

HANDBOOK

for STUDENT TEACHING in DEAF EDUCATION

UTAH STATE UNIVERSITY

LOGAN. UTAH

STUDENT TEACHING

Welcome to student teaching! Please carefully review the information contained in this packet before you begin your student teaching experience. This student teaching experience finalizes your teacher training program and will give you an opportunity to use the skills you have learned while taking classes at Utah State University.

Your University Supervisor is:

Felicia Dixon fldixon@cc.usu.edu
(435) 764-8087

Your Cooperating Teacher is:

Name and phone number of school:

Your hours and placement duration are:

STUDENT TEACHER RESPONSIBILITIES

The student teacher functions in several roles during the student teaching experience. First, the student teacher is a student, acquiring the knowledge and skills necessary for the classroom. Second, he/she is a teacher involved in the planning and teaching activities of the students.

The student teacher will:

1. *Plan instruction for the students.* As each subject area is taught, there will be a written lesson plan for each lesson. Lesson plans will be given to the cooperating teacher two days in advance of the lesson. The lesson plan format to be used should be agreed upon in advance between the Cooperating Teacher, student teacher and University supervisor.
2. *Diagnose individual needs of students, whenever possible.* Although IEP s are generally in place prior to student teaching, the student teacher must be familiar with the assessments used to formulate the IEP. He/she should then use this information while planning lessons.
3. *Be consistent with students.* Establish your expectations of students and clearly communicate these expectations to them. Use the behavior program currently in place within the classroom.
4. *Be involved in professional activities.* Make note of the various organizations in which your cooperating teacher is involved. Plan to attend all professional meetings that are required of your cooperating teacher.

5. *Participate in all school activities.* Involve yourself in all classroom activities including recess, lunch or bus duties, making bulletin boards, correcting papers, leading programs, tutoring and group activities.

The student teacher must have a B- grade or better in order to successfully complete the student teaching placement. Anything lower and the Student will be required to repeat the experience.

EIGHT WEEK SCHEDULE for the STUDENT TEACHER

This is the schedule for the eight-week student teaching practicum. It may be adjusted as necessary. The classroom subjects to be taught may be decided upon between the student teacher and the cooperating teacher.

WEEK 1:

Observe in the classroom. Make notes regarding the daily schedule, the classroom rules, rewards and consequences, curricula, and get to know the students. Use this time to complete your classroom observation assignment. Take the initiative to become involved with the students. Be available to help out the teacher upon request.

WEEK 2:

Continue to observe the students and teacher. Begin teaching one subject area during the day. Continue to help in the classroom by assisting in activities and helping the teacher in any way possible.

WEEK 3:

Increase your teaching time to two subjects during the day. Continue observing and assisting whenever you are not teaching.

WEEK 4:

Add one or two more subject areas to your schedule.

WEEK 5:

The student teacher should be responsible for approximately half of the day.

WEEK 6:

The student teacher should be responsible for three-fourths of the day. The cooperating teacher will be on the school premises at all times, but does not need to be in the classroom all day.

WEEK 7-8

The student teacher should be responsible for the preparation and teaching of the entire school day. Cooperating teachers may want to use this time to team-teach or tutor other students.

Deaf Education Student Teaching Requirements for the Fall Semester

Students will student teach full time in a classroom of deaf students in which hearing students may also be present. Cooperating teachers are selected by the Utah State University Deaf Education Student Teaching Supervisor. Cooperating teachers are selected based on years of experience, expertise as recommended by the USDB program director and the judgment of the USU supervisor. Cooperating teachers are expected to complete a detailed workshop to prepare student teachers for the student teaching experience. During the Fall semester, students will student teach every day, for eight weeks. They are expected to perform all duties assigned by their cooperating teachers. Once a week, the students meet with the other student teachers and the USU supervisor in a seminar to discuss their experiences and turn in assignments.

The student teachers begin by keenly observing the teacher, the classroom environment, students in the class, curriculum being used, discipline policy, and Individual Education Plan (IEP) for each student. Students complete a detailed classroom observation report due at the second seminar. After the initial observation period, the student teacher begins to take over one subject area each week. Teaching time is increased by one subject each week and the student is expected to observe and assist the teacher during the other times. By the final week, the student teacher will assume full responsibility for all teaching.

During the course of the student teaching experience, student teachers are required to complete assignments related to their experience. These assignments include:

JOURNAL REFLECTIONS

During this experience, you will keep a reflective log on the things happening in your classroom. Please include your insights on philosophy, classroom management, student progress etc... You should have a minimum of two entries per week. This is in addition to your weekly self evaluations. Both self evaluations and weekly journals should be emailed to the USU Student Teaching Supervisor on a weekly basis.

