

1. Taking attendance
2. Grading
3. Audio-visuals
4. Handling discipline

5. Fire Drills
6. Emergencies (i.e. student/family crises)
7. Referrals (i.e. substance abuse counselor, social worker, child study team, guidance, etc.)

As early as possible, discuss with your cooperating teacher the classes/subjects you will be expected to teach and when you will start teaching them. Develop a schedule and share it with your university supervisor.

Remind your cooperating teacher that you must complete at least 90 hours of instruction and a minimum of 60 hours of observation – a minimum total of 150 clock hours.

Meet support staff in your school including guidance counselors, social workers, librarians, ESL teachers, child study team, janitors, secretaries and resource room teachers. Find out how they can improve your teaching.

Become familiar with community groups and local resources, which may be of assistance to you in your classroom and school. Be sure to communicate all outside assistance/outreach with our cooperating teacher for approval.

TYPICAL STUDENT TEACHING SCHEDULES

<u>Week (s)</u>	<u>Activity</u>
1 - 2	While observing the cooperating teacher, learn school philosophy and routines, assist cooperating teacher, and learn about students and materials.
3	Make sure by this week you are teaching one class or group on a regular basis, preparing lesson plans and evaluating each one.
4-8	Increase your teaching schedule in stages until you assume daily responsibility for the equivalent of one half day's teaching. Continue to research, prepare and evaluate your lessons.

9-End	Continue to teach, reflect, research and prepare lessons; observe and learn from your cooperating teacher; visit other classes. Undertake a full teaching load during the last 3 weeks.

ROLE OF THE COOPERATING TEACHER

The cooperating teacher is essential. We are grateful for the time and energy you contribute.

To aid your student teacher in developing his/her own teaching style, allow your student teacher to observe how you prepare and present your lessons, how you include students with different achievement levels, and how you implement different classroom management techniques. As your student teacher experiments in these areas of teaching, expect him/her to pursue a combination of techniques and styles that suit his/her own philosophy of teaching. We encourage our novice teachers to engage in democratic practices in the classroom. In accordance with this philosophy, we recommend the utilization of class meetings as a means to develop participatory democracy through whole class problem solving in academic areas as well as for behavioral issues. We appreciate your support for our students' implementation of democratic practices.

We encourage you to keep the lines of communication open with your student teacher. Please set up regular times to meet. Our department is ready to assist in any way that may help improve the student teacher/cooperating teacher collaboration.

Here are some details to keep in mind:

1. Submit your payment voucher so that you can be paid.

2. Allow time for the student teacher to introduce him/herself to the class.
 Familiarize the student teacher with the school philosophy, rules and procedures.
 Introduce him/her to such basics as: your lesson and unit plans, arrival and

- departure times, attendance procedures, grading, disciplinary procedures, fire drills, etc.
3. Rutgers expects student teachers to participate in staff development meetings with their cooperating teachers.
 4. Be sure to inform the student about such duties as hall supervision or how to handle study hall.
 5. At the end of the first week, decide with the student teacher which class (es) or subject (s) he/she will teach.
 6. When the student teacher begins to teach lessons, be sure to check over the lesson plans, discuss and initial them at least 24 hours prior to presentation.
 7. Do not leave the room when the student teacher is teaching. New Jersey law requires that school children must be supervised by licensed teachers. In addition, your presence will enable you to closely monitor the student teacher's work and provide continuous guidance.
 8. Student teachers are not allowed to substitute teach or cover a regular teacher's class.
 9. The cooperating teacher is the front-line person in terms of student teacher supervision and evaluation. You can maximize your effectiveness by helping the student teacher plan lessons and learn more about classroom management. After receiving lesson/unit plans or observing a lesson be candid regarding the student teacher's strengths and areas for improvement. It is usually helpful to encourage the student teacher to self-evaluate the lesson before you comment.

10. We require that Rutgers students teach no more than the equivalent of half a day for most of the term. During the last three weeks, they must assume a full teaching load.

11. Please adhere to the following schedule for completion of our “Student Teacher Evaluation” form. You will be given 4 evaluation forms with carbon copies attached. Student Teacher Evaluations are due at the following times:

1st: After week 4

2nd: After week 8

3rd: After week 12

4th: At the beginning of the final week

ROLE OF THE UNIVERSITY SUPERVISOR

University supervisors are a vital connection between the department and Newark Public School teachers. The section “Role of the Cooperating Teacher” above has important information for university supervisors. Please read it.

