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**MCTE 470 Student Teaching Seminar Fall 2022**

**Instructor: Michelle Holschuh Simmons, Ph.D.**

**Email:** [**msimmons@monmouthcollege.edu**](mailto:msimmons@monmouthcollege.edu)

**Class time/place: Wednesdays 6:00-9:00 PM; Wallace 201**

**Office: Wallace 209B**

**Office phone: (309) 457-2153**

**Cell phone: (309) 264-9728**

**Office hours: Monday, Wednesday, Friday, 8:00-10:00 AM, and by appointment. Occasionally I need to be off campus, but I am generally available in my office every day, Monday through Friday, from about 7:30 to about 4:00.**

**Official Catalog Description**

This seminar is taken concurrently with student teaching. In the course, students integrate and synthesize their learning from the previous years: students are asked to make connections, both through class discussions and in written responses, between their college coursework and their current classroom experiences. Additionally, the course provides the students preparation for their professional teaching careers through course readings and written assignments about strategies for classroom management, tools for professional preparation (such as résumé writing, interviewing skills, and job search resources), and resources for continued professional development. Finally, during this course, students prepare and submit the edTPA, the national performance assessment for teachers.

**Note:** This course fulfills the Community Engagement requirement of the Core Curriculum. Community Engagement courses allow students to learn about the course topic as well as their own personal and professional identities through immersion in a project that aims to serve a community.

**Course Materials**

We will use a collection of book chapters, journal and magazine articles, videos, and websites over the course of the semester. PDF copies and links to all readings/videos will be available on the GoogleClassroom site. Please print all articles so you can annotate them.

**Relevant Teaching Standards**

The content of this course will assist teacher education candidates in becoming well prepared professionals who effectively blend the art and science of teaching. Candidates will demonstrate familiarity with content knowledge, a variety of materials, and specific instructional methods applicable to the teaching profession. Specifically, the key assessments, content knowledge, materials, and instructional methods associated with this course are aligned with the goals of the Teacher Education Program's Conceptual Framework, as well as the following ISBE Illinois Professional Teaching Standards:

**Monmouth College Teacher Education Program Conceptual Framework (2012)**

**Knowledge**

* K1. Candidates exemplify an awareness of the larger cultural, cognitive, and linguistic contexts within which learning occurs.
* K2. Candidates possess a broad knowledge base in both their academic disciplines and literacy instruction.
* K3. Candidates exhibit knowledge of learning theories and their relevance to cognitive, social, and emotional development.
* K4. Candidates understand a variety of contemporary instructional planning and design strategies that are appropriate for their students.
* K5. Candidates exhibit knowledge of a variety of assessment strategies to diagnose and respond to individual learning needs.
* K6. Candidates understand a variety of differential instructional strategies and the corresponding effects on student learning.

**Experience**

* E2. Candidates creatively design instruction based upon effective pedagogical principles, subject matter knowledge, and curriculum goals.
* E3. Candidates integrate subject-matter and literacy knowledge across and within disciplines.
* E4. Candidates routinely reflect upon and revise teaching practices to enhance student learning and promote critical thinking skills.
* E5. Candidates employ appropriate assessment techniques in order to measure student performance and growth.
* E6. Candidates regularly create instructional opportunities that are adaptive to diverse (e.g., cognitive, linguistic, cultural) learners.
* E7. Candidates create a learning environment that encourages positive social interaction and active engagement in learning.
* E8. Candidates exhibit knowledge of appropriate technology and use it to enhance teaching and learning.

**Professionalism**

* P1. Candidates exhibit knowledge· of legal issues and ethical standards that apply to sound educational practices.
* P2. Candidates exhibit a strong moral compass and demonstrate strong professional ethics.
* P4. Candidates recognize and appropriately respond to the need for on-going self-development in response to professional standards of practice.

**Illinois Professional Teaching Standards (IPTS 2010)**

* Standard 1 - Teaching Diverse Students - The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. (F,H,l,J,K,L)
* Standard 2 - Content Area and Pedagogical Knowledge - The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. (l,J,K,L,M,N,O,P,Q)
* Standard 3 - Planning for Differentiated Instruction - The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. (A,H,l,J,K,L,M,N,O,P,Q)
* Standard 4 - Learning Environment- The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. (A,F,G,H,l,J,K,L,M,N,O,P,Q)
* Standard 5 - Instructional Delivery- The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student. (l,J,K,L,M,N,O,P,Q,R,S)
* Standard 6 - Reading, Writing, and Oral Communication - The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. (J,K,L,M,N,O,P,Q,R,S)
* Standard 7 - Assessment - The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. (J,K,L,M,N,O,P,Q,R)
* Standard 8 - Collaborative Relationships - The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members. (A,C,G,J,K,L,M,N,O,P,Q,R,S,T)
* Standard 9 - Professionalism, Leadership, and Advocacy - The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. (C,D,E,l,J,K)

