

Education 408 Student Teaching- Intermediate**Credit Hours: 5****Scheduled hours per week**

Lecture: 0

Lab: 8-4 (M-F)

Other: 0

Catalog Course Description: Eight weeks of full-time observation, planning, teaching, and evaluation at the 3-6 levels under the direct supervision of public school and college supervisors.

Pre-requisites: Admission to student teaching and satisfactory performance on all PRAXIS exams. Obtain student teaching permit.

Co-requisites: EDUC 410

Course Learning Outcomes:

1. Demonstrate competency in developing plans based on state standards which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment. (WVPTS 1A, 1B, 1C, 1D, 1E, 2A, 3A, 3C, 3E, 4C) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)(ACEI 1.0, 3.1, 4.0)(Praxis 5622 I. C1, C2, C3, C4, II. A1, A2, A3, A4, A5, A6, A7) (ISTE 1.a, 5.a, 5.b, 5.c, 6.a, 7.a, 7.b, 7.c) (CAEP 1.1, 1.2, 1.3, 1.4) (Assessment: WVVERT, WV Teacher Performance Assessment)
2. Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media. (WVPTS 1A, 1B, 1C, 1D, 1E, 2A, 2F, 3A) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)(ACEI 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0)(Praxis 5622 II. B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, III. A1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5) (ISTE 1.c, 5.a, 5.b, 5.c, 6.a, 6.b, 6.c) (CAEP 1.1, 1.2, 1.3, 1.4, 1.5) (Assessment: WVVERT, WV Teacher Performance Assessment)
3. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences. (WVPTS 2A, 2B, 2C, 2D, 2E, 2F, 3B, 3C, 3D, 3F, 4B, 4D, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I) (InTASC 1, 2, 3, 4, 5, 7, 8, 9, 10) (ACEI 2.7, 3.4, 3.5, 4.0, 5.1, 5.2) (Praxis 5622 II. D1, D2, D3, D4 IV. 6) (ISTE 1.b, 2.a, 3.a, 3.b, 3.c, 4.a, 4.b, 4.d, 6.a) (CAEP 1.1, 1.3) (Assessment: WVVERT, Dispositions Rubric)
4. Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students. (WVPTS 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 3F, 5C, 5D, 5E) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (ACEI 4)(Praxis 5622 I. C1, C2, C3, C4, II. C1, C2, C3, C4, C5, IV. 1, 2, 3, 4, 5, 6, 7)(ISTE 3.d, 4.a, 4.b, 4.c, 5.a, 5.b, 5.c) (CAEP 1.1, 1.2, 1.3, 1.4) (Assessment: WVVERT, WV Teacher Performance Assessment)
5. Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel. (WVPTS 1C, 1D, 1E, 2B, 2C, 3A, 3B, 3E, 3F, 4A, 4B, 4C, 4D, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (ACEI 2.2, 2.3, 2.4, 2.5, 2.6, 4.0) (Praxis 5622 I. A1, A2, A3, A4, A5, III. A1, A2, A3, A4, A5, A6) (ISTE 2.c, 7.a, 7.b, 7.c) (CAEP 1.1, 1.2, 1.3, 1.4, 1.5) (Assessment: WVVERT, WV Teacher Performance Assessment)
6. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations. (WVPTS 1C, 1D, 1E, 2B, 2C, 3A, 3B, 3E, 3F, 4A, 4B, 4C, 4D, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (ACEI 2.2, 2.3, 2.4, 2.5, 2.6, 4.0) (Praxis 5622 I. A1, A2, A3, A4, A5, III. A1, A2, A3, A4, A5, A6) (ISTE 2.c, 7.a, 7.b, 7.c) (CAEP 1.1, 1.3) (Assessment: WVVERT, Dispositions Rubric) (CAEP 1.1, 1.2, 1.3, 1.5) (Assessment: WVVERT, WV Teacher Performance Assessment)

- 7. Demonstrate the integration of 21st century skills and technology throughout the curriculum. (WVPTS 1A, 1B, 1C, 1D, 2A, 2B, 2F, 4A, 5D) (InTASC 1, 2, 3, 4, 6, 7, 8, 9, 10) (ISTE 5.a, 5.b, 5.c, 7.a, 7.b, 7.c) (CAEP 1.1, 1.2, 1.3, 1.5) (Assessment: WVERT, WV Teacher Performance Assessment)
- 8. Demonstrates satisfactory performance related to the elementary education content standards.(WVPTS 1A, 1B, 1C, 1D, 1E, 3A, 3D) (InTASC 3, 4, 5, 6, 7, 8, 9, 10) (ACEI 4.0) (Praxis 5622 I. B3, IV. 1,7) (ISTE 7.a, 7.b,7.c) (CAEP 1.1, 1.3) (Assessment: Content Performance Assessment)

Topics to be studied:

- 1. Pre-teaching Competencies
- 2. Teaching Competencies
- 3. Post-teaching Competencies
- 4. Other Professional Competencies
- 5. Content Competencies

Relationship of Course to Program or Discipline Learning Outcomes:

- 1. Teacher candidates will demonstrate effective planning skills.
- 2. Teacher candidates will demonstrate effective teaching skills.
- 3. Teacher candidates will demonstrate effective interpersonal skills.
- 4. Teacher candidates will demonstrate effective decision-making skills.
- 5. Teacher candidates will demonstrate professional commitment to their students, their discipline, their profession, their community.
- 6. Teacher candidates will demonstrate the ability to meet the needs of diverse learners.
- 7. Identify, analyze, and evaluate data essential for planning, design, and implementation of instruction.
- 8. Define and plan learning goals and objectives that complement curriculum.
- 9. Identify and implement various models and strategies for delivering instruction that meet learning outcomes, including the use of media and technology.
- 10. Identify and develop instructional plans that incorporate learner characteristics, learning goals/objectives that are congruent with intended curricular and learning outcomes.
- 11. Incorporate variables of classroom climate that enhance effective teaching and learning into instructional plans.
- 12. Prepare, execute, and evaluate introductory and developmental lessons appropriate for 3-6 settings.
- 13. Integrate appropriate methods and strategies for the evaluation of curricular and instructional effectiveness.
- 14. Apply basic statistical techniques to interpret student performance.
- 15. Plan instructional units including unit tests with a variety of test items.
- 16. Understand the importance of being a contributing member of a cooperative team in the work world both now and in the future.
- 17. Understand and apply the principles of cooperative learning and teaming.
- 18. Incorporate 21st century skills and technology into all aspects of the curriculum.

This course meets the following General Education Outcome(s):	
Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	X

Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	X
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	X
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	X
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Special projects or requirements of the course:

West Virginia Teacher Performance Assessment (WVTPA)

Additional information:

Methods of Student Evaluation

1. West Virginia Teacher Evaluation form – six formative evaluations minimum; three completed by local cooperating teacher; three completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor.
2. Elementary Education Content Evaluation form – six formative evaluations minimum; three completed by local cooperating teacher; three completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor.
3. Evaluation of the reflective journal and other materials which document participation.
4. Completion of two Student Teacher Self-Assessment Forms
5. West Virginia Teacher Performance Assessment (WVTPA)
6. Dispositions Rubric

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