

Mayville State University

EDUC 401s Pre-Student Teaching Seminars (#27744)

Fall 2025

1 SH

Course and Instructor Information

Instructor Name: Kayla Smith, MEd

Contact Information:

Office: Education Building 116B

Email: kayla.d.smith@mayvillestate.edu

Work phone: (701) 788 - 4827

Hours of Availability:

Available by appointment or email.

Office Hours Meeting Link: Zoom by appointment: <https://mayvillestate.zoom.us/j/6152040081>.

Instructional Mode: Off campus face-to-face.

Course Dates: Student teachers will follow the student teaching experience start and end dates. Information was provided in Taskstream: Pre-Student Teaching DRF → Student Teaching Application → scores/results.

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

Meeting Times and/or Location Zoom meeting seminars 9/10 (4:30 – 6:00), 10/8 (4:30 – 6:00), 10/29 (4:30 – 7:30), and 11/19 (4:30 – 7:30). **Zoom link:** <https://mayvillestate.zoom.us/j/98768409699>

Course Materials and Technologies

Required

[MSU Technology Requirements](#)

E-Portfolio (Taskstream) to support the development of the student teacher's electronic portfolio.

Current background check and liability insurance.

A laptop with web video capabilities for connection to student teaching seminars.

Use of Artificial Intelligence in this Course

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and specific assignments in this course as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (with consideration of the quality of the reference, which may be poor). Activities and assignments that have been indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the duration of the course.

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Course Description

Required prior to the student teaching semester, pre-student teaching seminars provide teacher candidates with the necessary information to prepare for a successful student teaching experience. Seminar topics include preparing for student teaching and the requirements for the MSU student teachers, support for teacher candidates during student teaching, Model code of Ethics for Educators, K-12 school policies and developing professional relationships. Students will complete and submit important forms necessary for MSU to begin student teaching placement arrangements. Non-satisfactory performance in this course may prevent a student teaching placement. S/U grading.

Pre-/Co-requisites: Pre-Req: Admission to Teacher Education.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)). Standards alignment found in the Appendix pages.

1. Complete required processes and forms in Taskstream for student teaching.
2. Participate in required pre-student teaching seminars.
3. Build collegial relationships.
4. Examine Model Code of Ethics for Educators.
5. Apply the principles of the Model Code of Ethics for Educators.
6. Examine and demonstrate understanding of Policies and Procedures for Student Teaching.
7. Demonstrate appropriate preparedness and level of performance when presenting 1 SLO to colleagues and faculty in checkpoint 2.

Course Expectations

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. Read the syllabus in its entirety and all documents of the course BB 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. Students are required to attend all seminars. If you are unable to attend, communication prior to the missed seminar is required. Missed points and a make up assignment may be applied.

Communication with the Course Facilitator: Please use the course facilitator's office hours, if possible, as listed at the beginning of the syllabus. If you wish to contact the instructor by telephone, please use the office number (701-788-4827) or by email (kayla.d.smith@mayvillestate.edu) Email is preferred. The Blackboard course site will be used to post messages to all learners as a group whenever necessary. Students may expect a response within 24 hours Monday – Friday. If the course facilitator is unavailable during the semester for any reason, students will be notified of this in the course

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announcements. Communications sent to the instructor after 8pm will typically be returned the following day. If contact by phone or email is made on the weekend, students can expect a response on Monday.

Evaluation and Grading

The Checkpoint 2 assignment and presentation is designated as a key assessment in the MSU teacher education program to demonstrate teaching competencies and document both growth and performance throughout the program. Key assessments are aligned to INTASC Standards and are assessed with validated rubrics. Detailed directions are included in the Key Assessment Instructions within TaskStream. Checkpoint 2 Assignment instructions are available in Blackboard. Checkpoint 2 is completed with a Met or Unmet marking. **Acceptable Target = Met**

Grading Scale

To satisfy the requirements of the course, teacher candidates are required to attend all seminars, or a marking of U for the S/U course grade will be given. If a student must miss a seminar, students must contact the course facilitator prior to the absence and the missed seminar assignment must be completed within 1 week of the missed seminar date to obtain a satisfactory performance in the course. Unsatisfactory performance in this course may prevent a student teaching placement. S/U Grading is offered.

