

EDUC 490
Salish Kootenai College
Elementary and Early Childhood P3 Student Teaching
12 Credits

1. **Course Information**

- A. Number:** EDUC 490
- B. Credits:** 12
- C. Prerequisite:** Permission from the Department Chair and successful completion of all materials in the Student Teaching Application Packet. See the SKC Student Teaching Handbook for details.
- D. Corequisite:** EDUC 495 Reflective Practice and Research in Education
- E. Availability:** This course is offered Spring quarter or as needed

2. **Personal Information**

- A. Instructor:** Tim Whaling
- B. Office Location:** Education Building (available by appt.)
- C. Telephone:** (406)883-1331 cell: (406)212-0849
- D. Office Hours:** (available by appt.)

3. **Required Materials**

A. Required Texts: *The Salish Kootenai College Student Teaching Handbook* and such addendums as may be published; electronic or paper copy.

B. Other Materials: TEP portfolios accumulated throughout the Teacher Education Program, classroom artifacts such as taped instruction, assessment rubrics and student work, and other authentic representations of teaching and learning.

4. **Course Description**

Elementary Student Teaching is a full-time, off-campus, supervised activity for students pursuing K-8 endorsement at a location approved by the Division of Education Dean or Elementary Chair.

Rationale: Student teaching 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 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, teaching through inquiry, and to understand and demonstrate their accountability to student learning. Candidates are expected to 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 as an educational leader in a social constructivist learning environment, in accordance with Salish Kootenai College’s Teacher Education Program Conceptual Framework.

5. Standards Alignment

Montana PEPP / InTASC STANDARDS SUPPORTED IN THIS COURSE

<u>MT PEPP Standards</u>	<u>InTASC Principles</u>	<u>Critical Assignments</u>
<p>PEPPS 10.58.531 The program candidate will... (x) demonstrate knowledge, skills and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings, (i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience</p> <p>PEPPS 10.58.306 Field Experience and Clinical Practice 1.a - c The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school</p>	<p>INTASC Principle 1. Learner Development: <i>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.</i></p> <p>INTASC Principle 2. Learner Differences: <i>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.</i></p> <p>INTASC Principle 3. Learning Environments: <i>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.</i></p> <p>INTASC Principle 4. Content Knowledge: <i>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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i></p>	<p>Structured student teaching evaluation process</p>

<p>personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.</p> <p>SKC Division of Education Guiding Principles A, B, C, D, E</p>	<p>INTASC Principle 5. Application of Content: <i>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.</i></p>	
	<p>INTASC Principle 6. Assessment: <i>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.</i></p>	
	<p>INTASC Principle 7. Planning for Instruction: <i>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.</i></p>	
	<p>INTASC Principle 8. Instructional Strategies: <i>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.</i></p>	
	<p>INTASC Principle 9. Professional Learning and Ethical Practice: <i>The candidate 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.</i></p>	
	<p>INTASC Principle 10. Leadership and Collaboration: <i>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.</i></p>	

6. Course Objectives

A. *General Objectives*

- i. In the successful completion of EDUC 490, candidates will demonstrate the knowledge, skills, and dispositions befitting a novice (first year) teacher. Included in these competencies will be:
 - a. appropriate application of **classroom management** strategies
 - b. competence with regard to **professionalism** and organizational skills
 - c. **pedagogical / instructional skills** that reflect best practice as defined by both SKC-TEP and the placement school system
 - d. ability to **plan** instruction efficiently and in accordance with standards and curriculum guidelines
 - e. positive and **professional communications** with students and school personnel
 - f. **evidence of growth** and professional development in all ten domains of the candidate's TEP Portfolio and SKC

Elementary Education Outcomes. These are aligned with national InTASC principles for teacher preparation. Evidence of these competencies will be documented in candidates' formal student teaching evaluations.

Each of the above stated objectives will be assessed and documented using the SKC Student Teaching Evaluation, available online at the SKC Division of Education website and in the Elementary Student Teaching handbook.

B. Cultural Awareness

- i. Candidates will apply knowledge, skills, dispositions, and pedagogy acquired during TEP to ensure that interactions with elementary students and school personnel reflect those of a culturally responsive education professional.
- ii. Candidates will utilize materials and techniques that exemplify culturally appropriate practice.

