

UTTC Teacher Education

Syllabus

EDU 499 Elementary Education Student Teaching Internship

Course Information

Credit Hour: 12

Semester/Year: Fall 2017

Course Blog: <http://uttcteached.blogspot.com>

Instructor Information

Instructor: Brenda Rhone

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Special Considerations: Remember you are expected to follow the calendar of the school in which you are placed, regardless of the campus schedule.

Required Textbooks: Student Teaching Handbook

Course Description:

Student teaching is the opportunity for teacher education candidates to participate in an experiential learning setting where they can begin to utilize the skills, strategies, and knowledge they learned during their teacher preparation program. With a theme of *Preparing Competent, Caring Teachers* as the underlying focus of the experience, students enrolled in this course will experience firsthand all the many facets of teaching in an elementary school setting. Successful completion of this field experience is the culminating activity leading to licensure as a certified teacher. (Open only to students approved for student teaching.)

Rationale:

The student teaching experience is a planned professional semester which includes full day teaching and observation activities for teacher candidates. The experience of each individual student teacher is planned jointly by the college and the local school system with significant input from principals and teachers. Student teachers will spend at least 15 weeks (one semester) in full day classroom teaching experiences. The professional semester will focus on direct teaching experience.

Regular seminars will be held with Teacher Education faculty to focus on application and analysis of teaching knowledge in the classroom, but taking other courses during the professional semester is discouraged. Cooperating teachers will assume mentoring roles and orchestrate, in cooperation with Teacher Education faculty, the activities of student teachers in the classroom. Orientation, continuing training, and support will be provided cooperating teachers to enhance their abilities in mentoring and supervision.

Course Student Outcomes:

Reflective of the updated Interstate New Teacher Assessment and Support Consortium (INTASC) model standards:	<i>Assessment</i>
THE LEARNER AND LEARNING	
Standard #1: Learner Development. The teacher understands how children learn 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.	
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.	
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and	

self motivation.	Student Teaching Notebook and Rubric	
CONTENT		
Standard #4: Content Knowledge. 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.		
Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.		
INSTRUCTIONAL PRACTICE		
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.		Taskstream eFolio
Standard #7: Planning for Instruction. The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.		
Standard #8: Instructional Strategies. 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 access and appropriately apply information.		
PROFESSIONAL RESPONSIBILITY		
Standard #9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.		
Standard #10: Collaboration. The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.		

TEACHER EDUCATION MODEL

The UTTC Teacher Education model is designed to develop teachers who **facilitate learning** by engaging in methods and strategies that can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase understanding, skills, and dispositions in working with students of diverse culturally backgrounds, exceptionalities, and varying learning styles. The faculty also view technology as an integral component of the Teacher Education programs and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, embedded and intertwined among the components of the conceptual framework, are the commitments to **diverse learners** and the use of **technology** and **assessment** as pedagogical tools to enhance student learning.

***The Teacher Education program at United Tribes Technical College is considered an **initial licensure program**, meaning that teacher candidates completing the program and meeting the graduation requirements, as well as passing the Praxis II exams, are eligible to apply for a North Dakota Educator's Professional License.

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

The conceptual framework defines specific outcomes for participants. The basis for best professional practice embraces the following: (1) knowledge, skills, and application; (2) reflective practice; and (3) professional and ethical behavior.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long

as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

COURSE LEARNING ACTIVITIES

To meet the objectives of the student teaching program, student teachers will submit or complete:

Knowledge, Skills, & Application:

1. Observations
2. Participation
3. Out-of-class activities
4. Full-time teaching
5. Student teaching notebook
6. Daily lesson plans that reflect the preference of the cooperating teacher
7. One unit plan for the semester
8. Four interviews of various school personnel, 2 per placement
9. Evaluation of cooperating teacher
10. Evaluation of student teaching supervisor

Reflective Practice: (Utilizing Google Docs and a shared folder)

