Minnesota State University Moorhead

ED 498: The Professional Teacher in the Classroom

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 6

OJT Hours/Week: *.*

Prerequisites:
ED 294 - Educational Psychology AND ED 310 - Social Foundations of Education AND ED 205 - Introduction to Education

Corequisites: None

MnTC Goals: None

The purpose of this course and 60-hour practicum is to prepare for a successful student teaching experience. More specifically, to accomplish the following. To engage in a meaningful field experience and to process that experience through reflection, analysis, discussion, and writing. To plan, prepare, teach and assess a unit consistent with the edTPA requirements. To deepen one's understanding of the role of a teacher, the types of duties and commitment that classroom teaching entails by leading a focus class all semester. To increase one's awareness and ability to respond to the social, emotional, physical, and psychological needs of students with support from the cooperating teacher, school liaison, and ED 498 instructor. To contribute to a positive learning environment, by encouraging appropriate social interactions and engagement in the learning process. To develop professional consultation skills necessary to initiate and apply appropriate and effective teaming techniques across school and home environments.

B. COURSE EFFECTIVE DATES: 09/14/2015 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.
2. Use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
3. Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
4. Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.
5. Develop expectations for student for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning.
6. Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision-making, work both collaboratively and independently, and engage in purposeful learning activities.
7. Engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students¿ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and their learning.
8. Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.
9. Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks.
10. Understand how participation supports commitment.
11. Use different motivational strategies that are likely to encourage continuous development of individual learner abilities.
12. Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
13. Organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.
14. Understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues.
15. Use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.
16. Collaborate in activities designed to make the entire school a productive learning environment.
17. Establish productive relationships with parents and guardians in support of student learning and well-being.
18. Identify and use community resources to foster student learning.
19. Use professional literature, colleagues, and other resources to support development as both a student and a teacher.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted