WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDU 451
COURSE TITLE: Student Teaching
COURSE CREDIT: 9 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>5</td>
<td>600</td>
<td>0</td>
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College of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

I. PROGRAM COMPETENCIES:

*Numbers 1-12 are based on the Delaware Professional Teaching Standards (1998). Numbers 13-14 were developed by the College of Education faculty. All relate to the College of Education Conceptual Framework*

**Competency 1:**
Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

**Goal 1:** Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

**Learning Outcomes/Learning Activities:** The teacher candidate will:
1.1 use a variety of explanations and multiple representations of concepts to help develop conceptual understanding.
1.2 anticipate and adjust for common misunderstandings that impede learning within the discipline.
1.3 engage students in generating and testing knowledge according to the processes of inquiry of the discipline.
1.4 create learning experiences that make connections to other content areas and to life experiences.

**Competency 2:**
Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

**Goal 2:** Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

2.1 choose developmentally appropriate instructional strategies that promote student learning.
2.2 develop concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.

**Competency 3:**
Adapt instruction for diverse learners based on an understanding of how students differ.

**Goal 3:** Adapt instruction for diverse learners based on an understanding of how students differ.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

3.1 accept and value all students.
3.2 treat all students equitably.
3.3 respect students as individuals with differing experiences, skills, talents, and interests.
3.4 design instructional activities that address the range of student learning styles, multiple intelligences and performance modes.
3.5 make appropriate provisions for individual students who have particular learning differences or needs.

**Competency 4:**
Demonstrate proficiency in oral and written communication

**Goal 4:** Understand and use effective communication.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

4.1 use a variety of communication techniques.
4.2 communicate effectively with diverse populations.
4.3 model accurate and grammatically correct language.
4.4 communicate with and challenge all students in a positive and supportive manner.
4.5 create opportunities for students to learn effective communication.

**Competency 5:**
Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.

**Goal 5:** Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

5.1 establish and maintain a classroom environment with clear expectations and standards of behavior.
5.2 organize, allocate, and manage time, materials, and physical space to support learning.
5.3 establish classroom practices that promote a safe environment.
5.4 create a learning community that respects individual differences.
5.5 establish a classroom environment that promotes positive relationships, cooperation, and purposeful learning.
5.6 create a classroom environment where student thoughts and ideas are a basis for exploring and developing understanding.
5.7 create a learning community in which students work independently and collaboratively
5.7 encourage students to assume responsibility for their own learning and behavior.

**Competency 6:**
Design instruction based upon knowledge of the disciplines, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning.

**Goal 6:** Design instruction based upon knowledge of the disciplines, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

6.1 evaluate teaching resources and materials for accuracy and usefulness.
6.2 apply principles of scope and sequence when planning instruction.
6.3 create approaches to learning that are interdisciplinary and that integrate multiple content areas.
6.4 create and select learning materials and learning experiences appropriate for the discipline and curriculum goals.
6.5 use students’ prior knowledge and principles of effective instruction to plan learning activities relevant to students.
6.6 incorporate authentic experiences into instructional planning.
6.7 create multiple learning activities that allow for student choice.
6.8 establish and communicate expectations for student learning
6.9 create and adapt short and long range plans to achieve the expectations for student learning.
6.10 incorporate assessment components into instructional planning.

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**Competency 7:**
Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

**Goal 7:** Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

7.1 use a range of instructional approaches that allow students to explore concepts and develop an in-depth understanding of content.
7.2 design lessons that routinely engage students in activities that develop problem solving and critical thinking skills.
7.3 design instructional activities that provide opportunities for students to apply knowledge.
7.4 use a variety of materials and educational technologies to enhance student thinking and further conceptual understanding.
7.5 assume different roles in the instructional process based on the content and purposes of instruction.
7.6 use a range of questioning techniques to promote different levels of understanding
7.7 emphasize communication as a vehicle for learning through the use of discussion, listening, collaboration, and responding to the ideas of others.
7.8 promote students’ awareness of their own thought processes and how to use reflection to build new understandings.
7.9 incorporate assessment components into instructional delivery.

**Competency 8:**
Use multiple assessment strategies for the continuous development of students

**Goal 8:** Use multiple assessment strategies for the continuous development of students.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

8.1 use assessment to diagnose student learning needs as a basis for designing instruction.
8.2 use a variety of assessment modes and multiple measures to evaluate student learning.
8.3 use both formal and informal assessment strategies to monitor and evaluate student understanding, progress, and performance.
8.4 align assessment with instruction.
8.5 maintain accurate records and communicates student progress.
8.6 involve students in self-assessment to help them become aware of their strengths and needs.
8.7 encourage students to establish personal goals for learning based on self-assessment and assessment results.
8.8 modify instruction based on assessment results.

**Competency 9:**
Pursue opportunities to improve teaching and thereby enhance professional growth.

**Goal 9:** Pursue opportunities to improve teaching and thereby enhance professional growth.

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Learning Outcomes/Learning Activities: The teacher candidate will:

9.1 engage in continuous learning.
9.2 participate in professional discourse about educational issues.
9.3 use classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
9.4 collaborate with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.

Competency 10:
Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and demonstrate knowledge of the school in the community.

Goal 10: Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and demonstrate knowledge of the school in the community.

