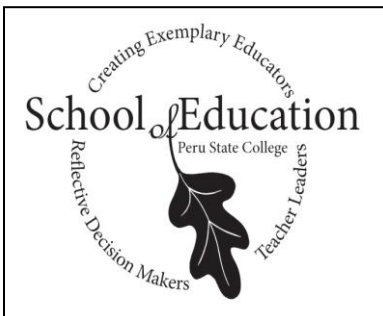


<b>Department:</b>	Peru State College School of Education
<b>Course Number:</b>	EDUC 410 (Elementary), 411 (Secondary), 412 (Early Childhood), 413 (Middle Grades); SPED 421 (Preschool Disabilities), 435 (Special Education)
<b>Course Title:</b>	<b>Student Teaching</b>
<b>Credit Hours:</b>	<b>6 to 12 semester credits, depending on endorsement area</b>
<b>Semester/Academic Year:</b>	<b>Spring 2010</b>
<b>Instructor:</b>	Ms. Patricia Rippe, Director of Field Experiences/Certification Officer
<b>Office:</b>	TJM 205
<b>Office Hours:</b>	If coming to campus, call or e-mail ahead for an appointment.
<b>Phone:</b>	(402) 872-2399 or (800) 742-4412, option 9, ext. 2399
<b>E-mail:</b>	prippe@peru.edu
<b>Student Teachers' Web Page:</b>	<a href="http://www.peru.edu/education">www.peru.edu/education</a> ⇒ Student Teachers

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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 Descriptions:**

As the capstone course for the Teacher Education program, student teaching represents the culmination of pre-service academic preparation and provides the forum for the transformation of the student of education into an educator. As a vital component of the preparation of candidates for certification and teaching positions, the student teaching process comprises a joint effort on the parts of the cooperating schools and Peru State College. Guiding the student teaching process are the Conceptual Framework of the PSC School of Education, the guidelines of the Nebraska Department of Education, and the standards of the National Council for Accreditation of Teacher Education. The individual course descriptions are as follows:

EDUC 410 This is a practical application of the principles of learning in the classroom with a progressive introduction into full teaching responsibilities at the elementary level. Students teach full-time for eight to sixteen weeks.

- EDUC 411 This is a practical application of the principles of learning in the classroom with a progressive introduction into full teaching responsibilities at the secondary level. Students teach full-time for eight to sixteen weeks.
- EDUC 412 This provides observations, laboratory and teaching experience in directing the learning activities of children in pre-kindergarten through grade three (3). During the student teaching experience, the student applies the theories and principles of learning and instruction. Students teach full-time for eight to sixteen weeks.
- EDUC 413 This is a practical application of the principles of learning in the classroom with a progressive introduction into full teaching responsibilities at the middle grades level. Students teach full-time for eight to sixteen weeks.
- SPED 421 This provides observation, laboratory, and practical application of learning principles in preschool through kindergarten settings. Students teach full-time for eight to sixteen weeks.
- SPED 435 This provides observation, laboratory, and teaching experience in the special education classroom. Students teach full-time for eight to sixteen weeks.

**Prerequisites:**

- Admission to student teaching by application
- Full admission to the Teacher Education program by October 1, 2009 for student teaching in spring 2010
- Overall GPA of at least 2.5
- Completion of all courses in the major and education core courses (with the exception of student teaching) with grade of “C” or above
- Content knowledge GPA of 2.5 for each respective endorsement area
- Successful completion of all Teacher Core Competency course requirements
- Enough credits earned to graduate within one semester following student teaching, defined as no more than 12 credits of general studies left
- Completion of a minimum of 12 hours of credit at PSC
- Successful completion of the parts of the PSC Undergraduate Portfolio assessed in EDUC 400 (need 60% to pass)
- Sworn statement verifying no felony or misdemeanor convictions
- Completion of background check prior to start of student teaching with no convictions that are prohibited in Nebraska Rule 20
- Sworn statement of emotional and mental capacity
- Evidence of professional liability coverage for educational settings

