

STUDENT TEACHING

Spring 2012

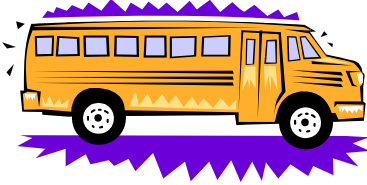
EDUC 460 (Learning Disabilities)

EDUC 465 (Emotional Impairments)

EDUC 470 (Elementary Education)

EDUC 480 (Secondary Education)

EDUC 485 (K-12)



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SYLLABUS

Course Overview

Student teaching is offered during both the fall and spring semesters at Hope College. All students seeking teacher certification spend an equivalent of twelve weeks in a full-day student teaching assignment appropriate to their level and subject specialty. This experience is part of the Professional Semester in which students spend the first five weeks in intensive course work and field experience and the last eleven weeks student teaching in a classroom. During the first five weeks of the Professional Semester, students enroll in Perspectives in Education (EDUC 500) and often the Senior Seminar (IDS 452), as well. Once the five-week classes have been completed, student teachers attend their placements during the regular school day and attend the Student Teaching Seminar one evening each week.

Student teaching is a 12-week, field-based experience that is supervised by the Education Department and completed in cooperation with area school systems. Students are placed in local classrooms with highly qualified and carefully selected cooperating teachers. The student teacher completes an experience that matches the certification level and/or major areas of study and endorsement. The student teaching experience provides a platform for the student to demonstrate the knowledge, skills, attitudes and values necessary to teach. While the cooperating teacher provides the day-to-day supervision of the student teacher, the college supervisor observes and guides the student teacher at critical junctures throughout the semester.

Course Objectives/Assignments

A number of assignments will be completed during the student teaching experience. Some will be due to the cooperating teacher and others will be submitted to the college supervisor. In addition, several assignments will be due in the Student Teaching Seminar. Each assignment is aligned with state and national standards.

Standards

There are several sets of standards that guide the work in the student teaching experience.

1. **Professional Standards for Michigan Teachers:** The Professional Standards for Michigan Teachers (PSMTs) provide a “roadmap” of knowledge, skills, attitudes and values that all individuals entering the profession are expected to demonstrate on a consistent basis. Student teachers are expected to demonstrate the following standards throughout and by the end of the student teaching experience.
 - Standard 1 - Demonstrate subject matter knowledge in the liberal arts/sciences, including an understanding and appreciation of the liberal arts (humanities, social sciences, mathematical and natural sciences, and the arts)
 - Standard 2 – Demonstrate competence in instructional design and assessment, including facilitation of learning and achievement of all students (in accordance with the State Board of Education’s Universal Education Policy)
 - Standard 3 – Demonstrate curricular and pedagogical content knowledge aligned with state

resources, including knowledge of subject matter and pedagogy with reference to the Michigan Curriculum Framework and other state sponsored resources, for consistent and equitable learning in Michigan schools

- Standard 4 – Demonstrate effective management of learning environments, including the management and monitoring of students, classrooms, and relationships to enhance learning
- Standard 5 – Demonstrate the responsibilities and relationships to the school, classroom and students, including systematic reflection to organize and improve teaching and develop effective relationships
- Standard 6 – Demonstrate responsibilities and relationships to the greater community, including participation in professional, local, state, national and global learning communities
- Standard 7 – Demonstrate technology operations and concepts, including the use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication (*Michigan Department of Education*)

2. **Elementary Certificate Program Standards for the State of Michigan** – These standards, provided by the state of Michigan, outline the content that beginning teachers at the elementary level must possess.

1.0 Curriculum - Central Concepts, Tools of Inquiry, and Structures of Content

Teacher preparation programs provide candidates opportunities to develop and demonstrate knowledge, understanding, and use of the central concepts, tools of inquiry, and structures of content for instructing students across grades K-8. Programs create meaningful learning experiences that develop candidates' competence in subject matter and skills for various developmental levels.

As a result of successfully completing a teacher preparation program:

- Candidates will possess the depth of knowledge necessary to teach and assess all content in a differentiated manner to all students in self-contained classrooms for grades K-8; and

- Candidates will have a thorough applied understanding of pertinent Michigan policy documents (e.g., Entry-Level Standards for Michigan Teachers (ELSMT), Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCE), and Universal Design for Learning (UDL)).

