

EDU613: Student Teaching I: Elementary Licensure

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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 a K–6 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) utilize effective classroom management and student engagement strategies; (4) exhibit professional and ethical practice that is responsive to evolving issues and environments; and (5) collaborate with school-based teams and parents to identify, address, and promote student achievement. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure program and it is designed to demonstrate mastery of Association for Childhood

Education International (ACEI) professional standards. Candidates in this program also complete the following key assessments:

- Developing effective lesson plans, which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
- K-6 Field Experience Mentor Evaluation Report, which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards.
- Reflective essays that involve synthesizing learning experiences from student teaching into a written document.

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. EDU613 and EDU614 are project-based courses in which candidates practice teaching in a school in their "endorsement area" and produce a job-ready portfolio.

This course (EDU613) covers the first eight weeks of student teaching and the next course (EDU614) 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 professor 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, EDU613 and EDU614 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 EDU613. If you or your mentor teacher have questions, concerns, or issues related to your student teaching experience, please contact your professor. Please be sure to forward your professor'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 skills in reading comprehension.
- Use strategies to develop student knowledge in social studies and mathematics.
- Demonstrate use of formal and informal assessment results and strategies through the lesson planning process.
- Use technology to support instruction and enhance student learning.
- Demonstrate the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, physical growth, and well-being of children.
- 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.

Jones e-global library® Readings

This course includes readings from electronic textbooks and/or journal articles available through the Jones e-global library®. These resources are available free of charge and you will access them from the Readings page in each module.

The Jones e-global library® readings assigned in this course are listed below:

- Allington, R. (2005). The other five "pillars" of effective reading instruction. *Reading Today*, 22(6), 3.
- Bukowiecki, E. (2007). Teaching children how to READ. *Kappa Delta Pi Record*, 43(2), 58-65.
- Chakonas, E. (2006). Principles for effective teaching checklist. *New Teacher Advocate*, 13(3), 8-9.
- Conderman, G., Johnston-Rodriguez, S., Hartman, P., & Kemp, D. (2010). What teachers should say and how they should say it. *Kappa Delta Pi Record*, 46(4), 175-181.
- Cox, S. (2008). Differentiated instruction in the elementary classroom. *Education Digest*, 73(9), 52-54.
- Denton, P. (2008). The power of our words. *Educational Leadership*, 66(1), 28-31.
- Gurian, M., & Stevens, K. (2004). With boys and girls in mind. *Educational Leadership*, 62(3), 21-26.
- Knopf, H., & Swick, K. (2008). Using our understanding of families to strengthen family involvement. *Early Childhood Education Journal*, 35(5), 419-427.
- Kohn, A. (1996). What to look for in a classroom. *Educational Leadership*, 54(1), 54.
- Kohn, A. (2008, December). It's not what we teach, it's what they learn. *Education Digest*, 4-7.
- Kovarik, M. (2008). Being a with-it teacher. *New Teacher Advocate*, 16(2), 10.
- Levy, H. (2008). Meeting the needs of all students through differentiated instruction: Helping every child reach and exceed standards. *Clearing House*, 81(4), 161-164.
- Little, M. (2009). Teaching mathematics: Issues and solutions. *Teaching Exceptional Children Plus*, 6(1), 1-15.
- Marcell, B. (2006). Comprehension clinchers. *Teaching Pre K-8*, 36(8), 66-67.
- Marzano, R. (2010). Summarizing to comprehend. *Educational Leadership*, 67(6), 83-84.
- Marzano, R., & Marzano, J. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6-13.

- McCall, A. (2006). Supporting exemplary social studies teaching in elementary schools. *Social Studies*, 97(4), 161-167.
- Miller, S., & Hudson, P. (2006). Helping students with disabilities understand what mathematics means. *Teaching Exceptional Children*, 39(1), 28-35.
- Pogoloff, S., & Lock, R. (2004). Facilitate positive relationships between parents and professionals. *Intervention in School & Clinic*, 40(2), 116-119.
- Salinger, T., & Fleischman, S. (2005). Teaching students to interact with text. *Educational Leadership*, 63(2), 90-92.
- Sulaiman, S., & Sulaiman, T. (2010). Enhancing language teaching and learning by keeping individual differences in perspective. *International Education Studies*, 3(2), 134-142.
- Veronin, M., & Patry, R. (2002). Instructional objectives: What they are, what they aren't. *Pharmacy Education*, 1(4), 207-213.
- Weisman, E., & Hansen, L. (2007). Strategies for teaching social studies to English-language learners at the elementary level. *Social Studies*, 98(5), 180-184.
- Wherry, J. (2008). Working with difficult parents. *Principal*, 87(4), 12.

