Course: EDUC 556 Supervised Directed Teaching
Credit: 6 hrs.

Prerequisite: Admission to the student teaching semester, verification of successful completion of PRAXIS II: Principles of Learning and Teaching (PLT) Test, and Subject Assessment.

Course Description: Classroom teaching, grades Preschool-Adult, under the direct supervision of public school and University personnel.

Course Overview: Student Teaching (supervised directed 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.

Conceptual Framework: The 21st Century Professional

Concord University’s Professional Education Unit’s (PEU) Conceptual Framework, The 21st Century Professional, for the teacher initial and advanced education programs consists of the following six competencies indicating that professionals are: 1. Competent, 2. Intentional, 3. Reflective, 4. Culturally Responsive, 5. Leaders, and 6. Empathetic. The PEU strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

The conceptual framework provides the principles for curriculum, instruction, and assessment in teacher education programs at Concord University. As beginning 21st century professionals, teacher candidates are provided with scaffolding appropriate for their professional needs. This constructivist approach for assisting teacher candidates in becoming effective teachers gradually diminishes as they progress through the program, but never completely disappears. The capstone experience of student teaching provides an authentic setting for teacher candidates to demonstrate and to reflect upon their classroom teaching performances.
Course Connection to Conceptual Framework:
Student teaching provides an opportunity for teacher candidates to:

- demonstrate the ability to be competent, intentional, reflective, culturally responsive, leading and empathetic;
- provide evidence of being a capable professional through development of reflective practice and the demonstration of competency in each of the West Virginia Professional Teaching Standards
- exhibit ethical and professional behavior

Goal of Student Teaching
The aim of the student teaching experience is to prepare teacher candidates for full professional responsibilities as reflected in our conceptual framework, *The 21st Century Professional*. The five West Virginia Professional Teaching Standards serve as evidence of mastering these professional responsibilities.

**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.

Learning Outcomes/Objectives
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
   b. Candidates analyze their teaching.
   c. Candidates grow and develop professionally.
   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.

   a. Candidates provide a positive environment.
   b. Candidates establish nurturing relationships with their students.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>WV Professional Teaching Standards</th>
<th>INTASC</th>
<th>ISTE-NETS-T Standards</th>
<th>PRAXIS II Standards PLT</th>
<th>TWS Standard</th>
<th>Assessments (See list within syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidates are competent.</td>
<td>1A, 1B, 2A, 2C, 3A., 3E</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1a,b</td>
<td>IIA, B</td>
<td>2, 3, 4</td>
<td>1, 2, 4, 5, 6</td>
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<td>2. Candidates are intentional.</td>
<td>1C, 1D, 1E, 2D, 2E, 2F., 3B, 3D, 3E, 3F</td>
<td>2, 3, 4, 5, 6, 7, 8</td>
<td>1c,d, 2c</td>
<td>IA,B</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 4, 5, 6</td>
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<tr>
<td>3. Candidates are reflective.</td>
<td>3C, 3E, 4A, 4C, 5G</td>
<td>2, 3, 5, 8, 9, 10</td>
<td>2a,b, 3a,d</td>
<td>IIA, B</td>
<td>1, 4, 5, 6, 7</td>
<td>1, 2, 4, 5, 6</td>
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<tr>
<td>4. Candidates are culturally responsive</td>
<td>1D, 2A, 2C, 3C, 3E, 5C, 5F</td>
<td>2, 3, 5, 8, 9</td>
<td>2a,b,c,d, 4b</td>
<td>IIA,B, IIIC</td>
<td>1, 4, 5, 6, 7</td>
<td>1, 2, 4, 5, 6</td>
</tr>
</tbody>
</table>
5. **Candidates are leading.**

| 4A, 4B, 4C, 4D, 5A, 5B, 5D, 5G, 5H, 5I | 9, 10 | 2a, b, 4c,d, 5a | IC, IIA, IIIC | 7 | 1., 4, 5, 6 |

6. **Candidates are empathetic**

| 2C, 2D, 2E, 2F, 3B, 3D, 3F, 5D | 2, 3, 4, 5, 7, 8, 10 | 4c | IC | 1, 3, 4, 5 | 1, 2, 4, 5 |

**Alignment with WV 21st Century Content Standards**
Throughout the student teaching experience candidates will demonstrate planning and delivering effective 21st century instruction in West Virginia Classrooms by using 21st Century Content Standards and Learning Skills and Technology Tools for WV Schools, as well as other resources that exemplify rigorous and relevant instructional design and delivery.

**Course Assessment**
Candidates are assessed on the basis of their teaching performance and on their performance on the Teacher Work Sample. Assessments are completed based on the performance of the teacher candidate in each student teaching placement. Teacher candidates are assessed by their cooperating teacher(s) and by their university supervisor on each of the West Virginia Professional Teaching Standards. Additionally, a supplemental evaluation which is aligned with the Specialty Program Assessments (SPA) as required by the CAEP is administered. Teacher candidates who receive one or more rating of “unsatisfactory” on the final performance assessment will not successfully complete student teaching. Teacher candidates must also successfully complete the Teacher Work Sample to exit student teaching.

**Course Assignments/Assessments**
The student teaching semester has six components: classroom teaching, performance evaluation, seminar attendance, the Teacher Work Sample, reflection, 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 Teacher Work Sample
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.

Bibliography of Resources on Clinical Experiences/Student Teaching

Pelletier, C.M. (2004). Strategies for Successful Student Teaching. Boston,
MA: Allyn and Bacon.