
Course: ED470-O Student Teaching
Credit: 8 credit hours
Semester: SPRING 2022
Day & Time: By Arrangement
Location: East Education Building, Room 125
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I. DESCRIPTION

This course is the culmination of the Educator Preparation Program. This experience will consist of student teaching in close collaboration with a cooperating teacher. For a minimum of sixteen weeks (and no less than 75 teaching days), the student teacher will be an active participant completing required assignments, working with students as requested, and, under the supervision of the classroom teacher, assuming responsibility to lead the class over an extended period of time. In this course, the student will complete all student teaching assignments including a portfolio. This course may only be taken after all other coursework is completed and if the standards for the Educator Preparation Program have been maintained (Student Fee: \$250 - non-refundable) *Additional \$350 fee for undergraduate students who wish to complete student teaching at out-of-area school (more than an hour drive from CU).

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. RELATION TO KNOWLEDGE BASE

The student teaching experience, combined with the assembly of a portfolio to document the learning process, provides the teacher candidate an in-depth opportunity to experience the full range, role, and meaning of teaching in a classroom setting for an extended period of time and to utilize and practice the knowledge and skills he or she has learned. Experiences include planning and organizing for instruction, developing teaching competencies and refining classroom skills, evaluating pupil progress, participating in

curricular and extra-curricular activities, working with school personnel, students, and parents, and utilizing school and community resources in an instructional program.

IV. OBJECTIVES

A. General Competencies to be Achieved: The student will:

1. Understand the role of a teacher in a school.
 - a. MTS 1-9; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, C.2, C.5, C.7, C.8
2. Appreciate the school as an effective educational agency working in conjunction with parents, colleagues, administration, and policy-setting agencies.
 - a. MTS 1-9; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.3, C.1, C.2, C.3, C.5
3. Demonstrate the knowledge, skills, and competencies attained during the Educator Preparation Program at Calvary University.
 - a. MTS 1-9; PLO-1, 2, 3, 4, 5, and 6
 - b. Assignments: A.1, A.3, A.4, B.3, C.1, C.4, C.6, C.7, C.8

B. Specific Competencies to be Achieved: The student will:

1. Demonstrate effective techniques of classroom instruction for a specific grade level and/or discipline utilizing a variety of pedagogical concepts, ideas, effective strategies, methods, media, and means for addressing the issues that relate to typical instructional practices.
 - a. MTS 1-9; PLO-3 & 6
 - b. Assignments: C.1, C.4, C.6, C.7, C.8, D.2, D.3
2. Apply the tools and techniques learned in previous courses in an actual classroom.
 - a. MTS 1-9; PLO-3 & 6
 - b. Assignments: B.1, C.1, C.4, C.5, C.6, C.7, C.8, D.1
3. Experience all the duties and responsibilities of a classroom teacher.
 - a. MTS 1-9; PLO-3 & 6
 - b. Assignments: B.1, B.2, C.1, C.4, C.5, C.6, C.7, C.8, D.3
4. Maintain classroom control while engaging in instructional activities.
 - a. MTS 1-9; PLO-1, 3 & 6
 - b. Assignments: B.1, C.5, C.6, C.7, C.8, D.3
5. Execute the duties of a classroom teacher in a manner that is in alignment with a biblical worldview.
 - a. MTS 1-9; PLO-1

b. Assignments: B.3, C.6, C.7, C.8, D.2

6. Develop skills in solving problems, thinking critically, discussing constructively, and writing synthetically regarding a variety of related questions and issues.
 - a. MTS 1-9; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, B.3, C.7, C.8
7. Collect, assemble, and submit appropriate artifacts, materials, evidence, and reflection papers that indicate the student's proficiency in the Missouri Teacher Standards as determined by the Missouri Department of Elementary and Secondary Education.
 - a. MTS 1-9; PLO-6
 - b. Assignments: F & G

V. **MATERIALS:** The following textbooks are required:

A. Bible (Please refer to Course Policies)

B. Textbook for Elementary and Secondary Student Teachers:

Wong & Wong, *The First Days of School*, 4th Edition. ISBN: 978-09767423317
(Retail: \$25.95)

Textbook for Music Education Student Teachers:

Peterson, Elizabeth. *The Music Teacher's First Year: Tales of Challenge, Joy, and Triumph*. Galesville, MD: Meredith Music Publishing, 2011. ISBN: 978-1574631654 (Retail: \$19.95)

C. Additional Reading:

1. *Calvary University Student Teaching Handbook* (The university supervisor will give this handbook to the student teacher.)
2. *The Missouri Teacher Standards*
3. Textbooks, aids, and materials found in the classroom(s) in which student teaching takes place plus those the student teacher has or obtains.

