Administrative Unit: Education Department

Course Prefix and Number: EDUC 424

Course Title: Student Teaching in the Middle School

Number of Credit Hours: 8  Lecture Hours: 1  Laboratory Hours: 7

Catalog Description: Students, under the guidance of college supervisors and qualified classroom teachers, assume the duties and responsibilities of public school teachers including planning, presentation, and evaluation of instruction and related responsibilities (12 weeks). $20 lab fee. Prerequisites: The application must be completed one semester prior to beginning student teaching; senior standing and admission to the teacher Certification Program. Offered Fall and Spring semester.

Prerequisite(s)/Corequisite(s): The application must be completed one semester prior to beginning student teaching; senior standing and admission to the teacher Certification Program are required.

Text(s): Textbooks listed are not necessarily the textbooks used in the course

Columbia College Field Experience Handbook
Columbia College Teacher Education Program Handbook
Columbia College Portfolio Guidelines

DESE Quality Indicators Targeted: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11

Course Objectives:

- To integrate theory and practice in a realistic setting. QI: 1, 2, 3, 5, 6, 7, and 11
- To deepen the understanding of child development through an extended period of observation and interaction. QI: 1, 2, 3, 5, 6, 7, and 8
- To use learning theory, creativity, resources in a systematic approach to plan, implement, and evaluate instruction and to evaluate the process and product based on the results of instruction (student gains) QI: 1, 2, 3, 4, 5, 8, and 10
- To integrate teaching activities and instruction with effective classroom management techniques. QI: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 11
- To work successfully with and within the administrative and curricular structures of a school system to provide a means to evaluate the professional duties/ responsibilities of a teacher and potential effectiveness of the student in that role. QI: 9 and 10
• To provide an extended period of time during which students can participate as teaching staff in the teaching/learning process. QI: 9 and 10
• To provide a systematic process through which novice teachers gradually assume increasing responsibility to plan, implement, and evaluate instruction in an actual school setting (student teachers are expected to effectively assume the full responsibilities of a teacher for a period of not less than ten days to meet the competency requirements). QI: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11
• To provide group support through seminars with other student teachers which focuses on critical components but also allows for free discussion and group problem solving. QI: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11

Topical Outline (major areas of coverage):
• The student teaching experience
• Certification and legal considerations
• Focus on responsibilities of a teacher
• Classroom management
• The learner
• Curriculum
• Communication
• The resume, portfolio, applications, and interviews
• Professionalism and ethical issues
• The classroom setting
• Instructional methodology
• Meeting individual needs
• Assessment
• Critical reflection

Recommended maximum class size for this course: 5

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your services login and password when prompted.

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Date: December 31, 2004

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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