Mayville State University

EDUC 400   Student Teaching Fall 2018   Course # 12952   Section 01   10 SH
Course Facilitator: Dr. Andi Dulski-Bucholz, Dean and Chair, Division of Education
Student Placement Coordinator: Kayla Smith

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                                    Also by appointment
Learning Management System (LMS) used for this Course: Moodle
Class Meetings/Instructional Mode: Pre-K 12 Clinical Teaching Experiences (arranged off-campus)
Course Time commitment for the student teacher is that of the Cooperating teacher's schedule – to include time before and after school as noted in student teacher requirements (see Teacher Education Program Handbook)

 4 Required Seminar Dates (listed in the co-req EDUC 401):
 9/6/18   6-8 p.m.(Thurs)
 10/11/18   6-8 p.m.(Thurs)
 11/1/18   6-8 p.m.(Thurs)
 11/29/18   6-8 p.m.(Thurs)

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

COURSE DESCRIPTION
Full-time supervised student teaching experience in the teacher candidate's major areas of study for 15 weeks in an accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support teacher candidates in this experience in conjunction with qualified university supervisors. Teacher candidates are placed in school settings that provide the candidate new and diverse teaching experiences to allow for greater professional growth. Teacher candidates who are obtaining a kindergarten endorsement will also need to register for 400A, Double majors will also need to register for 400A, and SPED double majors will also need to register for SPED 400B.   Pre-req. Admission to student teaching. Co-req. EDUC 401.

PURPOSE OF THE COURSE

 Student teaching is the capstone of the professional education program. The student teaching experience allows the teacher candidate to assume the role of the teacher with support of the Cooperating Teacher and the University Supervisor. Guided by supportive educators, student teachers gain skills in classroom management, lesson planning, instruction, assessment, decision-making, and many other practical skills necessary to become an effective teacher using research-based teaching strategies. Three reflective seminars throughout the semester provide opportunities to critically reflect about the experiences and share professional insights in a guided, collaborative setting.

This course encompasses the vision of Mayville State University retrieved from the University Policy Manual which states: "The vision of Mayville State University is to be known for continuing academic excellence in a cooperative, enjoyable working and learning environment that anticipates and responds to individual needs"

(Policy Manual, sect. M100.7).

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making..
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context..
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Table created from InTASC standards received from:

http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html**III.**

CONCEPTUAL FRAMEWORK

Teacher education courses at Mayville State University are based upon the Conceptual Framework: Reflective Experiential Teacher. See Moodle document 'Conceptual Framework' .

GOALS AND OBJECTIVES

To successfully complete this course, the learner will be held accountable for addressing all 10 of the InTASC standards of teacher performance as listed above within their portfolio presentations and throughout the student teaching experience. The InTASC standards related to diversity objectives that this course addresses are listed below.

Diversity Objectives

1. Recognize assets and needs of diverse learners
2. Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions
3. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner
4. Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity
5. Pursue information, resources and supports to meet the needs of diverse learners
6. Exhibit respect, openness and value of diversity across the spectrum of differences
7. Demonstrate actions consistent with the belief that all students are valued and can learn

Knowledge: 0(i), 0(j), 0(k), 1(g), 2(h), 2(i), 2(j), 2(k), 3(l), 4(m), 5(p), 6(k), 6(p), 7(i), 7(j), 7(k), 7(m), 8(k), 8(l), 9(i), 9(j), 10(l), 10(m)

Skills: 0(a), 0(b), 0(c), 0(d), 0(e), 0(f), 0(g), 2(a), 2(b), 2(c), 2(d), 2(e), 2(f), 3(f), 4(b), 4(d), 4(g), 4(i), 5(a), 5(d), 5(g), 6(h), 7(e), 8(a), 9(e), 0(h)

Disposition: 1(h), 2(l), 2(m), 2(n), 2(o), 4(o), 4(p), 6(u), 7(q), 8(p), 8(s), 9(m)

