COURSE SYLLABUS

Department: Curriculum and Instruction
Course Number: CUAI 4580
Course Title: Directed Student Teaching (Residency II)
Semester Hours: 12 Semester hours
Date of Revision: Fall 2012

Instructors:

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Special Requests: Students wishing to discuss accommodations due to a disability are invited to make an appointment with the instructor to go over their Faculty Accommodation Form provided by Disability Services.

Required Text: ETSU Student Teaching Handbook –

Catalog Description:
Directed Student Teaching or Residency II is required of all undergraduate teaching candidates. It carries 12 semester hours and is full time for the semester. Enrollees are placed in on-campus and area public schools for the directed teaching experience and are required to observe the same schedule as that prescribed for regular public school teachers by local boards of education. Activities include actual teaching, observations of other teachers, preparation, planning, and other professional activities related to each school’s specific program.

Additional Course Information:
The University recommends for certification only those students who have completed one of the Teacher Education Programs. Directed Student Teaching or Residency II is a mandatory component. Student teaching is an oral-intensive course.
Relationship of Course to College and Program Philosophy and Goals:
Directed Student Teaching or Residency II offers candidates the opportunity to integrate content knowledge with pedagogical understanding as they seek to develop as educational leaders in the 21st century.

NCATE Standard Addressed by Course:
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.

INTASC Principles Addressed by Course:

Principle #1:
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2:
The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3:
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4:
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle #5:
The teacher uses 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.

Principle #6:
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7:
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

**TN Professional Education Standards Addressed by the Course:**

Standard #1: Discipline Taught. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Standard #2: Student Learning and Development. Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Standard #3: Diverse Learners. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Standard #4: Teaching Strategies. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills in students.

Standard #5: Learning Environment. 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.

Standard #6: Communication. Candidates use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: Planning. Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard #8: Assessment and Evaluation.
Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social, and physical development of the learner.

Standard #9: Reflective Practitioner.
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 out opportunities to grow professionally.

Standard #10: Colleagues, Parents, and Community.
Candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Standard #11: Technology.
Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.

**TN Elementary Education Standards Addressed by the Course:**

**English Language Arts**

Standard #1: Reading
Candidates know, understand, and use appropriate practices for promoting and developing beginning literacy skills, for integrating reading instruction across all subject matter areas, and for enabling all children to become proficient and motivated readers.

Standard #2: Writing
Candidates know, understand, and use the writing process for communication, expression, and reflection in all subject areas, for a variety of purposes, in a range of modes, and for multiple audiences.

Standard #3: Elements of Language
Candidates know and understand basic English usage, mechanics, spelling, grammar, and sentence structure as tools to facilitate the writing process.

**Mathematics**

Standard #1: Mathematical Processes
Candidates demonstrate an understanding of effective instructional strategies that integrate mathematics content and processes.

Standard #2: Number and Operations
Candidates work flexibly with rational numbers to solve problems and create learning experiences that develop student comprehension of mathematical concepts, operations and relations necessary for number and operation sense.
Standard #3: Algebra
Candidates know, understand, and use algebraic concepts and create learning experiences that develop algebraic thinking in students.

Standard #4: Geometry
Candidates know, understand, and use geometric concepts and create learning experiences that develop geometric concepts and spatial reasoning in students.

Standard #5: Measurement
Candidates know, understand, and use measurement and create learning opportunities that teach students to apply the units and processes of measurement in mathematical and real-world problems.

Standard #6: Data Analysis and Probability
Candidates know, understand, and use data analysis and probability concepts and design instructional activities to teach students to understand and apply basic statistical and probability concepts.

Science

Standard #1: Elements of Effective Science Instruction
Candidates demonstrate understanding of science and technology in daily life through the use of inquiry-based, open-ended and materials-based investigation, incorporating habits of mind and pedagogical techniques required to deliver effectively the content in a safe environment.

Standard #2: Life Science
Candidates know, understand, and use the central concepts of life science.

Standard #3: Earth/Space Science
Candidates know, understand, and use the central concepts of earth/space science.

Standard #4: Physical Science
Candidates know, understand, and use the central concepts of physical science.