C. Citizenship

- i. In fulfilling their required field service hours for EDUC 490, candidates will provide assistance to classroom teachers, form connections with students and their families, and gain insights and knowledge about the community associated with their field placement.

D. Communication

- i. Candidates will employ a variety of communication skills and methods including verbal and non-verbal communication and technology tools in their fieldwork with elementary students, families, and school personnel.

E. Critical Thinking

- i. Candidates will engage with school staff and students to promote learning experiences that reflect higher level thinking, problem solving, and critical thinking.

7. Course Requirements

EDUC 490 candidates must:

- Successfully complete the appropriate number of days as assigned in all fields for which licensure is being sought. Elementary 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 workday.
- Gradually assume full responsibilities for teaching and extra duties on a schedule agreed upon by the student teacher and supervising teacher.

- Complete all assignments, lesson planning, etc. to the satisfaction of the Supervising Teacher, College Coordinator, and the SKC TEP Coordinator. This includes attending all required meetings and training sessions.
- Complete all required forms and ST documents as per the ST Handbook.
- Complete journal or blog entries each week as a co-requirement of EDUC 490 and EDUC 495.

8. Credit Hours

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this course, this course, delivered over a 10 week term, will approximate:

- 40 hours/week student/teacher contact time, based on a 8 hour school day, 5 day week
- 10 hours/week lesson and material preparation, including EDUC 495 research work
- 10 hours/week coordination, collaboration, and mentorship with classroom teacher

9. Grading

- a. An Incomplete grade (“I”) is NOT an option with the exception of an extreme emergency, the death of a family member, or other significant disruption to the student teaching experience as judged and agreed to by both the Student Teaching Coordinator and the TEP Coordinator.
- b. The student teaching experience is assessed as a letter grade based on the following system:

Student teachers will receive evaluations from the Cooperating Mentoring Teacher and College Supervisor as a minimum. In addition, a building administrator and/or the TEP Coordinator 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 Coordinator for consistency and to ensure that the candidate is progressing satisfactorily. Examples of evaluation forms and rubric explanations are located in the Student Teaching Handbook. Final grades for student teaching will be posted by the Student Teaching Coordinator / College Supervisor.

Candidates should be aware of the following assessment information:

- To successfully pass student teaching, the candidate must receive at least a 3 in each rating area on the Final ST Evaluation. (See other requirements for TEP Stage III in the TEP Student Handbook.) (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 (50 points)
- 90-100 pts = A 80 – 89 pts = B (grades of “C” or below are not passing)
- Student teaching evaluations with any items scoring less than a 3 (proficient) rating will not pass.

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 TEP Coordinator and Educ. Division Dean, 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 College Student Teaching Supervisor is the instructor of record for student teaching, but accepts input from the Cooperating Mentor Teacher and TEP Coordinator when assigning grades.

10. Attendance:

EDUC is a field experience / clinical practicum, and as such is a non-standard course that requires attendance in an off-campus classroom placement, not in an SKC classroom. Candidates are required to be in the placement classroom a minimum of 8 hours per school day, or as defined by the cooperating mentor teacher’s contracted work day. A minimum of 45 of these contracted teacher days must be accounted for in the successful completion of elementary student teaching. In order to communicate a level of professional disposition and ensure optimal preparedness, candidates are encouraged to arrive earlier than the teacher, and stay later.

11. Other Information:

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 acting ADA Compliance Officer, Tracie McDonald (tracie_mcdonald@skc.edu, 406.275.4823) or consult the SKC web page for Students with Disabilities for more information.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

Student teachers are required to attend based on the school district's calendar, not that of the College. As mentioned above, a minimum of 45 school days are required. Any missed days are to be made up unless otherwise approved by the TEP Coordinator. Candidates are asked to notify the TEP Coordinator during the interview the semester 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 about any irregularities in attendance, including any missed days, with the TEP Coordinator, as well as with the supervising teacher and building administration.

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 Coordinator to remediate the problem, and complete student teaching in another setting. Student teachers may be required to wait until a future 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 to the affected parties.

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

12. Course Outline:

EDUC 490 is a non-standard practicum / clinical course and as such does not follow a set course sequence. Refer to the Elementary Student Teaching Handbook for guidelines regarding the sequence of actions and expectations for student teaching.