EDU605A: Student Teaching: Classroom Practicum I

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Course Description

This course provides candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management, and assessment to an educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project I: Developing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) integrate literacy into content area instruction, (4) utilize effective classroom management and student engagement strategies, (5) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (6) collaborate with school-based teams and parents to identify, address, and promote student achievement. Candidates in this program also complete two other portfolio components:

- Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.

- K-12 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state standards.

Overview

At Jones International University, Level-2 field experience is student teaching. It is a required component of the M.Ed. teacher licensure degree programs that prepare candidates to become licensed teachers. EDU605A and EDU605B are project-based courses in which candidates practice teaching in a school in their "endorsement area" and produce a job-ready portfolio.

This course (EDU605A) covers the first eight weeks of student teaching and the next course (EDU605B) covers the last eight weeks of student teaching. During that time, candidates will make arrangements to complete a minimum of 600 clock hours of field experience, working under the joint supervision of a JIU School of Education instructor and an endorsed mentor teacher.

Because JIU's Teacher Licensure degree is recognized by the Colorado State Board of Education as an approved preparation program for licensing educators, EDU605A and EDU605B are built around Colorado's competency-based performance standards for teachers. Even though many JIU teacher candidates are seeking licensure in states other than Colorado, they will discover that the standards-based teaching principles adopted for Colorado are typical of those in most states.

Proper arrangements for the student teaching field experience, including the selection of an appropriate licensed mentor in the candidate's endorsement area, should have occurred before registering for EDU605A. If you or your mentor teacher have questions, concerns, or issues related to your student teaching experience, please contact your instructor. Please be sure to forward your instructor's contact information to your mentor teacher.

Candidates must receive proficient or better on the course evaluation in order to get credit for the portfolio project. Failure to submit any component of the portfolio project means a candidate will not pass student teaching. This could result in repeating the course and/or another student teaching placement.

Learning Outcomes

Upon successful completion of this course, each candidate will:

- Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.

- Use strategies to develop student literacy in reading, writing, speaking, viewing, and listening.

- Use technology to support instruction and enhance student learning.

- Demonstrate professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.

Required Materials

Texts

- Goethals, M. S., Howard, R. A., & Sanders, M. M. (2004). *Student teaching: A process approach to reflective practice.* Upper Saddle River, N.J.: Pearson Education, Inc.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: The APA Publication Manual is a required resource that you will use throughout your degree program. It is listed as a required text in all JIU courses. You only need to purchase it once.

Course-specific Special Requirements

You will be required to video record yourself in the classroom using a webcam. The webcam we recommend is listed in the materials section at the [JIU bookstore](#).

When you are satisfied with the video recording, you will upload the file to the JIU server. This will be a large file. If you haven't requested web space, please do so now by visiting the [My Courses](#) page under Academic Help and click on "How do I request FTP access for use in my courses?" Directions on how to upload your project will be sent to you by email.

JIU Technology Requirements

JIU Browser Checker - An easy way to check your browser and plug-ins is to use the JIU Browser Checker, a web-based application that automatically checks to determine whether your browser and plugins meet the requirements for JIU courses.

	Minimum:	Recommended:
Operating System	• Windows XP or Mac OSX	
RAM	• 256 MB of RAM	• 1 GB of RAM or above
Storage		• 4 GB or better
Monitor	• 15" VGA • High color (16 bit) • 1024 X 768 Resolution	• 17" SVGA Monitor • True color (24 bit) • 1024 X 768 resolution or higher
Internet Connection	• 56K Modem	• Broadband
Browser **(only 1 needed)***	• Internet Explorer 6.0 or newer (PC) • Firefox (PC and Mac) • Safari (Mac)	
Software	• Microsoft Office 2000 or newer	
Plugins	• Ebrary Reader • Adobe Acrobat Reader • Macromedia Flash Player	
Peripherals	• CD-ROM • Sound Card • Printer	
Browser Settings	• Cookies must be allowed in your browser	

*Note: The registration portal at my.jiu.edu may not function properly if you are using a non-supported browser. Recommended browsers include Internet Explorer 6 and Safari 1.2. All other JIU websites including the My

Courses/Dashboard pages and JIU courses support most modern browsers. Recommended browsers include Internet Explorer, Firefox and Safari.

Help Desk

For the following issues, you should first contact Technical Support:

- Server issues (site not available, server is slow)

- Course access (login problems, course not available)

- Technical problems (forum malfunctioning, any course delivery software function not working properly)

Contact Information:

- Toll-Free from U.S. and Canada: 1.888.560.4951

- International Calls: +1.416.494.6622

- Online Help

Diversity Policy

JIU professors seek and value the active participation of all students. Professors value diversity in students' ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, ethnicity, etc. Importantly, JIU professors respect students' diverse talents and ways of learning and provide flexibility by offering students multiple pathways to success. Professors encourage students to choose deliverables—in pursuit of learning objectives—that are personally and professionally meaningful.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should visit the website for the Office of Disabilities Services at JIU. Here, you will find information regarding our policy and the procedure for requesting an accommodation.

