THE TEACHER AS PROFESSIONAL EDUCATOR

Dept. of Middle & Secondary Education  
Course No.: SE 463  
Course Title: Student Teaching Experience I  
Revised: Spring 2012

I. Catalog Description:

Professional practicum requiring demonstration of teaching competencies in school settings under the direction of cooperating teachers and university coordinators. (6).

II. Prerequisite(s):

A. Senior status;
B. Completion of all required professional education courses;
C. Completion of seventy-five percent of academic coursework related to certification;
D. In good standing in the Teacher Education program.

III. Purposes and Objectives of the Course:

A. The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

B. The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

C. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

D. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

E. The pre-service teacher uses a variety of instructional strategies to encourage students’ development and critical thinking, problem solving, and performance skills.

F. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
G. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

H. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

I. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

J. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

IV. Student Learning Outcomes:

The students will:

A. Use contextual information about the community, school, classroom, and students to develop and implement curriculum, based upon district and state performance standards.

B. Use a variety of differentiated instructional strategies that meet the needs of diverse learners in a classroom setting.

C. Model effective verbal, nonverbal, and media communication to create and manage a learning environment that encourages positive social interaction, active engagement in learning, and self-regulated behavior.

D. Uses assessment strategies to evaluate student learning and plan instruction based upon an analysis of that data.

E. Write reflections about instructional choices and actions that impacted student learning.

F. Demonstrates collegial relationships with school colleagues, families, and educational partners in the larger community to support student learning and wellbeing.

V. Expectations of the Students:

A. The student will complete all course assignments and readings.

B. The student will attend meetings as called by the Director of the Office of Field Experiences or by the Department.

C. The student will demonstrate satisfactory teaching performance based on all ten (1-10) MoSTEP Quality Indicators.

D. The student will, at the end of Student Teaching Field Experience I, provide the department with a satisfactory MoSTEP Portfolio, which demonstrates that all ten (1-10) MoSTEP Quality Indicators have been accomplished at the “Meets” level.
E. The student teacher will incorporate the Teacher Work Sample Methodology into classroom practices.

VI. Course Outline or Content:

Week 1 Teach two lessons with detailed lesson plans; team-teach or co-teach two lessons using cooperating teacher’s plans and materials.

Week 2 Teach at least 20% of the time.

Week 3 Teach at least 40% of the time.

Week 4 Teach at least 80% of the time.

Week 5, 6, 7 & 8 Teach full time*

The schedule presented is illustrative rather than specific. It may need to be adjusted depending on University schedules, public school schedules, holidays, etc.

*Full-time teaching by the student teacher is not intended to preclude the possibility of team teaching with the classroom teacher.

VII. Textbook(s) and/or Other Required Materials:

Student Teaching Handbook, notebook and other materials needed for MoSTEP Portfolio, including collection of artifacts and any other materials required by university supervisors.

VIII. Basis for Student Evaluation:

A. A satisfactorily completed MoSTEP Portfolio, which demonstrates that all ten (1-10) MoSTEP Quality Indicators have been accomplished at the “Meets” level.

B. Consistent satisfactory evaluations by the cooperating teacher.

C. Satisfactory demonstration of teaching performance based on all ten (1-10) of the MoSTEP Quality Indicators as evaluated by university supervisors.

IX. Knowledge Bases for SE463


**X. Academic Dishonesty:**

Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action but is also relevant to the evaluation of the student’s level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else’s work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic dishonesty (Southeast Missouri State University-Code of Student Conduct). Refer to: [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

**XI. Disabilities Act:**

If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor’s office. To request academic accommodations (for example, a not taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and consistent with course requirement. Refer to: [http://www.semo.edu/cs/services/disability.htm](http://www.semo.edu/cs/services/disability.htm)

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