A. Catalog Description

EDU 450: Pre-Student Teaching (Elementary Schools)  3 credits
Prerequisites: EDU 401 Clinical Experience II

An intensive clinical practice, 135 hours in the K-6 grade classroom. Designed to translate theory into practice. Graded by credit/no credit. Candidates are expected to demonstrate proficiency in content, pedagogy and professional dispositions. A candidate will not be permitted to student teach unless they meet minimum competencies on the pre-student teaching rubric.

B. Course Goals and Objectives

Purpose: To meet all competencies for Connecticut State Department of Education for Elementary Educators.

Objectives:
- Demonstrate competencies and professionalism in the areas of planning, instructing and assessing student achievement.
- Provide evidence of pedagogical and content knowledge for instructing elementary students.
- Work collaboratively with experienced professionals to design and implement lessons that address the diverse learning needs and abilities of elementary students (K-6)
- Actively use feedback to refine instructional strategies and assessment of student learning.
- Evaluate and monitor student learning using formal/informal assessment techniques.
- Integrate theory and practice to foster student learning.
- Display ethical and professional behavior consistent with the Professional Code of Ethics (adopted from the Connecticut State Department of Education).

C. Course Outline and Structure

Teacher candidates will be required to spend 135 hours in the K-6 grade classrooms. While in classrooms they are required to plan and teach lessons, assess student learning, and continually reflect on their teaching.

Faculty supervisor (course instructor) will visit schools and supervise teacher candidates at least three times during this course. The instructor will provide appropriate feedback to the candidates to improve their teaching and learning. The instructor will also communicate with teacher candidates and cooperating teachers through online web tools or the course management system.
D. Student Evaluation and Grading Policy

Grades will be determined according to Eastern Connecticut State University policies. Pre-Student Teaching is a Credit/No Credit Course. All competencies identified on the Pre-Student Teaching Rubric need to be met at acceptable standards to receive Credit. Any Unacceptable scores will result in a grade of No Credit. See attached Pre-Student Teaching Rubric for more detail.

E. Attendance Policy

Attendance is in accordance with the assigned school district’s calendar and the University calendar. The teacher candidate, cooperating teacher, course instructor, and the Coordinator of Clinical Experiences will determine the exact dates and times of this experience. Once the dates/times are determined, candidates are expected to follow them throughout the whole course. Any absences in excess of two will need to be made up or may jeopardize a grade of Credit.

F. American’s With Disabilities Act (ADA) Statement:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at (860) 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please understand that we cannot provide accommodations based upon disability until we have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

G. Online Resources

Lesson Plan Forms, the Student Teaching Handbook, CARE Policies and Certification Information can be found online at: http://www.easternct.edu/education/clinical/index.htm
Candidate Proficiencies for Eastern Connecticut State University Candidates

1: Content Knowledge (CNK)

1.1 Candidates/Graduates demonstrate in-depth understanding of content knowledge including central concepts, principles, skills, tools of inquiry, and structure of the discipline(s) by engaging students through meaningful questions and learning experiences.

2: Pedagogical Knowledge (PDK)

2.1 Candidates/Graduates are able to formulate developmentally appropriate learning goals and objectives for students based upon knowledge of subject matter, students, the community, curriculum goals (both state and national), and theories of human development, and to plan and implement instructional activities which foster individual and collective inquiry, critical thinking, and problem solving to facilitate learning for all students in a safe and nurturing environment.

2.2 Candidates/Graduates use methods, activities, and grouping arrangements appropriate for lesson goals and objectives in an environment that is conducive to learning.

2.3 Candidates/Graduates conduct learning activities in a logical sequence and respond to the developmental needs, interests, ability, and background of students to promote their development of critical thinking, independent problem-solving, and collaborative inquiry.

2.4 Candidates/Graduates use multiple forms of assessment to evaluate student learning and modify instruction as appropriate to ensure the continuous intellectual, social, ethical, and physical development of the learner.

3: Integration of Knowledge (INT)

3.1. Candidates/Graduates demonstrate how different concepts, themes, and principles are interconnected within and across the discipline(s) and promote connections between content knowledge and pedagogical knowledge to help students learn concepts, principles, skills, tools of inquiry, and structure of the discipline(s) they teach.

3.2. Candidates/Graduates demonstrate an ability to integrate learning theories and other pedagogical knowledge in their clinical experiences and student teaching.

4: Technology as a Tool to Teach (TTT)

4.1. Candidates/Graduates integrate appropriate digital and non-digital technology throughout their courses and clinical experiences to support student learning.

5: Diversity (DIV)

5.1. Candidates/Graduates demonstrate their ability to support the diverse needs of students in terms of exceptionalities, race, ethnicity, gender, culture, and socioeconomic status.

6: Professionalism (PRF)

6.1. Candidates/Graduates collaborate with cooperating teachers, other teachers, school administrators and other school professionals, parents, families, and communities in a professional and ethical manner to help students reach their maximum potential.