Student teaching in a content area for a full-day, half-semester, in a middle school setting. For elementary students student teaching in middle school.

Rationale or Justification for change:
The current MSU Bulletin has no description for this course. The file copy of the 2001 course proposals does not include a description. This proposal is the suggested description for the Bulletin. There are no other changes in title, credits, or programs related to this course.

For New Courses***

(Check all that apply): Proposal #: 703
Effective Date of Change: Academic Year D7-D8
(For Office Use Only)
Course Designator Number of
and Number Credits
EEC 493 5
EEC 493 5

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

For Writing Intensive Courses, attach a description of the kind and quantity of writing.
For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
a. Syllabus or course outline.
b. Course’s student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students’ achievement of each GE competency or CD designation.

For General Education or Cultural Diversity Courses Only***

General Education Course:

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Cultural Diversity Course:

(Please check one.)

☐ Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
☐ Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

Attach paper copies of the following:
a. Syllabus or course outline.
b. Course’s student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.

Fall Semester
Spring Semester
Summer Session
***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
   List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
e. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site: http://www.mnsu.edu/acadaf/curriculum/currfomsprocesst.html

1. Creation of an entirely new program.
2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. Closure of a program. This proposal requests closure of an existing program and its official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

Revised September 2002
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| College Curriculum Committee | | | 11-6-07 |
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| College Dean | | | 11-7-07 |
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| General Education Subcommittee | | | |
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| Undergraduate Curriculum and Academic Policy Committee | | | 12/10/07 |
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| K Recommended | (Category/ies) | | |
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| Faculty Association Graduate Committee | | | |
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| Graduate Dean | | | |
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| Academic Affairs Council | | | 12/28/07 |
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| K Recommended | (Category/ies) | | |
| _Not Recommended | (Category/ies) | | |
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| Senior Vice President and Vice President for Academic Affairs | | | 12/20/07 |
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| K Approved | (Category/ies) | | |
| _Not Approved | (Category/ies) | | |
| Comments: | | | |
Minnesota State University, Mankato
College of Education
Student Teaching Course Syllabus

Course: Student Teaching: Early Childhood, Elementary, Secondary, K-12, and Initial Licensure in Special Education

Instructor: Carol Werhan, Director of Clinical and Field Experience

Contact Information:

Carol Werhan
119 Armstrong Hall
Minnesota State University, Mankato, 56001
Phone: 507-389-1123
Email: carol.werhan@mnsu.edu

If Ms. Werhan cannot be reached and the issue is considered urgent, you may contact:

Lori Bird, Assistant Director of Clinical and Field Experience
Phone: 507-389-5716
Email: jori.bird@mnsu.edu

Office Hours: By Appointment

Prerequisites: Satisfactory completion of professional education as well as content specific related course (See appropriate bulletin for exact requirements).

Text/Materials: Student Teacher Handbook, Desire2Learn

We wish to credit key resources used in Desire2Learn to explain and clarify the components used by MSU to evaluate student teachers. These components are adapted from the Praxis III assessment and the Danielson Framework. Sources used include:


Position in the Teacher Education Program: Student Teaching is the culminating course in the teacher education program for initial licensure.
**Purpose of the Course:** The purpose of the course is to provide an opportunity for preservice teacher candidates to experience fully the role of the professional educator and demonstrate their ability to successfully enter the induction phase of teaching. The preservice teacher candidate uses this opportunity to produce evidence of their teaching competency in four domains: planning and preparation, enhancing the learning environment, teaching for student learning, and professionalism.

**Goals/Objectives/Learning Targets:**

Each domain in Minnesota State University, Mankato's evaluation matrix contains five components. Preservice teacher candidates must demonstrate satisfactory performance in all components to achieve competency as a professional educator. The competency categories are listed below.

