

Experiential Learning Course Proposal Cover Sheet
(use this form if your program is seeking approval for a whole course to count as an ELR)

Program/Department/School Submitting Proposal ADED/Teaching, Learning, & Curriculum Studies

Date Submitted September 9, 2011

Contact Person William Kist

E-mail wkist@kent.edu

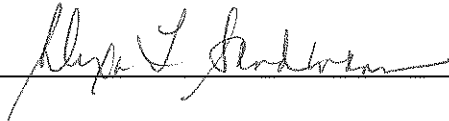
Phone 330-672-5839

Course Number/Title ADED 42357 Secondary Student Teaching **Number of Credits** 9

Check one:

☒ New Proposal **Resubmission with Revision; Date of Original Submission** _____

Select Appropriate Experiential Learning Category/Categories: Practical Experiences

Chair/Director Signature  **Date** 9/28/11

Date Approved by College Curriculum Committee _____

Dean Signature: _____ **Date** _____

For URCC use only

Date Received by URCC _____

Decision:

Approved	_____ (Date)	☐
Withdrawn by Submitter	_____ (Date)	
Minor Revision – Resubmit	_____ (Date)	
Major Revision – Resubmit	_____ (Date)	
Denied	_____ (Date)	

Course-Based Experiential Learning Requirement Form
(use this form if your program is seeking approval for a whole course as an ELR)

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title: ADED 42357 Secondary Student Teaching

Credit Hours: 9

Prerequisite(s): Admission to advanced study

Please attach a master syllabus for this course.

The course objectives section of the syllabus must include the goals of the experiential learning component.

1. Describe how the course provides opportunities for students to:

- **Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;**

Students get the chance, during student teaching, to put into practice what they have learned in their methods courses. In methods courses, they have learned learning theories and principles of teaching adolescents. By taking the place of a classroom teacher during student teaching, they get to apply what they have learned in the methods classroom in a “real world” context.

- **Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and**

There are several criteria on the student teaching evaluation rubric that require students to show a broadened understanding of the discipline, the world and themselves as learners.

- **Reflect on the meaning of the experience for their current and future learning.**

Throughout student teaching there are multiple windows of opportunity for students to reflect on the meaning of the experience through dialogue with their supervisors and cooperating teachers. There are several criteria on the student teaching evaluation rubric that require students to show a broadened understanding of the discipline, the world and themselves as learners.

2. Explain how the three learning outcomes will be assessed:

- **Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;**

This will be assessed using the Student Teaching rubric (attached syllabus) using the following criteria: 1.1-1.5; 2.1-2.5; 3.1-3.5; 4.1-4.7; 5.1-5.5

- **Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and**

This will be assessed using the following criteria using the Student Teaching rubric on the attached syllabus: 6.1-6.4

- **Reflect on the meaning of the experience for their current and future learning.**

This will be assessed using the following criteria using the Student Teaching rubric on the attached syllabus: 7.1-7.3

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

The syllabus for Student Teaching will be given to each instructor and expected to be followed. This will be ensured multiple ways, but mainly through standardization of use of the rubric which will be enforced not only by the ADED Coordinator but by the Office of Clinical and Field Experiences in 304 White Hall. Each semester, expectations will be clearly expressed to instructors.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as ELR* _____

Student Teaching

ADED 42357
Nine credit hours
Kent State University

Instructor:
Contact Info
Office:
Campus Phone:
Home Phone:
Email:
Office Hours:

Course Meeting Dates/Times: Twelve weeks in the field beginning with week 2 of the semester.

Required Texts: None.

Course Objectives:

Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts

Students get the chance, during student teaching, to put into practice what they have learned in their methods courses. In methods courses, they have learned learning theories and principles of teaching adolescents. By taking the place of a classroom teacher during student teaching, they get to apply what they have learned in the methods classroom in a “real world” context.

This will be assessed using the Student Teaching rubric printed below using the following criteria:
1.1-1.5; 2.1-2.5; 3.1-3.5; 4.1-4.7; 5.1-5.5

Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners

There are several criteria on the student teaching evaluation rubric that require students to show a broadened understanding of the discipline, the world and themselves as learners.

This will be assessed using the following criteria using the Student Teaching rubric printed below:
6.1-6.4

Reflect on the meaning of the experience for their current and future learning.

Throughout student teaching there are multiple windows of opportunity for students to reflect on the meaning of the experience through dialogue with their supervisors and cooperating teachers. There are several criteria on the student teaching evaluation rubric that require students to show a broadened understanding of the discipline, the world and themselves as learners.

