



**Syllabus: Student Teaching
Education 475 (5 cr.), 480 (10 cr.),
485 (5 cr.), and 490 (10 cr.)
Education 499-Special Topics (1-2 cr.)
Fall 2020**

Instructor Information

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Course Schedule

Days and Times: Determined by Instructor
Full-time consecutive days:
EDUC 475 (secondary) or 485 (elementary) six consecutive weeks of full-time days
EDUC 480 (secondary) or 490 (elementary) twelve consecutive weeks of full-time days

Location: TBD
Course Dates: January 13-May 15, 2020

Course Description

EDUC 475 (Secondary)/EDUC 485 (Elementary) 5 credit hours. This course involves observation, teaching, and other experiences related to teaching in the secondary and/or elementary school. This course may be used for extending certification to new teaching areas. The total experience includes observation, teaching, journaling, Blackboard discussion, and related activities. Prerequisite: Admission to Teacher Education and Student Teaching.

EDUC 480 (Secondary)/EDUC 490 (Elementary) 10 credit hours. The candidates in secondary or elementary education spend at least 12 weeks of the senior year student teaching in the secondary and/or elementary school. The total experience includes observation, teaching, journaling, Blackboard discussion, and related activities. Prerequisite: Admission to Teacher Education and Student Teaching.

Course Prerequisites

Prerequisite: Admitted to Student Teaching

Course alignment in the Professional Education Sequence Curriculum

VCSU School of Education aligns course curriculum with ND State Standards, InTASC Standards, Program Learning Outcomes, and Teaching for Learning Capstone (TLC).

InTASC Standard	#1 Learner Development	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.
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InTASC Standard	#2 Learning Differences: Pre and Post Test Evaluations	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.
InTASC Standard	# 3 Learning Environments: Cultural Diversity: Evaluation	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.
InTASC Standard	# 4 Content Knowledge	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.
InTASC Standard	#5 Applications of Content	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.
InTASC Standard	#6 Assessment	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.
InTASC Standard	# 7 Planning for Instruction	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.
InTASC Standard	# 8 Instructional Strategies	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.
InTASC Standard	# 9 Professional Learning and Ethical Practice	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.
InTASC Standard	#10 Leadership and Collaboration	Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.

Elementary State Standard(s): 50015.1a-c, 50015.2a-d, 50015.3a-f, 50015.4a-g, 50015.5a-c

Students will meet the ND State Standards for passing the PPST exam for admission to the Teacher Education Program.

Students will register for the Praxis II and PLT exams prior to being placed in their student teaching field experience.

Students will take the Praxis II and PLT exams prior to graduation from VCSU.

Students will receive “satisfactory” evaluations from their cooperating teacher, university supervisor and the director of field experiences to successfully complete their student teaching field experience.

Students will pass the Praxis II and PLT exams in order to obtain their teaching license.

Student will include evidence of meeting all of their University Abilities to be included in their efolio.

Required Student Resources

Textbook: VCSU Handbook for Student Teaching (Required) http://www.vcsu.edu/undergrad_ed

Learning Targets

The following twenty objectives provide direction for the design of the teacher education program. The program is designed to prepare entry-level teachers who:

1. are competent in the communications skills of listening, reading, writing, and speaking;
2. possess the content knowledge, curricular view, and pedagogical skills needed to be effective teachers in their specialty fields;

3. possess an understanding of the leading theories of human learning and behavior;
4. are able to effectively plan and implement learning experiences which provide for students' individual needs, interests, and learning styles, including those of exceptional and minority culture students;
5. can effectively use a variety of teaching strategies;
6. have knowledge of teaching/learning strategies which promote the ability of students to think critically;
7. are aware of the importance of teachers modeling methods and techniques, which they want their students to learn and use;
8. possess the knowledge of how to motivate students to want to learn;
9. can effectively use modern technology to enhance student learning;
10. believe in the critical importance of basing professional practice and decisions on research, the writings of theorists, an accepted professional practice;
11. can utilize a variety of procedures to evaluate students' learning necessary for professional decision-making;
12. possess a basic understanding of the various stages of human growth and development;
13. strive to develop within students the disposition that learning is a life-long pursuit;
14. respect the rights and privacy of students and conduct themselves in ways consistent with their responsibility of helping to prepare people for a productive life in our democratic and pluralistic society;
15. have an awareness of the importance of helping students develop and maintain positive self-concepts;
16. are aware of the importance of professional and personal characteristics of effective teachers, such as dedication, enthusiasm, cooperativeness, responsibility, and ethical behavior;
17. possess the knowledge and skills to be effective classroom managers;
18. possess the ability to effectively communicate with learners, parents, other educators, and members of the community-at-large;
19. are knowledgeable about the school as an institution in American society, including the historical, sociological, philosophical, and political foundations of education; and
20. are reflective thinkers who possess the philosophy that professional development is an on-going, never-ending process.

Assessments for learning targets

Pass Praxis II and PLT exams. Complete the Teaching for Learning Capstone (TLC) project.

