

# **STUDENT TEACHING SEMINAR**

**EDUC 455**  
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## **SYLLABUS**

### **Course Overview**

The Student Teaching Seminar is a **required** component of the Professional Semester experience and is taken concurrent with the student teaching experience. It is designed to provide an opportunity to synthesize the student teaching experience and move the student teacher towards the world of teaching at a professional level. Meeting once a week, it offers information on the certification and employment search processes, while also providing an avenue to analyze, evaluate and discuss the student teaching experience. The student teacher often finds him or herself in a setting that is challenging both personally and professionally. The student teaching seminar offers an opportunity for the student teacher to process the experiences of teaching, while also receiving valuable and practical information for the employment search and certification processes. Student teachers are also given the opportunity to connect with their respective college supervisors in order to examine their practice in the field.

### **Course Objectives/Assignments**

A number of assignments will be completed for the Student Teaching Seminar. In addition, several assignments will be due to the cooperating teacher or college supervisor. 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;
- 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.

- b. **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.
- c. **National Educational Technology Standards for Teachers (NETS<sup>•</sup>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](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<sup>•</sup>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

The student teacher will:

- Analyze, self-assess and reflect on practice in the student teaching setting;
- Process and analyze day-to-day experiences in the classroom;
- Attend a professional conference;
- Complete application processes for certification;
- Identify employment search processes and resources;
- Demonstrate successful interview techniques;
- Demonstrate an understanding of special education processes and procedures; and,
- Design and complete a professional portfolio.

### Course Calendar

Student teachers will follow the appropriate, attached calendar (General, Special Education Placement #1 or Special Education Placement #2) for the Student Teaching Seminar.

### Course Requirements and Evaluation

Assignments for the Seminar are to be turned in by the assigned due dates. Separate scoring rubrics are provided in the coursepack for individual assignments.

### Grading

Grading Scale: 96-100 = A  
92-95 = A-  
87-91 = B+  
84-86 = B  
81-83 = B-  
78-80 = C+

Per Education Department policy, in order to pass the Student Teaching Seminar, students must earn a grade of C+ or higher.
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### Assignment Descriptions

The following assignments will be **due in the Student Teaching Seminar**.

1. **Orientation Meeting** **Monday, December 5<sup>th</sup>**  
The Student Teaching Seminar will begin with this orientation meeting. The student teacher will receive course materials along with schedules and assignments for the semester. (This is *not* required for second-semester special ed majors.)
2. **Meeting with the College Supervisor** **Monday, December 5<sup>th</sup>**  
The student teacher will have an opportunity to meet his/her College Supervisor to discuss the student teaching experience and expectations. Room assignments will be announced at the Orientation Meeting.
3. **Student Teaching Dinner** **Monday, January 23<sup>rd</sup>**  
Prior to the Student Teaching Dinner, the student teacher will get his/her picture taken by Education Department faculty. The student teacher will then meet the Cooperating Teacher, building administrator and College Supervisor and sit with them for the dinner. Following the meal, the student teachers will be dismissed, allowing time for the College Supervisors to meet with the Cooperating Teachers.
4. **Small Group Meetings** **Mondays January 16<sup>th</sup>, February 20<sup>th</sup>, March 12<sup>th</sup> & April 30<sup>th</sup>**  
Several times over the course of the semester, student teachers will have the opportunity to meet with other student teachers at similar grade level assignments. Class sessions will center on key topics

and will provide a chance to process experiences with others in like settings. The Student Teaching Handbook and coursepack should be taken to each of these small group meetings. Students will be expected to read through the appropriate coursepack sections prior to Seminar. Groups will meet in rooms (to be announced) on the second floor of Van Zoeren.

PSMTs	Elementary Ed Standards	NETS*T
5, 6	5	5

**5. Fire-Up Conference-Grand Valley State University-Allendale Monday, March 5<sup>th</sup>**

All student teachers in west Michigan attend the full-day FIRE-UP Conference at Aquinas College in Grand Rapids. Student teachers are expected to dress and behave in a professional manner and participate fully in the workshops throughout the day. A program summary form will be completed by each attendee and be due during the Student Teaching Seminar session. A one-time registration fee of \$30.00 has been charged directly to each student teacher's (with the exception of special education majors completing the second student teaching placement) account through the College's Business Office. (This is not required for second-semester special ed majors.)

