

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education

Course No. EX428, EX438, EX448, & EX478

Course: Student Teaching Experience I

Revision: SP '01



“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

Professional practicum requiring demonstration of teaching competencies in school settings. Under the direction of cooperating teachers and university coordinators. (8)

II. Prerequisite(s):

Part of Block IV. In good standing in Teacher Education Program, successful completion of all professional education blocks other than Block IV.

III. Purposes or Objectives of the Course:

- A. The student teacher demonstrates preparation for classroom instruction
- B. The student teacher implements a variety of effective teaching techniques.
- C. The student teacher provides for individual differences.
- D. The student teacher implements instructional objectives effectively.
- E. The student teacher demonstrates knowledge of subject matter.
- F. The student teacher uses a variety of teaching materials effectively, including the use of information technology in the instructional process.
- G. The student teacher uses instructional time effectively.
- H. The student teacher demonstrates ability to motivate students.
- I. The student teacher demonstrates ability to communicate effectively with students.
- J. The student teacher provides students with specific evaluative feedback.
- K. The student teacher organizes classroom environment to promote learning.
- L. The student teacher manages student behavior in a constructive manner.
- M. The student teacher demonstrates positive interpersonal relations with students, including demonstration of ability to relate positively to diverse student populations.
- N. The student teacher demonstrates positive interpersonal relations with educational staff.
- O. The student teacher demonstrates positive interpersonal relations with parents/patrons.

- P. The student teacher participates in professional growth activities.
- Q. The student teacher follows the policies and procedures of the school district.
- R. The student teacher assumes responsibilities outside of the classroom as they relate to the school and as directed.
- S. The student teacher demonstrates a sense of professional responsibility.
- T. The student teacher reflects on the importance of understanding students of different socio economic, racial, and cultural backgrounds in applying criteria of the instructional process, classroom management, and interpersonal relationships.

IV. Expectations of Students:

- A. The student teacher will complete all course assignments and readings.
- B. The student teacher will attend organizational (orientation) meetings as announced.
- C. The student teacher will demonstrate competencies in the following educational areas:
 - 1. Instructional process
 - 2. Classroom management
 - 3. Interpersonal relationships
 - 4. Professional responsibilities
- D. The student teacher will attend one 1 hour seminar on Classroom Management and one 1 hour seminar on lesson planning and presentation.

V. Course Content or Outline:

- 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 Teach full time*.
- Week 6 Teach full time.
- Week 7 Teach full time.
- Week 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.

VIII. Knowledge Base:

Bullough, R. V., Jr., with Baughman, K. Inclusion: A view from inside the classroom. *Journal of Teacher Education*, 46(2), 85-93.

Curwin, R. L. & Mendler, A. N. (1988). *Discipline with dignity*. Association for Supervision and Curriculum Development.

Dilworth, M. E. (Ed.), (1992). *Diversity in teacher education. New expectations*. San Francisco: Jossey-Bass Publishers.

Fuller, M. L. (1994). The monocultural graduate in the multicultural environment: A challenge for teacher educators. *Journal of Teacher Education*, 45(4), 269-277.

Glickman, C. D. (Ed.). (1992). *Supervision in transition*. 1992 yearbook of the Association for Supervision and Curriculum Development.

Kestner, J. L. (1994). New teacher induction: Findings of the research and implications for minority groups. *Journal of Teacher Education*, 45(1), 39-45.

Kraemelmeyer, F.D. (1991). *Successful student teaching*. Salem, Wisconsin: Sheffield Publishing Company.

MacDonald, R. F. (1991). *A handbook of basic skills and strategies for beginning teachers. Facing the challenge of teaching in today's schools*. New York: Longman Publishing Group.

Means, B. (Ed.). (1994). *Technology and education reform. The reality behind the promise*. San Francisco: Jossey-Bass Publishers.

Novak, D. I. & Knowles, J. G. (1991). Beginning elementary teachers' use of computers in classroom instruction. *Action in Teacher Education*, 13(2), 43-51.

Powell, R. R., Zehm, S., & Garcia, J. (1996). *Field experience: Strategies for exploring diversity in schools*. Columbus, OH: Prentice Hall, Inc.

Schwebel, A. I., Schwebel, B. L., Schwebel, C. R., & Schwebel, M. (1992). *The student teacher's handbook*. (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Valli, L.. (1992). Beginning teacher problems: Areas for teacher education improvement. *Action in Teacher Education*, 14(1), 19-25.