

EDUC 491
Student Teaching in Secondary Education
Salish Kootenai College, Winter Quarter 2016-2017

1) Course Information

Department and course number: EDUC 491

Credits: 12 undergraduate credits

This course is offered in Spring normally, but other times as needed.

Dates and meeting times for the course: Arranged with college supervisor and cooperating mentor teacher

Course Locations: Assigned school and classroom as negotiated with college supervisor and cooperating mentor teacher

2) Instructor Information

Name: Regina Sievert

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Office Location: Beaverhead Building, Room 121

Phone number: Office phone 275-4995, Cell phone 261-7412

Office Hours: Monday, Wednesday, and Friday 9:00 am through 12:00 pm and Monday and Wednesday 1:00 pm through 4:30 pm. Because I also supervise Student Teaching and other BSSE field experiences, please be advised that my schedule is somewhat unpredictable since I may be in the schools working with students. I recommend that you contact me if you need a firm appointment either by text, cell phone call or e mail message.

3) Required Materials

The required materials for this course is the “The Salish Kootenai College Secondary Education Student Teaching Handbook” and such addendums as may be published. This can be found on our web page at kapi.skc.edu/skcwordpressDEPT/education/?page_id=252

Candidates will provide their completed TEP portfolios accumulated throughout the Teacher Education Program, classroom artifacts such as lesson plans, assessment rubrics and student work, and other authentic representations of teaching and learning.

4) Course Description

Student Teaching is a full-time, off-campus, supervised teaching experience for students pursuing secondary (grades 5-12) teaching endorsement that occurs at a location approved by the SKC Education Department Chair. It is the final clinical experience of Salish Kootenai College’s Teacher Education Program. It requires candidates to demonstrate the knowledge, skills, and dispositions obtained during their program of study. Montana Rule also requires it.

Per Administrative Rule of Montana (ARM) “Persons seeking initial licensure must successfully complete a supervised teaching experience either as part of an accredited professional educator preparation program or successfully complete one year of teaching experience in a state accredited elementary and/or secondary school or school district either in Montana or elsewhere.”

Per ARM 10.58.306, “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 student learn.”

Relationship to the SKC Education Department Conceptual Framework

Student teaching is the capstone course that allows candidates to demonstrate their knowledge through leadership in the classroom. Candidates are expected to use reflective practice, knowledge of disciplinary content, and teaching through inquiry, and to understand and demonstrate their accountability to student learning as outlined in the INTASC Principles, which also serve as the BSSE program’s learning outcomes. Candidates are expected to effectively use the experiential learning models and theories that are hallmarks of the SKC Teacher Education Program. It is through the demonstration of these knowledge, skills and dispositions that candidates show their abilities to be a teacher and educational leader in a social constructivist learning environment, in accordance with Salish Kootenai College’s Teacher Education Program Conceptual Framework.

Course Prerequisites

Permission from the Department Chair, successful completion of all required BSSE education courses other than EDUC 491 and 495, successful completion of the TEP II portfolio and interview, successful completion of the Praxis General Science Test per the requirements of the State of Montana, successful completion of all materials in the Student Teaching Application Packet. See the SKC Secondary Education Student Teaching Handbook for details.

Co Requisite

EDUC 495

5) Course Objectives

EDUC 491 course outcomes focus directly on the novice teacher’s understanding of and demonstrated performance in each of the following InTASC standards and their accompanying indicators.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

6) Course Requirements and Schedule

In order to pass EDUC 491, teacher candidates are required to:

- Successfully complete the appropriate number of days as assigned in all fields for which licensure is being sought. Secondary student teaching currently requires a minimum of 45 days in the assigned classroom. A "day" is understood to be the same as a cooperating mentor teacher's contracted work day.

- Gradually assume full responsibilities for teaching and extra duties on a schedule agreed upon by the student teacher and supervising teacher. A minimum of four classes of instruction and two lesson preparations per day are recommended.
- Complete all assignments, lesson planning, etc. to the satisfaction of the Supervising Teacher, and the College Supervisor/Director of Secondary Field Experiences. This includes attending all required meetings and training sessions at the assigned school/district/department.
- Complete and teach at least one original science lesson, developed by the student teacher.
- **Complete all required forms, Student Teaching documents and assignments as per the ST Handbook.** This includes the TEP III portfolio and interview, which teacher candidates normally work on in EDUC 495.
- Complete and submit a weekly reflection on their student teaching experiences after conferencing with their supervising teacher, using the reflection template provided by the BSSE Director of Field Experiences.

7) Credit Hours

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this course, each student will spend approximately 360 hours working in their assigned school and classrooms.

8) Evaluation

The student teaching experience is assigned a letter grade based on the following system:

- Student teachers will receive evaluations from the Cooperating Mentoring Teacher and College Supervisor/Director of Field Experiences as a minimum. In addition, a building administrator may evaluate the student teacher. All evaluations will be shared with the student teacher, and the student teacher is expected to participate in any improvement plans agreed upon by all parties. Evaluations will be reviewed by the College Supervisor for consistency and to ensure that the candidate is progressing satisfactorily. Examples of evaluation forms and rubric explanations are located in the “SKC Secondary Education Student Teaching Handbook”. Final grades for student teaching will be posted by the Field Experience Coordinator/Course Instructor.

