

College of Human Development and Education
School of Education
North Dakota State University

ED/HC&E 487/687 - Student Teaching
Fall Semester 2003
12 Credits

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Class Meets: Wednesday 4:00-5:00 PM EML 370

COURSE SYLLABUS

Catalog Description

Supervised teaching in an approved and accredited school. Includes an on-campus seminar.

Prerequisites: Admission to School of Education. Completion of professional education sequence.

Purpose

The student teaching experience is the capstone teacher education course. This experience allows the student teacher to gain experience teaching in a K-12 classroom. The student teaching experience should provide a variety of educational opportunities that are as realistic as possible. The student teaching experience is field based and intense.

Reasoned Action Model

The presentation of information and development of skills in EDUC 487/687 is based upon the Reasoned Action Model adopted by the School of Education.

Comprehension - EDUC 487/687 builds on the students previously developed comprehension's of their subject specialties, assists in developing comprehension of the purposes of education, and clarifies ways in which knowledge from the subject specialty may be adapted to meet the purposes of middle and secondary education.

Transformation - Throughout the seminar a variety of teaching strategies will be discussed. Discussions will focus on the actual situations observed using a particular teaching strategy. Reflection regarding additional uses of the strategy will occur. Observation skills will be reviewed and used as appropriate.

Instruction - Students will implement some of the ideas and strategies discussed in class during their student teaching classrooms. They will videotape at least one lesson and go over the presentation with their cooperating teacher.

Evaluation - Throughout the seminar the student will analyze and evaluate current practice and their own practice in the student teaching experience.

Reflection - Student will have the opportunity to solicit options from their students and the instructor during discussions and small group activities. Many of the student's experiences in the classroom along with observations will enhance the general topics covered in this seminar.

New Comprehensions - Although new comprehensions are difficult to test or assess, it is expected that students will begin to develop new comprehensions about themselves, their subject specialties, and teaching as a profession.

Teachers develop comprehensions about their subject specialty and educational practice, which they transform in to instructional strategies and teaching materials. They instruct their students and evaluate their understanding of the subject matter through a variety of assessments. They then reflect individually and with

their students on the results of the evaluation. Through this process, the teacher and students develop new comprehensions about themselves, the subject area, and the process of teaching and learning.

Special Needs

Any students with disabilities who need accommodation in this course are encouraged to speak with the instructor as soon as possible to make appropriate arrangements for these accommodations.

Academic Honesty

All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct.
<<http://www.ndsu.nodak.edu/policy.335.htm>>

Course Textbook

Students will be required to obtain the appropriate handbook from the following list.

- * Making Student Teaching Work: A Manual for Cooperating Teachers and Student Teachers
- * Agricultural Education Student Teaching Manual
- * Student Teaching handbook - Family and Consumer Sciences Education

Course Objectives

1. Identify important skills, knowledge, and disposition for effective teaching and learning.
2. Observe the actions and learning abilities of all students along with their differences and similarities.
3. Discuss issues of human diversity and human rights within the educational setting.
4. Examine the issue of special education/inclusion as it affects the classroom. (94-142/IEP Meetings)
Teacher responsibility related to special education.
5. Recognize the importance of building positive human relationships among all educational professionals working in the school setting.
6. Discuss the variety of motivational devices and their effectiveness with middle and secondary students.
7. Recognize the multitude of roles educational professionals assume on a daily basis.
8. Knowledge of basic school law and legal issues in education.

Course Assessment

This course is graded Pass/Fail. The grade will be determined from mid-term and final evaluations from the student's cooperating teacher, as well as observation evaluations from the student's university supervisor. In accordance with teacher education policy, a completed and acceptable portfolio is required to exit the teacher education program and be recommended for teacher licensure. The portfolio is based on the 10 INTASC standards. The student portfolio is evaluated based on the presentation of evidence and reflection for each of the ten standards. Students must attain a satisfactory level of competency for each standard to exit the Teacher Education program. The portfolio process is a continuing process that began in *Introduction to Teaching*, and continued throughout the education core. It is during the student teaching semester that the student should develop the completed product and prepare the portfolio for presentation.

Graduate Students

In addition to the daily practical requirements of the student teaching experience, those enrolled in 687 will be required to keep a daily journal of their professional practice. For each day, a journal entry must be recorded which describes a professional decision made during the course of the day (i.e. a discipline problem encountered, an instructional strategy employed, a curricula material used). Once the situation and decision is described, explain why that particular decision was made and connect it to an established theory or research on that issue. At the end of the semester, you will be required to submit a summary piece (paper), which synthesizes your work as a reflective practitioner during the course of the semester. More specifics in the form of this paper will be worked individually with you and the professor.