1. **Submitting College:**   SOTE

2. **Department(s) Generating The Proposal:**   Choose an item.
Choose an item. **(if needed)**

3. **Proposal Title:**   Student Teaching

4. **Course Number(s):**   EDUC 4475

5. **Course Title(s):**   **Student Teaching**

6. **Effective Date:**   Spring **Year:** **2014**

7. **Brief Summary of Proposal:**   The course is designed to increase the student's knowledge of the instructional processes in an appropriate classroom through a 15-week field-based clinical experience in which the candidate assumes responsibility for instruction and overall classroom procedures.

8. **Type of Proposal:**   New Course   If other, please describe: Click here to enter text.

9. **Impact on Library Holdings**
   Existing: Click here to enter text.
   Additional: Click here to enter text.
   Deletions: Click here to enter text.

10. **Impact on Existing Programs:**   . This course is designed to meet GaPSC Rules for Teacher Preparation and more specifically the mathematics methods requirements of teacher education candidates. The specific rules satisfied by this course are 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS and 505-2-.16 CERTIFICATION BY STATE-APPROVED

11. **Additional Resources Required**
    Personnel: Click here to enter text.
    Non-personnel: Click here to enter text.

12. **Approvals:**

- Department Curriculum Committee   Signature_____Date_____

- Department Chair   Signature_____Date_____

- College Curriculum Committee   Signature_____Date _11/14/13_

- College Dean   Signature_EJ Barnette_____Date _11/14/13_

- Vice President of Academic Affairs   Signature_____Date_____
  (Chair of the New Programs and Curriculum Committee)

- Faculty Senate   Signature_____Date_____

1. **Course Number:** EDUC 4475

2. **Course Title:** Student Teaching

3. **Catalogue Description:** Teacher candidates will engage in full-time teaching clinical experience under the supervision of a secondary (6-12) school collaborative teacher who is a master teacher in Biology, Mathematics, or Technology Education for 15 weeks. This course includes a regularly scheduled seminar. Proof of professional liability insurance is required prior to receiving a school placement.

4. **Rationale:** This course is one of the Scope and Sequence of courses needed to satisfiy 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS and specific program rule 505-2-.16 CERTIFICATION BY STATE-APPROVED PROGRAMS.

5. **Credit Hours:** 12 Credit Hours

6. **Pre-requisites:** Admitted to the School of Teacher Education; Completed BIED, ETED, or MAED 4416 and 4417

7. **Syllabus:** See Attached

8. **Similarity to or duplication of Existing Courses:** N/A

9. **Textbook selection:** Student Teaching Handbook

10. **Grading:** Grading Scale: A {90-100}; B {80-89}; C (70-79); D {60-69}; F (Below 60)

EDUC 4475: Student Teaching
Spring Course
Savannah State University
School of Teacher Education

Course Number: EDUC 4475

Instructor: Dr. Blazer J. Barnette
Office: 110 Morgan Hall
Phone: 912.358.4100
e-mail: barnettee@savannahstate.edu

Course Title: Student Teaching & Seminar
Office Hours: MON-FRI by appointment
Class Time: Assigned School and Seminars -- TBA
Room: Morgan Hall Seminar Room- Room XXX

Instructors' Education:
Ed.D. North Carolina State University
M.Ed. North Carolina State University
B.S. West Virginia State University
(See instructor's biography under the faculty menu ofDesire2 Learn (D2L) £Learning Course Management System)

Catalog Course Description: Teacher candidates will engage in full-time teaching experience under the supervision of a secondary (6-12) school collaborative teacher who is a master teacher in Biology, Mathematics, or Technology Education. This course includes a regularly scheduled seminar. Proof of professional liability insurance is required prior to receiving a school placement.

Overview
This course is designed to increase the student's knowledge of the instructional processes in an appropriate classroom through a 15-week field-based clinical experience in which the candidate assumes responsibility for instruction and overall classroom procedures.