Here are some essential details to keep in mind:

1. Maintain weekly contact with your student teacher.
2. Review all lesson plans for your formal visits at least 3 days in advance. Provide immediate feedback. Note if your suggestions were implemented.
3. Make sure you visit the main office when you enter the school. If possible, introduce yourself to an administrator.
4. Plan to stay after your observation for a detailed conference with the student teacher.
5. Check with the cooperating teacher for a report on your student teacher’s progress. Make a plan for his/her continued improvement. Offer help to make this plan a reality.

6. Check the student teacher's notebook to be sure progress is being made toward the required number of instructional and observation hours. At the elementary level, check to see that a variety of subjects are being taught.
7. Check lesson and unit plans, making sure they are current and have been properly initialed by the cooperating teacher.
8. Observations of your student teacher need to be spaced out during the entire term.
9. In cases where student teachers may have difficulties, staff from the Department of Urban Education will visit and observe; the state mandated supervisory visits will be exceeded in order to assist any student teacher needing special assistance.



DEPARTMENT OF EDUCATION

CONTACT INFORMATION

Student Teacher _____ Teaching Field _____
 Campus or Local Address _____ Phone _____
 Home Address _____ Phone _____
 Cooperating Teacher _____ Home Phone _____
 School _____ School Phone _____
 School Address _____ Principal _____
 University Supervisor _____ Office Phone _____ Home Phone _____

STUDENT TEACHING SCHEDULE

ON THIS SCHEDULE, LIST EACH CLASS OR ACTIVITY, TIME, ROOM, COOPERATING TEACHER, AND THE DATE ON WHICH YOU WILL BEGIN TEACHING THAT CLASS. BE SURE TO SHOW WHERE YOU ARE EVERY PERIOD OF THE SCHOOL DAY. IF YOUR SCHEDULE CANNOT BE ACCURATELY DESCRIBED ON THIS FORM, PLEASE EXPLAIN BELOW AND/OR ATTACH YOUR CLASS SCHEDULE.

CLASS/ACTIVITY

Period/ Time	Coop. Teacher/ Room #	Monday	Tuesday	Wednesday	Thursday	Friday
1	#					
2	#					
3	#					
4	#					
5	#					
6	#					
7	#					
8	#					

COMMENTS

PLEASE COMPLETE THIS FORM DURING YOUR FIRST WEEK OF STUDENT TEACHING AND RETURN

LESSON PLAN
(rev. 1/06)

Date: _____

Type of Lesson

whole class _____

small group _____

tutoring _____

Subject: _____

Rationale:

NJ Core Curriculum Content Standards:

Aim:

Materials Needed:

Anticipatory Set:

Instruction/Activity/Group Work:

Assessment:

Homework:

Self-Evaluation:

The Lesson Plan

- 1. Rationale:** Why are you teaching this lesson to this age group of students? How does it relate to any previous lessons and/or a particular unit of study? How does it fit into the "big picture" of the term's curriculum?
- 2. NJ Core Curriculum Content Standards:** Your lesson must be informed by the NJ Core Curriculum Content Standards that are appropriate for your subject area and grade level. These standards provide you with information on what your students are expected to learn and will also help you monitor which standards you are addressing. List the relevant standards at the beginning of your lesson plan, and also embed them in the rest of the plan to indicate where you are implementing them.
- 3. Aim:** Write a sentence or two that clearly articulates the aim of the lesson. Use terms that specifically state the learning outcome. Vocabulary you might use include terms such as: define, describe, identify, list, label, state, defend. See attached chart of behavioral objectives that illustrates the aim and useful terms to describe the outcome.
- 4. Materials Needed:** List all the materials you will need for the lesson.
- 5. Anticipatory Set:** The anticipatory set begins the lesson. Its purpose is to develop interest in the learner for the lesson. Examples of anticipatory sets include a short writing exercise, a movie clip, a piece of poetry, one or more short questions for discussion, a problem, a photograph. The best anticipatory sets help the learners reflect on what they know or think they know so that the learners can construct meaning from the lesson. Ask yourself, "How can I help the students construct meaning from the lesson?" Ask yourself, "How can I captivate my audience?"
- 6. Instruction:** This part of the lesson may include group work, direct instruction by the teacher or a class discussion. Show how you will connect the body of the lesson with the anticipatory set; how you will assess existing student knowledge; include three or more key questions you will ask and activities that you will use to help your students gain understanding from the lesson; what you will listen for to check students' understanding; how you will assess learning-in-process and so as to modify your questioning or activities
- 7. Assessment - Checking for Understanding:** As you bring closure to your lesson, questions such as "What have we learned today about ___?" are helpful. Successful teachers listen carefully to student comments, devise charts, carry clipboards and keep anecdotal records. They give "quick writes" and mini quizzes where appropriate. What will you use an assessment tool to judge student mastery of this lesson? If it includes a rubric, what will it be?