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The course provides the culminating field experience in the school setting. Student teachers will have the opportunity to put theory into practice. This is the opportunity to develop and model effective teaching techniques under the direction of a qualified expert teacher. Candidates will observe, collect ideas, and work to develop the most effective teaching skills possible. Student teachers will also develop proficient communication skills, practice competent lesson planning, and use various methods of evaluation.

The course helps to fulfill NCATE and North Dakota Program Approval Standards and Criteria. Inevitably, the student teaching experience has connections to all ten INTASC standards. The standards are formatively assessed along with dispositions and VCSU Conceptual Framework by the cooperating teachers at two transition points, and a summative final evaluation occurs at the conclusion of the experience. 50015 is the North Dakota Elementary Teacher Education Standard. While the various student teaching opportunities will provide differing points of emphasis, the entire VCSU Elementary Education curriculum and connections to each standard in 50015 may be applied to practice.

Course Evaluation Procedures and Grading Criteria

The major course topics in student teaching vary according to the individual arrangement for each candidate. At the beginning, emphasis is placed on getting acquainted and establishing lines of communication with the cooperating teacher and through learning about the students who are in the classroom. Once communication is developed, the candidates work on the basics of student teaching which including the areas of lesson planning, classroom management, implementing effective teaching strategies, and evaluation of student learning. Student teachers listen to feedback from their cooperating teacher and university supervisor as the candidates reflect and grow to become a more effective teacher for the classroom environment they are in, as well as prepare themselves to be the best educator they can as they enter the teaching profession. Feedback and grades will be completed within two weeks of the assignment due date and posted in Blackboard. All assignments completed for a grade will be uploaded to blackboard, emailed assignments will not be accepted.

Attendance Policy

According to Valley City State University Policy [V.530.08](#) attendance is required in courses. Student who know they are going to be absent from a course session, should contact their instructor as soon as possible. This course follows the following attendance guidelines:

1. Missed/Late assignments will be granted partial credit at the discretion of the instructor and/or cooperating teacher. In class assignments may not be made up unless absence is communicated ahead of time and deemed to be an excused absence.
2. Points may be awarded for participation at the discretion of the instructor and/or cooperating teacher.

Participation

The mission of the School of Education is to prepare pre-service students to become competent teachers capable of making sound decisions in the areas of elementary education, secondary education, early childhood, reading, and psychology. Pre-service students need to be skilled in teaching and guiding students from varying backgrounds who possess a multitude of unique experiences, strengths, and needs. The education program is built upon the belief that competent teachers are knowledge-based decision makers. This is reflected in the program's goals and objectives.

The broad goal of the teacher education program at Valley City State University is to prepare entry-level teachers who: (1) are capable of teaching and guiding students of varying backgrounds, strengths, and needs; (2) are competent decision makers; (3) skilled in planning, implementing, and evaluating learning experience for students; (4) view decision making as a reflective process; and (5) accept the view that professional growth and development is an on-going, never-ending process.

Final Exam

NA

Grading Scale (S/U)

Total points accumulated will determine the final grade.

73-100% S

Below 73% U

The activities usually associated with student teaching will be used to help students reach the major objectives. Through experiences of observing the cooperating teacher, keeping a reflective journal, developing lesson plans, and using various means of planning, implementing, and evaluating, the student teacher will achieve the course goals.

STUDENT TEACHING PORTFOLIO CONNECTION:

Education Abilities: PLAN, IMPLEMENT, EVALUATE, REFLECT

Student teaching is the time when VCSU candidates are planning, implementing, evaluating, and reflecting on multiple lessons. Not only will student teachers repeat these components of the VCSU conceptual framework in quantity, but the candidates will produce their finest quality as well. The senior portfolio is about capturing capstone experiences, the student teaching environment is the ideal place for candidates to demonstrate and reflect on what the student teachers know and are able to do.

Each student teacher will complete a TLC unit during their student teaching field experience. Instruction will be provided to the teacher candidates about what this unit entails along with guidance in how to complete this unit within their student teaching field experience.

Student Teaching Evaluation

Student teachers will demonstrate and be evaluated on the following objectives. Teacher candidates will need to reflect thorough pedagogical and professional readiness for the teaching profession. Student teachers are evaluated twice formatively at transition points during the experience and once time formally in the final evaluation. The VCSU Handbook for Student Teaching lists additional information and the student teaching evaluations.

PERSONAL AND PROFESSIONAL DISPOSITIONS

- (A) The student teacher demonstrate responsibility and dependability worthy of a teacher entering the profession.
- (B) Effectively communicate in oral expression and effectiveness of speech.
- (C) Effectively communicate through written expression.
- (D) Demonstrate the ability to think critically.
- (E) Able to exhibit tact and judgment.
- (F) Exhibits reflective responses to feedback.
- (G) Exhibits enthusiasm and self-initiative.
- (H) Models fairness and the belief that all students can learn.
- (I) Models professional appearance and demeanor.
- (J) Demonstrates commitment to the teacher education profession.
- (K) Indicates general promise as a teacher entering the profession.