Web-based Readings

This course includes required online readings. You will access them from links within each module where they are assigned. A complete list of required online readings is included on the Readings page in each module.

Course-specific Special Requirements

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

When you are satisfied with the 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	<ul style="list-style-type: none"> • Windows XP or Mac OSX 	
RAM	<ul style="list-style-type: none"> • 256 MB of RAM 	<ul style="list-style-type: none"> • 1 GB of RAM or above
Storage		<ul style="list-style-type: none"> • 4 GB or better
Monitor	<ul style="list-style-type: none"> • 15" VGA • High color (16 bit) • 1024 X 768 Resolution 	<ul style="list-style-type: none"> • 17" SVGA Monitor • True color (24 bit) • 1024 X 768 resolution or higher
Internet Connection	<ul style="list-style-type: none"> • 56K Modem 	<ul style="list-style-type: none"> • Broadband
Browser (only 1 needed)*	<ul style="list-style-type: none"> • Internet Explorer 6.0 or newer (PC) • Firefox (PC and Mac) • Safari (Mac) 	
Software	<ul style="list-style-type: none"> • Microsoft Office 2000 or newer 	
Plugins	<ul style="list-style-type: none"> • Ebrary Reader • Adobe Acrobat Reader • Macromedia Flash Player 	
Peripherals	<ul style="list-style-type: none"> • CD-ROM • Sound Card • Printer 	

Browser Settings	<ul style="list-style-type: none">• Cookies must be allowed in your browser	
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***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?

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: Observing A Classroom

In this module, you will begin the reflective process in which you will be engaged throughout the student teaching experience. 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.

Module 3: Developing an Effective Lesson Plan

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. You will also begin the process of demonstrating competence in meeting the Colorado teaching standards.

Module 4: Communication and Collaboration

An elementary teacher has many opportunities to collaborate with others each day. Collaboration with others can help to ensure the success and safety of the students. Communication is an essential part of collaboration. In this module, you will learn how to communicate with staff members and parents to support the success of your students.

Module 5: Teaching a Lesson

In this module, you will review the various teaching models that were covered in the learning theory course. You will be teaching the lesson you developed in Module 3. You will have the opportunity to analyze the lesson and receive feedback from your supervising professor. You will also complete a lesson plan to teach a lesson on reading comprehension. Lastly, you will 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. You will teach your lesson plan for teaching reading comprehension.

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 will also develop a lesson for math that you will teach during Module 8 for observation by your mentor.

Module 8: Final Reflection and Portfolio

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, teach your math lesson from week seven, and then compile the components of the Student Teaching Portfolio Project I.



Assignments Overview

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.

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](https://www.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 \(FERPA\)](#). U.S. Department of Education. (Web)
- Marzano, R., & Marzano, J. (2003). [The key to classroom management](#). *Educational Leadership*, 61(1), 6-13. (Jones e-global library®: Academic Search Premier database)
- Chakonas, E. (2006). [Principles for effective teaching checklist](#). *New Teacher Advocate*, 13(3), 8-9. (Jones e-global library®: Education Research Complete database)

Assignments

- Assignment 1.1: Your Mentor Teacher 10
- Assignment 1.2: Forum Discussion: Personal Narrative 20
- Assignment 1.3: Educational Philosophy and Goal Statement 20

Module 2: Observing A Classroom

Required Readings

- *Student Teaching: A Process Approach to Reflective Practice* (text), pp.1-18, Chapter 2, and Appendix D
- Kohn, A. (1996). [What to look for in a classroom](#). *Educational Leadership*, 54(1), 54. (Jones e-global library®: Education Research Complete database)

Assignments

- Assignment 2.1: Forum Discussion: Observing the Classroom 50
- Assignment 2.2: Observing the Mentor Teacher 75