Domain A: Planning and Preparation
- Component 1: Student Background
- Component 2: Objectives
- Component 3: Content Connections
- Component 4: Content/Materials
- Component 5: Evaluation

Domain B: Enhancing the Learning Environment
- Component 6: Climate
- Component 7: Rapport
- Component 8: Learner Expectations
- Component 9: Class Behavior
- Component 10: Physical Environment

Domain C: Teaching for Student Learning
- Component 11: Goals and Procedures
- Component 12: Content Clarity
- Component 13: Extending Thinking
- Component 14: Monitoring/Providing Feedback
- Component 15: Instructional Time

Domain D: Professionalism
- Component 16: Reflection
- Component 17: Self-Efficacy
- Component 18: Professional Relationships
- Component 19: Commitment to Teaching
- Component 20: Communication with Families

These competencies align closely with Minnesota Standards of Effective Practice (SEPs). Preservice teacher candidates must demonstrate competency in the Standards of Effective Practice as partial fulfillment of requirements for licensure to teach in Minnesota.
Description of Components/Learning Targets:

Domain A: Planning and Preparation
Component 1: Student Background - Know and understand student developmental characteristics, background, interests, and abilities. Use several strategies to gain this information and apply it to planning for instruction.
Component 2: Objectives – Writes learning goals and objectives and aligns developmentally appropriate instructional tasks or activities that permit viable methods of assessment.
Component 3: Content Connections – Demonstrates solid knowledge of the content in a disciplinary area. Makes connections to other parts of the discipline, other disciplines, and/or real life. Demonstrates short-term and long-range planning that enhances the development of knowledge in the content area for the student.
Component 4: Content/Materials – Plans a variety of methods, activities, and materials that align with lesson objectives, support meaningful learning, and accommodate different approaches to learning. Consistently uses standard lesson design that reflects instructional strategies appropriate to the discipline(s).
Component 5: Evaluation – Plans and uses a variety of formal assessments to gauge student learning and/or to plan lessons. Assessments align with learning objectives and contain criteria that are clearly communicated and understood by students. Uses assessments to plan for the whole class as well as for groups and individual students. Maintains accurate and up-to-date records of student performance.

Domain B: Enhancing the Learning Environment
Component 6: Climate – Develops an environment of fairness. Demonstrates fairness in treatment of students and encourages fairness among students.
Component 7: Rapport – Demonstrates rapport with students and actively takes into account students’ background, experiences, and developmental levels. Interactions are appropriate and comfortable, evidencing mutual respect.
Component 8: Learner Expectations – Creates a culture of learning with commitment to the subject, high expectations for student achievement, and demonstrated pride in student work. Students and student teacher perform at consistently high levels. Expectations for students are appropriate and take into account the students’ experiences and needs.
Component 9: Class Behavior – Sets clear expectations for behavior using student input and responds to student misbehavior in ways that are appropriate and respectful of the students. A varied repertoire of strategies/responses acknowledges students’ appropriate behavior and efforts result in appropriate class behavior.
Component 10: Physical Environment – Develops classrooms that are safe and allow easy access for all students. Uses physical resources and creates a room arrangement that supports a variety of learning activities. Creates a welcoming classroom by displaying materials and student work that enhances the learning environment.

Domain C: Teaching for Student Learning
Component 11: Goals and Procedures – Communicates clearly and accurately to students of all abilities and backgrounds, both orally and in writing. Uses established procedures and routines and develops new ones to increase clarity.
Component 12: Content Clarity – Uses instructional approaches that encourage meaningful participation by students of various abilities and backgrounds and encourage questioning and discussion.
Component 13: Extending Thinking – Purposefully plans for students to think creatively and critically by focusing content and activities at a variety of cognitive levels and by matching activities to students’ developmental, experiential, interest, and talent levels.
Component 14: Monitoring/Providing Feedback – Provides students with informal assessments and makes adjustments to current and future lessons based on information obtained. Feedback is consistently of high quality, timely, and specific feedback.
Component 15: Instructional Time – Engages all students by varying content, activities, and materials to address the various backgrounds and abilities of students. The structure and pacing of lessons is designed to engage students in high levels of learning.