Course is required for students who are seeking teacher certification

CreditHours: 12

Pre-requisites: Admitted to the School of Teacher Education; BIED, ETED, or MAED 4416 and 4417

Text: Student Teaching Handbook

Goals and Objectives and Relationship to Knowledge Base

Degree programs in the School of Teacher Education (SOTE) focus on preparing future professional teachers to teach in secondary STEM disciplines. At the core of STEM disciplines is the ability of teachers to develop their knowledge base by reflecting and making sense of their experiences and building on those experiences as they seek solutions to problems. Additionally, the teacher uses collaborative negotiations to help their students to become more engaged in teaching and learning. One theory that undergirds the focus of preparation of STEM professional teachers and is integral to the mission of the University and SOTE's conceptual frame is the constructivist theory.

Course experiences and instruction in this course are guided by the School's Conceptual Framework and the conceptual framework goals and 26 proficiencies that defme candidates' knowledge, skills, and professional dispositions listed below: fundamental concepts of schools, learning, and teaching:

Goal I. Prepare teacher candidates as professional educators with the knowledge, skills and professional dispositions to be effective teachers of state approved education degree programs. (CF Element- Standards-Aligned)

Candidates will:
1. Demonstrate current knowledge of subject and theories of discipline. (k)
2. Apply current research and learning theories to support innovative teaching. (k, s)
3. Use subject related skills representing best practices in the discipline. (k, s)
4. Communicate orally and in writing with considerable clarity. (s)
5. Model professional dispositions: value fairness, honesty, trustworthiness, respect for diversity, behave professionally with compassion, and commitment. (k*)

Goal II. Facilitate the growth and development of teacher candidates to serve the needs of all students. (CF Elements: Standards-Aligned and Learner-Driven Outcomes)

Candidates will:
1. Facilitate a teaching and learning environment with consideration to cultural differences and student diversity to safeguard appropriate developmental learning. (k*)
2. Understand and apply basic principles of child development to students of different economic and cultural backgrounds. (s)
3. Incorporates understanding of human learning and development. (s)

4. Understand individual differences. (k*)
5. Reflect and demonstrate an understanding of the global influences related to content when designing their lesson plans. (k, s)
6. Develop educational units focused on learner driven outcomes. (k, s)

Goal III: Teacher candidates will demonstrate professionalism showing a commitment and passion for the teaching profession. (CF Element: Learner-Driven Outcomes)

Candidates will:

1. Model professional dispositions. (s, d)
2. Create learning environments. {k, s)
3. Exemplify characteristics of a reflective practitioner. (s, d)
4. Develop professional relationships with students, families and communities.
5. (s, d)
6. Participate in local, state, and, national education student organizational activities. (d)

Goal IV: Candidates will develop sound pedagogical skills needed to teach discipline. (CF Element: Standards-Aligned and Learner-Driven Outcomes)

Candidates will:

1. Process the ability and motivation to learn from relatively unstructured learning opportunities and from conditions they create in order to learn "what works" in particular contexts. (k*)
2. Integrate liberal arts and professional elements of the curriculum. (k, s)
3. Understand and employ instructional strategies that are standards aligned. (k, s)
4. Manage learning environments. (s)
5. Use and integrate technology in teaching and learning process. {k, s)
6. Use multiple forms of communication that are globally focused. (k. s)
7. Model effective practices in identifying and accommodating various student learning styles through the use of hands-on activities, collaborative groups and technological resources/tools. (k*)

Goal V: Candidates will demonstrate effective assessment strategies. (CF Element: Assessment-Focused)

Candidates will:

1. Choose, design, and interpret diagnostic assessment for planning instruction.(k, s)
2. Use varied assessment strategies. (k*)

3. Utilize assessments to evaluate student learning in the classroom. (s)
4. Use summative and formal evaluation measures. (s)
5. Translate formative assessments into teacher actions. (s)
6. Monitor assessments as a motivational tool. (s)

Goal VI: Candidates will adhere to the Georgia Code of Ethics for Educators. (CF: All elements- SAIL)

Candidates will:

1. Establish respectful relationships demonstrating effective collaborative and cooperative behavior. (d)
2. Understand legal rights and responsibilities. (d)
3. Display professional attributes relative to appearance and communication. (d)
4. Evaluate professional and personal growth as a reflective professional global educator and make changes based on assessment data. (s, d)
5. Engage in continuous lifelong learning opportunities. (d)

Key to codes:

(k*) =(knowledge; s =skills; d =dispositions)
(k) =Knowledge
(s) = Skills
(d) = Dispositions

Relation to College Division and Program Set of Beliefs

The SOTE offers a well-planned course sequence with experiences that include theory, methods, and current knowledge for professional competence in teaching and learning. This particular course informs teacher candidates about research-based strategies and skills to assist their diagnosis and evaluation of students during the student teaching semester. It places teacher candidates at the center of the problem solving process to discover how learning takes place from children's perspectives.

