

University of Detroit Mercy
College of Liberal Arts and Education

COURSE: EDU 489 Teaching in the Elementary and Middle Schools*
EDU 490 Student Teaching in the Secondary Schools
SED 474 Student Teaching in Special Education: Learning Disabilities
SED 484 Directed Student Teaching in Special Education: Emotionally Impaired/Behaviorally Disorderd
Term I (Fall) 2004)
Prerequisites: MBST; Methods Courses

PROFESSOR: Melven Jolley, Seminar Director
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Office: Off site.
Office Hours: Arranged individually.

LOCATION: Student teacher assigned at K-12 School Sites, UDM Life Science 118 for Seminars.

DESCRIPTION: Teaching and related activities five days per week in an elementary, middle, and/or high school under the supervision of the classroom teacher and University supervisor. 14 weeks. Seminars and conferences.**
See: *Student Teaching Handbook*. UDM CLAE
Teacher Education Handbook 2004-2005.

RECOMMENDED TEXTS/READINGS:

Michigan Curriculum Framework (Available in schools and at:
(http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf)
Textbooks and Teacher Editions used in the elementary, middle, and/or high school classroom.

COURSE GOALS: The Student Teacher will:

- A. Use no more than three weeks to facilitate:
 1. Engagement in numerous and varied building and faculty experiences.
 2. Share in planning with the Cooperating Teacher.
 3. Teach some individual lessons.
- B. Use the remaining weeks for the Student Teacher to have complete responsibility to plan, manage, instruct, and assess the entire classroom.
- C. Demonstrate the ability to integrate theory learned into the reality of classroom practice.

- D. Demonstrate academic knowledge, skills, and expertise to teach proficiently.
- E. Demonstrate competencies in the chosen area of study.
- F. Demonstrate a comfortable teaching style that complements a personal education philosophy.
- G. Demonstrate the ability to plan, manage, instruct, and assess proficiently.
- H. Demonstrate proficient methods of planning, delivery, and assessment for students of various abilities. .
- I. Demonstrate successful teaching and learning by all students.
- J. Demonstrate the ability to assess self and the environment, especially in addressing multiple types of learner needs.
- K. Demonstrate the capacity to energize the classroom experience in facets of human growth potential.
- L. Demonstrate enjoyment of learning as the pathway to ward future professional growth and development.
- M. Demonstrate the skills necessary for establishing good working relationships with students, staff, faculty, administrators, parents, and the community.
- N. Demonstrate fairness, honesty, and objectivity in activities and relationships.
- O. Demonstrate knowledge, skills, and attitudes for applying appropriate technology in education settings.
- P. Attend and participate in five UDM seminars.
- Q. Continue development of professional portfolio.

COURSE REQUIREMENTS: (See additional responsibilities in “III. Policies, Practices and Procedures for Student Teachers” in the *Student Teaching Handbook*.)

- A. Attend the assigned classroom every day.
- B. Attend the five scheduled seminars. (See “Seminar Syllabi.”)
- C. Complete written lesson plans per UDM Education “Lesson Plan Format” in the *Student Teaching Handbook*.
- D. Participate in mock interviews.
- E. Complete each Seminar “Feedback” form.

PROFESSIONAL COMMITMENT:

The *UDM Teacher Candidate Code of Ethics* calls us to responsible and ethical practices. Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgment or formal documentation. Plagiarism, therefore, is considered as misrepresentative or fraudulent work. Any fraudulent work submitted will result in the automatic forfeiture of course credit.

EVALUATION: See the “Observation and Evaluation Forms” in the *Student Teaching Handbook*.
Performance in the Student Teaching assignment is indicated by:
P = Pass; F = Failed; I = Incomplete; W = Withdrawn.

NOTES:

*The *Undergraduate Catalogue* and the *Graduate Catalogue* list the following Student Teaching Courses. The titles explain the variety of assignments and the number of hours needed to accommodate each candidate’s particular certification, program, and graduation needs. Regardless of those elements, the student teacher is expected to meet the goals and requirements explained in this syllabus.

EDU 490 Student Teaching in the Secondary Schools.

SED 474 Student Teaching in Special Education: Learning Disabilities.

SED 484 Directed Student Teaching in Special Education: Emotionally Impaired/Behaviorally Disordered.

**Student teachers are supervised by a Cooperating Teacher in the major and/or minor area and by a teacher endorsed in learning disabilities or in emotionally impaired/behaviorally disorders as well as by a university supervisor.