

CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
Department of Teacher Education and Professional Development
Course Syllabus

<u>EDU</u>	<u>432</u>	<u>Student Teaching Seminar</u>	<u>3 (3-0)</u>
Designator	Number	Title	Credit /Mode

Title Abbreviation: Student Teaching Seminar

Bulletin Description:

This course reinforces the components of the CLEAR Conceptual Framework as it pertains to transferring theory to practice while students are in student teaching.

Prerequisites:

Students must have completed the requirements for student teaching and be enrolled in STT 458 Student Teaching as a component of the Elementary or Secondary Certification requirements for the PreK-12 Regular Education and Special Education teacher education programs.

Textbooks and Other Materials to be Furnished by the Student:

The suggested text for this course may be required by each student teaching coordinator assigned to teach this course or may be substituted with an appropriate alternative text and/or materials. The text is: Wong, Harry K. and Wong, Rosemary Tripi. The First Days of School: How to be an Effective Teacher. Sunnyvale, CA: Harry K. Wong Publications, 1991. Alternatives are: Strategies for Successful Teaching. Pelleher: Allyn & Bacon 1999, Instructor's Resource Manual for Becoming a Teacher. Cudahy: Allyn & Bacon 2001.

Special Requirements:

Students are expected to attend all seminars, activities, and professional development opportunities provided through the student teaching center or assigned school(s). Special education students must complete all seminar assignments required by their student teaching coordinators even after the ten-week student teaching experience is completed.

General Methodology in Teaching the Course:

The methodology used in this course will model the components of the CLEAR Conceptual Framework. Various teaching methods such as cooperative learning, small and large group work, individual study, gaming and simulation, learning centers, role playing, case-study problem solving, and reflective decision making may be used. Instructional technology will be introduced as appropriate.

Course Goals:

Students will demonstrate an understanding of:

1. Knowledge of subject matter and pedagogy;
2. The ability to manage and monitor student learning;
3. The ability to systematically organize teaching practices and learn from;
4. Commitment and willingness to participate in learning;
5. An ability to use information technology to enhance learning as well as enhance personal and professional productivity.

Course Objectives:

C- Concept- and knowledge-driven: A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.

LEA- LEArner centered: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn.

R- Reflective practice relevant to diverse settings and roles: Educators will work in diverse settings – from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.

After completing this course, the student will be able to demonstrate:

1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural science and the arts).
2. A commitment to student learning and achievement.
3. Knowledge of subject matter and pedagogy, including the understanding and ability to:
 - A. Create learning environments that promote critical and higher order thinking;
 - B. Help students access and use information, technology, and other resources to become independent learners and problem solvers;
 - C. Use high expectations for optimal achievement to foster excellence in all students;
 - D. Practice teaching as both an art and a science;
 - E. Integrate and transfer knowledge across subject areas and encourage the same among students;
 - F. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter;
 - G. Access and use updated information and procedures.
4. The ability to manage and monitor student learning, including the understanding and ability:
 - A. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the diverse backgrounds, learning styles, aptitudes, interests, levels of maturity and achievement of students;
 - B. Use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities and how to assess one's effectiveness in utilizing them;
 - C. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;
 - D. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;
 - E. Differentiate between assessment and evaluation procedures and use appropriate procedures;
 - F. Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health and communicable diseases.
5. The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:
 - A. Identify and use current research in both the subject field and in other areas of practice in the profession;
 - B. Exercise good judgment in planning and managing time and other resources to attain goals and objectives;
 - C. Maximize the use of instructional time by engaging students in meaningful learning experiences;
 - D. Demonstrate an understanding of the economic, social, political, legal, and organization foundations and functions of schools;
 - E. Accept teaching as a lifelong learning process and continue efforts to develop and improve;

- F. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;
 - G. Discuss and debate the evolution of education and the teacher's role in a changing society;
 - H. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.
6. Commitment and willingness to participate in learning communities, including the understanding and ability to:
- A. Use community and home resources to enhance school programs;
 - B. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies;
 - C. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national and international communities;
 - D. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels;
 - E. Interact with parents to maximize the learning of students at school, home and in the local community.
7. An ability to use information technology to enhance learning as well as enhance personal and professional productivity:
- A. Design, develop and implement student learning activities that integrate information technology for a variety of student grouping strategies and diverse student populations;
 - B. Identify and apply resources for staying current in applications of information technology in education;
 - C. Demonstrate knowledge of uses of multi-media, hyper-media, telecommunications and distance learning to support teaching/learning;
 - D. Demonstrate knowledge about instructional management resources that assist in such activities as writing and updating curriculum; creating lesson plans and tests; and promoting, reinforcing, and organizing data regarding student performance;
 - E. Use information technologies to support student problem solving, data collection, information management, communications, presentations, and decision making including work processing, database management, spreadsheets, and graphic utilities;
 - F. Demonstrate appreciation of equity, ethical, legal, social, physical, and psychological issues concerning use of information technology;
 - G. Use information technology to enhance continuing professional development as an educator.

Course Outline:

This course outline is implemented based on the needs of the student teachers enrolled in each seminar section in the various student teaching centers around the State of Michigan. The dynamics and needs of each group change from semester to semester and student teaching coordinators adjust activities accordingly for early childhood, elementary, middle level, high school and special education student teachers.

- I. The Characteristics of an Effective Teacher 6 hours
 - A. Positive Expectations for Student Success
 - 1. Theories Related to Positive Expectations
 - 2. Success for All Students
 - 3. Inviting Students to Learn
 - 4. Increasing Positive Student Behavior
 - B. Becoming a Good Classroom Manager 15 hours
 - 1. Establishing a Well-Managed Classroom
 - 2. Effective Discipline Plans
 - a. Rule/Guidelines

- b. Consequences and Rewards
 - 3. Encouraging Students to Follow Classroom Procedures
 - C. Designing Lessons for Student Mastery 18 hours
 - 1. Increasing Student Learning and Mastery
 - 2. Motivating Students
 - 3. Successful Student Assessment Strategies
 - 4. Effective Instructional Strategies including Integration of Technology into Classroom Instruction
 - D. Special Topics (i.e., Service Learning, Dealing with Grief, etc.)
- II. Becoming a Professional Educator 6 hours
 - A. Preparing for the Job Hunt
 - B. Becoming a Lifelong Learner
 - C. Professional Ethics
 - D. Legal Issues
 - E. Professional Resources

Total Hours: 45

Evaluation:

A letter grade is earned for this seminar course. Since it is a course in the Professional Education sequence, students must acquire a C+ or better to successfully complete the course.

- 1. Attendance/Participation10%
- 2. Video and Student Teaching Reflection Examples20%
- 3. Lesson Plans/Units including Assessment Plans.....20%
- 4. Classroom Management Plan10%
- 5. Professional Responsibilities10%
- 6. Student Preprofessional Experience Portfolio20%
- 7. Optional Components based on the Needs of Students (Faculty Discretion) ...10%

Syllabus Prepared By:

Dr. Raymond Francis (Name)

_____ (Signature)

April 15, 2002 (Date)

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