

**CENTRAL MICHIGAN UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**Department of Teacher Education and Professional Development**  
**Master Course Syllabus**

EDU	432	Student Teaching Seminar	3 (3-0)
Designator	Number	Course Title	Credit(Mode)

**I. Bulletin Description:** This course reinforces the components of the CLEAR Conceptual Framework as it pertains to transferring theory to practice while students are in student teaching. Students are required to receive a C+ or better in this course.

**II. Prerequisites, Pre/Co-requisites, Co-requisites, Recommended:**

Prerequisite: Students must have completed the requirements for student teaching and be enrolled in EDU 458 Student Teaching as a component of the Elementary or Secondary Certification requirements for the PreK-12 Regular Education, Special Education, and Music Education teacher education programs.

Co-Requisite: EDU 458

**III. Rationale for Course Level:** This course is at the 400 level to assure that students have advanced professional education knowledge.

**IV. Suggested Textbooks:**

Instructors may select from the following or choose their own instructional materials:

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4<sup>th</sup> ed.). Mountain View, CA: Harry K. Wong Publications.

Alternatives are:

Pelletier, C. (2012). *Strategies for successful student teaching: A guide to student teaching, the job search, and your first classroom* (3<sup>rd</sup> ed.). Boston, MA: Pearson.

Cudahy. (2001). *Instructor's resource manual for becoming a teacher* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

**V. Other Requirements and/or Materials for the Course:**

Students are expected to attend all seminars, activities, and professional development opportunities provided through the student teaching center or assigned school(s). Special education students must complete all seminar assignments required by their student teaching coordinators even after the twelve week student teaching experience is completed.

**VI. Student Learning Course Objectives:**

**Course Goals:**

Each professional education course is aligned with the CLEAR Conceptual Framework. The CLEAR Conceptual Framework includes general practices and principles intended to facilitate learning experiences for candidates to help them mature as teachers whose practice is:

**C- Concept- and knowledge-driven:** A professional educational practice that is concept and knowledge- driven has, as its foundation, content knowledge.

**LEA- LEArner centered:** A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner.

**R- Reflective:** A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

This course will:

1. provide pre-service teachers with the opportunity to demonstrate an understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences and the arts); (**C,LEA**)
2. provide pre-service teachers with the opportunity to demonstrate a commitment to student learning and achievement; (**LEA**)
3. provide pre-service teachers with the opportunity to demonstrate knowledge of subject matter and pedagogy; (**C**)
4. provide pre-service teachers with the opportunity to demonstrate the ability to manage and monitor student learning; (**LEA**)
5. provide pre-service teachers with the opportunity to demonstrate the ability to systematically organize teaching practices and learn from experiences; (**LEA,R**)
6. provide pre-service teachers with the opportunity to demonstrate commitment and willingness to participate in learning communities; and (**LEA**)
7. provide pre-service teachers with the opportunity to demonstrate an ability to use information technology to enhance learning as well as enhance personal and professional productivity. (**LEA,R**)

### **Course Objectives:**

#### **Candidate Performance Outcomes**

Each course, required or elective, in the professional education sequence of courses is reflected in the unit assessment system. Candidates in programs of the Professional Education Unit are assessed using the six Candidate Performance Outcomes of the CLEAR Conceptual Framework. The listed course objectives are referenced to the six outcomes including:

**S- Subject matter outcome** – Candidates will demonstrate a thorough knowledge of their subject matter by successfully completing an approved program of study.

**Pe- Pedagogy outcome** – Candidates will demonstrate knowledge of instructional skills and learner characteristics, sufficient to systematically design and deliver instruction.

**A- Assessment outcome** – Candidates will successfully design, implement, analyze, and critique student assessments to improve learning and teaching.

**T - Technology outcome** – Candidates will demonstrate the ability to use appropriate instructional technology for information management, communication, and instruction.

**D- Diversity outcome** – Candidates will design and deliver effective instruction to diverse populations of learners.

**Pr- Professionalism outcome** – Candidates will demonstrate the professional dispositions and knowledge of school operations necessary to be successful in the classroom.