- 1.1 **Language Arts-** Candidates demonstrate a high level of competence in the use of English language arts. Candidates know, understand, and use concepts from language arts, and child development to teach listening, speaking, reading, writing, viewing, visually representing, and thinking skills. Candidates know, understand, and encourage content mastery to help students successfully apply their developing skills to many different situations, technologies, multiple media formats, materials, and ideas. Candidates model and teach students how effective speaking and listening skills are developed, the use of reading and writing processes, and the integration of writing throughout all aspects of language arts instruction.
- 1.2 **Science-** Candidates know, understand, and use fundamental concepts in the subject matter of science – including physical, life, and earth/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.
- 1.3 **Mathematics-** Candidates demonstrate knowledge, understanding, and application of the major concepts, procedures, and reasoning processes in 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.
- 1.4 **Social Studies-** Candidates demonstrate knowledge, understanding, and application of the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, political science and economics – to promote all elementary

students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

- 1.5 **Visual and Performing Arts-** Candidates demonstrate knowledge, understanding, and application of the content, functions, and achievements of dance, music, theatre, and the visual arts to promote elementary students' ability to create, perform and respond in and through the arts. Candidates know that all students can learn the knowledge and skills that make up the arts.
- 1.6 **Health Education-** Candidates demonstrate knowledge, understanding, and application of research-based strategies to create opportunities for all students to develop critical knowledge, skills, and behaviors that contribute to life-long health.
- 1.7 **Physical Education-** Candidates demonstrate knowledge and understanding through planning and appropriate implementation of effective past and current research-based human movement and physical activity strategies as central elements to foster active, life-long, healthy life styles for all elementary students.
- 1.8 **World Languages-** Candidates demonstrate knowledge, understanding, and application in the classroom of the major concepts in the acquisition and learning of languages to create opportunities for communication in a multi-lingual global society.

2.0 **Development, Learning, and Motivation of Children**

Teacher preparation programs provide candidates opportunities to develop and demonstrate across core curriculum as defined within standard one the knowledge, comprehension, and application of the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, motivation, acquisition, and application of knowledge and skills. Candidates apply the principles and concepts of universal design for instruction, the legal requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), and are committed to the success of all students (e.g. Universal Design for Learning, Positive Behavior Supports 2006).

3.0 **Instruction - Integrating and Applying Knowledge for Instruction**

As a result of successfully completing a teacher preparation program:

-Candidates will possess the depth of knowledge necessary in order to teach and assess all content in a differentiated manner to all students in self-contained classrooms for grades K-8; and

-Candidates will have a thorough understanding of pertinent Michigan policy documents (e.g., ELSMT, MCF, GLCE, and UDL).

4.0 **Assessment - Assessment for Instruction**

Candidates know, understand, and use data from formative and summative assessments in addition to 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.

5.0 **Professionalism - Reflective Practices, Collaboration, and Professional Growth**

Teacher preparation programs provide candidates opportunities to develop and demonstrate practices and behaviors that are characteristic of developing collaborative teachers in light of research on teaching and resources available for professional learning including Michigan's policy documents (e.g., ELSMT, MCF, GLCE, and UDL).

6.0 **Field Experiences**

Elementary teachers prepared to teach in Michigan's self-contained classrooms will know and be able to manage instruction in all of the core content areas within the self-contained classroom for grades K-8 (e.g. integrated science, mathematics, language arts, reading, social studies, music, health, physical education, and world languages) and with appropriate endorsements, provide instruction for single-discipline content classes for students in grades 6-8.

3. **Content Standards** - Student teachers teaching in their major and/or minor areas of study (including special education) will consult and adhere to the specific content standards as applicable.

