Student Teaching Elementary/Secondary

Term:  Spring 2016
Course Number:  EDU 494/MAT 544
Instructor:  Dr. Dawn Greene
Office:  500A
Office Phone:  (219) 473-4306
E-mail:  dgreene@ccsj.edu

Office Hours: Daily ** 8:00 A.M. – 4:00 P.M. ** By Appointment

Course Dates:  Student Teaching Begins: January 11, 2016 or March 2, 2016-April 15, 2016 or June 8, 2016.

Course Times: According to school schedules

Mission of the Education Program:
Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:
Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

Course Description:
This is the culminating fourteen-week practicum required of all teacher candidates who will apply for teaching license. The teacher candidate must plan and teach appropriate classes in an accredited school under the supervision of a licensed cooperating teacher and a university supervisor. All required coursework must be completed prior to student teaching.

About Your Professor:
Dr. Greene has always had a desire to teach and maintained a position teaching evening classes while working in the field of Business. After eventually transitioning to full time high school teaching, she pursued and obtained a Master of Education Administration and began working
with schools in teaching, financial planning and administration. After working as a teacher, school principal, administrator, district assistant superintendent and higher education adjunct professor, she accepted the position of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).

**Prerequisites:** EDU 300, 311, 313, 325, 342, 370, 400, 430, 481, 483, 484, 485,

**Learning Outcomes/ Competencies:**
Students in this course will:
- Collaborate and plan according to CCSJ, state and school requirements
- Construct and implement lesson plan units according to the Lesson Plan Rubric
- Implement a pre and post assessment to evaluate student knowledge of content
- Construct lesson plan units that reflect integration of academic subjects across the curriculum
- Utilize lesson plans as a tool for academic and social achievement
- Implement lesson plans according to all required standards
- Construct videotapes and reflections of taught lessons
- Develop a variety of assessment tools and implement multiple assessments to evaluate student performance
- Develop and implement lessons to be evaluated with a rubric
- Reflect about teaching practices
- Implement practices of a true professional and an effective teacher
- Participate in student teaching workshops
- Participate in teacher candidate seminars

**Textbook:**

**Learning Strategies:** (Group Discussions, Team Projects, Collaborative Learning, Workshops and Seminars)

**Class Policy for Assignments:** Adhere to the Student Teaching Handbook for rules and regulations regarding student teaching.

**Class Policy on Attendance:** Refer to the Student Teaching Handbook regarding absenteeism during student teaching.

**Class Policy on Electronic Devices:** (optional)(Cell phones, Tablets and other electronic devices) Out of respect for others and your teaching assignment, all cell phones should be out of use until after school or during lunch breaks.
**STUDENT TEACHING WORKSHOPS:** All student teachers are required to attend monthly workshops in addition to teaching. These workshops are on topics that will assist you with strategies to use during your student teaching. If you miss a workshop points will be deducted from your student teaching grade and you will have to make up that workshop, which may delay your final grade and licensure. **PLEASE DO NOT MISS ANY WORKSHOPS!**

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Topics – Room 308</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2 – Thursday January 7, 2016</td>
<td>Lesson Planning/Classroom Management</td>
</tr>
<tr>
<td>Class 3 – Monday, March 14, 2016</td>
<td>Diversity</td>
</tr>
</tbody>
</table>

**Workshop Participation: (per instructor)**
At the beginning of each class, participants will partake in a roundtable discussion with relation to successes and challenges that you are encountering during your student teaching. You are expected to participate and listen attentively, and communicate respectfully with your colleagues. You are expected to give feedback and interact with the instructor as well as colleagues.

**BLACKBOARD:** All teacher candidates will access Blackboard weekly to complete Journal Reflections per the Student Teacher Handbook, and check for grades, announcements, etc.

**SEMINARS:** All education students are required to attend seminars. During these seminars you will explore topics beyond the classroom curriculum, get information regarding changes in education, and have an opportunity to collaborate with colleagues. Missing a seminar will result in an out of class written assignment. **PLEASE DO NOT MISS ANY SEMINARS!**

<table>
<thead>
<tr>
<th>Seminars – 5:00 – 6:30 p.m.</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2016</td>
<td>To Be Announced</td>
</tr>
<tr>
<td>April 2016</td>
<td>To Be Announced</td>
</tr>
</tbody>
</table>

**Assignments:**
All assignments are outlined during Orientation and through discussion with your Supervising Teacher. You will be required to undergo the following throughout the 14-week student teaching period. These assignments are embedded within the student teaching experience:

