

TUSCULUM COLLEGE

COURSE SYLLABUS

EDUC 453, 454, 455, 456, 457, 458, 459, 460

SPED 458, 459, 460: Enhanced Student Teaching

Course Dates: August 14, 2014-December 5, 2014

Class Meeting Time: Daily, per individual school system requirements as assigned by Field Experience Director

Location: Assigned school as deemed by Field Experience Director

Office Hours: By appointment, as necessary

Note: Calls are acceptable (9:00 a.m. - 5:00 p.m. Monday through Friday).

The instructor's goal is to return e-mails and phone messages within 24 hours, except after 5:00 p.m. on Saturdays or all day on Sundays.

Course Description

These courses offer a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum College Supervisor, and the Director of Field Experience. Students must have been approved for student teaching and have senior standing. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete a minimum of two placements during the fifteen weeks of full-time student teaching experience. Approximately three weeks of each placement are spent in total classroom teaching with the remaining time used for observation, preparation, planning, part-time teaching, and other professional activities related to the school program. A student must serve in two placements according to the guidelines for obtaining his / her certification (12 hours).

Course Goals

The course will:

1. Prepare candidates to obtain employment in the public schools upon graduation as effective educators within the community (Professional Standard 10).
2. Provide candidates the opportunities to develop, evaluate, and select developmentally appropriate lesson plans aligned with adopted curriculum standards outlining understanding of content knowledge and content related pedagogy (Professional Standard 1 and 7).
3. Prepare candidates to develop a variety of best practice teaching strategies to teach to a given objective and ensure differentiated instruction (Professional Standard 4 and 3).

4. Prepare candidates to develop a variety assessment techniques to evaluate students' understanding (formally and informally) of stated objectives in a manner that is conducive to individual learning styles (Professional Standard 4, Professional Standard 8 and 11)
5. Provide candidates the setting to observe, analyze, develop, and use effective classroom management skills (Professional Standard 2 and 5).
6. Prepare candidates to develop a personal philosophy of teaching based on an understanding of the responsibilities of teaching and the continual need for professional growth and reflective practice (Professional Standard 9).
7. Provide candidates the opportunities to observe, reflect upon, and develop the communication skills and the interpersonal skills necessary for working with students, other faculty, parents, and administrators (Professional Standard 6 and 10).

Course Objectives

The candidate will be able to:

1. Formulate daily written lesson plans and unit plans with objectives consistent with adopted curriculum using effective teaching strategies (Professional Standards 1, 4, and 7).
2. Create and implement plans using a variety of best practices teaching strategies while providing accommodations for diverse learners (Professional Standard 1, 2, 3, 4, 7, and 11).
3. Identify and develop approach plans for meeting needs of individual students. (Professional Standards 2, 3, 5, and 7)
4. Utilize a variety of formal, informal, and authentic evaluation techniques (Professional Standards 3, 8, and 11,
5. Maintain a classroom climate for learning by using effective classroom management strategies (Professional Standards 2, 5, and 10).
6. Reflect on lessons taught and revise instruction accordingly (Professional Standards 1, 7, and 9)
7. Demonstrate evidence of increasing understanding for professionalism and the need for continual professional growth (Professional Standards 1, 9, and 10)
8. Develop appropriate grade level instructional material to support adopted curriculum standards (Professional Standards 1, 2, 4, and 5).
9. Use effective verbal, non-verbal, and written forms of communication to establish an effective learning environment (Professional Standards 5, 6, 10, and 11)

(See the Mission and Vision in the Student Teaching Handbook)

Explanation of Assignments

Classroom Teaching

Each student teacher is required to spend one week each placement in full-time teaching. Formal written plans (using the approved Tusculum College model) are required for each formal observation (3 per placement by the Supervising Classroom Teacher, 3 per placement by the College Supervisor) and must be submitted at least 24 hours in advance of the observation. Failure to do so will result in a one point deduction from the final observation score. A daily Written Lesson Plan Book for the following week is due to the Supervising Teacher and the College Supervisor each Friday by 7pm.

