EDUC 471: Student Teaching Seminar

Instructor: 
E-mail: 
Credit Hours: 1.0
Office Phone: 
Office Hours: By appointments only

Required Texts:

Web Resource: APA Exposed
http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html
This is an APA Tutorial (audio and video) that was created by Harvard University, and it is FREE!.

IMPORTANT DATES:
Student Teaching Orientation:
Course Meeting Dates:
Classroom:
Class Meeting Time:
Education Job Fair
Portfolio Celebration:

COURSE DESCRIPTION:
This seminar, required for all students seeking initial teacher certification, provides an opportunity for students to share and reflect on their student teaching experiences. Students will complete the exit Missouri Pre-Service Teacher Assessment (MoPTA) in conjunction with this course. Prerequisite: EDUC 401. Co-requisite: Concurrent student teaching placement at level(s) appropriate to the area(s) of certification being sought. **This course will not be accepted in transfer from another institution and cannot be taken through Directed Study.**

SUBJECT COMPETENCIES: By the end of this course, the student will have had opportunities to expand their knowledge/understanding and demonstrate their skill level of competency by reflective journaling, construction of a professional portfolio, and dialoging in small groups/entire class setting. Guest speakers may be used to enhance the student’s knowledge and skills in the following areas:
1. Classroom organization
2. Resources
3. Development and learning
4. Addressing diverse learners in the classroom and the school
5. Lesson planning and presentation
6. Student management functions
7. Teacher-student, teacher-parent, teacher-teacher, and teacher community relationships
8. Effective teacher characteristics
9. Child development
10. Motivation
11. Contemporary issues
12. Show-Me Standards
13. Other functions of a teacher
14. Reflection
15. Portfolio construction

PEDAGOGICAL COMPETENCIES: The student will have an opportunity to engage in discourse and dialogue. The knowledge acquired will be reflected in a journal, a reflective document and dialogues with guest speakers and university instructors. These experiences are designed to give the student opportunities to demonstrate the following pedagogical (teaching-related) competencies:

Missouri Standards for Professional Educators (Mo-SPE):

1. Content knowledge and perspectives aligned with appropriate instruction: The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

2. Understanding and Encouraging Student Learning, Growth and Development: The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

3. Implementing the Curriculum: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

4. Teaching for critical thinking: The teacher uses a variety of instructional strategies to encourage students’ critical thinking, problem solving, and performance skills including instructional resources.

5. Creating a positive classroom learning environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. **Utilizing Effective Communication:** The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom. Makes effective use of technology and media communication tools.

7. **Use of Student Assessment Data to Analyze and Modify Instruction:** The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

8. **Professional Practice:** The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

9. **Professional Collaboration:** The teacher has effective working relationships with students, parents, school colleagues, and community members.

**ASSIGNMENTS:**
1. Pre-service teacher will revise and modify the reflections for each of the 9 Mo-SPE Standards.
2. Pre-service teacher will read the required texts and prepare for class discussions.
3. Pre-service teacher seminar members will use their knowledge and skill to assist students in student teaching.
4. Pre-service teacher will attend final class session and share student teaching experiences, portfolio reflections and other requirements as deemed necessary by classroom instructor.
5. Pre-service will complete MoPTA tasks and submit for grading.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>300</td>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>Attendance</td>
<td>500</td>
<td>85% - 92%</td>
<td>B</td>
</tr>
<tr>
<td>Timely Submission of</td>
<td></td>
<td>75% - 84%</td>
<td></td>
</tr>
<tr>
<td>Required Tasks</td>
<td>200</td>
<td>65% - 74%</td>
<td>D</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>0% - 64%</td>
<td>F</td>
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</tbody>
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**Grading Scale:**
- 93% - 100% = A
- 85% - 92% = B
- 75% - 84% = C
- 65% - 74% = D
- 0% - 64% = F
**UNIVERSITY POLICIES:**

All students are responsible for the knowledge of and compliance with all university policies as stated in the university catalog, graduate bulletin, and student handbook including but not limited to grade appeal, computer use, copyright laws, and academic honesty and integrity.

**Missouri Baptist University’s Commitment to Diversity**

*Missouri Baptist University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. Missouri Baptist University affirms that an important part of the integration of faith and learning is the recognition that all people are created in the image of God and worthy of respect and dignity. We seek to ensure that all students have full access to the educational, social, and spiritual growth opportunities that the University provides to ensure that students understand and appreciate one of the University’s core values which is “social change through service and leadership.”*

*Through its curricula and classroom experiences, the university seeks to develop and nurture diversity because it strengthens the organization, promotes creative problem solving, and enriches us all.*

*The goal is to present materials and activities that are respectful of diverse groups including, but not limited to, race, gender, color, national or ethnic origin, age, qualified disability, military service, learning differences, or socioeconomic status.*

**Special Needs Access:** Missouri Baptist University, in accordance with the Americans with Disabilities Act of 1990, will provide reasonable accommodations for eligible students with disabilities (e.g. attention, health, hearing, learning, mobility, physical, psychiatric, or vision). If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Special Needs Access Office for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the Special Needs Access Office and the faculty.

