



*Catawba College*  
 Department of Teacher Education-Birth to Kindergarten  
 “Preparing Teachers as Reflective Practitioners”

**EDUC 4000 Student Teaching and Seminar: Birth-Kindergarten**  
**Course Syllabus: Spring 2014**

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**Location and Time:** Ketner 210 6:00pm

**Purpose of the Course:** This course is the last of a sequential series of field-based experiences designed to ensure that the BK teacher candidate develops and demonstrates the ability to apply the knowledge and skills learned in content and professional courses. This experience is designed to mirror the mission statement of Catawba College Department of Teacher Education, which states, “to prepare reflective practitioners who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse society.” The accompanying seminars provide opportunities for the BK level teacher candidate to demonstrate the ability to identify classroom problems, create possible solutions, and share successful practices with colleagues as part of the ongoing professional development process. The course is designed to meet all of the B-K Specialty Area Standards.

**Requirements and Outcomes:** The developing expertise of the BK teacher candidate will be evaluated through observations and the program exit criteria. In addition, the following are items which are required during student teaching:

- Student Teaching Notebook with Clear Front Pocket (Observation Checklists will be provided for each visit)
- Completion of a Professional Portfolio (Evidences 2, 3, 5 & 6)
- Purchase a TaskStream Account for uploading final e-portfolio for College and State Review (Available online or in the bookstore)
- Liability Insurance (Proof of insurance may be obtained through employer/school system) If not, students may join the student chapter of SNCAE. Payment should be taken to Jane Snider in Teacher Education - Ketner 110 by 5:00pm each day or purchased online @ [www.ncae.org/JoinNea/](http://www.ncae.org/JoinNea/) by selecting Student Membership. You must email your proof of liability to [jvsnider@catawba.edu](mailto:jvsnider@catawba.edu) prior to the first seminar meeting.
- Criminal Background Check (copy from employer or see Jane Snider in Teacher Education for specific form to order)
- Student Membership in a Professional Education Organization (NAEYC, CEC, SNCAE, etc.) Student must bring proof of membership to class.
- Video-Taped Lesson for Self-Reflection/Peer Evaluation
- Completion of an Action Research Project

- Reflective Journal and “Write It Down” Activities

### **Course Requirements:**

The purpose of this course is to enable Birth-Kindergarten professionals to meet all of the B-K Standards.

### **North Carolina B-K Specialty Standards**

- **Standard I:** Comprehensive knowledge of typical as well as atypical patterns of child development.
- **Standard II:** Foster relationships with families that support children’s development and learning
- **Standard III:** Build community partnerships in support of children and families
- **Standard IV:** Use authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths
- **Standard V:** Create and adapt environments and intentionally plan and implement an integrated curriculum

Students are also required to demonstrate proficiency in meeting the NC Professional Teaching Standards for Birth-Kindergarten Licensure:

### **North Carolina Professional Teaching Standards**

<b>Standard 1: Teachers demonstrate leadership.</b>
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#### **1a. Teachers lead in their classrooms.**

- 1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.
- 1a.2 Draws on appropriate data to develop classroom and instructional plans.
- 1a.3 Maintains a safe and orderly classroom that facilitates student learning.
- 1a.4 Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.

#### **1b. Teachers demonstrate leadership in the school.**

- 1b.1 Engages in collaborative and collegial professional learning activities.
- 1b.2 Identifies the characteristics or critical elements of a school improvement plan.
- 1b.3 Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.

#### **1c. Teachers lead the teaching profession.**

- 1c.1 Participates in professional development and growth activities.
- 1c.2 Begins to develop professional relationships and networks.

#### **1d. Teachers advocate for schools and students.**

- 1d.1 Implements and adheres to policies and practices positively affecting students’ learning.

#### **1e. Teachers demonstrate high ethical standards.**

- 1e.1 Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

<b>Standard 2: Teachers establish a respectful environment for a diverse population of students.</b>
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- 2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.**

- 2a.1 Maintains a positive and nurturing learning environment.
- 2b. Teachers embrace diversity in the school community and in the world.**
  - 2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.
  - 2b.2 Incorporates different points of view in instruction.
  - 2b.3 Understands the influence of diversity and plans instruction accordingly.
- 2c. Teachers treat students as individuals.**
  - 2c.1 Maintains a learning environment that conveys high expectations of every student.
- 2d. Teachers adapt their teaching for the benefit of students with special needs.**
  - 2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.
  - 2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.
- 2e. Teachers work collaboratively with the families and significant adults in the lives of their students.**
  - 2e.1 Communicates and collaborates with the home and community for the benefit of students.

