EDUC 4480 Student Teaching Seminar

Semester Taught: Fall 2023   **Credits: 1**
Course Time, and Place: 4:30 -6:00 pm ZOOM
August 21 & 28*; September 18; October 2, 16, & 30; November 13 & 27
*August 28 class is substituted for meeting on 9/4, Labor Day

Instructor Information

Instructor:	Communication Information:	Office Hours:
Dr. Sandra Rodriguez	Sandra.rodriguez@nnmc.edu	Monday: 1:00- 3:00
		Tuesday: 9:00- 12:00

Required Text: none

Required Materials or Readings: Competency-Based Collection of Artifacts

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

Attendance is required for all class sessions. Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student Hours: Synchronous 50 minutes a week for a 16-week 1 credit hr. course. Students are expected to work 100 minutes dedicated to additional student self-study or work beyond the 50 minutes of instruction.

Course Description: EDUC 4480 STUDENT TEACHING SEMINAR This course is designed to provide both professional and personal support during a teacher candidate's student teaching experience. Teacher candidates will engage in discussion and assignments related to lesson planning, assessment, classroom management, communication, and collaboration in their student teaching environment. Co-requisite EDUC 4479 (1, 1T+0L).

Course Objectives
A. Student will discuss and critique the application of learner development.
B. Student will discuss and critique the application of student learning differences.
C. Student will discuss and critique the application of student learning environments.
D. Student will discuss and critique the application of content knowledge.
E. Student will discuss and critique the application of content.
F. Student will discuss and critique the application of assessment.
G. Student will discuss and critique the application of planning for instruction.
H. Student will discuss and critique the application of instructional strategies.
I. Student will discuss and critique the application of professional learning and ethical practice.
J. Student will discuss and critique the application of leadership and collaboration.

New Mexico Entry Level Teacher Competencies: On completion of this course, students will be able to demonstrate the application of the following competencies*:*

A. Learner development: A.1 The teacher understands 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.   A.2a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f, A.2.g, A.2.h, A.2.i, A.2.j, A.2k

B. *Learning differences*: B.1 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. B.2.a, B.2.b, B.2.c, B.2.d, B.2.e, B.2.f, B.2.g, B.2.h, B.2.i, B.2.j, B.2.k, B.2.l, B.2.m, B.2.n, B.2.o

C. *Learning environments:* C.1The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. C.2, C.2.a, C.2.b, C.2.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.i, C.2.j, C.2.k, C.2.l, C.2.m, C.2.n, C.2.o, C.2.p, C.2.q, C.2.r

D. *Content knowledge:* D.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. D.2.a, D.2.b, D.2.c, D.2.d, D.2.e, D.2.f, D.2.g, D.2. D, D.2.i, D.2.j, D.2.k, D.2.l, D.2.m, D.2.n, D.2.o, D.2.p, D.2.q, D.2.r

E. *Application of content:* E.1 The teacher understands 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. E.2.a, E.2.b, E.2.c, E.2.d, E.2.e, E.2.f, E.2.g, E.2. E, E.2.i, E.2.j, E.2.k, E.2.l, E.2.m, E.2.n, E.2.o, E.2.p, E.2.q, E.2.r, E.2.s

F. *Assessment:* F.1 The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. F.2a, F 2.b, F.2.c, F.2.d, F.2.e, F.2.f, F.2.g, F.2.h, F.2.i, F.2.j, F.2.k, F.2.l F.2.m, F.2.n, F.2.o, F.2.p, F.2.r, F.2.s, F.2.t, F.2.u, F.2.v

G. *Planning for Instruction*: G.1 The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. G.2.a, G.2.b, G.2.c, G.2.d, G.2.e, G.2.f, G.2.g, G.2.h, G.2.i, G.2.j, G.2.k, G.2.l, G.2.m, G.2.n, G.2.o, G.2.p, G.2.q

H. *Instructional strategies:* H.1 The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. H.2.a, H.2.b, H.2.c, H.2.d, H.2.e, H.2.f, H.2.g, H.2.h, H.2.i, H.2.j, H.2.k, H.2.l, H.2.m, H.2.n, H.2.o, H.2.p, H.2.q, H.2.r, H.2.s

I. *Professional learning and ethical practice:* I.1 The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. I.2a, I.2.b, I.2.c, I.2.d, I.2.e, I.2.f, I.2.g, I.2.h, I.2.i, I.2.j, I.2k, I.2.l I.2.m, I.2.n, I.2.o

J. *Leadership and Collaboration:* J.1 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. J.2.a, .J.2.b, J.2.c, J.2.d, J.2.e, J.2.f, J.2.g, J.2.h, J.2.i, J.2.j, J.2.k, J.2.l, J.2.m, J.2.n, J.2.o, J.2.p, J.2.q, J.2.r, J.2.s, J.2.t

Department of Teacher Education's Conceptual Framework
The Conceptual Framework represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.
Knowledge Principle
1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

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Course Dates, Topics, Assignments Due

Date	Course Competencies & Objectives	Assignments due	Points
Module 1 **08/21/2023** ZOOM- 4:30 6:00 p.m.	C. Family & Community Collaboration G. Professionalism	Introduction 1. Syllabus review 2. Seminar expectations 3. Student teaching expectations 4. Required forms for student teaching 5. Portfolio & artifacts **Please note we have class next Monday instead of holding class on 9-14-23, Labor Day.**	
Module 2 **08/28/2023** ZOOM- 4:30 6:00 p.m.	C. Family & Community Collaboration G. Professionalism	**Portfolio Tab 1:** Domain 4: Professionalism: Competency 4: Professional Responsibility **Portfolio artifacts to be collected/due:** 1. Resume **(2 pts)** 2. Two letters of recommendation **(2pts)** 3. Awards, certificates, prior learning **(2 pts)** 4. Letter of intent (Dept. of Teacher Education) **(2 pts)** 5. Philosophy of Education **(10 pts)** 6. Copy of Ethical Codes of Conduct **(2 pts)** i. NM Code of Ethics (PREK-12)	Total: 25 pts.

