

Syllabus for
PED 465/GPED 665—Student Teaching: Early Childhood
4-5 Credit Hours
Fall 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

In-class observation, teacher assistance, and student teaching under the professional supervision of a university supervisor and a cooperating teacher in an early childhood classroom. Teacher candidates engage in both curricular and extracurricular programs. Includes theories of education evaluation and testing.

Prerequisites: Admission to the Professional Education Program and acceptance of student teaching application.

Corequisite: PED 361/GPED 571.

II. COURSE GOALS

The course goals for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation.

The purpose of this course is to enable the teacher candidate to do the following:

- A. Gain practical experience in a supervisory setting.
- B. Gain familiarity with a variety of grade levels and school systems.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

As a result of successfully completing this course, the pre-service teacher will be able to do the following:

- 1. Express the relationship between the school and community and the educational objectives of the school. (GC 1, 10, 13) (IS 5, 6, 10)
- 2. Demonstrate skill in the following areas:
 - a. Employ developmentally appropriate methods of behavior management. (GC 2, 5, 6, 13; IS 7, 8, 9, 16)
 - b. Establish worthwhile teaching objectives for each pupil. (GC 1, 2, 3, 4, 7, 11; IS 5, 6, 8, 9, 12, 13, 17, 18)
 - c. Apply valid principles of learning for each pupil. (GC 1, 2, 3, 4, 7, 14; IS 5, 6, 8, 9, 12, 13, 16, 17, 18)
 - d. Use appropriate teaching techniques and procedures. (GC 1, 2, 5, 6, 7, 9, 10, 12, 14, 15; IS 1, 5, 6, 7, 8, 9, 10, 13, 16, 17, 18)
 - e. Make effective use of instructional materials and procedures designed for each pupil. (GC 2, 3, 4, 7, 14; IS 5, 8, 9, 12, 13, 15, 16, 18)
 - f. Function as a democratic leader in the classroom. (GC 9, 12; IS 1)

- g. Apply effective techniques and procedures in evaluating learning outcomes and assessing student progress. (GC 7, 8; IS 5, 14, 15)
- h. Analyze and select instructional materials and technology appropriate for the diverse learning needs represented in the classroom. (GC 1, 2, 3, 4, 7, 14, 15; IS 5, 6, 9, 12, 13, 18)
- i. Abide by school policies and procedures. (GC 9, 10, 13; IS 1, 10)
- 3. Establish professional relations with members of the school staff, with parents, and with all persons interested in the education of the pupils. (GC 9, 10; IS 1, 10)
- 4. Efficiently perform routine administrative duties including the maintenance of required records and submission of required paper work. (GC 10, 13; IS 10)
- 5. Discuss the importance of functioning effectively as a citizen in the community. (GC 10; IS 10)

B. Objectives for Students in Teacher Preparation Program

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission for Teacher Preparation. This course meets the following competencies: General Competencies (GC) 1-15 and Institutional Standards (IS) 1, 2, 5-10, 12-18

- 1. This course is designed to help students meet General Competencies:
 - GC 1: The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - GC 2: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and physical development at assigned grade levels.
 - GC 3: The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
 - GC 4: The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
 - GC 5: The teacher uses best practices related to motivation and behavior to create teaming environments that encourage positive social interaction, self motivation, and active engagement in learning, thus providing opportunities for success.
 - GC 6: The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
 - GC 7: The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and community, and adapts instruction based upon assessment and reflection.
 - GC 8: The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process, ensuring the continuous intellectual, social, and physical development of the learner.
 - GC 9: The teacher evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning

- community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
- GC 10: The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being.
 - GC 11: The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.
 - GC 12: The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.
 - GC 13: The teacher understands the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.
 - GC 14: The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.
 - GC 15: The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.
2. This course is designed to help students meet Institutional Standards:
- IS 1: The candidate is a reflective transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
 - IS 2: The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.
 - IS 5: The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, Core Curriculum, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
 - IS 6: The candidate understands the central concepts, tool of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.
 - IS 7: The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
 - IS 8: The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.
 - IS 9: The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.
 - IS 10: The candidate demonstrates an understanding of the legal aspects of education.
 - IS 12: The candidate understands how students learn and develop, recognizing that patterns of learning and development vary

- individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas..
- IS 13: The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues.
- IS 14: The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.
- IS 15: The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.
- IS 16: The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.
- IS 17: The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning.
- IS 18: The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
1. Textbooks
To be announced
 2. Other
None
- B. Optional Materials
1. Textbooks
None
 2. Other
None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for

plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Department Policies and Procedures

1. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.
3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
5. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
9. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.

10. Extra Credit—Students should not expect extra credit to help raise a grade.
11. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

These components comprise the total student teaching grade:

Cooperating teacher evaluations

University supervisor evaluations

Weekly reports and articles

2. Whole Person Assessment Requirements

Capstone level ePortfolio

3. Other Policies and/or Procedures

- a. Four times during the semester (twice each seven-week period), an evaluation form will be completed by the cooperating teacher. A copy of these evaluations should be submitted to the university supervisor. A final grade will not be given to the student teacher until all four originals of these evaluations have been received by the coordinator of student teaching. (GC 1-15; IS 1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18)
- b. Four times during the semester (twice each seven-week period), an evaluation form will be completed by the university supervisor. An original copy of these evaluations must be submitted to the coordinator of student teaching. (GC 1-15; IS 1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18)
- c. Promptness and regular attendance at the school is expected. Student teachers are not to leave early except in emergencies or unless they are enrolled in an afternoon class at ORU. (If such enrollment is necessary, arrangements are to be made with the cooperating teacher at the beginning of the placement.) Student teachers are expected to follow the calendar of the assigned school, not ORU's schedule.
- d. The cooperating teacher may wish for the student teacher to arrive a little early or stay after school for planning or preparation. The student teacher should be willing to comply.
- e. Only two sick days per placement are allowed. Absences in excess of these must be made up. Be prepared to verify illness with a doctor's excuse if requested by the university supervisor.
- f. Absences for reasons other than illness must be made up.
- g. If absence is necessary, the student teacher is to notify the principal, the cooperating teacher, and the university supervisor in advance or as early as possible during the day.
- h. The student teacher must notify the coordinator of student teaching of all absences (partial or full day) or other irregularities of attendance in writing using the Student Teaching Absence Report found in the *Student Teaching Handbook*.

VI. COURSE CALENDAR

Week

- 1 Weekly Report #1
Timeline for this placement
- 2 Weekly Report #2
- 3 Weekly Report #3
Early Childhood placement contextual information
- 4 Weekly Report #4
Disposition from Cooperating Teacher
- 5 Weekly Report #5
- 6 Weekly Report #6
- 7 Weekly Report #7
- 8 Weekly Report #8
Early Childhood placement evaluations (university supervisor, cooperating teacher, and self-evaluation from handbook)
Evaluation of cooperating teacher from handbook
Program follow-up from handbook
Recommendation letter #2

Course Inventory for ORU's Student Learning Outcomes
PED 465/GPED 665—Student Teaching: Early Childhood
Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines the outcomes & proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive <i>Proficiencies/Capacities</i>				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert <i>Proficiencies/Capacities</i>				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined <i>Proficiencies/Capacities</i>				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	

4	Outcome #4 – Socially Adept <i>Proficiencies/Capacities</i>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			