

College Of Menominee Nation Instructional Syllabus

Course Name: Student Teaching: Pre-Kindergarten Through Grade 5

Course # & Section: EDU 401

Number of Credits: 12

Semester and year: Fall 2013

Class Time: Elementary school hours

Class Days: Monday through Friday

Room Number: Assigned schools

Course Pre-reqs:

Completion of all teacher education course work (EDU 211, EDU 300, EDU 301, EDU 302, EDU 308, EDU 315, EDU 305, EDU 307, EDU 313, EDU314, EDU 311, MAT 260, EDU 306, EDU309, EDU 304, EDU 310, EDU 251, EDU 312, and admission into student teaching.

Co-requisites: EDU 402 Student Teaching Seminar

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Monday/Thursday

Catalog Course Description:

The student teaching experience provides an opportunity for the student teacher to explore the teaching profession and to practice the knowledge, skills and dispositions required for a classroom teacher. The components of this experience include observation, planning instruction, teaching, assessing, record keeping, and supervision, participation in faculty activities, family and community interactions and student evaluation and follow-up in a full-day classroom setting.

Required Texts: College of Menominee Nation Student Teaching Handbook

Pelletier, C. (2003). *Strategies for successful student teaching: a comprehensive guide* (2nd edition). Boston: Ally and Bacon.

Reference Texts

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: the case for constructivist classrooms*, 2nd edition. Alexandria: ASCD.

Cummings, C. (2000). *Winning strategies for classroom management*. Alexandria: ASCD.

Danielson, C. (1996). *Enhancing professional practice: a framework for teaching*. Alexandria: ASCD.

Darling-Hammond, L. & Bransford, J., eds. (2005). *Preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco: Jossey-Bass.

Goethals, M.S., Howard, R.A., Sanders, M.M. (2004). *Student teaching: a process approach to reflective practice* (2nd edition) New Jersey: Pearson.

Nieto, S. (2003). *What keeps teachers going?* New York::Teachers College Press

Roe, B.D., Ross, E. P. & Smith, S.H. (2006). *Student teaching and field experiences handbook*, 6th edition. Columbus, Ohio: Pearson.

Wentz, P. J. (2001). *The student teaching experience: cases from the classroom*, 2nd edition. Upper Saddle River, New Jersey: Prentice Hall.

Required Supplies:

Loose leaf binder for student teaching e-portfolio, binder for student teaching lesson plans, spiral notebook for daily journal, SD card or flash drive, teaching materials not supplied by the school.

General Education Objective	Assessment/Activity
Analytical Abilities/Critical Thinking/ Level 5	Reflections for lesson plans Lesson planning Self-assessments/reflections Portfolio entries Interdisciplinary unit
Analytical Abilities/Problem Solving/Level 5	Portfolio entries—adaptations Self-assessments/reflections Community service involvement DVD video of instruction
Communication/Written/ Level 5	Self-assessments/reflections Lesson plans Student teacher portfolio Family involvement Interdisciplinary unit Assessment of student learning
Communication/Spoken/Level 5	Actual teaching Family involvement Lesson segment DVD video Interdisciplinary unit Professional meeting Assessment of student learning
Communication/Multimedia/Level 5	Video/ DVD of lesson
Culture and History/Native American/5	Lesson plans Self-assessment/ reflections Interdisciplinary unit
Culture & History/Own Traditions Culture/Level 5	Lesson plans Self-assessment/ reflections Interdisciplinary unit Collaboration with cooperating teacher
Human experience/Professional Skills/Level 5	Collaboration with cooperating teacher/other teachers, CMN faculty supervisor Evaluation of cooperating teacher and CMN faculty supervisor Self-assessment Portfolio

Program Outcomes:

1. Utilize Knowledge of typical and atypical development in children
Assessment: Lesson plans, self-assessment/reflections, assessment of student learning
2. Plan developmentally appropriate and culturally responsive curriculum
Assessment: Lesson plans, self-assessment/reflections, assessment of student learning, interdisciplinary unit
3. Collaborate to establish positive relationships with peers, students and families.
Assessment: interdisciplinary unit, parent/family involvement, community service involvement

