I. COURSE DESCRIPTION

Bulletin Description
Prerequisite: Admission to the Student Teacher Program. Full-time supervised student teaching in grades 6-12 for a period of 6-16 weeks in a secondary school accredited by the State of Indiana or an equivalent approved school out of state. The experience is directed by a qualified cooperating teacher and has university-provided supervision. Grade is S/F.

Expanded Description
Student teacher will plan, deliver, manage, assess, and reflect upon the entire English/Language Arts classroom situation for full days and weeks over the specified 6-16 week period. All activities are to be carried out under the direction of a cooperating teacher and university supervisor.

II. SCHOOL OF EDUCATION MODEL

The M480/M500 student teaching course is a required part of the IUN School of Education’s Teacher Education Program. As such, it is designed to provide the prospective teacher with opportunities to acquire knowledge about teaching as a profession and the perquisite skills and dispositions necessary to become a reflective professional. This program is built upon a research-based conceptual framework that incorporates nine Program Outcomes, all of which are designed to prepare a “Reflective Professional.” The nine outcomes of this Reflective Professional model are listed in summary form below. The course objectives are keyed to them within the chart.

Reflective Professional Program Outcomes by Course Objectives

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communication Skills</td>
<td>1</td>
</tr>
<tr>
<td>• Higher Order Thinking Skills</td>
<td>2</td>
</tr>
<tr>
<td>• Instructional Media &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>• Learning &amp; Development</td>
<td>4</td>
</tr>
<tr>
<td>• School Culture &amp; Diversity</td>
<td>5</td>
</tr>
<tr>
<td>• Instructional Design &amp; Delivery</td>
<td>6</td>
</tr>
<tr>
<td>• Classroom Management</td>
<td>7</td>
</tr>
<tr>
<td>• Assessment &amp; Evaluation</td>
<td>8</td>
</tr>
<tr>
<td>• Professional Development</td>
<td>9</td>
</tr>
</tbody>
</table>
This course also reflects the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Developmental Standards of the Indiana Professional Standards Board (IPSB) for teachers of early and middle childhood (See sections vii and viii).
COURSE OBJECTIVES

1) **Use communication skills**
   - models effective use of language
   - ensures that tasks and assignments are clear
   - answers questions clearly

2) **Promote higher order thinking skills**
   - promotes inquiry methods
   - facilitates problem solving skills
   - provides higher order questions for discussion

3) **Integrate instructional technology**
   - creates instructional materials using contemporary technology
   - delivers instruction using media and technology to facilitate learning
   - encourages student use of media and technology in assignments

4) **Adjust instruction consistent with student learning and development**
   - varies approach, grouping, timing, assessment, and depth of concept development
   - reflects on instruction to plan additional lessons

5) **Promote respect for and integrate culture and diversity into instruction**
   - demonstrates an appreciation and concern for students as individuals
   - modifies instruction to accommodate students with special needs
   - fosters dignity and an environment free of ridicule
   - uses appropriate examples to explain and illustrate concepts, skills, and strategies
   - consistently treats students fairly and equitably
   - interacts effectively with student, colleagues, parents and community
   - builds positive self-concepts among students
   - plans curriculum to include all learners

6) **Design and deliver effective instruction employing a variety of teaching strategies**
   - demonstrates appropriate knowledge of subject taught
   - plans effective units and lessons
   - begins teaching with background building as needed
   - states and explains goals clearly
   - uses a variety of techniques (i.e. role playing, simulation, field trips)
   - circulates during student activities to assist student effort
   - includes active learning activities
   - reflects on instructional practices and student achievement to employ effective strategies

7) **Demonstrate effective classroom management**
   - models professional preparation
   - manages the classroom climate
   - manages instructional time (i.e. time on task, transitional time, wait time, workable routines)
   - involves students in the establishment and maintenance of class routines, rules, and policies
- establishes and/or participates in effective procedures for handling disruptive student behavior

8) **Use assessment and evaluation to effectively promote learning**
- actively monitors student effort and performance
- consistently performs checks for understanding
- circulates during student activities to assess student performance
- scores and grades student achievement accurately and appropriately
- utilizes product and performance based assessment
- provides feedback to students concerning academic growth and/or suggestions for improvement

9) **Commit to professional development**
- participates in professional development activities
- participates in building, system, state, and/or national level staff development
- joins and participates in appropriate local, state, and/or national scholarly organizations
- participates in extra-curricular activities with students
- displays appropriate dispositions for professional educators

### Initial Program Dispositions

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your classroom participation, projects, and assessment activities:

1. Attendance, punctuality & professionalism (i.e., actions, appearance)
2. Connect subject to students’ world
3. Align teaching with state & professional standards
4. Prepare and promote active learning
5. Communicate ideas clearly in speech and writing
6. Use of multiple approaches & technology to teach
7. Student-centered management of class time & student behavior
8. Respects students from diverse backgrounds
9. Promote cooperation in class, school, community
10. Track student progress & adjust teaching to meet needs
11. Willing to receive constructive criticism & suggestions
12. Committed to becoming an effective teacher

### III. MATERIALS

IUN Student Teaching Handbook (revised annually), local school corporation teacher materials from the cooperating teacher and any other materials needed to fulfill all requirements.