**Concurrent Enrollment in:** EDUC 420 Student Teaching Seminar

**Required Text:** None; *Student Teacher Handbook* contains information about policies and procedures

**Objectives:**

1. The student teacher/teacher candidate will gain direct professional experience (1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6)[1.30, 2.30, 3.30, 4.30, 5.30, 6.30, 7.30, 8.30];
  - assuming full responsibility for teaching, including:
    - preparation for instruction
    - delivery of instruction to students
    - assessment of the instruction’s effectiveness and the degree of success of the learners
    - reporting assessment findings to the students
  - teaching in a variety of subjects/sections.
  - performing supportive duties considered usual expectations for a classroom teacher in the setting in which the student teaching takes place.

- in working with students of diverse backgrounds.
2. The student teacher/teacher candidate will apply knowledge and skills gained from general, liberal, and content-area studies within a professional academic setting. (1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3) [1.10, 2.10, 3.10, 4.10, 5.10, 6.10, 7.10, 8.10]
  3. The student teacher/teacher candidate will model a degree of professional dispositions and integrity appropriate to the teaching profession. (2.1.1, 2.1.2) [1.20, 2.21, 2.20, 3.20, 4.20, 5.20, 6.20, 7.20, 8.20]
  4. The student teacher/teacher candidate will become a part of the community of education professionals through interaction with colleagues, receptiveness to constructive criticism, and pursuit of collaborative and professional development opportunities. (3.1.1, 3.1.2) [9.10, 9.20, 9.30, 10.10, 10.20, 10.30]

*Note:* Numbers in parentheses above indicate the related components of the PSC School of Education Conceptual Framework. Numbers in brackets indicate the related components of the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards. Student teachers are expected to be familiar with both sets of standards.

**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 (PSC Conceptual Framework Standards 2.1.1 and 2.1.2).**

#### **Instruction Method/Mode of Delivery:**

Direct participatory involvement under the guidance and supervision of experienced professional educators.

#### **Student Teaching Requirements:**

- Thorough familiarity with the *Student Teacher Handbook*
- Attendance and participation in full-time instructional activities at an approved or accredited facility
- Completion of required number of days (5 days x number of weeks, all absences made up, one professional day allowed by prior arrangement with and approval of the college supervisor and cooperating teacher)
- Professional attire and demeanor in the school setting
- Conduct appropriate to a teaching professional at all times, whether on or off duty
- Full attendance at two Student Teacher Seminars (Call-Back Sessions)
  - [exception: student teachers on provisional commitment are not required to attend seminar sessions]
  - **Seminar # 1:** Friday, January 15, 2010 9:00 a.m. – 4:15 p.m., at the PSC Offutt Annex (LaPlatte)
  - **Seminar #2:** Friday, March 19, 2010 8:30 a.m. to 4:15 p.m. at Peru TJM 114S
- Regular meetings with a college supervisor for the purposes of guidance and evaluation
- Submission of midterm and final self-evaluation via LiveText for each endorsement (College Supervisor, Cooperating Teacher, Student Teacher)
- Completion of Teacher Education Exit Survey in LiveText.
- Overall mean of 2.75 or higher on final student teaching evaluation for each placement, combining the scores from both cooperating teacher(s) and college supervisor; as such, final student teaching evaluation forms must be submitted by the college supervisor and cooperating teacher (s) before a grade can be posted
- Submission of the Cooperating Teacher Survey and Disposition Evaluation by the cooperating teacher(s)
- (Elementary Education, Early Childhood, K-9 Special Education, and Preschool Disabilities majors) Evidence of taking the EECIA examination
- Submission of all necessary application materials for certification (Janice Ellner, TJM 223, 402-872-2258, [jellner@peru.edu](mailto:jellner@peru.edu))
- Completion of program requires successful completion of all pages of Candidate Portfolio, as assessed in EDUC 420 Student Teaching Seminar (Need minimum of 80% to pass)
  - Includes completion and submission of the “Field Experiences” section of the portfolio
- Journaling, as directed by the College Supervisor
  - The college supervisor reads and assesses the journal as a component of the student-teaching evaluation process. The college supervisor determines the schedule and preferred means for submitting entries for review. The journal does not have to be submitted to the College.
- The completed “Record of Student Teacher Experiences” from the *Student Teacher Handbook* at the discretion of the college supervisor
- The completed “Demographics Form” – one for each placement – from the *Student Teacher Handbook*