PSMTs	Elementary Ed Standards	NETS*T
5, 6	5	5

**6. Professional Portfolio (20 points) Monday, February 27<sup>th</sup>**

Each student teacher is required to develop a professional, employment portfolio in either a paper or electronic format and present the portfolio during one of the Seminar sessions. The portfolio will be organized and include representative items from various educational experiences and courses that might give a prospective employer a picture of the student teacher's abilities and skills. Skills and knowledge in technology and behavior management should be integrated into the portfolio. The portfolio may be "housed" in a 3-ring binder, a photo album, an artist's case, or an electronic format (Chalk & Wire e-Portfolio, PowerPoint, website, etc.). The key will be to choose representative items and select a good balance and number of items. Explanations or rationales for the items included in the portfolio should be included. Grading will focus on the variety and range of samples, organization, visual presentation explanations, and completeness of the portfolio. More information can be obtained on the Education Department website, under "Current Student Information/Student Teaching Information" or in the ST Seminar coursepack's "The Portfolio Process" handout. Students should also review the scoring rubric also found in the ST Seminar coursepack.

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

**7. Fire-Up Conference Summary Form (10 points) Monday, March 12<sup>th</sup>**

The student teacher will complete the program summary form and turn it in during seminar. (This is not required for second-semester special ed majors.)

PSMTs	Elementary Ed Standards	NETS*T
5, 6	5	5

**8. Professional Interview (15 points) Monday, March 26<sup>th</sup>**

Student teachers will participate in a simulated interview with area administrators. Students will be expected to dress in a professional manner and respond to typical questions asked in the interview process. The administrator will provide feedback based on the student's performance. A schedule of the interviews will be distributed in seminar prior to the interviews. The scoring rubric and handouts with hints for the interview can be found in the Student Teaching Seminar coursepack. (This is not required for special ed majors.)

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

**9. Referral Process Assignment (15 points) Monday, April 16<sup>th</sup>**

The student teacher will research and describe the pre-referral process in his/her building or district. The student teacher will also describe a struggling student as well as the modifications and/or accommodations that have been provided or implemented for this student. The student teacher should refer to the appropriate scoring rubric found in the ST Seminar coursepack. (This is not required for special ed majors in their special education placement.)

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

**10. Optimal Resume** **Monday, April 23rd**

The student teacher will upload his/her resume to Optimal Resume on the Career Services web site. The site can be accessed at <https://hope.optimalresume.com/>. (This is *not* required for *first-semester* special ed majors.)

PSMTs	Elementary Ed Standards	NETS*T
5	5	5

**11. Verification Forms for End-of-Program Surveys (5 points)** **Monday, April 30<sup>th</sup>**

Each student teacher is required to complete two end-of-program surveys in the final week of the student teaching experience. The URL for the surveys will be published in the final weeks of the semester. Upon completion of the surveys, the student teacher will print out verification forms and sign each one. These forms *must* be submitted during the final seminar session in order for a grade to be recorded for the student teaching experience. (The surveys are *not* required for first-semester special ed majors.)

**12. Attendance/Participation (25 points)** **Ongoing**

Attendance at each seminar is required. Exceptions will be made for simultaneously scheduled Parent/Teacher conferences at area schools. Student teachers are expected to contact the Director of Student Teaching at [ncook@hope.edu](mailto:ncook@hope.edu) regarding absences *prior* to the Seminar session. Failure to do so will result in an unexcused absence.

PSMTs	Elementary Ed Standards	NETS*T
5, 6	5	5

**Required Texts**

Students are required read the Student Teaching Seminar coursepack which is comprised of a range of readings and interactive activities.

**Course Policies**

The student teacher will:

- Attend all scheduled seminars (unless previously excused). Attendance will be monitored.
- Arrive on time, prepared and ready to engage in the Seminar.
- Participate as appropriate during each Seminar session.
- Complete and submit assignments at the beginning of the Seminar session on assigned dates.
- Contact the Director of Student Teaching regarding any absences.

**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:
    - d. 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.
    - e. 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)