1. Reflections for all lessons taught, extracurricular activities, observations, conferences, and professional Development
2. Reflection forms (Reflecting Information Record) for each formal supervisor evaluation
3. Weekly reflections to university supervisor.
4. Mid-semester seminar

Professional and Ethical Behavior:

1. Contacting the cooperating teacher prior to each placement to arrange a meeting
2. Professional dress, personal behavior, and standards of behavior expected of the staff of the school to which they are assigned
3. Use of standard grammar in speaking and writing
4. Punctuality and regular attendance at all school-related functions attended by the Cooperating Teacher **(Daily Student Teacher Sign-In on Google; notify the cooperating teacher, and student teaching supervisor of any and all tardiness and absences.)**
5. Providing contact information to the cooperating teacher
6. Final submission of portfolio to advisor
7. Submission of all forms to the College student teaching supervisor
8. Punctuality and regular attendance at all meetings, conferences, seminars and so on

DESCRIPTION OF ASSIGNMENTS

1. Teacher Education Portfolio Checkpoint by Advisor (requirement for graduation)
3. Daily Attendance for minimum of 600 hours
4. Student Teaching Seminars – 3 per semester
5. Student Teaching Notebook that includes the following:
 - Class Schedule
 - Weekly Lesson Plans (Include copy of Cooperating Teachers and copies of your own)
 - Single Lesson Plans (Total of 4)
 - Unit Plan (1 Unit Plan and 3 Single Lesson Plans)

- Copies of Weekly Teaching Reflections
- Copies of Weekly Email Reflections
- Descriptions of Co-Curricular Activities (Minimum of 2 per placement)
- Professional Development Activities – Total of 2 per semester with reflections
- Interviews – Total of 2 w/reflections
- Graduation & Licensure Requirements Checklist

Questions to Guide Interviews

Use the questions below to guide your interviews. All questions will not apply in every situation.

Administrators

1. Who are they?
2. What are their chief duties?
3. What is the responsibility of the teacher to them?

School Plant

1. What is the general physical lay-out?
2. What playground and gymnasium facilities exist?
3. What office facilities are available?
4. How is the cafeteria operated?
5. For what purposes is the auditorium used?
6. Is there a teacher's lounge?

Equipment and Materials

1. What provisions are made for textbooks?
2. What audio-visual equipment is available?
3. How do teachers obtain materials and supplies?

Curriculum

1. What courses are offered?
2. What courses are required?
3. What are the requirements for graduation?

Guidance

1. What personnel are involved?
2. What is the testing program?
3. What student records are maintained?
4. Is there an orientation program for new students?
5. What provisions are made for exceptional children?
6. Is there a follow-up of students after graduation?
7. Is there a group guidance program?

Library

1. What are the facilities?
2. What are the procedures for student use of the library? For teachers?
3. How is the library stocked?

Grading and Reporting

1. How are grades determined?
2. How are reports made to parents? How often?
3. What provisions are made for parent-teacher conferences?

Health Service

1. What examinations are given? How often?
2. What is the relation to social agencies and city-county health department?
3. What provisions are made for illness or accidents at school?

Student Government

1. What activities exist?
2. How are they organized?
3. How many participate?
4. What is their relationship to the school program?
5. How are these activities financed?

Extracurricular Activities

1. What activities exist?
2. How are they organized?
3. How many participate?
4. What is their relationship to the school program?
5. How are these activities financed?

Professional Organization

1. What is the nature and function of the faculty meetings?
2. What in-service programs are offered?
3. What local professional organizations exist?
4. What professional services are offered?
5. What professional services are offered?

Community Relations

1. What parent groups are there?
2. What community agencies are active in the schools?
3. How is the community kept informed about school activities?

SYLLABUS ACKNOWLEDGEMENT

Please sign this form, detach from syllabus, and return to the instructor.

Course Title: Field Experience in Elementary Schools

Course Number: EDU 499

Credit Hours: Twelve (12)

Instructor: Brenda Rhone

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Print Signature

Student signature

Date