



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: EDUC 556 Supervised Directed Teaching

Course CRN # and Section : 20809 01; 20810 02

Semester Taught : Spring 2019

Professor: Dr. Rick Druggish

Credit Hours: 6

Office Location: A101C

Prerequisites: Admission to Student Teaching

Office Hours: T: 1:00-2:00

W: 9:30-11:00; 1:30-3:00

R: 9:30-10:30

Course Time : NA

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Course Description/Rationale:

Student Teaching is a semester (16 weeks) of professional experience in a public school setting(s) within the teacher candidate's content area(s) and at the appropriate developmental levels. All requirements for Admission to Student Teaching as outlined in the Academic Catalog must be met prior to the student teaching experience.

Course Management System: None

Hardware/Software Needed: None

Text requirements: None

Concord University Educational Goal(s):

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community. Student teachers must demonstrate the knowledge, skills and dispositions reflected in the Educational Goals of Concord University.

Skills:

1. Effective inter-communication skills and literacy, adapted as needed for the demands of various kinds of discourse:
 - listening and speaking
 - reading and writing
 - numeracy
 - graphic communication
 - non-verbal communication
 - media and technological literacy.
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to analyze, synthesize, and integrate elements, information and ideas.
4. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
5. An ability to learn and work effectively both independently and collaboratively.

Attitudes:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership--including leadership by example--and of responsible followership.
3. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
4. Exercise of responsible leadership--including leadership by example--and of responsible followership.

National and State Standards:

CAEP Standards 2013

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

INTASC Standards

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ISTE Standards

1. Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2. Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

3. Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.

4. Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

5. Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6. Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

7. Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

West Virginia Professional Teaching Standards

Standard 1: Curriculum and Planning

The **teacher candidate** displays deep and extensive knowledge of the core content, and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness, economic, business and entrepreneurial literacy, civic and health

literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content, and must be made relevant to the learner. The **teacher candidate** designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist student to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The **teacher candidate** uses his/her knowledge of content, process and development to move beyond being a *provider* of knowledge to being a *facilitator* of learning in which experiences are created that advance student learning and encourage creativity, innovation and problem-solving.

Standard 2: The Learner and the Learning Environment

The **teacher candidate** demonstrates knowledge of the underlying principles of how students develop and learn, and creates an environment that supports the learning of all students. Particular emphasis is placed on developing conceptual understanding of what the learner can and does learn based on prior knowledge and experiences. The teacher sets the expectation that all students will learn at high levels and establishes a learning culture that allows all students to be successful while respecting their differences. The **teacher candidate** demonstrates an understanding and appreciation of the differences in student learning styles, socio-economic, cultural and developmental characteristics, and that understanding is evidenced in the design of the learning environment – the activities and tasks, the materials, and the student groupings—to assure student learning, regardless of differences. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students’ misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to assume responsibility, to collaborate and to engage in equitable practices.

Standard 3: Teaching

The **teacher candidate** displays a deep and extensive knowledge of content that, when combined with the knowledge of teaching, knowledge of the learner and the learning environment, allows him/her to develop instructional experiences that create the best possible opportunity for students to learn. The **teacher candidate** plans instruction that is aligned with the state content standards and objectives and that is focused on specific learning targets communicated in student-friendly language. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The **teacher candidate** selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.

Frequently monitoring student progress, the teacher extracts data consistently from formative/classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The **teacher candidate** uses summative assessment data to measure

student progress toward mastery of standards and objectives, and develops lesson plans that encompass prioritized learning targets from the curriculum map. The **teacher candidate** provides timely, specific descriptive feedback through classroom assessment *for* learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

Standard 4: Professional Responsibilities for Self-Renewal

Teachers contribute to professional learning that prepares them to critically examine their practice and engage in a continuous cycle of self-improvement focused on changing how they learn, teach and work in a global and digital society. In addition to exhibiting integrity and ethical conduct, the **teacher candidate** is responsible for engaging in professional self-renewal in a collaborative setting in which colleagues examine each other's practice in the role of critical friends in order to adjust instruction and practice based on a thorough analysis of a variety of data. Participation in this form of professional dialog enables teachers to discover better practice and to be supported by colleagues in engaging in that practice as members of a professional learning community. Teachers who distinguish themselves by contributing to the teaching profession through the implementation of ideas that improve teaching and learning have also demonstrated characteristics of informal teacher leadership

Standard 5: Professional Responsibilities for School and Community

Although a teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels, every teacher also has a primary responsibility for the improvement of the school in which they work. The **teacher candidate** makes complex decisions and professional contributions that assure a process of continuous improvement at the classroom level that ultimately impacts student learning at the school and district level. The **teacher candidate** contributes to, supports and helps sustain the mission of the school. The **teacher candidate** assures that the culture of the classroom is learning-centered and uses the school strategic plan to help guide instruction and ensure continuous improvement. The **teacher candidate** contributes to student support, management and assessment systems that enable learning to take place. The **teacher candidate's** professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students, on activities that connect school to families to the larger community. Ultimately, to teach all children to high levels and to prepare them for powerful life options, all adults in the school must work in an atmosphere of collaboration, mutual support and group accountability for the success of each and every student in the school.