Social Studies

Standard #1: Social Studies Processes
Candidates use effective instructional strategies that integrate social studies content and knowledge.

Standard #2: Culture
Candidates understand and demonstrate appreciation of the variety of human cultures including the similarities and differences in beliefs, knowledge bases, changes, values, and traditions.
Standard #3: Economics
Candidates understand basic economic concepts and recognize the effects of globalization, population growth, technological changes and international competition on production, distribution, and consumption of goods and services.

Standard #4: Geography
Candidates use knowledge of geography to explain the web of relationships among people, places, and environments.

Standard #5: Governance and Civics
Candidates understand the concepts of governance and civics.

Standard #6: History
Candidates understand the importance of history and its relationship to informed decisions in contemporary life.

Standard #7: Individuals, Groups, and Interactions
Candidates understand that personal development and identity are shaped by factors including culture, groups, and institutions and highlight the exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Arts Education

Standard #1
Candidates know, understand, and use basic knowledge and skills in the arts to integrate them with other subject areas and to coordinate with arts specialists to support knowledge and skill development in the arts.

Health/Wellness

Standard #1
Candidates know, understand, and use basic health knowledge and skills to introduce and reinforce learning about healthy lifestyles and how to integrate wellness concepts and practices in all other subject disciplines of the school curriculum.

Physical Activity and Physical Education

Standard #1
Candidates know, understand, and use physical activity to enhance and reinforce learning in all subject areas and coordinate with physical education specialists to support physical fitness knowledge and skill development for children.
College of Education Conceptual Framework Dimensions Addressed by the Course:

Dimension 1: General Knowledge
Candidates have a strong liberal studies core that develops their understanding of the rich cultural heritage of students and provides an understanding of our global community. They use the knowledge and skills acquired in the general education core, relate studies from general education to professional practice, and continually improve upon this knowledge-base and these skills in their own professional development.

Dimension 2: Content Knowledge
Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that make these aspects of the subject matter meaningful for all students.

Dimension 3: Professional Knowledge
Candidates are able to plan instruction based upon knowledge of subject matter, characteristics and needs of students, the community, and curriculum goals. They understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills and 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 are able to use technology to enhance the learning of students. They understand and are able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.

Dimension 4: Diversity
Candidates understand how students differ in their approach to learning, are able to create instructional opportunities that are adapted to diverse learners, and are committed to serving a rapidly changing, expanding and increasingly diverse society.

Dimension 5: Collaboration
Candidates recognize the importance of collaboration in professional practice and possess knowledge of verbal, nonverbal, and media communication techniques, along with human relations skills, necessary to foster collaboration and supportive interaction in the classroom and build relationships with school colleagues, parents, and individuals/agencies in the community so that student learning and well-being are enhanced.

Dimension 6: Reflective Practice
Candidates from ETSU are reflective practitioners who continually seek to raise questions, critically analyze the effects of their own practice on others (students, parents, and other professionals in the learning community), and develop creative solutions to educational dilemmas and concerns.

Dimension 7: Lifelong Learning
Candidates actively seek out opportunities to grow professionally (on a formal and informal basis) through interactions with professional colleagues, the professional literature, and other
learning resources. They demonstrate a commitment to their own continuing professional development and the development of the profession.

Dimension 8: Caring
Candidates appreciate the talents of all learners, believe that all students can learn, and are committed to using individual strengths to help students develop self-confidence and competence. In addition, candidates demonstrate a commitment to active, ethical involvement in the community and profession.

Dimension 9: Critical Thinking
Candidates are critical thinkers who are committed to self-assessment and critical reflection as an important element in creative problem solving and professional decision-making.

Dimension 10: Leadership
Candidates possess the personal and professional qualities that enable them to take a leadership role and work constructively within schools and agencies to create learning communities that foster the growth and development of all learners.

