STUDENT TEACHING
EDUC 475, 480, 485, 490
SYLLABUS

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Office: VCSU School of Education and Graduate Studies
326c McFarland at VCSU, FLC 207 at NDSU

Text: VCSU Handbook for Student Teaching (Required)
http://www.vcsu.edu/undergrad_ed

Schedule: Full-time consecutive days:
EDUC 475 or 485 six consecutive weeks of full-time days (Secondary)
EDUC 480 or 490 twelve consecutive weeks of full-time days (Elementary)

Office: Monday-Friday 7:30-12:00 and 1:00-4:30 on VCSU Campus
Please e-mail me or call to set up an appointment to avoid missing me

Technology: Blackboard access must be made as well as student VCSU email account
Email response to inquiries and questions will be within 48 hours

EDUC 475, 480, 485, 490  Elementary and Secondary Student Teaching
Curriculum alignment with ND State Standards, InTASC Standards, VCSU University Abilities, and Teaching for Learning Capstone (TLC).

InTASC Standard #1  Learner Development
InTASC Standard #2  Learning Differences: Pre and Post Test Evaluations
InTASC Standard #3  Learning Environments: Cultural Diversity: Evaluation
InTASC Standard #4  Content Knowledge
InTASC Standard #5  Applications of Content
InTASC Standard #6  Assessment
InTASC Standard #7  Planning for Instruction
InTASC Standard #8  Instructional Strategies
InTASC Standard #9  Professional Learning and Ethical Practice
InTASC Standard #10  Leadership and Collaboration

Students will meet the ND State Standards for passing the PPST exam for admission to the Teacher Education Program.
Students will register for the Praxis II and PLT exams prior to being placed in their student teaching field experience.
Students will take the Praxis II and PLT exams prior to gradation from VCSU.
Students will receive “satisfactory” evaluations from their cooperating teacher, university supervisor and the director of field experiences to successfully complete their student teaching field experience.
Students will pass the Praxis II and PLT exams in order to obtain their teaching license.
Student will include evidence of meeting all of their University Abilities to be included in their efolio.

I. Course Description:

EDUC 475 (Secondary)/EDUC 485 (Elementary) 5 credit hours. This course involves observation, teaching, and other experiences related to teaching in the secondary and/or...
elementary school. This course may be used for extending certification to new teaching areas. The total experience includes observation, teaching, journaling, Blackboard discussion, and related activities. Prerequisite: Admission to Teacher Education and Student Teaching.

EDUC 480 (Secondary)/EDUC 490 (Elementary) 10 credit hours. The candidates in secondary or elementary education spend at least 12 weeks of the senior year student teaching in the secondary and/or elementary school. The total experience includes observation, teaching, journaling, Blackboard discussion, and related activities. Prerequisite: Admission to Teacher Education and Student Teaching.

II. Course Overview:

The course provides the culminating field experience in the school setting. Student teachers will have the opportunity to put theory into practice. This is the opportunity to develop and model effective teaching techniques under the direction of a qualified expert teacher. Candidates will observe, collect ideas, and work to develop the most effective teaching skills possible. Student teachers will also develop proficient communication skills, practice competent lesson planning, and use various methods of evaluation.

The course helps to fulfill NCATE and North Dakota Program Approval Standards and Criteria. Inevitably, the student teaching experience has connections to all ten INTASC standards. The standards are formatively assessed along with dispositions and VCSU Conceptual Framework by the cooperating teachers at two transition points, and a summative final evaluation occurs at the conclusion of the experience. 50015 is the North Dakota Elementary Teacher Education Standard. While the various student teaching opportunities will provide differing points of emphasis, the entire VCSU Elementary Education curriculum and connections to each standard in 50015 may be applied to practice.

III. Course Objectives

The following twenty objectives provide direction for the design of the teacher education program. The program is designed to prepare entry-level teachers who:

1. are competent in the communications skills of listening, reading, writing, and speaking;
2. possess the content knowledge, curricular view, and pedagogical skills needed to be effective teachers in their specialty fields;
3. possess an understanding of the leading theories of human learning and behavior;
4. are able to effectively plan and implement learning experiences which provide for students' individual needs, interests, and learning styles, including those of exceptional and minority culture students;
5. can effectively use a variety of teaching strategies;
6. have knowledge of teaching/learning strategies which promote the ability of students to think critically;
7. are aware of the importance of teachers modeling methods and techniques, which they want their students to learn and use;
8. possess the knowledge of how to motivate students to want to learn;
9. can effectively use modern technology to enhance student learning;
10. believe in the critical importance of basing professional practice and decisions on research, the writings of theorists, an accepted professional practice;
11. can utilize a variety of procedures to evaluate students' learning necessary for professional decision-making;
12. possess a basic understanding of the various stages of human growth and development;
13. strive to develop within students the disposition that learning is a life-long pursuit;
14. respect the rights and privacy of students and conduct themselves in ways consistent with their responsibility of helping to prepare people for a productive life in our democratic and pluralistic society;
15. have an awareness of the importance of helping students develop and maintain positive self-concepts;
16. are aware of the importance of professional and personal characteristics of effective teachers, such as dedication, enthusiasm, cooperativeness, responsibility, and ethical behavior;
17. possess the knowledge and skills to be effective classroom managers;
18. possess the ability to effectively communicate with learners, parents, other educators, and members of the community-at-large;
19. are knowledgeable about the school as an institution in American society, including the historical, sociological, philosophical, and political foundations of education; and
20. are reflective thinkers who possess the philosophy that professional development is an on-going, never-ending process.

