PURDUE

U N I V E R S I T Y ®

FORT WAYNE

School of Education

EDU 40100 – Laboratory/Field Experience

EDU 42500, 42600, 48000, 48200 – Student Teaching

Department of Teacher Education

Course Information

Fall 2023

12, 9, 6, or 0 credits

Instructor

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Course Description

The seminar is linked to Student Teaching courses and field experiences included in the early childhood, elementary, secondary education programs. It will allow for collaboration among school-based mentors, university-based instructors and candidates in offering academic content appropriate to the programs. The seminar will provide a performance-based professional experience.

Pass/Not Pass grades assigned.

Prerequisites Skills and Materials

Students must meet all program requirements for admission to Student Teaching before they can participate in the Clinical experience. As this is the capstone experience for the education programs, all students are expected to demonstrate knowledge, skills, and performances associated with professional practice. As such, you are expected to have high-speed internet access to share your work on BrightSpace (including GoReact) and TaskStream.

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Course Access

Brightspace is our course management system. You can access the course at https://purdue.brightspace.com/. The suggested browsers are Chrome and Firefox. It is strongly suggested that you explore and become familiar not only with the navigation, but with content and resources available for this course.

Learning Outcomes & Related Standards

List the outcomes for this course. Outcomes are broad, overall statements of what students will learn by the end of the course. Each learning outcome should be aligned with the appropriate state and national standards.

Learning Outcomes	Indiana Early Chd Standards	Indiana Elementary Standards	Indiana Secondary Standards	INTASC Standards
Create learning experiences and environments that support all students' individual levels of development.	1	1	1	1, 2
Build effective partnerships with young children's families and communities.	2			10
Use observation, documentation, and assessment to positively influence development and learning.	3			6
Use understanding of learning processes to construct meaningful and engaging learning experiences.	4	2	2	1, 2
Plan and implement standards-based, individualized instruction to achieve academic goals.		3	3	7, 8
Continuously gather formative and summative assessment data to monitor student progress and guide instructional decisions.		4	4	6
Build a safe, equitable learning environment that sets high expectations for each and every student.	5	5	5	3
Act as a member of the profession, including following ethical guidelines; collaborating with colleagues to support student achievement; advocating for students, families, and schools; and engaging in continuous professional growth.	6	6	6	9, 10

Learning Resources & Texts

- No textbook is required for the Seminar. However, resources to ignite your thinking and connections will be found in BrightSpace. You are expected to read all assigned resources and complete all assignments prior to the seminar so that you are prepared to discuss them with your colleagues.

Course Logistics

- It is highly recommended that you utilize the notification settings in Brightspace to stay on top of your work in the course.
- When Key Assessments are due, they are due by 11:59 PM on the due date listed in the course calendar.
- Deadlines are an unavoidable part of being a professional and this course is no exception. Course requirements must be completed and posted or submitted on or before specified due date and delivery time deadline. Due dates and delivery time deadlines are defined as Eastern Standard Time (EST). Please note, students living in different time zones must follow EST for deadlines. To encourage you to stay on schedule, due dates have been established for each assignment; you must notify me in advance when an assignment will not be submitted as expected. That way, you can suggest/negotiate a new deadline. These exceptions should occur in rare and extenuating circumstances.
- Questions should be emailed to me using your Purdue Fort Wayne university email. When emailing me, please place in the subject line the words "Student Teaching" and the topic of the email (i.e., Student Teaching – Impact Key Assessment). This will help me tremendously in locating your emails quicker when I scan the hundreds of emails that seem to make it into my box each day.

Attendance

You are expected to attend each day of Student Teaching. We realize, however, that being in a classroom on a daily basis can result in contracting illnesses. Thus, you are to report your absences via the Qualtrics survey that is available on the Student Teaching website (under Student Teaching Candidates heading). There is no "acceptable" number of absences. The Clinical Experience Handbook states "If the number of absences experienced causes concern for the cooperating teacher, university supervisor, or Director of Student Teaching, a meeting of the triad will be called to determine possible solutions (e.g., extending the experience)" (p. 26).

You are also expected to attend all Student Teaching Seminars, whether they are in person or online. These seminars have been designed with you in mind and support your continued development as an educator. We will engage in a Professional Development Experience during each seminar. You will bring evidence of your work during the Clinical Experience and share/analyze it with your colleagues to further all of your learning.

Assignments (Course Requirements)

You will have a number of individual projects throughout the semester. Details on these assignments, along with rubrics to guide evaluation will be posted in the Brightspace course.

Assignments
Weekly Reflection to Univ Supervisor Purpose: Connect Clinical experience to coursework that prepared you for the classroom. Inquire into topics such as contexts, child/adolescent development, curriculum, and community.

Planning for Week Purpose: Create curriculum that is meaningful, engaging, and individualized for learners in your class and that supports meeting standards-based, academic goals.
Professional Development Experiences Purpose: Connect Clinical experience to key topics related to the teaching and learning process. Gain insights and inspiration as you collaborate with your colleagues.
Key Assessment # 1 – Impact on Student Learning (all programs) Purpose: Investigate how effective teachers use assessment data to analyze student learning and inform their instruction.
Key Assessment #2 – Impact on Student Learning (Secondary Students – All Content Areas) Purpose: Take a deep dive into analyzing your and the students' behavior and learning in the classroom. Topic of video will vary by content area.
Midterm Assessment of Clinical Performance Purpose: Cooperating Teacher provides formative feedback on your performance as related to IDOE/national standards for teacher preparation. You will complete a self-reflection using the same tool to allow you to pause, reflect on your strengths, and then create a plan for addressing areas of improvement.
Final Assessment of Clinical Performance Purpose: Completed by Cooperating Teacher and University Supervisor to provide a summative evaluation of your performance related to the IDOE/national standards and InTASC standards for teacher preparation.

