

**Dakota State University
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Fall 2004

Ed 488 K-12 Student Teaching	6-10 credits
ELED 488 K-8 Student Teaching	6-10 credits
SPED 488 K-8 Student Teaching	4-6 credits
SEED 488 7-12 Student Teaching	6-10 credits

Dates:

--**Full semester** elementary/special education placements begin no later than **August 30, 2004**

--**12 week** placements begin no later than **October 4, 2004**

Student teachers may choose to go to their placement sites prior to the official beginning date of the student teaching experience. Any substitution of that time for the required time and activities within the official student teaching dates must be approved in advance by the Director of Field Services. Student teachers may choose to stay after the regular dates also. Both options must be mutually agreed upon by the student teacher, cooperating teacher, building administrator, and Director of Field Services.

COURSE DESCRIPTION(S):

ED 488 K-12 STUDENT TEACHING. Supervised placement in a K-12 classroom in the major area of emphasis. Students assume full responsibility for planning, instruction, evaluation, and classroom management during their experience. Prerequisite: Admission to Student Teaching. Student Teaching fee assessed. **6-10**

ELED 488 K-8 STUDENT TEACHING. Supervised placement in an elementary classroom. Students assume full responsibility for planning, instruction, evaluation, and classroom management during their experience. Prerequisite: Admission to Student Teaching. Student Teaching fee assessed. **6-10**

SPED 488 K-8 STUDENT TEACHING. Supervised placement in an elementary special education classroom. Students assume full responsibility for planning, instruction, evaluation, and classroom management during their experience. Prerequisite: Admission to Student Teaching. Student teaching fee assessed. **4-6**

SEED 488 7-12 STUDENT TEACHING. Supervised placement in a secondary classroom in the major area of emphasis. Students assume full responsibility for planning, instruction, evaluation, and classroom management during their experience. Prerequisite: Approval for Student Teaching. Student teaching fee assessed. **6-10**

PREREQUISITES: Admission to student teaching (See Teacher Education Handbook or DSU catalog)

ADDITIONAL COURSE INFORMATION:

ADA STATEMENT: If there is any student in this class who, due to a disability, has need for non-standard note taking, test taking, or other course modification, please feel free to come and discuss this with me privately, as soon as possible. Also, please contact the DSU ADA Coordinator, Robert Jackson, 256.5823, located in the Student Services Center (TC). The web site for a student requesting accommodation is http://www.departments.dsu.edu/student_services/Development/americans_with_disabilities.htm

TEXTBOOK/REFERENCES: DSU Teacher Education and Student Teaching Handbooks

Suggested references:

Pelletier, Carol Marra. 2000. *Strategies for Successful Student Teaching: A Comprehensive Guide*. Allyn and Bacon, Needham Heights, MA.

Goethals, M. Serra and Howard, Rose A. 2000. *Student Teaching: A Process Approach to Reflective Practice*. Prentice-Hall, Inc. Upper Saddle River, NJ.

Wong, Harry K. and Wong, Rosemary T. 1998. *The First Days of School*. Harry K. Wong Publications, Inc. www.effectiveteaching.com.

COMPUTER SKILLS USED: Student teachers are expected to integrate the technology skills acquired throughout the DSU teacher education program into the instructional activities and management processes that occur in the respective classroom(s) after consultation and approval of cooperating teachers.

CORE OBJECTIVES:

1. To assume full responsibility of the cooperating teacher(s) instructional assignment for a period of at least 3 weeks.

DECA/ARSD 24:16:08:07:03 Student Teaching.

Student teaching for each education program shall require the following: (1) Opportunity to demonstrate competence in all job responsibilities required in the candidate's chosen program; (2) A minimum of ten complete weeks of supervised experiences within the candidate's chosen program. Programs which provide dual authorizations require a full semester with a balance of time spent in both areas of authorization. A K-12 program requires experiences at two levels; and (3) Opportunity for professional development through self, peer, and supervisory reflection on experience.

Experience and Clinical Practice NCATE Standard 3: Field Experience and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

2. To demonstrate the ability to develop and direct learning activities that facilitate student learning as evidenced by appropriate assessments and classroom management.

DECA/ARSD 24:16:05:03 Candidate evaluation and postgraduate studies.

The unit shall print and distribute a comprehensive plan for assessing candidates that specifies criteria for exit from the program. The criteria shall require that candidates maintain at least a 2.5 grade point average on a 4.0 scale for the duration of the program. The assessment plan shall be based on multiple data sources and shall be consistent with program objectives and the conceptual framework. The unit shall provide evidence to the department that graduates have met the requirements of the approved program and have demonstrated competence in all applicable standards. The unit shall conduct follow-up studies to obtain data on employment of its graduates in educational institutions that are specific to the graduate's program and that address teaching performance. Results of candidate evaluation and follow-up studies shall be used to modify and improve programs.

