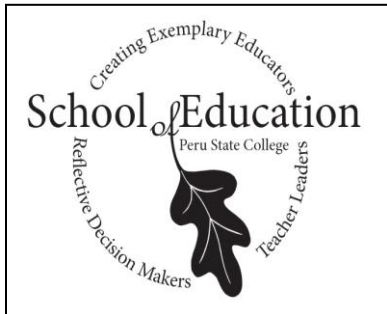


Department: Education
Course Number: EDUC 542
Course Title: Supervision of Student Teachers
Credit Hours: 3 Credit Hours



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

Mission Statement

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Course Description:

The course focuses on best practices and problems common to the cooperating teacher-student teacher relationship in the student teaching experience. Emphasis is placed on assisting the supervising teacher in establishing a professional relationship with his/her student teacher and on providing the student teacher with a high-quality student teaching experience. Each participant will develop a detailed *Cooperating Teacher Handbook* (or an optional *Student Teacher Handbook*) specifically for use in his or her school or school district.

Prerequisites:

Teacher certification and employment in a school system.

Text:

No textbook is required

Objectives:

- Students will review research on current best practices for the supervision of student teachers. (G 1.1.1, 1.1.2, 2.1.2, 2.1.3,3.1.1, 3.1.3)
- Students will research web-based resources that would be helpful for student teachers. (G 1.1.1)
- Students will use the results of their research to develop a detailed *Cooperating Teacher Handbook* (or an optional *Student Teacher Handbook*) for use by teachers in their school or school district. (G 1.1.1, 1.1.2, 2.1.2, 2.1.3,3.1.1, 3.1.3)

Instruction Method/Mode of Delivery:

EDUC 542 *Supervision of Student Teachers* is an 8-week online course with all instruction delivered via the *Blackboard Learning System*. The instructional method for this course will primarily be directed independent study. Students will be assigned to research and write about a different component of the student teaching experience each week with the results of their research compiled to create a detailed *Cooperating Teacher Handbook* (or an optional *Student Teacher Handbook*) specifically for use in their school or school district. After the first two weeks, students may work at their own pace.

Student Requirements:

- All assignments must be completed by the assigned due date in order to receive credit. Arrangements can be made in advance with the instructor to submit an assignment late.
- The final project must be submitted by Thursday, July 24, 2008.
- All assignments will be submitted in the required format and carefully proofread for correct spelling and grammar. They should be examples of your very best professional writing.

Assignments for *Cooperating Teacher Handbook* project:

Assignment 1 - Student Biography and Responses to Three or More Classmates	50 pts
Assignment 2 - Orienting the Student Teacher to the School	50 pts
Assignment 3 - Preparing for the Student Teacher in the Classroom	50 pts
Assignment 4 - Plan for Phasing the Student Teacher Into and Out of Lead Teaching	50 pts
Assignment 5 - Providing the Student Teacher with Feedback	50 pts
Assignment 6 - Writing Letters of Recommendation for the Student Teacher	50 pts
Assignment 7 - Web-Based and Other Resources for the Student Teacher	50 pts
FINAL PROJECT - <i>Cooperating Teacher Handbook</i> for student's school or district	200 pts
TOTAL POINTS AVAILABLE	550 pts

Assignments for optional *Student Teacher Handbook* project:

Assignment 1 - Student Biography and Responses to Three or More Classmates	50 pts
Assignment 2 - Orienting the Student Teacher to the School	50 pts
Assignment 3 - Preparing for the Student Teacher in the Classroom	50 pts
Assignment 4 - Plan for Phasing the Student Teacher Into and Out of Lead Teaching	50 pts
Assignment 5 - Providing the Student Teacher with Feedback	50 pts

Assignment 6 - Writing Letters of Application and Resumes / Interview Techniques	50 pts
Assignment 7 - Web-Based and Other Resources for the Student Teacher	50 pts
FINAL PROJECT - <i>Student Teacher Handbook</i> for student's school or district	200 pts
TOTAL POINTS AVAILABLE	550 pts

Grading Policy:

Students will be evaluated on the eight assignments. **All assignments will be submitted by the due dates listed unless arrangements were made with the instructor for late submission.**

Any assignment that is submitted late will not earn any points. It still must be completed, however, in order to earn a passing grade in the course. The final detailed *Cooperating Teacher Handbook* (or an optional *Student Teacher Handbook*) must be completed by no later than Thursday, July 24, 2008.