Course Grading

These courses are graded on a Pass/Not Pass basis. To pass the courses, you must attend and participate in the seminars as well as meet the stated expectations of each Key Assessment and the Final Assessment of Clinical Performance. You may redo each Key Assessment one time for an opportunity to meet expectations. More information is available on BrightSpace regarding the Key Assessments, including detailed directions and grading rubrics.

EDU 40100 -- Seminar		
Criteria	Pass	Fail
Attendance in Seminar	1 or few absences	2 or more absences
Key Assessment(s)	Meet all stated criteria on first or second submissions	Do not meet criteria on second submission for one or more KA

Professional Development Experiences	Complete all to a high level of performance	Minimally complete all *or* one or more missing
Plan for personal development	Created a plan for addressing areas of improvement at midterm.	Did not reflect on midterm/ determine plan for improving

EDU 42500, 42600, 48000, 48200 – Performance in ST Classroom		
Criteria	Pass	Fail
Attendance in ST classroom	No issues with attendance	Issues with multiple absences or coming late/leaving early
Planning for Week	High-quality Plans consistently submitted to CT/US on last day of school week before leave building	Issues having high-quality or completed Plans available for others by stated deadline
Final Evaluation	Pass with two or fewer areas of concern noted by CT and/or US	Three or more areas of concern noted by CT and/or US Was not recommended for license by CT and/or US
Professional Improvement Plan	No plan needed or resolved all expectations on plan	Expectations on plan not successfully resolved

Evaluation of ST

At the end of the course, you will be provided with an opportunity to evaluate your Cooperating Teacher and your University Supervisor. You will be asked to individually complete a set of questions on each person. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

How to Succeed in this Course

Success in this course requires organization, attention to detail, and professionalism. The Clinical experience is an all-day, all-week experience where you work with a master teacher to learn how to implement what you have learned in your program of study. This is a tiring experience, both physically and mentally. Yet, your program of study has prepared you well for this experience. Keeping track of all daily, weekly, and intermittent tasks is necessary so that you are prepared to facilitate optimal student learning. In addition, communicating issues as soon as they are known is a critical component of professionalism.

Netiquette

Your instructor and fellow students wish to foster a safe learning environment, during both online and in person seminars. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences, some of

which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience. Please read the Netiquette rules for this course:

- Give everyone the opportunity to join in the discussion. Invite their participation by asking questions.

- Use professional language. Avoid offensive language, Internet language (e.g., don't capitalize all letters since this suggests shouting), and using vernacular and/or slang language. The latter could possibly lead to misinterpretation.

- Keep an "open-mind" and be willing to express a minority opinion.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.

Academic Dishonesty

Educators are held to the highest standards by students, colleagues, bosses, and community members. Therefore, Academic Misconduct, including plagiarism (using other people's ideas/words and not giving them credit thus implying the work is your own original work) or using your own work from a previous course without the express permission of the instructor, is taken very seriously in the School of Education at PFW. It is taken very seriously in this class. Please be aware of what behaviors constitute academic misconduct (See Bulletin, Code of Students Rights, Responsibilities and Conduct Part II. A.) If caught cheating or plagiarizing, a student may receive no credit on the assignment and may result in an F for the course. Any instances of academic dishonesty will be reported to the Dean of Students and your Department Chair and may result in expulsion from the University. Additional potential consequences can be found under: potential consequences (See Bulletin, Code of Students Rights, Responsibilities and Conduct, Part III. A.: i.e., failure of the assignment, failure of the course and/or dismissal from the university) of such behavior.

Diversity, Disability, and Nondiscrimination:

PFW and the School of Education recognize our responsibility to create inclusive learning environments and experiences for all students. Therefore, students will not be discriminated against in terms of race, ethnicity, gender, disability, or sexual orientation. Moreover, the content of this course relates to understanding and respecting the diverse needs of students and families. Unless those who work with families/students understand and include these differences, agencies/programs are apt to be sterile places where families/students experience frustration and failure rather than a sense of well-being.

If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Access Center (DAC) to begin this conversation or to establish accommodations. You may contact the DAC at 260-481-6658, dac@pfw.edu, or by visiting their office in Walb Union, Room 113. For more information, please visit the web site for Disability Access Center (DAC) and refer to the procedures for requesting an accommodation or the DAC Student Handbook.

Concerning civility, PFW Policies include the following statements:

"Respect and civility should therefore be afforded to all individuals regardless of race, ethnicity, gender, age, sexual orientation, disability, religion, family status, socioeconomic level, educational background, veteran status, or position at the university….Purdue Fort Wayne prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or

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ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran…"

The Purdue Fort Wayne Code of Student Rights, Responsibilities, and Conduct further states:

"The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchanges of ideas, and enriches campus life…Purdue University Fort Wayne prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran."

Purdue University Fort Wayne is committed to your academic and personal success. Visit the student support services page for a list of student support services, including academic services, technology services, health and wellness, and support from administrative offices.

Emergency Statement

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. You will be notified about changes in this course via Announcements in BrightSpace and/or emails from me.

Students Called for Military Duty

If you are a student in the military with the potential of being called to military service and/or training during the course of the semester, you are encouraged to follow the university attendance policy via the Office of Student Conduct and Care (scc@pfw.edu or 260-481-6601).

Course Calendar

The Course Calendar was sent to you electronically. Please put it with your syllabus, after making sure that each meeting (in person or online) has been recorded on your personal calendar.

* Schedule and assignments subject to change. All changes will be posted in Brightspace.