This will be assessed using the following criteria using the Student Teaching rubric printed below.
7.1-7.3

Disability Statement:

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas <<http://www.registrars.kent.edu/disability/>> for more information on registration procedures).

Students who are not officially registered for a course by published University deadlines are not eligible to attend class sessions or to receive credit or a grade for the course.

Disposition Statement

A major part of our teacher education program at Kent State University is the development of dispositions related to as caring, fairness, honesty, responsibility, commitment, and social justice. To assess the development of these dispositions, an assessment will be administered by a faculty member or field-based supervisor no later than the last week of this class (seventh week if a needs improvement is to be assigned). A candidate will find a sample of the assessment at <https://www.ehhs.kent.edu/stuportal>. Candidates are expected to consistently demonstrate all of the behaviors and qualities identified in the disposition assessment in order to receive a grade of Satisfactory for Student Teaching. At any time during a candidate's program, a faculty member or field-based supervisor with concerns may complete the disposition assessment. If a candidate is directed to complete a disposition plan (PDP) for an area rated as needs improvement, it is the candidate's responsibility to go to the student portal at <https://www.ehhs.kent.edu/stuportal>, complete the professional disposition plan, arrange a meeting with the faculty member who assigned the needs improvement, electronically sign the PDP and live up to the terms of the agreement within the time specified. At the end of designated time period it is the candidate's responsibility to arrange a meeting with the faculty to provide evidence that the terms outlined in the PDP have been met. The faculty member will then initiate a Follow-up PDP found at the faculty staff portal. This follow-up PDP needs to be electronically signed by the candidate at the student portal before it will be considered completed. If a needs improvement is assigned after the 7th week of a course and it is not possible for the candidate to complete the terms of the PDP the faculty member should make arrangements for follow-up with the coordinator. Failure to improve in the area rated as NEEDS IMPROVEMENT and failure to follow the process outlined above may result in removal from the teacher education program at any time. Student has right to appeal a disposition assessment and may find the appeals process in the University Policy Register at <http://www.kent.edu/policyreg/chap4/4-02-3.cfm>

Academic Honesty

The use of the intellectual property of others without attributing it to them is considered a serious academic offense. Cheating or plagiarism will result in receiving a failing grade for the work or course. Repeat offenses result in dismissal from the University.

Evaluation and Grading

Student teaching is a pass/fail course. You will be observed five times by your supervisor and many times by your cooperating teacher. You will be assessed formally at both the midterm and end of the student teaching experience using the following rubric.

2011

Student Teaching Assessment				
Kent State University, College of Education, Health, and Human Services				
Elements↓	Standard 1 Teachers understand student learning and development and respect the diversity of the students they teach.			Not Observed Rating 0-3
Performance→	0	1	2	3
1.1 Candidate demonstrates knowledge of how students learn and knowledge of the developmental characteristics of different groups of students.	Does not base plans or strategies on child development or learning theory.	Makes little reference to student development or learning theory in plans and instruction.	Usually bases plans and instruction on student development and learning theory.	Bases plans and instruction on student development and learning theory a majority of the time.
1.2 Candidate demonstrates knowledge of what students know and meets the needs of all students.	Does not use knowledge of what students know.	Makes little use of what students know.	Makes some use of what students know.	Uses what students know to inform instruction most of the time.
1.3 Candidate demonstrates an expectation that all students will achieve to their full potential.	Anticipates that students will not understand or behave as desired.	Inconsistently demonstrates an expectation that students will learn.	Sometimes demonstrates expectations that students will learn and provides appropriate support.	Usually demonstrates that all students are expected to learn and provides appropriate support.
1.4 Candidate demonstrates respect for students' diverse cultures, language skills, and experiences.	Disrespectful, cites stereotypes, discriminates, avoids certain children.	Little respect for student cultures in planning and instruction.	Some respect for cultures, language skills, and experiences in plans and strategies.	Demonstrates respect for cultures, language skills, and experiences through differentiating instruction.
1.5 Candidate assists in the appropriate identification, instruction, and intervention for gifted students, students with disabilities, and students identified as at-risk.	Does not assist in the identification, instruction, and intervention process.	Limited or hesitant engagement in the identification, instruction, and intervention process.	Some assistance in the identification, instruction, and intervention process.	Assists with the identification, instruction, and intervention process through collaboration and data collection.
Comments:				