4. Recognize the influences of family, culture and community on children's development and learning. Assessment: parent/family involvement, community service involvement
5. Modify curriculum and instruction to meet the needs of individual children.
Assessment: Lesson plans, self-assessment/reflections, assessment of student learning, interdisciplinary unit, DVD/video, portfolio
6. Incorporate cultural elements to create positive learning experiences
Assessment: Lesson plans, self-assessment/reflections, assessment of student learning, interdisciplinary unit, parent/family involvement, portfolio, DVD/video
7. Create environments that are healthy, respectful, supportive and challenging for all children. Assessment: Lesson plans, self-assessment/reflections, assessment of student learning, interdisciplinary unit, parent/family involvement, community service involvement, portfolio

Course Outcomes:

The teacher as decision maker is caring:

1. Demonstrates that he/she cares about the students, values their differences, addresses their needs through best practices and attends to issues of social justice.

<p><i>DPI Standard 2: knows how children grow and develop and provide supportive learning opportunities</i> <i>NAEYC 4b uses developmentally appropriate approaches</i> <i>NAEYC 4d builds meaningful curriculum</i> K1 understands how students construct knowledge and promotes learning for a wide range of abilities. K3 is aware of expected developmental growth and variations and identifies areas of readiness D1 shows respect for diverse learners and helps develop self-competence and confidence D2 uses student strengths as basis for growth P2 provides opportunities for student discovery, reflection on learning and shaping of their tasks <i>ACEI Development, Learning and Motivation</i> 1.0 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>developmentally appropriate instruction/culturally relevant curriculum</p> <p>portfolio: lesson plans /assessment/readiness</p> <p>self-assessment: engagement of students in learning activities</p> <p>self-assessment: learning strategies employed in lesson plans</p>
<p><i>DPI Standard 4 Teacher understand and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills</i> D2 values flexibility and reciprocity in teaching processes to adapt to student needs P2 uses multiple teaching and learning strategies to engage students in active learning, critical thinking, problem solving and assuming responsibility for learning P5 uses alternative explanations and diverse perspectives to assist students' understanding and present diverse perspectives</p>	<p>response to student feedback/engagement in portfolio</p> <p>self-assessment: engagement of students in learning activities</p>

The teacher as decision maker is reflective:

2. Uses knowledge and reflection about the subject matter and the developmental needs of the pupils to choose appropriate instructional strategies and through assessment of students' knowledge and reflection on teacher performance, adjusts the instructional plan or teaching strategies.

<p><i>DPI Standard 1: knows the subject they teach and create meaningful learning experiences</i> <i>NAEYC 4c understands content knowledge in early education</i> K1 understand major concepts and ways of knowing K2 understands how student's conceptual framework influences learning D2 appreciates multiple perspectives and conveys development of knowledge to the student P 1 uses multiple representations and explanations of concepts P3 evaluated teaching resources and curriculum materials P4 engages students in generating knowledge and testing hypotheses P5 develops curricula that engages students to learn from diverse perspectives P6 creates interdisciplinary learning experiences to encourage students to integrate knowledge, skills and methods of inquiry from several subjects <i>ACEI Professionalism</i> 5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>self-assessment: reflection on curriculum and learning</p> <p>portfolio: strategy choices in lesson plans</p> <p>lesson plans: student interest /ability pre and post assessments lesson plans: use of technology</p> <p>self-assessment: lesson plans</p> <p>lesson plans: choices of materials self-assessment: reflection on student engagement</p>
<p><i>DPI Standard 2: knows how children grow and develop and provide supportive learning opportunities</i> <i>NAEYC 4b uses developmentally appropriate approaches</i> <i>NAEYC 4d builds meaningful curriculum</i> K2 understand students physical, social, emotional moral and cognitive development influence learning and knows how to address these factors when making instructional decisions P1 assesses individual and group performance to design instruction for students' strengths P3 uses group interaction and elicits student thinking as basis for instruction</p>	<p>self-assessment: cognitive processes /instructional strategies</p> <p>choices of instructional activities in lesson plans</p> <p>portfolio artifacts</p>
<p><i>DPI standard 4 understands and uses a wide variety of instructional strategies to improve thinking and performance skills</i> <i>NAEYC4b uses developmentally appropriate instruction</i> K1 understands and stimulates cognitive processes K2 understands principles, techniques, advantages and limitations of various instructional strategies K3 knows how to enhance instruction through human and technological resources D1 values development of student's critical thinking, independent problem solving P1 carefully evaluates learning goals and instructional strategies in light of student needs P3 constantly adjusts strategies in response to learner feedback P4 varies teacher role in response to learner feedback</p>	<p>self-assessment: cognitive processes /instructional strategies</p> <p>lesson plans: technology</p> <p>lesson plans: instructional strategies</p> <p>self-assessment: lesson plans</p> <p>evidence of adjustment of strategies in portfolio</p>