<b>Standard 3: Teachers know the content they teach.</b>
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- 3a. Teachers align their instruction with the *North Carolina Standard Course of Study*.**
  - 3a.1 Develops and applies lessons based on the North Carolina Standard Course of Study.
  - 3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.
- 3b. Teachers know the content appropriate to their teaching specialty.**
  - 3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.
  - 3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.
- 3c. Teachers recognize the interconnectedness of content areas/disciplines.**
  - 3c.1 Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.
  - 3c.2 Relates global awareness to the subject.
- 3d. Teachers make instruction relevant to students.**
  - 3d.1 Integrates 21<sup>st</sup> century skills and content in instruction.

<b>Standard 4: Teachers facilitate learning for their students.</b>
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- 4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.**
  - 4a.1 Identifies developmental levels of individual students and plans instruction accordingly.
  - 4a.2 Assess and uses resources needed to address strengths and weaknesses of students.
- 4b. Teachers plan instruction appropriate for their students.**
  - 4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.
- 4c. Teachers use a variety of instructional methods.**
  - 4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.
- 4d. Teachers integrate and utilize technology in their instruction.**
  - 4d.1 Integrates technology with instruction to maximize students' learning.
- 4e. Teachers help students develop critical-thinking and problem-solving skills.**
  - 4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.
- 4f. Teachers help students to work in teams and develop leadership qualities.**
  - 4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

**4g. Teachers communicate effectively.**

- 4g.1 Uses a variety of methods to communicate effectively with all students.
- 4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.

**4h. Teachers use a variety of methods to assess what each student has learned.**

- 4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.
- 4h.2 Provides evidence that students attain 21<sup>st</sup> century knowledge, skills and dispositions.

**Standard 5: Teachers reflect on their practice.****5a. Teachers analyze student learning.**

- 5a.1 Uses data to provide ideas about what can be done to improve students' learning.

**5b. Teachers link professional growth to their professional goals.**

- 5b.1 Participates in recommended activities for professional learning and development.

**5c. Teachers function effectively in a complex, dynamic environment.**

- 5c.1 Uses a variety of research-verified approaches to improve teaching and learning.

**Educators' Liability Required:** Each teacher education student is responsible for obtaining liability insurance coverage before participating in methods class field experiences and student teaching in public school settings. The insurance may be obtained through membership in the Student North Carolina Education Association (SNCAE) if the individual student does not have coverage through a private policy. Applications for membership in SNCAE may be obtained in the Department of Teacher Education. Applications may be made online at [www.ncae.org/JoinNea/](http://www.ncae.org/JoinNea/) by selecting Student Membership. It is the responsibility of the student to provide confirmation of membership to Mrs. Jane Snider, the administrative assistant in the Department of Teacher Education. Students should note that educator's liability insurance coverage provided by membership in SNCAE extends from September 1<sup>st</sup> through August 31<sup>st</sup> of each academic year and must be renewed each academic year when enrolled in methods classes or student teaching. Proof of coverage must be provided to Mrs. Snider ([jvsnider@catawba.edu](mailto:jvsnider@catawba.edu)) prior to the first seminar meeting.

**Student Teaching Semester:** 16 week student teaching experience along with attendance and participation in seminars scheduled throughout the semester. (600 Hours) Student teachers will take over full planning and management of the classroom for a period of 5 weeks. This should be a gradual progression.

**Attendance:**

Students must attend the Student Teaching placement every day, according to the schedule developed by the site supervisor (full-time teacher hours). **Notify the site supervisor and college supervisor if unable to attend placement BEFORE the time to report to the placement. If sick, calls should be made prior to 8:00am to avoid unnecessary travel for the supervisor. Notify the college supervisor immediately should any problems arise related to the student placement.**

Students are expected to attend and be on time for all scheduled Seminars, unless there is an emergency or serious health issue that prevents from doing so. The policy stated in the College Catalog on class attendance applies to the Seminars. An "Unsatisfactory" grade will be assigned to any student who misses more than one Seminar. \*Part of the Student Teaching seminars will be scheduled on an individual basis due to the variance in sites and situations.