Course Engagement Policy

JIU student participation in online discussions and projects are part of JIU teaching and learning models. Substantive and frequent interaction helps students to solidify and extend learning. All students are required to actively participate in and contribute to course discussions.

JIU will confirm course engagement as of the "census date." The census date is the third Sunday of a course, up to 11:59 p.m. Mountain Time. Course Engagement is determined by active participation through the course and professor's evaluation of the student's level of engagement in the course.

Students who are not actively engaged in a course by the census date will be dropped from the course and will receive a grade of NDR with a 100% tuition refund for that course. The course will not count as an attempted course.

Please review the course engagement policy in the [JIU Student Handbook](#) for details.

Academic Honor Statement

All JIU students are expected to adhere to the JIU Academic Honor Statement, which states:

In accordance with the JIU "Academic Code of Conduct" (found in the Student Handbook), I am solely responsible for all of my assignments (unless the assignment specifically allowed me to work with others). I have not plagiarized (represented the work of another as my own), nor have I violated copyright or other applicable U.S. laws. JIU holds that the respect for ideas and intellectual property rights is a critical value in academic communities. As a member of this community, I share responsibility in ensuring that the authentic expression of ideas is observed.

Total Professional Advantage 2.0®

JIU's institutional learning objectives require all JIU students to "design a personal and professional development strategy to formulate a pathway leading to future success."

To that end, JIU has created a customized career development portal and program: Total Professional Advantage® 2.0 (TPA® 2.0).

TPA 2.0 provides an array of free career development resources, including an electronic portfolio, access to a professional career advisor, and interactive workshops. All students produce three "deliverables": a résumé, a career goal statement, and a professional development plan. These deliverables are submitted at the end of your academic program in your capstone course.

We strongly encourage you to engage in TPA 2.0 *early* in your academic program. Access TPA 2.0 via the link near the top of your "My Courses" page.

Course Structure

This course consists of the eight modules outlined below:

Module 1: What is Student Teaching All About?

Now you are ready to begin your student teaching experience. During this first module, you will finalize your arrangements with the school district and your mentor by sharing the requirements of the course. Then you will write a narrative that includes an introduction of yourself, a description of your school site, and an explanation of why you chose a career in education. Finally you will update your philosophy of education and goal statement using what you started to develop in the [Total Professional Advantage]® Seminar.

Module 2: How Can You Become a Reflective Teacher?

In this module, you will begin the reflective process in which you will be engaged throughout the student teaching experience. First you will reflect on the characteristics of your favorite teacher and identify how you will incorporate those attributes into your own teaching. Then, you will have the opportunity to understand the decisions a teacher has to make on a daily basis by making observations in your mentor's classroom and completing an observation checklist about the teaching-learning process. This will give you the chance to analyze what you like about your mentor's practices and what you would do differently in your own classroom in the future. Sometimes during this process you will be learning by non-example as much as by modeling.

Module 3: What is the Planning and Supervision Process All About?

In this module, we will examine the teacher-planning process. You will have the opportunity to observe a lesson taught by your mentor using the lesson planning forms and observation protocol that your mentor and supervising professor will use later to evaluate your teaching. This will help you learn about what they will be looking for when

they observe you as well as familiarize you with your mentor's lesson planning practices. You will also begin the process of demonstrating competence in meeting the Colorado teaching standards. These standards are much the same as in most states and are the basic skills teachers need to be able to do to be effective in the classroom.

Module 4: How Do You Develop an Effective Lesson Plan?

Designing a solid lesson plan requires a great deal of pre-planning and a structured format including all of the components you need to assist you in your teaching. In this module, you will have the opportunity to review how to design an effective lesson plan using the structured planning process you have been implementing throughout the program. Then you will design your first lesson plan focused on the teaching of literacy. Elementary student teachers will focus on phonics or comprehension (whichever one you do in this module, you will have to address the other in Module 6) and secondary student teachers will focus on the infusion of literacy into content areas. The Lesson Plan Protocol form will be submitted to your supervising professor for feedback. You will also have your mentor teacher review the lesson to determine the appropriateness of the lesson for the curriculum and students' needs. By the end of the following week you will implement the lesson, record it, and submit it to be observed by your supervising professor.

Module 5: How Do You Teach an Effective Lesson?

