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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
		EDUC 461 Student Teaching
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
Early Childhood Education/PreK-Grade 6 (ECP6)		Early Childhood Education PreK -Grade4/ Special Education PreK -Grade 8 (ECED/EDEX)
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		Date
Department Curriculum Committee Chair(s)	Mary Ann Hamel	8/28/09
Department Chair(s)	Jennifer T. Rotigel	8/28/09
College Curriculum Committee Chair	Joseph Domaracki (TECC)	8/28/09
College Dean	May Ann Rafter	8/28/09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrest	8-28-09

Received

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Liberal Studies

EDUC 461
Student Teaching
5c -0l-5cr

Prerequisite: Admission to student teaching, successful completion of Step 2 of Teacher Education 3 step process

- I. Catalog description:** An experience in teaching at the PreK to Grade 4 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

II. Course Outcomes

Students successfully completing this course will:

1. Demonstrate knowledge of content and pedagogy through the design and implementation of instructional materials for delivery in the public school setting.
2. Exhibit the dispositions of a professional educator through positive interactions with staff, students, and families in the school setting.
3. Identify and integrate attributes of a positive learning environment for students in the public school setting
4. Maintain accurate records related to student attendance and academic performance
5. Participate actively in the professional community of the school setting
6. Utilize contemporary resources to support classroom instruction in the school setting.

College Conceptual Framework	Outcome	PDE	CEC	NAEYC	Assessment
Planning and Preparation	1	1	1,2,3,4	1	Lesson and unit plans Classroom Instruction
Planning and Preparation, Professional responsibilities	2	2	1,5,9,10	4	Lesson and Unit Plans Classroom Instruction
Planning and Preparation, The Classroom Environment, Instruction, Professional responsibilities	3	2	1,2,3,4,5,7,8,9,10	2,5	Lesson and Unit Plans Classroom Instruction

Planning and Preparation, Professional responsibilities	4	4	1,2,3,4,5,6,7,8,9,10	4	Lesson and Unit Plans Classroom Instruction
Professional responsibilities	5	5	1,4,5,9		
Planning and Preparation, Instruction Professionalism	6	2	1,2,3,4,5,6,7,8,9,10	4	Lesson and Unit Plans Classroom Instruction Teacher Work Sample

III. Detailed Course Outline

Week	Topic	Assignment
1	Observe in the classroom, assisting the cooperating teacher as appropriate	Learn student names Organize schedule and communicate with university supervisor
2	Teach 3 -5 full lessons	Utilize pre-test data to determine content and scope of instructional unit plans
3	Teach 5-7 full lessons	Observe in another classroom
4	Teach 7-10 full lessons	Develop lesson materials related to state curriculum requirements for teaching assignment
5	Teach 10-15 full lessons	Develop ongoing assessments to monitor student learning
6	Teach at least three lessons a day	Utilize a variety of learning strategies in instructional plans
7	Teach the entire day Assume all classroom responsibilities	Utilize post instruction assessment Chart student progress
FINAL EVALUATION		Develop narrative related to student learning, growth, instructional effectiveness, and assessment

IV. Evaluation Methods

Student teachers are evaluated through observation by cooperating teachers and university supervisors. The 3 part assessment rubric for student teachers is available on the Teacher Education Website.

Additionally, students are required to complete the Step 3 portfolio as well as Teacher Work Sample during their student teaching. Materials from assignments listed below may be included in the portfolio assignments

LESSON PLANS

The handbook provides detailed information regarding lesson plans as well as examples of thorough plans. Some districts require all of the plans for the coming week on Friday. No lesson can be taught without a plan and plans must be turned in with as much lead time as your cooperating teacher requires. Lesson plans should be organized in a three ring binder so that university supervisors can have ready access to them. It is helpful to see what was taught yesterday and what will be taught tomorrow as the supervisor observes the lesson.

VIDEOTAPES

If a school has equipment and permissions can be secured, videotapes of two teaching episodes should be made. These tapes are useful for self-assessment as well as university supervisor review, and may be included as video captures in your portfolio.

PORTFOLIO

The electronic portfolio is the documentation of your professional growth through the subject accreditor's standards and competencies. Pictures, copies of student work (with permission) and excellent plans can be included in the final product. The portfolio will be reviewed as the student teaching handbook outlines.

TEACHER WORK SAMPLE

The teacher Work Sample is a semester long project that documents your impact on the learners within your assigned classroom. The template, requirements, and rubric for evaluation are found on the IUP Teacher Education Website.

RESUME

Materials are available to assist in the preparation of the resume. This document should be a representation of preparation and professional work. Students should refer to the calendar of weekly assignments for due dates.

OBSERVATIONS

University supervisors will expect a schedule for the upcoming week's teaching on Friday of each week via e-mail. Schedules can change, but if there is a shift in the teaching schedule, the university supervisor will need to know at once so that he/she can plan to visit another classroom or school.