4. **National Educational Technology Standards for Teachers (NETS*T)** – This set of standards recommends what teachers should be able to know and do with their own P-12 pupils in terms of technology. A complete list of the standards and indicators can be examined at: (http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm)

Standard 1-Facilitate and Inspire Student Learning and Creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Standard 2-Design and Develop Digital-Age Learning Experiences and Assessments - Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

Standard 3-Model Digital-Age Work and Learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Standard 4-Promote and Model Digital Citizenship and Responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Standard 5-Engage in Professional Growth and Leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Course Objectives

Student teachers will:

1. demonstrate an understanding of the teacher's role as a decision-maker in the classroom, in the school, in the school system and in society;
2. create a developing philosophy of education;
3. work cooperatively with parents, peers, professionals, and the community;
4. demonstrate the thinking skills, professional dispositions, and personal values required for professional decision-making;
5. create and manage a classroom environment which encourages the development of a community of learners;
6. plan and carry out lessons and units of study which recognize the structure and content of the discipline and the needs and characteristics of learners and are aligned with state and local standards and benchmarks;
7. assess student learning using a variety of tools in order to design effective learning experiences;
8. utilize self-evaluation as well as the evaluation of pupils and their learning;
9. utilize a variety of instructional techniques in order to meet the diverse needs of *all* learners;
10. demonstrate the integration of technology as part of effective teaching and learning; and,
11. manage all preparation and tasks required for a successful teaching experience.

Course Calendar

Student teachers follow the school district's master calendar and daily schedule throughout the student teaching experience. Details for determining the student teacher's teaching schedule are included in the Education Department's *Student Teaching Handbook*.

Course Requirements and Evaluation

Midterm and final evaluations of the student teacher are completed by the cooperating teacher and the college supervisor. Student teachers also complete Weekly Reflections as well as a Midterm Self-Evaluation.

Grading

The College Supervisor, in consultation with the Cooperating Teacher(s), determines the final grade for the student teaching experience. Details for determining the final grade, as well as a scoring rubric, are included in the *Student Teaching Handbook*. Per Education Department policy, in order to pass the student teaching experience, students must earn a grade of C+ or higher.

Assignment Descriptions

Some assignments will be due to the cooperating teacher, while others will be due throughout the semester to the student teacher's college supervisor. Brief descriptions for each assignment follow below.

ASSIGNMENTS for the COOPERATING TEACHER

1. Semester's Overall Daily/Weekly Plan By first Friday following start of ST experience

The student teacher, in consultation with his/her cooperating teacher(s), should design a brief outline of the semester's content and significant events. It should include an overall schedule of how each week will look, as well as an overall plan/sequence of the semester's course content. For example, the weekly plan should include the weekly schedule by content area; the semester plan should include a brief description of the content to be covered on a week-by-week basis. Special events should also be noted.

PSMTs	Elementary Ed Standards	NETS*T
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3

2. Weekly Teaching & Lesson Plans Weekly

The student teacher will submit an outline of plans for each week to the cooperating teacher(s). These plans will be due by Thursday of the previous week so that the cooperating teacher has ample time for review and suggestions. Once approved, the student teacher may proceed to finalize the details for the week as well as the daily lesson plans. The student teacher will prepare all necessary materials for teaching and smooth maintenance of the student teaching placement. In addition, the student teacher will deliver all prepared lessons, while maintaining a file of lesson plans throughout the experience.

PSMTs	Elementary Ed Standards	NETS*T
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3

3. Midterm Evaluation Conference By Friday, March 2nd

The cooperating teacher will complete a midterm evaluation for his/her student teacher. The student teacher should plan to meet with his/her cooperating teacher(s) in order to review this evaluation.

PSMTs	Elementary Ed Standards	NETS*T
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5

4. Unit Plan By Monday, April 30th

As noted in the subsequent section ("Assignments for the College Supervisor"), the student teacher will create and teach a unit of study. This will be done in consultation with the cooperating teacher(s).

PSMTs	Elementary Ed Standards	NETS*T
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3

5. Final Evaluation By Friday, May 4th

The student teacher will conclude the student teaching experience with the final conference with the cooperating teacher(s). This will provide an opportunity to review the final evaluation as well as the recommended grade for the student teaching experience.

PSMTs	Elementary Ed Standards	NETS*T
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5

ASSIGNMENTS for the COLLEGE SUPERVISOR

1. Checklist of Activities & Experiences By first Friday following start of ST experience

Each student teacher should complete the "Checklist of Activities & Experiences" found in the ST Seminar coursepack. This will provide the student teacher with the opportunity to become familiar with the building layout, key personnel and pertinent school policies within the beginning week of the placement.

