

MEE 8801

Student Teaching

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Birth to Second Grade, Elementary Education, Middle Level Education 6-8,

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

[Interstate Teacher Assessment and Support Consortium \(InTASC\)](#)

[International Society for Technology in Education \(ISTE\)](#)

[Council for Exceptional Children \(CEC\)](#) informed by

the Specialty Sets: [K-12 Individualized General Curriculum and Individualized Independent Curriculum, Combined](#); [Developmental Disabilities and Autism Spectrum Disorder](#); [Initial Specialty Set: Early Childhood Special Education/Early Intervention](#); [Association for Childhood Education International \(ACEI\)](#); [Association for Middle Level Education \(AMLE\)](#)

[DPAS II Evaluation Rubrics](#)

A variety of teaching methods including inquiry-based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

Learning Activities/Performance Tasks:

1. The candidate will evaluate and analyze community, district, and school contextual and demographic factors influencing instruction.
2. The candidate will evaluate and analyze classroom and student contextual and demographic factors influencing instruction.
3. The candidate will develop and administer a student interest survey.
4. The candidate will evaluate and analyze results of student survey to influence planning,

instruction, student interaction, and engagement.

5. The candidate will collaborate with resource personnel to evaluate and analyze school resources to address student learning differences and needs.
6. The candidate will use school and district resources to influence planning, instruction, student interaction and engagement.
7. The candidate will identify or create modes of teacher to family communication that impact student engagement.

Assessment(s): Candidates will analyze and reflect on the factors impacting instruction and student learning demonstrating their understanding of the assigned classroom regarding students, school, district, and the community.

Learning Activities/Performance Tasks:

Assessment(s): Candidates will evaluate and reflect on existing classroom expectations, procedures and routines.

Formal Observation and Evaluation of Candidate Instruction: Candidates are formally observed and evaluated within the cycle of learning instruction; understanding student population, planning / designing for instruction, enactment of instruction and analysis / reflection of instruction. During Student Teaching, candidates are formally observed and evaluated three times. Remediation can occur during the 80 day field experience in which candidates may be required to develop, plan and instruct additional lessons.

Overview: Candidates will communicate with the assigned Mentor Teacher early during their first hours of observation to identify a lesson to teach in a whole group and small group setting. It is the responsibility of the candidate to create a schedule with the mentor teacher for this first lesson. It is the responsibility of the candidate to use the Wilmington University Teaching and Learning Roadmap and create a lesson in which to teach. The candidate and the Wilmington University Supervisor will review the Wilmington University Teaching and Learning Roadmap during seminar to ensure the candidate understands all components and aspects of the form.

Evidence and Artifacts: Wilmington University Teaching and Learning Roadmap, any materials or photocopies, any activity sheets, any photos taken by the candidate.

Mid Term Evaluation: The Mentor Teacher, in collaboration with the assigned University Supervisor, provide a mid-experience evaluation of candidate performance in which all parties communicate areas of strength and growth. Candidates are provided the opportunity to establish a growth plan directly aligned to their level of implementation of the learning cycle.

Final Evaluation: The mentor teacher, in collaboration with the assigned University Supervisor, conduct summative evaluation of candidate performance during the field experience.

Dispositions: The College of Education within Wilmington University focuses on preparing educators who respect difference, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. College of Education faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the College of Education's Conceptu™ tu™ tu™ tn

See additional details in Handbook for the Clinical Student Teaching Semester

Antoniou, P., & James, M. (2014). Exploring Formative Assessment in Primary School Classrooms: Developing a Framework of Actions and Strategies. *Educational Assessment, Evaluation And Accountability*, 26(2), 153-176.

Council for Exceptional Children. (2017). *CEC Initial and Advanced Program Standards*. Retrieved from <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Preparation-Standards>

Delaware Performance Appraisal System II – DPAS II

Visual Learning