**Course Requirements**

*I reserve the right to adjust project guidelines, due dates, and scope of assignments, but I will notify students of those changes in writing well before affected due dates.*

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| **Assignment** | **Points** |
| edTPA and presentation | 20 |
| Classroom management plan | 30 |
| Co-teaching plan | 10 |
| Weekly writing assignments and professional communication | 60 |

**Grading Scale**

93-100= A 87-89 = B+ 77-79 = C+ 67-69 = D+ 59 and below = F

90-92 = A- 83-86 = B 73-76 = C 63-66 = D

80-82 = B- 70-72 = C- 60-62 = D-

**Course Activities**

**edTPA**

The edTPA is a performance assessment that evaluates candidates’ ability to plan, instruct, and assess. During the course of the student teaching semester, all students will complete the edTPA. Monmouth College Teacher Education Program does not tie graduation to passing the edTPA, but students do need to complete the edTPA (not necessarily pass it) to pass MCTE 470. Directions for completing each task are located in the Teacher Performance Assessment Consortium (TPAC) Assessment Handbook available in our GoogleClassroom site.

**Classroom Management Plan** (see assignment sheet for details)

**Purpose:**

The purpose of this assignment is to begin the process of developing a management style that works for you. This plan will enable you to better understand how you will teach and increase your confidence in your approach to classroom management.

Part 1: Philosophical statement

Part 2: Statement of purpose

Part 3: Preventive strategies

Part 4: Classroom rules

Part 5: Identify and develop procedures

Part 6: Identify rewards and consequences

Part 7: Special cases

Part 8: Recordkeeping and use of data

**The following ITPS Standards are fulfilled with this assignment:**

1F) understands his or her personal perspectives and biases and their effects on one’s teaching

4A) understands principles of and strategies for effective classroom and behavior management

4F) understands laws, rules, and ethical considerations regarding behavior intervention planning

4F) understands laws, rules, and ethical considerations regarding behavior management (e.g., bullying, crisis intervention, physical restraint)

4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment

9C) understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques)

4E) knows how to assess the instructional environment to determine how best to meet a student’s individual needs

4H) understands the use of student data (formative and summative) to design and implement behavior management strategies

6E) knows and models standard conventions of written and oral communications

8A) understands schools as organizations within the larger community context

8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students

7M) maintains useful and accurate records of student work and performance

9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family

9H) understands the importance of modeling appropriate dispositions in the classroom.

**Weekly Writing Assignments and Professional Communication**

In class and occasionally outside of class, you will be responding in writing to discussion prompts and to the assigned readings. Because this class is intended to help you transition from being a student to being a professional, **all** communication (written and oral) in this class will be assessed on its professional presentation.

* One of the written assignments will be a reflection about Co-Teaching and Collaboration.
* One of the written assignments will be a Professional Development Plan.

**The following ITPS Standards are fulfilled with these written assignments:**

8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum

9D) identifies paths for continuous professional growth and improvement, including the design of a professional growth plan

9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities

**Attendance policy**

Students are expected to thoroughly prepare for and actively participate in class. Thorough preparation minimally includes reading and engaging with all required assigned readings (i.e., annotating in the margins) before each class. Additionally, students may need to review previous class notes, and read and annotate additional outside reading/research. Active participation includes bringing readings to class, taking notes, being attentive and consistently participating in whole and small group class discussions by asking and answering questions and comments raised by others.

**Note:** I understand that occasionally you may need to miss class. Although absences may be unavoidable and may be excused, missed participation in course activities cannot be made up and will impact your final grade. **No more than one absence is permitted. On the second and all subsequent absences, students’ grades will drop one full grade (an A- to a B-, or a B+ to a C+, etc.). As a courtesy, please email me before class if you will be absent.** Note that this policy does not distinguish between excused and unexcused absences except for extended medical emergencies such as hospitalizations; therefore, you are responsible for deciding when an absence is necessary.

**Course schedule**

A week-by-week course schedule with all due dates, readings, and assignments will be available both in paper and online through our GoogleClassroom class site.

**Late assignments**

I will accept late submissions on select course assignments within a reasonable amount of time, **if you have made prior arrangements with me.** Assignments submitted late without prior arrangement with me will incur a 10% grade deduction per day.

**Academic honesty**

The Monmouth College Academic Honesty Policy states:

We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student’s responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor’s syllabus.

The following areas are examples of violations of the academic honesty policy:

* Cheating on tests, labs, etc.;
* Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
* Improper collaboration between students, i.e., not doing one’s own work on outside assignments specified as group projects by the instructor. This policy includes inappropriate collaboration on the edTPA;
* Submitting work previously submitted in another course, without previous authorization by the instructor.

Please note that this list is not intended to be exhaustive.

It is your responsibility to ensure your adherence to the college rules associated with academic integrity. If there is a question regarding the originality of your work, college procedures will be followed. See <https://www.monmouthcollege.edu/offices/student-affairs/academic-regulations/> in the Student Handbook for more information.