PSMTs	Elementary Ed Standards	NETS*T
5	5	5

2. Weekly Reflections Weekly

Each student teacher will submit a weekly, electronic reflection to his/her college supervisor. The college supervisor will announce the weekly due date during the initial meeting with student teachers. The form can be found on the Education Department website (“*Current Student Information*”---“*Current Student Teacher Information*”---“*Electronic Communication*”---“*Weekly Progress Report*”): <http://www.hope.edu/academic/education/studteach/report.html>.

PSMTs	Elementary Ed Standards	NETS*T
5	5	5

3. **Semester’s Overall Daily/Weekly Plan** **By first Friday following start of ST experience**

The student teacher, in consultation with his/her cooperating teacher(s), should design a brief outline of the semester’ content and significant events. It should include an overall schedule of how each week will look, as well as an overall plan/sequence of the semester’s course content. For example, the weekly plan should include the weekly schedule by content area; the semester plan should include a brief description of the content to be covered on a week-by-week basis. Special events should also be noted.

PSMTs	Elementary Ed Standards	NETS*T
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5

4. **Video Self-Evaluation** **By Friday March 16th**

Each student teacher will be responsible for videotaping him/herself teaching a minimum of one lesson. He/She will then review the tape and analyze his/her teaching. A written report will be submitted to the college supervisor. The student teacher should refer to the rubric found in the ST Seminar coursepack or on the Education Department website (“*Current Student Information*”---“*Current Student Teacher Information*”---“*Electronic Communication*”- “*Evaluation Forms*”-“*Video Analysis Rubric*”): <http://www.hope.edu/academic/education/studteach/STVideoSelfAnalysis.pdf>.

PSMTs	Elementary Ed Standards	NETS*T
5	5	5

5. **Midterm Self-Evaluation** **By Monday, March 5th**

The student teacher will have the opportunity to receive and review a midterm evaluation completed by the cooperating teacher. Following this, each student teacher will complete the midterm self-evaluation and share this with the college supervisor. Each college supervisor will then meet with his/her student teachers to review the student teaching experience to date. The Midterm Evaluation form can be found on the Education Department website (“*Current Student Information*”---“*Current Student Teacher Information*”---“*Electronic Communication*”--“*Evaluation Forms*”--“*Midterm Evaluation*”): <http://www.hope.edu/academic/education/studteach/mideval.html>.

PSMTs	Elementary Ed Standards	NETS*T
5	5	5

6. **Interview with Building Administrator or Human Resources Director** **By Friday, March 30th**

Each student teacher will complete an interview with his/her building administrator or district Human Resources Director. The purpose of the interview is to provide a chance for the student teacher to ask any questions he/she might have about the district (e.g., curricular decisions, demographics, the interview process, key advice for the job seeker, advice for the beginning teacher, etc.). The student teacher will then write up a 1-3 page summary of the interview for the college supervisor.

PSMTs	Elementary Ed Standards	NETS*T
5	5	5

7. **Unit Plan** **By Monday, April 30th and Friday, May 4th**

a. Each student teacher will design, develop and teach a **unit of study** during the student teaching experience. The main purpose of the unit is to provide the student teacher’s pupils with a long-term learning experience that leads to the development of new skills, knowledge or learning. This will provide a chance for the student teacher to think through and design a long-term plan that will provide for instruction and monitor pupil learning. The student teacher should refer to the “Unit Plan Directions” and the “Unit Plan Scoring Rubric” found in the ST Seminar coursepack. The scoring rubric can also be found on the Education Department website (“*Current Student Information*”---“*Current Student Teacher Information*”---“*Electronic Communication*”---“*Evaluation Forms*”---“*Unit Plan Rubric*”) at:

<http://www.hope.edu/academic/education/studteach/STUnitPlanRubric.pdf>.

