STUDENT TEACHING EXPECTATIONS
Initial Student Teaching Experience in MA Programs

ECED-GE 2903 Student Teaching in Early Childhood I
CHDED-GE 2901 Student Teaching in Childhood Education

Overview

At New York University in Steinhardt’s Department of Teaching and Learning, MA students in the Early Childhood Education programs and Childhood Education Programs in their first semester of course work are engaged in active field work in NYC early childhood centers and public schools (observation, one-on-one tutoring and some small group instruction).

In their second semester, students begin their student teaching experience, transitioning from the observation of teaching and learning (noticing the who, what, where and how of schooling); to participant observation (actual work with individuals or small groups of children); and, ultimately planning and executing lessons in the classroom.

They seek to understand how a teacher can make a positive difference for every child. They will use their knowledge of child development to engage in structured and active participation in all classroom activities with the goals of:

- becoming familiar with life in classroom environments and school communities;
- developing strategies for managing children in classroom settings;
- facilitating ongoing learning in the content areas; and,
- designing and implementing learning experiences for children.
Phases of the Student Teaching Experience

Each student teacher will begin observing all classroom activities and working with individual children and with small groups of children. By the end of the semester, all student teachers will have planned and executed whole-classroom lessons. Student Teaching practice will be divided into three phases:

Weeks: 1-4      Learning the Environment and Beginning Participation
Weeks: 5-9      Active Participation and Instruction
Weeks: 10-14    Ongoing Planning and Implementing Instruction
WEEKS 1-4: Learning the Environment

Student teacher observes the interaction between the cooperating teacher and the children to understand how to build appropriate relationships with children in the class. The Student teacher develops appropriate relationships and begins to participate in all classroom activities under the guidance of the cooperating teacher, the field supervisor and course instructors.

Expectations for ST:
- Build relationships with CT and students
- Observe morning meetings (literacy focus on oral language and accountable talk)
- Observe and assist with transition activities
- Identify classroom management techniques through observations
- Identify individual students’ strengths and needs as learners (including IEP’s)
- Observe teacher doing formal and informal assessments of students
- Become familiar with content and performance standards
- Identify instructional tools and become familiar with their usage
- Participate in classes taught by cluster teachers (i.e. Music, Art, Science, etc.)
- Assist cooperating teacher in her interactions with children in the classroom
- Begin one-on-one and small group instruction
- Practice initial Read-Alouds (literacy focus on listening, vocabulary, discussion strategies)
- Discuss/Arrange videotaping for later in the semester

Guiding questions for ST:

a. What is classroom community and how is it developed?
b. What are the interactions between the classroom teacher and the children?
c. What is an appropriate child/teacher relationship?
d. What are the expectations for children and how are they communicated?
e. What are the classroom routines and norms? How are they implemented?
f. What is the classroom environment?
g. What is the physical design of the classroom? How does it affect the teaching and learning?
h. Why use mathematics manipulatives to teach mathematical concepts?
i. Which students have been referred for special services (i.e. IEPs)?
j. What are assessment procedures in the classroom? How are they developed?
k. What content are the children learning?
WEEKS 5 – 9: Active Participation and Instruction

Student Teacher and Cooperating Teacher will reflect on planning classroom activities throughout the day with specific attention to how and why the classroom has been set up in a specific way. ST increasingly participates in all classroom activities.

Expectations for ST:

• Conduct transitions (snacks, line up, dismissal, etc.)
• Conduct a few morning meetings
• Work regularly with a small (3 to 5 children) reading group and math group
• Conduct Read-A-Louds (straight and interactive)
• Facilitate solving the Problem of the Day with small groups of students. Use open ended story problems.
• Begin conducting formal assessments (ex. Running records, Informal Reading Inventory, Math assessment, etc.)
• Share in lesson planning with teachers
• Develop and implement independent lessons in all subject areas
• Videotaping of a teaching lesson
• Attend parent-teacher/family conferences to the extent that your schedule permits

Guiding questions for ST:

a. How are the children learning? What are different styles of learning?
b. What do we notice about children who learn with ease and children who have difficulty learning?
c. How do teachers respond to children’s different learning needs and behaviors?
d. What is the responsibility for accommodations and modifications in instructional methods?
e. What are the various approaches students use to solve the Problems of the Day?
f. What are some examples of effective management of the instructional and behavior environment of the classroom?
g. How does assessment inform the objectives, procedures, materials, and follow up activities required for whole class instruction?
h. How does a teacher prepare the environment for a whole class lesson?
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WEEKS 10-14: Ongoing Planning and Implementing Instruction

Expectations for ST:

- Continue activities from previous phase
- Practice ongoing formal and informal assessments
- Implement differentiated instruction in small groups
- Integrate differentiated instruction into all your lesson planning
- Practice whole class management strategies
- Practice whole-class lessons in all subject areas
- Develop one-on-one conferencing skills with children about their work
- Participate in the planning of out-of-classroom activities (e.g. field trips)

Guiding questions for ST:

a. How does the teacher plan for effective instruction?
b. What are the differences between Explicit and Implicit Instruction?
c. Using the components of the Balanced Literacy Approach what might be equivalent experiences in the Balanced Mathematics Approach?
d. How do teachers interact with families to support children’s learning?
e. How does the use of media and technology enhance the potential to reach a greater number of students in meeting the expected outcomes of each instructional cycle?