

COURSE APPROVAL DOCUMENT

Southeast Missouri State University

Department: Elementary, Early, & Special Education

Course No. CE 480

Title of Course: Early Childhood Education Student Teaching Field Experience

Date: College Council Approval, Jan. 20, 2015

Please check: New Revision

- I. **Catalog Description (Credit Hours of Course):** Clinical experience requiring a demonstration of content knowledge, differentiated instruction, curriculum implementation, critical thinking, classroom management, communication, assessments, professionalism and collaboration. (12 cr. Hr.)

- II. Prerequisite(s): Completion of all University studies, content discipline, and professional education courses; Passing score on the required Content Exam(s); Current cleared FBI Background Check (through the Office of Field and Clinical Experiences)

Co-requisite: EF 400 Student Teaching Seminar

- III. Purposes or Objectives of the Course (optional):

Teacher candidates will:

1. Demonstrate knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri
2. Demonstrate content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
3. Recognize diversity and the impact it has on education (i.e. student learning, research, etc.)
4. Recognize the components and organization of an effective curriculum, create aligned learning experiences, locate national and state standards, and align them to learning outcomes.
5. Demonstrate how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.
6. Demonstrate knowledge of research-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher-level thinking skills.
7. Use classroom management, motivation, engagement strategies and techniques to promote student interest and learning.
8. Demonstrate competence in managing time, space, transitions, and activities to create an effective learning environment.
9. Recognize and identify the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.

10. Describe the importance of and use effective verbal and nonverbal communication techniques.
11. Use a variety of formal and informal methods of assessments.
12. Design, and utilize pre and post-tests to identify prior knowledge and chart progress.
13. Can explain ethical and legal implications of confidentiality of student records; can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators
14. Reflect on teaching practices to refine their own instructional process, in order to promote the growth and learning of students.
15. Participate in collaborative curriculum and staff development meetings and demonstrate the ability to collaborate with her/his cooperating teacher and supervisor to establish relationships in the school, district, and community.
16. Work with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.

I.V. Student Learning Outcomes (Minimum of 3):

<p>1. Students will design lesson plans with appropriate standards and assessment tools for gathering data and effective teaching in the field classroom.</p>	<p>Measurement: Emerging 1/Emerging 2 of the Missouri Educator Evaluation System Standards 1, 2, 3, 4, and 7.</p>
<p>2. Students will reflect on their field experience and refine their instructional process to promote the growth and learning of students.</p>	<p>Measurement: Emerging 1/Emerging 2 of the Missouri Educator Evaluation System Standards 5, 6, 7, and 8.</p>
<p>3. Students will use appropriate teaching strategies for individual student needs in meeting curriculum objectives/standards.</p>	<p>Measurement: Emerging 1/Emerging 2 of the Missouri Educator Evaluation System Standards 2, 3, 7, and 9.</p>

V. Optional departmental/college requirements:

Course Objective	MoSPE QIs
1. Demonstrate knowledge of the academic language of the appropriate	1.1

discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri	
2. Demonstrate content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1.2
3. Recognize diversity and the impact it has on education (i.e. student learning, research, etc.)	2.4
4. Recognize the components and organization of an effective curriculum, create aligned learning experiences, locate national and state standards, and align them to learning outcomes.	3.1
5. Demonstrate how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.	3.2
6. Demonstrate knowledge of research-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher-level thinking skills.	4.1
7. Use classroom management, motivation, engagement strategies and techniques to promote student interest and learning.	5.1
8. Demonstrate competence in managing time, space, transitions, and activities to create and effective learning environment.	5.2
9. Recognize and identify the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	5.3
10. Describe the importance of and use effective verbal and nonverbal communication techniques.	6.1
11. Use a variety of formal and informal methods of assessments.	7.1
12. Design, and utilize pre and post-tests to identify prior knowledge and chart progress.	7.2
13. Can explain ethical and legal implications of confidentiality of student records; can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators	7.5
14. Reflect on teaching practices to refine their own instructional process, in order to promote the growth and learning of students.	8.1
15. Participate in collaborative curriculum and staff development meetings and demonstrate the ability to collaborate with her/his cooperating teacher and supervisor to establish relationships in the school, district, and community.	9.1
16. Work with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.	9.2

VI. Course Content or Outline (Indicate number of class hours per unit or section):

	<i>Topics</i>	Number of Hours
A. Clinical experience	<ol style="list-style-type: none"> 1. Content Knowledge Aligned with Appropriate Instruction 2. Student Learning Growth and Development 3. Curriculum Implementation 4. Critical Thinking 5. Positive Classroom Environment 6. Effective Communication 7. Student Assessment and Data Analysis 8. Professionalism 9. Professional Collaboration 	Full semester
B. Seminar (EF 400 Co-requisite)	Topics include (but not limited to): MoPTA Tasks, Career Linkages (Resumes, Interviewing), Certification, Technology, Differentiated Instruction with Diverse Learners, First Year Teaching Experience, Current Issues in Education	2 full days

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____

Chair

Signature: _____ Date: _____

Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

SYLLABUS

Southeast Missouri State University

Department: Elementary, Early, & Special Education

Course No. CE 480

Title of Course: Early Childhood Education Student Teaching Field Experience

Date: College Council Approval, Jan. 20, 2015

Please check: X New Revision

1. Catalog description, including descriptive statement, prerequisites, credit hours, course number, and title.

Catalog Description (Credit Hours of Course): Clinical experience requiring a demonstration of content knowledge, differentiated instruction, curriculum implementation, critical thinking, classroom management, communication, assessments, professionalism and collaboration. (12 cr. Hr.)

