ED 204/SPED 205 Handbook



Downloads:

Memo to Candidate
Requirements (2 pages)
Principal's Letter
Colleague/Teacher Letter
Evaluation – must be returned to your ED 204
Instructor as first page of your portfolio before
entering INTD 301/302
Sign-In Sheet – submit with evaluation
Letter of Intent – to be returned to designated
bin in South Hall 218 <u>no later than the</u>
Wednesday immediately following Thanksgiving

MEMORANDUM

To: Candidates in EDUC 204/SPED 205

From: Therese Riordan, Field Placements Coordinator

You must complete a minimum of 20 contact hours (with adolescent students) in a middle or high school during winter break or during the fall semester. You are responsible for seeking a placement during which you will assist a teacher in planning and implementing lessons in your content area. **It is highly recommended that you begin looking for a placement now.**

This participation builds on your 204/205 school visits and **completion is mandatory in order to proceed to the INTD 301/302 courses** you will be taking next. The objectives for this experience are included in this packet. Please review and be prepared to relay to a potential participating teacher.

There are several ways to handle finding a placement:

- 1. Approach a principal for permission to contact a teacher you believe would be an excellent mentor for you. This may be a teacher you had or are familiar with. If the teacher is willing to work with you, have the principal complete the letter of intent.
- 2. Consider a school that has an excellent reputation, one that you have attended/visited, or in which you might like to teach, and contact the principal, requesting that he/she recommend a teacher you might approach.
- 3. Take advantage of a tutoring opportunity during the semester.

Remember: Your first contact is with the principal. You are not to be wandering around a school without authorization.

These are schools that I know require initial contact from my office: Brighton, Fairport, Gates-Chili, Greece, Hilton, Mineola, Pittsford, Rush-Henrietta, Spencerport, Victor, but the list gets longer each year since schools are accommodating so many teacher candidates.



It is better to make an appointment and approach the principal in person; therefore, the October Break would be an fitting time to make contact. If you are unable to do it in person, write a cover letter that introduces you, and discusses your goals, interest in teaching, previous experience, etc.. Explain why you want to work with the particular teacher or in a particular school and ask the principal for permission to approach the teacher or to identify a potential teacher to participate.

I have opportunities available during the semester at Livonia, Mt. Morris, Pavilion, Perry and Rochester. Some are throughout the day, others are after-school programs.

Most begin in October and may continue through the spring. I encourage you to spend as much time in the schools as you can before student teaching as it will increase your knowledge and comfort level. There will be a panel presentation with representatives from the schools/agencies early in September. Please bring a resume. It is imperative that if you agree to work at one of these schools you honor your commitment.

Field experiences are intended to help you decide if a career in teaching is really for you. This *can* be a wonderful opportunity and the more you put into your practicum, the more knowledgeable and comfortable you will be for student teaching:

- Try to experience as many different curriculum levels as you can.
- Observe special education and inclusion classes; view different levels such as junior high/middle school level and high school. Even though you will work with one mentor, s/he or the department chair could arrange other observations.
- Take advantage of guest speakers, faculty meetings, special programs whenever available.

Participation is Important in Your Future

It is the first professional experience that you will list on your resume.

Contact may be invaluable (references, resources, connections, employment, etc.).

Upon completion you may want to ask your mentor for a letter of recommendation for your placement file.

The district may have openings, or the principal may belong to a network in which s/he could recommend you to colleagues in other districts; there may be opportunities to substitute.

Maintain good communication.

Contact the teacher again before you go home in December to finalize arrangements.

Say how much you are looking forward to the experience.

Ask if there is anything you can do to prepare.

Write thank you notes to your principal and mentor in January after participation finishes.

Volunteer during spring break or in May/June to maintain contact.

Complete the letter of intent and get appropriate signatures.

Make and keep one copy for yourself.

The original must be placed in the orange bin in S218.

No later than the Wednesday following Thanksgiving.