In this course, any violation of the academic honesty policy will have varying consequences depending on the severity of the infraction. Minimally, a violation will result in an “F” or 0 points on the assignment in question. Additionally, the student’s course grade may be lowered by one letter grade. In severe cases, the student will be assigned a course grade of “F” and dismissed from the class. All cases of academic dishonesty will be reported to the Associate Dean who may decide to recommend further action to the Admissions and Academic Status Committee, including suspension or dismissal. It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so no excuses will be accepted to mitigate the consequences of such violations.

**Course Engagement Expectations**

Students should expect to work an average of 11 hours each week for this course, including the 2.5 hours of class time. Approximately 8 hours of out-of-class time each week will be needed to complete reading assignments, engagement in out-of-class assigned experiences, and preparation of course materials for presentation and evaluation.

**Instructional and Personal Assistance at Monmouth College**

Monmouth College is committed to diversity and encourages applications from women, persons of color, and members of other underrepresented groups. Monmouth College does not discriminate on the basis of race, religion, color, sex, national origin, ancestry, disability, age, military service, marital status, sexual orientation, pregnancy or other factors as prohibited by law. Monmouth College admits students of any race, religion, color, sex, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to Monmouth students.

Any inquiries regarding Title IX or the College’s Policy Prohibiting Discrimination, Harassment, and Retaliation should be directed to the Title IX Coordinator identified below. The Coordinator will be available to meet with or talk to students, staff, and faculty regarding issues relating to Title IX and this policy.

Lori Ferguson

Equity Coordinator

Poling Hall, Suite 123

(309) 457-211

[equity@monmouthcollege.edu](mailto:equity@monmouthcollege.edu)

Michelle Merritt

Deputy Equity Coordinator

Vice President and Dean for Student Success

Hewes Library, Room 128

(309) 457-2115

[equity@monmouthcollege.edu](mailto:equity@monmouthcollege.edu)

Individuals may also contact the U.S. Department of Education’s Office of Civil Rights for additional information.

Office for Civil Rights

U.S. Department of Education-Chicago Office

500 W Madison St., Suite 1475

Chicago, IL 60661-4544

(312) 730-1560

[ocr@ed.gov](mailto:ocr@ed.gov)

**Student Success at Monmouth College:**

The Academic Support and Accessibility Services Office offers free resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, Drop-In and appointment tutoring, and individual Academic Coaching. Our office is here to help all students excel academically, since every student can work toward better grades, practice stronger study skills, and manage their time better. Please email [academicsupport@monmouthcollege.edu](mailto:academicsupport@monmouthcollege.edu) for assistance.

**Accessibility Services:**

If you have a disability and/or medical/mental health condition or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access. To discuss any of the services offered, please call or meet with Jennifer Sanberg, Associate Director of Academic Support and Accessibility Services. The ASAS office is located on the first floor of the Hewes Library, opposite Einstein’s Bros Bagel. They can be reached at 309-457-2257 or via email at: [academicsupport@monmouthcollege.edu](mailto:academicsupport@monmouthcollege.edu)

**Counseling Services**

Monmouth College provides cost-free, professional and confidential counseling sessions to support you and to help you manage challenges that may impact your personal and academic success. The Counseling Center is located on the upper level of Poling Hall (Rooms 204 and 216) and the hours are Monday-Friday, 8:30 am. to 5:00 pm. For an appointment call Student Success at 309-457-2115, email [counselingservices@monmouthcollege.edu](mailto:counselingservices@monmouthcollege.edu), [cbeadles@monmouthcollege.edu](mailto:cbeadles@monmouthcollege.edu), or [tcaudill@monmouthcollege.edu](mailto:tcaudill@monmouthcollege.edu) or request an appointment directly by going to titanium.monmouthcollege.edu and click on “request an appointment.”

**Writing Center:**

The Writing Center offers unlimited, free peer tutoring sessions for Monmouth College students. Peer writing tutors are trained to work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. Peer speech tutors are also available on a limited basis to assist student speakers at any point in the process of designing a speech – from outlining to delivery. The Writing Center is located on the main floor of the Hewes Library. No appointment is necessary!

Visit <https://www.monmouthcollege.edu/offices/writing-center/> for the latest information on hours of operation and writing center workshops

Library Resources:

Hewes Library: The goal of Hewes Library is to help students succeed in meeting their research needs. We do this in person and online, using a variety of formats including chat, email, and Zoom. We provide access to print and digital resources and have access to collections from around the world. We encourage students to reach out if they have questions and #JustAsk! We’re here to help. Email reference@monmouthcollege.edu to set up a personal consultation OR visit/call the Hewes Library reference desk during scheduled hours. 309-457-2190

Our hours this year are:

· Sunday 1pm-9pm

· Monday - Thursday 7:30am - 9pm

· Friday 7:30am-4:30pm

· Saturday CLOSED