The Special Needs Access Office is located on the main campus in Field Academic Hall – Room 350. Connie Crader, the Special Needs Access Coordinator, can be reached at 314-681-3278 or CraderC@mobap.edu.

**Student Use of Email:** In accordance with Missouri Baptist University (MBU) policy, every student is required to have and to maintain an official MBU e-mail address. Some students may elect to forward their e-mail to an address different from their official MBU email account. Any student who elects to forward MBU e-mail to a different e-mail address assumes full responsibility for reading e-mail at the forwarded location. Students are expected to check their University e-mail account, or the account to which their University e-mail is forwarded, at least twice a week.
Schedule

Week 1: Explain syllabus, e-library, DESE website for demographic data and tasks for Mo-PTA
    Students sign on to e-library
    Discuss tasks for Mo-PTA, Work on task 1.
    Discuss chapters 1, 11, & 36 in text

Week 2: Work on Tasks 2 & 3
    Discuss chapters 21, 30, & 32

Week 3: Work on Tasks 2 & 3
    Discuss chapters 19, 26, & 28

Week 4: Work on Task 4, Portfolio discussion and reflection
    Discuss chapter 34

Web Sites:

DESE.mo.gov
    Missouri School District Directory: District Information
BIBLIOGRAPHY


<table>
<thead>
<tr>
<th>Objective</th>
<th>Exemplary Performance</th>
<th>Above Average Performance</th>
<th>Average Performance</th>
<th>Below Average Performance</th>
<th>Low Performance</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE</td>
<td>5 points Clear beginning, development, and conclusion; appropriate paragraphing; clear and appropriate transitions; correct usage of APA headings to provide the outline of the paper.</td>
<td>4 points Generally clear beginning, development, and conclusion; generally clear paragraphing; generally clear transitions</td>
<td>3 points Adequate beginning, development, and conclusion; adequate paragraphing; adequate transitions</td>
<td>2 points Weak beginning, development, and conclusion; weak paragraphing; weak transitions</td>
<td>1 point Serious and persistent errors in organizational structure/paragraphing</td>
<td>1 point</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>5 points Appropriate length to cover topic; clearly and coherently focused (including a good sense of audience); thoughts are clearly organized; logical and clear progression; assertions clearly supported/illustrated; writing shows originality and substance; writing shows substance and is publishable. Writing consistently matches styles and diction to the subject matter and audience.</td>
<td>4 points Appropriate length to cover topic; clearly and coherently focused with sufficient sense of audience; thoughts generally organized; generally logical and clear; assertions generally supported/illustrated; generally shows originality and substance. Writing frequently matches styles and diction to the subject matter and audience.</td>
<td>3 points Adequate length to cover topic; adequately focused (including some sense of audience); thoughts adequately organized and presented; assertions adequately supported and or illustrated; limited substance or creativity. Writing shows consideration for matching styles and diction to the subject matter and audience.</td>
<td>2 points Not adequate length to cover topic; weakly focused (little sense of audience); thoughts not clearly organized; unclear progression; assertions weakly supported and or illustrated. Writing seldom shows matching of styles and diction to the subject matter and audience.</td>
<td>1 point Does not cover the topic; weakly focused (little sense of audience); disorganized. Minimal evidence of matching styles and diction to the subject matter and audience.</td>
<td>1 point</td>
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<tr>
<td>MECHANICS</td>
<td>5 points Correct sentence structure: spelling/punctuation; capitalization; usage/word choice. Demonstrates a strong command of language.</td>
<td>4 points Generally free of errors in sentence structure; spelling/punctuation; capitalization; usage/word choice. Demonstrates an above-average command of language.</td>
<td>3 points Relatively few errors in sentence structure; spelling/punctuation; capitalization; usage/word choice. Demonstrates an average command of language.</td>
<td>2 points Significant errors in sentence structure, spelling, punctuation/capitalization, usage/word choice. Inconsistently demonstrates command of language.</td>
<td>1 point Serious and persistent errors in sentence structure, spelling, punctuation/capitalization, usage/word choice. Does not demonstrate command of language.</td>
<td>1 point</td>
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<tr>
<td>APASTYLE</td>
<td>5 points Reference page included and in correct format; appropriate use of quotations; appropriately cited sources; appropriate number of resources; appropriate resources for thesis</td>
<td>4 points Reference page included and mostly in correct format; quotations generally used correctly; sources are generally cited correctly; appropriate number of resources; mostly appropriate resources for thesis</td>
<td>3 points Adequate reference page; citations; adequate but limited # of resources; adequate but limited choice of resources</td>
<td>2 points Significant errors in reference page, citations, choice of resources; not adequate resources</td>
<td>1 point No reference page and/or numerous format errors; sources not cited or incorrectly cited; few and inappropriate resources</td>
<td>1 point</td>
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SCORE