



## Syllabus

<b>Teacher Education</b> <b>07E:190/07E:191 Elementary Student Teaching</b>
<b>Instructors:</b> Ellie Herman
<b>Emails:</b> ellen-herman@uiowa.edu
<b>Course Web Site:</b> See: <a href="http://www.education.uiowa.edu/fieldexp">http://www.education.uiowa.edu/fieldexp</a>
<b>Course Description</b>
<p>These courses for student teaching registration reflect the culminating experience of the Elementary Teacher Education Program. Student teachers are placed in a classroom with an experienced cooperating teacher for a full-day assignment lasting between seven and fourteen weeks (length of placement depends on the licensure the student is seeking). During this experience, a University Supervisor works with the student teacher and cooperating teacher to facilitate a successful experience. During a fourteen-week experience, student teachers are expected to have full teaching responsibility for a minimum of two weeks. In addition to their planning and teaching responsibilities, student teachers also are expected to a) keep a reflective journal of the experience, b) develop and analyze two videotaped lessons of their teaching, c) develop an original unit with a minimum of five daily lessons, and d) develop an ePortfolio. These artifacts provide the documentation necessary to demonstrate fulfillment of the State of Iowa Teaching Performance Standards.</p> <p>Artifacts should be uploaded both to the 7E:190/191 "Course" page and to their overall Program "Standards" page. The artifacts listed below are required however additional artifacts may be included. Students are encouraged to add photos and other media whenever appropriate. All artifacts should have a caption or brief narrative that explains how the artifact pertains to the narrative and the standard.</p>
<b>Required Readings</b>
Student Teaching Handbook and Forms Packet should be downloaded from the web at: <a href="http://www.education.uiowa.edu/handbook/elementary">www.education.uiowa.edu/handbook/elementary</a> or from the CD provided.

### Focus Standards and Students Assignments

Standards	Student Assignments
A: Student Learning	Write a narrative that explains your philosophy of education including how you believe students learn and how you deal with the needs of diverse learners. Include at least <b>two artifacts, the first that is a narrative that describes your student teaching setting and one to illustrate your philosophy (e.g, lesson plan or journal excerpts about strategies used).</b>
B: Diverse Learners	Link your philosophy narrative and include <b>at least one artifact such as a lesson plan</b> that you specifically adapted for diverse learners <b>or a journal entry</b> in which diverse learners were discussed and/or student work is shown or discussed.

C: Planning Instruction	Original unit with <b>at least five lesson plans. Include unit overview, unit content goals, formal lesson plans, resources, and a brief reflective narrative describing procedures and management strategies used, and how this fit with curriculum.</b> (See handbook page 33 for unit rubric requirements)
D: Instructional Strategies	Link your philosophy narrative and include <b>at least one artifact such as a student work sample (with name removed) and/or lesson plans</b> that illustrate your narrative.
E: Learning Environment	Write a narrative explaining how you create a positive learning environment for students. Items to consider: rapport, motivation, community, clarity, consequences, classroom management systems and/or anything that helped students work together productively. Be specific. Include <b>at least three artifacts that demonstrate strategies you personally developed or initiated. Artifacts to consider photos, lesson plans, journal entries, bulletin boards, or notes home.</b>
F: Communication	Write a narrative addressing the importance of communication with parents/guardians and students. Describe the types of communication you used during student teaching. Include <b>at least one artifact such as student work on which you made comments, a note home to parents, or another example of your communication.</b>
G: Assessment	Write a narrative explaining your beliefs about assessment. Describe opportunities in which you assessed students. Include links to examples of <b>at least two assessments</b> you used and explain how you used them. (Assessments may include running records, quizzes, rubrics, anecdotal records, corrected papers with comments, test scores, item analysis, your journal entries on assessment, and/or your reflection after a class discussion).
H: Reflection and Professional Development	Write a narrative discussing the importance of professional development. Include in your discussion the importance of teachers' relationships with their school community, parents/guardians, and the larger community as well as the role of professional ethics. Consider mentioning any opportunities that you experienced which connected you with your school, your students' parents and /or any projects involving the community as a whole. Include <b>at least one link to your video tape self-evaluation, a post-observation conference, or other feedback from your teacher.</b>
I: Collaboration, Ethics, and Relationships	Link your Professional Development narrative and include a link to <b>at least one artifact such as a team, staff, or district in-service meeting agenda, or any community or professional organization activity.</b>
J: Technology	Link your Original Unit and include links to <b>at least two artifacts such as: Internet resource sites, a DVD or CD rom, a PowerPoint presentation, or other digital or technology used in the planning and teaching of your unit.</b>
K: Subject Matter Knowledge	Link your Original Unit and include links to <b>at least two examples of external resources used to plan, develop, and teach this unit.</b>