NCATE Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

3. To demonstrate competency in DSU's Teacher Education Program Standards (see below)

DECA/ARSD 24:16:07:01. Development of knowledge, skills, and attitudes in teacher candidates. (modeled after national teaching principles, the INTASC Model Standards for Beginning Teacher Licensing and Development)

- (1) Understanding principles of how all students develop and learn and using that knowledge to design active learning opportunities that are appropriately adapted for varied developmental levels and diverse approaches to learning;
- (2) Integrating pedagogical studies with knowledge of a specific discipline to create meaningful learning experiences;
- (3) Designing a variety of instructional strategies based on knowledge of subject matter, students, materials, technology, and curriculum frameworks, including the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established academic standards;
- (4) Establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivation;
- (5) Creating, selecting, and using formal and informal assessment strategies to evaluate student progress and utilizing the results to determine whether curricula programs are addressing student needs and facilitating student achievement;
- (6) Using effective communication and consultation techniques with students, families, patrons, school colleagues, and community agencies to foster supportive relationships for students' lifelong learning, well-being, and readiness for the workforce;

(7) Reflecting on and evaluating instructional practices and continually seeking opportunities for professional growth and development; and

(8) Understanding the foundations of public education, technological and societal changes in schools, and the legal and ethical responsibilities of the teaching profession.

NCATE Standard 1: Candidate Knowledge, Skills, and Dispositions (see above)

INSTRUCTIONAL METHODOLOGIES:

Student teaching is the culminating experience of Dakota State University's Teacher Education Program. This clinical field experience provides candidates the opportunities to engage the skills acquired through their courses and pre-student teaching field experiences. Student teaching is that part of the teacher preparation program which enables prospective teachers to synthesize and apply their accumulated knowledge, moving from theory to practice under the supervision of experienced, certified teachers.

COURSE OUTLINE:

See FA 02 Student Teaching Calendar for due dates and dates of required student teaching events.

Attendance

Student teachers are required to be in attendance throughout the student teaching experience in their assigned classrooms, at all events required of the cooperating teacher, and at all required student teaching events. The student teaching experience consists of a minimum of twelve weeks in the field or for elementary/special education majors a full semester to begin and end on the dates specified in the student teaching calendar each semester. Student teachers must be present at their sites for the same school hours and obligations as the cooperating teacher during the placement and must follow the school district's calendar.

Student teachers must meet minimum attendance requirements in order to be eligible for certification. Attendance and absences will be recorded online and must be approved by the university supervisor and/or the Director of Field Services. The Student Teaching Absence Policy (see Student Teaching Handbook) provides guidelines for approval of absences and any makeup requirements. Absences during the student teaching experience, which do not meet the minimum student teaching time requirement, must be rescheduled as identified in the Student Teaching Absence Policy.

Student Teaching Cycle

A twelve-week student teaching experience is required for all programs except for the Elementary/Special Education and Learning & Behavioral Problems Program which requires a full semester with a balance of time in each area. Placements for K-12 education majors must include experiences at two of the three levels (elementary, middle and secondary). The teacher candidate is expected to assume full-time teaching responsibilities for at least three weeks (three weeks in each classroom setting for a full semester placement). The recommended schedule of assignments should allow the student teacher to gradually increase teaching responsibilities. After they have completed their full teaching responsibility, student teachers should gradually decrease their responsibilities so that by the end of the placement the cooperating teacher has regained full responsibility for the class.

Suggested schedules in the Student Teaching Handbook serve as a guide but may be varied at the discretion of the cooperating teacher and university supervisor as warranted by the needs of the student teacher.

ASSIGNMENTS:

See Student Teaching Handbook for the following:

Lesson Planning During Student Teaching
Theory-to-Practice Case Study
Exit Portfolio

Participate in pilot of WebBoard discussions as implemented throughout the semester

EVALUATION:

Scripted Observations

Scripted observations are completed by the university supervisor each time a visit occurs when the student teacher is involved in the process of instruction. These observations show the activity observed, the student teacher's involvement, student responses, and university supervisor's recommendations. These serve as a basis for the midpoint and final evaluations. Copies of the scripted observations are provided to the student teacher, cooperating teacher, and the Director of Field Services after each observation.

Midpoint Evaluation – Student Teacher Assessment Form

This formal evaluation of the student teacher is conducted by the cooperating teacher in consultation with the university supervisor and is designed to provide the student teacher with an indication of progress being made in student teaching. Any items marked as "Needs Improvement" should be addressed in the Comments section and plans for improvement outlined. The cooperating teacher and the university supervisor both discuss the evaluation with the student teacher, and a copy of this written midpoint evaluation is provided to the student teacher.

Final Evaluation -- Student Teacher Assessment Form

The final evaluation of the student teacher is conducted by the cooperating teacher in consultation with the university supervisor. This evaluation is significant in determining if the student teacher receives credit for the student teaching experience (see Grading in the Student Teaching Handbook). The results of this written evaluation are discussed with the student teacher and a copy provided to them.