During this week, you will be teaching the lesson you developed in Module 4. You will have the opportunity to analyze the lesson and receive feedback from your supervising professor. You will submit the your Lesson Plan Protocol (developed in Module 4 and improved upon with feedback from your professor and mentor teacher) and the recorded lesson implementation. Using the Observation Form for Lesson Plan Delivery to observe your lesson, your supervising professor will contact you for a post conference. You are welcome to suggest that your mentor teacher also observe the lesson to provide informal feedback in order to enhance your understanding of your performance. Any comments or suggestions received from your mentor teacher should be recorded in your reflective journal matrix. Lastly, you will also submit your reflective journal matrix indicating how you are meeting more of the literacy standards (and any others you may have covered up to this point).

Module 6: How Do You Increase Opportunities for Learning?

In this module, you will learn about skillful presentation techniques, effective questioning strategies to promote critical thinking, and closure activities that provide opportunities for students to summarize what they have learned.

Module 7: How Do You Integrate Technology into Your Teaching?

In this module, you will review information about choosing the appropriate technological tools in your instructional planning. You need to know what technology is available for your use, how to operate it, when it is appropriate to use it, your students' levels of readiness, and how to teach your students to use the tools for their own learning.

Module 8: Final Reflection and Portfolio

As student teachers approach the end of their initial public school experience, concluding activities are an important part of ascending the peak and finishing pre-service work. By this time in the course, you should be ready to report and document experiences and accomplishments gained from two months of student teaching. This compendium of the Level-2 field experience is a valuable collection of artifacts showing your accomplishments, demonstrating your effect on student learning, and describing your experiences as a pre-service student teacher. You will write a final reflection and then compile the components of the Student Teaching Portfolio Project I.

Assignments Overview

Portfolio Project

The culminating product of your student teaching experience is a completed deliverable in the form of a portfolio project that documents the activities and experiences of your Level-2 field experience and demonstrates your achievement of the course learning objectives.

Below is a summary of required assignments that make up Portfolio 1 in EDU605A:

PORTFOLIO #1 (In EDU605A)

- **Table of Contents:** A list of the contents of the first portion of the job-ready portfolio.

- **Ownership Narrative:** A description of yourself, your personal experiences, your site, and why you chose a career in teaching.

- **Educational Philosophy and Goal Statement:** The first draft of your goal statement and personal philosophy. (Note: You may want to revisit the educational philosophy and goal statement you created in the Total Professional Advantage® Seminar. You will have the opportunity to expand on these as you learn more during this class.)

- **Reflective journal matrix:** A daily log of hours, a weekly reflection of the most significant experiences you are having, and a description of how you are meeting each of the the performance-based standards for teachers. You will use the reflective journal template throughout EDU605A and EDU605B to record these daily activities as well as your reflections on what you are learning.

- **Three lesson plans:** Submission of three lesson plans with the accompanying forms (*Lesson Plan Protocol, Observation Form for Lesson Plan Delivery, Post Observation Reflection Conference, Post Lesson Plan Reflection*) and observation data: one lesson plan in which you watch your mentor and fill in the lesson plan with your observations; one lesson plan in which you are observed by your supervising professor; one lesson plan in which you are observed by your mentor. All lesson plans must be developed using the Lesson Plan Protocol. You must videotape the second lesson so your professor can watch the lesson and then conference with you to provide feedback. In EDU605B, you will be required to submit three other lessons, one observed by your professor and two observed by your mentor teacher. Each of the content standards must be represented eventually in all five lessons in which you are observed, demonstrating your ability to teach literacy and mathematics (all student teachers), science and social studies (elementary student teachers) or your discipline area (secondary student teachers), and integration of the arts and technology (all student teachers).

- **Artifacts:** Materials that demonstrate your best work, with student samples addressing all of the standards covered by the modules in this course. Each artifact must demonstrate the impact of your instruction on student learning and your response to the results. You must also demonstrate the use of a variety of teaching models and your analysis of the effectiveness of each. You will be required to include assignments from some of the modules.

- **Final Reflection:** A description of what you have learned so far about the learning-teaching process and recommendations on what you would do to change your teaching practices to improve student learning.

- **Mentor Evaluation Report:** Your mentor, in collaboration with your professor, must complete the *K-12 Field Experience Mentor Evaluation Report* to indicate the level of your performance in meeting the *Performance-Based Standards for Colorado* Teachers during this eight-week period of student teaching. A copy of the report will be sent to you and you are required to include it in your portfolio. Please note that your mentor's online submission of this report is required in order to receive a grade for this course.

