Indiana University Northwest

M480/M500 Secondary Student Teaching
(6-16 Credits)

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 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 MODEL

The M480 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.

<table>
<thead>
<tr>
<th>Reflective Professional Program Outcomes by course Objectives</th>
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<tbody>
<tr>
<td>Program Outcome</td>
</tr>
<tr>
<td>• Communication Skills</td>
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<tr>
<td>• Higher Order Thinking Skills</td>
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<tr>
<td>• Instructional Media &amp; Technology</td>
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<tr>
<td>• Learning &amp; Development</td>
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<tr>
<td>• School Culture &amp; Diversity</td>
</tr>
<tr>
<td>• Instructional Design &amp; Delivery*</td>
</tr>
<tr>
<td>• Classroom Management*</td>
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<tr>
<td>• Assessment &amp; Evaluation*</td>
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<tr>
<td>• Professional Development*</td>
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</tbody>
</table>

* 4 major assignments in this course are directed to enable students to prepare scored artifacts for these program outcomes.

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) participate in seminars held on Friday afternoons on IUN Campus, **attendance is mandatory**
2) plan unit for instruction (refer to Student Teaching Handbook for guidelines)*
3) write, administer, and score assessment instruments*
4) conduct at least one parent conference
5) establish and implement a classroom management plan, demonstrate proper management skills and techniques*
6) adapt lesson plans and activities to meet the needs of diverse students
7) use technology in class
8) participate in all extra curricular duties your cooperating teacher may have, as well as, all staff development activities*
9) use assessment data to modify instruction and insure student learning
10) exhibit professional behavior throughout the experience*
11) design, deliver, and assess, all classroom activity for a period of not less than 2-6 weeks
12) keep a reflective journal*

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

Standard English, appropriate technology, and 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) that have a corresponding rubric for evaluation. 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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<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>
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<tr>
<td>3. Adapting Instruction for Individual Needs</td>
<td>5,6</td>
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<tr>
<td>4. Multiple Instructional Strategies</td>
<td>3,4,6</td>
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<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>
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</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>
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</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>
</tr>
<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>
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<tr>
<td>4. MS Curriculum</td>
<td>3,8</td>
<td>4. Curriculum</td>
<td>3,4,6,8</td>
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<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>
<td></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.