

Mayville State University

EDUC 401S: Pre-Student Teaching Seminar Fall 2018

Course/ Section #12956/ 01 12957/02

Course Facilitator: Dr. Andi Dulski-Bucholz
Kayla Smith

Contact Information for Dr. Dulski-Bucholz:

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Hours of Availability: M: 3-6:00p.m.; T: 2-5p.m., W 8-11; Th: 8-10 a.m.,

Also by appointment

Learning Management System (LMS) used for this course: BlackBoard

Class Meetings/Instructional Mode: On/Campus/Online

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

Class Time: Required seminars:
9/5/18 4:30-5:45 p.m.(Wed)
10/10/18 4:30-5:45 p.m.(Wed)
11/7/18 4:30-5:45 p.m.(Wed)
11/28/18 4:30-5:45 p.m.(Wed)

Classroom: Seminars held in Library Room 120 C

Distance students will participate via Pexip using their computer web cameras

Instructions (connect via Web browser please. Audio information given only if web browser difficulty):

To connect from a web browser (Chrome recommended): <https://join.nd.gov/>

Entry PIN for Guests: 1672729

AUDIO PARTICIPANTS

Audio Only Access Number: +1 701 328 7950, collaboration code: 700924#

COURSE DESCRIPTION

Three required pre-student teaching seminars provide teacher candidates with the necessary information to prepare for a successful student teaching experience. Seminar topics include preparedness for student teaching, requirements for MSU student teachers, transitions that occur within the student teacher's classroom, support for teacher candidates during student teaching, ethics and developing positive professional relationships. Students will provide the Director of Student Placement information and forms necessary for student teaching placement arrangements. Non-satisfactory performance in this course may prevent a student teaching placement.

PURPOSE OF THE COURSE

Candidates in teacher education will be provided with information to prepare them for the student teaching experience. The seminars support discussion on the topics of preparedness, ethics, support during student teaching, and the requirements of student teaching.

CONCEPTUAL FRAMEWORK Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See document on

BlackBoard entitled: 'Conceptual Framework.'

COURSE GOALS AND OBJECTIVES

The candidate will:

1. Complete required documents for student teaching.
2. Participate in required pre-student teaching seminars.
3. Build collegial relationships.
4. Examine Model Code of Ethics for Educators
5. Examine Policies and Procedures for Student Teaching.
6. Develop understanding of professional expectations and behaviors

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.

Diversity Objectives:

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

Technology Objectives

1. Enrich pre-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 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:

This course was assessed Fall 2017 with Division faculty review. Assessment on educator ethics indicated students completed the ethical conduct assessment with proficiency. Items on the assessment that were not complete with 100% student proficiency were reviewed with students in EDUC 401 for review. This proved to be a good follow-up review for students.

Required/Recommended Materials:

*Required materials will be posted on BlackBoard.

CONTENT OF THE COURSE/Course Timeline

Wednesday, Sept. 5	Seminar 1: Preparing for Student Teaching
Wednesday, Oct. 10	Seminar 2: Ethics (ESPB)-Code of Conduct
Wednesday, Nov. 7	Seminar 3: School Policies, Professional Practices and Responsibilities
Wednesday, Nov. 28	Seminar 4: Process of Student Teaching-Policies and Procedures

INSTRUCTIONAL STRATEGIES

Direct Instruction	Interactive Instruction-Cooperative Learning
Critical Thinking	Written-Oral Communication
Group/Class Discussions	

INSTRUCTIONAL TECHNOLOGIES Utilized in this Course:

BlackBoard	Videos
Active Inspire	Pexip

- Should you have questions about course technology, please use the help section in Blackboard and/or TaskStream for support.

LEARNING EXPERIENCES

Participation in Seminar Activities
Participate in Seminar Discussions
Ethics-Code of Conduct Quiz: **Completed in TaskStream**

INSTRUCTOR/STUDENT COMMUNICATION

- **Students** are accountable for all academic communications sent to their Mayville State University e-mail address.
- **Communication with the Course Facilitators:** Please use the instructor's office hours if at all possible as listed at the beginning of the syllabus. If you wish to contact Dr. Dulski-Bucholz by telephone, please use the numbers listed under "office phone". The Blackboard 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. Communications sent to the course facilitator 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 the following Monday.

EXPECTATIONS/PROTOCOLS

Read the syllabus in its entirety and all documents on the Course Blackboard site.

Knowing what is planned ahead is helpful for time management and allows you time to ask specific questions if you need any clarification.

Check for due dates for all course activities and any other scheduled learning experiences.

Complete the course verification activity (syllabus quiz) by August 23, 2018.

Students are to fulfill all requirements of the course. Students are required to *attend and participate* in all scheduled seminars:

9/5/18 4:30-5:45 p.m.(Wed)

10/10/18 4:30-5:45 p.m.(Wed)

11/7/18 4:30-5:45 p.m.(Wed)

11/28/18 4:30-5:45 p.m.(Wed)

If a seminar is missed for any reason, students will be required to complete an assignment to make up covered content within 4 days of the missed seminar.

Students will receive information from the course instructor where the seminars will be held on campus for students within 60 miles of MSU. Distance students will attend via Pexip technologies on their computer webcams.

Dates are provided well in advance for students to make arrangements to attend course seminars.

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 syllabus quiz. Please complete it by the date indicated in Blackboard. If it is not completed, your enrollment in this course will be at risk.

PROCTOR REQUIREMENTS

No proctors are required for this course.

EVALUATION/GRADING POLICY

In order to satisfy requirements of the course, teacher candidates **MUST** attend the required seminars or a marking of U for the S/U course grade will be given. If a student misses a seminar, students must contact the course facilitator prior to the absence and the missed seminar assignment must be completed within 4 days of the missed seminar date to obtain a satisfactory performance in the course. Non-satisfactory performance in this course may prevent a student teaching placement. S/U Grading is offered.

Important Student Information

In the Blackboard 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

References

Teacher Education Handbook