V. Example Grading Scale

90% of outcomes ranked as Superior = A

80% of outcomes ranked as superior =B

70 % of outcomes ranked as Superior = C

60% of outcomes ranked as superior =D

59% or below of outcomes ranked as superior = F

Pennsylvania Certification Guidelines requires that only those candidates earning grade of C or better in Student Teaching are eligible for recommendation for certification.

VI. Attendance Policy

Teacher candidate are expected to be present and punctual for each assigned day of their student teaching. Absence beyond three days must be made up in consultation with the university supervisor and the cooperating teacher.

VII. Required Text

University supervisors will assign five reading related to the individual classroom situation. Additionally, students are required to read the instructional manuals and supporting research materials for the preparation of classroom instructional materials as appropriate to individual classroom assignments.

VIII. Special Resource Requirements

Student teachers must have a mode of transportation available to get to and from their assigned school. Student teachers must have appropriate technology support available to prepare professional lesson plans and other instructional materials.

IX. Sample Bibliography

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Course Analysis Questionnaire
EDUC 461

A. Details of the Course

A1. This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

A2. This course is one of several courses being revised within the Early Childhood education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include
Youngstown State University *ECE 4841 Supervised Student Teaching*
West Virginia University *EDUC 687 Instructional Practicum*

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, the National Association for the Education of Young Children, and the Council for Exceptional Children.

Section B: Interdisciplinary Implications

B1. This course will be taught by appropriately qualified instructors in the PSE department.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is .3 credit for each student teacher.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. As the program is proposed at 135 credits, a cohort of 125 students will not all proceed to degree at the same rate. Some will elect to do summer work, some will take an additional semester. We anticipate that approximately 80-100 students per semester would student teach. This number is commensurate with the current number of students enrolling in student teaching from the two departments collaborating on this proposal. Student teaching sections are usually created in the scheduling system under the coordinator's name, and then assigned to their filed supervisors and moved to sections for each of the filed supervisors. A faculty member is assigned student teachers in increments of .3 for each student. We would plan to offer sufficient sections of this course each year as enrollment dictates.

C6. Each section of this course will accommodate the load appropriate to the task and the instructor's individual teaching load. At .3 each, 10 student teachers in a section would make up 3 credits of an instructor's load.

C7. No such recommendations are made.

C8. This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required

2. Summary of Changes

EDUC 441 Student Teaching	EDUC 461 Student Teaching
An experience in teaching at the elementary or secondary level; coordination and visitation by a university faculty member with daily supervision by a cooperating classroom teacher.	An experience in teaching at the PreK to Grade 4 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

This course is proposed to address the student teaching standards from NAEYC , CEC, and PDE. The former EDUC 441 has been a 6 -12 credit student teaching experience. With the proposed EDUC 461, the credit load becomes 5 credits, specific to this major only, to allow students to participate in ECSP 440 the Professional Seminar concurrently.

3. Justification/Rationale for Changes

The mandated changes in certification guidelines from the Pennsylvania department of Education require that the ECED/PreK to Grade 6 program be revised to conform with the new PreK to Grade 4 designation. This IUP program proposal also seeks to blend the ECED/EDEX certification preparation so that all candidates are prepared to teach in inclusive settings.

4. Old Syllabus of Record

See accompanying PDF

Current
IUP
Course Syllabus

EDUC 421, 431 and/or 441 Student Teaching

Course Description: Experience in teaching at the elementary or secondary level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher. Efforts are made to provide opportunities for Candidates to work with students who have special needs and/or who come from diverse cultural backgrounds.

Conceptual Framework Relation

This capstone culminating experience is one that calls for the candidate with guided independence to integrate the components of the Danielson Framework-Professional Responsibilities, Planning and Preparation, Instruction, and Classroom Environment into the environment of the classroom where student teaching occurs.

Pre-Requisites for the Course

Candidates enrolled in student teaching have met all requirements of the first two steps of the IUP Three Step Process to Teacher Certification including:

- Admitted to the Teacher Certification Program
- Attainment of Step 2 in the IUP 3 Step Process
- Satisfactory completion of at least 91 semester hours
- Cumulative grade point average of 3.0 or higher
- Completion of liberal studies requirement courses with a "C" or better
- Completion of all required professional education courses with a minimum grade of "C" in each
these include: COMM 301 or departmental equivalent, EDUC 442, EDUC 242, EDUC 342, EDSP 477
- Completion of the Special Education Competency course EDEX 300/301
- Current Clearance for Act 34 and Act 151
- FBI Fingerprinting
- Liability insurance
- Negative TB Test verification
- Affirmative recommendation by the student's major departmental adviser or program coordinator

Course Outcomes

The outcomes and performance indicators listed below are the generic outcomes for all education majors. In addition to these outcomes there are separate outcomes and performance indicators for each of the 20 certification programs available at IUP.