Technology Objectives

1. Applies strategies to become a technology-using teacher.
2. Align learning goals and objectives with digitally responsible & ethical use of technology.
3. Use technology to support planning, differentiation, implementation, and evaluation of student learning experiences
4. Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information
5. Supports skill development and content knowledge through media and technology
6. Promote learner success with using appropriate technologies for diverse learners
7. Enrich professional practice through effective use of digital tools and resources

PROGRAM STUDENT LEARNING OUTCOMES ADDRESSED IN THIS COURSE

- The Academic Program Student Learning Outcomes document can be found in your Moodle course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will assess SLO's 1-4 as part of the BSED Major through the InTASC Evaluation, Disposition Evaluation, Lesson Planning and Student Teaching Evaluations.

SLO 1 *Learner & Learning*: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

SLO 2 *Content*: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.

SLO 3 *Instructional Practice*: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

SLO 4 *Professional Responsibility*: Students take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession

Course Improvements Based on Most Recent Assessment Findings

Based upon recent data gained from EDUC 400 disposition documents completed by students, Cooperating Teachers and University Supervisors, student teachers are collectively demonstrating positive character traits of a quality educator. The most recent findings of InTASC and Disposition Evaluations will be used for continued program evaluation during Education Division data retreats.

INSTRUCTIONAL STRATEGIES

The content in EDUC 400 will be delivered by:

- Facilitated reflection
- Written and Oral Communications
- Formative and Summative formal Evaluations
- Student Inquiry
- Critical and creative thinking strategies

LEARNING EXPERIENCES

1. Discussions and collaboration (in associated seminars and online)

2. Presentations (to include guest speakers in seminars)
3. Guided Practice
4. Lesson Planning
5. Teaching
6. Clinical Observations
7. Critical reflection
8. Academic writing
9. Data analysis and interpretation
10. Video recording, review and reflection

Instructional technologies utilized in this course:

- **Moodle** – MSU's learning management system and virtual class environment
- **Video recording device of student's choice**
- **Pexip**
- **IVN**
- **Interactive whiteboard and other classroom technologies within the student's assigned classroom**
- **Laptops/ipads**
- Should you have questions about course technology, please click on the "Moodle Support" button located on the menu bar in Moodle.

COURSE MATERIALS

Required Materials: EPortfolio (TaskStream) to support the development of the student teacher's electronic portfolio for Co-requisite course EDUC 401
laptop with web video capabilities for connection to Pexip if student teaching at a distance.

METHOD OF EVALUATION – GRADING SYSTEM

University Supervisors and Cooperating Teachers will complete the Suggested Final Grade and Supporting Remarks form using the rubric provided for the final grade. The Final Grade rubric is based on the candidate's completion of quality lesson plans, instructional planning, teaching, depth of reflection on lesson planning and implementation and dispositions. The course facilitator will use the suggested final grade forms completed by the Cooperating Teacher and University Supervisor to determine final grade if the student has completed all associated responsibilities during the student teaching experience. If suggested grades are not congruent, or if reflection and/or lesson plan requirements (submissions and completion) have not been met, the course facilitator will do an analysis of student work, completed disposition evaluations and InTASC evaluations to determine final course grade based on the final grade rubric. Students are encouraged to review the indicators on the InTASC and Disposition Evaluations located in the Teacher Education Handbook appendices as they are measures of the final grade determination. Students have access to the InTASC and Disposition evaluations that have been completed by their University Supervisors and Cooperating Teachers to self-evaluate course progress.