Domain D: Professionalism
Component 15: Reflection – Reflects on student learning and identifies specific examples of success and areas that need improvement. Provides several suggestions for improving student learning.
Component 17: Self-Efficacy – Finds ways to help all students meet learning goals regardless of ability or background and seeks specific ways to improve their ability to respond to the needs of students.
Component 18: Professional Relationships – Maintains positive relationships with colleagues and frequently collaborates outside the classroom to coordinate learning activities or address other concerns related to improving teaching.
Component 19: Commitment to Teaching – Completes assigned and unassigned responsibilities. Demonstrates professional standards of behavior. Demonstrates service to school, district, and the profession.
Component 20: Communication with Families – Communicates frequently with families and successfully engages them in the instructional program. Provides information to parents/guardians on student progress and jointly develops goals for student success.

Course Requirements and Key Assessments:

1. Daily Attendance and Work in Student Teaching Placement
   a. Attendance
      Student teachers follow the calendar of the school district in which they are placed. They are present and working at the school site every day for the entire school day with the exception of approved professional dates. In the event of absence, the student teacher must notify the principal, the cooperating teacher, and university supervisor prior to the beginning of the school day. When the student teacher is absent, he/she must provide copies of assignments and lesson plans to the cooperating teacher. Failure to follow these procedures may result in the termination of the student teaching placement.

      Excessive absences (3 or more) during a sixteen week semester may result in the termination of the student teaching placement, a failing grade, or the issuance of an Incomplete. In the case of an Incomplete, the student teacher will be required to complete additional time in the school setting.
b. **Lesson and Unit Plans**
Lesson plans are designed to guide teachers through their instructional day. Lesson plans provide teachers with artifacts of the teaching strategies used and should reflect the effectiveness of the plan. A good, developed lesson plan not only contains key lesson elements but also includes the student teacher’s reflection upon the lesson. Lesson plans are an important component in developing units. Unit plans will be developed using content or themes appropriate for the area of instruction. Units should follow the plan provided by your supervisor and may vary by content, length, breadth, and depth.

All developed lesson plans and units should be evaluated by the cooperating teacher and university supervisor as necessary to provide coaching and feedback to the teacher candidate. Lesson plans will be kept in a binder for review. Student teacher candidates should not teach without a lesson plan.

A formal Focused Class Observation lesson (see handbook and Desire2Learn for description and packet) will be completed a minimum of two times during the semester-long experience. At least one of the focused lessons should be videotaped for review. Exceptional lessons may be used to demonstrate competency in your Competency Log.

2. **Observations by University Supervisor and Cooperating Teacher**
University supervisors and cooperating teachers will use observation instruments to assess your progress in demonstrating the 20 competencies. These instruments are available in the Student Teaching Handbook (also available on Desire2Learn). After each observation, a post-conference is conducted to provide feedback on strengths and design goals for improvement. The student teacher is given a copy of the evaluation report and a copy of this report is sent to the Director of Clinical and Field Experience.

A formal Focused Class Observation packet (see handbook and Desire2Learn) will be completed by the student teacher candidate a minimum of two times during the semester. A mid-term observation will serve as a goal setting experience, while a final observation will serve as an evaluative experience to assess the candidate’s progress in demonstrating satisfactory performance on all 20 competencies.

During student teaching, a university supervisor may deem it necessary to develop an assistance plan to target action on specific areas of concern identified in their observations of the student teacher candidate’s work. Student teachers must comply with procedures outlined in these plans and demonstrate sufficient evidence of improvement as outlined in these assistance plans. Failure to do so will result in termination of the student teaching experience.

