



## EDUC/H&CE 488/688—Applied Student Teaching

3 credits

### Catalog Description

Guided student teaching experience including application of lesson planning, portfolio development, professional goal-setting, and supervised teaching in an approved and accredited school.

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

**Corequisites:** EDUC 485/685 (or HC&E 483/683) Student Teaching Seminar and EDUC/HC&E 487/687 Student Teaching

### Special Needs

Any student with disabilities or other special needs who needs accommodation in this course is encouraged to speak with the instructor as soon as possible to make appropriate arrangements for these accommodations.

### Academic Dishonesty or Misconduct

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

### Reasoned Action Model (RAM) for Teacher Education

The School of Education at North Dakota State University has adopted the Reasoned Action Model (RAM) as a conceptual framework to guide and enhance the professional education program. There are six components of this model which represent the cognitive processes involved in learning and teaching:

- \* **Comprehension:** prior knowledge and developing understanding of concepts and skills in subject specializations and educational theory and practice
- \* **Transformation:** process of using subject matter knowledge and teaching skills learned through coursework and field experiences to develop instructional plans, teaching strategies, and materials to teach others
- \* **Instruction:** interactive process of teaching others
- \* **Evaluation:** formal & informal assessment of understanding, application of concepts & performance of skills
- \* **Reflection:** thoughtful self-reflection and analysis by students and instructors of what has been learned
- \* **New Comprehension:** new knowledge and skills related to subject specialty and teaching that result from experiencing the above cycle of learning

Teachers develop *comprehension* about their subject specialty and educational practice, which they *transform* into 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 their 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.

### Course Objectives

1. Connect educational theory to practice
2. Demonstrate proficiency in the 10 INTASC standards
3. Engage in professional self-reflection
4. Design and implement daily lesson plans and unit plan

## Course Assessment

The final grade for this course will be determined from the following:

1. **Professional Education Portfolio** **40%**  
The professional education portfolio is based on the ten INTASC standards and is submitted to the School of Education at three points 1) Admission to SOE, 2) Admission to Student Teach, 3) Exit from the program. It is this final point which is assessed in this course. Students must score at least a “proficient” in each of the 10 INTASC standards to graduate from the program. For more information, including the scoring rubric, reference the Teacher Education Portfolio Handbook. Although you will work with your university supervisor on your portfolio throughout the semester, final portfolios are due on November 18 2009.
  
2. **Daily Lesson Plans/Unit Plan** **25%**  
These plans are to follow to the lesson planning framework found on the Teacher Education website. Students will work with their university supervisor to establish deadlines for submission. Generally speaking, weekly lesson plans will be turned in the week before they are executed in class.  
  
**Lesson planning should include:**  
-5 required components  
-On time submission  
-Student teacher responds to/ implements feedback for improvement  
  
**Lesson Plan Scoring Considerations**
  - Completes and submits well-planned lessons on a weekly basis (90%- 100%)
  - Completes and submits lesson plans inconsistently (70%- 89%)
  - Does not complete and/ or submit lesson plans (69% and below)
  
3. **Performance Evaluation** **25%**  
Students will work with their university supervisor to schedule a minimum of four classroom visits evenly spaced throughout the semester. The student teaching performance evaluation tool can be found in the Teacher Education and Student Teaching handbooks.  
**(Use the 4 completed Student Teacher Performance Assessments as guide)**
  
4. **Professional Goal-Setting and Reflection** **10%**  
Students will work with their university supervisor to establish at least 3 professional goals to accomplish by the end of the student teaching experience. Reflections on the progress of goal achievement will be submitted to the university supervisor as arranged.

Each of the four elements must be submitted for course completion. Grades will be based on the following scale: 90%-100%=A; 80%-89%=B; 70%-79%=C; 60-69%=D; below 60%=F (Students must earn at least a “C” in all education courses)