

Prairie View A&M University
Whitlowe R. Green College of Education
Department of Student Teaching and Field Experiences

Student Teaching
Fall 2009- Spring 2010

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Prairie View A&M University
P.O. Box 519; Mail Stop 2430
Prairie View, TX 77446

Office Hours: 10:00- 2:00 PM Monday- Friday
Office hours and school visits by appointment throughout the semester

Course Location: Delco Building Room 330

Class Meeting Days & Times: Thursday 5:00- 7:00 PM

Course Abbreviation and Number: Students are enrolled in the specific course(s) according to their major(s) and certification area.

Course Numbers and Titles:

CUIN 4403 Student Teaching/ Elementary I
CUIN 4416 Student Teaching Elementary II
CUIN 4433 Student Teaching/Early Childhood Education
CUIN 4443 Student Teaching/Special Education
CUIN 4813 Student Teaching Secondary – All Level
CUIN 4826 Student Teaching Secondary II

CUIN 4403. Student Teaching/Elementary I. (3-0) Credit 3 semester hours. Supervised practicum experiences in a field setting devoted to elementary instruction. Required of students seeking additional teacher certification in an area of specialization and/or All-Level certification.

Prerequisite: Admission to Student Teaching.

CUIN 4416. Student Teaching/Elementary II. (6-0) Credit 6 semester hours. Supervised practicum experiences in a field setting devoted to elementary education classroom instruction.

Required of students seeking only teacher certification in elementary education. Prerequisite: Admission to Student Teaching.

CUIN 4433. Student Teaching/Early Childhood Education. (3-0) Credit 3 semester hours. Supervised practicum experiences in a field setting devoted to early childhood classroom instruction. Prerequisite: Admission to Student Teaching.

CUIN 4443. Student Teaching/Special Education. (3-0) Credit 3 semester hours. Supervised practicum experiences in a field setting devoted to special education classroom instruction.

Prerequisite: Admission to Student Teaching.

CUIN 4813. Student Teaching Secondary - All Level. (3-0) Credit 3 semester hours. Supervised practicum experiences in a field setting devoted to secondary education. Required of students seeking All-Level certification. Prerequisite: Admission to Student Teaching.

CUIN 4826. Student Teaching Secondary II. (6-0) Credit 3 semester hours. Supervised practicum experiences in a field setting devoted to secondary education classroom instruction. Required of students seeking only one teacher certification in secondary education. Prerequisite: Admission to Student Teaching.

Prerequisites: Admission to teacher education and completion of CUIN 3003, 3013, 4103 and 4113. Completion of the respective EC-6, EC-12, 6-8, or 8-12 major requirements with a minimum 2.50 grade point average. Only grades of C or above will be accepted. Completion of the professional development requirements with a minimum 2.50 grade point average. Only grades of C or above will be accepted.

Required Text: Student Teaching and Field Experiences Handbook (Seventh Edition)
By: Betty D. Roe, Sandra H. Smith, and Elinor P. Ross.
ISBN-13:978-0-13-715275-9

Required Reading: Texas Teacher Educator Standards

Fall 2009- The Pact By: Sampson Davis
ISBN-10: 157322989X
Spring 2010- The Bond By: Sampson Davis
ISBN-10: 1594483302

Access to Learning Resources: PVAMU Library:
Phone: 936-261-1500;
Web: <http://www.tamu.edu/pvamu/library/>
University Bookstore:
Phone: 936-261-1990;
Web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals: Student teaching is designed a) to provide you with an intense opportunity to practice using the knowledge and skills you bring with you to the experience and b) to cultivate your ability to continually develop more knowledge and skills as you examine your own practices and how effective they are in helping your students to learn and develop into educated people.

Along with the field placements, there is a weekly seminar which is designed to provide an opportunity to share information with other student teachers and to reflect upon pertinent issues.

NCATE Objectives:

- Prepare candidates for teaching profession who are problem solvers, critical thinkers and decision makers.
- Prepare candidates for the teaching profession who understand and appreciate human diversity and global awareness.
- Prepare candidates for the teaching profession who are reflective and continual learners.
- Prepare candidates for the teaching profession who facilitate student growth and development.

Course Objectives/Accrediting Body : NCATE Standards Met: NCATE, SBEC and TEXES

At the end of this course,

Candidates are prepared to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

	National accreditation of Teacher Education	Alignment with Academic Program		Alignment with Core Curriculum
1	Be able to problem solve, critical think and decision make decisions.	Observations Lesson Plans		Case Studies Teacher Work Sample
2	Be able to understand and appreciate human diversity and global awareness	Thematic Unit Philosophy		Lesson Plans Teacher Work Sample
3	Demonstrate the ability be a reflective and continual learner	Teacher Work Sample Reflective Journal Legal Issues		Literature Selection Self Evaluation
4	Identify and facilitate student growth and development	Lesson Plans		Teacher Work Sample

STUDENT TEACHING

The Program Outcomes of the PVAMU-WRG COE Student Teaching Program is to create a culminating experience for Education majors that will bring together a student's experiences as an individual and as a learner so that the student can move into the profession of teaching with the following characteristics:

Course Objectives:

Being a clear and effective communicator who initiates, receives, interprets, and responds to verbal and nonverbal messages from students, colleagues, and other constituents.

Being a self-directed, reflective, and lifelong learner who evaluates, adapts to, and implements change as a professional educator.

