

EDUC 414A/B/C Student Teaching Elementary
EDUC 415A/B/C Student Teaching Seminar for Elementary Teachers
TMCC Spring 2016

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Class Schedule: Student Teaching- Follow School Schedule- 60 contact days
Student Teaching Seminar- TBD

Classroom: TBD

Credits: EDUC 414-12 credits/ EDUC 415- 1 credit

Resource: *TMCC Teacher Education Department Handbook*

Course description:

The seminar and student teaching address professional obligations, teaching challenges, and preparation for careers in teaching. The courses Ed 414 and Ed 415 are taken concurrently.

Teacher education performance standards (INTASC Standards):

To be examined and demonstrated through the student teaching experience and documented in the professional electronic portfolio:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

Rationale:

Student teachers and cooperating teachers need a common set of expectations for the student teaching experience. These courses are designed to accommodate that need.

Course goals and objectives:

To provide a connection for the practitioner between teaching and learning and the school assignment.

1. To develop personal teaching style and become familiar with effective teaching behaviors.
2. To integrate technology into the classroom through web quest, power point presentations, SMART Board/Promethean Boards and age appropriate internet usage.
3. To reflect regularly on the student teaching experience and personal/professional growth.
4. To review ND teaching licensure requirements and procedures.
5. To share experiences with colleagues for mutual support- the joys and concerns, the successes and disappointments.
6. To participate in professional education organizations and attend professional conferences.

ND Standards	Artifacts	INTASC
50015.3 c, d, e 50015.5 a, b, c, d	Dialogue journal Folders Professional portfolio Video Tapings	#3 Learning Environments #4 Content Knowledge #5 Application of Content #6 Assessment #7 Planning for Instruction #8 Instructional Strategies #9 Professional Learning and Ethical Practice #10 Leadership and Collaboration

Assessment:

Pass/Fail

Access and opportunity:

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location and office hours are 8:00-4:30 Monday through Thursday, Friday by appointment. If you plan to request disability accommodations, you are expected to register with the Counselor (Rm. FA 103) 477-7947.

Cultural content:

The seven teachings of the Anishinabe are examined. This will enhance understanding of the multiple links connecting curricula with learning and teaching. By examining the curriculum during student teaching, all concerned rediscover the educational goals of integrating culture into teaching and learning.

Attendance and Participation:

Attendance is mandatory. Any days missed must be made up.

PROMPTNESS AND ATTENDANCE IS EXTREMELY IMPORTANT WHILE STUDENT TEACHING. Professional dress is expected of you.

Academic integrity:

Teachers as professionals must be especially mindful of respecting others' intellectual property.

Requirements:

- 1. Dialogue journal:** Cooperating teachers and student teachers write journal entries weekly (notebook or email) to discuss actions as teachers, and thoughts about those actions. The journal is an ongoing dialogue of practices and reflections. It is intended to clarify the meaning of encounters with students, colleagues, curriculum, and teaching, and to encourage reflection on experiences which otherwise might pass unnoticed. Share this journal with the college supervisor.

Journal entries will reflect incidents and concerns relevant to student teaching. While each student teaching experience is distinct, most tend to address four recurring themes as students define their evolving role as teachers:

- The relationship between teacher and students;
- The transition from college student to teacher, forming teacher identity;
- The conflict for student teachers between idealism and the realities of the public school situation;
- The nature of meaningful curricula (what is taught and why);

Each journal account should:

- Tell the story of what happened during a particular teaching situation;
- Relate personal interpretation of the events' meanings;
- Consider the meaning of the individuals' experiences.

Bring this journal to Student teaching seminar to review and discuss!

- 2. Compile and organize teaching materials:**

Organize all materials and place them in labeled folders, notebooks, etc. Add all materials collected during the student teaching experience.

For example, a file on classroom management would include articles, class notes, handouts, lesson plans, resources collected, comments from other teachers....everything that might be useful to the professional in developing and strengthening management strategies and techniques.

Collect as many resources as possible from other colleagues.

- 3. Develop a professional electronic portfolio (your best evidence of teaching materials).**

The portfolio is a demonstration of the professional's work during the student teaching experience---with greatest emphasis placed on the student teaching semester. Follow and include the INTASC standards. Work on this during the semester of student teaching.

4. Video Tape:

Video tape yourself at least twice during the semester. Tape yourself within the first two weeks, then at intervals. As you view the tape you can watch your actions, view your actions and you can better see and hear things you want to change. Reflection, self-critique, and positive change are all part of becoming a professional teacher. These tapes need to be turned in to your advisor.