

MURRAY STATE UNIVERSITY

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: MID COURSE NUMBER: 421 CREDIT HOURS: 7-14

I. TITLE: Middle School Student Teaching

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Student teaching in the middle school should allow the individual to participate in the work and duties of the school that are generally expected of the classroom teacher. Student teachers will be supervised by a public school teacher as well as a university coordinator. This will be two 7 week assignments with students having experiences in both teaching specialization fields. Graded pass/fail (Professional Semester). **Prerequisite(s):** Admission to Teacher Education, Admission into Student Teaching

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Interstate Teacher Assessment and Support Continuum (InTASC), Association for Middle Level Education Middle Level Teacher Preparation Standards, and Assessment Literacy (AMLE). Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), InTASC, and AMLE standards addressed by that objective. Through active participation in this course and its related projects and activities, the student will be able to

- A. design and plan Kentucky Academic Standards and national content standards-aligned instruction at the appropriate level in a variety of subject areas for the students at each of the assigned grade levels (KTS #1, 2), (InTASC #2, 3, 4, 5, 7, 8);
- B. demonstrate the ability to develop students' content area literacy skills across the curriculum (KTS #1,2), (InTASC # 2,3,4,5,7,8);
- C. create a classroom climate for effective instruction at each of the assigned grade levels (KTS #3; AMLE #4);
- D. demonstrate effective classroom management skills creating a mutually respectful classroom (KTS #3, 4, AMLE #4, 5);
- E. plan and assess student learning in the subject areas in the classroom to which assigned (KTS #1, 5; AMLE #4);
- F. demonstrate an understanding of child behavior and be able to recognize students' individual differences and levels of performance (KTS #5; AMLE #1);
- G. systematically collect and analyze assessment data and maintain accurate records on their students' performance (KTS #5; AMLE #4);
- H. demonstrate the ability to collaborate with their supervising teacher, colleagues and staff at their student teaching site (KTS #8; AMLE #5);
- I. collaborate with parents to enhance the learning of the students (KTS #8; AMLE #5);

- J. demonstrate reflective analysis of their teaching experience through weekly reflection sheets and an eligibility portfolio containing entries for each of the nine Kentucky New Teacher Standards (KTS #6, 7; AMLE #5);
- K. demonstrate use of technology to enhance instruction in the classroom (KTS #6; AMLE #4, 5); and
- L. adhere to the Kentucky School Personnel Code of Ethics (KTS 1-10; AMLE #5).

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Student teachers are assigned to two 7-week assignments at non-adjacent level with two qualified supervising teachers.
- B. Each student teacher creates an eligibility portfolio during the student teaching semester, which includes written assignments that are required and placed in a section of the eligibility portfolio.
- C. The public school supervising teacher provides constant monitoring and feedback to assist the student teacher in developing skills and confidence as an effective teacher at the level of the assignment.
- D. The university coordinator visits the student teacher at least four times during the assignments and provides written and oral feedback concerning the student teacher's teaching skills and behaviors during each visit. The coordinator also evaluates the eligibility portfolio and other assignments during the student teaching semester. The university coordinator and another reviewer grade the final eligibility portfolio.
- E. Student teachers attend student teaching orientations and seminars conducted on the Murray State University campus throughout the student teaching semester.
- F. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Students will be engaged in teaching activities in two separate assignments at different levels of the middle school during the semester. They will ultimately be responsible for implementation of instruction for the day for a specified length of time in each assignment.

VI. FIELD, CLINICAL, AND LABORATORY EXPERIENCES:

Student teachers are assigned on or two classroom settings for a period of 14 weeks of full time observation, teaching and professional experience.

VII. TEXT(S) AND RESOURCES:

- A. Waterfield Library
- B. Computer Laboratories
- C. KATE
- D. Writing Across the Curriculum
- E. LiveText

- F. Randy Sprick-Classroom Management Materials
- G. Kentucky Department of Education Resources such as Core Content and Program of Studies (www.kde.state.ky.us)
- H. Guidelines for Student Teaching and the Eligibility Portfolio

VIII. EVALUATION AND GRADING PROCEDURES:

This course is evaluated on a Pass/Fail basis. The evaluation is based on the recommendations of the supervising teachers and the university coordinator and the successful completion of the Eligibility Portfolio.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**