**Textbooks:**

- Write It Down!: A Guided Journal of Ideas, Strategies, and Reflections for Beginning Teachers by Dawn L. Kolakoski, Ed.D.
- **Additional materials required include a clear front notebook; flashdrive for video and portfolio.**

**Assignment Dates and Seminar Topics:**

*Student teaching seminars will be scheduled individually, however assignments will have set due dates.*

<b>Assignments</b>	<b>Due Date</b>	<b>Turned In v</b>
Professional Disposition Survey (Part 1)	<b>January 14</b>	
Evidence 2 Revision	<b>January 28</b>	
Curriculum Goals and Objectives	<b>February 11</b>	
Five Activity Plans- part of Unit Plan (Evidence 3)	<b>February 11</b>	
Evidence 3	<b>March 25</b>	
Lesson Implementation Video and Analysis	<b>March 25</b>	
Peer Video Critique	<b>April 8</b>	
Evidence 5	<b>April 8</b>	
Evidence 6	<b>April 22</b>	
Professional Disposition Survey (Part 2)	<b>May 6</b>	

**Topics:**

- Seminar #1 Overview of Student Teaching; Professionalism; Action Research; Evidence Discussions
- Seminar #2 TaskStream Demonstration; Complete Professional Survey; Evidence 3 Discussion; **Evidence 2 Review**; *Curriculum Lab –upload Evidence 2 to TaskStream*; Setting Curriculum Goals and Objectives; Lesson Planning & Assessment
- Seminar #3 **Curriculum Goals & Objectives Review; Lesson Plans Review**
- Seminar #4 *Lesson Plan Implementation and Assessment Begins*; Evidence 5 Discussion  
**Schedule Midterm Evaluations**
- Seminar #5 Assessment Analysis; Midterm Evaluation Criteria (self-assessment); *Lesson Plans Re-Implemented*
- Seminar #6 **Comprehensive Unit Plan Review (Evidence 3); Video Due and Exchange**; Evidence 6 Discussion
- Seminar #7 **Reflective Analysis Review (Evidence 5); Video Critique Review**; *Curriculum Lab –upload Evidence 3*; (Comprehensive Unit Plan to CT)  
**Schedule Final Evaluations**
- Seminar #8 **Leadership Contributions (Evidence 6)**; (Reflective Analysis to CT)

- Final Seminar #9 **Professional Portfolio Discussion; Completed Professional Survey; Last day of student teaching; Initial Licensure Process; Portfolio Due on TaskStream by May 6, 2014.**

### **Assignments:**

1. **Student Teaching Notebook/Lesson Planning-** A three ring binder (clear pocket front) is required to keep all items related to student teaching. This notebook should be made available for the college supervisor at the beginning of each formal observation with the observation checklist in the front of the clear pocket. Students take over full planning during a 5-Week period of time. Proof of lesson planning should be made available in the student teaching notebook. During observations, make sure the lessons are provided in the notebook. Lesson plans should be explicit and well-developed. Lesson plans should be reviewed by the cooperating teacher prior to implementation, so plans need to be prepared in advance. This is especially important during the early phases of assuming full teaching responsibility. By the time students have full-time responsibilities, they should have plans for one entire week in advance to allow ample time to collect resources and materials. Writing lesson plans on a day-to-day basis is unacceptable. However, making revisions for some days may be deemed necessary. Include the following divided areas: Time Log; Proof of Insurance and Criminal Background; Calendar; Action Research Topic; Lesson Plans; Assessment Information (informal and formal); Evidence 2 Feedback and Revision; Evidence 3; Evidence 5; Evidence 6; Video Analysis and Peer Critique; and Printed Weekly Reflections.
2. **E-Portfolio/Taskstream Evidences-** Prior to the end of the semester, students must complete a professional portfolio based on the North Carolina Professional Teaching Standards. Students will complete evidences 3, 5, and 6 during the student teaching experience. Evidence 1 is a copy of the student college transcript and evidence 4 is the IHE/LEA certification of student teaching. These items will be uploaded by the teacher education office. Evidence 2 (Case Studies) were completed during PSYCH 3940: Psychology of Exceptionalities and EDUC 3301: Infant/Toddler Curriculum Methods. As part of Evidence 5, analysis of data and documentation of learning will take place for students in the classroom. Pictures will need to be uploaded into a digital format to submit online, so students should allow plenty of time to complete this assignment (especially if they are technically challenged). After each evidence is initially cleared by the College Supervisor, the Cooperating Teacher should be forwarded a copy for further evaluation and input. Once they have been reviewed by the Cooperating Teacher, place them in the Student Teaching Notebook for the final review by the College Supervisor. The College Supervisor will clear students to upload them to TaskStream.
3. **Weekly Reflections/Journal-** Each week, student teacher candidates will be required to write a reflection about the student teaching experience. Student teachers should focus on being reflective teachers and journal specifically about activities that were implemented in the classroom or an issue that was addressed in the classroom (positive or negative). The reflection should provide adequate insight into the happenings of the classroom. These are sent by e-mail to the college supervisor ([dcjames@catawba.edu](mailto:dcjames@catawba.edu)) each week and a copy also included in the student teaching notebook for review during visits. In addition to the weekly reflection, students will have specific journal assignments in the "Write It Down!" journal.

