

# New Course (Non-Gen Ed)

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MIDDLE GEORGIA STATE UNIVERSITY  
School of Education  
EDUC 4150 – Student Learning Outcomes

STUDENT LEARNING OUTCOMES (from InTASC):

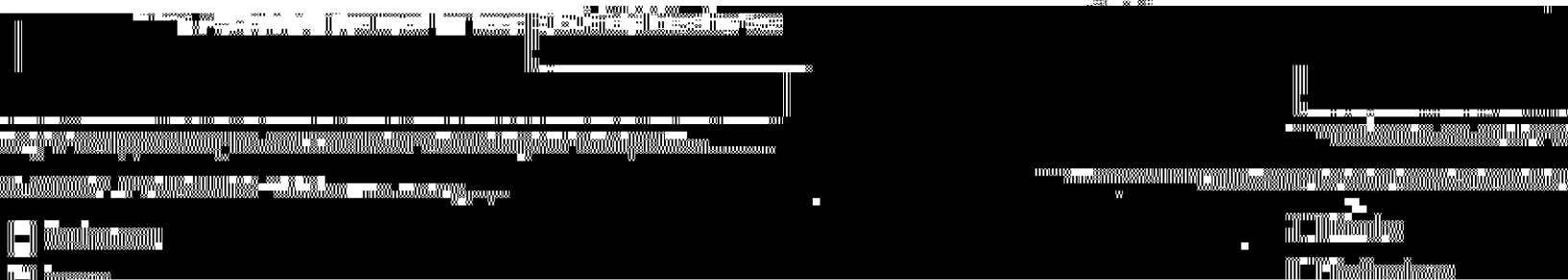
1. The teacher candidate will understand how learners grow and develop, recognizing that

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.

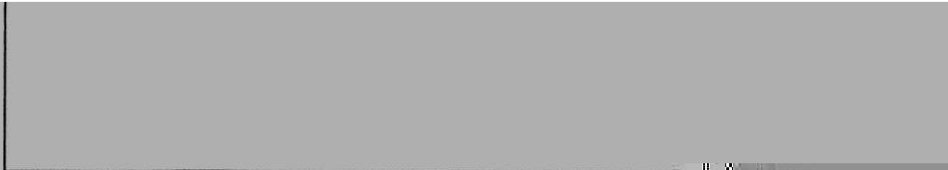
2. The teacher candidate will apply a deep understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each

learner to meet high standards

Are any special resources associated with this course?



Preparation for new



resources:

Outcomes: review resource requirements/assignments, and a weekly schedule of topics

...ents that enable each learner to meet high standards.

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

4. The teacher candidate will understand the central concepts, tools, and techniques 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 assure 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

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 2 weeks (15 consecutive days, if possible). Ideally, 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 15 consecutive days, you will**

target for improvement. If it is not possible to meet immediately because teaching was should

arrange a meeting with your university supervisor as soon as possible. The university supervisor  
will provide you of his/her completed observation form, which you will scan and submit in your



**WEEKLY SCHEDULE:**

<b>Event</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Notes</b>
Week1: Orientation Seminar			On-site Collaborative School	Required
Week 2: Report to Practicum			On-site Collaborative School	Plan to arrive at the school at least 20 minutes before the time posted for the school to open.
Week 3 & 4: Seminar			Campus/ On-site Collaborative School	Required
Week 6 & 7: Seminar			Campus/ On-site Collaborative School	Required
Week 9 & 10: Seminar			Campus/ On-site Collaborative School	Required
Semester Mid- point				Last day to withdraw with a passing grade.