Module 3: Developing an Effective Lesson Plan

Required Readings

- *Student Teaching: A Process Approach to Reflective Practice* (text), pages 1-8, Chapter 2 and 3, Appendix D
- McCall, A. (2006). [Supporting exemplary social studies teaching in elementary schools](#). *Social Studies*, 97(4), 161-167. (Jones e-global library®: Education Research Complete database)
- Weisman, E., & Hansen, L. (2007). [Strategies for teaching social studies to English-language learners at the elementary level](#). *Social Studies*, 98(5), 180-184. (Jones e-global library®: Education Research Complete database)
- Veronin, M., & Patry, R. (2002). [Instructional objectives: What they are, what they aren't](#). *Pharmacy Education*, 1(4), 207-213. (Jones e-global library®: Education Research Complete database)

Assignments

- Assignment 3.1: Identifying and Writing Instructional Objectives 25
- Assignment 3.2: Designing a Lesson Plan: Social Studies 50
- Assignment 3.3: Reflective Journal 25

Module 4: Communication and Collaboration

Required Readings

- [Performance-based standards 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 12
- Pogoloff, S., & Lock, R. (2004). [Facilitate positive relationships between parents and professionals](#). *Intervention in School & Clinic*, 40(2), 116-119. (Jones e-global library®: Education Research Complete database)
- Knopf, H., & Swick, K. (2008). [Using our understanding of families to strengthen family involvement](#). *Early Childhood Education Journal*, 35(5), 419-427. (Jones e-global library®: Education Full Text database)
- Wherry, J. (2008). [Working with difficult parents](#). *Principal*, 87(4), 12. (Jones e-global library®: Education Research Complete database)
- Denton, P. (2008). [The power of our words](#). *Educational Leadership*, 66(1), 28-31. (Jones e-global library®: Education Research Complete database)
- Conderman, G., Johnston-Rodriguez, S., Hartman, P., & Kemp, D. (2010). [What teachers should say and how they should say it](#). *Kappa Delta Pi Record*, 46(4), 175-181. (Jones e-global library®: Education Research Complete database)

Assignments

- Assignment 4.1: Forum Discussion: Collaboration Skills 25
- Assignment 4.2: A Letter to Families 50

Module 5: Teaching a Lesson

Required Readings

- *Student Teaching: A Process Approach to Reflective Practice* (text), Chapter 13
- Marcell, B. (2006). [Comprehension clinchers](#). *Teaching Pre K-8*, 36(8), 66-67. (Jones e-global library®: Education Research Complete database)

- Salinger, T., & Fleischman, S. (2005). [Teaching students to interact with text](#). *Educational Leadership*, 63(2), 90-92. (Jones e-global library®: Education Research Complete database)
- Bukowiecki, E. (2007). [Teaching children how to read](#). *Kappa Delta Pi Record*, 43(2), 58-65. (Jones e-global library®: Education Research Complete database)
- Kovarik, M. (2008). [Being a with-it teacher](#). *New Teacher Advocate*, 16(2), 10. (Jones e-global library®: Education Research Complete database)
- Marzano, R. (2010). [Summarizing to comprehend](#). *Educational Leadership*, 67(6), 83-84. (Jones e-global library®: Education Research Complete database)
- Allington, R. (2005). [The other five "pillars" of effective reading instruction](#). *Reading Today*, 22(6), 3. (Jones e-global library®: Education Research Complete database)

Assignments

- Assignment 5.1: Recording Your Lesson: Social Studies 75
- Assignment 5.2: Writing a Lesson: Reading Comprehension 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
- Gurian, M., & Stevens, K. (2004). [With boys and girls in mind](#). *Educational Leadership*, 62(3), 21-26. (Jones e-global library®: Education Research Complete database)
- Sulaiman, S., & Sulaiman, T. (2010). [Enhancing language teaching and learning by keeping individual differences in perspective](#). *International Education Studies*, 3(2), 134-142. (Jones e-global library®: Education Research Complete database)
- Cox, S. (2008). [Differentiated instruction in the elementary classroom](#). *Education Digest*, 73(9), 52-54. (Jones e-global library®: Education Research Complete database)
- Kohn, A. (2008, December). [It's not what we teach, it's what they learn](#). *Education Digest*, pp. 4-7. (Jones e-global library®: Education Research Complete database)
- Levy, H. (2008). [Meeting the needs of all students through differentiated instruction: Helping every child reach and exceed standards](#). *Clearing House*, 81(4), 161-164. (Jones e-global library®: Education Research Complete database)