Professionalism

- Consider every visit to a school as a job interview.
- Appearance matters. Remember to exercise in front of the mirror (raise arms, bend over).
- Maintain confidentiality.
- Appreciate that school personnel are responding to our requests, i.e. accommodating us.
- Take the initiative; when you are uncertain, ask.
- Review your personal web pages; school personnel do check and inappropriate materials could prove detrimental to your career even at this stage. Maintain an appropriate e-mail address
- Avoid socializing with school personnel or students outside of the school environment and communicating with students via e-mail is discouraged since "chats" can be misinterpreted and/or cross the line.

Requirements for EDUC 204



January Practicum

(20 Hours)

Note:

- ✓ Completion of the practicum is required to receive credit for EDUC 204, a pre-requisite for INTD301/302.
- ✓ Your EDUC 204 instructor must report receipt of your portfolio prior to the first day of class for INTD 301 or 302.
- ✓ The Field Placements Director must approve any exceptions in advance.

Participation Objectives:

Observe adolescent students and teachers in classroom situations.

Assist classroom teacher including, but not limited to:

- --evaluating papers
- --developing classroom displays, materials, etc.
- --assisting an individual or a small group of students

Teach a maximum of two (2) lessons or mini-lessons to a class or a small group.

Demonstrate initiative and cooperation while in the practicum.

Participation Portfolio

All materials must be organized in a ½ inch or smaller loose-leaf binder.

I. Cover page:

Your name, local phone number and e-mail address for the current semester

Name and address of participating teacher

Place of practicum experience

Phone number of school

Dates of practicum experience and log of hours, verified with teacher's signature

Grade level(s) and course name(s) of participating teacher's classes that you were involved in.

II. Log of observation of classes (include at least two formal observations and two informal observations.

Two of the observations should be of teachers other than your primary teacher.

WUU	in the observations should be of teachers other than your primary teacher.
③	Formal observations:
	What was (were) the objective(s) for that class?
	What strategy (ies) did the teacher employ to achieve the objective(s)?
	How did the lesson begin? How was the lesson developed? How did it end
③	Informal observations:
	Reflect on specific points that interest you. What are your questions? Why?

III. A summary of your participation experience containing the following:

1. Context of the experience

Describe the community, the school and the students with whom you worked. Include a discussion of how you (or your host teacher) must adjust in planning and teaching to the types of the students enrolled in this school.

2. Implementation of New York State Learning Standards

Each school district in the state of New York will need to bring its academic curriculum into compliance with the revised State Standards that are now being implemented. Some districts have completed the revision process. Others are still working toward implementation. During your participation period, learn what steps the district has taken to implement the Standards.

3. Planning a lesson

<u>Include a lesson plan</u> that you used during the participation period. If you were not given the responsibility for presenting an entire lesson, obtain and modify a plan that your participating teacher used. <u>Include comments</u> regarding the lesson to indicate what you might have done differently had you been the teacher during that class. Summarize the material presented (either by you or by your cooperating teacher) and compose a reflection on the effectiveness of the lesson. If you taught the lesson this will be in the form of a self-evaluation.

4. Assessing Learning

Select two assessments. One should be a summative assessment (teacher designed test, standardized test, essay, portfolio.) The second should be formative (quiz, homework assignment, check sheet, systematic observation, etc.) If possible, provide examples of student responses to the two types of assessment techniques and how you might use these responses to modify your teaching (remove any names or other means by which students could be identified).

5. Reflective Essay

A reflective essay of approximately two-three pages: What were your most significant learnings from the experience? How has the experience shaped your view of teaching and of yourself as a teacher? (You may reflect upon your participating teacher's model of instruction, your understanding of the way s/he handled instruction, management of class, and other issues raised in EDUC 204.)

6. Participating Teacher Evaluation

The evaluation form of your performance, which was provided to you by the Director of Field Placements must be completed and included in your portfolio.

