

Montana State University Billings
College of Education
Department
EDU 495B Student Teaching K-8
EDU 495C Student Teaching 5-12
Spring, 2020 Semester

NOTE: This is an addendum to the [College of Education Student Teaching Guidebook](#) that outlines all the expectations and requirements of student teaching.

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Course Description:

EDU 495B: Places the student in a supervised field experience in an elementary setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Lab fee required. Valid criminal background check required.

EDU 495C: Places the student in a supervised field experience in a secondary setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Lab fee required. Valid criminal background check required.

Course Content Goals and Objectives:

Students will demonstrate acceptable performance (level 3 out of 5) on the following standards:

Objective	Course Activity & Assessment (see attached)	COE InTASC Standard	Danielson Framework for Teaching Domains
The teacher understands how learners grow & develop, recognizing that patterns of learning & development vary individually within & across the cognitive, linguistic, social, emotional, & physical areas, & designs & implements developmentally appropriate & challenging learning experiences.	Co-Teaching & Solo Teaching COE Summative Evaluation	2, 7	1, 2, 3
The teacher uses understanding of individual differences & diverse* cultures & communities, particularly in Montana's Indian Education for All, to ensure inclusive learning environments that enable each learner to meet high standards. *Diversity means differences among groups of people and individuals. In the context of human similarity, candidates in the Teacher Education Program at MSU Billings will: 1. Know about diversity in the United States and the world 2. Respect and value differences 3. Recognize that students and their families may view the world from different perspectives 4. Perceive and meet individual student needs	Co-Teaching & Solo Teaching COE Summative Evaluation	3, 5	1, 2, 3
The teacher works with others to create environments that support individual & collaborative learning, & that encourage positive social interaction, active engagement in learning, & self-motivation.	Co-Teaching & Solo Teaching COE Summative Evaluation	5, 7, 9, 10	1, 4
The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches & creates learning experiences that make these aspects of the discipline accessible & meaningful for learners to assure mastery of the content.	Co-Teaching & Solo Teaching COE Summative Evaluation	1	1, 3
The teacher understands how to connect concepts & use differing perspectives to engage learners in critical thinking, creativity, & collaborative problem solving related to authentic local & global issues.	Co-Teaching & Solo Teaching COE Summative Evaluation	1	3
The teacher understands & uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, & to guide the teacher's & learner's decision making.	Co-Teaching & Solo Teaching COE Summative Evaluation	8	1, 3

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, & pedagogy, as well as knowledge of learners & the community context.	Co-Teaching & Solo Teaching COE Summative Evaluation	1, 2, 3	1, 2, 3
The teacher understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas & their connections, & to build skills to apply knowledge in meaningful ways.	Co-Teaching & Solo Teaching COE Summative Evaluation	4, 6	3
The teacher engages in ongoing professional learning & uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices & actions on others (learners, families, other professionals, & the community), & adapts practice to meet the needs of each learner.	Co-Teaching & Solo Teaching COE Summative Evaluation	9	4
The teacher seeks appropriate leadership roles & opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, & community members to ensure learner growth, & to advance the profession.	Co-Teaching & Solo Teaching COE Summative Evaluation	9, 10	4
The teacher demonstrates a belief that all students can learn, exhibits fairness in his/her actions, and demonstrates the behavior of a professional educator.	Co-Teaching & Solo Teaching COE Dispositions Observation	9, 10	1, 2, 3, 4

COE InTASC Standards and Danielson Framework for Teaching are listed at the end of this syllabus.

Course Policies:

Accommodations: Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact Disability Support Services as soon as possible to ensure that accommodations can be arranged. Please meet with DSS staff to verify your eligibility for any classroom accommodations and for academic assistance related to your disability. Disability Support Services is located in the Academic Support Center (657-2283).

Assignments:

1. Co-Teaching & Solo Teaching:

Students will work full-time in a classroom with a mentor teacher for four weeks during this phase of their student teaching experience. During this time, they will be expected to co-design/teach lessons with the mentor teacher and design/teach lessons on their own (at least two, more if possible).

When teaching a lesson that will be evaluated using a formative or summative evaluation, the student must write a formal lesson plan using the following criteria/resources (p. 6 of the Student Teaching Guidebook):

Lesson Plans

Find COE Lesson Plan at <http://www.msubillings.edu/coe/FieldExper/StudentTeaching.htm>

On a daily basis, complete lesson plans in accordance with cooperating teacher practice and school/district policy/expectations. This usually means maintaining a lesson plan book of some sort. Plans should be detailed enough that a substitute teacher could come in and know at least the following:

- The lesson objective
- The materials to be used—text pages, manipulatives, worksheets, smart board, etc.
- The way the lesson will be carried out—demonstration, lecture, small groups, stations, etc.
- The assessment plan to determine whether or not the students achieved the expected performance outcomes of the objective

2. Maintain a Professional Disposition:

Students will be expected to demonstrate dispositions of a professional educator at the acceptable level (3 out of 5) on all the standards as outline in the College of Education Disposition Observation.