- One video-taped lessons as outlined per the rubric
- Lesson plans submitted daily and available for Supervising Teacher visits (CCSJ format) to be graded by rubric
- One 12-week student case study
- Weekly journaling
- Intervention Reporting (when needed)
- Networking with the overall school community
- A pre/post-test assessment on a particular standard
- A Mid-term and Final Observation assessment to be completed by your Cooperating Teacher
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-92</td>
</tr>
<tr>
<td>A-</td>
<td>91-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-88</td>
</tr>
<tr>
<td>B</td>
<td>87-82</td>
</tr>
<tr>
<td>B-</td>
<td>81-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-78</td>
</tr>
<tr>
<td>C</td>
<td>77-72</td>
</tr>
<tr>
<td>C-</td>
<td>71-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-68</td>
</tr>
<tr>
<td>D</td>
<td>67-62</td>
</tr>
<tr>
<td>D-</td>
<td>61-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Standards

ACEI Standards

Development, Learning and Motivation
1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

CURRICULUM STANDARDS
2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

**INSTRUCTION STANDARDS**

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. **Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 **Practices and behaviors of developing career teachers**—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.
5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.

**Indiana Department of Education Standards:** [http://www.doe.in.gov/standards](http://www.doe.in.gov/standards)

<table>
<thead>
<tr>
<th>INTASC Teaching Standards:</th>
<th>THE LEARNER AND LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #1: Learner Development</td>
<td>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.</td>
</tr>
<tr>
<td>Standard #2: Learning Differences</td>
<td>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.</td>
</tr>
<tr>
<td>Standard #3: Learning Environments</td>
<td>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.</td>
</tr>
<tr>
<td>Standard #4: Content Knowledge</td>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) him or her teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
</tr>
<tr>
<td>Standard #5: Application of Content</td>
<td>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.</td>
</tr>
<tr>
<td>Standard #6: Assessment</td>
<td>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.</td>
</tr>
<tr>
<td>Standard #7: Planning</td>
<td>The teacher plans instruction that supports every student in</td>
</tr>
</tbody>
</table>
and Instruction

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.

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 apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice

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.

Standard 10: Leadership and Collaboration

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.

Please see specific standards for elementary and secondary content found under the Indiana Department of Education Website - [http://www.doe.in.gov/](http://www.doe.in.gov/)

**Class Policy on Attendance:**

You cannot succeed in this class if you do not attend required functions. We believe that intellectual growth and success in higher education occur through interactions in the classrooms. However, we do now want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn’t excuse your from doing class work; absence means you now have more responsibilities to keep up and meet the objectives of the course. Therefore, if a student is absent ‘three (3) times the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.

**Turning in Your Work:**

You cannot succeed in this class if you do not turn in all of your work on the day that it is due. I do not accept late work, therefore all assignments are due as assigned.

**Using Electronic Devises:**

Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave the class, in which case you will be marked absent.

**Participating in Class:**

You must be on time and stay for the whole class and speak up in a way that shows that you have done the assigned reading. If you are not prepared for the class discussions, you may be asked to leave, in which case you will be marked absent.

**Doing Your Own Work:**

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog. The maximum penalty for any form of academic dishonesty is dismissal from the college.
Using standard citations guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your student handbook.

Please Note: All papers may be electronically checked for plagiarism.

RESOURCES

Student Success Center:
The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219-473-4287 or stop by the library.

Citation Guidelines:
Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:
After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student’s control. This grade is submitted by the instructor at the end of term.

Disability Services:
Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, please contact the Disability Services Coordinator at 219-473-4349.

**CCSJ Alert:**
Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice messages. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College’s website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: [http://www.ccsj.edu/alerts/index.html](http://www.ccsj.edu/alerts/index.html).

**School Closing Information:**

**CCSJ Alerts:** An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College’s website. This can be done at: [http://www.ccsj.edu/alerts/index.html](http://www.ccsj.edu/alerts/index.html).

**Internet:**
- [http://www.ccsj.edu](http://www.ccsj.edu)
  Facility: Calumet College of St. Joseph
  Phone: 219.473.4770

**Radio:**
- WAKE – 1500 AM
- WGN - 720 AM
- WIJE – 105.5 FM
- WLS – 890 AM
- WZVN – 107.1 FM
- WBBM NEWS RADIO 78

**TV Channels:**
- 2, 5, 7, 9, 32