**ISTE Technology Standards Addressed by Course:**

During the student teaching experience or Residency II the student teacher will:

- Identify, evaluate, and select specific technology resources available at the school site and district level to support a coherent lesson sequence. *Standard 2*

- Design, manage, and facilitate learning experiences using technology that affirm diversity and provide equitable access to resources. *Standard 3*

- Create and implement a well-organized plan to manage available technology resources, provide equitable access for all students, and enhance learning outcomes. *Standard 4*

- Design and teach a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (as defined in the ISTE National Educational Technology Standards for Students). *Standard 6*

- Design, implement, and access learner-centered lessons that are based on the current best practices on teaching and learning with technology and that engage, motivate, and encourage self-directed student learning. *Standard 7*

- Guide collaborative learning activities in which students use technology resources to solve authentic problems in the subject area(s). *Standard 8*
- Use multiple measures to analyze instructional practices that employ technology to improve planning, instruction, and management.  **Standard 11**

- Apply technology productivity tools and resources to collect, analyze, and interpret data and to report results to parents and students.  **Standard 12**

- Select and apply suitable productivity tools to complete educational and professional tasks.  **Standard 13**

- Participate in online professional collaboration with peers and experts as part of a personally designed plan, based on self-assessment, for professional growth in technology.  **Standard 15**

**Performance-based Assessment**

**Learning Target(s):**

**NATIONAL LEVEL**

**INTASC**

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**COURSE LEVEL**

Successful teacher candidates support learning by completing a Teacher Performance Assessment (TPA) that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

The teacher uses regular and systematic evaluations of student learning to make instructional decisions.

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

**Performance Task(s): Your Assignment**

The Teacher Performance Assessment contains five teaching tasks identified by research and best practice as fundamental to improving student learning. The development of these teaching processes forms the structure of the Teacher Performance Assessment:

- Planning
- Instruction
- Assessment
- Reflection
- Academic Language

Each of these teaching tasks, prompts, and rubrics define various levels of performance on the standards. The standards and rubrics will be used to evaluate your TPA. The prompts (or directions) help you document the extent to which you have met each standard. A guide to preparation of the Teacher Performance Assessment (TPA) (including the process standards, performance prompts, and scoring rubrics) is available from the LiveText website.

As part of the Teacher Performance Assessment, you are required to teach 3 to 5 consecutive learning segments. Before you teach the these segments, you will describe contextual factors, identify learning goals based on state or local content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessments), and after (summative assessment), and plan for your instruction. After teaching the unit, you will analyze and then reflect upon and evaluate your teaching as related to student learning.

**Performance Outcome(s):**

After completion of the unit, you will submit the Teacher Performance Assessment to LiveText, where it will be scored. This document provides evidence of your ability to plan, deliver, and assess a standards-based unit of instruction and demonstrates your ability to reflect upon the impacts of your instruction on student learning.

**Data Analysis and Conclusion(s):**

You will also place the Teacher Performance Assessment in your Professional Portfolio. The Teacher Performance Assessment, along with the scored rubric, will be maintained for both program and candidate evaluation.
Course Objectives:
The student will:
- Fulfill certification requirements relative to student teaching.
- Work with the mentor teacher, sharing the planning, organization, delivery, and assessment of instruction.
- Progress from the observation of students to assuming responsibility for planning lessons and co-teaching with the mentor teacher.
- Develop and use thorough, detailed lesson plans for activities taught, incorporating state and local standards and technology.
- Develop a Teacher Performance Assessment, incorporating state and local standards and technology.
- Participate in parent conferences as opportunity allows.
- Collect and critique professional materials.
- Complete a reflective journal of student teaching experience, and submit to supervisor as directed.
- Gain experience in a wide variety of school activities and become a part of the total school program.
- Collaborate online with other professionals using D2L as directed by supervisor.
- Incorporate NCATE, INTASC, ISTE, COE, and other Professional standards in unit and lesson plans.

Course Topics:
Planning and Designing Curriculum, Developing Effective Teaching Strategies, Assessing Teaching and Learning, Creating and Maintaining an Effective Learning Environment, Developing as a Professional Educator, and Communicating for Effective Understanding.

Class Activities and Requirements (projects, papers, tests, etc.):
- Both the mentor and the University supervisor will supervise the student teacher. Observations will be both planned and unannounced and will include individual conferences to discuss evaluation. To assist the student, the mentor and/or supervisor will review both daily and weekly lesson plans before implementation.