The conceptual framework embodies the University's vision, mission, philosophy, and strategic directions. Savannah State is known as the University by the Sea. Building on its motto, "You can get anywhere from here," the unit believes that its graduates "can teach anywhere from here" leading to the conceptual framework theme of "Preparing Global Reflective Professional Educators" that will guide the unit in planning for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

Incorporates School's Theme of Preparing Global Educators
        Building on the University's motto, "You can get anywhere from here," SOTE
        believes that its graduates "can teach anywhere from here" leading to the
        conceptual framework theme of *"Preparing Global Reflective Professional*

Educators" that will guide the unit in planning for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

Program Goals
The overall program goal is to prepare and empower professional educators with the knowledge, skills, and professional dispositions to teach all students in a global, diverse educational community.

Course Objectives
The student teacher will learn, via observation and supervised teaching, to:
1. Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. Promote student learning by providing responsive instructions that consists of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
4. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

Dispositions

Savannah State University SOTE graduates are expected to demonstrate the following Dispositions.

1. Believe that all children can learn
2. Value Fairness
3. Exude Compassion
4. Show Commitment
5. Demonstrate Honesty and Trustworthiness
6. Show Respect for Diversity
7. Behave Professionally

Technology-and-information literacy will be integral expectation throughout all programs. Candidates are expected to:

1. Become good consumers of electronic resources.
2. Use technology to enhance planning, implementation and evaluation of instruction and/or programming.
3. Use technology to support communication between the home and school and /or agency community.
4. Use technology to access resources and to actively advocate on behalf of students, families, communities and the professional fields of study.

Methods
1. Individualized learning
2. Field-based experiences/activities/assignments
3. Webinars
4. Skype

Requirements

Teacher Candidates are required to:
1. Follow the policies of the school as it relates to a regular contractual teacher; i.e. you are expected to be in school when teachers are required to start; to attend faculty and staff meetings where appropriate; to follow the cooperating teacher's professional schedule and calendar; and to follow the expectations as outlined in the teacher handbook.
2. Demonstrate professional dispositions and responsibilities.
   In the event of an absence or an emergency, it is the teacher candidate's responsibility to contact their collaborative teacher and SOTE supervisor as soon as possible. The SOTE supervisor will determine whether or not an absence is excused (maximum of two excused absences). All non-excused or non-documented absences must be made up. After four absences, the Coordinator of Field and Clinical Experiences will determine whether or not student teaching may be continued.
3. Develop detailed lesson plans for each lesson taught, incorporate the GaPSC Standard and specific program standards (ITEEA, NSTA, or NCTM) for the lesson and actively involve the learner.
4. Develop instructional plans according to the building and/or district standards.
5. Develop, design, administer and evaluate student progress using a variety of assessment strategies.
6. Comply with district guidelines concerning classroom management standards and to be consistent in management techniques.
7. Attend at least one extracurricular school activity (as determined by the supervisor and teacher).
8. Submit a video recording (at least once, early in full-teaching experience) for self assessment and reflection.
9. Develop a document for students' evaluation of your work.
10. Have formal observations (a minimum of three) of their teaching by the university supervisor.
11. Compile a professional e-portfolio (also a requirement of this capstone class).

Evaluation
1. The SOTE supervisor and the cooperating teacher will evaluate the teacher candidate on teaching effectiveness. Various SOTE observations records will be utilized for evaluation as well as the mid-point and fmal evaluation forms found in the Student Teaching Handbook.
2. The teacher candidate will be evaluated on attendance and on satisfactory performance of assigned duties.