<p><i>DPI Standard 9 is a reflective professional who continually evaluates the effects of choices and actions on others and seeks opportunities for professional growth</i></p> <p><i>NAEYC 5 conducts themselves as members of the early childhood profession</i></p> <p>K1 understands methods of inquiry that provide a variety of self-assessment and problem-solving strategies for reflection in practice</p> <p>K2 understands the critical frameworks for reflecting on teaching practice</p> <p>K3 aware of major areas of research on teaching and resources for professional development</p> <p>D1 values critical thinking and self-directed learning as habits of mind</p> <p>D2 committed to reflection, assessment and learning as an ongoing process.</p> <p>D4 recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues</p> <p>P1 articulates and defends a philosophy of education to guide practice</p> <p>P2 uses classroom observation, student information, cultural, social ad philosophical frameworks and research to evaluate teaching and learning outcomes</p> <p>P3 seeks out professional literature, colleagues and other resources to support own professional development</p>	<p>Pre-Professional development plan</p> <p>CMN faculty supervisor evaluation</p> <p>cooperating teachers evaluation</p> <p>interdisciplinary unit</p> <p>attendance at professional conference or training</p> <p>portfolio: philosophy</p>
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The student teacher is respectful:

3. communicates with students, peers, student parents and family, the staff and administration and the community at large in a respectful, professional way
4. develops culturally relevant curriculum and developmentally appropriate practice and provides a safe, respectful, learning environment for the students.