Informal Evaluations

The performance of student teachers is continuously evaluated throughout the student teaching experience. In addition to the formal midpoint and final evaluations, informal evaluations are conducted regularly by the cooperating teacher and university supervisor. Evaluations by the building principal and student self-evaluations are also encouraged. The evaluations are designed to provide students with specific information regarding their performance and progress. Student teachers are provided with some type of written feedback from informal evaluations and are encouraged to maintain a record of their evaluations. Student teachers are encouraged to actively participate in the evaluation process to derive the greatest benefit.

Professional Development Plans

When student teachers encounter difficulty in making adequate progress in student teaching, a Professional Development Plan (PDP) may be used to provide focused and systematic help with the problem. The university supervisor and/or the Director of Field Services initiate and develop a PDP in cooperation with the student teacher. The PDP establishes expectations, goals, and objectives for successful resolution of specific difficulties.

Exit Requirements

Several types of evaluations are conducted before the completion of the teacher education program. Student teachers must complete major field assessment exams covering pedagogy (**Praxis II Principles of Learning and Teaching**) on a Saturday during the student teaching semester. Student teachers must also successfully complete the **Theory-to-Practice Case Study**, which is analyzed by faculty members of the Professional Education Unit. Student teachers submit their **exit portfolios** to the College of Education for evaluation and also complete an *exit survey*. Candidates must also maintain a **2.5 GPA** throughout the teacher education program in order to be recommended for certification. *Details on these assessments can be found in the Student Teaching Handbook.*

These measures are designed to assure that student teachers have mastered the content and pedagogical objectives of their programs and can successfully deliver quality instruction to students. The student teacher's performance on these assessments enables the professional education faculty to recommend to the Director of Field Services whether student teachers receive credit for the student teaching experience and are recommended for certification. Results of the assessments are used regularly for program review.

Grading

Because student teaching is a university course, the final responsibility for grades lies with the university supervisor in collaboration with the Director of Field Services. Final course grades for student teaching are awarded as "Credit" or "No Credit". Input and recommendations from cooperating teachers are highly significant considerations in determining a final grade. The university supervisor submits a final grade recommendation to the Director of Field Services.

Information regarding extension of the student teaching experience or removal (withdrawal, suspension, or termination) of the student teacher from the experience including due process rights can be found in the Student Teaching Handbook.

SELECTED BIBLIOGRAPHY/RESEARCH AND BEST PRACTICES:

Beasley, W. Wayne and Henry, Marvin A. 1996. *Supervising Student Teachers: The Professional Way*. Sycamore Press, Terra Haute, IN.

Pelletier, Carol Marra. 2000. *A Handbook of Techniques and Strategies for Coaching Student Teachers, Second Edition*. Allyn and Bacon, Needham Heights, MA.

Model Standards for Beginning Teacher Licensing and Development. Developed by Interstate New Teacher Assessment and Support Consortium (INTASC) 1992
<http://www.ccsso.org/intascst.html#preface>

Administrative Rules of South Dakota (ARSD) 24:16:07 Professional Education Requirements for Teaching programs. <http://legis.state.sd.us/rules/rules/2416.htm>

24:16:07:01 Development of knowledge, skills, and attitudes in teacher candidates.

24:16:07:02 Pre-student teaching.

24:16:07:03 Student teaching.

Dakota State University Teacher Education Program Standards

- Candidates understand the central concepts, tools of inquiry, and structures of the content/subject matter/disciplines they teach and are able to create learning experiences that make these aspects meaningful for learners.
- Candidates understand how children learn, construct knowledge, and develop, and are able to provide learning opportunities that support their intellectual, social, and personal development.
- Candidates understand how learners differ in their approaches to learning and are able to create instructional opportunities that are adapted to diverse learners.
- Candidates understand and use a variety of instructional strategies to encourage learners' development of critical thinking, problem solving, and performance skills.
- Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Candidates use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Candidates plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
- Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek opportunities to grow professionally.
- Candidates collaborate with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Candidates understand the capabilities of technology, its impact on education and are able to integrate technology into the teaching and learning process.
- Candidates understand their legal, ethical, and professional responsibilities.

FIELD/CLINICAL EXPERIENCE and RELATION TO MISSION:

The capstone experience of the Teacher Education Program at Dakota State University is student teaching which occurs during the final semester prior to graduation. Student teaching is a major component of the curriculum and a professional development experience. During student teaching the aspiring teacher reconstructs and tests theory, applies it, and further develops a personal teaching style. Within student teaching, the student assumes major responsibility for the full range of teaching in an approved school situation under the guidance of qualified personnel from Dakota State University and the cooperating elementary and secondary schools. While students may request specific student teaching sites, locations for student teaching are influenced by the availability of host schools and faculty availability for supervision. The final decision for student teaching sites is made by the Director of Field Services.

DIVERSITY:

Student teaching placements are made by the Director of Field Services in cooperation with local school district officials generally within a sixty-mile radius of Dakota State University in districts, which have Partnership Agreements with DSU. Student teachers are expected to develop and demonstrate the knowledge, skills, and attitudes requisite for equitably assisting all P-12 students regardless of the learner's developmental level, learning style, or diverse background.