### IV. COURSE REQUIREMENTS

Student teachers are to:

1) **Participation.** Participate in seminars held on Friday afternoons on IUN Campus, attendance is mandatory
2) **Unit Plan.** Plan a unit for English/Language Arts instruction *(refer to M480: English Unit Plan for guidelines and Template)*

3) **Assessment.** Write, administer, and score English/Language Arts holistic, analytic and primary trait assessment instruments *(refer to M480: Products and Rubrics for guidelines and template)*

4) **Conference.** Conduct at least one parent conference

5) **Management Plan.** Establish and implement a classroom management plan, demonstrate proper management skills and techniques*

6) **Diversity Attention.** Adapt English/Language Arts lesson plans and activities to include and meet the needs of diverse students

7) **Technology.** Use technology in the English/Language Arts class

8) **Extra Curricular School Activities.** Participate in all extra curricular duties your cooperating teacher may have, as well as, all staff development activities for English/Language Arts*

9) **Impact of Student Learning.** Use English/Language Arts assessment data to modify instruction and insure student learning *(refer to M480: Impact on Learning for guidelines and template)*

10) **Professional Dispositions.** Exhibit professional behavior throughout the experience*

11) **Teaching Schedule.** Design, deliver, and assess, all classroom English/Language Arts activity for a period of not less than 2-6 weeks

12) **Journal Reflection.** Keep a weekly English/Language Arts reflective journal *(refer to M480: Student Teaching Reflections for English for guidelines)*

*These requirements directly relate to the materials to be submitted at the end of the semester.

Standard spoken and written English, appropriate use of technology, and promotion of higher order thinking is expected in all products and performances in this course.

**Products:** The student teacher is required to produce certain products during the student teaching experience (main and endorsement). An IUN Supervisor and/or the Cooperating Teacher evaluate the products. In some cases, an IUN faculty member will also be involved in the evaluation. However, the Director of Student Teaching will conduct a final review of course products. These must be submitted by the designated due date.

**V. GRADING**
Grading is on a Satisfactory/Fail basis, derived from the following; the experience with Cooperating Teacher, the observations and feedback provided by the University Supervisor, and the Director of Student Teaching.

VI. BIBLIOGRAPHY


VII. INTASC PRINCIPLES

The INTASC principals are addressed by the Conceptual Model that underlies all of the initial programs of the School of Education at IUN. The 10 principles are listed below and are followed by a table that shows how the objectives of this course relate to the principles.

<table>
<thead>
<tr>
<th>(INTASC) Principles</th>
<th>Course Objectives</th>
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</thead>
<tbody>
<tr>
<td>1. Knowledge of Subject Matter</td>
<td>2,9</td>
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<tr>
<td>2. Knowledge of Human Development &amp; Learning</td>
<td>4</td>
</tr>
<tr>
<td>3. Adapting Instruction for Individual Needs</td>
<td>5,6</td>
</tr>
<tr>
<td>4. Multiple Instructional Strategies</td>
<td>3,4,6</td>
</tr>
<tr>
<td>5. Classroom Motivation &amp; Management Skills</td>
<td>7</td>
</tr>
<tr>
<td>6. Communication Skills</td>
<td>1,7</td>
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<tr>
<td>7. Instructional Planning Skills</td>
<td>2,6</td>
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<tr>
<td>8. Assessment of Student Learning</td>
<td>8</td>
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<tr>
<td>9. Professional Commitment &amp; Responsibility</td>
<td>9</td>
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<tr>
<td>10. School &amp; Community Partnerships</td>
<td>5</td>
</tr>
</tbody>
</table>

VIII. IPSB DEVELOPMENTAL STANDARDS

The Indiana Professional Standards Board has established developmental standards for Teachers of Early Childhood, Teachers of Middle Childhood, Early Adolescence Generalist Teachers, and Teachers of Adolescence & Young Adults. Two categories are relevant to the
outcomes of this course. A complete listing and discussion of these is found at the following web site: [http://www.state.in.us/psb](http://www.state.in.us/psb). The following table indicates the components of the two pertinent categories.

<table>
<thead>
<tr>
<th>Early Adolescence</th>
<th>Course Objectives</th>
<th>Adolescents &amp; Young Adults</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Young Adolescent Development</td>
<td>4,7</td>
<td>1. Development of Adolescents &amp; YA</td>
<td>4,7</td>
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<tr>
<td>2. Healthy Development</td>
<td>5,7</td>
<td>2. Decision Making</td>
<td>5,7</td>
</tr>
<tr>
<td>3. MS Philosophy &amp; School Organ.</td>
<td>4,5,6,7,8</td>
<td>3. HS Learning Community</td>
<td>3,4,6,8</td>
</tr>
<tr>
<td>4. MS Curriculum</td>
<td>3,8</td>
<td>4. Curriculum</td>
<td>3,4,6,8</td>
</tr>
<tr>
<td>5. MS Instruction</td>
<td>1,2,3,6,8</td>
<td>5. Instructional Strategies</td>
<td>1-4, 6-9</td>
</tr>
<tr>
<td>6. Family Involvement</td>
<td>5</td>
<td>6. The Home-School Connection</td>
<td>5</td>
</tr>
<tr>
<td>7. Community Involvement</td>
<td>5,9</td>
<td>7. Community &amp; Transition to the Future</td>
<td>5,7,9</td>
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<tr>
<td>8. Teacher Roles</td>
<td>1-9</td>
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<tr>
<td>9. Collaborative Behavior</td>
<td>5,9</td>
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**IX. SCHEDULE**

Students are required to attend seminars arranged by the Director of Student Teaching. As specifics will vary, this information will be provided under separate cover.

**Special Needs or Circumstances**

If you are a student with a verified disability, please give to your professor, the letter of accommodation provided by the Disability Services Coordinator. Students who have a disability, or think they have a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the disability services coordinator for a confidential discussion at 219-980-6943.