Specific Learning Outcomes

21st Century Professionals construct knowledge and skills that will serve as the core of their practice. The PEU has outlined specific knowledge and skills of the 21st Century Professional that serve as learning outcomes.

1. Competent

- a. Candidates know the content they teach.**
- b. Candidates know effective instructional pedagogy.**
- c. Candidates are strong in pedagogical content knowledge.**

2. Intentional

- a. Candidates can plan effective instruction.
 - b. Candidates create environments that support learning.
 - c. Candidates facilitate learning using a variety of instructional strategies, materials and technologies.
 - d. Candidates plan for and accommodate learning experiences for individual differences
 - e. Candidates understand and use multiple methods of assessment.
- 3. Reflective**
- a. Candidates analyze student learning.
 - b. Candidates analyze their teaching.
 - c. Candidates grow and develop professionally.
- 4. Culturally Responsive.**
- a. Candidates embrace diversity in the school, the community, and the world.
 - b. Candidates plan for and accommodate learning experiences for diverse cultures and for second language acquisition.
 - c. Candidates know how to build instruction upon learners' experiences and cultures, and upon family and community resources.
- 5. Leading**
- a. Candidates lead in their classrooms.
 - b. Candidates demonstrate leadership in the school.
 - c. Candidates lead the teaching profession.
 - d. Candidates advocate for schools and students.
 - e. Candidates demonstrate high ethical standards.
- 6. Empathetic.**
- a. Candidates provide a positive environment.
 - b. Candidates establish nurturing relationships with their students.

Course Requirements

The student teaching semester has six components: classroom teaching, performance evaluation, seminar attendance, reflection, the WV Teacher Performance Assessment, and portfolio review.

1. Classroom Teaching

In each placement, teacher candidates observe and assume full-time teaching responsibilities under the supervision of a cooperating teacher.

2. Observation, Conferencing, and Performance Evaluation

Teacher candidates are observed by the cooperating teacher(s) and by the university supervisor and conferences are held for feedback, reflection, and goal setting. For each placement, a midterm and a final evaluation conference are held with the cooperating teacher, the university supervisor, and the student teacher. (All outcomes listed above.)

3. Seminar

Seminar meetings are held periodically throughout the student teaching semester for peer support and for discussion of various topics listed above. Attendance is required.

4. Reflective Journaling

Teacher candidates submit written reflections over the course of each placement.

5. The West Virginia Teacher Performance Assessment (WVTPA)

Teacher candidates complete the Teacher Work Sample within their first placement.

6. Portfolio Review

The teacher candidate's portfolio is reviewed for a final time with additions specific to the student teaching semester. The university supervisor will review the final portfolio.

Grading Policy and Scale, Make-up Policy, Late Work

Summative evaluation of student teaching occurs during the final week of the experience. Again, all three participants complete a summative evaluation and meet to discuss their evaluations. The final evaluation is a final appraisal of the teacher candidate's abilities in meeting the expectations of the student teaching experience. (See the appendix section for a sample Final Evaluation.) The final evaluation form is completed collaboratively by the triad. Ratings on the Final Evaluation Form are *Unsatisfactory*, *Basic*, *Proficient* and *Distinguished*.

Whereas, *Proficient* is the target level of performance, the cooperating teacher and the university supervisor must agree that the teacher candidate is at least *Basic* on every teaching standard before the candidate can successfully complete student teaching and be recommended for a certificate. This means that every item on the candidate's evaluation must be rated at least at the "basic" level. A rank of *Unsatisfactory* in even one area renders the teacher candidate ineligible for certification.

Note: While the written evaluations of the cooperating teacher and the university supervisor become part of the candidate's file, responsibility for the determination of the final grade in student teaching rests solely with the university supervisor.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Student Teaching is a full-time teaching experience in the public school classroom under the supervision of the classroom mentor teacher and the University Supervisor. For specific assignments, please see the Spring 2019 Student Teaching Calendar.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."