3. **Assignments Completed on Desire2Learn**
Students are expected to access the Desire2Learn site at least every three days to stay current on assignments, discussions, and announcements. Full participation on Desire2Learn is necessary for students to receive a Passing grade for student teaching.
Assignments are explained and posted on Desire2Learn and fall into three categories: Readings and Quizzes, Written and Performance Assessments, and Discussions.

**Readings and Quizzes** – Readings and resources are available on Desire2Learn to help the candidate become more familiar with each of the 20 components in the four domains of the evaluation system. There are corresponding quizzes for each of the domains that the candidate will take to demonstrate understanding of the components of a competent professional educator. The quizzes are automatically scored upon submission. The quiz can be taken up to three times to improve your score. A score of 70% must be achieved to demonstrate understanding of the components.

**Written and Performance Assessments** – There are eight written or performance assessments which will help the candidate demonstrate their competency in many of the components in the evaluation system. These assignments can be used to document your competency in your Competency Log. Each assignment has a corresponding rubric describing the qualities necessary for a satisfactory performance. Assignments must be revised to the satisfactory level in order to receive a passing grade in the course. The following is a list of the eight assignments to complete:
- Aligning Resources to Student Needs
- Class Climate and Student Feedback
- Levels of Learning
- Curriculum and Instruction Alignment
- Professional Commitment Log
- Involving Families Log
- Student Learning Impact Project
- Competency Log

**Discussions** – Periodic discussion forums are posted on Desire2Learn. Student teacher candidates are expected to participate in these discussions as they appear. In addition, there are chat topics that will appear that can help candidates construct understanding of effective teaching practices.

4. **Participation in University and Learning Community Seminars**
   Student teacher candidates participate in two seminars on campus. The first seminar will introduce students to the course and expectations for successful completion. The second university seminar will occur at the conclusion of student teaching. At the final seminar, candidates participate in professional development by sharing their Student Learning Impact research and by participating in mock interviews in preparation for acquiring a job. Attendance is mandatory at these seminars. Following the last seminar, student teacher candidates are invited to participate in a special ceremony called the “Pinning Ceremony” in which professors and university supervisors present a pin to the candidate as a way to welcome candidates into the profession.

Student teacher candidates will also be a member of a smaller professional learning community with approximately 25 other student teachers and their university supervisors. They attend four learning community seminars after school to share concerns, clarify
expectations for assignments and licensure, and learn new strategies to help improve teaching performance. Attendance is mandatory.

5. Completion of Pre and Post Surveys
   Student teacher candidates must complete two surveys once at the beginning of student teaching and again at the conclusion. Surveys are used to measure student change. Completion of the surveys is required to receive a passing grade in the course.

**Evaluation:**

University supervisors in cooperation with cooperating teachers conduct evaluations of all student teaching work. The Director of Clinical and Field Experience reviews the evaluations to determine that all evaluations have been completed and have reached the satisfactory level of performance.

For undergraduate students the following grades may be assigned based upon the body of work of the student teacher candidate: Pass (P), Failure (F), In-Progress (IP), or Incomplete (I).

For graduate students the following grades may be assigned based upon the body of work of the student teacher candidate:

A = All evaluations are satisfactory, completed in a timely manner, no revisions or corrective actions are in evidence, the university supervisor is able to freely recommend the student teacher for licensure.

B = All evaluations are satisfactory, most have been completed in a timely manner, few revisions or corrective actions were recommended, the university supervisor is able to recommend the student teacher for licensure but has some reservations.

C = All evaluations are satisfactory, work was not completed in a timely manner, several revisions and corrective actions occurred during the experience, the university supervisor could recommend the student teacher for licensure but has several reservations.

D = All evaluations are satisfactory, work was not completed in a timely manner, many revisions and corrective actions were required to achieve satisfactory evaluations, the university supervisor could not recommend the student teachers for licensure.

F = Evaluations are not satisfactory and the university supervisor documents areas of concern in the student teacher performance.

IP = In Progress

I = Incomplete