

University of Wisconsin-Stevens Point

Department of World Languages and Literatures

FLED 398: Student Teaching

The purpose of student teaching is for students to experience the daily routine of teaching, to start the transition from theoretical classroom training to practical applications of theoretical knowledge, and to practice sound teaching techniques. As such, student teaching represents the perfect venue to ponder how aspects such as grammar, the acquisition of a second language, pedagogical considerations related to listening, speaking, reading, and writing, classroom management, etc. are relevant in language classrooms or relate to language students. In sum, student teaching offers students the opportunity to reflect on all aspects addressed during the theoretical coursework at UWSP.

THE REQUIREMENTS FOR THIS COURSE ARE AS FOLLOWS:

1) *Organize your teaching assignment*

I would like to receive a document from you that states explicitly what you will do during your teaching assignment, when you will phase in to instruction, when you will lead-teach, and when you start phasing out of instruction. I also want to know what expectations your cooperating teacher has of you and what expectations you have of this assignment. Together with your cooperating teacher, you have to develop a statement of expectations.

→ Make sure to upload the statement of expectations to D2L **by the end of the first week of your placement in addition to the schedule of your classes (please use the Teacher Candidate Placement Information form on D2L).**

2) *Lesson Plans*

Before each week, I want you to send me one lesson plan for the upcoming week so that I can see in detail what you do in your classes and how your lesson planning skills are progressing. This will also help you develop the best possible kind of edTPA lesson plan, since many components of the edTPA lesson plans are repetitive or simply re-duplicated. Make sure to pick the class, which you want to use for your edTPA eventually!

→ Choose the appropriate week on D2L to upload your lesson plans. For ESL minors (without a world language teaching major), please upload your lesson plans, starting with the second placement dropboxes on D2L.

3) *Reflections (submit by Monday, 9:00am of the following week)*

You should record what happened in your classes. These notes should include aspects such as content of the class, descriptions of students, description of classroom(s), students' behavior, structure of the class (i.e., activity formats, teacher-fronted vs. student centered instruction), etc.

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At the beginning of each week, I want you to identify one area that you will focus on. Some of these areas could include error correction, teacher feedback, activity formats, the use of the students' L1, etc. Based on your notes, you should be able to discuss your chosen topic in more detail. Your notes in the log will help you write up the reflection. You do not need to turn in your log, it is only meant to help you write your reflections

4) *Observations (4 per semester)*

Make sure to schedule observations by your UWSP supervisors far in advance. You should communicate, which classes would be most beneficial to observe. It is your responsibility to provide a detailed lesson plan (i.e., the amount of detail you provide for my methods classes) at least 24 hours before the scheduled observation. Failure to provide a lesson plan ahead of time will lead to comments in the area of professional responsibility and will be discussed during the observation. If you do not provide adequate lesson plans, I will consider not passing you for the student teaching assignment.

5) *Summative evaluation (1 if you have 1 placement, 2 if you have 2 placements)*

Your cooperating teacher is supposed to submit a summative evaluation within 1 week of the end of your student teaching assignment. Cooperating teachers receive a copy of the summative evaluation document at the beginning of your placement. I encourage you to discuss the document early on with your cooperating teacher and to ask for an initial evaluation within the first 3 weeks of your placement so that you are able to judge progress throughout the quarter/ semester. This practice also helps to make your placement a less stressful experience with more potential for success and learning.

GRADING

Student teaching is a pass/fail experience. Even though we have tried to prepare you as best as possible for this experience, grades in previous classes may not serve as indicators for a successful transition to the classroom. In order to pass this class, I expect you to:

- submit **all** of your work on time.
- show progress in your evolution as a teacher related to UWSP's Professional Education Program Dispositions Model and Wisconsin's 10 teaching standards.
- be able to compare and contrast your teaching assignment with a classroom that would be entirely your own.
- teach as much as possible in the target language!

I wish you best of luck during this extremely exciting semester. Please do not hesitate to contact me if you have questions, concerns, or simply need to vent. I will try to help you as much as possible to overcome frustrations that probably will arise at some point in the coming weeks.