



# EDU 498 Elementary Education Student Teaching

Brenda Rhone

UNITED TRIBES TECHNICAL COLLEGE

## COURSE INFORMATION

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

Credits: 12

## CLASS INFORMATION

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Section Number:

Term: Spring    Year: 2025    Start Date: 1/14/2025    End Date: 5/9/2025

## INSTRUCTOR

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Brenda Rhone

Email: [brhone@uttc.edu](mailto:brhone@uttc.edu)

Office Phone: 701-221-1788

Office Location: Education Building - Office 121

Office Hours:

See instructor schedule

## TEXTBOOKS

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None required

## INSTITUTIONAL LEARNER OUTCOMES

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Communication: Exhibit effective oral and written communication.

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Quantitative & Scientific Reasoning: Develop solutions to mathematical and scientific problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

## PROGRAM OUTCOMES

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PLO 3 Create supportive and safe learning environments.

PLO 6 Monitor learner progress by using multiple methods of assessment.

PLO 2 Recognize learning differences and diversity.

PLO 1 Implement appropriate strategies for learner development.  
PLO 4 Demonstrate understanding of content knowledge.  
PLO 5 Utilize differing perspectives for the application of content.  
PLO 7 Plan for instruction that supports every learner.  
PLO 8 Apply instructional strategies to encourage learner development.  
PLO 9 Demonstrate ongoing professional learning and ethical practice.  
PLO 10 Facilitate opportunities for leadership and collaboration

## **EXTERNAL STANDARDS**

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### **Council for the Accreditation of Educator Programs (CAEP) Standards**

#### **Target Standards**

##### **CAEP Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels.

##### **CAEP Standard 2: Clinical Partnerships and Practice**

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

R2.1 Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

R2.2 Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

R2.3 Clinical Experiences The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

## **InTASC Standards**

### **Target Standards**

#### **InTASC Standard #10: Leadership and Collaboration**

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

## **North Dakota Knowledge and Practice Standards for Teachers of Reading**

### **North Dakota Program Approval and Teacher Education Standards**

#### **Target Standards**

##### **50015 Elementary Education:**

##### **STANDARD 5- Developing as a Professional**

Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

##### **Components**

50015.5a Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.

50015.5b Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

50015.5c Candidates participate in peer and professional learning communities to enhance student learning.

## **COURSE OBJECTIVES**

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1. Experience all roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities in a 15 week program.
2. Apply principles and methods from the knowledge base of the professional program.
3. Use technology in communication, lesson planning and instruction.
4. Demonstrate knowledge, skills and disposition of a professional educator through self-evaluation, problem solving, and reflection about teaching and learning.
5. Complete mandated reporter training for educators.
6. Manage interactions with students with culturally, linguistically and ability diverse needs.

7. Implement differentiated strategies to increase student learning.
8. Implement classroom management strategies.
9. Communicate about all phases of experience with both the school site supervisor and the university supervisor.
10. Analyze feedback from structured observations, including conferencing and suggestions for improvement, from the school site supervisor and university supervisor.
11. Identify classroom and school practices and policies.
12. Practice parent involvement activities and practices.
13. Demonstrate ethical decisions based on the Model Code of Ethics for Educators.

## **GRADING INFORMATION**

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The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

### **A. GRADING SCALE**

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Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

### **B. COMMUNICATION**

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Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

### **C. ATTENDANCE**

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Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in [My.UTTC.edu](https://my.uttc.edu), contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

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## **D. LATE ASSIGNMENT SUBMISSIONS**

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UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements. Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

## **E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)**

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Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

## **F. THUNDER ALERT SYSTEM**

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UTTC's Thunder Alert System (TAS) is a proactive, communication-driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The Thunder Alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused on the best interest of UTTC students.

Academic-related concerns such as attendance, missing assignments, or classroom behavior will result in a Thunder Alert being issued by faculty. When a Thunder Alert is issued, the student will receive an email requesting them to make arrangements to follow up with the instructor and/or their academic advisor. Students receiving a Thunder Alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

## **G. ACADEMIC HONESTY**

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Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data,

research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

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### **ARTIFICIAL INTELLIGENCE (AI) USE POLICY**

Use of generative AI is subject to individual course instructor discretion. Instructors have the authority to:

- Authorize or restrict AI assistance partially or fully
- Define specific limits for individual assignments
- Establish course-wide AI usage policies
- AI use must be explicitly defined and approved by course instructors.
- Generative AI should not:
  - Replace original student work
  - Compromise the evaluation of student learning outcomes
  - Undermine the academic integrity of assignments

Misuse of AI will be considered plagiarism and is subject to consequences outlined in the Student Academic Honesty policy. Examples of AI misuse include:

- Generating entire writing assignments (essays, discussion posts) using AI
- Completing mathematical calculations using AI when computational skills are a learning objective
- Claiming credit for AI-generated content (art, music, program code)
- Using AI in ways not explicitly authorized by the instructor

When in doubt, students are encouraged to consult directly with their course instructors regarding the appropriate use of generative AI.

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## **H. STUDENTS WITH DISABILITIES**

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Support Services coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at [dss@uttc.edu](mailto:dss@uttc.edu).

## **I. TITLE IX STATEMENT**

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

## **J. DIVERSITY AND EQUITY STATEMENT**

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United

States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

### **EQUITY STATEMENT**

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

## **K. TECHNOLOGY REQUIREMENTS**

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To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

## **FACE-TO-FACE**

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### **PARTICIPATION / CLASS ENGAGEMENT**

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students will be assessed during the semester on the ability to demonstrate these skills.

### **CELL PHONE**

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

### **STUDENT BEHAVIOR**

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times.

As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

## COURSE CALENDAR

	Full-Semester Placement
Inservice	First Days
Week 1	Meet and Greet Observation
Week 2	ST teaches one lesson/day.
Week 3	MLK/ Professional Development (ST Supervisor visit/Observation 1) ST teaches 2-3 lessons/day. Student Teaching Seminar 1
Week 4	ST teaches 2-3 lessons/day.
Week 5	ST teaches 3-4 lessons/day. Student Teaching Seminar 2
Week 6	(ST Supervisor observation 2) ST teaches 3-4 lessons/day.
Week 7	President's Day / No School Continue as appropriate.



<b>Week 8</b>	<p>(ST videotapes lesson.)</p> <p>ST teaches either all AM or all PM.</p> <p>Student Teaching Seminar 3</p>
<b>Week 9</b>	<p>ST teaches either all AM or all PM.</p>
<b>Week 10</b>	<p>(ST Supervisor observation 3)</p> <p>No School Friday</p> <p>ST teaches either all AM or all PM.</p>
<b>Week 11</b>	<p>No School Monday</p> <p>Full Teach</p>
<b>Week 12</b>	<p>Full Teach</p>
<b>Week 13</b>	<p>Staff Development Day</p> <p>ST teaches either all AM or all PM.</p>
<b>Week 14</b>	<p>Observations.</p> <p>Phase Out</p> <p>Student Teaching Seminar 4</p> <p>Close Out Meeting</p>
<b>Week 15</b>	<p>PRAXIS II/ Portfolio Presentation</p>
<b>Week 16</b>	<p>Portfolio Presentations</p> <p>(Before May 9 )</p>