Forum Discussions

Students engage in ongoing professional discussions with peers in the program about their professional reading, professional development, and professional synthesizing projects. A successful discussion includes the following distinguishing features. The student

- Clearly demonstrates introspection and synthesis of ideas

- Clearly demonstrates relevance to readings and class discussions

- Clearly demonstrates a deep understanding of course content

- Clearly and persuasively expresses opinions

- Uses professional language

- Uses proper grammar and punctuation

- Adheres to JIU Netiquette Rules

- Posts often throughout the week Engages participants in dialogue

- Clearly offers insightful comments or questions that build on comments from peers

- Advances the discussion in a meaningful and significant way

- Responds to all questions

- Is graceful, polite, and professional when disagreeing with a peer

- Clearly demonstrates mature critical thinking

- Clearly makes arguments that are relevant, focused, logical, and well supported

- Cites relevant resources (readings, module content, and personal experience) with appropriate detail

- Clearly provides concrete examples from own experience to support opinions

TurnItIn.com

The academic leaders at Jones International University recognize that some students experience challenges when working to properly cite sources within their papers and projects.

To ensure that every student gives proper credit to a work's original author and to prevent plagiarism, JIU has contracted with TurnItIn.com® to provide students and professors with access to its "Originality Checking" software. From this point forward, students may submit assignments for every course to TurnItIn for a quality check, and then correct errors prior to submitting assignments to their professors. Students are especially encouraged to use TurnItIn prior to submitting their final projects and papers in every course.

Please note:

- TurnItIn does not check the correctness of a student's citations. The TurnItIn report only indicates that a section of text is found in another source. It is each student's responsibility to make certain s/he has properly cited others' works.

- Every student must follow APA guidelines when citing sources. Students who are unsure about APA formatting should use the numerous free resources available to them in the Resources section in JIU's courses.

- Your instructor will provide details on how to access TurnItIn.com.

Course at a Glance

Module 1: What is Student Teaching All About?

Required Readings

- *K-12 Clinical Practice Guide*
- Family Educational Rights and Privacy Act (FERPA)

Assignments

- Assignment 1.1: Your Mentor Teacher   N/A
- Assignment 1.2: Forum Discussion: Personal Narrative   25
- Assignment 1.3: Educational Philosophy and Goal Statement   50

Module 2: How Can You Become a Reflective Teacher?

Required Readings

- *Student Teaching: A Process Approach* (text), pp.1-18

Assignments

- Assignment 2.1: Forum Discussion: Favorite Teacher   25

- Assignment 2.2: Observing the Classroom   25

Module 3: What is the Planning and Supervision Process All About?

Required Readings

- *Student teaching: A process approach to reflective practice* (text), Chapter 2, Appendix D

Assignments

- Assignment 3.1: Forum Discussion: Observation   100

- Assignment 3.2: Reflective Journal   25

Module 4: How Do You Develop an Effective Lesson Plan?

Required Readings

- [Performance-Based Standard Four for Colorado Teachers](#) (web)

- Performance-based standards for teachers from your state department of education

- *Student Teaching: A Process Approach to Reflective Practice* (text), Chapter 3, and review page

  25 in Chapter 2. Also Review Appendix E.

Assignments

- Assignment 4.1: Identifying and Writing Instructional Objectives   25

- Assignment 4.2: Designing a Lesson Plan   50

Module 5: How Do You Teach an Effective Lesson?

Required Readings

- *Student Teaching: A Process Approach to Reflective Practice* (text), Chapter 13

Assignments

- Assignment 5.1: Recording Your Lesson   75

- Assignment 5.2: Forum Discussion: Analyzing Your Lesson   50

- Assignment 5.3: Reflective Journal   25

Module 6: How Do You Increase Opportunities for Learning?

Required Readings

- *Student Teaching: A Process Approach to Reflective Practice* (text), chapters 6 and 7

Assignments

- Assignment 6.1: Forum Discussion: Presentation and Questioning Techniques — 25

- Assignment 6.2: Lesson Plan for Observation — 50

Module 7: How Do You Integrate Technology into Your Teaching?

Required Readings

Depending on which set of standards you are using for your portfolio, review:

- [Performance-Based Standards for Colorado's Teachers](#)

- Performance-based standards for teachers from your state department of education

- *Student Teaching: A Process Approach to Reflective Practice* (text), Chapter 5, Appendix C,

  INTASC Standards for Beginning Teacher Licensing, pp. 246-248

Assignments

- Assignment 7.1: Forum Discussion: Insight into Technology — 25

- Assignment 7.2: Reflective Journal — 25

- Assignment 7.3: Mentor Observation — 75

- Assignment 7.4: Submit Your Draft Student Teaching Portfolio Project I — N/A

Module 8: Final Reflection and Portfolio

Required Readings

- *Student Teaching: A Process Approach* (text), Chapters 13, 14, and 15

Assignments

- Assignment 8.1: Forum Discussion: Final Reflection — 25

- Assignment 8.2: Student Teaching Portfolio Project I: Developing Effective Instructional — 300

  Practices

Total Points Possible — 1,000

Grading

Final grades for the course will be assigned based on the scale below:

Final Grade	Total Points Earned
A	900 - 1,000
B	800 - 899
C	700 - 799
U	Less than 700

Students may receive lower final grades than indicated on this scale if all required assignments are not completed and submitted.