Prerequisite(s): Completion of all University studies, content discipline, and professional education courses; Passing score on the appropriate content exam(s) Current cleared FBI Background Check (through the Office of Field and Clinical Experiences)

Co-requisite: EF 400 Student Teaching Seminar

2. Semester: Fall 2015

3. Contact hours of course: 12 credit hours

4. Instructor name and contact information, including office phone, office location, and e-mail address: Director of Clinical and Field Experiences

5. Statement of whom to contact with concerns (use required wording)

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Department Chair of the Elementary, Early and Special Education Dept. or the Middle & Secondary Education Dept.

6. Office hours and location if different from office location

7. Course Objectives (optional; include if listed in Course Approval Document)

Purposes or Objectives of the Course:

Teacher candidates will:

1. Demonstrate knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri
2. Demonstrate content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
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8. Student Learning Outcomes

Student Learning Outcomes (Minimum of 3):

1. Students will design lesson plans with appropriate standards and assessment	Measurement: Emerging 1/Emerging 2 of
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tools for gathering data and effective teaching in the field classroom.	the Missouri Educator Evaluation System Standards 1, 2, 3, 4, and 7.
2. Students will reflect on their field experience and refine their instructional process to promote the growth and learning of students.	Measurement: Emerging 1/Emerging 2 of the Missouri Educator Evaluation System Standards 5, 6, 7, and 8.
3. Students will use appropriate teaching strategies for individual student needs in meeting curriculum objectives/standards.	Measurement: Emerging 1/Emerging 2 of the Missouri Educator Evaluation System Standards 2, 3, 7, and 9.

9. Accessibility statement (the official statement and/or a link/URL to official statement) Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

10. Civility statement (the official statement and/or a link/URL to official statement) Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

11. Academic honesty statement (the official statement and/or a link/URL to official statement)

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for

disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

12. Grading scale and policies:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

Students must obtain a C or better in this course for graduation.

Students must have a 3.0 cumulative GPA in professional education courses for certification.

13. Course specific required materials (textbook, supplies, subscriptions, safety items, etc.)

Text: None

14. Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.)

15. Final exam date/time/place

16. Class content—outline or schedule

	Topics	Number of Hours
Clinical experience	<ol style="list-style-type: none">1. Content Knowledge Aligned with Appropriate Instruction2. Student Learning Growth and Development3. Curriculum Implementation4. Critical Thinking5. Positive Classroom Environment6. Effective Communication7. Student Assessment and Data Analysis8. Professionalism9. Professional Collaboration	Full semester
Seminar (EF 400 Co-requisite)	Topics include (but not limited to): MoPTA Tasks, Career Linkages (Resume, Interviewing), Certification, Technology, Differentiated Instruction with Diverse Learners, First Year Teaching Experience, Current Issues in Education	2 full days

Potential Readings and Resources

- American Association of Colleges of Teacher Education. (2010). *Reforming teacher preparation: The critical clinical component* [Online]. Retrieved July 30, 2014 from [http://www.aacte.org/pdf/Government_Relations/Reforming%20Teacher%20Preparation%20The%20Critical%20Clinical%20Component%20\(DOH%202010\).pdf](http://www.aacte.org/pdf/Government_Relations/Reforming%20Teacher%20Preparation%20The%20Critical%20Clinical%20Component%20(DOH%202010).pdf)
- Bacharach, N., Heck, T.W., Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education*, 32(1), 3 – 14.
- Berry, B., Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). Urban teacher residencies: A new way to recruit, prepare, develop, and retain effective teachers for high-needs districts. *Voices in Urban Education*. 20, 13-23.
- Capraro, M.M., Capraro, R.M. & Helfeldt. (2010). Do differing types of field experiences make a difference in teacher candidates' perceived level of competence? *Teacher Education Quarterly*. 37(1), 131-154.

- Council for the Accreditation of Educator Preparation. (2013). *Standard 2: Clinical partnerships and practice*. Retrieved Aug. 11, 2014 from:
<http://caepnet.org/standards/standards/standard2/>.
- Knight, J. (2014). What you learn. . . when you see yourself teach. *Educational Leadership*. 71(8), 18-23.
- Missouri Department of Elementary & Secondary Education. (2013). *Missouri standards for the preparation of educators (MoSPE)*. Retrieved Aug. 11, 2014 from:
<http://dese.mo.gov/sites/default/files/MoSPEStandards.pdf>
- National Council for Accreditation of Teacher Education. (2010, November). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers: Report of the Blue Ribbon Panel on clinical preparation and partnerships for improved student learning* [Online]. Retrieved July 30, 2014 from
<http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715>
- Teitel, L. (2004). *How professional development schools make a difference*, (2nd ed.) Washington, D.C.: National Council for Accreditation of Teacher Education.
- Wilkins, E.A., Shin, E-K., Ainsworth, J. (2009). The effects of peer feedback practices with elementary education teacher candidates. *Teacher Education Quarterly*, 36 (2), 79-93.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of Teacher Education*, 61(1), 89-99.