

Department: Peru State College School of Education and Graduate Studies
Course Number: EDUC 420
Course Title: Student Teaching Seminar
Credit Hours: 01
Semester: Fall 2008
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Standards Code : (Conceptual Framework) ; [INTASC]
**Peru State College School of Education and Graduate Studies Required Live-Text Portfolio
Artifact:** Instructional Analysis Project

The Conceptual Framework for all School of Education classes at Peru State College is based on the following statement as taken from the [School of Education and Graduate Studies Conceptual Framework](#).



*Peru State College's Teacher Education Unit
Conceptual Framework*

Creating Exemplary Educators: Reflective Decision-makers

- 1) **Foundational Knowledge**
- 2) **Professional Dispositions and Integrity**
- 3) **Professional Development**

Introduction

At Peru State College, our mission is based upon the premise that each person has unique potential to be enhanced by his or her educational experiences. Therefore, as educators we acknowledge our role in this enhancement, our own responsibility to be reflective practitioners: persons grounded in a knowledge of the past, respectful and cognizant of the present cultural context in which we live, and highly aware of a future that requires adaptability and critical thinking skills. Our conceptual framework has long acknowledged the belief that our teacher candidates should be wise decision-makers. Drawing upon critical and constructivist theory, we have come to realize that wise decision-making is based upon one's ability to reflect critically upon one's experiences and to acknowledge the "indeterminate zones of practice – uncertainty, uniqueness, and value conflict..." (Schön, 1987, p.6) We believe for ourselves and our students that a reflective program "...must cultivate activities that connect the knowing- and reflection-in-action of competent practitioners to the theories and techniques taught as professional knowledge in academic courses" (Schön, p. 312).

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.

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 (60 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 November 17, 2008 - 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 December 1, 2008 - 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: 250 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.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

Accommodation Statement:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.

2. While students are encouraged to self-identify at the earliest possible time, students may not know or choose to self-identify, but can still receive services at any time once they self-disclose and document.

3. Students should contact the office of Student Support Services, Vice President for Student Affairs or the Director of Admissions for further advisement.

Academic Dishonesty:

1. A.6 Academic Dishonesty: (Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
 - 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
 - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
 - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
 - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
 - 5) Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
 - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
 - 7) Fabricates data in support of laboratory or field work.
 - 8) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
 - 9) Alters grade records of his/her own or another student work in a course or a component of a course.
- b) 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 may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
- c) Penalties for instances of academic dishonesty:
 1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.

2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

EDUC 420 STUDENT TEACHING SEMINAR SCHEDULE
Tentative Spring 2008 Schedule – May be modified at the discretion of the instructor.

Required Course Meetings

Friday, September 5, 2008	9:00-4:00	PSC Main Campus
Friday, October 17, 2008	9:00-4:00	PSC Offutt Annex (LaPlatte)
Friday, December 12, 2008	9:00-Noon	PSC Main Campus

Required BlackBoard Discussion Forums
(Due 11:59 p.m. of first Sunday for posting, 2nd Sunday for responses)

Discussion Forum 1 (one posting, two responses)	September 7 - 21, 2008
Discussion Forum 2 (one posting, two responses)	September 28 – October 12, 2008
Discussion Forum 3 (one posting, two responses)	October 19 – November 2, 2008
Discussion Forum 4 (one posting, two responses)	November 9 - 23, 2008
Discussion Forum 5 (one posting, two responses)	November 30 – December 14, 2008