

Course Student Learning Outcomes: SEE ATTACHED FILE

Prerequisite Requirement: Degree: BSEd Major: BIGN, ENGLISH, MATH

Placement: in general/yes curriculum:

Rationale:

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1840

School of Education

EDUC 4140 – Student Learning Outcomes

STUDENT LEARNING OUTCOMES (from InTASC):

1. The teacher candidate will understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally- appropriate and challenging learning experiences.
2. The teacher candidate will apply a deep understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher candidate will work with colleagues to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The teacher candidate will understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to acquire mastery of the

content.

5. The teacher candidate will understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The teacher candidate will understand how to uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making.
7. The teacher candidate will plan effective instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas curriculum cross-

If yes, explain the need for these courses in a separate space.

Yes

No

Why?

These courses are required for the major.

Yes

No

Why?

Yes

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EDUC 4140
CREDIT HOURS: 3

DESCRIPTION

Students will learn to design and deliver instruction that meets the needs of all learners.

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2. The teacher candidate will apply a deep understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each

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individual and collaborative learning, and that encourage positive social interaction, active

Lesson Plans (3 plans @ 10%)	30
Reflections (2 @ 5%)	10
Two University Supervisor Assessments (2 @ 20%)	40

Full-Time Teaching and Lesson Plans (3 plans @10%=30%)

As you become familiar with your students and the school setting, you will gradually take on more tasks that are normally performed by your mentor teacher. Somewhere around the fourth week of the semester, you should begin to assume almost all the responsibilities of the teacher for a minimum of 1 week (5 consecutive days, if possible). Ideally, during that week, you will teach all of the mentor teacher's classes and carry out all (or most) of the teacher's responsibilities. During the full-time teaching segment of student teaching, you will submit all lesson plans **for one class you are teaching** to your university supervisor via LiveText on a weekly basis. **[Note: If your circumstances make it impossible for you to teach one class for 5 consecutive days, you will need to make arrangements with your university supervisor to modify this requirement.]**

Lesson plans will be created by using the School of Education lesson plan format (via Resources in

Livertext Resources) (Note: You must prepare a written lesson plan for every class that you teach while you are student teaching.)

explained to the university supervisor prior to teaching. During the observation of your teaching

the form (via resources in LINC or ER resources).

Immediately following each observation, you should discuss with your supervisor the criteria on

both on and off campus. The criteria are designed to ensure that you are progressing towards the standards of the profession. The criteria are designed to ensure that you are progressing towards the standards of the profession.

Requirements vary for

requirements vary for

requirements vary for

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WEEKLY SCHEDULE:

Event	Date	Time	Location	Notes
Week 1: Orientation Seminar			On-site Collaborative School	Required
Week 2: Report for Student Teaching			On-site Collaborative School	Plan to arrive at the school at least 20 minutes before the time posted for the school to open.