

STUDENT TEACHING SYLLABUS

Course Number: History 475 and History 476

Course Title: **Educational Practice with Seminar I and II**

Credit Hours: 12

Department: History

Authorized Instructor(s): Prof. Julie L. Peters

Office: 926 UH

Office Hours: Flexible, via Zoom

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Prerequisites: Good academic standing in a teacher education program, completion of 100 clock hours of pre-student teaching field experiences, and approval of the department.

Field experience and/or clinical practice: 14 week assignment student teaching.

Methods of instruction: Weekly Zoom seminars

Course Background/purpose: The purpose of this seminar is to help you debrief your student teaching experiences, get advice from your colleagues, complete assignments that will help you clarify and refine your skills as a teacher, and meet with your field instructors.

Everything I've included in this syllabus for the past 15 years applies to student teaching online. At the same time, nothing does. This is new territory. Uncharted waters. The fundamentals remain the same: you are going to learn to be a teacher. In some ways, what makes this semester different will also prepare you for the future of teaching. Even with out a Pandemic, online teaching is probably going to be with us in some way. You are going to be prepared to step into a world that most teachers don't even recognize. It's a great opportunity to explore what is positive about this experience. It's true: you are not going to learn how to manage an in-person classroom. You are not going to learn to pace yourself, save your voice, or build up the stamina it takes to physically teach all day (and commute). One day you will experience these things and learn them on the job. For now, we will use online learning as an opportunity to enhance your skills in using technology to differentiate your lessons, to employ UDL to reach more students, and to think about planning curriculum in a whole new way.

You will be *exhausted* throughout most of this semester, even though you won't be on your feet all day. Please make sure you get enough sleep. Although this may be a difficult time for you, it will also remind you why you wanted to become a teacher in the first

place. You are going to be excited about trying out all the great ideas you've been working on. But please also remember that you are a guest in your mentor teacher's classroom during student teaching. While it will be important to try out new ideas, it will be equally important to learn from your mentor and to respect his or her ways of doing things in the classroom. Always ask for help whenever you need it and remember that you have a network of support on which to draw, including your cooperating teacher, your field instructor, your seminar instructor, and your fellow student teachers.

Fortunately, you do not have to worry about the edTPA this semester, so we can take that off your plate.

Your seminar instructor will:

- Facilitate the weekly Zoom seminar discussions and provide resources and materials
- Evaluate your performance on seminar assignments
- Help in your career planning and job search, including preparing your portfolio and resume

Your university field instructor will:

- Serve as a liaison between UIC and your mentor teacher(s) and school
- Assist you by acting as a counselor, mentor, and resource for ideas and materials
- Observe you (in pre-recorded online sessions) teaching four times during the semester, evaluating your performance, and offering ideas on how to improve

Your work in the school will also be observed and evaluated by your mentor teacher(s). Your mentor teacher(s) will be your primary resource for learning about your school, courses, and students. Your mentor teacher(s) will be your main advisor and source of feedback.

Course Learning Outcomes:

Students will be able to:

- Function and thrive as a professional social studies teacher in all capacities of the position, including lesson and curriculum planning, classroom management, making accommodations for diverse learners, creating authentic assessments, communicating with parents and colleagues, and fully participating in the school community.
- Reflect on their achievements and areas for improvement and collaborate with their cooperating teacher and field instructor to create a plan for continued professional growth.

Alignment with the Council on Teacher Education Conceptual Framework:

The Council on Teacher Education, which includes all educator preparation programs in the university, has created a Conceptual Framework describing the ideals of teacher development it espouses. The framework focuses on the preparation of teachers (1) who are committed to the education of all children (2) who are knowledgeable; and (3) who are effective practitioners. The aim of this course is to provide students with an opportunity to practice the skill of teaching and curriculum development under the guidance of their cooperating teacher, field instructor, and seminar instructor. The course also provides students with a forum to discuss the challenges they face in the classroom as well as to share resources and ideas with their peers.

Course Expectations and grading:Field Instructor Observations:

Lesson plans: Each time the university field instructor observes your teaching, please have a copy of a formal lesson plan for the day, as well as a summary of what happened the day before and what will happen the next day. These should follow a formal lesson plan format, including goals, performance-based objectives, descriptions of activities, an assessment, a rubric for the assessment, and any state standards that apply. Failure to have these lesson plans prepared for the field instructor have an impact on your evaluation. I am serious here—failure to do this will lower your grade.

Seminar:

Attendance and Late Assignment Policy: The seminar meets Wednesdays from 4-5:50 p.m. We will meet via Zoom. Please see the course calendar for planned topics of discussion.

If I do not receive an email from you, in advance, that you will not be able to join us, I will count you as absent. 2 or more absences will have a negative impact on your grade (i.e. it probably won't be an A).

Please arrive on time.

You are also responsible to be in attendance full time at your school during the semester and complete 14 weeks of student teaching to meet state certification requirements. **If you miss a day of instruction because you are sick, you must follow the school guidelines for teacher attendance via online teaching.**

Office of Disability Statement:

Students with disabilities should speak with the instructor to arrange appropriate accommodations for access and participation in this course. Students who require such

accommodations need to be registered with the Office of Disability Services (ODS), 312-413-2103 (voice) or 312-413-0123 (TTY).

Grades in this seminar are based on the following:

Written evaluations submitted by your University Field Instructor at the mid-term and at the end of the semester.

Written evaluations submitted by your cooperating teacher(s): Your cooperating teacher will formally evaluate your work at mid-semester and at the end of the semester. Although they will not assign you a grade, the evaluations are consulted in determining your grade.

Evaluation of your seminar assignments: Your seminar instructor will evaluate your participation in weekly seminars.

All of these factors work together toward a grade for HIST 475 and 476. In addition to assessing your pedagogical and content knowledge, your work will be assessed for timeliness, completeness, and evidence that you have given it serious attention. Two grades are given. Although grades officially correspond to each quarter (one grade for 475 and one grade for 476), I will give you one grade for your performance in your host classroom and one grade for your performance in my classroom.