Elements ↓	Standard 2: Content: Teachers know and understand the content area for which they have instructional responsibility.				
	0	1	2	3	Not Observed Rating 0-3
Performance →					
2.1 Candidate uses knowledge of content- specific concepts, assumptions, and skills to plan effective instruction.	Provides faulty or inadequate content.	Little use of appropriate content and minor problems with knowledge and assumptions.	Usually demonstrates some use of content specific concepts, assumptions and skills to plan.	Makes use of content knowledge, assumptions, and skills to plan.	○
2.2 Candidate uses knowledge of content- specific instructional strategies to effectively teach the central concepts and skills of their discipline.	Doesn't employ content specific strategies.	Rarely uses knowledge of content- specific instructional strategies to effectively teach the central concepts and skills of their discipline.	Usually uses knowledge of content- specific instructional strategies to effectively teach the central concepts and skills of their discipline.	Makes use of content- specific instructional strategies to effectively teach the central concepts and skills of their discipline.	○
2.3 Candidate knows and uses the Ohio Academic Content Standards.	Does not reference the Ohio Academic Content Standards.	Rarely uses the Ohio Academic Content Standards.	Usually knows and uses the Ohio Academic Content Standards.	Knows and uses the Ohio Academic Content Standards.	○
2.4 Candidate connects discipline(s) with other content area(s) to plan and deliver effective instruction.	Teaches subjects in isolation.	Rarely connects disciplines with other content area(s) to plan and deliver effective instruction.	Sometimes connects disciplines with other content area(s) to plan and deliver effective instruction.	Usually connects disciplines with other content area(s) to plan and deliver effective instruction (when appropriate).	○
2.5 Candidate connects content to relevant life experiences and career opportunities.	Ignores life experiences and opportunities.	Rarely connects content to relevant life experiences and career opportunities.	Sometimes connects content to relevant life experiences and career opportunities.	Usually connects content to relevant life experiences and career opportunities.	○
Comments:					

Elements ↓	Standard 3: Assessment: Teachers understand and use varied assessment to inform instruction, evaluate, and ensure student learning.					Not Observed	Rating 0-6
	Performance →	0	2	4	6		
3.1 Candidate understands varied types of assessments, their purposes, and the data they generate.	Displays little or no knowledge of varied assessments.	Understands limited number of assessments.	Usually uses and understands varied types of assessments, their purposes, and the data they generate.	Uses and understands varied types of assessments, their purposes, and the data they generate.		○	
3.2 The candidate selects, develops, and uses a variety of diagnostic, formative, and summative assessments.	Uses few if any diagnostic, formative and summative assessment strategies.	Uses a limited number of diagnostic, formative, and summative tools.	Usually selects, develops, and uses a variety of diagnostic, formative, and summative assessments.	Selects, develops, and uses a variety of diagnostic, formative, and summative assessments.		○	
3.3 Candidate analyzes data to monitor students' progress and learning, and to plan, differentiate, and modify instruction.	Does not collect or use data.	Collects data and recognizes its potential contribution to planning.	Collects and uses some data to plan, differentiate, and analyze instruction.	Analyzes data to monitor students' progress and learning, and to plan, differentiate, and modify instruction.		○	
3.4 Candidate collaborates and communicates student progress with students, parents, and colleagues.	Does not communicate student progress.	Rarely collaborates and communicates progress.	Usually collaborates and communicates student progress with students, parents, and colleagues.	Collaborate and communicates student progress with students, parents, and colleagues.		○	
3.5 Candidate involves learners in self- assessment and goal setting to address gaps between performance and potential.	Uses only external assessment.	Rarely involves learners in self assessment.	Usually involves learners in self- assessment and goal setting to address gaps between performance and potential.	Involves learners in self- assessment and goal setting to address gaps between performance and potential.		○	
Comments:							