Grading Policies

All Assignments in and out of seminar must be completed to earn a grade of S. Assignments will be deducted 1 point per day late unless prior arrangements are made with the course instructor.

Attendance/Participation Policies

Attendance required. If a seminar is missed for any reason, there is a missed seminar assignment that includes full viewing of recorded seminar and completion of an assignment. Communication prior to the missed seminar is required.

Grading Scale

S → 80% and above (360 – 450 points)

U → under 79% and below (0 – 359 points)

Breakdown of Grades

Assignment (Blue – completed in Taskstream, Black – in BB)	Due Date(s)	Points Possible (450 possible)
Course Verification Quiz	8/29/25	15 points
Seminar #1	September 10, 2025 (4:30 – 6:00pm)	50 points
Spring 2026 Graduation Application	September 15, 2025 *earlier is better – this is how the	5 points

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	audit is completed. \$35 late charge	
Consent to Release Background Check	September 21, 2025	10 points
Student Teaching Application	September 21, 2025	10 points
Student Teaching Agreement	September 21, 2025	10 points
Placement Request Statement	September 21, 2025	5 points
Personal Data Form	September 21, 2025	15 points
MCEE Pre-Assessment	September 21, 2025	10 points
Portfolio Badges (Overview and Introduction)	September 28, 2025	10 points
Portfolio Introduction Assignment	October 6, 2025 Presentation at Seminar #2	20 points
Model Code of Ethics & Article Notes	October 8 *turn in by 4:00pm (prior to seminar)	10 points
Seminar #2	October 8 (4:30 – 6:00pm)	50 points
Portfolio Badges (Checkpoint 2, SLO/Standards, Artifacts/Rationale)	October 22, 2025	10 points
School Policies and MCEE Assignment	October 26, 2025	10 points
Preparation for Checkpoint 2	October 28, 2025 Presentation at Seminar #3	20 points
Seminar #3	October 29, 2025 (4:30 – 7:30pm)	50 points
Checkpoint 2 form in Taskstream	November 2, 2025	5 points
Proof of Cleared Background	November 16, 2025	10 points
Proof of Liability Insurance	November 16, 2025	10 points
Seminar #4	November 19, 2025 (4:30 – 7:30pm)	50 points
Student Teaching info PP – Study Guide	November 30, 2025	10 points
Student Teaching Policy & Process Quiz	November 30, 2025	25 points
Code of Conduct Form	November 30, 2025	10 points
Checkpoint 3 attendance and notes	December 12, 2025	20 points

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Enrollment Verification

Online Course Statement

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, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Class Recordings

Each session of this course will be recorded. The class is recorded for students to refer back as a resource or in an event of an absence from class. These recordings are temporary, meaning they will be deleted at the end of the semester and only students/instructors within the course will have access to them. If you have any questions or concerns, please contact Kayla.

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Appendix

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

INTASC – Teacher Education

	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.

Source: Council of Chief State School Officers, 2013.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **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.

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- 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.

Instructional Strategies

The content in EDUC 401s will be delivered by: facilitated reflection, written and oral communications, formative and summative formal evaluations, student inquiry, presentations, critically reflective and creative strategies.

Standards Alignment

Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

EARLY CHILDHOOD

- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

ELEMENTARY

- 50015.2a English Language Arts. Elements of Literacy– Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

SPECIAL EDUCATION:

- Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

ENGLISH

- No applicable standards

HEALTH

- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.

MATHEMATICS

- No applicable standards

PHYSICAL EDUCATION

- 5.a Engage in behavior that reflects professional ethics, practice and cultural competence.

SCIENCE

- 13047.9 Professional Practice The program prepares candidates to participate in the professional community, improving practice through their personal actions, education, and development. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.

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SOCIAL SCIENCE

- No applicable standards

References / Bibliography

Mayville State University Teacher Education Handbook & InTASC Standards