InTASC Skills and Dispositions Evaluations

Every student who is working on a teaching degree or a credential must demonstrate proper dispositions and progression of teaching skills to continue in the Teacher Education program; see the guidelines for *Continuance in Teacher Education* in the MSU Catalogue. In this course you will complete the self-evaluation of teaching skills and dispositions in the Taskstream system designated for your education program. The university supervisor and

cooperating teacher will complete the evaluations x2 during your full-time student teaching experience and 1x during a part-time experience. Specific instructions for completion will be provided to all students, cooperating teachers and university supervisors via email during the student teaching experience. Expectations for candidate performance are as indicated:

InTASC Acceptable Target: Minimum average score of 3.0 with no indicators below 2.5

InTASC Ideal Target: Minimum average score of 3.5 with no indicators below 3.0

Disposition Acceptable Target: Minimum average score of 3.0 with no indicators below 2.5

Disposition Ideal Target: Minimum average score of 3.5 with no indicators below 3.0

COURSE OUTLINE

The Student Placement Director will provide students enrolled in EDUC 400 their Cooperating Teacher and University Supervisor's contact information and scheduled dates of student teaching prior to the semester start.
*See the *Teacher Education Handbook* for all information related to the student teaching experience and requirements. The suggested timeline for student teachers to assume full-time teaching load is indicated below for guidance in planning. This information is also provided in the handbook.
Student responsibilities for the course are outlined in detail in the documents located on Moodle entitled: "Forms and Information for Student teachers". All of this information is also located in the Teacher Education Handbook. Documents placed on Moodle to read and follow written guidelines include:

Responsibilities of the student teacher
Teacher Education Handbook
Student Teacher Orientation Checklist
Name Badge
Suggested Timeframe to Transition Student Teacher
Final Grade Rubric for Student Teaching

The following patterns are recommended for full-time student teachers (a) those who are assigned to complete 15 weeks and (b) those students who are assigned to complete 10 weeks:

1. Introduction into full-time teaching should be a gradual process. The student teacher should not take over all responsibilities at once.
2. During the first week the student teacher will require time for observation and orientation to the school and classroom to support their understandings of what classroom management procedures are in place, the learning styles of the students, and to develop a rapport with students. The student teacher should assist the cooperating teacher with a variety of activities and be involved in the classroom in small, but meaningful ways from the first day of the student teaching experience. Cooperating teachers will assist the students in understanding that the student teacher is not a visitor or paraprofessional but he/she is assuming the role of a teacher in the classroom.
3. By the second week the student teacher should have opportunities to be "in charge" of the classroom for brief periods of time and assume responsibility for the planning and instruction of at least one subject or class. Over the course of the next few weeks the student teacher may accept more and more responsibility. Generally, most student teachers are ready to assume full-time planning and teaching by the 4th to the 6th week.
4. During a student teaching placement the <u>minimum</u> for full-time teaching is 2-3 weeks; however, **4-6 weeks of full responsibility is recommended** (discretion is based on the number of weeks student teachers are scheduled

in a classroom). In some situations, more than 6 weeks of assuming a full-time teaching assignment may be appropriate.

5. After the full-time teaching weeks are completed, the cooperating teacher will gradually return to the role of the lead teacher. The student teacher should always take an active role in the classroom.

EXPECTATIONS/PROTOCOLS

Read the syllabus in its entirety and all documents on the LMS (Moodle) site. Knowing what is planned ahead is helpful for time management and allows you time to ask specific questions if you need clarification.

Check for due dates for all course requirements, meeting dates and times for scheduled seminars and any other scheduled learning experiences.

After reading this syllabus, **complete the "Course Information Acknowledgement" on or before your first day of student teaching. It is due on Moodle by August 25, 2018. This is the enrollment verification activity for this course.**

Student Teachers are to fulfill all requirements of the student teacher as written in the Teacher Education Handbook. Student Teachers are to refer to the Teacher Education Handbook for all information related to the student teaching experience. This syllabus only lists the key requirements:

1. Students must upload weekly lesson plans to their assigned University Supervisor's dropbox each week on Moodle. The University Supervisor will provide regular feedback. Check the "Responsibilities of the Student Teacher" document on Moodle for more information and due dates for LP's.

Note: All student teachers must include in their submitted lessons, one lesson that supports involving a minimum of one class, in one school or community service activity. The service learning lesson is to be completed when the student teacher is teaching full-time during their placement. The service-learning lesson requirements for student teaching will be provided and reviewed with student teachers at the 9/6/18 seminar.