CLASSROOM MANAGEMENT AND TEACHING COMPETENCE

- (L) Candidates must demonstrate knowledge of the subject matter content they teach.
- (M) Lesson goals connect with school curriculum and state standards.
- (N) Student teachers must demonstrate the ability to plan and organize lessons for learning.
- (O) Student teachers must demonstrate the ability to implement appropriate teaching strategies.

- (P) Student teachers must demonstrate the ability to formally and informally evaluate student progress.
- (Q) Student teachers must reflect on teaching to enhance student learning in the future.
- (R) Use technology appropriately to enhance student learning.
- (S) Use verbal and non-verbal communication to motivate students.
- (T) Demonstrate positive rapport with students.
- (U) Organize and manage classroom.
- (V) Produce quality work.
- (W) Demonstrate positive collaboration, relationships, & ethics.
- (X) Provides developmentally appropriate activities and assignments.
- (Y) Fosters a positive learning environment for student interaction.
- (Z) Adapts to diverse needs and backgrounds of all learners.

DISCIPLINE SPECIFIC COMPETENCIES

Each academic area will have five specific knowledge-based content questions. Cooperating teachers will evaluate the student teacher's ability to effectively apply the knowledge in their discipline area.

Student teachers will be evaluated by cooperating teachers and written observations will be documented by university supervisors. The evaluation of the student teacher will be completed in combination with of the cooperating teacher, university supervisor, and the Director of Field Experiences. The final grade is an "S" or "U". The Director of Student Teaching will make the decision in communication with the School of Education Dean if a student teacher needed to repeat an experience.

You will be required to post a question, comment, observation, or story on the discussion board at least one time during the semester you are student teaching.

*If a natural disaster (flood, tornado, etc.) occurs – communication with the Director of Field Experiences, student teacher, university supervisor, and cooperating teacher will decide if the placement will resume at the current location or if the student teacher needs to be placed at another location to fulfill the required weeks necessary for licensure and course completion.

Any problems involving academic integrity will be handled under the provision of Valley City State University's Policy Manual.

Important Links

Help Desk <http://itc.vcsu.edu/>

VCSU Policies <http://www.vcsu.edu/registrar/vp.htm?p=909>

Student Teaching-Handbook and other data

http://www.vcsu.edu/undergrad_ed/vp.htm?p=1711

ND Education Standards and Practices Website

<http://www.nd.gov/espb/licensure/majorequivreq.html>

Valley City State University Policies

Academic Integrity

According to VCSU Policy V.530.01 "Academic integrity in students is recognized as a fundamental objective of higher education". Student who violate VCSU's academic integrity policy are reported to the Vice President of Academic Affairs.

Support Services through Valley City State University

Americans with Disabilities Act for Students

Valley City State University will provide reasonable accommodations, promote an inclusive campus environment, and encourage student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional. To request accommodations, contact Disability Support Services.

Library

The School of Education embraces the use of research in teaching and learning. VCSU's Library has an extensive resource for K-12 curriculum, both online and on library shelves.

Incompletes

An incomplete grade will only be issued under extreme circumstances. Students should expect to complete all of the "Measures of Learning Achievement" during this course.

VCSU MISSION STATEMENT

Valley City State University prepares people for life through visionary leadership and exemplary practices in teaching, learning, and service.

Table 1 Course Schedule

(Dates are subject to change based on the learners in the course and weather conditions.)

<u>Week</u>	<u>Date</u>	<u>Topics, Readings, Assignments, Due Dates, Deadlines</u>
NA		
NA		
NA		
Final Exam	NA	No final exam is given for this course.

Face Masks in the Classroom

In accordance with CDC recommendations, all members of the VCSU Community, including students, faculty, and staff, are required to wear face masks in public areas such as hallways, restrooms, and classrooms. If you are not able to wear a face mask, please plan to attend your classes using synchronous remote delivery.

COVID-19 Classroom Access Statement

Every member of the VCSU community is expected to exhibit responsible behavior to support the health of the rest of the community. To help you make responsible choices, all face to face classes at VCSU are available via synchronous remote delivery. Please use this feature

- If you feel sick
- If you are in quarantine because you or a close contact have COVID
- If you are at risk, or live with someone who is at risk and need to limit your contact with others
- If you are unable to wear a face mask in the classroom

In all cases, be sure to contact your instructor so s/he is aware of your remote presence and can make the effort to involve you directly in the class activities. You do not have to indicate your health status; synchronous remote delivery is available to every student who needs it. Simply let your instructor know that you will be attending remotely, either on a given day or for a specified period of time.

You are expected to attend synchronously, meaning during the regularly scheduled course time, from your remote location. This course will use **[insert here the tool being used – TEAMS, BB Collaborate]** to connect you to the classroom. Please contact your instructor for connection instructions if you are not sure how to proceed.

Thank you for taking the health and well-being of your fellow students, faculty, and staff seriously.