3. The teacher candidate will be evaluated by the policies and procedures described in the <u>Student Teaching Handbook</u>. This includes the <u>Code of Ethics</u> and the integration of technology in teaching and learning.

Grading

Grades will be computed as follows:

Seminar Activities:	5%
Lesson Planning:	10%
Classroom Management:	15%
Integration of Technology:	10%
Video Self-assessment:	5%
E-Portfolio:	10%
Collaborative Teacher Evaluation:	20%
University Supervisors Evaluation:	25%
TOTAL:	**100%**

The grading scale below will be used to determine your fmal grade:

90-100 A
80-89 B
70-79 C
60-69 D
BELOW60F

Schedule of Course Activities

Course calendar of activities, rubric, syllabus, and related course material are posted in Desire2 Learn (D2L) course management System.

Absence/withdrawal Policy

You are expected to attend all classes beginning with the first day you are enrolled in this class. Roll will be taken at the beginning of each class by your professor/collaborative teacher. Missed classes count as absences. YOU ARE RESPONSIBLE FOR ALL MATERIAL COVERED, EVEN IF YOU ARE ABSENT. You will receive a grade of zero (0) for class participation and journaling on the days you are absent. These points cannot be made up. Please do not contact the School of Teacher Education to report an absence prior to class or to leave a message for me there. Any messages for me should either be emailed to me or left on phone number listed on this syllabus. There are no excused/unexcused absences, the grading policy allows for "infrequent" absences without significant penalty.

If a student does not attend the first day of class, they must report to me for further instructions, or they will be automatically dropped from the class. Please refer to the Student Teacher Handbook for more information. I am unable to withdraw you during the semester. If you need to do this before the midpoint of the semester, it is up to you to take care of this with the registrar's office.

Tardy Arrival/Early Departure Policy

You are expected to arrive on time for each class and to remain until class is dismissed. Late arrivals (and early departures) disrupt the class and distract me.

Course Amendments

The instructor reserves the right to amend any aspects of the course outline as deemed necessary and useful to the goals of the course as well as the students' progress and success.

Savannah State University Policies

a. Academic Honesty Policy:

Cheating is against school policy. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, and may include copying answers from other students or using unauthorized notes during tests. Plagiarism is a particular form of cheating that involves presenting as one's own the ideas or work of another, and may include using other people's ideas without proper attribution and submitting another person's work as one's own.

Violations of the cheating policy will result in a grade of 'O' for the assignment in question, and may result in a failing grade for the course at the instructor's discretion. See the Student Conduct Code in the Student Handbook for details and for a review of the appeals procedure. Additional information related to Academic Honesty as it applies to courses taken in the School of Teacher Education may be found on the website at
http://www.savannahstate.edu/student-affairs/docs/SSU_Student_Handbook.pdf

b. Americans with Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. It is the student's responsibility to notify the instructor and to obtain an accommodation letter so that accommodations can be made for the class.

c. Statement of Non-Discrimination

Savannah State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college.

Any individual with a grievance related to the enforcement of any of the above provisions should contact the Assistant Director of Human Resources, Ombudsperson.

d. Affirmative Action Statement

Savannah State University is an equal opportunity employer which assures that no person shall, on the grounds of race. creed, color, national origin, sex, age, or disability, be excluded from employment or participation in. be denied the benefits of, or otherwise be subjected to discrimination under any program or activity the institution conducts.

Savannah State University complies with all state and federal affirmative action guidelines and criteria in its employment and hiring procedures and practices.

e. Equal Opportunity Statement

Savannah State University is an equal employment opportunity institution. The institution's policy is that all recruiting, hiring. and promotion in all categories will be accomplished without regard to race, creed, color, national origin, sex, sexual orientation, handicap, or age. All personnel policies and employees benefits will be administered in a nondiscriminatory manner. As a part of this policy, an equal employment opportunity/affirmative action office is maintained on campus.

SYLLABUS ACKNOWLEDGEMENT FORM

- I have received a copy of the EDUC 4475 course syllabus in person.
- I have read and understand the content.

Name _____
(Please print)

Signature _____

Drue _____

(You must submit this form to the instructor after the first week of class.)