<p><i>DPI 3 understands how students differ in their approaches to learning and creates instruction adapted to diverse learners</i></p> <p><i>NAEYC 3 observes, documents and assesses to support children and families</i></p> <p><i>NAEYC 4a connects with children and families</i></p> <p>K1 understands diverse learning styles, intelligences, performance modes and designs instruction for students' strengths</p> <p>K2 understand and provides adaptations for areas of exceptionalities</p> <p>K3 employs strategies for acquisition of English as second language</p> <p>K4 understands learning is influenced by experiences, language, culture, family and community values</p> <p>K5 incorporates student experiences, cultures, community resources in curriculum</p> <p>D1 believes all children can learn</p> <p>D4 is sensitive to community and cultural norms</p> <p>D5 values students and helps them value each other</p> <p>P2 uses approaches sensitive to multiple learning experience of students</p> <p>P3 makes appropriate provisions for students with learning needs</p> <p>P4 accesses resources and services for students with learning needs</p> <p>P5 accesses resources and services for students with exceptional talent</p> <p>P6 connects instruction with students' experience, family, culture and community</p> <p>P8 creates learning community where individual differences are respected</p>	<p>Self-assessment: cultural component</p> <p>Lesson plans: adaptations noted</p> <p>Lesson plans: sensitivity to cultural values</p> <p>Self-assessment: providing for children with special needs</p> <p>Lesson plans: inclusion of broader community</p> <p>Community service Involvement</p>
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<p><i>DPI Standard 5 understands individual and group motivation to create positive social interaction, active engagement in learning and self-motivation</i> <i>NAEYC 1 creates an environment that is healthy, respectful, supportive and challenging for all children</i> <i>NAEYC2 focuses on respectful, reciprocal relationships with families that also promote family growth</i> K1 uses knowledge about motivation and behavior to develop strategies for group individual and group work K2 understands how groups function K3 helps students work productively and cooperatively in social settings K4 uses classroom management techniques to promote positive relationships and learning D1 creates positive classroom climate D2 understands that participation supports commitment and uses democratic values D3 recognizes and values peer relationships in the learning environment D4 motivates students for life-long learning P1 creates classroom learning community with students assuming responsibility, decision-making, work collaboratively and cooperatively P2 engages in individual and cooperative learning experiences based on student interests, choices and problem-solving P3 manages time and resources to provide active, equitable engagement of students in learning P5 develop shared values and expectations for student interactions P6 analyzes classroom environment and adjusts to increase motivation, peer relationships and productive work</p>	<p>evidence: motivation for group and individual work</p> <p>self-assessment: classroom management</p> <p>lesson plans: evidence of learning in peer groups</p> <p>self-reflection: evidence of growth in student interests, discovery, problem-solving</p> <p>self-reflection: involving students in decision-making</p> <p>lesson plans: Student interests/engagement</p> <p>lesson plans: evidence of adjustment in environment</p>
<p><i>DPI Standard 6 uses verbal, non-verbal and media communication skills for inquiry, collaboration and interaction in the classroom</i> <i>NAEYC 2b builds family relationships through communication</i> K2 understands how cultural and gender differences affect communication K4 understands and uses effective verbal, non-verbal and media communication techniques D1 recognizes the power of language for identity development and learning D3 is a thoughtful, responsive listener P2 supports and expands learner expression P3 knows how to ask questions and simulate discussion for problem solving, thinking, curiosity P4 uses a variety of media communication tools</p>	<p>evidence: communication with families</p> <p>evidence: Community service involvement</p> <p>portfolio reflection: teacher communication</p> <p>evidence: cultural diversity in lesson plans</p> <p>DVD/video of lesson plans</p>

The student teacher as decision maker is risk-taking:

5. uses problem solving disposition and skills to seek solutions to eliminate barriers to student learning, to plan developmentally appropriate and culturally responsive curriculum that builds on the assessed strengths of the students, and to creatively use various forms of assessments.

<p><i>DPI standard 7 plans instruction based on knowledge of subject matter, students, community and curriculum goals</i> <i>NAEYC 4b uses developmentally effective approaches</i> <i>NAEYC 4c understands content knowledge in early education</i> <i>NAEYC 4d builds meaningful curriculum</i> K1 knows and uses learning theory, content, curriculum and student development to plan instruction K2 takes contextual considerations into account to meet curriculum and student goals. K3 adjusts lesson plans based on student responses D2 believes plans are open to adjustment and revision based on student needs P2 recognizes and address various learning styles and performance modes in planning process P3 creates learning activities that incorporate differentiated instruction to meet needs of diverse learners P5 evaluates plans in relation to input, short and long-range goals and adjusts to enhance learning</p>	<p>lessons in portfolio</p> <p>cooperating teacher evaluation</p> <p>interdisciplinary unit</p> <p>portfolio: Lesson adaptations</p> <p>portfolio: interdisciplinary unit</p>
<p><i>DPI standard 8 understands and uses informal and formal assessment strategies to ensure the cognitive, social and physical development of the student</i> <i>NAEYC 3 observes, documents and assesses to support young children and families</i> K1 understands and uses various types of assessment for evaluation student knowledge, ability, and experiences K2 knows how to select, construct and use assessments for diagnostic purposes D2 shows commitment to assessment for identifying strengths and promoting student growth P1 uses appropriate formal and informal assessment techniques P2 uses information about students' experiences, needs etc. from parents, colleagues and students themselves P3 involves learners in self-assessment techniques P5 monitors own teaching strategies and behaviors in relation to student success and modifies plans and approaches accordingly.</p>	<p>portfolio: examples of assessment of students</p> <p>portfolio: examples of self-assessment</p> <p>portfolio: types of assessments included</p> <p>evaluations of cooperating teacher and CMN faculty supervisor</p>

The student teacher as decision maker is collaborative:

6. collaborates with students, peers, cooperative teacher, the staff and administration of the school, families of the students, the local community, the CMN faculty supervisor and professional organizations to provide the student teacher's best planning, instructional practice and assessment in the early childhood/elementary classroom.

