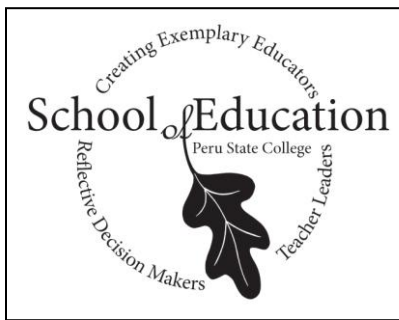


Department: Peru State College School of Education
Course Number: EDUC 420
Course Title: Student Teaching Seminar
Credit Hours: 01
Semester: Spring 2010

Instructors: Dr. Judith Ruskamp; Dr. Greg Zost
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Reflective Decision-Makers

- Foundational Knowledge
- Professional Dispositions & Integrity
- Professional Development

Mission Statement

The Teacher Education Unit is committed to preparing exemplary professionals in the field of education. The faculty and staff of our teacher education unit understand the complexity, interrelatedness and recursive nature of the teaching/learning process. We are committed to preparing our teacher education candidates to be reflective professionals, knowledgeable in general studies, specific content areas, and pedagogy. In addition, we want their educational experiences to equip them to be effective communicators and wise decision-makers in a democratic and increasingly technological society. We also want our graduates to appreciate diverse cultures and viewpoints. Therefore, we create and update courses based upon our study and reflection of current research and professional writing. We encourage diverse field experiences, co-curricular activities and professional opportunities. We believe that learning is a lifelong process that involves continual growth in three broad conceptual areas: foundational knowledge, professional dispositions and integrity, and professional competencies.

Peru State College's commitment to individual attention and needs is evident in our teacher education program. We also encourage our students to hone their passion for teaching and their unique talents through integrated community service opportunities related directly to their professional courses and activities. Our faculty and staff are committed to modeling that learning is an ongoing, challenging enterprise engaged in by committed persons – teachers, teacher candidates, and community members together, all part of an exciting and rapidly changing world.

Course Description: This seminar will provide student teachers with mentorship during the student teaching semester. Workshops for portfolio development and completion of the Instructional Analysis Project will be included, as well as the activities that were a part of student teaching call backs (mock interviews, certification paperwork, preparation for the job search, etc.).

Prerequisites: This is a restricted course requiring students to have successfully completed all School of Education non-restricted education related course requirements. The student must have successfully completed the PPST (Praxis) and must have been accepted into the School of Education. This course is to be taken during the student teaching semester.

Texts: no texts needed; LiveText membership required (or temporarily provided to those who completed EDUC 208 prior to LiveText implementation); Student Teaching Handbook.

School of Education Required Live-Text Portfolio Artifact: Instructional Analysis Project

Standards Code: (Conceptual Framework); [INTASC]

Objectives: The teacher candidate will:

- reflect upon his/her student teaching experience; (PERU-U 2.1.1, 3.1.1) [INTASC 1G, 9A, 9C, 9D]
- discuss issues related to student teaching with his/her peers; (PERU-U 2.1.1, 3.1.2) [INTASC 1G, 9A, 9C, 9D, 9E, 9I, 9J, 10G]
- analyze topics as they are brought to the group, either during class sessions or within BlackBoard forums; (PERU-U 1.3.6, 2.1.1, 3.1.1, 3.1.2) [INTASC 1G, 9A, 9C, 9D, 9E, 9G, 9I, 9J, 10G]
- develop and implement a unit of instruction for self-evaluation of effectiveness of instruction and assessment; (PERU-U 1.1.2, 1.2.2, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 2.1.1, 3.1.1) [INTASC 1B, 1H, 1I, 1K, 1L, 1M, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3D, 3E, 3I, 3K, 3L, 3M, 3N, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4J, 5M, 5Q, 6C, 6D, 7A, 7B, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 9A, 9C, 9D, 9E, 9F, 9H, 9J, 10A, 10B, 10D]
- prepare materials for transition into the education profession, including the LiveText Candidate Portfolio; and (PERU-U 1.2.1, 1.2.3, 1.3.1, 1.3.3, 1.3.6, 2.1.1, 3.1.1) [INTASC 1D, 1E, 1F, 1G, 2A, 2B, 2D, 2E, 3A, 3F, 3G, 3H, 4D, 4E, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 6D, 6E, 7A, 7B, 7C, 7D, 7E, 8D, 8E, 9C, 9D, 9H, 10D, 10E]
- participate in workshops and activities to enhance his/her effectiveness as an educator. (PERU-U 3.1.2) [INTASC 9B, 9F, 9G, 10G]

Instruction Method/Mode of Delivery: Course instruction will integrate presentations, simulations, and discussions during scheduled meetings, as well as weekly interactions within BlackBoard throughout the student teaching experience.

Student Requirements: Teacher candidates are expected to:

- ✓ attend the three scheduled class meetings – no exceptions;
- ✓ participate in BlackBoard discussion forums throughout student teaching; and
- ✓ complete all assigned work by the designated due date.

Attendance: Attendance is a privilege and a responsibility represented by not only the teacher candidate's investment, but also by a significant investment by the State of Nebraska. For each scheduled meeting that is missed, the teacher candidate's grade will drop 20 of 250 total points, as the

activities and workshops held during these meetings are essential to success in the seminar. Certainly, circumstances beyond a teacher candidate's control may merit consideration. In such a case, absences will be addressed at the discretion of the instructor.