IV. Course Mission

The mission of the School of Education is to prepare pre-service students to become competent teachers capable of making sound decisions in the areas of elementary education, secondary education, early childhood, reading, and psychology. Pre-service students need to be skilled in teaching and guiding students from varying backgrounds who possess a multitude of unique experiences, strengths, and needs. The education program is built upon the belief that competent teachers are knowledge-based decision makers. This is reflected in the program's goals and objectives.

Goals

The broad goal of the teacher education program at Valley City State University is to prepare entry-level teachers who: (1) are capable of teaching and guiding students of varying backgrounds, strengths, and needs; (2) are competent decision makers; (3) skilled in planning, implementing, and evaluating learning experience for students; (4) view decision making as a reflective process; and (5) accept the view that professional growth and development is an on-going, never-ending process.

V. Course Procedures

The major course topics in student teaching vary according to the individual arrangement for each candidate. At the beginning, emphasis is placed on getting acquainted and establishing lines of communication with the cooperating teacher and through learning about the students who are in the classroom. Once communication is developed, the candidates work on the basics of student teaching which including the areas of lesson planning, classroom management, implementing effective teaching strategies, and evaluation of student learning. Student teachers listen to feedback from their cooperating
teacher and university supervisor as the candidates reflect and grow to become a more effective teacher for the classroom environment they are in, as well as prepare themselves to be the best educator they can as they enter the teaching profession.

VI. Learning Activities

The activities usually associated with student teaching will be used to help students reach the major objectives. Through experiences of observing the cooperating teacher, keeping a reflective journal, developing lesson plans, and using various means of planning, implementing, and evaluating, the student teacher will achieve the course goals.

STUDENT TEACHING PORTFOLIO CONNECTION:

Education Abilities: PLAN, IMPLEMENT, EVALUATE, REFLECT

Student teaching is the time when VCSU candidates are planning, implementing, evaluating, and reflecting on multiple lessons. Not only will student teachers repeat these components of the VCSU conceptual framework in quantity, but the candidates will produce their finest quality as well. The senior portfolio is about capturing capstone experiences, the student teaching environment is the ideal place for candidates to demonstrate and reflect on what the student teachers know and are able to do.

Each student teacher will complete a TLC unit during their student teaching field experience. Instruction will be provided to the teacher candidates about what this unit entails along with guidance in how to complete this unit within their student teaching field experience.

VII. Student Teaching Evaluation

Student teachers will demonstrate and be evaluated on the following objectives. Teacher candidates will need to reflect thorough pedagogical and professional readiness for the teaching profession. Student teachers are evaluated twice formatively at transition points during the experience and once time formally in the final evaluation. The VCSU Handbook for Student Teaching lists additional information and the student teaching evaluations.

PERSONAL AND PROFESSIONAL DISPOSITIONS

(A) The student teacher demonstrate responsibility and dependability worthy of a teacher entering the profession.
(B) Effectively communicate in oral expression and effectiveness of speech.
(C) Effectively communicate through written expression.
(D) Demonstrate the ability to think critically.
(E) Able to exhibit tact and judgment.
(F) Exhibits reflective responses to feedback.
(G) Exhibits enthusiasm and self-initiative.
(H) Models fairness and the belief that all students can learn.
(I) Models professional appearance and demeanor.
(J) Demonstrates commitment to the teacher education profession.
(K) Indicates general promise as a teacher entering the profession.

CLASSROOM MANAGEMENT AND TEACHING COMPETENCE

(L) Candidates must demonstrate knowledge of the subject matter content they teach.
(M) Lesson goals connect with school curriculum and state standards.
(N) Student teachers must demonstrate the ability to plan and organize lessons for learning.
(O) Student teachers must demonstrate the ability to implement appropriate teaching strategies.
(P) Student teachers must demonstrate the ability to formally and informally evaluate student progress.
(Q) Student teachers must reflect on teaching to enhance student learning in the future.
(R) Use technology appropriately to enhance student learning.
(S) Use verbal and non-verbal communication to motivate students.
(T) Demonstrate positive rapport with students.
(U) Organize and manage classroom.
(V) Produce quality work.
(W) Demonstrate positive collaboration, relationships, & ethics.
(X) Provides developmentally appropriate activities and assignments.
(Y) Fosters a positive learning environment for student interaction.
(Z) Adapts to diverse needs and backgrounds of all learners.

DISCIPLINE SPECIFIC COMPETENCIES
Each academic area will have five specific knowledge based content questions. Cooperating teachers will evaluate the student teacher’s ability to effectively apply the knowledge in their discipline area.

VIII. Grading Procedure
Student teachers will be evaluated by cooperating teachers and written observations will be documented by university supervisors. The evaluation of the student teacher will be completed in combination with of the cooperating teacher, university supervisor, and the Director of Field Experiences. The final grade is an “S” or “U”. The Director of Student Teaching will make the decision in communication with the School of Education Dean if a student teacher needed to repeat an experience.

You will be required to post a question, comment, observation, or story on the discussion board at least one time during the semester you are student teaching.

*If a natural disaster (flood, tornado, etc.) occurs – communication with the Director of Field Experiences, student teacher, university supervisor, and cooperating teacher will decide if the placement will resume at the current location or if the student teacher needs to be placed at another location to fulfill the required weeks necessary for licensure and course completion.

Any problems involving academic integrity will be handled under the provision of Valley City State University’s Policy Manual.

Important Links
Help Desk http://itc.vcsu.edu/
VCSU Policies http://www.vcsu.edu/registrar/vp.htm?p=909
ND Education Standards and Practices Website http://www.nd.gov/esp/llicensure/majorequivreq.html