

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 591

STUDENT TEACHING II

COURSE DESCRIPTION

Teaching in an accredited K–12 institution and participation in related professional activities. Applies what has been learned to the actual process of the classroom for which the candidate has been employed. Lab fee.

RATIONALE

This course is an important step for the candidate who is employed in an accredited K-12 institution and is working towards obtaining licensure.

I. PREREQUISITES

Completion of all coursework and employment as a full-time K–12 teacher.

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. Microsoft PowerPoint
- D. Access to VHS or DVD recording equipment
- E. Access to a 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. Compare applied techniques to solving classroom management problems.
- C. Contrast the defined programs of exceptionality.
- D. Provide evidence of sound teaching practices.
- E. Analyze student teaching experiences through reflective journal entries.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

Some of the reading in this course comes from the Training Materials from the Student Teaching Handbook, located at www.liberty.edu/education.

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

The candidate will fill in the Weekly Schedule Template, located in the Student Teaching Handbook and submit it to their course instructor in Module/Week 1.

D. Journal Entries (15)

At the end of each week, the candidate will place in the Student Teacher Notebook a one- to two-paragraph journal entry summarizing the week at school. The candidate's entries should reflect personal experiences, what was learned, and what challenges were faced. 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. Lesson Plans (13)

In Modules/Weeks 2–15, candidates will write lesson plans for all of the lessons they will be teaching in the following week. The Course Instructor will view all lesson plans when visiting candidates in the classroom. Weekly Lesson Plans are only to be submitted in Blackboard when requested by the Course Instructor.

F. Child Abuse and Neglect Certificate

In Module/Week 2, 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.

G. 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 in the Module/Week 4 Assignments folder. It must be submitted by Sunday at 11:59 p.m. (ET) of Module/Week 4.

H. Unit

The teacher candidate will develop one Unit which will be used in his or her classroom during this course. The topic for the Unit will be the teacher candidate's choice, but must be created according to the form and guidelines supplied in the course. The candidate's Unit will be due in Module/Week 8.

I. On-Site Supervisor Observations (2)

The teacher candidate's On-Site Supervisor will observe the candidate teaching a lesson twice during his or 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.

J. Preliminary Assessment

The teacher candidate's On-Site Supervisor will complete this assessment in the middle of the candidate's placement. This assessment covers the TCA.

K. 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.

L. Final Assessment

The teacher candidate's On-Site Supervisor will complete this assessment at the end of the candidate's placement. This assessment covers the TCA.

VI. COURSE GRADING AND POLICIES

A. Points

Group Discussion Board Forums (8 at 8 pts ea)	64
Weekly Schedule	15
Journal Entries (15 at 2 pts ea)	30
Lesson Plans (13 at 5 pts ea)	65
Child Abuse and Neglect Certificate	13
Initial Visit and Optional Observation	21
Unit	50
On-Site Supervisor Obs. (2 at 21 pts each)	42
Preliminary Assessment	200
Portfolio	100
Final Assessment	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 591

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 Professional Advising Guide Quiz	0
		MAT/MED Specialization Advising Guide Quiz	0
		Placement Verification	0
		Class Introductions	0
		Weekly Schedule	15
		Attendance Quiz	7
2	Wong: Unit A Child Abuse & Neglect	Group DB Forum 1	8
		Journal Entry 1	2
		Lesson Plan 1	5
		Child Abuse and Neglect Certificate	13
3	None	Journal Entry 2	2
		Lesson Plan 2	5
		Field Experience Summary Check	0
4	Wong: Unit B	Group DB Forum 2	8
		Journal Entry 3	2
		Lesson Plan 3	5
		Initial Visit and Optional Observation	21
5	1 presentation 2 websites	Journal Entry 4	2
		Lesson Plan 4	5
6	Wong: Unit C (chs. 11-15)	Group DB Forum 3	8
		Journal Entry 5	2
		Lesson Plan 5	5
7	None	Journal Entry 6	2
		Lesson Plan 6	5
8	Wong: Unit C (chs. 16-20)	Group DB Forum 4	8
		Journal Entry 7	2
		Unit	50
		<i>On-Site Mentor Observation 1*</i>	21
		<i>Preliminary Assessment*</i>	200

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
9	1 website	Journal Entry 8 Lesson Plan 7	2 5
10	Ackerman: entire text 1 presentation	Group DB Forum 5 Journal Entry 9 Lesson Plan 8	8 2 5
11	None	Journal Entry 10 Lesson Plan 9	2 5
12	Wong: Unit D	Group DB Forum 6 Journal Entry 11 Lesson Plan 10	8 2 5
13	None	Journal Entry 12 Lesson Plan 11	2 5
14	Wong: Unit E	Group DB Forum 7 Journal Entry 13 Lesson Plan 12 Portfolio	8 2 5 100
15	Wong: DVD	Journal Entry 14	2
16	1 presentation	Group DB Forum 8 <i>On-Site Mentor Observation 2*</i> <i>Final Assessment*</i> Gate 4 Paperwork <i>On-Site Mentor Description Survey</i>	8 21 400 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 On-Site Mentor to complete, and may or may not be completed by the On-Site Mentor 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 schedule, syllabus, and Blackboard’s Gradebook match. Please see the EDUC 591 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.