



## Graduate Course Syllabus

### EDU 571: Student Teaching and Seminar

Center: Online

#### Course Prerequisites

Praxis I, Praxis II in related certification; 609 Self-Assessment; Criminal Reference Check

#### Course Description

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at public schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school. In addition, this student teaching seminar is taken in conjunction with the student teaching experience, promoting self-reflection, discussion, debate, and scrutiny of the teaching process and its many elements.

#### Course Outcomes

- Possess the confidence and skills needed to process feedback designed to improve teaching performance
- Be able to provide opportunities for student success in the classroom by utilizing the latest research on best practices
- Build an electronic portfolio that provides evidence of personal and professional readiness for teacher certification
- Exhibit the knowledge, skills and competencies that will lead to certification in their respective areas

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*Enhancing Professional Practice: A Framework for Teaching*

Charlotte Danielson

Association for Supervision & Curriculum Development

2<sup>nd</sup> Edition

2007

9781416605171

*The First Days of School: How to Be an Effective Teacher*

Harry K. Wong and Rosemary T. Wong

Harry K. Wong Publications

4<sup>th</sup> Edition

2009

**Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

**Grade Distribution**

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	16	25	400
Cover Letter/Resume	1	50	50
Classroom Teaching Videos	3	50	150
Philosophy of Teaching and Learning	1	50	50
Placement Reflection and Goal Setting	1	50	50
Professional ePortfolio	1	300	300
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

**University Grading System: Graduate**

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

## Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

## Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Icebreaker Activity (Required) Introduction: Domains of Teaching Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i> , Chapters 1–3 Reading: <i>The First Days of School: How to Be an Effective Teacher</i> , Chapter A 1-1 Discussion: My Plan for the First Days of School 1-2 Teacher Effectiveness: Pre-Test 1-3 Professional ePortfolio Milestone #1: Set Up ePortfolio
2	Planning and Preparation I Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i> , Chapter 4 2-1 Discussion: Planning Preparation Process 2-2 Professional ePortfolio Milestone #2: Create Home Page
3	Building a Climate of Success Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i> , Chapter 4 Reading: <i>The First Days of School: How to Be an Effective Teacher</i> , Chapter B 3-1 Discussion: Building Relationships With Families 3-2 Professional ePortfolio Milestone #3: Domain I Artifact
4	Classroom Management: Preparation I Reading: <i>The First Days of School: How to Be an Effective Teacher</i> , Chapter C 4-1 Discussion: Ms. Sinclair and Her Students 4-2 Professional ePortfolio Milestone #4: Begin Work 4-3 Classroom Teaching Video Milestone #1: Planning 4-4 Activity: Using Tegrity
5	Classroom Management – Preparation II Reading: <i>The First Days of School: How to Be an Effective Teacher</i> , Chapter C 5-1 Discussion: First Day of School 5-2 Classroom Teaching Video Milestone #1: Video #1 Submission and Reflection 5-3 Classroom Teaching Video Milestone #1: Video #1 Submission and Reflection 5-4 Professional ePortfolio Milestone #4: Continue Work
6	Maintaining an Effective Environment Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i> , Chapter 4 (Domain 2: The Classroom Environment) Reading: <i>The First Days of School: How to Be an Effective Teacher</i> , Chapter C (sections 18–20) 6-1 Discussion: Building a Positive Classroom Environment 6-2 Professional ePortfolio Milestone #4: Domain II Artifact

Module	Topics and Assignments
7	<p>Instruction I</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapters 1–3</p> <p>Reading: <i>The First Days of School: How to Be an Effective Teacher</i>, Chapter A</p> <p>7-1 Discussion: Engagement Strategies</p> <p>7-2 Professional ePortfolio Milestone #5: Begin Work</p>
8	<p>Instruction II: Flexibility and Responsiveness</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapter 4</p> <p>8-1 Discussion: What Makes Great Teachers</p> <p>8-2 Professional ePortfolio Milestone #5: Cover Letter and Resume</p> <p>8-3 Professional ePortfolio Milestone #6: Begin Work</p>
9	<p>Instruction III: Questioning Techniques</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Review</p> <p>9-1 Discussion: Changing Minds: Questioning</p> <p>9-2 Professional ePortfolio Milestone #6: Domain III Artifact</p> <p>9-3 Classroom Teaching Video Milestone #2: Begin Work</p>
10	<p>Assessment and Grading</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapters 1–3</p> <p>Reading: <i>The First Days of School: How to Be an Effective Teacher</i>, Chapter A</p> <p>10-1 Discussion: Wormeli's Gradebook</p> <p>10-2 Classroom Teaching Video Milestone #2: Video #2 Submission and Reflection</p>
11	<p>DI: Putting Groups Into Action</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapter 4</p> <p>11-1 Discussion: Successful Grouping</p> <p>11-2 Classroom Teaching Video Milestone #3: Video Analysis</p>
12	<p>Professional Responsibilities: Supporting Your Teaching</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Review</p> <p>12-1 Discussion: Professional Learning Communities</p> <p>12-2 Professional ePortfolio Milestone #7: Domain IV Artifact</p>
13	<p>Developing Your Lesson Plan</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Review</p> <p>13-1 Discussion: Professional ePortfolio and Student Teaching Check-In</p> <p>13-2 Professional ePortfolio Milestone #8: Begin Work</p>
14	<p>The Common Core Standards</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Review</p> <p>14-1 Discussion: Common Core State Standards</p> <p>14-2 Professional ePortfolio Milestone #8: Philosophy of Teaching and Learning</p> <p>14-3 Professional ePortfolio Milestone #9: Begin Work</p>
15	<p>21<sup>st</sup> Century Learning and Teaching</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Review</p> <p>15-1 Discussion: 21<sup>st</sup> Century Lesson</p> <p>15-2 Professional ePortfolio Milestone #9: Final Professional ePortfolio Submission</p> <p>15-3 Short Paper: Placement Reflection and Goal Setting: Begin Work</p>
16	<p>Professional Responsibilities: Reflection</p> <p>Reading: <i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapters 1-3</p> <p>16-1 Discussion: Program Reflection</p> <p>16-2 Short Paper: Placement Reflection and Goal Setting</p>

### **Attendance Policy**

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

**Contact Information:**

Online Accessibility Center

Phone: 866-305-9430

Email: [oac@snhu.edu](mailto:oac@snhu.edu)

**For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.**

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

**Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**SNHU Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

**Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).