- b. In addition, each student teacher will provide a **written reflection** to the Director of Student Teaching no later than **Friday, May 4th**. The reflection will address three key areas:
- **Description of the Unit:** This section will include the unit’s title, the unit’s overarching goal(s) and short-term objectives, related GLCEs, content and/or district standards, and a brief description of the unit.
 - **Impact on Pupil Learning:** This section will require the student teacher to analyze pre- and post-assessment data and determine the effect of his/her teaching on pupil learning. It will include:
 - i. A short description of the pre-assessment and the specific results (e.g., “None of the students were able to define the terms.” Or “The average score was 28%.”)
 - ii. A short description of any decisions that came from analysis of the pre-assessment data
 - iii. A short description of any formative assessments and their results
 - iv. A general description of the final assessment, the specific results, as well as an analysis of the data (e.g., percent scoring at a passing level, error patterns).
 - v. A statement indicating whether there was a positive impact on pupil learning
 - **Reflection on Teaching:** This section will require the student teacher to reflect on the unit as a whole and the data derived from assessments. It will include a statement of what the student teacher would repeat if given the opportunity to teach the unit in the future, what would be changed and why, and an overall personal reaction to the unit assignment.

PSMTs	Elementary Ed Standards	NETS*T
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5

8. Final Conference **By Friday, May 4th**

The student teacher will conclude the student teaching experience with the final conference with the college supervisor. This will provide an opportunity to review the final evaluation as well as the recommended grade for the student teaching experience.

PSMTs	Elementary Ed Standards	NETS*T
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5

Required Texts

Students are required to receive and read the Education Department’s *Student Teaching Handbook*.

Course Policies

STUDENT TEACHING EXPECTATIONS: The student teacher will conduct him or herself in a professional manner throughout the student teaching experience. This means that the student teacher will assume all responsibility for conducting him/herself as if he/she is a full-time member of the profession. Expectations, in part, include dressing in an appropriate manner, attending and arriving at expected times, addressing the cooperating teacher, college supervisor, faculty, administration and staff with respect, being fully prepared to teach at all times, and treating the students with care and authority. A complete list of expectations is outlined in the *Student Teaching Handbook*.

Education Department Policies

Professional Abilities: The Hope College Education Department has identified six professional abilities that serve as touchstones for collective curricular, instructional, and assessment decisions. They include:

- **Effective Communicator:** Student teachers must be able to communicate effectively with a variety of audiences in diverse settings – with students each day in class, with fellow teachers and administrators, with parents, and with community members.
- **Professional Collaborator:** Student teachers must have strong, positive interpersonal skills and be both enthusiastic and confident about working with diverse groups of people. Teamwork involves communication, coordination, division of labor, and effective negotiation.
- **Curriculum Developer:** Student teachers are not just “recipe readers” or followers of mandates. Student teachers must know how to adjust the classroom environment, materials and activities to meet the needs of diverse learners. All students do not learn at the same rate or in the same way. Thus, student teachers must learn to generate original, creative and appropriate learning

experiences for diverse learners, as well as adapt existing state or district curricula to meet student needs.

- **Problem Solver:** Student teachers in today's classroom are faced with multiple problems of varying degrees of severity each day. The sources of some problems come from outside of the classroom, while others are generated within the classroom itself. All, however, may need to be addressed in the school environment.
- **Decision Maker:** Student teachers often must make decisions based on incomplete information, ambiguous circumstances, and unpredictable, rather than certain outcomes. A professional must be willing to take a risk and decide a best course of action, based on personal and professional value systems. It is important for developing educators to clarify personal values and recognize professional choices and responsibilities in order to support actions and decisions made as a teacher.
- **Scholarly Educator:** Student teachers understand that teaching is an intellectual activity, although educational research is continually expanding, understanding and knowledge about the teaching/learning process will always be incomplete. Still, the rich and varied professional literature can inform classroom and curricular decisions. Student teachers must regard professional development as a lifetime endeavor and continue to keep abreast of current research and innovations in education. (*Hope College Student Teaching Handbook*)

Field Placement Recommendation Policy:

1. A student receiving a "Recommended" or "Highly Recommended" rating from the field placement mentor teacher will continue in the student teaching experience without stipulation.
2. A student earning a "Recommended with Reservations" rating for a field placement just prior to student teaching, will be notified in writing that s/he will continue in the student teaching placement on probationary status.
3. A student earning a "Not Recommended" rating from the field placement mentor teacher just prior to the student teaching semester, will be notified in writing that s/he will not be allowed to continue in the education program.
4. A student will retain the right to appeal any decision made by the Education Department through procedures outlined in the Education Department's Handbook.