IV. Appendix (Optional)

In the fall prior to your practicum, the instructor of your INTD 302 class will arrange a meeting to explain any additional requirements or documentation of your experience. These requirements will be specific to the content area in which you are being certified. Include any such portfolio entries as an appendix.



Fax: (585) 245-5220

Therese Riordan Field Placements Coordinator (585) 245-5255 riordan@geneseo.edu

Dear Principal:

The School of Education faculty has designed programs to enable teacher candidates to reflect on the complex and diverse roles of a teacher, the increased diversity of students, and the nature of the content and methodology in their chosen disciplines. During the Intersession candidates must complete a participation consisting of a minimum of 20 contact hours in a secondary school in their content area; they will assist a teacher in planning and implementing lessons. S/he should observe teachers and classes at different levels within the department.

Our Adolescence Education candidates will have just completed two related courses: Dimensions of **Teaching**, a general secondary methods course, and **Teaching Students with Special Needs**, an introduction to inclusion. In this block, they made visits to local middle and high schools to do formal observations. The Intersession Participation builds on these visits and supports the methods courses they take in the spring.

Our objectives for the candidate in this experience are:

- To observe secondary students and the cooperating teacher in classroom situations
- To support the classroom teacher with, but not limited to evaluating papers, developing classroom displays/materials and assisting with an individual or a small group of students
- To teach a maximum of two lessons or mini-lessons to a class or small group
- To demonstrate initiative and cooperation

Participating teachers are responsible for

- assisting in scheduling lessons,
- checking plans for appropriateness
- completing a one-page evaluation of the participant, which the candidate will return to the College.

Nurturing bright collegians that are considering careers in teaching is crucial to the future of our schools. We have asked our candidates to seek strong role models in their quest for a mentor and to either obtain your permission to approach a certain teacher or your recommendation of an appropriate mentor. Unfortunately, we are unable to provide compensation for mentor teachers; the reward is knowing one has made a positive and lasting impact on a future member of the teaching profession.

Your cooperation is greatly appreciated. Please do not hesitate to call me at (585) 245-5255 with any concerns. Kindly sign the Letter of Intent that the Candidate has provided to indicate the availability of a placement.

Sincerely,

Therese M. Riordan Field Placements Coordinator



Therese Riordan Field Placements Coordinator (585) 245-5255 riordan@geneseo.edu

Dear Colleague:

The candidate who has approached you is requesting your service as his/her mentor during our Winter Break. Knowledge of your teaching methods, your manner of relating to students and your apparent regard for the profession has enabled this candidate to identify you as a role model for the teacher s/he hopes to become.

The School of Education faculty has designed programs to enable teacher candidates to reflect on the complex and diverse roles of a teacher, the increased diversity of students, and the nature of the content and methodology in their chosen disciplines. *During the Intersession candidates must complete a participation consisting of a minimum of 20 contact hours in a secondary school* (2 hours per day over a two-week period is suggested) *in their content area*; they will assist a teacher in planning and implementing lessons. S/he may observe teachers and classes at different levels within the department. Please ask the candidate to share the practicum requirements with you.

Our Secondary Education candidates will have just completed two related courses: **Dimensions of Teaching**, a general secondary methods course, and **Teaching Students with Special Needs**, an introduction to inclusion. In this block, they made five visits to local high schools to do formal observations. The Intersession Participation builds on these visits and supports the methods courses they will be taking in the spring.

Our objectives for the candidate in this experience are:

- To observe secondary students and the cooperating teacher in classroom situations
- ♦ To support the classroom teacher with, but not limited to evaluating papers, developing classroom displays/materials and assisting with an individual or a small group of students
- ♦ To teach a maximum of two lessons or mini-lessons to a class or small group
- ♦ To demonstrate initiative and cooperation

Participating teachers are responsible for

- assisting in scheduling lessons,
- checking plans for appropriateness
- completing a one-page evaluation of the participant, which the candidate will return to the College.

