

## EDI 430 — Student Teaching, Elementary

### Syllabus of Record

**Catalog Descriptions:** Full-time student teaching with weekly seminar discussions of classroom issues and personal reflection. One to two weeks of professional development will be included in ED 480, to be taken concurrently. Ten Credits.

#### Unit Mission, Philosophy, Values:

##### Our Mission:

##### **“Teaching, Leading and Learning in a Democratic Society”**

The College of Education prepares candidates who enhance the individual growth of their students while working to establish policies and practices that promote the principles of democratic education. The College articulates this mission as Teaching, Leading, and Learning in a Democratic Society.

##### Philosophy:

##### **Student Potential, Ethical Implications**

Believing that schools function as social and political entities as well as for the growth of individuals, the College of Education prepares teachers and leaders

- a) to enhance the academic and personal potential of their students
- b) to evaluate the social and ethical implications of educational policies and practices.

##### Values:

##### **“Expertise, Equity, Liberal Education, Social Responsibility”**

The College of Education values *expertise* to guide our practice, *equity* to guide our interactions, *liberal education* to guide our perspectives, and *social responsibility* to guide our commitment to democratic education. We value these ideals in our preparation of candidates, our development of faculty, and our relationships with the larger community we serve.

#### Unit and Program Standards:

*Common Unit Standards:* Michigan Department of Education (MDE), National Council for the Accreditation of Teacher Education (NCATE)

*Standards for Initial Programs Preparing Teachers:* Interstate New Teacher Assessment and Support Consortium (INTASC); Council for the Social Foundations of Education (CSFE)

#### Course Standards and Common Assessments:

##### *Course Outcomes and Standards*

- InTASC Standard 1: Learner Development
- InTASC Standard 2: Learning Differences
- InTASC Standard 3: Learning Environments
- InTASC Standard 4: Content Knowledge
- InTASC Standard 5: Application of Content
- InTASC Standard 6: Assessment
- InTASC Standard 7: Planning for Instruction
- InTASC Standard 8: Instructional Strategies
- InTASC Standard 9: Professional Learning and Ethical Practice
- InTASC Standard 10: Leadership and Collaboration

**Common Assessment:**

- Academic Professional Development Folio—Second Field
- Practicum Performance Evaluation

**Major Topics:**

- Application of Discipline Knowledge & Understanding
- Demonstrating Understanding Student Development and Responsiveness During Lessons
- Creating Respectful Learning Environments including Instructional Variety
- Effective Communication Skills
- Instruction and Curriculum Planning
- Assessment: Learners & Strategies
- Reflective Practice
- Social Responsibility: Colleagues and Community

**Theoretical Models Integrated**

- Assessment and Instruction theorists: James Popman; Susan Green & Robert Johnson; Doug Fisher & Nancy Frey; Richard Stiggins; & Robert Marzano
- Brain based learning – Sousa, Jensen and Wolfe
- Bloom's Taxonomy/ Cognitive Theory – Bloom
- Directed Teaching - Dylan; Hunter
- Zone of Proximal Development – Vygotsky
- Shared interactions and shared experiences – constructivism – Piaget and Vygotsky
- Cognitivism – Gagne', Merrill, and Bloom – conditions for learning
- Triarchic theory of (successful) Intelligence – Sternberg - contends that intelligent behavior arises from a balance between analytic, creative and practical abilities
- Backward Design – Understanding by Design – Wiggins & McTighe
- Multiple Intelligence – Gardner; Armstrong
- Blended Learning Theory – combining all of the above – Connectivism
- Philosophy of Differentiation – Carol Ann Tomlinson

**Course Knowledge Base: Elementary Student Teaching (ED 430)**

Armstrong, T. (2000). *Multiple intelligences in the classroom* (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.

Burke, K. (2000). *What to do with the kid who...Developing Cooperation, Self-Discipline, and Responsibility in the Classroom* (3<sup>rd</sup> ed.). Illinois: Skylight Professional Development.

Carr, J. & Harris, D. (2001). *Succeeding with standards: Linking curriculum, assessment, and action Planning*. Alexandria, VA: ASCD.

Charles, C. (2007). *Building classroom discipline* (9<sup>th</sup> ed.). Boston: Pearson/Allyn & Bacon.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (3<sup>rd</sup> ed.). Alexandria, VA: ASCD.

Danielson, C. (2000). *Teacher evaluation: To enhance professional practice*. Alexandria, VA: ASCD.

- Hunter, M. (1982). *Mastery teaching*. Thousand Oaks, CA: Corwin Press.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: ASCD.
- Jensen, E. (2009). *Teaching with poverty in mind*. Alexandria, VA: ASCD.
- McIntyre, D & O'Hair, M. (1996). *The reflective roles of the classroom teacher*. Albany, NY: Wadsworth
- Michigan State Board of Education (2007). *Entry-level standards for Michigan Teachers*. Lansing, MI: State Board of Education.
- National Board for Professional Teaching Standards (1994). *What teachers should know and be able to do*. NY: Carnegie.
- Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.
- Zemelman, S., Daniels, H. & Hyde, A. (2005). *Best practices: Today's standards for teaching and learning in America's schools*. (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.

**Web Sites:**

- American Association of School Administrators: [www.aasa.org](http://www.aasa.org)
- American Association of Colleges for Teacher Education: [www.aacte.org/](http://www.aacte.org/)
- Association for Supervision and Curriculum: [www.ascd.org](http://www.ascd.org)
- Association of Teacher Educators: [www.ate1.org/](http://www.ate1.org/)
- Michigan Department of Education: [www.mde.state.mi.us](http://www.mde.state.mi.us)
- U.S. Department of Education: [www.ed.gov](http://www.ed.gov)