

COURSE OUTLINE

Student Teaching – Elementary Education
Course Title

ED 292
Dept. & Course No.

I. COURSE DESCRIPTION:

This course provides student teachers with supervised and practical teaching experience in the classroom. Regular observations, counseling, and evaluations are provided by a cooperative teacher (CT) and the course instructor. Individual/group conferences with the CT and instructor are required. Student teachers must be present at the assigned school for the entire school day and must abide by the rules and regulations of the school.

II. SEMESTER CREDITS: 4

III. CONTACT HOURS PER WEEK:	<u>0</u>	<u>12</u>	<u>12</u>
	Lecture	Internship	Total

IV PREREQUISITE: Program completion evaluation

V. STUDENT LEARNING OUTCOMES:

VI: COURSE CONTENT

Upon successful completion of Student Teaching, the student will be able to with 70% accuracy:

- | | |
|---|---|
| 1. Demonstrate proper employee behaviors and work habits. | A. Behavior/Work Habits
1. Punctuality
2. Attitude
3. Dependability
4. Honesty
5. Personal hygiene
6. Interpersonal relations |
| 2. Complete the attached course learning outcomes required tasks. | B. Course Learning Outcomes |

VII. MATERIALS AND EQUIPMENT:

A. Routine materials will be provided by the school the student teacher has been assigned to base on the grade level curriculum and student needs.

B. Other related teaching materials will be provided by student teacher

VIII. TEXT:

Required Text (s):

None

IX. METHOD OF INSTRUCTION:

Students will teach planned lessons under the observation and supervision of the cooperative teacher and the instructor of the course.

X. METHOD OF EVALUATION:

The course instructor will monitor student teachers at school sites.

A. The student will be evaluated based on the following:

1. Laws and policies	20%
2. Lesson planning	20%
3. Assessment tools	20%
4. Observation of Effective teaching techniques	20%
5. Observation of Classroom management	20%
	100%

B. The transmutation of percent to letter grade is as follows:

90 - 100	-	A
80 - 89	-	B
70 - 79	-	C
65 - 69	-	D
00 - 64	-	F

Palau Community College
ED292 STUDENT TEACHING – ELEMENTARY EDUCATION
COURSE LEARNING OUTCOMES

During the course experience, the **course learning outcomes** (CLO) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical rating of 4,3,2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcome listed below.

- Rating Scale:
- 4 - Outstanding
 - 3 - Proficient
 - 2 - Developing
 - 1 – Emerging

Upon successful completion of Student Teaching, students will be able to:

CLO 1:	<p>Laws/Policies (K-12) – Students will be able to define and apply federal, national, and educational laws within the context of family, work, community, environment and the world.</p> <ul style="list-style-type: none"> • Explain the right of children to learning classroom, school and the MOE or Palau Head Start Program. Explain the law/policy, explain how to observe this law/policy in the classroom, and explain how to inform students and parents of these rights. • Explain the law/policy in regards to children with special needs, explain how you observe this law/policy in the classroom, and explain how to inform students and parents of these rights. • Explain the policy/procedure that is enforced when there is a student in class who is having a hard time following classroom rules, may be a danger to him/her and/or other students in class, and/or who may be taking all the teacher's attention and energy of the day. Explain how to observe this policy/procedure in the classroom, and how to inform students and parents of this policy/procedure. • Explain the law/policy that is enforced to protect a student's confidential information, explain how to observe this law/policy in the classroom, and explain how to inform students and parents of these rights.
4	Able to clearly and accurately explain the above concepts without assistance.
3	Explains the above concepts, however minor evidence of unclear and inaccurate interpretations is shown.
2	Explains the above concepts making numerous errors and eliminating most important facts.
1	Unable to explain the above concepts.

CLO 2:	<p>Lesson Planning – Students will be able to prepare and produce a developmentally and age appropriate grammatically correct written lesson plan that employs multicultural, bilingual and socioeconomic perspectives.</p>
4	Design plans and produce effective lesson plans inclusive of the standard components and elements with respect to effective concept learning.
3	Design plans and produce effective lesson plans inclusive of the standard components and elements with respect to effective concept learning, however minor evidence of unclear and inaccurate interpretations is shown.
2	Design plans and produce effective lesson plans inclusive of the standard components and elements with respect to effective concept learning making numerous errors and eliminating most important facts.
1	Unable to design plans and produce effective lesson plans inclusive of the standard components and elements with respect to effective concept learning.

CLO 3:	<p>Assessment – Students will be able to assess pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students.</p> <p>Develop the following:</p> <ul style="list-style-type: none"> • Tool(s) to assess learners' prior knowledge and experience of the lesson. • Tool(s) to assess high achieving student/s. • Tool(s) to assess average learners. • Tool(s) to assess those who are at risk/frustration level. • An assessment tool (activity) which will be given to learners to take home for re-enforcement.
4	Develops all tools to support the diverse academic and developmental needs of students.
3	Develops all tools to support the diverse academic and developmental needs of students, however minor evidence of unclear and inaccurate interpretations is shown.
2	Develops all tools to support the diverse academic and developmental needs of students making numerous errors and eliminating most important facts.
1	Unable to develop all tools to support the diverse academic and developmental needs of students.

CLO 4:	<p>Effective Teaching Techniques – Student will be able to demonstrate effective instructional practices that address the diverse needs and learning styles of each student.</p>
4	All 17 practices on observation sheet are observed being appropriately and effectively demonstrated.
3	13-16 practices on observation sheet are observed being appropriately and effectively demonstrated.
2	9-12 practices on observation sheet are observed being appropriately and effectively demonstrated.
1	Less than 9 practices on observation sheet are observed being appropriately and effectively demonstrated.