Dispositions Policy:

1. A student receiving an Excellent, Proficient, or Developing Proficiency from his/her field placement mentor teacher (just prior to the student teaching experience) will continue in the program.
2. The first time a student earns one or more unsatisfactory ratings on any disposition from the field placement mentor teacher (just prior to the student teaching experience) the student will:
 - a. Be notified by the professor for that course.
 - b. Have a meeting with that professor.
 - c. Complete a form which includes action steps for rectifying the unsatisfactory rating.
The professor will:
 - a. Copy the field placement form, attach it to the student's goals/action plan form, and place in the student's file in the Education Department.
 - b. Contact the Student Support Chair.
3. The second time a student earns one or more unsatisfactory ratings on any disposition for a field placement (including just prior to the student teaching experience), the student will:
 - a. Be notified by the professor for that course.
 - b. Have a meeting with that professor and the Director of Student Teaching.
 - c. Be given the option to take part in Student Support.
 - d. Be informed, by letter from the Education Department chair that a third unsatisfactory rating will result in dismissal from the Education Department.
4. The third time a student earns one or more unsatisfactory ratings on any disposition from the field placement mentor teacher (including the student teaching experience) the student will:
 - a. Be notified in writing, by the chair of the department that he/she will not be allowed to continue in the education program.
5. A student will retain the right to appeal any decision made by the Education Department through procedures outlined in the Education Department's Handbook.

Policy adopted January, 2001; amended August 19, 2003

C+ Requirement for Levels II and III Courses:

The Teacher Education Program at Hope College is committed to the preparation of teacher candidates who successfully meet all Education Department course objectives and who make continuous progress toward meeting the Department's established goals for future educators, as outlined in the Department's Six Professional Abilities.

To achieve these ends, we believe that students must successfully complete all courses for which they are enrolled through the Education Department. They must also successfully complete the field placements that may be attached to these courses. Successful completion will be demonstrated when students earn a C+ grade or better in each course and field placement. Students who fail to earn a C+ grade or better in any Education Department course offering or field placement after admission to the Teacher Education Program will not be allowed to continue in the program until they have successfully completed the course or field placement.

Policy adopted January, 2001; amended August 19, 2003

College Policies

Course Evaluation: Hope College expects all students to assess each course in an effort to continuously improve student learning. At the end of the semester, the student teacher will be asked to assess how well this course met its stated goals. Responses will be kept anonymous, however the collective results will be considered seriously when planning for future Hope student teachers. The student teacher will be presented with several opportunities at the end of the semester to participate in this important process.

Americans With Disabilities Act: Any student whose disability falls within ADA guidelines should inform the Director of Student Teaching at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. Questions should be directed to the office of Student Development at extension 7800.

Academic Integrity:

Academic integrity is of critical importance throughout one's academic career, but particularly so during the student teaching experience. Student teaching, as well as the Student Teaching Seminar, as with other Hope College courses, follows the Hope College Code for Academic Integrity. Violations of the Code for Academic Integrity may lead to failure in the course, in addition to a record of academic misconduct kept on file in the Provost's Office. The entire Code can be found in the Hope College Catalog and is reprinted in part as applicable to this course:

Academic Integrity is based on the principles of honesty and individual responsibility for actions. As these principles are applied to academic life at Hope College, it follows that a student will not:

1. Give, offer, or receive aid on examination other than that specifically allowed by the professor.
2. Do course work in a manner that is inconsistent with the standards of conduct set forth by the professor.
3. Falsify or fabricate data. This has particular application to laboratory work and research.
4. Engage in conduct that destroys another person's work or hinders another in her/his academic endeavors. This has particular application to computer files, library resources, and laboratory or studio work.
5. Knowingly represent the work of others as his/her own. This includes plagiarism. Plagiarism is the dishonest presentation of the work of others as if it were one's own. Writers, speakers, musicians, artists, or computer programmers — whether students or professionals — commit plagiarism when they present, without acknowledgement, all or part of another person's work as if it were their own. Because plagiarism violates the expectations of trust and honesty necessary for academic work in an ethical community, it is a serious offense. In addition, plagiarism undercuts the basic purposes of higher education by short-circuiting the process of inquiry, reflection, and communication that leads to learning. (2009-2010 *Hope College Catalog*, p. 88)