Student Teaching
ELED 490, IECE 490, MGE 490, SEC 490, EXED 490
Dr. Fred Carter TPH 408
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(For information on school closing due to inclement weather)

Course Description: The course is part of the Professional Semester and is taken during the senior year along with the Student Teaching Seminar. Students apply teaching knowledge and skills in classroom settings. (fall, spring).

Rationale: This course offers education majors experience with planning lessons, implementing instruction, and assessing and managing classrooms effectively. Previous courses have required students to learn knowledge of content and to study pedagogy. Students are prepared to demonstrate their knowledge and skills in actual classrooms.

Prerequisites: All professional education courses must be completed with the exception of the EDU 489, Student Teaching Seminar. If student teaching in the major, 75% of all course work must be completed and all of the course work in a minor must be completed. The student must have been admitted into teacher education.

Texts: No required text

Course Objectives and Assessment:
Each student teacher will demonstrate and provide evidence that he/she can effectively implement the Kentucky Teacher Standards listed below.

- Standard I Demonstrates Applied Content Knowledge
- Standard II Designs and Plans Instruction
- Standard III Creates and Maintains Learning Climates
- Standard IV Implements and Manages Instruction
- Standard V Assesses and Communicates Learning Results
- Standard VI Demonstrates Use of Technology
- Standard VII Reflects Upon and Evaluates Teaching and Learning
- Standard VIII Collaborates with Colleagues / Parents / Others
- Standard IX Evaluates Teaching and Implements Professional Development
- Standard X Provides Leadership Within School / Community / Education

Assessment will be both formative and summative in nature and includes:
- Observations of teaching
- Conferences with cooperating teacher(s) and university supervisor
- Development of a portfolio
- Video taped lessons
- Self-reflection of teaching practices
Critical Performances:
Teacher Work Sample will be implemented during student teaching and uploaded in Electronic Portfolio in the Student Teaching Seminar.

Course Disposition Statement:
1.23 The teacher has enthusiasm for the discipline(s) he/she teaches and sees connections to everyday life.
1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.
3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.
3.25 The teacher makes students feel valued for the potential as people, and helps them learn to value each other.
4.21 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
4.22 The teacher values the use of educational technology in the teaching and learning process.
5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
5.24 The teacher recognizes the values of intrinsic motivation to students' life-long growth and learning.
6.22 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
8.12 The teacher knows how to select, construct, and use assessment strategies, technology and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

Instructional Methods and Activities:
Students will practice using a variety of teaching approaches: lecture with discussion, case studies, role plays, videos, guest speakers, labs, demonstrations, and cooperative groups.

Special Instructional Materials:
National, state, and local curriculum materials

Course Topics:
Managing behavior
New Teacher Performance Standards
Teacher Ethics/Professionalism
The diverse classroom
Creating learning environments
Collaboration

KERA Elements Addressed:
Developmentally Appropriate Practices
Continuous Assessment

Authentic Assessment
Curriculum
Grading/Evaluation:
Grading in this course is based on data collected from daily, weekly, and summative evaluation forms using a scale of A to F with A representing superior performance and F representing inadequate performance. Conferences with the cooperating teacher, the student teacher, and the university supervisor are conducted to determine final grade. A letter grade of A, B, C, D, or F is recorded.

Course Schedule and Policies:
Mandatory student teaching orientation meeting
Student teachers report to assigned school placement as instructed by their placement letters.
Student teachers continue in school placement or report to second placement.

Criminal check, TB test, and health screening is required prior to any work in the schools. Arrange with the school district for criminal background check. Additional information is available in Tate Page Hall 408.

Plagiarism Policy:
To represent ideas or interpretations taken from another source as one's own is plagiarism.
Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Attendance Policy:
Student teachers are required to teach for a full semester and are encouraged to be absent only for absences beyond their control, or with prior approval from the Director of Teacher Services. The maximum number of excused absences is five days. All unexcused absences must be made up.

Disability Accommodations Statement:
Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office of Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270)745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Bibliography/References/ Websites:


Key Journals:
- American Educator
- American School Board Journal
- Clearing House
- Computers in Schools
- Education Week
- Educational Horizons
- Educational Leadership
- Harvard Educational Review
- Kappa Delta Pi Record
- Phi Delta Kappan

Web Site Addresses:
- Classroom: URL: http://www.classroom.net/classweb
- ERIC: URL: http://eryx.syr.edu
- Teacher Ed: URL: http://curry.edschool.virginia.edu/teis/