

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

EDU 458	Student Teaching	10 (Spec)
Designator & #	Full Title of Course	Credit (Mode)

I. Bulletin Description:

This experiential course in which students integrate theory into practice is the field-based culminating activity of the Pre K-12 regular education teacher education program. CR/NC only.

II. Prerequisites:

Prerequisites: Admission to Teacher Education and the following criteria based on the specific certification requirements:

Elementary:

- A CMU overall GPA of 2.70 or higher
- Department approval of major(s) and minor(s) with a minimum 2.70 major AND minor GPA
- C+ or higher in **ALL** professional education and methods courses
- Courses **REQUIRED** before student teaching:

EDU 107; EDU 280 or HDF 100 or PSY 220 [Regular Education Students take EDU 280 or HDF 100; Special Education Majors must take PSY 220]; EDU 290, EDU 320, 330, 343, 345, 362, 363, 393, 431, and 495; SPE 504; and all major and minor requirements listed in the bulletin (additional requirements for Special Education Majors: SPE 455 and SPE 456 or SPE 458)

Secondary:

- A CMU overall GPA of 2.70 or higher
- Department approval of major(s) and minor(s) with a minimum 2.70 major AND minor GPA
- C+ or higher in **ALL** professional education and methods courses
- Courses **REQUIRED** before student teaching

EDU 107; EDU 290 [except for music majors]; EDU 310; EDU 325 [except for music majors]; EDU 450, 495; SPE 504; and all major and minor requirements listed in the bulletin (additional requirements for Special Education Majors: SPE 455 and SPE 456 or SPE 458).

Co-Requisites: EDU 432

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

IV. Suggested Textbooks:

Appropriate print and video resources related to the student teaching experience will be available for students in each student teaching center.

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

Student teachers are expected to adhere to district and school policies where they are assigned and to the calendar as outlined by the student teaching coordinator. Student teachers are expected to attend all seminars, activities, and professional development opportunities provided through the assigned

school(s), school district(s), or the student teaching center. Daily classroom attendance in the assigned student teaching site is mandatory. (CSET: 6.2, 6.3, 6.4)

VI. Student Learning Course Objectives:

Course Goals:

Each course in the professional education sequence of courses 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 the 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 the commitment and willingness to participate in learning; 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)
Search: Elementary Certification Standards

PSMT: Professional Standards for Michigan Teachers

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 completing 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 sciences and the arts); (S, D) (PSMT: 1a, 1b, 1c, 1d, 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: 2.2, 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; and (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)
4. use the ability to manage and monitor student learning, including the ability to:
 - A. 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)
 - B. 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)
 - C. 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)
 - D. 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)
 - E. differentiate between assessment and evaluation procedures and use appropriate procedures; and (Pe, A) (PSMT: 2c, 4e, 4f, 4h) (CSET: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

- F. define and demonstrate 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)
5. 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. maximize the 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)
6. use commitment and willingness to participate in learning communities, including the ability to:
 - A. identify and 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)
7. use an ability to use information technology to 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; (S, 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; (S, 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; (S, Pe, A, T) (PSMT: 7d)
- F. demonstrate appreciation of equity, ethical, legal, social, physical, and psychological issues concerning use of information technology; and (S, A, D, T, Pr) (PSMT: 7a)
- G. use information technology to enhance continuing professional development as an educator. (Pe, A, T, Pr) (PSMT: 6f, 7g)

VII. Suggested Course Outline:

The Central Michigan University student teaching field experience is based on approximately sixteen (16) weeks of experience in a classroom during either the fall or spring semester. The classroom placements may vary depending on the student teacher's certification, majors, minors, endorsements, and availability of the classrooms. Content of the field experience may be divided as follows:

A. The Early Days of Student Teaching

8-week classroom placement Weeks 1-2

16 week classroom placement Weeks 1-3

1. getting to know the school, classroom, cooperating teacher, students
2. observations: student teacher
3. bit teaching
4. planning: student teacher and cooperating teacher
5. observations: cooperating teacher
6. visitations and observations: university coordinator
7. conferencing: student teacher, cooperating teacher, university coordinator

B. The Middle Period of Student Teaching

8-week classroom placement Weeks 2-7

16 week classroom placement Weeks 3-14

1. assuming increasing responsibilities for teaching: student teacher and cooperating teacher
2. focus on content skills
3. planning: student teacher and cooperating teacher
4. observations: cooperating teacher
5. observations: university coordinator
6. conferencing: student teacher, cooperating teacher, university coordinator
7. solving problems: student teacher, cooperating teacher, university coordinator
8. evaluation: cooperating teacher
9. involvement with school community and professional responsibilities

C. The Final Weeks of Student Teaching

8-week classroom placement Weeks 7-8

16 week classroom placement Weeks 15-16

1. assuming full responsibility for teaching: student teacher and cooperating teacher
2. evaluation of the student teaching experience: student teacher, cooperating teacher, university coordinator

VIII. Evaluation:

The evaluation of the student teaching experience is Credit/No Credit (CR/NC). A successful student teaching field experience will depend upon the student teacher gradually assuming total teaching and

management responsibilities in his/her assigned classroom. Components of the evaluation process will include:

I.	Professional Electronic Portfolio	40%
A.	Includes at least one artifact (example) for each of the seven Professional Standards for Michigan Teachers with	
1.	description of the artifact	
2.	rationale connecting the artifact to the standard	
3.	reflective self-assessment of performance and examples of personal and professional growth as a professional practitioner through the use of technology, diversity, professionalism, assessment, pedagogy, and subject matter knowledge	
II.	Autobiography	5%
III.	Resume	5%
IV.	Philosophy of Education	5%
V.	Unit Plan (taught during student teaching)	5%
VI.	Cooperating Teacher's observations, conferences, progress evaluation, and final evaluation	20%
VII.	University Coordinator's observations, conferences, and final evaluation	<u>20%</u>
	Total:	100%

IX. Bibliography

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