Participate in Total School Program

Student Teachers are expected to participate in all activities required of the supervising teacher, including morning/afternoon car/bus duty, lunch duty, planning meetings, and any other responsibilities the supervising classroom teacher might have throughout the contracted school day. Student Teachers are required to be present during the entire contracted school day and are encouraged to participate in as many planning, faculty, and parent meetings as possible. Students are also encouraged to attend all school-wide after school events including PTA, music programs, ball games, et cetera.

Student Teaching Portfolio Notebook

Students are to develop a portfolio containing lesson plans, observations, evaluations, grading plans, classroom management plans, description of learning games/centers/bulletin boards, test samples, handouts, and other materials pertaining to the student teaching experience. All assignments must be printed out and placed in the appropriate section of the Student Teaching Portfolio Notebook by the listed due date. Additionally, some assignments are required to be e-mailed to students' College Supervisor by listed due date. See Resource Schedule for additional information.

Please get a large 3-ring notebook and divide and label it in these sections:

EVALUATION REQUIREMENTS

Student Teaching Portfolio/Notebook

Students are to develop a portfolio containing lesson plans, observations, evaluations, grading plans, classroom management plans, description of learning games/centers/bulletin boards, test samples, handouts, and other materials pertaining to the student teaching experience. Please get a large 3-ring notebook and divide and label it in these sections:

A. Student Teaching Agreement, Daily Classroom Schedule, Student Teaching Planning Form

B. Daily Lesson Plan Book: Students will be required to complete daily lessons for all subjects/periods taught. Lessons must be read and approved by the supervising teacher prior to teaching. Students must provide the following information in their lesson plan for ALL lessons they plan and/or assist in planning:

- **State Standard**
- **Essential Question**
- **Strategy**
- **Assignment**
- **Assessment**
- **Modification**
- **Reflection**

If using a computerized lesson plan, students must highlight those lessons that they are responsible for teaching. **A copy of the weekly lessons must be emailed to the student's College Supervisor by 7:00pm Friday evenings beginning the second full week of each placement (August 29th and October 24th). Students are only required to submit plans that they will co-teach and teach. Lesson plan book must be complete for all lessons in which the student is responsible for teaching. If any part is missing, the student will receive a 0 for that week.**

C. Classroom Management Plan and Grading Plan: This section will include a written plan created by the student teacher. It must be grade appropriate for the current placement and written in parent-friendly language.

Classroom Management Plan

Class Rules

Consequences

Preventive Discipline Techniques

Description of the Process

Grading Plan

Explanation of Plan

Grading Scale or Indicators for Non-graded

Percentages if applicable

D. Evaluations: This section contains copies of the following:

- Three formal observations completed by the Supervising Teachers
- Three formal observations completed by the College Supervisor
- Midterm Evaluation
- Tallied Student Evaluations of the Student Teacher (grades 4-12)
- Evaluation of the Supervising Teacher
- Final Evaluation of the Student Teacher completed by the Supervising Teacher,
- Student Teacher Self-Evaluation Form

- E. School Board Visit Summaries:** This section contains the summaries of the two school board meetings from two different school systems during the placements. Please include printed agenda for both meetings. At least one school board visit must be completed during the first placement to receive credit for that placement.
- F. Instructional Projects:** Include thorough description, picture, and corresponding state standard of each instructional project (2 per placement). Projects may include student generated games, interactive bulletin boards, or any other additional hands-on learning activities that will be used during the student teaching placement and that are approved by the Supervising Teacher and College Supervisor to fulfill this requirement.

The Portfolio Notebook must be brought to school daily and should be readily available for the College Supervisor to review.

Weekly E-mails to College Supervisor

Refer to format example in the Student Teaching Handbook. E-mail this summary by **Friday evening at 7:00pm** each week using only your Tusculum e-mail account. **YOU DO NOT NEED TO PRINT OUT COPIES TO HAND IN OR PUT IN YOUR NOTEBOOK. Weekly E-mails that are sent later than 7:00pm on Friday evening will be considered late and graded as such.**

The written lesson plan book for the following week is also due by **Friday evening at 7:00pm**. Please remember that late assignments will not receive any credit and will be recorded as a zero.