PARENT LETTER

Before beginning your student teaching semester, draft a letter to parents introducing yourself. On your first day, you will show this letter to your cooperating teacher for his or her approval, after which you will make copies and send to all parents. In your letter, include a little about yourself ~ your interests and hobbies, schooling, and background. Explain that you will be working under the supervision of your cooperating teacher. Include the name that the students will be calling you and a picture if you like. If you are student teaching in a residential placement, a copy of this letter can be given to the dorm parents, as well as the student's parents.

STUDENT TEACHING NOTEBOOKS

All written work completed for your student teaching needs to be included in your student teaching notebook. Your notebook should be divided into four areas:

1. *Lesson Plans*. You and your cooperating teacher should agree upon the format of your lesson plans. All lesson plans for every lesson taught throughout the semester will be included in this section.

2. *Evaluations*. Both your weekly self-evaluations and those completed by your cooperating teacher should be included in this section of your notebook.

3. *Assignments*. After your assignments have been turned in to the Supervisor, graded and returned, you may keep them in this section.

4. *Materials, etc.* All materials, handouts, homework or journal articles which you found helpful may be kept in this section.

During Supervisor visits throughout the semester, please have your student teaching notebooks available for review.

OBSERVATION REPORT

Write an Initial Observation Report on your classroom experience. Included in this report should be:

- General Schedule
- Behavior/Discipline Policy
- Curricula
- General Communication Policy
- Confidential Description of children
- Amplification
- Setting
- IEP placements
- Parental Involvement

Your observation reports should be thorough, but not judgmental. There is no minimum or maximum length to this report, but each topic should be carefully considered and discussed thoroughly. The reports will be typewritten and double-spaced. Ask about each item and don't just assume you understand policy by observation. How are curricula determined? Are teachers bound by the host school, by USDB, or are they free to make their own choices?

FACULTY MEETINGS

Student teaching responsibilities include attending all faculty meetings required of your cooperating teacher. Write up two of these meetings: one from the School for the Deaf, and one from your host school. Include information regarding those attending the meeting, the general agenda, and overall perceptions of the meeting.

UNIT PLAN

You will need to plan, develop and implement a teaching unit. This can be in any subject area agreed upon by you, your cooperating teacher and the Supervisor. The plan should

include lesson plans for two weeks. You should have a terminal goal for the unit, short-term objectives, and a variety of activities, media, and projects planned.

IEP PROJECT

During your time in the classroom, choose a student to create a mock IEP for. This project is to be done largely on your own – without much help from your cooperating teacher and without using the student’s current IEP. You will observe and evaluate the student and may ask to see and use current assessments where possible. From this information, you will create three long term goals each supported with at least two short term goals. If you are working with older students, you need to have a fourth long term goal that is specific to transition with corresponding short term objectives.

EVALUATIONS

The student teacher will be observed throughout the eight week period by the cooperating teacher and the USU supervisor. Twice each week, the cooperating teacher will complete informal evaluations. Three times during the student teaching experience, the USU supervisor will evaluate the student teacher’s performance. Formal observations will be made at the end of the placement and will be filed as permanent records of the students’ experience.

Deaf Education Student Teaching Requirements for the Residential Placement

The Student teacher’s responsibilities will be the same during his/her residential placement with the addition of the following. The student teacher will be required to do 10 hours per week of outside the classroom work, in order to pay for room and board.

COOPERATING TEACHER RESPONSIBILITIES

The role of the cooperating teacher is very important in the student teaching experience. It is the role of the cooperating teacher to mold and develop the skills of the student teacher and help him/her to become a professional teacher. You accomplish this by your example, since you are a model for them to follow. You guide them in their initial experiences in teaching and you evaluate their personal and professional growth as a teacher.

The Cooperating Teacher will:

1. Demonstrate quality methods of teaching.
2. Demonstrate high standards of professionalism.
3. Introduce the student teacher to the school staff and acquaint him/her with the necessary school information, policies, etc.
4. Provide the student teacher with a variety of educational experiences in the teaching profession.
5. Prepare the class for the student teacher's arrival, and set up the opportunity for a successful experience.
6. Treat the student teacher as a professional. Offer him/her a workspace of his/her own and copies of teaching materials.
7. Familiarize the student teacher with forms, records, and files in the classroom. Stress the importance of neatness, accuracy, and promptness of record keeping.
8. Allow the student teacher to participate in IEP meetings whenever possible.
9. Review all student teaching lesson plans and give feedback before and after the lesson is taught.
10. Recognize the skills of the student teacher and utilize his/her strengths.
11. Give both written and verbal feedback often. The more accustomed the student teacher becomes with evaluation, the less hesitant he/she will be with accepting constructive criticism.