#### **CSET: Certification Standards for Elementary Teachers**

Six standards found on the Michigan Department of Education Website ([www.michigan.gov/mde](http://www.michigan.gov/mde))

Search: Elementary Certification Standards

#### **PSMT: Professional Standards for Michigan**

Research-based standards which provide a framework for rigorous subject matter knowledge in the liberal arts/sciences, and relevant pedagogical knowledge for optimal student learning, achievement, and

participation in a global society.

After successful completion of this course, the student will be able to:

1. demonstrate an understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural science and the arts); (S, D) (PSMT: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k) (CSET: 1.1, 1.4, 1.3, 1.2, 1.5, 1.6, 1.7, 1.8, 5.4)
2. demonstrate a commitment to student learning and achievement; (S, Pe, A, T) (PSMT: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j) (CSET: 5.1, 5.2, 5.4.2, 5.5, 5.6)
3. use knowledge of subject matter and pedagogy, including the ability to:
  - A. create learning environments that promote critical and higher order thinking; (S, Pe, A) (PSMT: 3b) (CSET: 3.4)
  - B. help students access and use information technology, and other resources to become independent learners and problem solvers; (S, Pe, A, D, T) (PSMT: 3f, 7b, 7f) (CSET: 2.1, 3.2, 3.3, 3.4)
  - C. use high expectations for optimal achievement to foster excellence in all students; (S, Pe) (PSMT: 3a, 3d) (CSET: 2.4, 3.1)
  - D. demonstrate teaching as both an art and a science; (S, Pe, A, T) (PSMT: 3g, 4c) (CSET: 2.4, 3.1, 3.2)
  - E. integrate and transfer knowledge across subject areas and encourage the same among students; (S, Pe, A, T) (PSMT: 3d) (CSET: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.3, 3.1)
  - F. engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter; (S, Pe, AT) (PSMT: 3f, 3g) (CSET: 3.1)
  - G. access and use updated information and procedures; (S, Pe, T, Pr) (PSMT: 3g) (CSET: 2.1, 2.2, 2.3, 5.5, 5.7)
  - H. manage and monitor student learning, including the understanding and ability to plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the diverse backgrounds, learning styles, aptitudes, interests, levels of maturity and achievement of students; (S, Pe, A, D, T, Pr) (PSMT: 2b, 2e, 3g) (CSET: 2.1, 2.2, 2.3, 2.4, 3.3, 3.5)
  - I. use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities and assess one's effectiveness in utilizing them; (S, Pe, A) (PSMT: 2f, 2i, 4f) (CSET: 3.2, 3.3)
  - J. involve and work effectively with all support personnel to maximize opportunities for student achievement and success; (S, Pe, A, Pr) (PSMT: 5f, 6f) (CSET: 5.11)
  - K. involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success; (Pe, A, Pr) (PSMT: 5g) (CSET: 5.9)
  - L. describe differences between assessment and evaluation procedures and use appropriate procedures; and (Pe, A) (PSMT: 2c, 4f, 4h) (CSET: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)
  - M. define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health and communicable diseases. (Pe, Pr) (PSMT: 5f, 5g, 5h) (CSET: 2.2, 2.3, 5.4.1, 5.4.2)
4. use the ability to systematically organize teaching practices and learn from experiences, including the ability to:
  - A. identify and use current research in both the subject field and in other areas of practice in the profession; (S) (PSMT: 3g) (CSET: 5.7, 5.8)
  - B. demonstrate good judgment in planning and managing time and other resources to attain goals and objectives; (S, Pe) (PSMT: 7a, 4b, 4e) (CSET: 2.1, 2.3, 3.3)
  - C. demonstrate maximum use of instructional time by engaging students in meaningful learning experiences; (Pe, A) (PSMT: 4a) (CSET: 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4)