<p><i>DPI standard 7 plans instruction based on knowledge of subject matter, students, community and curriculum goals</i> D3 values collegial planning P1 plans individually or as member of team to create appropriate learning experiences based on principles of effective instruction ACEI Professionalism 5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>collaboration with cooperating teacher/CMN faculty</p> <p>Interdisciplinary unit planning</p>
<p><i>DPI Standard 9 is a reflective professional who continually evaluates the effects of choices and actions on others and seeks opportunities for professional growth</i> NAEYC 5 conducts themselves as members of the early childhood profession D3 is willing to give and receive help P4 draws upon colleagues within the school and other professional areas as supports for reflection. Problem-solving and new ideas</p>	<p>pre-professional development plan CMN faculty supervisor evaluation</p> <p>cooperating teachers evaluation</p> <p>portfolio: evidence of peer planning in interdisciplinary unit</p> <p>attendance at professional conference or training</p>
<p><i>DPI Standard 10 fosters relationships with school colleagues, parents, agencies in the larger community to support students' learning and well-being</i> NAEYC 2 use understanding of family and community to create respectful, reciprocal relationships and involve families in their children's development and learning K1 understands schools as organizations with the larger community and the operations of the system in which they work. K3 understands and implements laws related to students' rights and teacher responsibilities D2 is concerned about all aspects of a child's well-being and alert to signs of difficulties D5 is willing to work with other professionals to improve the overall learning environment for students P1 participates in collegial activities designed to make entire school a productive learning environment P2 consults with parents, counselors, other teachers and professionals in community agencies P3 uses community resources to foster student learning P4 seeks cooperative, respectful and productive relationships with parents and guardians from diversity homes ad communities.</p>	<p>community service involvement</p> <p>interdisciplinary unit</p> <p>portfolio: profile of school</p> <p>cooperating teachers evaluation</p> <p>college supervisor evaluation</p> <p>portfolio: evidence of parent/community involvement</p>

Professional Requirements:

Professionalism: The student teacher maintains professional standards, proper dress, and professional behavior and ethical practice regarding peers, students and families. All duties and assignments of the cooperating teacher need to be completed. A minimum of 4 weeks of teaching is required in each of the 9 week placements. Details of this calendar are worked out with the cooperating teacher. The student teacher records the curriculum areas for which he/she is responsible on a calendar accessible to cooperating teachers and CMN faculty supervisors.

There are two 9 week placements: the framework of each placement is as follows:

9 week placement	Responsibilities
Week 1	Observation, individual and small group work, assist with large group activities, become acquainted with students, school, routines, support staff
Week 2-3	Gradually move into planning activities, teaching responsibilities in areas of strength
Weeks 4-8	Responsibility for planning and teaching the full schedule
Week 9	Gradually cut back on responsibilities, transition to regular teacher, observe other teachers, complete learning activities

Attendance Policy: The student teacher follows the calendar and attendance policies of the school assigned. Full-time attendance and participation in the classroom is required. This includes faculty meetings, in-service sessions and other meetings designated by the principal of the school. All absences from school need to be recorded and the college supervisor needs to be notified of absences that exceed more than two days.

Attendance at all seminar meetings is mandatory. If an emergency or serious illness prevents attendance at a meeting, the meeting cannot be made up and an alternate learning arrangement and assessment must be arranged with the seminar director.

Class Participation: Class participation is an indicator of motivation and professional interest. Student teachers are expected to work collaboratively with each other. A student teacher is expected to be fully responsible for his or her own education and become engaged in inquiry, discussion and reflection. Teaching skills, dispositions and knowledge are strengthened with continued practice and participation. Class participation is an essential element in the purpose and structure of Student Teaching Seminar.

Late work: The disposition of answerability/accountability is essential for a student teacher. It is the responsibility of the student teacher to consult with the instructor on the due date for late work and grading consequences.

