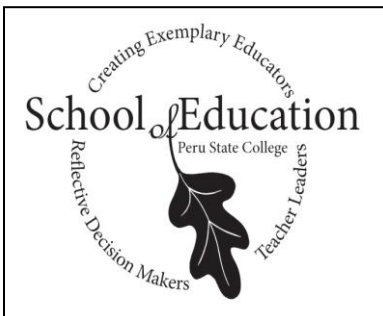


Department:	Peru State College School of Education
Course Number:	EDUC 410 (Elementary), 411 (Secondary), 412 (Early Childhood), 413 (Middle Grades); SPED 421 (Preschool Disabilities), 435 (Special Education)
Course Title:	Student Teaching
Credit Hours:	6 to 12 semester credits, depending on endorsement area
Semester/Academic Year:	Fall 2009
Instructor:	Ms. Patricia Rippe, Director of Field Experiences/Certification Officer
Office:	TJM 205
Office Hours:	If coming to campus, call or e-mail ahead for an appointment.
Phone:	(402) 872-2399 or (800) 742-4412, option 9, ext. 2399
E-mail:	prippe@peru.edu
Student Teachers' Web Page:	www.peru.edu/education ⇒ Student Teachers



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 March 1, 2009 for student teaching in fall 2009
- 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, August 28, 2009 9:00 a.m. – 4:15 p.m., at the PSC Offutt Annex (LaPlatte)
 - **Seminar #2:** Friday, October 16, 2009 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@oakmail.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. The procedure for academic appeals was revised as of February 17, 2002.

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

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.

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 or when a student-teaching placement extends beyond the end of the term. 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 a grade of "No Credit" for student teaching.

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 be 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 compete equally in the college environment. Learning disabilities must be appropriately documented.
2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodation.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

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

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.

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.

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)