

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 590

STUDENT TEACHING

COURSE DESCRIPTION

Co-teaching with a responsible classroom teacher in an accredited K-12 institution and participation in professional activities. Applies what has been learned to the actual process of teaching and guiding K-12 students. Offers practice in all phases of teacher responsibility. Lab fee.

RATIONALE

Student teaching is the culmination of all of the teacher candidate's course work for preparation for teaching. It is essential to provide an opportunity to communicate with university supervisors.

I. PREREQUISITES

Completion of all program course work

II. REQUIRED RESOURCE PURCHASES

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with Internet access (broadband recommended)
- B. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)
- C. Access to digital recording equipment (video camera) for the Video Lesson
- D. One 3-ring binder with dividers for the Student Teaching Notebook
- E. Access to a digital scanner for submission of some assignments

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the teacher candidate will be able to:

- A. Analyze legal issues regarding the teacher's role and responsibilities in education.
- B. Analyze student teaching experiences through reflective journal entries.
- C. Compare applied techniques to solving classroom management problems.
- D. Contrast the defined programs of exceptionality.

- E. Provide evidence of sound teaching practices.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, online readings, and lecture notes
- B. Group Discussion Board forums (8)

All teacher candidates will participate in Group Discussion Board forums in the even-numbered module/weeks within the course. Each forum will be completed in two parts: an initial 200–250-word thread responding to the prompt and two 75–100-word replies to group members' threads. In addition to the required group forums, the Discussion Board also contains four *optional* forums where the teacher candidates can post prayer requests, course related questions or comments, and personal information to build a learning community among the course members.

- C. Weekly Schedule and Lesson Plans (14)

Lesson Plans should be completed and shown to the Cooperating Teacher each Friday for their approval. If the Cooperating Teacher approves, he/she should initial plans. If he/she does not approve, the candidate will need to revise plans over the weekend and show revised plans to the Cooperating Teacher again on Monday. No lessons should be taught until the plans are approved by the Cooperating Teacher. The Course Instructor will view all lesson plans when visiting the candidate in the classroom. The Weekly Schedule must be submitted in Blackboard every week, while the Lesson Plans are only to be submitted in Blackboard when requested by the Course Instructor.

The lesson plans for the first five lessons taught for *each* core subject area will be written as detailed lesson plans. After completing the five detailed lesson plans for a core subject area, candidates can use block lesson plans for the subsequent lessons. The differences between completing the two kinds and further guidelines are outlined in the course.

- D. Journal Entries (15)

At the end of each week, the teacher candidate will write a one- to two-paragraph reflective journal entry summarizing his/her week at the placement. The entries should reflect the candidate's experience, what was learned, and what challenges were met and placed in the Student Teacher Notebook. The Course Instructor will view all journal entries when visiting the candidate in the classroom. Journal Entries are only to be submitted in Blackboard when requested by the Course Instructor.

- E. Initial Visit and Optional Observation

The Initial Visit form is located in the Student Teacher Handbook. The candidate's supervisor will obtain this form from the Student Teacher Handbook and complete it during the candidate's first visit to the school. The form will be attached in the assignment submission link of the Module/Week 4 Assignments folder. It must be submitted by Sunday at 11:59 p.m. (ET) of Module/Week 4.

F. Unit (1 or 2)

The teacher candidate will develop one Unit which will be used in his or her classroom during *each* placement. This means that if a candidate will be participating in two placements, he or she will need to complete two Units. The topic(s) for the Unit(s) will be the teacher candidate's choice, but must be created according to the form and guidelines supplied in the course. If the candidate has only one placement, the Unit will be due by the end of Week 4. If he or she has two placements, the two Units will be due by the end of Weeks 4 and 11 respectively.

G. Student Teaching Notebook (1 or 2)

The teacher candidate will be expected to keep a notebook, in a three-ring binder, with all of his or her papers, forms, lesson plans, etc., neatly organized for *each* placement. Candidates with two placements can use one binder for both placements, but all papers must be included and must be neatly organized. The notebook will be submitted in Module/Weeks 8 and/or 16 depending on the number of placements.

H. Child Abuse and Neglect Certificate

In Week 13, the teacher candidate will complete an online "Child Abuse and Neglect Training Module." Upon successful completion, the candidate will receive a digital certificate which he or she will then turn in to the course instructor.

I. Portfolio

The teacher candidate will complete the portfolio he or she has been working on throughout the program and will submit it via Livetext to the course instructor.

J. On-Site Supervisor Observations (2 or 4)

The teacher candidate's On-Site Supervisor will observe the candidate teaching a lesson twice during his/her placement, as indicated in the Student Teaching Timeframe, and will complete the evaluation form concerning the lesson observed. The form itself is located in the Student Teaching Handbook, so the candidate has access to this form in order to review or prepare.

