
Calumet College



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Student Teaching Elementary/Secondary

INSTRUCTOR INFORMATION

Fall 2017

Course Number: EDUC 315B

Instructor: Dr. Dawn Greene

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Dr. Dawn Greene, after eventually transitioning to full time high school teaching, pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and operations. After working as a teacher, school principal, administrator, district assistant superintendent and higher education professor, she accepted the position of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).

COURSE INFORMATION

Office Hours: Daily ** 8:00 A.M. – 4:00 P.M. ** By Appointment

Course Times: FALL 2017 – September 11, 2017 – December 15, 2017

Text(s): Wong H. (2005). How to Be an Effective Teacher: The First Days of School. Harry J. Wong Publications, Inc.

Prerequisites: Course Work Completion and CASA Testing: **Prerequisites:** EDU 300, 311, 313, 325, 342, 370, 400, 430, 481, 483, 484, 485,

Course Description:

This is the culminating fourteen-week practicum required of all teacher candidates who will apply for an elementary license. The teacher candidate collaborates with a master teacher to plan, and develop lessons according to Bloom's Taxonomy as well as the intellectual, personal and social levels of a diverse K-6 student population. Teacher candidates teach appropriate classes and content to K-6 students in an accredited elementary school under the supervision of a licensed cooperating teacher and a college supervisor who specializes in elementary education. Teacher candidates must implement a variety of assessment methods according to the learning styles of the K-6 students. All required coursework must be completed prior to participating in a student teaching experience.

Learning Outcomes/ Competencies:

Students in this course will:

- Collaborate and plan according to CCSJ, state and school requirements
- Construct and implement lesson plan units according to the Lesson Plan Rubric
- Implement a pre and post assessment to evaluate student knowledge of content
- Construct lesson plan units that reflect integration of academic subjects across the curriculum
- Utilize lesson plans as a tool for academic and social achievement
- Implement lesson plans according to all required standards
- Construct videotapes and reflections of taught lessons
- Develop a variety of assessment tools and implement multiple assessments to evaluate student performance
- Develop and implement lessons to be evaluated with a rubric
- Reflect on teaching practice, research and theory
- Implement practices of a true professional and an effective teacher
- Participate in student teaching workshops
- Participate in teacher candidate seminars

Program Outcomes:

- Demonstrate competency in core knowledge and skills essential to the various disciplines: English, Mathematics, Theology, Philosophy, Humanities, Physical Life, Social Sciences and the Fine Arts.
- Demonstrate knowledge of current state and national standards (e.g., ACEI, INTASC, IDOE and NBTS standards.), theories, and theorists associated with the framework of educational methodology and pedagogy needed to serve a diverse student population.
- Incorporate the most current media and technology in planning, organizing, and assessing student needs.
- Demonstrate professional skills and educational leadership to address evolving educational trends Academic Programs – Undergraduate Curriculum Department of Education 151.
- Demonstrate competency as skilled, reflective teaching professionals, cognizant of their roles in transforming self, students, and the community.
- Develop personal responsibility to transform society for the common good based on values and principles that ensure social justice.
- Demonstrate integration of the skills of reflection, analysis, evaluation, synthesis, communication, and problem solving in educational situations.
- Collaborate with community, its resources and services to provide quality educational experiences and opportunities to meet the future needs of all students.
- Develop a deep respect for the values inherent in various religious, educational, and cultural traditions.
- Develop a commitment to life-long spiritual and professional growth with an understanding of personal values and ethics

Learning Strategies: (Group Discussions, Team Projects, Collaborative Learning, Workshops and Seminars)

Assessments for Grading:

STUDENT TEACHING WORKSHOPS: All student teachers are required to attend monthly workshops in addition to teaching. These workshops are on topics that will assist you with strategies to use during your student teaching. If you miss a workshop points will be deducted from your student teaching grade and you will have to make up that workshop, which may delay your final grade and licensure. **PLEASE DO NOT MISS ANY WORKSHOPS!**

Class Sessions	Topics – Room 308
1 & 2 – Thursday September 7, 2017 Room 308	Lesson Planning/Classroom Management
Monday, September 18, 2017 Room 308	Diversity

BLACKBOARD: All teacher candidates will access Blackboard weekly to complete Journal Reflections per the Student Teacher Handbook, and check for grades, announcements, etc.

SEMINARS: All education students are required to attend seminars. During these seminars you will explore topics beyond the classroom curriculum, get information regarding changes in education, and have an opportunity to collaborate with colleagues. Missing a seminar will result in an out of class written assignment. **PLEASE DO NOT MISS ANY SEMINARS!**

Seminars – 5:00 – 6:30 p.m.	Topics
September 19, 2017	School Visits
October 17, 2017	Autism in the Classroom-Room 200
November 21, 2017	Room 200

All assignments are outlined during Orientation and through discussion with your Supervising Teacher. You will be required to undergo the following throughout the 14-week student teaching period. These assignments are embedded within the student teaching experience:

- Two video-taped lessons as outlined per the rubric
- Lesson plans submitted daily and available for Supervising Teacher visits (CCSJ format) to be graded by rubric
- One 12-week student case study (30 days)
- Weekly journaling
- Intervention Reporting (when needed)
- Networking with the overall school community
- A pre/post-test assessment on a particular standard.
- A Mid-term and Final Observation assessment to be completed by your Cooperating Teacher

Standards for Indiana: <http://www.doe.in.gov/standards>

Class Policy on Attendance: Refer to the Student Teaching Handbook regarding absenteeism during student teaching. In short-Do not be absent! **Being absent, tardy or leaving early will result in a grade reduction.**

Class Policy on Electronic Devices: Please do not use cell phone for talking or texting during class!

BLACKBOARD: All teacher candidates will access Blackboard weekly to respond to posted assignments and fellow class participant posts. **You are required to post your thoughts on the discussion topic and then to respond to two other classmate posts.**

Grading Scale:

100 – 92: A	91 – 90: A-	
89 – 88: B+	87 – 82: B	81 – 80: B-
79 – 78 : C+	77 – 72: C	71 – 70 : C-
69 – 68: D+	67 – 62: D	61 – 60: D-
59 and below	F	

Standards

ACEI Standards

Development, Learning and Motivation

1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

CURRICULUM STANDARDS

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.

Indiana Department of Education Standards: <http://www.doe.in.gov/standards>

INTASC Teaching Standards:

THE LEARNER AND LEARNING	
Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
CONTENT KNOWLEDGE	
Standard #4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) him or her teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
Standard #7: Planning and Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard # 8:	The teacher understands and uses a variety of instructional

Instructional Strategies	strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
PROFESSIONAL RESOPONSIBILITY	
Standard #9: Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Please see specific standards for elementary and secondary content found under the Indiana Department of Education Website - <http://www.doe.in.gov/>

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent does not excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. Make up work will only be accepted from a college-sponsored event absence on the day that you return to class.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work on the day it is due. The instructor reserves the right to decline to accept late work.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices may only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to

	leave, in which case you will be marked absent. The instructor reserves the right to ask that all electronic devices be turned off during class.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you will not be allowed to complete work during class time, you will be asked to leave and marked absent.
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Tracking Your Progress	Be sure to see how you are doing and follow up with your instructor.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources	
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219 473-4362 (on campus) or 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at http://www.ccsj.edu/alerts/index.html .

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**

5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Do not touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything, you can use as a weapon.
8. **Forget about being shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, and neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.