Elements	Standard 4: Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.				
	0	2	4	6	Not Observed Rating 0-6
Performance → 4.1 Candidate aligns instructional goals and activities with school and district priorities and with Ohio's academic content standards.	Demonstrates no effort at alignment.	Rarely aligns instructional goals and activities with school and district priorities and with Ohio's academic content standards.	Usually aligns instructional goals and activities with school or district priorities and with Ohio's academic content standards.	Aligns instructional goals and activities with school or district priorities and with Ohio's academic content standards.	○
4.2 Candidate uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	Does not plan and deliver instruction based on students' learning and performance.	Rarely uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	Usually uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	Uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	○
4.3 Candidate communicates clear learning goals and links learning activities to those goals.	Is not clear about goals and doesn't link activities to goals.	Rarely communicates clear learning goals and links learning activities to those goals.	Usually communicates clear learning goals and links learning activities to those goals.	Communicates clear learning goals and links learning activities to those goals.	○
4.4 Candidate applies knowledge of how students think and learn to planning and instruction.	Fails to apply knowledge of how students think and learn in planning.	Rarely applies knowledge of how students think and learn to planning and instruction.	Usually applies knowledge of how students think and learn to planning and instruction.	Applies knowledge of how students think and learn to planning and instruction.	○
4.5 Candidate differentiates instruction to meet the needs of all students, including gifted students, students with disabilities, and at risk students.	Does not differentiate.	Minimally differentiates instruction to meet the needs of all students, including gifted students, students with disabilities, and at risk students.	Sometimes differentiates instruction to meet the needs of all students, including gifted students, students with disabilities, and at risk students.	Usually differentiates instruction to meet the needs of all students, including gifted students, students with disabilities, and at risk students.	○
4.6 Candidate creates & selects activities that are designed to help students develop as individual learners & complex problem solvers.	Does not create & select activities to help students develop as individual learners & complex problem solvers.	Minimally creates and selects activities to help students develop as individual learners & complex problem solvers.	Sometimes creates and selects activities to help students develop as individual learners & complex problem solvers.	Usually creates and selects activities to help students develop as individual learners & complex problem solvers.	○
4.7 Candidate uses resources effectively, including technology, to enhance student learning.	Does not use resources effectively, including technology, to enhance student learning.	Rarely uses resources effectively, including technology, to enhance student learning.	Sometimes uses resources effectively, including technology, to enhance student learning.	Usually uses resources effectively, including technology, to enhance student learning.	○
Comments:					

Standard 5: Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.						Not Observed	Rating 0-6
Elements	Performance →	0	2	4	6		
5.1 Candidate treats all students fairly and has established a classroom environment that is respectful, supportive, and caring.	Unfair, disrespectful, and ambivalent.	Rarely treats all students fairly and/or has not established a classroom environment that is respectful, supportive, and caring.	Usually treats all students fairly and has established a classroom environment that is respectful, supportive, and caring.	Treats all students fairly and has established a classroom environment that is respectful, supportive, and caring.	○		
5.2 Candidate creates a classroom environment that is physically and emotionally safe.	Classroom emotionally and physically unsafe.	Rarely creates a classroom environment that is physically and emotionally safe.	Usually creates a classroom environment that is physically and emotionally safe.	Creates a classroom environment that is physically and emotionally safe.	○		
5.3 Candidate motivates students to work productively and take responsibility for their own learning.	Motivation external and punitive.	Rarely motivates students to work productively and take responsibility for their own learning.	Sometimes motivates students to work productively and take responsibility for their own learning.	Usually motivates students to work productively and take responsibility for their own learning.	○		
5.4 Candidate creates learning situations in which students work independently, collaboratively, and/or as a whole class.	Single grouping used.	Rarely creates learning situations in which students work independently, collaboratively, and as a whole class.	Usually creates learning situations in which students work independently, collaboratively, and/or as a whole class.	Creates learning situations in which students work independently, collaboratively, and/or as a whole class.	○		
5.5 Candidate maintains an environment that is conducive to learning for all students.	Disruptive, nonproductive environment.	Rarely maintains an environment that is conducive to learning for all students.	Usually maintains an environment that is conducive to learning for all students.	Maintains an environment that is conducive to learning for all students.	○		
Comments:							

Standard 6: Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, parents, and the community to support student learning.							
Elements↓	Performance→	0	1	2	3	Not Observed	Rating 0-3
6.1 Candidate communicates clearly and effectively. (PIII- A2, B2, B3; CF- P)		Unclear and ineffective Communication.	Rarely communicates clearly and effectively.	Usually communicates clearly and effectively.	Communicates clearly and effectively.	○	
6.2 Candidate shares as needed responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.		Ignores parents and caregivers.	Rarely shares responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.	Sometimes shares responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.	Usually shares responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.	○	
6.3 Candidate collaborates effectively with other teachers, administration, and school &/or district staff .		Doesn't collaborate with other teachers, administration, school &/or district staff .	Rarely collaborates effectively with other teachers, administration, school &/or district staff .	Sometimes collaborates effectively with other teachers, administration, school &/or district staff .	Usually collaborates effectively with other teachers, administration, school &/or district staff .	○	
6.4 Candidates collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning		Doesn't collaborate with local community and community agencies, when and where appropriate, to promote student learning.	Rarely collaborates with local community and community agencies, when appropriate to promote student learning.	Sometimes collaborates with local community and community agencies, when and where appropriate, to promote student learning.	Usually collaborates with local community and community agencies, when and where appropriate, to promote student learning.	○	
Comments:							