3. Reflection (only for study abroad participants):

Students will compose a formal reflection on their study abroad experience. Reflections can be composed in the student's choice of mode, such as a written memoir or a digital story, and will address the following guiding questions:

- What did I learn from this experience?
- In what ways were the cultures I experienced similar or different to my own?
- How is “learning” defined and approached in the cultures I experienced?
- How has this experience made me more aware of my own culture—values, limitations, strengths, or biases?
- How did this experience impact my future—with regard to academic, social, career, and/or personal choices?

Grading:

Student Teaching Grades (p. 6 of Student Teaching Guidebook)

Student teaching is a graded course. The candidate will be evaluated and graded in three areas:

1. University Supervisor Evaluations- 40% of grade
2. Cooperating Teacher Evaluations- 40% of grade
3. Evidence of Professional Growth (EPG) Assignments- 20% of grade (the study abroad reflection assignment will be part of this area)

Grading Scale

94 – 100 = A

90 – 93 = A-

87 – 89 = B+

84 – 86 = B

80 – 83 = B-

77 – 79 = C+

74 – 76 = C

Mentor Teacher Observations/Evaluation: Students' mentor teachers will observe the student's teaching and interactions with students, faculty, and community and conduct the following evaluations:

- 1 [Formative Evaluation](#)
- 1 [Summative Evaluation](#)
- 1 [Dispositions Observation](#)
- 1 [Cooperating Teacher Final Grade](#)

University Supervisor Observations/Evaluation:

The University Supervisor will observe the student's teaching and interactions with students, faculty, and community and conduct the following evaluations:

- 1 [Formative Evaluation](#)
- 1 [Summative Evaluation](#)
- 1 [Dispositions Observation](#)

Course Outline:

Students will be placed with a mentor teacher in the United States for all but four weeks of their required placements. The following schedule outlines the tentative itinerary for the four weeks they will be placed in their study abroad experience.

Week One:

Friday: Arrive, picked up at airport by home-stay families

Monday: Welcome- School Assembly; Introduction to New Zealand schools -NZ Principal, NZ Visiting Supervisor, Judy Knott & Mary McDonald (JCL)

Tuesday through Friday: in classrooms with Mentor teachers – observe/co-teach as mentor teacher deems appropriate (U.S. Supervisor visits)

Saturday through Sunday: New Zealand cultural explorations (students on their own)

Week Two:

Monday through Friday: in classrooms with Mentor teachers – co-teaching, solo teaching as deemed appropriate by the mentor teacher (U.S. Supervisor visits)

One Evening Meeting: 4pm to 6m -Meeting with Supervisor, JCL & Judy Brown (NZ Visiting Supervisor) followed by Dinner.

Saturday through Sunday: Group Event: New Zealand Cultural Exploration—Rotorua, Hobbiton, Karagahake Gorge

Week Three:

Monday through Friday: in classrooms with Mentor teachers – co-teaching, solo teaching as deemed appropriate by the mentor teacher (U.S. Supervisor visits)

One Evening Meeting: 4pm to 6m -Meeting with Supervisor, JCL & Judy Brown (NZ Visiting Supervisor) followed by Dinner.

Saturday through Sunday: New Zealand cultural explorations (students on their own) and one evening meeting with U.S. Supervisor.

Week Four:

Monday through Friday: in classrooms with Mentor teachers – co-teaching, solo teaching as deemed appropriate by the mentor teacher (U.S. Supervisor visits)

One Evening Meeting: 4pm to 6m -Meeting with Supervisor, JCL & Judy Brown (NZ Visiting Supervisor) followed by Dinner.

Saturday: New Zealand cultural explorations (students on their own)and one evening meeting with U.S. Supervisor.

Sunday: *Depart for U.S.*

COE-INTASC Standards

Professional and Pedagogical Development

Standard 1: Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. MSU Billings teacher education candidates understand differences among groups of people and individuals. In the context of human similarity, candidates are aware of United States and global diversity, respect and value differences, recognize that students and their families may hold different perspectives and strive to meet individual student needs. (MSU Billings definition of diversity, 2001)

Standard 3: Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.

Standard 4: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.

Standard 5: Motivation & Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication & Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9: Reflective Practice: Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. MSU Billings teacher candidates demonstrate professional dispositions both on and off campus.

Standard 10: School & Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation	
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 	
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 	
1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 	
1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	
1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	
DOMAIN 2: The Classroom Environment	
2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 	
2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 	
2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 	
2d Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 	
2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 	
DOMAIN 3: Instruction	
3a Communicating With Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	
3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	
3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 	
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 	
DOMAIN 4: Professional Responsibilities	
4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching 	
4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	
4c Communicating with Families <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program 	
4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	
4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	
4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	