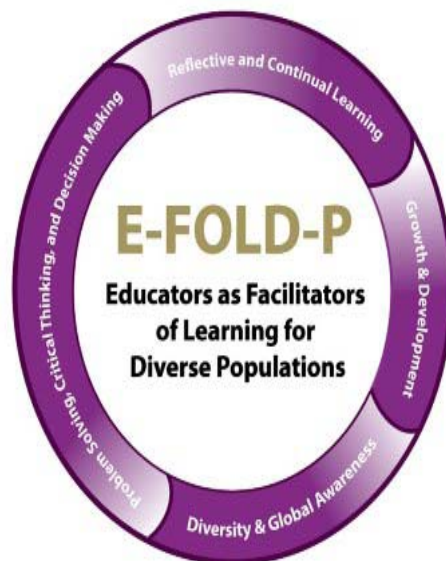
Being a creative and practical problem solver who applies concepts, principles, and skills from all disciplines to address educational challenges.

Being a responsible citizen who models, for students, active participation in the political, social, and economic life of the school, the community, and the world.

Being a collaborative professional who demonstrates skills and behaviors necessary for student success

E-FOLD-P (Conceptual Framework) (Educator as Facilitator for Diverse Populations)

- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



Artifacts

1. Complete Observation Form on Page 7-8 (both student teacher and cooperating teacher)

“Conversation with the Dean”

NCATE 1

2. Choose Learning Theory from Chapter 2 pages 26-24. Write a summary of the teaching practices that you plan to use. Begin with a statement of your philosophy of learning.

NCATE 1, 2, 3, & 4

3. Complete Case Studies 3.4 and 3.5

Book Talk “The Pact”

NCATE 1 & 4

4. Outline a lesson plan; add modifications for children who are hearing impaired, visually impaired, has limited use of English, academically challenged and gifted in various areas.

NCATE 1, 2, 3, & 4

5. Describe your philosophy of discipline in classroom management and include the description in your TWS. State goals and techniques you would use and avoid.

Book Talk “The Pact” NCATE 2

6. Turn in a lesson plan with a lesson plan analysis form. (form on page 97-98)

NCATE 3

7. Create a thematic unit with a self-evaluation and supervisory feedback.

NCATE 3

8. Describe a student-centered learning activity that you have used. Write your reflections about its effectiveness with your class. List Activities.

NCATE 3 & 4

9. List four literature selections and their usefulness related to a class or lesson you are teaching.

Book Talk “The Pact”

NCATE 3 & 4

10. Reflecting on your own student teaching experience. Describe an incident related to a legal issue. Critique how the incident was handled and perhaps suggest any alternatives in which how you dealt with this issue. If none, then complete the worksheet on page 205. (Activity 13.2)

NCATE 2 & 3

11. Reflective Journals

NCATE 1 & 3

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. **Note: See Program Outcomes in True Outcomes**

Exams – written tests designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Class Participation – daily attendance and participation in class discussions

Grading Matrix (*points will vary according to instructor's grading system*)

Instrument	Value (points or percentages)	Total
Assignments	8 assignments at 10 points each	80
Papers	2 papers at 20 points each	40
Exercises	4 exercises at 15 points each	60
Quizzes	2 quizzes at 20 points each	40
Projects	2 projects at 30 points each	60
Mid Term Exam	35	35
Class Participation/ Discussion	35	35
Final Exam	50	50
Total:		400

Grade Determination:

A = 400 – 350pts;

B = 349 – 300pts;

C = 299 – 250pts;

D = 249 – 200pts;

F = 199pts or below

TRUEOUTCOMES

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both ECourses and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net.”

Requirements:

- Read and use Student Teaching Handbook and required all required readings
- Texas Teacher Educator Code
- Read and use Texas Learning Results: Preface; Terminology; Guiding Principles; and subject Area sections Grades 4-8 and Grades 9-12
- Read and use Standards for Initial Certification
- Successful completion of two eight week placements, including the following:
- Keep a reflective journal, with at least three significant entries per week, ready for me to see. Comment on experiences and observations that may relate to your professional growth. Entries may serve as a tool for collecting information to be used in completing seminar assignments or to document meeting specific standards.
- Keep a plan book and assessment/evaluation records ready for me to see (use format of school)
- Schedule a minimum of 4 observations per placement
- Complete formal lesson plans for these observations
- Develop one unit per placement
- Complete a Teacher Work Sample
- Attend the ATE Pre-Service Teacher Conference and or Pre-Service experience selected by Dr. Smith.
- Conduct and write up an observation of another student teacher and a classroom teacher (other than your cooperating teacher) during each placement (Take note of Preparation, Materials, Strategies, Assessment and Classroom Management)
- Attend Whitlowe R. Green College of Education Job Fair and or HATC Conference.
- All written assignments are to be typed, proofread, and presented in a professional manner.
- Participate in two approved selected community service activities.

Course Procedures

Submission of Assignments:

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both ECourses and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Attendance:

Your attendance at staff meetings, parent meetings, teacher in-service or workshops, open house, etc. is expected. You are expected to be on time, with all assignments ready, for all seminars. If you are going to be absent from your student teaching assignment due to illness, family emergency, etc., call me at my home by 7:00 am. In addition, be sure to notify your cooperating teacher before school begins and be certain to provide your lesson plans and materials for the cooperating teacher. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of placement. All missed days are required to be made up prior to graduation.

Home number (281)758-2262- Cell (281) 770-9396.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

Fabrication: use of invented information or falsified research.

Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise.

Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Institution: Prairie View A&M University
Office of Student Affairs & Institutional Relations
Address: P.O. Box 519: MS 1107
A.I. Thomas Building, St 013
Prairie View, Texas 77446
Telephone: 936-261-2123
Fax: 936-261-2138
Email: rwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman
Title: Administrator for Diagnostic Testing and Disability Services
Institution: Prairie View A&M University
Email: kfnorman@pvamu.edu