Your support of this candidate and your cooperation are greatly appreciated. Please do not hesitate to call me at (585) 245-5255 with your questions or concerns. Kindly sign the Letter of Intent that the Candidate has provided to demonstrate your willingness to mentor.

Sincerely,

Therese M. Riordan Field Placements Coordinator



Adolescence Education Participation Evaluation Form

Candidate	
School	
Evaluator	
Subject	Grade

S = Superior Indicates highly independent action, much self-direction, and exceptional competence.	
P = Proficient Indicates self-direction and a high level of competence.	
D = Developing Indicates moderate self-direction and developing competence	
U = Unsatisfactory Indicates limited self-direction or independent action and significantly uneven compe	
	number of areas.
N = Not Observed	Occasionally, some items might not be observed

Please rate the participant on both his/her performance and potential (promise for a career in teaching) based on your interaction and observations of his/her work.

		Per	forn	anc	<u>e</u>			<u>Po</u>	ten	<u>tial</u>	
Professional Behavior											
interaction with students	S	P	D	U	N		S	P	D	U	N
interaction with faculty	S	P	D	U	N		S	P	D	U	N
dependability	S	P	D	U	N		S	P	D	U	N
initiative	S	P	D	U	N		S	P	D	U	N
receptivity to suggestions	S	P	D	U	N		S	P	D	U	N
oral communication	S	P	D	U	N		S	P	D	U	N
Preparation											
is well organized	S	P	D	U	N		S	P	D	U	N
has lessons ready in advance	S	P	D	U	N		S	P	D	U	N
plans a variety of activities	S	P	D	U	N		S	P	D	U	N
uses a variety of resources	S	P	D	U	N		S	P	D	U	N
Emplementation											
provides initial motivation for lesson	S	P	D	U	N		S	P	D	U	N
sequences instruction	S	P	D	U	N		S	P	D	U	N
uses appropriate questioning techniques	S	P	D	U	N		S	P	D	U	N
develops concepts	S	P	D	U	N		S	P	D	U	N
applies appropriate classroom management strategies	S	P	D	U	N		S	P	D	U	N
Evaluation of Instruction											
maintains accurate records	S	P	D	U	N		S	P	D	U	N
evaluates individual student achievement	S	P	D	U	N		S	P	D	U	N
reflects on own strengths and weaknesses	S	P	D	U	N		S	P	D	U	N
uses results of reflection to plan further instruction	S	P	D	U	N		S	P	D	U	N
Comments											

(Please return to ED 204 Instructor with your portfolio.)

Please Print. Candidate: Teacher: **Sign-In Sheet** Block: School: Grade/Class: Certification: SUNY GENESEO Ella Cline Shear School of Return to: Field Placements Director Teachers committed to improving the lives of students through education South Hall 218 Geneseo, NY 14454 Activities Phone:585-245-5255 Performed Fax: 585-245-5220 **Participated** Observed Led Candidate's Signature Teacher's Signature **Date Hours**

(Please return to ED 204 Instructor with your portfolio.)

Total

SUNY GENESEO Ella Cline Shear School of EDUCATION Teachers committed to improving the lives of students through education Geneseo, NY 14454-1401

Fax: (585) 245-5220

Adolescence Education Participation

Letter of Intent

For Office U	Jse Only:		
	Date	Initials	
Returned			1
Recorded			- 1
Comments:			1
			1
!			1

This form should be completed by the candidate, and then signed by the participating teacher *and* the school principal. Make a copy for your records and your mentor teacher; **return** the original to the designated bin in South Hall 218 **by the Wednesday immediately following Thanksgiving**. **Failure to have this form on file in the School of Education** *prior* **to starting your practicum will invalidate your participation**.

Name:	Student G #:
Local Address:	Home Address:
Local Phone:/_	Home phone:
_	icipating School 🕮
Phone: /	Fax:/
Principal:	Signature:
Teacher:	Signature:
Grade Level(s) and Subjects:	