Student Time Expectation: Student teaching is a full-time commitment consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating schools.

Class Cancellation by Instructor: Notification of seminar cancellations or changes will be through phone or email to each student teacher.

Classroom Conduct: All cell phones, pagers, electronic devices, etc. are to be turned off during class. A student teacher needs to act in a responsible manner when using technology in class and crediting resources. Listening and speaking skills are employed in such a way that any speaker, student or instructor is respected.

Assessment Activities and Methods:

1. Lesson Plans

20 pts

Using the format of the College of Menominee Nation education program, the student teacher submits a formal lesson plan. One example of each of the disciplinary areas needs to be submitted for each placement (reading/ language, social studies, mathematics, science, music/art, health/ physical education) and one plan for interdisciplinary instruction. All other lessons are written in short form and reviewed by the cooperating teacher and CMN faculty supervisor. Minimal requirements are:

- objective/ standards addressed,
- student learning objectives
- instructional plan,
- student activities,
- assessment method
- use of technology
- list of resources. (see text templates and consult cooperating teacher for format)

All lesson plans are kept in a student teacher binder for review by the cooperating teacher and CMN faculty supervisor. Please include samples of student artifacts.

2. Self- assessments/Reflections

5 pts

At the end of each placement, the student teacher brings for discussion three self-assessments based on the daily journal and classroom experience. Focus for reflection need to include:

- developmentally appropriate learning strategies,
- positive learning environment/classroom management
- culturally relevant curricular choices,
- motivation and student engagement in learning,
- provisions for students with special needs
- reflection on student assessment
- collaboration in classroom and with peers

A rubric for these self-assessments will be provided (see text pp. 67-72). The student teacher evaluation will also be completed at the end of each placement.

3. Assessment of student learning:

10 pts

For each placement, students create or adapt one formal assessment and an analysis of the results of that assessment as they apply to the learning outcomes and teaching strategies. An informal assessment and analysis are also submitted. The artifacts and analysis become part of the student teaching portfolio.

4. Interdisciplinary Thematic Unit

10 pts

The student teacher works with the cooperating teacher to develop a unit that integrates content across curriculum areas. This project is to be completed at one placement. The minimum time frame for a thematic unit is one week. Components include:

- Unit objectives (Bloom)
- Rationale
- Wisconsin Early Learning Standards or Wisconsin Model Academic Standards
- Parent/community involvement
- Summary of instructional planning
- Description of learning activities
- Evidence of cultural considerations
- Copies of artifacts created/used for the unit

- Assessment of learning
- Use of technology/sources
- Bibliography of sources

Rubric developed in seminar.

5. Community Service Involvement

5 pts

During one placement, student teachers plan or take part in an experience of community based learning. Members of the community are invited to the class or the class ventures into the community on a field trip. A summary of communications, rules for conduct, learning outcomes and evaluation processes are submitted in the portfolio. Rubric provided.

6. Parent/family Involvement

5 pts

In the course of one placement, student teachers provide evidence of active initiatives for family involvement such as invitation to a special event, newsletter, parent/teacher communications, contact, conference, etc. (Part of portfolio rubric) Letter of introduction to the families of the students.

7. Student teacher e-Portfolio

40pts

The student teacher portfolio includes the following:

- Student teacher's philosophy of education (rubric provided)
- Student teacher's credentials: transcript, praxis scores, resume and cover letter
- Description of school culture for each placement
- Recommendations from two cooperating teachers, CMN faculty supervisor
- Lesson plans and analysis (see # 1)
- Interdisciplinary thematic unit (see #4)
- Evidence of:
 1. planning with other teachers
 2. community service involvement (see # 5)
 3. family participation (see #6)
 4. planning for diversity
 5. strategies for inclusion
 6. informal and formal assessment and adaptations made as a result of student or self assessment (see #3)
 - 7.
- Evaluations of cooperating teachers and CMN faculty supervisor and student teacher self-evaluation
- Attendance at a professional conference
- Pre-professional development plan

8. Video tape (DVD)

10 pts

The student teacher submits a videotape or DVD of himself/herself engaged in motivation, instruction and learning activities during one class period (45 minutes). This video will be discussed with the college supervisor and at seminar. Submit with the written lesson plan, artifacts, assessments, analysis and recommendations for change.

