

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

<u>EDU</u>	<u>458</u>	<u>Student Teaching</u>	<u>1-10 (Spec)</u>
Designator	Number	Title	Credit/Mode

**I. Bulletin Description:**

This experiential course in which students integrate theory into practice is the field-based culminating activity of the Pre-K-12 regular education teacher education program. CR/NC only.

**II. Prerequisites:**

Admission to Teacher Education and completion of all Cycle II requirements of the mentoring program plus the following criteria based on the specific certification requirements:

**Elementary:**

- A CMU overall GPA of 2.70 or higher
- Department approval of major(s) and minor(s) for teaching in content areas
- C+ or higher in **ALL** professional education and methods courses taken before student teaching
- Courses **REQUIRED to be completed before** student teaching...

EDU 107, EDU 280 or HEV 100 or PSY 220 (Special Education Majors must take PSY 220), EDU 290 (EDU 290 not required for Special Education majors), EDU 320, EDU 330, EDU 343, EDU 345, EDU 361, EDU 431, EDU 493, EDU 495 and SPE 504 and all major and minor requirements listed in the bulletin (additional requirements for Special Education Majors: SPE 455 and SPE 456 or SPE 458)

**Secondary:**

- A CMU overall GPA of 2.70 or higher
- Department approval of major(s) and minor(s) for teaching in content areas
- C+ or higher in **ALL** professional education and methods courses taken before student teaching
- Courses **REQUIRED** before student teaching... EDU 107, EDU 290, EDU 310, EDU 325 (not required for Music Majors), EDU 450, EDU 495, SPE 504 and all major and minor requirements listed in the bulletin (additional requirements for Special Education Majors: SPE 455 and SPE 456 or SPE 458)

**III. Rationale for Course Level: n/a**

**IV. Textbooks and Other Materials to be Furnished by the Student:**

Appropriate print and video resources related to the student teaching experience will be available for students in each student teaching center.

**V. Special Requirements of the Course:**

Student teachers are expected to adhere to district and school policies where they are assigned and to the calendar as outlined by the student teaching coordinator. Student teachers are expected to attend all seminars, activities, and professional development opportunities provided through the assigned school(s), school district(s), or the student teaching center. Daily classroom attendance in the assigned student teaching site is mandatory.

**VI. General Methodology Used in Teaching the Course:**

The methods utilized in the student teaching field experience are the result of the collaboration between university and PreK-12 institutions and are unique to each assigned classroom setting.

## Course Goals:

### **Students will demonstrate:**

1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts);
2. a commitment to student learning and achievement;
3. the knowledge of subject matter and pedagogy;
4. the ability to manage and monitor student learning;
5. the ability to systematically organize teaching practices and learn from experiences;
6. the commitment and willingness to participate in learning; and
7. an ability to use information technology to enhance learning as well as enhance personal and professional productivity.

## **VII. 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). (C)
2. A commitment to student learning and achievement. (LEA)
3. Knowledge of subject matter and pedagogy, including the understanding and ability to: (C)
  - 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: (LEA)
  - 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;

- 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: (LEA,R)
- 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: (C,LEA,R)
- 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: (R)
- 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.

## VIII. Course Outline:

The Central Michigan University, student teaching field experience is based, for the most part on a sixteen (16) week semester. However, within this sixteen weeks we utilize several configurations based on the various certification expectations involved in this program. Each experience, however, still contains the same general components. The major difference is the amount of time assigned for each experience. Whatever the time, the expectations for student performance are identical as is the content of the experience. This content can be divided as follows:

### I. The Early Days of Student Teaching

*(5-week Endorsement: Week #1; 8-week Regular Education: Weeks #1-2; 10-week Regular Education for Special Educators: Weeks #1-2; 16-week Regular Education: Weeks #1-3)*

- A. Getting to Know the School, Classroom, Cooperating Teacher, Students
- B. Observations: Student Teacher
- C. Bit Teaching
- D. Planning: Student Teacher and Cooperating Teacher
- E. Observations: Cooperating Teacher
- F. Visitations and Observations: University Coordinator
- G. Conferencing: Student Teacher, Cooperating Teacher, University Coordinator

### II. The Middle Period of Student Teaching

*(5-week Endorsement: Weeks #2-3; 8-week Regular Education: Weeks #3-6; 10-week Regular Education for Special Educators: Weeks #3-7, 16-week Regular Education: Weeks #4-12)*

- A. Assuming Increasing Responsibilities for Teaching: Student Teacher and Cooperating Teacher
- B. Focus on Content Skills
- C. Planning: Student Teacher and Cooperating Teacher
- D. Observations: Cooperating Teacher
- E. Observations: University Coordinator
- F. Conferencing: Student Teacher, Cooperating Teacher, University Coordinator
- G. Solving Problems: Student Teacher, Cooperating Teacher, University Coordinator
- H. Evaluation: Cooperating Teacher
- I. Involvement with School Community and Professional Responsibilities

### III. The Final Weeks of Student Teaching

*(5-week Endorsement: Weeks #4-5; 8-week Regular Education: Weeks #7-8; 10-week Regular Education for Special Educators: Weeks #8-10; 16-week Regular Education: Weeks #13-16)*

- A. Assuming Full Responsibility for Teaching: Student Teacher and Cooperating Teacher
- B. Evaluation of the Student Teaching Experience: Student Teacher, Cooperating Teacher, University Coordinator

## IX. Evaluation:

**The evaluation of the student teaching experience is Credit/No Credit (CR/NC).** A successful student teaching field experience will depend upon the student teacher gradually assuming total teaching and management responsibilities in his/her assigned classroom. Components of the evaluation process will include:

- 1. Unit/Lesson plans..... 20%
- 2. Cooperating teacher(s) and university student teaching coordinator observations/conferences/evaluations..... 40%
- 3. Examples of reflective self-assessment..... 10%
- 4. Professional Experiences Portfolio ..... 20%
- 5. Examples of personal and professional growth..... 10%



## X. Selected Bibliography

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