Assignments

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

- Assignment 6.2: Lesson Plan for Observation: Reading Comprehension 75

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 Teachers](#) (Web)
- 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
- Miller, S., & Hudson, P. (2006). [Helping students with disabilities understand what mathematics means](#). *Teaching Exceptional Children*, 39(1), 28-35. (Jones e-global library®:Education Research Complete database)
- Little, M. (2009). [Teaching mathematics: Issues and solutions](#). *Teaching Exceptional Children Plus*, 6(1), 1-15. (Jones e-global library®:Education Research Complete database)

Assignments

- Assignment 7.1: Forum Discussion: Insight into Technology 25
- Assignment 7.2: Writing a Lesson: Math 75
- Assignment 7.3: Submit Your Draft Student Teaching Portfolio Project I 0

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: Mentor Observation: Math 75
- Assignment 8.3: Student Teaching Portfolio Project I: Developing Effective Instructional Practices 200

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.



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Resources

- **General**
- **Course-Specific**

Course-Specific Resources

Teaching Resources

[Essential Components of RTI — A Closer Look at Response to Intervention](#)

[Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)

[Multi-Tier Intervention and Response to Interventions for Students Struggling in Mathematics](#)

[National Math Panel: Final Report](#)

[National Reading Panel](#)

Teaching Standards Resources

[National Board for Professional Teaching Standards](#)

- [Standards](#)
- [Five Core Propositions](#)

[Interstate New Teacher Assessment and Support Consortium \(INTASC\)](#)

- [Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue](#)

[Association for Supervision and Curriculum Development \(ASCD\)](#)

[National Education Association](#)

[International Society for Technology in Education \(Home Page\)](#)

- [National Educational Technology Standards](#)

- [National Educational Technology Standards for Teachers](#)

Appendix H of *Student Teaching: A Process Approach to Reflective Practice* contains addresses, phone numbers, and web addresses for all U.S. state offices of teacher certification.

Learning Theory Resources

[Piaget and Vygotsky](#). A comparison of how Piaget and Vygotsky view cognitive development in children

[Effective Teaching Methods: Research-Based Practices](#). A chapter overview providing the relevant principles of indirect instruction

[Major Instructional Design Solutions](#). A good overview of the impact of basic learning theory on instructional design

[National Institute for Direct Learning](#). A proponent of oral language instruction and developer of oral language curriculum

[Overview of the Brain](#). A good general description of brain physiology and how the brain learns

[PBL Network](#). A good site for covering practical applications of PBL in math and science instruction

[Problem-Based Learning](#). A short overview of the principles of PBL, with study guides and sample lessons

[The National Teaching and Learning Forum, Problem-based Learning: An Introduction](#). An informative introduction to PBL with a good bibliography

Recommended Books

[CORE: Teaching Reading Sourcebook](#)

[Developing Reading and Writing in Second Language Learners](#)

[Improving Comprehension with Questioning the Author: A Fresh and Expanded View of a Powerful Approach \(Theory and Practice\)](#)

[Instructional Rounds in Education](#)

[Managing Your Mathematics Classroom](#)

[Response to Intervention: Principles and Strategies for Effective Practice](#)

Technology Resources

Drake, S. (2004). [Meeting standards through integrated curriculum](#). Association for Supervision & Curriculum Development. Many technology-supported, collaborative activities span more than one subject area. This reference advocates for integrated, thematic curriculum that motivates students and sustains interest while meeting required academic standards.

[Interactive Instruction: Creating Interactive Learning Environments through Tomorrow's Teachers](#) A comprehensive discussion of the theories and practices related to interactive instruction and the use of technologies in teaching

Sites where students can submit their multimedia work:

[Arbor Heights Cool Writers' Magazine](#) Samples of the writing that can be found in this electronic magazine

[Art:21 Submit Lesson Plans & Student Art Projects | PBS](#)

[Cinderella Stories](#) You will find a large collection of Cinderella stories compiled by numerous individuals for the Children's Literature Guide.

[The Falcon's Nest](#) This is a World Wide Web project from University Park Elementary School in Fairbanks, Alaska. Don't miss the dog-sledding stories and reports, among many other student-published works.

[Global Show-n-Tell](#) This is an exhibit of works in a variety of formats created by children up to age 17.

[Midlink Magazine](#)

[Scholastic "Kids are Authors" program](#) There is plenty of student publishing going on here.