Candidates should be aware of the following evaluation policies for EDUC 491:

- **To successfully pass EDUC 491, the candidate must receive at least a 3 in each of the INTASC Principles on the Final ST Evaluation.** No more than one of the indicators on the INTASC Principles can be at the “developing” level, and no indicators can be at the “unacceptable” level. (30 points)
- Candidates must demonstrate professional demeanor, attire, timeliness, and behavior throughout the student teaching experience. Candidates who demonstrate chronic breaches of these expectations may be removed from student teaching placements and placed on a remediation action plan. This is assessed by the TPT Form and consultation with CS and CMT. (20 points)

- Candidates must complete a minimum of 45 school/teacher work days. She or he must also complete a minimum of 5 reflections on their experience, completed every other week of the student teaching experience throughout the 10 week experience. (50 points)
- 90 - 100 pts = “A” and 80 – 89 pts = “B”. **If the teacher candidate receives a grade below a “B” they will not pass the course.**

9) Attendance

Student teachers are required to attend their student teaching experience based on the school district’s calendar, not that of SKC. As mentioned above, a minimum of 45 school days are required. Up to two days of excused absence are allowed (e.g., due to illness, death in the family). Any missed days beyond the two allowed excused absences are to be made up unless otherwise approved by the Coordinator. Candidates are asked to notify the Field Experience Coordinator during the interview the quarter prior to student teaching if there are days during student teaching that will be missed. The Coordinator will relay this information to the school district when requesting a placement. The Coordinator cannot guarantee the school district’s agreement with the student teacher’s proposed schedule, but every effort will be made to secure a placement that takes into account the missed days. Candidates are also required to communicate any irregularities in attendance, including any missed days, with the Field Experience Coordinator, as well as with the supervising teacher and building administration.

10) Other

Students with disabilities

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College’s Disability Officer, Linda Pete, either by e mail or phone (linda_pete@skc.edu, 406.275.4968) or consult the SKC web page for *Students with Disabilities* for more information.

Any student teacher that has previously registered with Disability Services that would like special accommodations during student teaching must report this to the Director so that arrangements can be made. If a candidate is unsure of the need for accommodations, it is recommended that they discuss the possibility with the Director.

Academic integrity

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by Salish Kootenai College, as outlined in the SKC policy, available on skc.edu. Violations of the college’s policies (including plagiarism or other forms for cheating) may result in the student failing the course and other sanctions.

Remediation

Student teachers experiencing abnormal difficulties during the experience will be counseled in corrective measures by the Cooperating Mentoring Teacher and the College Supervisor with input from the building administrator and/or the Field Experience Coordinator and Educ. Dept. Head, as necessary. Candidates will be monitored carefully on their improvement. Corrective

measures may include, but are not limited to, extending the student teaching experience, researching information about the area of deficiency, or receiving specialized guidance or interventions deemed necessary and appropriate by the Coordinator. The Field Experience Coordinator is the instructor of record for student teaching, but accepts input from the Supervising Teacher and College Supervisor when assigning grades.

The Coordinator may remove student teachers from their assignment at the request of the school, or as deemed necessary. Students who are removed from their assignment will work with the Field Experience Coordinator to remediate the problem and complete student teaching in another setting. Student teachers may be required to wait until the next quarter and may have to increase the length of their assignment, depending on the nature and severity of the problem, and the availability of alternate assignment sites. In extreme cases, a student may be denied a second opportunity to student teach. Dates, schedules, evaluations, and requirements for student teaching may be altered on an as-needed basis at the discretion of the Coordinator, with notification provided to the affected parties.

Substitute Teaching

Student teachers may be permitted to receive compensation as a district substitute under certain conditions. Consult the ST Handbook for more information.

11) PEPP Standards Addressed

EDUC 491 addresses all of the Montana Professional Educator Preparations Program Standards, with some variation, depending on the discipline(s) taught during Student Teaching. These standards are listed below.

10.58.522.7 - The candidate for an endorsement in broadfield science demonstrates the following knowledge and skills:

- a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;
- b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students;
- c) systematic and quantitative study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;
- d) study and experiences emphasizing interrelationships among all the sciences, as well as between the sciences and other areas of study such as mathematics;
- e) conceptual understanding of mathematics, including a working knowledge of calculus and statistics;
- f) conceptual understanding of the relationships among science, technologies, and the study of environmental education;
- g) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and specimens which support and enhance curricula and instruction in all

sciences including laboratory and field studies that promote investigation and inquiry, and the use of experimental methods;

- h) conceptual understanding of earth sciences including course work in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;
- i) conceptual understanding of biology including course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other. This preparation must include study and experiences emphasizing living organisms;
- j) conceptual understanding of chemistry including course work in organic, inorganic, analytical, physical and biochemistry and their relationships with each other;
- k) conceptual understanding of physics including course work in classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics and their relationships with each other; and
- l) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially, using questions to define problems and potential solutions.

10.58.522.2 - The science endorsement requires that successful candidates:

- a) demonstrate a thorough understanding of inquiry-based learning across the sciences. This preparation includes:
 - i) both breadth and depth of knowledge in science, including recent significant changes in the field, as reflected by national standards;
 - ii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching;
 - iii) preparation and experience in environmental science, including Montana American Indian traditional relationships to the environment; and
 - iv) methods to engage in inquiry in a variety of ways;
- b) demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate science research to others;
- c) apply instructional strategies which models learning environments with extended time, appropriate space, and resources with equipment and technology found in the contemporary secondary classroom;
- d) demonstrate understanding and experience of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science;
- e) demonstrate knowledge of formative and summative assessment techniques which model a variety of authentic and equitable assessment strategies that ensure the continuous intellectual, social, and personal development of the learner in all aspects of science;
- f) apply and evaluate models of interdisciplinary approaches to provide experiences in understanding science;
- g) articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national education standards and student achievement.