Learning Outcomes/Learning Activities: The teacher candidate will:

10.1 cooperate with colleagues to develop an effective learning climate within the school.
10.2 collaborate with other professionals to solve problems and make decisions to promote student success.
10.3 develop relationships with parents and guardians to acquire an understanding of the students’ lives outside of the school.
10.4 work effectively with parents/guardians and other members of the community to advocate for student needs and to promote learning.
10.5 identify and use community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

Competency 11:
Use educational technology as an instructional and management tool.

Goal 11: Use educational technology as an instructional and management tool.

Learning Outcomes/Learning Activities: The teacher candidate will:

11.1 design instruction to promote student skills in the use of educational technologies to access and manage information
11.2 use a wide range of instructional technologies to enhance student learning and problem solving.
11.3 use technological advances in communication to enrich discourse in the classroom.
11.4 use appropriate educational technology to create and maintain databases for monitoring student progress.

Competency 12:
Understand and maintain standards of professional conduct guided by legal and ethical principles.

Goal 12: Understand and maintain standards of professional conduct guided by legal and ethical principles.
Learning Outcomes/Learning Activities: The teacher candidate will:

12.1 act in the best interests of students.
12.2 follow school policies and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
12.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to student rights and teacher responsibilities.
12.4 interact with students, colleagues, parents, and others in a professional manner.
12.5 follow codes of professional conduct adopted by the Delaware Professional Standards Council (to be developed).

Competency 13:
Demonstrate dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and in the Wilmington University College of Education Conceptual Framework.

Goal 13: Demonstrate dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and in the Wilmington University College of Education Conceptual Framework.

Learning Outcomes/Learning Activities: The teacher candidate will:

13.1 Realize that content or subject matter is complex and ever-evolving and shows enthusiasm for the subject matter.
13.2 Appreciate individual variation within the various developmental levels of students and uses student strengths as a basis for learning.
13.3 Demonstrate a belief that all students can learn to high levels and work to meet the learning needs of a diverse population of students (including students of different genders, students from different cultural/ethnic and socio-economic groups, students at different ability levels and with different exceptionalities, and students for whom English is a second language).
13.4 Value development of students’ critical thinking and problem solving skills and adapting of instruction to student responses, ideas, and needs while applying instructional strategies in the classroom.
13.5 Believe in taking the responsibility in the classroom for establishing a positive learning environment conducive to motivating students to want to learn and behave.
13.6 Value communication in the classroom as a way of motivating students, including students from diverse backgrounds, to want to develop and learn.
13.7 Believe in the value of long and short term planning, in the importance of adjusting and/or revising plans to meet student needs, and in instructional planning as a collegial activity.
13.8 Value on-going and varied assessment as essential to the instructional process and is committed to using assessment to identify student strengths and promote student growth and to evaluate and improve his/her teaching.
13.9 Demonstrate the value of continuous learning and of using reflective practice and help from others to facilitate his/her professional growth.
13.10 Appreciate the importance of **professional relationships** with students, parents, colleagues and members of the community in promoting the learning and well-being of students.

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<td>Obtain and retain successful employment in the profession of education.</td>
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**Goal 14:** Obtain and retain successful employment in the profession of education.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

14.1 prepare a resume for prospective employers.
14.2 plan responses to potential interview questions.
14.3 practice potential interview responses based on the program competencies.

**II. TESTING PROCEDURES/STUDENT EVALUATION**

**A. Assignments and Exams**

1. Observations and Reflections - Cooperating teachers and college supervisors assess student teachers on a continuous basis throughout the clinical semester. Student teachers are also expected to reflect and self-assess on a regular and rigorous basis. A performance assessment instrument addresses each of the Delaware Professional Teaching Standards, specifies desired levels of competency, describes performance indicators, and reflects the degree to which student teachers are progressing toward meeting each of the standards. Student teaching performance is also addressed in a final, narrative report collaboratively prepared by the Cooperating Teacher(s), College Supervisor and Student Teacher.

The performance assessment instruments and the narrative report are reviewed and signed by the student teacher, the cooperating teacher, and the college supervisor. Original copies of performance assessments and narrative reports are retained by the college in the student teacher’s permanent placement file. Student teachers receive a final grade of **Satisfactory** or **Unsatisfactory**, which is recorded on the college transcript.

2. Seminars – Periodically, Supervisors will meet with their assigned student teachers as a group. This provides an opportunity for the Supervisors to share important information but also provides an opportunity for the students to share experiences with each other. It is expected that for the first two months these group meetings will occur weekly, however the exact schedule will be determined by the Supervisor. Student teachers are expected to attend all seminars.

3. Students taking EDU 451 are required to submit a portfolio to address the learning outcomes. Rubrics for each competency are included in the Student Teaching Handbook.

**B. Grading Scale**
### Grade Definitions

**S** Satisfactory. The student has met expected standards of scholarship. This grade signifies acceptable performance of the course objectives.

**U** Unsatisfactory. The student has not met the minimum course requirements.

**I** Incomplete. Extension granted to complete course work. This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

**IP** Course in Progress. This grade is specific to practica, internships, and senior seminars.

### III. ATTENDANCE POLICY:

In the College of Education, faculty must approve all requests for exceptions to the College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except for valid emergencies. Failure to attend class may result in lowering the final grade or assigning an FA (failure due to absence). Early departures and late arrivals will be cumulative and will result in missing a whole class period. It is the student’s responsibility to obtain and complete assignments on the due dates.