Elements↓	Standard 7: Professional responsibility and growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and a member of a learning community.						
	Performance→	0	1	2	3	Not Observed	Rating 0-3
7.1 Candidate understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct.	Participates in unethical or illegal behavior.	Rarely understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct.	Sometimes understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct.	Always understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct.		○	
7.2 Candidate takes responsibility for engaging in continuous, purposeful professional development.	Does not participate in any professional development.	Rarely takes responsibility for engaging in continuous, purposeful professional development.	Usually takes responsibility for engaging in continuous, purposeful professional development.	Takes responsibility for engaging in continuous, purposeful professional development.		○	
7.3 Candidate seeks opportunities to impact the quality of teaching, making school improvements, and increasing student achievement.	Ignores opportunities to impact teaching, school improvement, or achievement.	Rarely seeks opportunities to impact the quality of teaching, making school improvements, and/or increasing student achievement.	Sometimes seeks opportunities to impact the quality of teaching, making school improvements, and increasing student achievement.	Usually seeks opportunities to impact the quality of teaching, making school improvements, and increasing student achievement.		○	
Comments:							

Overall Comments:

ADED 42357

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: 182DATE PROPOSAL APPROVED BY EPC: 1/130/06EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2006

DATE OF PREPARATION: []

Purpose of Proposal Course Change

Current

Course Title Secondary Student TeachingDepartment ADED - Adolescent/Adult EducationCourse Number 42357Minimum Credit 5 Maximum Credit 5

- ☐ Prefix
 - ☐ Title
 - ☐ Title Abbreviation
 - ☐ Number/Slash
 - ☐ Prerequisite
 - ☒ Credit Hours
 - ☒ Description
 - ☐ CIP/HEGIS
 - ☐ Activity Type
 - ☐ Cross-Listed/Slashed
 - ☐ Grade Rule
 - ☐ Credit By Exam
- If applicable---
- ☐ Course Fee
 - ☐ LER Status (G)
 - ☐ WIC (W)
 - ☐ Diversity (D)

Checked items are new or revised

Describe Impact on Other Programs, Policies, or Procedures

NONE

Units Consulted
(See Guidelines For Instructions)TLCS
EHHE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean

[Signature] 11/17/05

College/School Dean

[Signature] 12/30/05

Vice Provost for Regional Campuses

[Signature] 1/1/06

Provost

[Signature] 1/31/06

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	11/07/2005	Requested Effective Year	2006F
Course Title	SECONDARY STUDENT TEACHING		
Department	ADED		
Course Number	42357		
Slash Course	 The only applicable combinations are: 4-5; 4-5-7; 6-7		
Cross-listed with			
Course Title Abbreviation	SECONDARY STUDENT TEACHING		
KSU Type			
Minimum Credit	9	Maximum Credit	9
Credit Connector	F		
Grade Rule	U4		
Credit By Exam	CBE-N		
Activity Type	PRA		
Course Fee	0	Per Credit Hour	
Following four fields completed by the Provost's Office			
OBR Program Code	40		
OBR Course Level	3		
CIP Code	131205		
Prerequisite	PREREQUISITE: NONE.		
Catalog Description	PROVIDES A 12-WEEK STUDENT TEACHING EXPERIENCE.. SEE "STUDENT TEACHING" SECTION OF THIS CATALOG. S/U AND IP PERMISSIBLE.		

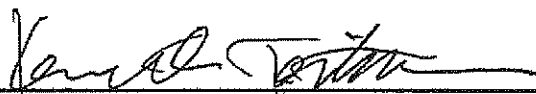
For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number

Prev Min Hrs

Prev Max Hrs



Chair, Director, School Dean, or Campus Dean

Writing
ExpectationsInstructor(s)
expected to teach
this courseInstructor(s)
Contributing to
Content

Content Outline

Hrs

The first four weeks offers students a gradual assumption of responsibilities in their field site.

After this initiation period, students are expected to carry a full load of classes for 7 to 8 weeks. Many students use the last week to observe model teachers, though for some it is important to teach that week for continuity's sake, for instance to finish a unit.

9

Total 135**Textbook(s) used in
this course**

None

UPDATERESET

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