2. Students must upload weekly reflections to their assigned University Supervisor's dropbox on Moodle. Check the "Responsibilities of the Student Teacher" document on Moodle for more information and due dates for daily reflections submitted weekly.

3. Videos for U Supervisor review and Portfolio videos: Student teachers are required to upload or provide a link of 2 videos of themselves teaching along with a critical analysis and self-reflection of the teaching video. Students can determine what they want to use to provide the video for the University Supervisor to view. Written analysis and reflection must accompany the video upload. Links to video can also be provided.   NOTE: The teaching videos (and/or links to videos) and reflections are required uploads to the student's electronic portfolios and will be reviewed with video upload as being "met" or "unmet". The critical reflection will receive an evaluative score on the portfolio rubric.

> **Video Submission Timeline:**
>
> 1st video due on or near the 4th week
>
> 2nd video due on or near the 8th week

4. Students must provide their assigned Cooperating teacher completed lesson plans at an agreed upon time prior to teaching any lesson. Providing lesson plans to the Cooperating Teacher immediately prior to teaching

is *not* appropriate. LP's should be provided well in advance to allow the Cooperating teacher to suggest changes if necessary.

5. Attendance at 4 scheduled seminars of the co-req course EDUC 401 are required to successfully complete the student teaching course. Seminar dates are listed below.

   9/6/18   6-8 p.m.(Thurs)
 10/11/18 6-8 p.m.(Thurs)
 11/1/18   6-8 p.m.(Thurs)
 11/29/18 6-8 p.m.(Thurs

Students will receive an email from the course instructor where the seminars will be held for students within 60 miles of MSU.   Distance students will attend via Pexip technologies on their computer webcams.
*See co-req course EDUC 401 for more information on required student teaching seminars.

Dates are provided well in advance for students to make arrangements to attend course seminars. If a seminar is missed for any reason, the student must review the recording and upload a detailed outline of the content and discussions within 4 days of the missed seminar.

INSTRUCTOR/STUDENT COMMUNICATIONS

- **Students** are accountable for all academic communications sent to their Mayville State University e-mail address.
- **Communication with University Supervisor**: **The University Supervisor is the student's first contact** for the student teaching experience. Please follow protocols for the student teaching experience listed in the Teacher Education Program Handbook.
- **Communication with the Course Facilitator**: Please use the course facilitator's office hours if at all possible as listed at the beginning of the syllabus.   If you wish to contact the instructor by telephone, please use the office number: 701-788-4833. The Moodle course site will be used to post messages to all learners as a group mailing whenever necessary. You may expect a response within 24 hours M-F. If the course facilitator is unavailable during the semester for any reason, students will be notified of this in the course announcements. Communications sent to the instructor after 8 pm will be returned the following day. If contact by phone or email is made on the weekend, a response will be provided on Monday.

ENROLLMENT VERIFICATION
The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an *action* in Moodle, such as completing an assignment or a taking a quiz. Logging into Moodle is **NOT** considered attendance. The *enrollment verification activity for this course is the course information acknowledgement quiz*. Please complete it by the date indicated on Moodle and in the welcome announcement. If it is not complete your enrollment in this course will be at risk.

Students will upload their class schedules and first week's reflection to Moodle the first week of student teaching. The **Course Information Acknowledgement Quiz prior is to be taken prior to beginning the student teaching experience as students will need to attend to MSU semester enrollment verification activities and dates.

Proctor Information

No proctors are required for this course.

IMPORTANT STUDENT INFORMATION

In the Moodle course, you will find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement

Course Timeline

Each student teacher has a contract that has been arranged individually for the student teacher with school administrators and teachers. Start dates and end dates for student teaching are sent by the Student Placement Coordinator to each student via MSU email towards the end of the semester prior to the student teaching semester. If a student has questions on student teaching contract dates or contact information, *students will be referred to the informative email that had been sent to their msu email for dates of contract and contact information.*

REFERENCES

Mayville State University Teacher Education Handbook.