Grading System (per placement)

The College Supervisor is responsible for the final grade evaluation of the performance of student teachers. Please see attached grade sheet for how grades are determined.

The following scale is set forth by Tusculum College and is used for all courses:

93 - 100 A
90 - 92 A-
87 - 89 B+
83 - 86 B
80 - 82 B-
77 - 79 C+
73 - 76 C
70 - 72 C-
67 - 69 D+

63 - 66 D

Below 63 F

Required Text

Tusculum College. *Student Teaching Handbook*. Greeneville, TN. Author.

Attendance Policy

Absence Policy Per Placement:

Students must comply with the classroom teacher's contracted start and end time. All students are required to record their attendance daily. Supervising teachers must sign off on daily attendance confirming that students were present during the contracted start and end time. Student time sheets will be collected and verified at the end of each placement by the college supervisor. **Unexcused absences will result in an automatic deduction of 15 points off the final grade for every day missed of the student teaching experience per student teaching placement. Excused absences are limited to; personal illness or injury, illness or injury of child, serious illness, death, or birth of immediate family member, attending an interview for employment, wedding of self or immediate family member, and appearance at court. These absences are excused for 3 days. After 3 excused absences, students must provide written documentation. If documentation is not provided after the third absence, the final grade will be deducted 15 points per day. Absences, excused or otherwise, exceeding 7 days per placement will result in an automatic repeating of the student teaching placement.** Call your supervising teacher and college supervisor in case of some unavoidable absence no later than 7:00am that day. **Failure to notify both the supervising teacher and the college supervisor by 7:00am will result in a 3 point deduction from the final grade (per occurrence).** Students must provide the supervising teacher with any lesson plans that they would have been responsible for teaching. All foreseen absences must be communicated to your supervising teacher and college supervisor as soon as they are scheduled.

Tardy Policy:

Be punctual EVERY DAY. Any time you are tardy you must notify the supervising teacher and college supervisor prior to the contracted school start time. Failure to notify the appropriate person will result in a 3 point deduction off the final grade. After 3 tardies, students' final grade will be reduced by 9 points and student will be required to meet with their college supervisor, the Coordinator of Field Experience, and the Director of Field Experience.

Plagiarism Policy

Plagiarism is a violation of the Ethics of Responsibility competency. As stated in the Tusculum College Catalog, plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in a speech, the intellectual or creative work of others as if it were one's own. This includes, but is not limited to:

1. Failing to identify direct or word for word quotations by use of appropriate symbols and reference to the source.

2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
3. Presenting as your own the creative work (for instance, music or photography) of another without proper acknowledgment.
4. Submitting the same work in two or more courses without significant modifications or expansion and without approval of the instructors involved.
5. Submitting purchased borrowed, copied, or specially commissioned work as if it were one's own.
6. Knowingly permitting others to submit your work under their names.
7. Copying the work of others during an examination or other academic exercise.
8. Knowingly allowing others to copy your work during an examination or other academic exercise.
9. Using 'cheat sheets' or any other unauthorized form of assistance during an exam, quiz, or other academic exercise.
10. Manipulating or fabricating data to support erroneous conclusions.

See the Tusculum College Catalog for other forms of academic dishonesty and the sanctions for dishonest performance.

Students with Disabilities: Tusculum provides individuals with disabilities reasonable accommodations to facilitate their participation in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or to meet course requirements can make arrangements by contacting the appropriate personnel.

Tusculum College Learning Centers: Candidates may arrange for additional academic assistance through the Academic Resource Center at the Knoxville and Greeneville sites.

Research Assignments and Library Resources: To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: <http://library.tusculum.edu>. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff.

Other Policies

Casual attire is appropriate for seminar unless the student teacher is participating in the schools. Appropriate professional attire is expected in the classroom. See the Student Teaching Handbook for more details.