Student Teaching Expectations
Undergraduate Early Childhood Education/Early Childhood Special Education Program
SPCED-UE 1503– Fall Semester Juniors

Overview

At New York University in Steinhardt’s Department of Teaching and Learning, the progression of the field experience for students in the Undergraduate Early Childhood Education/Early Childhood Special Education Program includes: the observation of teaching and learning (noticing the who, what, where and how of schooling and other educational settings); participant observation (actual work with individual or small groups of children); and, ultimately student teaching in school setting (planning and executing lessons in the classroom).

First semester Juniors and Transfer Students entering the student teaching experience will have already completed a sequence of field experiences beginning field observations through New Student Seminar, taken a course, Inquiries into Teaching and Learning I which is taught in a NYC public school and spent one semester as participant observers through their Human Development sequence.

In the fall semester of their junior year, students begin a guided student teaching experience as 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 creating a positive community in classroom settings;
- facilitating ongoing learning in the content areas; and,
- designing and implementing developmentally appropriate learning experiences for children.
Phases of the Student Teaching Experience

The guided student teaching experience in the fall semester becomes the prerequisite for the spring semester in which juniors will be expected to manage their own classrooms.

During the fall semester, each student teacher will observe all classroom activities and work with individual children and with small groups of children. By the end of the semester, all student teachers will have planned and executed two guided activities, at least one involving the whole class. These activities can include read alouds, music and/or movement activities, and guided experiences with art materials. Student Teaching practice during the fall semester will be divided into four phases:

- **Weeks: 1-3**  Getting to Know the Students and Beginning Participation
- **Weeks: 3-6**  Supporting Small Groups and Individual Instruction
- **Weeks: 6-10**  Planning and Implementing Instruction
- **Weeks: 10 – 14**  Whole Class and Continued Small Group Learning
WEEKS 1-3: Getting To Know the Students and Beginning Participation

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:

- Observe morning meetings
- Observe transition activities
- Identify classroom community building techniques through observations
- Identify students’ strengths and needs as learners through ongoing observational assessment
- Observe and map classroom environment
- Observe children during outdoor time, mealtimes, and other daily activities
- Participate in any conferences and professional development opportunities when possible
- Assist cooperating teacher in her interactions with children in the classroom
- Begin focused observations of one child

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. How is the relationship developed?
e. What are the expectations for children?
f. How do children learn the expectations?
g. What are the classroom routines and norms? How are they implemented?
h. What is the classroom environment?
i. What is the physical design of the classroom? How does it affect the teaching and learning?
j. What opportunities do children have for meaningful play?
WEEKS 3 – 6:  Supporting Small Groups and Individual 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.

Expectations for ST:
- Conduct a few transitions (snacks, line up, dismissal, etc.)
- Conduct several morning meetings, or parts of the morning meeting
- Work with small groups during center time
- Observe teacher doing early assessment
- Conduct read alouds and/or music and movement activities with small groups
- Share in lesson planning with teachers
- Continue activities from previous phase
- Continue focused observations using multiple methods of collection information

Guiding questions for ST:

a. How are the children learning? What are different styles of learning?
b. What do we notice about children navigate the learning environment with ease and children who have more difficulty?
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. Which students have been referred for special services (i.e. IEPs)?
f. What knowledge is being built through play?
g. What are some examples of effective support of social-emotional and cognitive development in the classroom environment and/or teacher interactions?
h. What other adults are present in the room and what are their roles?
ST increasingly participates in all classroom activities. Getting the cues from the CT, the ST participates and joins small group instruction as well as supporting individual students. If the cooperating teacher, ST and the supervisor agree, the ST may begin to plan and implement group instruction.

Expectations for ST:

- Conduct read alouds OR a music/movement activity with the whole group at least twice, once being observed by your supervisor
- Participate in the planning of out-of-classroom activities (e.g. field trips) when possible
- Attend parent-teacher/family conferences if possible
- Continue activities from previous phase
- Begin analysis of focused observations

Guiding questions for ST:

a. How does the teacher plan for effective instruction?
b. What are assessment procedures in the classroom? How are they developed?
c. How do teachers interact with families to support children’s learning?
d. How does the teacher provide opportunities that support the independent development of children in all domains (language, cognitive, social-emotional, and physical)?
e. How are the other professionals in the room included in planning for instruction?
WEEKS 10 – 14 Whole Class Learning

Expectations for ST:
- Practice whole class management strategies, specifically during transition times
- Plan and conduct an engaging small group activity during center time at least twice, once being observed by your supervisor
- Continue focused observations and analysis
- Continue activities from previous phase

Guiding questions for ST:

a. How does assessment inform the objectives, procedures, materials, and follow up activities required for differentiated instruction?
b. How does a teacher prepare the environment for whole class lessons and small group experiences?
c. 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?