The instructor reserves the right to determine if there are special circumstances that justify the extension of a deadline.

Assignments must be submitted according to the course schedule for the first two weeks of the course. After that, you may work at your own pace to complete the remaining assignments. By this I mean that you can complete work early. Each assignment is due no later than the due date for that assignment but may be submitted earlier. Assignments must be submitted in order and may not be submitted until the previous assignment is submitted to Dr. Thompson for review, returned to you for editing, and resubmitted to Dr. Thompson for final grading. For example, Assignment 4 may not be submitted until Assignment 3 has been submitted to Dr. Thompson for review, returned to you for editing, and resubmitted to Dr. Thompson for final grading. The final *Cooperating Teacher Handbook* (or an optional *Student Teacher Handbook*) may not be submitted until all other assignments have been submitted and graded.

All documents submitted should have the following properties.

- All assignments must be completed using **Microsoft Word**.
- **Margins** – 1 inch on all sides
- **Font** – 12 point, Times New Roman, Courier, Arial, or similar document text font (headings may be a larger font size)
- **Justification** – left justified (headings may be center justified)
- **Indentation** – personally I prefer not to indent on formal documents but indenting paragraphs is fine as long as you are consistent (5-7 spaces) throughout the assignments and *Cooperating Teacher Handbook* (or optional *Student Teacher Handbook*)
- **Spacing** – the text should be single spaced except between paragraphs or section breaks to save space since it is anticipated that your handbook will be printed and shared with others
- **Blank lines between paragraphs** – there should always be a blank line between paragraphs making the paragraph break obvious to the reader
- **Formatting** -- within the narrative be sure to use formatting like headings, subheadings, spacing between paragraphs, tabs, bullets, **bolding**, underscoring, *italicizing*, etc. to make it look sharp, more readable, and easy to find topics of interest, be consistent with your formatting on all of the assignments since all will be pulled together to make one handbook

- **All references specifically cited in the narrative text must follow APA formatting** – see the APA Citation Reference Document provided in **Course Documents** for the rules of APA citations
- **All reference sources that you read and from which you drew ideas for the narrative text of the assignments should be listed under the references for the assignments and must follow APA formatting** – see the APA Citation Reference Document provided in **Course Documents** for the rules of APA citations

Grading Scale:

A	90-100 percent	B	80-84	C	70-74
B+	85-89	C+	75-79	D	below 70%, must retake

Quality of Written Work:

I cannot emphasize enough the importance of very carefully proofreading everything you write as an educator. Proofreading is far more than running the spellchecker. Be sure to carefully read what you have written to be sure it says exactly what you want to say and that the message is clear. You want those you communicate with to have favorable impressions of you.

All assignments (including the **Discussion Board** assignment) should be carefully written and proofread before being submitted. All should be an example of your very best writing. If you struggle with writing you might want to have a friend or spouse help you proofread your work before submitting it. Poorly written assignments including those with typographical errors, poor grammar, and improper formatting as well as those that are missing requested information will be downgraded. Dr. Thompson will carefully read all work submitted and will use the **Insert Comments** function in *Microsoft Word* to point out things he wants you to edit. These can be viewed in the **Print Layout View** in *Microsoft Word*. Your assignment file with Dr. Thompson’s comments will be returned to you through **Blackboard** for editing. You will then resubmit the edited assignment which will be graded.

References Used in Assignments:

References used to complete assignments for this course must be from reputable sources. Many possible reference sources are presented in the **Course Documents** in *Blackboard*. You are not limited to these sources. They are an excellent starting point for you. The hope is that you will read them all.

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 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)

- 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)