In order to safeguard the privacy rights of the P-12 students, all materials *should not* contain any information that could lead to the identification of specific students and/or their family members.

### **Assessment Method:**

The college supervisor will make a recommendation for "Credit" or "No Credit" based on successful completion of the student teaching course requirements and student teaching performance evaluations from the cooperating teacher and college supervisor. The Director of Field Experiences will assign the recommended grade of "Credit" or "No Credit" using the Student Teaching Requirements listed above. In the event that there is disagreement raised prior to the submission of the grade, the Director of Field Experiences will review the case and make a final determination of a grade. Refer to the *Student Teacher Handbook* for further information and grading criteria.

### **Grading Policy:**

Grading is comprehensive (involving classroom performance, professional dispositions and integrity, completion of required paperwork, etc.) and is largely qualitative. The college supervisor makes a recommendation for a grade of "Credit" or "No Credit" to the Director of Field Experiences based on input from the cooperating teacher as well as his/her own assessment of the student teacher's performance (taking into consideration the requirements detailed in this syllabus and the *Student Teacher Handbook*).

A student teacher who is concerned that he/she may receive a grade that does not accurately reflect his/her performance should address this concern prior to the submission of the grade and in accordance with the protocol described in the *Student Teacher Handbook* section entitled "Appeals." Once submitted, grades for student teaching are subject to the same policies as any other academic grade (see below).

### **Attendance Policy:**

Attendance is a privilege and a responsibility represented by not only the student's investment, but also by a significant financial investment by the State of Nebraska and a significant time investment by the host school. Student teaching is a full-time commitment. Student teachers are expected to follow the schedules of regularly employed full-time teachers in the host schools. Additionally, student teachers are expected to arrive punctually and well-prepared. Except in the event of illness, the death of an immediate family member, or an emergency, student teachers are expected to be present and actively engaged. (Routine appointments should not be scheduled during student-teaching hours.) In the event that an absence is unavoidable, the student teacher is expected to notify both the cooperating teacher and principal as early as possible. As stated in the *Student Teacher Handbook*, all absences must be made up. Provision is made for one professional day with out a make-up day through prior arrangement and approval with/of both the cooperating teacher and the college supervisor. Additionally, at the first call back, student teachers will be expected to complete a form detailing outside employment, coaching, and classes taken during student teaching. The Dean of the School of Education will review this document immediately after the first call back to determine if there are concerns about outside responsibilities that may negatively impact student teaching. Permission to take a class during student teaching needs to be made to Dr. Jodi Kupper, the Dean of the School of Education prior to the start of student teaching.. [jkupper@peru.edu](mailto:jkupper@peru.edu)

When student teachers assume responsibility for lesson presentation, they assume responsibility for having back-up plans in case of absence as well. Cooperating teachers should approve and receive copies of all lesson plans to be implemented by student teachers well in advance of their presentation dates. Additionally, student teachers are expected to follow any existing protocol within the host school regarding substitute lesson plans.

Student teachers may not serve as substitute teachers as part of their student teaching. If a student teacher has a substitute teacher's certificate and elects to act as a paid substitute, the student-teaching time must be made up at the end of the placement period.

### **College's Incomplete Coursework Policy**

To designate a student's work in a course as incomplete at the end of a term, the instructor records 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 substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. 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. The date by which the student agrees to complete required work must appear in the contract. The Dean, 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 the appropriate Dean approves an extension and 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).