



Course Name: EDUC 4480 STUDENT TEACHING SEMINAR

Semester Taught: Fall 2020

Credits: 1

Course Time, and Place: 4:30 -7:00 pm

8/20, 9/17, 10/15, 11/19, 12/3 Zoom

Instructor Information:

Instructor: Victoria Garcia	Communication Information: victoria.garcia@nnmc.edu 505-747-5462	Office Hours: Monday's 9:00 am – 12:00 Friday's 8:00 am - 12:00
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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: Attendance is required for all class sessions. Student teacher candidates are permitted **no more than one absence** during the student teaching experience. 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.

Catalog Course Description: Student Teaching: 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, EDUC 4496. (1, 1T+0L).

Course Objectives:

NM Teacher Competencies (InTASC), Department of Teacher Education's Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

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.1 The 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.a, C.2.b, C.2.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2. C, 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.h, 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.h, 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.2.a, 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.2.a, 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.2.k, 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**

DTE's Conceptual Framework- the Conceptual Framework of the College of Education at Northern New Mexico College 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.

Skills-

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Dispositions-

1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

NNMC Student Learning Outcomes

1. Ability to communicate clearly and effectively
2. Ability to think critically through analytical, inventive and creative means
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
4. Demonstrate proficiency in the use of Current Technology and Innovation

Course Dates, Topics, Assignments Due

Date	Topic/ Text Chapter	Assignments due	Due Date
8/20/2020	Syllabus, review Portfolio artifacts Review	Review Course Syllabus Review Review Portfolio Checklist <ol style="list-style-type: none"> 1. Background Check Completed (should already be in file) 2. Awards certificates (3) 3. Philosophy of Education (see rubric: Should already be in file) 4. New Mexico Code of Ethics (Provided) 5. NNMC Lesson Plans (4) 6. Disposition Checklist(s) 2 7. Goal Setting Phase 1,2,3 8. School policies report (1) 9. Weekly Planning and Reflection Report (14) 10. Teacher Evaluation (2) 11. Assessment of Classroom Teaching(2) 12. Emergency Lesson Plans (1) 13. Visitation Record (2) 14. Final Reflection Conceptual (1) 15. Framework Competencies (1) 16. Classroom Management Plan (2) 	This is NOT a part of the Seminar grade, BUT are the artifacts required for the student teaching capstone experience. Attendance- 20 pts.
9/17/2020	Classroom Management Code of Ethical Responsibility	New Mexico Code of Ethics reading strategy Classroom Management Strategies	9/17/20 Attendance- 20 pts.
10/15/2020	Lesson Planning	Lesson Planning	10/15/2020 Attendance- 20 pts.
11/19/2020	Lesson Planning	Lesson Planning & documentation of accommodations and EL strategies	11/19/2020 Attendance- 20 pts.



12/03/2020	Exit Interviews	Program exit interviews	12/03/20 Attendance- 20 pts.
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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. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; 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 505-7472152 or v.trujillo@nnmc.edu to inquire about 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.