The student will:
- Complete Personal Goals and Objectives, and arrange a conference time to meet with the University supervisor and mentor.
- Participate in a supervised 15-week practicum. Mentors will complete regular formal observations and evaluations, and the University supervisor will complete regular observations and the summative evaluations in each placement.
- Complete and organize a Student Teaching Notebook throughout the entire practicum period. The Notebook should include elements specified by the University supervisor and must be available for review by the supervisor during each observation period.
- Complete a reflective journal. The focus should be to analyze student interaction and response in the classroom, to reflect upon strengths and weaknesses of the student teacher’s
teaching experience, and to determine strategies for continued improvement and enhancement of the experience. Student teachers will send these reflections to the supervisor via e-mail or D2L as directed each week.

- Write thorough, detailed lesson plans, cross-referencing goals and objectives to State and local standards, for each lesson taught. Lesson plans must be approved by the mentor and reviewed by the University supervisor before being taught.
- Work as a co-teacher with the mentor.
- Participate in all school activities, observing the same daily schedule as that set by the school. Attend all staff meetings, homeroom activities, clubs, bus duty, and inservice meetings.
- Maintain exemplary attendance. Any hours missed must be made up. It is the student teacher’s responsibility to arrange with the supervisor and mentor a convenient time for make-up.
- Meet frequently with University supervisor and mentor to evaluate and improve teaching.
- Complete a minimum of five focused observations in other classrooms during the semester and submit a written summary of each. Summaries should be kept in the Notebook.
- Attend all required seminars and assigned conferences/meetings.
- Dress appropriately and professionally, adhering to school policy.
- Collaborate online with other professionals using D2L as directed by supervisor.
- Turn in all assignments on time. Any assignment turned in late or any missed conference meetings will result in a loss of points or producing a lower final grade.
Grading rubric for 4580

A final grade of “A” indicates the student teacher:
- demonstrates high quality of knowledge, skills, and dispositions for teaching
- is ready for full-time teaching and is expected to succeed independently
- has achieved on summative evaluation a very effective or effective rating on all rating areas,
- is able to teach effectively in all content/grade levels observed
- interacts with both students and colleagues in an effective and professional manner and,
- is recommended for any teaching vacancy in his/her field without reservation.

A final grade of “B” indicates the student teacher:
- demonstrates adequate knowledge, skills, and dispositions for teaching
- has potential to succeed in teaching with continued growth
- has at least one rating area that was deemed “needs improvement” on summative evaluation form,
- demonstrates evidence of independent teaching ability in some content/grade levels, but not all,
- does not demonstrate a consistent level of quality teaching at the conclusion of student teaching, and
- should be considered among a group of other candidates for any teaching vacancy in his/her teaching field.

A final grade of “C” indicates the student teacher:
- demonstrates marginal knowledge, skills, and dispositions for teaching
- is questionable in the ability to perform in the classroom independently, even with continued growth, and is expected to need additional support,
- has at least two rating areas that were deemed as “needs improvement”, or at least one area rated “ineffective”,
- is able to provide quality teaching but not on a regular basis, or in some but not all content/grade levels, and
- would only be recommended for a teaching vacancy with substantial reservations.

A final grade of D indicates the student teacher:
- demonstrates inadequate or ineffective knowledge skills, and attributes for teaching.
- has at least 3 areas that were deemed as “needs improvement”.
- demonstrates unprofessional or unethical behavior.
- ETSU will not recommend licensure.

A final grade of “F” indicates the student teacher:
- does not demonstrate the knowledge, skills, and dispositions for teaching
- is not yet able to perform in the classroom independently,
- has at least two areas of evaluation rates as “ineffective”,
- is not yet able to provide quality teaching on a regular basis,
- demonstrates unprofessional or unethical behavior
- would not be recommended for a teaching vacancy, and
- ETSU cannot recommend licensure.

A plus or minus may be added to a letter grade to further define its meaning.

Incomplete – assigned (per University policy) only if student is making satisfactory progress and can not complete the assignment for other reasons.
Bibliography:


**Internet Sources:**
- www.smithsonianmag.si.edu
- www.classroomwindows.com
- https://elearn.etsu.edu/
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