VI. **REQUIREMENTS**

A. **Before Student Teaching Begins:**

1. Read the *Calvary University Student Teaching Handbook* as well as and the Faculty/Staff Handbook, Student Handbook, and/or the Parent Handbook from the school where you will student teach. Verify completion via CANVAS.

2. Read the *First Days of School* textbook and complete the reading quiz via CANVAS. This will be an open book activity.
3. Meet your teacher. Your first meeting will be with the university supervisor and cooperating teacher. Take a tour of the school and participate in any professional development opportunities offered prior to the start of your student teaching experience. Determine procedures for the first day.
4. Review copies of the textbooks, curriculum materials and curriculum map for your specific grade level. Assist with any classroom preparation based upon the pre-service day(s) schedule.

B. During the First Week of Student Teaching:

1. Draw a seating chart for your classes and begin to memorize the names of your students. Include a copy for your portfolio.
2. Upload a class schedule to CANVAS.
3. Schedule a weekly meeting time with your university supervisor. (If you student teach out-of-town, be sure to email your university supervisor weekly explaining what you did the previous week and what you plan to do the next week).

C. During the Remainder of Student Teaching:

1. Develop an overall schedule for your student teaching experience. Include specific number of weeks for initial observation, gradual teaching experience, full 10-day teaching experience and gradual release of teaching experiences. You should allow at least one full week of observation at the end of your allotted time for reflection and debrief.
2. Arrange to observe at least six other teachers in the following areas:
 - Exceptional learner
 - Gifted program
 - ELL support
 - Additional grade level teachers

Complete the observation reports and upload to CANVAS.

3. Attend at least one extracurricular activity (sports event, play, program, after-school club, carnival, PTF event, etc.) either after school or on Saturday. Provide a statement that describes the activity and the date you attended it and upload to CANVAS.
4. Take photos of the bulletin boards, anchor charts or other visual resources that you create for use in your student teaching experience. Upload to CANVAS and include in your portfolio.

5. Attend faculty meetings, PTA meetings, parent-teacher conferences or other meetings that your cooperating teacher attends. Submit summary reports of the goals and level of engagement at each different meeting to CANVAS.
6. Write weekly in your reflection journal. Include observations and teaching ideas to be incorporated into your future classroom.
7. Create abbreviated lesson plans for each teaching session. Write out specific questions you will ask to engage students at deeper levels of understanding. Choose six sample lesson plans to submit as evidence of completion. Upload these sample lessons to CANVAS.
8. Plan and teach at least one comprehensive unit of instruction. Provide evidence for meeting the required elements by following the format and organization provided in the *Calvary University Student Teaching Handbook*. Upload your Unit Plan to CANVAS.

D. During your final week of student teaching:

1. Assign your students to write a paragraph about your teaching.
2. Complete a self-evaluation form. Directions for submitting this form will be provided during a Student Teacher conference with the university supervisor.
3. Ask your cooperating teacher to complete and submit the MEES evaluation rubric provided by the state of Missouri.

E. Professional Commitments during student teaching:

1. Honor the schedules, maintain the hours, and be on time to class as agreed upon with your cooperating teacher(s).
2. Participate in all the same contractual responsibilities and expectations that the school district requires of cooperating teachers.
3. Observe and learn from your cooperating teacher(s).
4. Reserve time outside of the school day to prepare for the classroom and teaching responsibilities.
5. Demonstrate professional and ethical character traits.
6. Dress professionally according to the dress codes of the schools to which you are assigned.
7. Obtain permission from your cooperating teachers for all the activities you initiate at the school site and in the classroom.
8. Participate in the performance evaluation process including conferences where you will receive feedback from your cooperating teacher(s) and the university supervisor.
9. Ask questions for clarification and seek help as needed regarding assignments, course work, teaching, etc.

F. Student Teaching Documentation:

All course requirements and assignments are to be reviewed by the university supervisor. Refer to the Requirements section of this syllabus for specific instructions regarding which documents to upload to CANVAS and which to submit via a portfolio.

G. Educator Preparation Portfolio:

All student teachers are required to submit a *Professional Educator Preparation Portfolio* with evidence to document the quality indicators as described by the Missouri Department of Elementary and Secondary Education. This is a separate notebook from the Student Teaching Experience notebook described above.