K. Preliminary Assessment (1 or 2)

The teacher candidate's Cooperating Teacher will complete this assessment in the middle of the candidate's placement. Candidates with two placements should have two Preliminary Assessments. This assessment covers the TCA.

L. Final Assessment (1 or 2)

The teacher candidate's Cooperating Teacher will complete this assessment at the end of the candidate's placement. Candidates with two placements should have two Final Assessments. This assessment covers the TCA.

VI. COURSE GRADING AND POLICIES**A. Points**

Group Discussion Board Forums (8 at 8 pts ea)	64
Weekly Schedule and Lesson Plans (14 at 3 pts ea)	42
Journal Entries (15 at 1 pt ea)	15
Initial Visit and Optional Observation	21
Unit (50 pts or 2 at 25 pts ea)	50
Student Teaching Notebook (14 pts or 2 at 7 pts ea)	14
Child Abuse and Neglect Certificate	10
Portfolio	100
On-Site Supervisor Obs. (2 at 42 or 4 at 21 pts ea)	84
Preliminary Assessment (200 pts or 2 at 100 pts ea)	200
Final Assessment (400 pts or 2 at 200 ea)	400
Total	1000

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 729 and below

C. Late Assignment Policy

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

- Assignments submitted after the due date will receive a 10% deduction.
- Assignments submitted more than one week late receives a 20% deduction.
- Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

EDUC 590

Textbooks: Ackerman, *P.R.A.I.S.E.: Effectively Guiding Student Behavior* (2007).
Wong & Wong, *The First Days of School* (2009).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	2 websites	Course Requirements Checklist	0
		MAT/MED Advising Guide Quiz	0
		Class Introductions	0
		Placement Verification	0
		Placement Attendance Quiz	4
2	Wong: Unit A 2 websites	Group DB Forum 1	8
		Weekly Schedule and Lesson Plans 1	3
		Journal Entry 1	1
		Orientation Questions (optional)	0
3	None	Weekly Schedule and Lesson Plans 2	3
		Journal Entry 2	1
		Field Experience Summary Check	0
4	Wong: Unit B	Group DB Forum 2	8
		Weekly Schedule and Lesson Plans 3	3
		Journal Entry 3	1
		Initial Visit and Optional Observation	21
		Unit 1	50
5	1 presentation 2 websites	Weekly Schedule and Lesson Plans 4	3
		Journal Entry 4	1
6	Wong: Unit C (Chs. 11–15)	Group DB Forum 3	8
		Weekly Schedule and Lesson Plans 5	3
		Journal Entry 5	1
7	1 presentation 1 website	Weekly Schedule and Lesson Plans 6	3
		Journal Entry 6	1
8	Wong: Unit C (Chs. 16–20)	Group DB Forum 4	8
		Weekly Schedule and Lesson Plans 7	3
		Journal Entry 7	1
		<i>Student Teaching Notebook 1*</i>	7
		<i>On-Site Supervisor Observation 1*</i>	21
		<i>On-Site Supervisor Observation 2*</i>	21
		<i>Preliminary Assessment 1*</i>	100
<i>Final Assessment 1*</i>	200		

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
9	1 website	Weekly Schedule and Lesson Plans 8 Journal Entry 8	3 1
10	Ackerman 1 presentation	Group DB Forum 5 Weekly Schedule and Lesson Plans 9 Journal Entry 9	8 3 1
11	None	Weekly Schedule and Lesson Plans 10 Journal Entry 10	3 1
12	Wong: Unit D	Group DB Forum 6 Weekly Schedule and Lesson Plans 11 Journal Entry 11	8 3 1
13	Child Abuse & Neglect 1 website	Weekly Schedule and Lesson Plans 12 Journal Entry 12 Child Abuse and Neglect Certificate	3 1 10
14	Wong: Unit E	Group DB Forum 7 Weekly Schedule and Lesson Plans 13 Journal Entry 13 Portfolio	8 3 1 100
15	Wong: watch DVD	Journal Entry 14	1
16	1 presentation	Group DB Forum 8 <i>Student Teaching Notebook 2*</i> <i>On-Site Supervisor Observation 3*</i> <i>On-Site Supervisor Observation 4*</i> <i>Preliminary Assessment 2*</i> <i>Final Assessment 2*</i> <i>Cooperating Teacher Description Survey</i> <i>On-Site Supervisor Description Survey</i>	8 7 21 21 100 200 0 0
TOTAL			1000

DB = Discussion Board

***Please Note:** Assignments with an asterisk (*) are not completed by the teacher candidate. They are the responsibility of the candidate's Cooperating Teacher or the On-Site Supervisor to complete, and may or may not be completed by the Cooperating Teacher or the On-Site Supervisor in the specific weeks indicated above. They are included in the course schedule only for the sake of reference and clarity, and so that the point totals in the course chart, syllabus, and Blackboard's Grade Center match. Please see the EDUC 590 syllabus for more details.

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.