9. Professional Meeting

5 pts

The student teacher will attend a local or regional professional gathering or convention. A written summary (2-3 pages) of the meeting or convention events, the purpose of the gathering and reflection on

the student's learning, direction to resources or ideas for implementation in the classroom. Include an announcement of the day and evidence of participation.

Grading Policy:

Lesson plans	20 pts
Self-assessments/Reflections	5 pts
Assessment of Student Learning	5 pts
Interdisciplinary Thematic Unit	10 pts
Community Service Involvement	5 pts
Parent/Family Involvement	5 pts
Portfolio	40 pts
Video/DVD of lesson plan and analysis	5 pts
Attendance at professional meeting	<u>5 pts</u>

Total points ----- 100 Pts

95-100% = A	85-89% = B	75-79% = C	
90-94% = AB	80-84% = BC	70-74% = CD	65-69% = D

Student teacher must earn a B- or better in this course to be recommended for licensing by the Wisconsin Department of Public Instruction.

Evaluations to be completed by the cooperating teachers:

1. Lesson evaluations—oral and written feedback on the lesson plans and instruction implemented.
2. Midterm evaluation—completed prior to the CMN faculty supervisor's visit (form provided)
3. Final evaluation—at the conclusion of the placement (form provided)
4. Letter of recommendation: please write a letter noting the significant strengths of the student teacher and areas for growth.
5. Recommendation for DPI License—with the CMN faculty supervisor.

Evaluations to be completed by the college supervisor

1. Lesson evaluations—oral and written feedback on the lesson plans and instruction implemented. Special attention is given to the video-taped lesson and accompanying lesson plan/artifacts.
2. Formal visits to observe lessons: A minimum of 3 visits per placement.
 - pre-conference to begin the process and become familiar with the student teacher and cooperating teacher
 - an on-site visit to observe and evaluate the student teacher—use form provided
 - final conference to overview the placement, the growth of the student teacher and to evaluate with the student teacher using the form provided
3. Letter of recommendation: please write a letter noting the significant strengths of the student teacher and areas for growth.
4. Recommendation for DPI certification.—with the cooperating teacher.

Course Schedule/Semester Calendar:

The Course Schedule follows the calendar of each student teachers individual school district. Student seminar dates are as follows: September 20, October 18, November 15, December 13, and January 10, 2013

Assessment of Student Learning: Students entering the College of Menominee Nation in the fall 2004 are required to successfully complete EDU295 as a requirement for graduation. All continuing students are strongly encouraged to participate in the student portfolio process. Samples of the artifacts of the general education objectives and program objectives should be saved in order to give the student selection options for the student general education portfolio. A professional portfolio based on Wisconsin's ten standards for teacher development and licensure is required of teacher candidates. Samples for the student teacher portfolio will be developed in this course.

ADA Statement: Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Disability Counselor in the Office of Disability Services, Room 101. Adaptation of curriculum instruction or assessments may be made as required to provide for equitable participation.

Assessment of Instruction: All students are encouraged to provide the instructor with suggestions or other forms of constructive feedback regarding the class. Student can do this informally by speaking with the instructor, either in class or by appointment, and if the instructor is unavailable, to then arrange an appointment with the Chair of the Education Division of the College of Menominee Nation. This can also be done formally by completing the evaluation form distributed at the end of the course. If a student has a concern, issue, or question, the student must take responsibility to approach the instructor in a timely manner.

Class Cancellation Due to Inclement Weather or Building Closure:

Closures resulting from severe weather conditions, natural disasters, or mechanical failure will be announced by the President or her designee. Campus closing will be announced on WTCH-AM 960, WTCH, WIXX as well as Fox11 and Channel 2 TV stations. When in doubt, call 715-799-5600 for a recorded message. Notifications of class cancellations will be posted on campus. If no announcement/posting is made, student should remain for 10 minutes after class is scheduled to begin.