- This is a professional requirement and is not optional.
- An incomplete, deficient, or missing portfolio will result in the student's failure of the program.
- Specific instructions for the organization of this portfolio will be detailed in CANVAS. Students have the option of presenting either a digital or paper copy of the portfolio.
- Refer to the portfolio checklist to ensure that each section is completed.
- Collect and submit artifacts that demonstrate the knowledge, skills, and competencies for each Missouri Standard and the Quality indicators referenced.
- For each artifact, write a brief rationale that explains why and how the artifact specifically relates to its corresponding standard.
- For each artifact, write a brief reflective paragraph that explains what you learned from that specific activity, assignment or experience.

VII. METHODS AND EXPECTATIONS

- Participation:** The student is expected to accomplish the course objectives by reading the materials, observing teachers, students, and schools, planning lessons, teaching lessons, participating in extensive classroom experiences, and completing written assignments.
- Supervisor Visits:** The university supervisor(s) will visit the classroom to observe the student teacher's work in and out of class a minimum of 6 times.
- Due Dates:** Individual assignment due dates will be announced on the Canvas portal. All written course requirements and assignments must be submitted by the dates specified so that the university supervisor may assess and determine recommendation for certification.
- Course Completion Dates:** Course requirements and assignments must be turned in by the date specified by the university supervisor so they can be assessed before the student teacher's final grade is due and submitted to the Registrar's Office as required.

- E. **Grading:** The final grade will be determined by the university supervisor based on (1) the evaluations of all supervising and cooperating teachers; (2) personal university supervisor observations or video equivalents; and (3) the quality of work submitted.
- F. **Certification:** Recommendation will be made to the Missouri Department of Elementary and Secondary Education based upon the quality of the work submitted in the portfolio, the combined score of the MEES evaluations, and the completion of all other tasks as required by the state of Missouri Educator Preparation program.

VIII. POLICIES

A. Grade Requirements

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. *This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.*

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Departmental Policy on Student Teaching Participation

At all times, Calvary students are reminded that they are guests in any external school and classroom they may visit. Student teaching participation is a privilege, not a right. Student teachers are expected to conduct themselves in a mature, respectful, and businesslike manner consistent with Calvary's high standards. Student teachers are expected to be alert, attentive, and actively engaged in their classroom duties and responsibilities. Cell phones must be turned off and stored in a book bag or purse. Students may not use the Internet or send text messages during a field experience unless specifically assigned to do so by their cooperating teacher. Working on other, non-student-teaching assignments during student teaching is strictly prohibited.

- Special Student Teaching Attendance Policy: Attending all scheduled student teaching classes is required. Students are expected to be present and on time for all clinical experiences. During student teaching, emergency absences are restricted to serious illnesses or crisis situations only and must be limited to no more than two full days (16 hours). Any days missed for an emergency absence must be made up. When an absence is necessary, the student teacher must notify both the cooperating teacher and the university supervisor in advance (i.e., no less than two hours before the school day is scheduled to begin).
- Holidays and Special Events: Student teachers will follow the calendar of the school where they are completing their Student Teaching experience. Student teachers will not follow Calvary University's calendar. When planning for holidays, Student teachers should follow the calendar of the school where they are completing their Student Teaching experience.
- Weekly Student Teacher meetings: Student teachers will meet weekly with the university supervisor to submit reports, discuss challenges, and determine future course of action to ensure that students are progressing towards becoming a skilled candidate according to the MEES rubric.
- Tardy Policy: Punctuality is an essential aspect of professionalism. The student teacher should arrive at school in accordance with the school's expectations of arrival times for the cooperating teacher.

E. Departmental Policy on Student Teaching Behavior:

The following standards of classroom conduct are expected for all student teachers:

1. Student teachers are expected to attend and arrive on-time for all scheduled class responsibilities with their cooperating school as well as meetings with university supervisors.
2. Student teachers are expected to switch their cell phones to silent mode and put them away. Student teachers should not send or receive text messages during class.

3. Student teachers are expected to teach and guide students in class discussion.
4. Student teachers are expected to maintain confidentiality.
5. Student teachers are expected to exhibit professionalism and Christian character throughout the student teaching experience.
6. Communication: Please be conscientious of the preferred methods of communication and exhibit professionalism and respect for personal boundaries.
7. Writing and Spelling: All students are required and expected to write grammatically and spell correctly. Careless writing and repeated spelling errors result in substantial grade reductions and do not provide evidence of desire to meet quality indicators.
8. Unprofessional dispositions including repeated absence or tardiness, deception, dishonesty, disrespect, etc. will be cause for dismissal from the program and the inability to graduate or obtain certification.

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

E. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

F. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.