

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2014

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 492

Course Title: Student Teaching Practicum

Reason for initiating, revising, or canceling:

In response to the need to update the course fees, inclusion of Early Childhood Education and Special Education concentrations, change in Math level from MA161 to MA 132, inclusion of PRAXIS I and PRAXIS II as a pre-requisite and revision of cost to include one credit per student teacher for NMC Student Teacher Supervisor.


Charlotte Cepeda

11/5/14

Proposer

Date


Charlotte Cepeda

11/5/14

Director School of Education

Date


Barbara Merfalen

11-5-14

Dean of Academic Programs and Services

Date

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Course Guide

Course: ED 492 Student Teaching Practicum

1. Department

School of Education

2. Purpose

The student teaching experience is the culminating experience for the BS degree in Elementary Education. This experience connects educational theory with practice.

The teacher preparation practicum prepares professionals to work directly with students from diverse ethnic, socioeconomic, linguistic, and cultural backgrounds and to integrate appropriate modifications to meet the needs of students with exceptional needs.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

None.

B. Contact Hours

1. **Other:** 640 practicum hours (16 weeks)

C. Credits

1. **Number:** 12
2. **Type:** Regular Degree Credit

D. Catalogue Course Description

Student teaching is the opportunity for teacher education candidates to participate in an experiential learning setting where they can begin to utilize the skills, strategies, and knowledge they learned during their teacher preparation program. Students enrolled in this course experience first hand all the many facets of teaching in an elementary or middle school setting. Prerequisite: Students taking ED 492 must have successfully passed PRAXIS I and II in their respective concentration areas, completed all core course and general education requirements, as well as, all 300/400-level BS requirements with a grade of 'C' or better or permission of the Director of the School of Education. English Placement Level: EN 202, Mathematics Placement Level: MA 132.

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E. Degree or Certificate Requirements Met by Course

ED 492 is a required course for the BS degree in Elementary Education, Early Childhood Education and Special Education concentrations.

F. Course Activities and Design

This course entails a full-time 16-week supervised practicum experience in a CNMI school or daycare ranging from birth to junior school. The emerging and developing teacher-in-training will work with a master teacher and will be supervised by a School of Education faculty member.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite: Students taking ED 492 must have completed all core course and general education requirements as well as all 300/400-level BS requirements with a grade of 'C' or better, successful completion of PRAXIS I; test codes 710 (Reading), 720 (Writing), 730 (Mathematics) or test codes 5712 (CASE: Reading), 5722 (CASE Writing) and 5732 (CASE Mathematics) and PRAXIS II; Elementary Education test code: 0014 (Content Knowledge), Early Childhood Education test code: 0521 (Principles of Learning and Theory), Rehabilitation & Human Services test code: 0211 (School Social Worker Content Knowledge), and Special Education test code: 0352 (SPED: Knowledge & Application) or Elementary Education test code: 5018 (Elementary Education: Content Knowledge), Early Childhood Education test code 5621 (Principles of Learning & Teaching – Early Childhood), Rehabilitation and Human Service Test Code 5421 (Professional School Counselor) and Special Education test code 5354 SPED: Core Knowledge and Applications or permission of the Director of the School of Education. English Placement Level: EN 202, Mathematics Placement Level: MA 132.

5. Estimated Cost of Course; Instructional Resources Needed

Cost to students: Tuition for a 12-credit course, practicum fee.

Cost to NMC: Salary of Instructor; Cooperative Teacher stipend. Mileage for NMC supervisor, one credit per student teacher for NMC supervisors.

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Other: Resources needed for this course include CRC materials, the Internet, and photocopied materials.

6. Method of Evaluation

Students will be evaluated based upon observation of their teaching practices by master teachers and faculty supervisors. This course will be graded on a Pass/Fail basis.

NMC-SOE ED492 attendance, grading and evaluation policies and guidelines will be used for student teaching practicum as listed in the SOE Student Teaching Handbook.

Those falling consistently into the Skilled Experience or Emerging Teacher/Developing Teacher Levels will be given a grade of PASS.

Those functioning in the Inappropriate Teacher Level will receive a failing grade of F.

A student who does not complete all hours/days and required paperwork during student teaching will receive a failing grade of F.

7. Course Outline

The topical outline of the Student Teaching Handbook details in sequence the Student Teaching Timeline.

8. Instructional Goals

The master teachers, NMC-SOE supervisors, and faculty will collaborate with students of ED 492 to guide and support them in demonstrating that they meet the following goal areas:

- 1.0 Methods and materials as they apply to the lessons and/or activities;
- 2.0 Models best practices for differentiated instruction, technology, special education, classroom management and discipline, and assessment and evaluation;
- 3.0 Interpersonal communication skills that includes, but not limited to school site; personnel, parents, community, student, and NMC; and
- 4.0 Professional attitudes and conduct that best exemplifies an excellent teacher.

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Explain and demonstrate a variety of educational methods and strategies;
- 2.0 Identify regional and national subject matter standards and benchmarks and plan and teach lessons that meet those standards and benchmarks;
- 3.0 Develop and write teaching plans, long- and short-term integrated units, lesson and activity objectives, and plan, teach and evaluate classroom lessons at all levels birth-8;
- 4.0 Incorporate multimedia, audio materials, computer software and the Internet in classroom lessons;
- 5.0 Design and teach lessons that reflect and respect the various cultural influences that make up modern society;
- 6.0 Design and teach lessons and activities that develop deductive reasoning, problem solving and critical thinking skills;
- 7.0 Design and teach lessons that meet the learning needs of students with less than academic level fluency in English;
- 8.0 Design and teach lessons that encourage the development and growth of inquiry strategies;
- 9.0 Use a variety of assessment tools and techniques to evaluate student work and achievement;
- 10.0 Demonstrate belief in the value of diversity in the community and classroom by modeling and developing respectful behavior of students toward all others;
- 11.0 Demonstrate pride in the teaching profession by following high standards of personal and professional behavior and by continuing professional growth; and
- 12.0 Follow developed Individualized Degree Plan in regards to special needs students in the classroom.

10.0 Assessment Measures

Students will be evaluated based upon observations of their teaching practices by master teachers and NMC supervisors. ED492 will be graded on a Pass/Fail basis utilizing, but not limited to, the assessment tools/forms as stated in the ED 492 handbook which are listed below:

- 1.0 Fulfillment of Roles and Responsibilities;
- 2.0 Fulfillment of Teaching Assignments, Policies, and Procedures;

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- 3.0 Student Teaching Rubric;
- 4.0 Student Teaching Checklist;
- 5.0 Student Teaching Evaluation Scale;
- 6.0 Fulfillment of Plan of Assistance;
- 7.0 Weekly Reflection Topics;
- 8.0 Formal Observation;
- 9.0 Daily Lesson Plans;
- 10.0 Student Teaching Self-Assessment;
- 11.0 Progress Report;
- 12.0 Student Teaching Portfolio; and
- 13.0 Areas of Focus: Standards-based Observations.