Academic Conduct: Academic honesty is an absolute for the fulfillment of College of Menominee Nation mission and guiding principles. Our students are proud of the work they do here and are committed to doing the best for their communities. Their grades, certificates, and degrees are their record of that work. These are used by prospective employers to make hiring decisions, by transfer colleges and universities to make admissions decisions, by funding organizations to determine eligibility for scholarships and other financial aid, and, most importantly, by family and other community members to express their pride in our students accomplishments. Therefore, College of Menominee Nation will not tolerate any form of academic dishonesty. See the Student Handbook for more information on “Academic Misconduct.”

Academic Alerts: The academic alert form is used as a student retention tool at the College of Menominee Nation. Instructors fill out forms to identify students at risk of not completing a course or to identify problems. For student teachers, alerts may come in the form of suggestions or corrections by the cooperating teacher or the CMN faculty supervisor. This type of early intervention increases the opportunity for student success. Academic alerts can be submitted at any time during the semester to Student Services. The forms are given to the student’s advisor for follow-up. Follow-up comments are returned to the instructor.

Computer Labs: Students using the computer lab must adhere to the College of Menominee Nation policy. Orientation for the computer lab is given during the first few weeks of each semester to help students get familiar with the lab equipment. These sessions are held regularly at posted times. All students are strongly recommended to attend. See the Student Handbook for more information on “Computer Lab Policy.”

Incomplete Policy: Requests for a grade of “incomplete” must be initiated by the student to the instructor. Students may only request if at least 75% of course requirements have been met.

The above information and/or calendar in this course are subject to change. If change is required, the change will be in writing and provided to each student.

Student Teaching Schedule (Per nine week placements)

Nine week placement	Responsibilities	Assessments
Week 1	Most of this week is spent in orientation to the school, its personnel, policies and schedules. The student teacher is involved in classroom routines, observation, individual and small group work and assistance with large group activities. The student teacher learns about the students, their needs, interests and abilities.	Note that student is writing reflections and questions in spiral notebook.
Week 2	During the second week, the student teacher and cooperating teacher begin planning for the student teacher to gradually assume classroom responsibilities. The student teacher attends school activities and meetings. The cooperating teacher guides the student teacher in developing and implementing lesson plans in one or two class periods.	Student keeps a notebook of lessons he/she is planning and teaching with reflection comments on what went well or what to change
Week 3	A student teacher is given more opportunity to assume responsibilities for teaching. The cooperating teacher continues planning with the student teacher and <u>gradually</u> gives her/him full responsibility for teaching several more classes. The cooperating teacher also guides the student teacher with developing, administering and using assessments as part of the planning process.	Assistance with planning and reinforcing classroom rules is important at this stage. Also assist student teacher with what assessments and activities are graded and recorded.
Weeks 4-8	For a period of at least four weeks, a student teacher has full teaching responsibility. The cooperating teacher and the student teacher decide the time to begin full teaching responsibility. This includes planning instruction, using teaching strategies, assessing students, communicating with parents/families and maintaining a positive classroom environment. With the supervision of the cooperating teacher, the student teacher is responsible for student grades at this time. The cooperating teacher is present in the classroom, observing, assessing and suggesting strategies for the student teacher. (During week 4, the student teacher, cooperating teacher and the college supervisor complete a mid-term evaluation).	Cooperating teacher completes 4 formal supervision reports (one on the interdisciplinary unit if completed in this 9 weeks) Principal is invited to visit/informal supervision.
Week 8	The cooperating teacher begins to decrease the student teacher's load by one or two class periods each day. By the end of the week, the student teacher is no longer the lead teacher, but assists the cooperating teacher who has resumes full responsibility for the classroom. The student teacher begins to prepare for the final evaluation.	The roles reverse and as the cooperating teacher takes over various class periods, the student teacher again becomes the assistant for small groups and individuals.
Week 9	Gradually cut back on responsibilities, transition to regular teacher, observe other teachers, complete learning activities	Final week, the final evaluation takes place with the college faculty, cooperating teacher, student teacher and principal. All fill out final evaluation form. Cooperating teacher writes a letter of recommendation.