Dispositions Statement: Keep in mind that your performance in this classroom relative to attendance, meeting course expectations, and classroom decorum speak directly to the state of your dispositions, as it relates to your professional dispositions and integrity (Standards 2.1.1 and 2.1.2).

Course Requirements and Assessment Methods

Class Participation: Attend and participate in each of the three scheduled meetings. Positive contributions to class discussions and activities are mandatory. Each meeting's points are contingent upon attendance at ALL sessions of the day. The Director of Field Experiences will notify those student teachers who are excused from this requirement due to a distant placement. *A pattern of late arrivals and/or early departures will result in a conference with the seminar instructor and potential loss in attendance points.* **Attendance: 20 points per meeting (40 points total)** (PERU-U 2.1.1, 3.1.1, 3.1.2) [INTASC 1G, 9A, 9B, 9C, 9D, 9F, 9G, 10G]

BlackBoard Discussion Forums: In addition to attending class meetings, students will participate in the bi-weekly discussion forums that will be held within BlackBoard. For each forum, the student is expected to post his/her perceptions of student teaching or identified issues relating to their experiences as a student teacher. Each student will also be expected to respond to at least one peer's posting in the forum. **BlackBoard Discussion Forums: 8 points per forum [4 for posting, 2 points for each of two responses] (40 points total); see late work policy.** (PERU-U 1.3.6, 2.1.1, 3.1.1, 3.1.2) [INTASC 1G, 9A, 9C, 9D, 9E, 9G, 9I, 9J, 10G]

Instructional Analysis Project: Each student will develop a unit of instruction, following the template within LiveText titled "EDUC 420 Instructional Analysis Project". The student will then implement the unit within his/her student teaching assignment, collect student achievement data resulting from the unit, and analyze his/her effectiveness as an instructor using the data and his/her own observations. A detailed handout of this project, including the project rubric, will be provided in class. Any student teacher who completed EDUC 208 prior to fall 2004 will be considered a non-registered LiveText user and, as such, will complete the IAP as a Word document. **Instructional Analysis Project: Due April 5, 2010 - 75 points; see late work policy.** (PERU-U 1.1.2, 1.2.2, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 2.1.1, 3.1.1) [INTASC 1B, 1H, 1I, 1K, 1L, 1M, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3D, 3E, 3I, 3K, 3L, 3M, 3N, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4J, 5M, 5Q, 6C, 6D, 7A, 7B, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 9A, 9C, 9D, 9E, 9F, 9H, 9J, 10A, 10B, 10D]

LiveText Candidate Portfolio: Each student will complete his/her Candidate Portfolio and submit it to the instructor for evaluation. All components of the portfolio should be completed at this time. A rubric of expectations will be provided in class. Any non-registered LiveText user will complete a portfolio using a three-ring binder and list of components/artifacts. **LiveText Candidate Portfolio: Due April 19, 2010 - 75 points. Note – Student teachers must score 80% or better for education program completion, with resubmission allowed to get to the that score.** (PERU-U 1.2.1, 1.2.3, 1.3.1, 1.3.3, 1.3.6, 2.1.1, 3.1.1) [INTASC 1D, 1E, 1F, 1G, 2A, 2B, 2D, 2E, 3A, 3F, 3G, 3H, 4D, 4E, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 6D, 6E, 7A, 7B, 7C, 7D, 7E, 8D, 8E, 9C, 9D, 9H, 10D, 10E]

Total Points Possible: 230 points

Grading Policy:

A	90-100%	B+	85-89%	B	80-84%	C+	75-79%
C	70-74%	D or Below	<70%				

Late Work Policy: All assignments will be due on time as listed above. Circumstances beyond a student teacher's control may merit consideration; as such, these will be addressed at the discretion of the instructor. Special circumstances do not include the student teaching load and/or coaching/work responsibilities.

- (1) Ten percent (10%) will be deducted if the IAP is submitted the day after the due date; after that first day an additional five percent (5%) will be deducted from the earned grade each day the IAP is late.
- (2) All discussion board postings and responses are due on the date(s) listed in the BlackBoard forum(s). Any posting or response after the ending date(s) will not earn points for the posting (4 points) and/or each response (one or two at 2 points each).

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

EDUC 420 STUDENT TEACHING SEMINAR SCHEDULE

Tentative Spring 2010 Schedule

May be modified at the discretion of the instructor

Required Course Meetings

Friday, January 15, 2010	9:00 - 4:00	PSC Offutt Annex at LaPlatte
Friday, March 19, 2010	8:30 – 4:15	PSC Main Campus

Required BlackBoard Discussion Forums

(Due 11:59 p.m. CST of first Monday for posting, 2nd Sunday for responses)

Discussion Forum 1 (one posting, two responses)	January 18 – January 31, 2010
Discussion Forum 2 (one posting, two responses)	February 8 – 21, 2010
Discussion Forum 3 (one posting, two responses)	March 1 – 14, 2010
Discussion Forum 4 (one posting, two responses)	March 22 – April 4, 2010
Discussion Forum 5 (one posting, two responses)	April 12 – 25, 2010