- D. demonstrate an understanding of the economic, social, political, legal, and organization foundations and functions of schools; (S) (PSMT: 6a, 6c) (CSET: 5.2, 5.3, 5.4.1, 5.4.2, 5.4.3)
  - E. demonstrate belief in teaching as a lifelong learning process and continue efforts to develop and improve; (Pe, Pr) (PSMT: 5e) (CSET: 5.6, 5.7, 5.8)
  - F. interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development; (Pe, Pr) (PSMT: 5c, 6c) (CSET: 5.6, 5.7, 5.9, 5.11)
  - G. discuss and debate the evolution of education and the teacher's role in a changing society; and, (Pe, Pr) (PSMT: 6b) (CSET: 5.3, 5.4.1, 5.4.2, 5.4.3)
  - H. demonstrate meaningful self-evaluation and reflect on the professional practice of colleagues. (R; A, Pr) (PSMT: 5a, 5c, 5d) (CSET: 5.5, 5.6, 5.7)
  - I. design a draft professional development plan to use as a possible future personal plan to improve one's own teaching skills (R; Pr) (PSMT: 5e) (CSET: 5.8)
5. use commitment and willingness to participate in learning communities, including the ability to:
    - A. use community and home resources to enhance school programs; (S, Pe, A, Pr) (PSMT: 6d, 6e)
    - B. design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies; (S, Pe, D, T, Pr) (PSMT: 4b, 4e, 7a)
    - C. demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national and international communities; (S, Pe, D, Pr) (PSMT: 4a)
    - D. involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels; and (S, Pe, D, T, Pr) (PSMT: 6a, 6c)
    - E. interact with parents to maximize the learning of students at school, home and in the local community. (C, Pe, D, Pr) (PSMT: 6b)
  6. use an ability to use information technology, enhance learning as well as enhance personal and professional productivity, including the ability to:
    - A. design, develop and implement student learning activities that integrate information technology for a variety of student grouping strategies and diverse student populations; (S, Pe, A, D, T) (PSMT: 2j, 3f, 7d)
    - B. identify and apply resources for staying current in applications of information technology in education; (C, A, T) (PSMT: 7g)
    - C. demonstrate knowledge of uses of multi-media, hyper-media, telecommunications and distance learning to support teaching/learning; (S, T) (PSMT: 7c)
    - D. demonstrate knowledge about instructional management resources that assist in such activities as writing and updating curriculum; creating lesson plans and tests; and promoting, reinforcing, and organizing data regarding student performance; (C, Pe, A, T) (PSMT: 7e)
    - E. use information technologies to support student problem solving, data collection, information management, communications, presentations, and decision making including work processing, database management, spreadsheets, and graphic utilities; (C, Pe, A, T) (PSMT: 7d)
    - F. demonstrate appreciation of equity, ethical, legal, social, physical, and psychological issues concerning use of information technology; (S, A, D, T, Pr) (PSMT: 7a)
    - G. use information technology to enhance continuing professional development as an educator; and (Pe, A, T, Pr) (PSMT: 6f, 7g)
  7. exhibit appropriate personal appearance and professional dispositions. (Pr) (CSET: 5.5)

## **VII. Suggested Course Outline:**

This course outline is implemented based on the needs of the student teachers enrolled in each seminar section in the various student teaching centers around the State of Michigan. The dynamics and needs of each group change from semester to semester and student teaching coordinators adjust activities

accordingly for early childhood, elementary, middle level, high school and special education student teachers.

I. The Characteristics of an Effective Teacher	
A. positive expectations for student success	13%
1. theories related to positive expectations	
2. success for all students	
3. inviting students to learn	
4. increasing positive student behavior	
B. becoming a good classroom manager	37%
1. establishing a well-managed classroom	
2. effective discipline plans	
a. rule/guidelines	
b. consequences and rewards	
3. encouraging students to follow classroom procedures	
C. designing lessons for student mastery	37%
1. increasing student learning and mastery	
2. motivating students	
3. successful student assessment strategies	
4. effective instructional strategies including integration of technology into classroom instruction	
D. special topics (i.e., service learning, dealing with grief, etc.)	
II. Becoming a Professional Educator	13%
A. preparing for the job hunt	
B. becoming a lifelong learner	
C. professional ethics	
D. legal issues	
E. professional resources	
	Total: 100%

**VIII. Suggested Course Evaluation:**

1. Attendance/participation (daily discussions and group work)	10%
2. Video and student teaching reflection examples	20%
3. Lesson plans/units including assessment plans	20%
4. Classroom management plan	10%
5. Professional responsibilities	10%
6. Student pre-professional electronic portfolio	20%
7. Optional components based on faculty discretion	<u>10%</u>
	Total: 100%

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