CLO 5:	<p>Classroom Management – Student will be able to employ appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students.</p>
4	All 17 practices on observation sheet are observed being appropriately and effectively demonstrated.
3	13-16 practices on observation sheet are observed being appropriately and effectively demonstrated.
2	9-12 practices on observation sheet are observed being appropriately and effectively demonstrated.
1	Less than 9 practices on observation sheet are observed being appropriately and effectively demonstrated.

ED292 STUDENT TEACHING

CLO 1 (PLO 1): Lesson Planning – Student will prepare and produce a developmentally and age appropriate grammatically correct written lesson plan that employs multicultural, bilingual and socioeconomic perspectives.

Assignment #1: Prepare and produce a developmentally and age appropriate lesson plan employing multicultural, bilingual and socioeconomic perspectives using the approved Ministry of Education (MOE) or Palau Head Start Program lesson plan format without grammatical errors. The lesson plan should consist of the following components – Goal/s, Objectives, Activities, Evaluation Result and Action Plans.

Student Teacher needs to provide a draft copy of the lesson plan to the course instructor two weeks prior to submission of the actual lesson plan. Instructor will send feedback to student teacher for the final plan. Final plan will be used during the final classroom observation.

CLO 2 (PLO 2): Laws/Policies (K-12) – Student will define and apply federal, national, and educational laws within the context of family, work, community, environment and the world.

Assignment 2: Answer the following questions and briefly explain how you apply them in your classroom, in your teaching, and in your relationship with your students' parents, your school leaders and your school community. This may be observed during course instructor's observation in your class/school.

1. What is the right of children to learning in your classroom, school and the MOE or Palau Head Start Program? Explain the law/policy, explain how you observe this law/policy in your classroom, and explain how you inform your students and parents of this right.
2. What law/policy is enforced when there is/are students with special needs in your class? Explain the law/policy, explain how you observe this law/policy in your classroom, and explain how you inform your students and parents of this right.
3. What policy/procedure is/are enforced when there is a student in your class who is having a hard time following classroom rules, maybe a danger to him/her and/or other students in your class, and/or who may be taking all your attention and energy of the day. Explain how you observe this policy/procedure in your classroom, and how you inform your students and parents of this policy/procedure.
4. What law/policy is enforced to protect a student's confidential information? Explain the law/policy, explain how you observe this law/policy in your classroom, and explain how you inform your students and parents of this right.
5. When the going gets tough – describe a classroom situation where you encountered a student who needed to be disciplined immediately. How did you handle the situation then? As you reflect on it now, what would you have done differently and why?

CLO 3 (PLO 3): Assessment – Student will assess pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students.

Assessment #3: Create five (5) different assessment tools which will be used to assess the knowledge and skills in both teacher-centered and learner-centered strategies. The 5 assessment tools will be teacher made tools based on the Assignment #1 lesson plan goal/s and objectives. The 5 assessment tools will satisfy the following:

- A tool to assess learners' prior knowledge and experience of the lesson.
- A tool to assess high achieving student/s.
- A tool to assess average learners.
- A tool to assess those who are at risk/frustration level.
- An assessment tool (activity) which will be given to learners to take home for re-enforcement.

CLO 4 (PLO 4): Effective Teaching Techniques – Student will demonstrate effective instructional practices that address the diverse needs and learning styles of each student.

Assignment #4: This assignment will be observed and completed by the school principal/center coordinator and course instructor. The following will be observed during the day of observation in the classroom of the student teacher.

Practices:	Observed:	Not Observed:	Comments:
Organized teaching materials around the central theme/lesson.			
Support and responds to students' learning instead of just presenting information.			
Encourage students to make sense of what they read and learn.			
Give assignments that are authentic tasks dealing with real-life situations.			
Integrate higher-order thinking skills and opportunities for problem solving into lesson plan.			
Create a social environment that resembles a learning community so that students can learn from and with each other.			
Emphasize conceptual understanding instead of skill mastery.			
Take advantage of "teachable moments" to develop ideas.			
Relate new information to students' prior knowledge.			
Actively engage <u>all</u> students in learning activities.			
Use positive reinforcement and providing feedback.			
Assign learning tasks at appropriate levels.			
Redirect activities that are not going well.			
Vary the length of learning experiences.			
Make sure students understand the learning tasks.			
Keep students actively involved.			
Vary instructional techniques.			

Note: The comment box will expand to allow you to insert your comments; do not attach additional sheets to this form.

CLO 5 (PLO 5): Classroom Management – Student will employ appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students.

Assignment #5: The classroom environment will be observed by the school principal/center coordinator and course instructor. The following will be observed during the day of observation in the classroom of the student teacher.

Check the appropriate box to identify the type of classroom.

- Traditional Classroom Learner-Centered Classroom
 Mainstream (Special Education) Special Education Center (School campus)

Practices:	Observed:	Not Observed:	Comment:
Cooperative Learning			
Whole-Class Instruction			
Integrated Curriculum			
Teaching/Learning on schedule			
Flexibility within a Routine			
Using Time Effectively			
Classroom is neat and clean.			
Classroom temperature, ventilation, and lighting support learning.			
Bulletin Boards and Displays are both attractive and informative and appropriate to students' learning and maturity levels.			
Learning Centers/Dramatic Play Centers are well-organized and ready for continuous learning.			
Seating arrangement allows accessibility.			
Students with certain disabilities are seated in most advantageous position.			
Students have chairs and desks of appropriate sizes.			
Respect between student teacher and student shown.			
Respect between student and student shown.			
Team work encouraged			
Unintentional behaviors handled appropriately			

Note: The comment box will expand to allow you to insert your comments; do not attach additional sheets to this form.