Date	Course Competencies & Objectives	Assignments due	Points
		ii. NAEYC Ethical Code of Conducts (Birth to Third Grade) 7. Reflection (no.1) on NM Code of Ethics (1-page min, 2-page max) **(5 pts)** **Seminar Discussion & Activities** 1. Philosophy of Education 2. Resume	
Module 3 09/18/2023 ZOOM- 4:30 6:00 p.m.	C. Family & Community Collaboration G**.** Professionalism	**Portfolio Tab 1:** Domain 4: Professionalism: Competency 4: Professional Responsibility **Seminar Discussion & Activities** 1. NM Code of Ethics 2. NAEYC Code of Ethics	.
Module 4 10/02/2023 ZOOM- 4:30 6:00 p.m.	H: Knowledge of Content	**Portfolio Tab 2:** Domain 3: Teaching for Learning: Competency 2: Content **Portfolio artifacts to be collected/due:** 1. Lesson Plan (use NNMC template) (no. 1) **(10 pts)** 2. Reflection (no. 1) on differentiation and supporting diverse learning including ELL (English-language learners) and students with IEP (individual education plans) (1-page min, 2-page max) **(3.5 pts)** 3. Mentor teacher observation (from student teaching, select 1 of 2) **(1 pts)** 4. NNMC college supervisor observation (from student teaching, select 1 of 2) **(1 pts)** 5. Reflection (no. 2) (Instructional Practices) **(5.5 pts)** 6. List of resources (technological, print, natural world) **(2 pts)** 7. List of assessments (formative, summative, formal, informal) student abilities, academic needs, family funds of knowledge **(2 pts)** **Seminar Discussion & Activities** 1. Unit Lesson & Lesson Plans	Total: 25 pts

Date	Course Competencies & Objectives	Assignments due	Points
Module 5 **10/16/2023** ZOOM- 4:30 6:00 p.m.	H: Knowledge of content	**Portfolio Tab 2:** Domain 3: Teaching for Learning: Competency 3: Content **Seminar Discussion & Activities** 1. Unit Lesson & Lesson Plans	

Module 6
10/30/2023
ZOOM-
4:30 6:00
p.m**.**
	A. Child Growth, Development and Learning
	B. Health, Safety and Nutrition
	E. Learning Environment & Curriculum Implementation
		Portfolio Tab 3: Domain 2: Creating an Environment for Learning: Competency 1: The Learner and Learning
		
		Portfolio artifacts to be collected/due:
		   1. Lesson Plan (use NNMC template) (no. 2) **(5 pts)**
		   2. Reflection (no. 3) additional demonstration and implementation of supports provided for diverse learners including ELL (English-language learners) and students with IEP (individual education plans) **(4 pts)**
		   3. Family Communication (electronic or print) **(4 pts)**
		   4. Graphic organizer or student writing work sample **(2 pts)**
		   5. Classroom environment design floorplan & Reflection (no. 4): Classroom environment used as a tool for learning **(10 pts)**
		
		Seminar Discussion & Activities
		   1. Environment design
			Total: 25 pts

Module 7
11/13/2023
ZOOM-
4:30 6:00
p.m.
	F. Assessment of Children & Evaluation of Programs
	D. Developmentally Appropriate Content
	I. Curriculum and Content Knowledge
		Portfolio Tab 4: Domain 1: Planning and Preparation: Competency 3: Instructional Practice
		
		Portfolio artifacts to be collected/due:
		   1. Lesson plan (no. 3) or 3-5 lesson unit **(5 pts)**
		   2. Student work sample (total 3) **(2.5 pts)**
		       a. Low achieving
		       b. Mid (on-target) achieving
		       c. High achieving
			Total: 25 pts

Date	Course Competencies & Objectives	Assignments due	Points
		3. Reflection (no. 5): analysis of student work samples **(7.5 pts)** 4. Reflection (no. 6): Next steps for student learning **(7.5 pts)** 5. Learning cycle in visual/chart format **(2.5 pts)** **Seminar Discussion & Activities** 1. Assessment	
Module 8 **11/27/2023** ZOOM- 4:30 6:00 p.m.		No ZOOM meeting Exit interview sign up (exit survey)	
			100 pts.

Grading

A+ 4.33 Outstanding	A 4.00 Outstanding	A- 3.67 Outstanding
B+ 3.33 Above Average	B 3.00 Above Average	B- 2.67 Above Average
C+ 2.33 Average, Passing	C 2.00 Average, Passing	C- 1.67 Average, Passing
D+ 1.33 Below Passing	D 1.00 Below Passing	D- 0.67 Below Passing
F 0.00 Not Passing		

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; states that, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-929-1533 or v.trujillo@nnmc.edu to inquire about obtaining appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of **that small portion of the requirements still lacking** for this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to

the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

Conceptual Framework