8. Homework: Students complain the most about homework when they consider it useless and meaningless. Homework that entails rote learning, repetition of what has already been done in class is boring. Homework should be an assignment in which students must reflect upon what they have learned. Good homework assignments fall into three categories. You should use as many as you can; however you are not limited to these suggestions:

I. Analysis Activities

Compare/contrast
Determine the possible causes and effects

II. Creative Extension

Design
Draw
Write
Invent

III. Evaluative Thinking

Provide Opinions
Assess Values
Determine Implications

Relevant homework can help you further assess your students' learning. What homework tasks, activity, or questions will you assign to reinforce this topic?

9. Self-Evaluation: What went well in this lesson and why? What did not go well in this lesson and why? What changes can you make to improve the lesson? Was the problem with the aim, execution of the lesson, direction, or with assumptions you had made about prior knowledge or skills.

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CERTIFICATE OF STUDENT TEACHING

Date _____

Mr.
Ms. _____ has completed a program of
(student teacher's name)

student teaching at _____ in
(school)

(district)

The student teaching experience was in _____
(teaching field)

with particular emphasis on _____
(grade levels, courses taught)

The student teacher completed _____ clock hours of classroom teaching.
(A minimum of 90 is recommended.)

The student teacher completed _____ clock hours of related activities such as
observations and conferences. (A minimum of 60 is recommended.)

Signature of Cooperating Teacher no. 1

Signature of Cooperating Teacher no. 2

CERTIFICATION CANNOT BE PROCESSED WITHOUT THIS FORM.
Please return form to the address above during the last week of student teaching.

Name: _____

Cooperating Teacher: _____

NPS: _____

Grade Level/Subject: _____

Observation Hours

<u>Date</u>	<u>Start Time</u>	<u>End Time</u>	<u>Total</u>	<u>Daily Notes</u>
1/22/2007	8:00 AM	3:00 PM	7:00	Monthly Reading Comp Assessment
1/23/2007	8:00 AM	3:00 PM	7:00	Read Aloud/ Context Clues/Shared Read.
1/24/2007	8:00 AM	3:00 PM	7:00	Staff Development: Test Strategies
1/25/2007	8:00 AM	3:00 PM	7:00	Progressive Data Analysis/Prefixes
1/26/2007	8:00 AM	3:15 PM	7:15	Prefixes/Homework Review
Week 1				Cooperating Teacher's Signature:
Total Observation Hours:			35.25	

Teaching Hours

<u>Date</u>	<u>Start Time</u>	<u>End Time</u>	<u>Total</u>	<u>Daily Notes</u>
4/16/2007	8:00 AM	3:00 PM	7:00	Critical Literacy, Small Group Project/Presentation: Real stories of teens who defied/resisted the Nazis
4/17/2007	8:00 AM	3:00 PM	7:00	Contin'd Small Group Projects
4/18/2007	8:00 AM	3:00 PM	7:00	Presentations/Review Ch13&14 Numb. the Stars
4/19/2007	8:00 AM	3:00 PM	7:00	Presentations/Review Ch15 Numb. the Stars (Finish Novel for Hmwk due Mon)
4/20/2007	8:00 AM	3:00 PM	7:00	Shared Reading/Movie "The Holocaust"
Week 13				Cooperating Teacher's Signature:
Total Observation Hours:			35	