4. **Video-Taped Lesson-** Student teachers are required to videotape one of the lesson plans in the unit plan. Videotaping is a way to observe teaching strategies and interactions with students. A self-reflection (questions will be provided) and copy of lesson plan will accompany the video when turning it in. Students will need to obtain permission from parents/guardians about videotaping children in the classroom for education purposes. A permission form will be available on Blackboard. A video camera and tripod can be checked out of the CMC. It is highly recommended that videotaping be completed early in the semester to allow for additional time to redo videotapes if necessary. Videos will be exchanged with other student teachers for review and critique. Videos should be uploaded to a cd-rw or flashdrive for easy viewing. The final video will be uploaded to Taskstream as an artifact.
5. **Action Research-** As part of professionalism and Evidence 6, students will identify an area of need in the classroom. Students will participate in action research as a teacher researcher to find a solution to the need in the classroom. A visual component will be presented online to show the progress of the research and identified solutions.
6. **Professional Disposition Surveys-** These surveys will be completed in Taskstream at the beginning of the semester and at the end of the semester. The student should be able to show growth in all areas by the end of the student teaching experience. These will be completed in seminar.

**Student Teaching Policies and Procedures:** Policies and procedures governing the student teaching experience are fully detailed in the *Teacher Education Policies and Procedures Handbook*. Student teachers should be familiar with the *Handbook for Supervision of Field Experiences in Teacher Education*. Included in this handbook are sections concerning the student teacher responsibilities, as well as those of the cooperating teacher and college supervisor.

**Evaluation:** On-going assessment of the BK teacher candidate's performance will be made throughout the classroom teaching experience and seminars. The college supervisor will be noting professionalism, speaking ability, initiative, cooperative behavior, appearance, academic and professional knowledge and skills, concern for students and schools, and in essence, all of the criteria frequently found on reference forms requested from school personnel offices. The teacher candidate is expected to engage in self-assessment, well evidenced by the professional portfolio reflections.

Following formal observations of a lesson taught by the teacher candidate, the college supervisor and/or cooperating teacher will provide feedback regarding the student teacher's performance—usually through email. Cooperating teachers are asked to provide written feedback for a minimum of two (2) formal observations. College supervisors will observe at least three (3) instructional sequences during the semester. Written feedback will be provided in addition to a mid-term and final evaluation. Additional formal observations will be conducted as needed. Student teachers are encouraged to also request to be observed and evaluated by the principal, assistant principal, or director for valuable feedback and professional contacts.

Teaching performance is graded through the use of an exit criteria checklist. Midterm and final evaluations will occur in three-way conferences. Before the conference, the student teacher, the

cooperating teacher, and the college supervisor will complete the *Evaluation of Student Teacher Performance* form. During the conference, all three participants will jointly come to consensus on the student teacher's performance and a final form will be completed. Cooperating teachers and principals or directors are responsible for completing the *North Carolina LEA/IHE Certification of Teaching Capacity Form* following the final evaluation.

Portfolio will be graded using a three-point rubric, both the cooperating teacher and college supervisor will evaluate the professional portfolio based on the NC Professional Teaching Standards.

A grade of satisfactory or unsatisfactory (S or U) will be submitted at the completion of the student teaching experience.