

EDCOR 492 Syllabus (Student Teaching) (Updated 8/2025)

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CREDIT HOURS: 10

COURSE FEE: \$45

PREREQUISITE: Successful completion of all relevant coursework, including content-specific senior practicum experiences; passing PRAXIS content exams and ALL other required exams (Literacy and Technology). Because student teaching is a demanding time in your education, you should ensure you are emotionally, physically, financially and intellectually prepared. If you are lacking in any of these areas, please defer a semester before registering for student teaching.

All background checks must be cleared prior to start of student teaching!

CLASS TIMES AND LOCATION:

Placement in public school classrooms (in pre-determined partnership locations)

Start date for Fall student teaching will generally be the Tuesday following Labor Day, unless otherwise determined.

Start date for Winter semester will be the day that your assigned school starts back after Christmas break.

M-F (Contract hours enforced by district)

Anticipate spending 40 plus hours per week in the classroom and any additional hours outside of the classroom grading student work and preparing for future lessons.

REQUIRED RESOURCES:

Danielson, C. (2013) The Framework For Teaching Evaluation Instrument 2013 Edition

You must print your own copy of this text if you do not already have one from a previous education course. Visit <https://www.nysed.gov/sites/default/files/danielson-teacher-rubric-2013-instructionally-focused.pdf> to obtain your copy of this required text.

Charlotte Danielson's Framework For Teaching Smartcard – this resource can also be copied from the link above.

DESCRIPTION AND PURPOSE:

EDCOR 492 is a performance-based course where teacher candidates will have opportunities to develop, use, and refine instructional materials and strategies founded on research-based best practices for grade specific content in classroom settings. Emphasis will be placed on the utilization of effective management strategies, the demonstration of knowledge of content, effective communication strategies, effective and appropriate use of technology and showing professionalism in each aspect of the teaching profession. Teacher candidates will participate in settings where co-planning and co-teaching are implemented to ensure success for each candidate and to further enhance the experience of the students in the class. Teacher candidates will gradually assume more responsibility as teachers in their classroom settings throughout the semester, preparing to assume leadership of their own classroom in their professional teaching position.

EXPECTED OUTCOMES:

1. The Teacher Candidate develops expertise in planning and preparation, utilizing a variety of resources in designing thorough lesson plans, differentiating to meet varied learning needs based on clear instructional goals to ultimately measure student learning and growth.
2. The Teacher Candidate develops expertise in creating a positive classroom environment in building a rapport with students by establishing clear expectations for learning and behavior using effective management procedures.
3. The Teacher Candidate develops expertise in delivering classroom instruction that will engage and assess learners using a variety of strategies to invite participation during instruction in individual, small group and whole class settings.
4. The Teacher Candidate develops expertise in professional teaching responsibilities as evidenced by communication with families and collaborative interaction with colleagues, maintaining accurate records and reflecting on teaching practices to grow and develop professionally.
5. Overall, the teacher candidate develops the knowledge, skills and dispositions necessary to find success as an entry-level teacher.

COURSE EXPECTATIONS:

At this point in your education, you should be self-motivated and accept the responsibility for your own learning. It is essential that you manage your time wisely, prepare thoroughly, communicate effectively and conduct yourself professionally to be a successful teacher. Remember you are a representative of BYU-Idaho and should act accordingly. You should adhere to the same dress and grooming standards out in the field as you would on campus. You are expected to follow BYU-Idaho's Honor Code.

It is essential upon completion of student teaching and graduation from BYU-Idaho, that graduates seek certification first from the state of Idaho. Failure to do so will require the candidate to meet all current state requirements at time of desired certification. The need to meet current state requirements could result in additional time, money and courses. Once you have obtained your certification (licensure) in Idaho, you can then apply for certification with other states in which you would like to be employed. Some states may have additional requirements that you will need to meet. It is up to you to do your research and discover what is required beyond your Idaho certification.

COURSE OBJECTIVES:

Candidates who wish to have a successful experience will meet the following objectives during student teaching.

The Teacher Candidate will further develop teacher dispositions, striving to emulate the characteristics of Jesus Christ, the Master Teacher:

- Actively seek the Spirit during preparation and delivery of lessons (Being flexible and responsive to student needs).
- Reflect on the process to develop and model Christ-like characteristics, commonly known in the professional world as effective teacher dispositions.

The Teacher Candidate will develop expertise in planning and preparation:

- Plan lessons for individuals, small groups and whole class that demonstrate knowledge of content and use of appropriate pedagogy. Share these plans with your mentor and supervisor.

- Keep anecdotal records as evidence of your knowledge of students
- Write clear and complete lesson plans that include clear instructional goals
- Use a variety of resources during the instructional process
- Co-plan overall daily curriculum
- Plan and create assessments to measure student learning and growth

The Teacher Candidate will develop expertise in creating a positive classroom environment

- Develop a positive rapport with your students right from the start, including the establishment of clear expectations for learning
- Manage classroom procedures
- Effectively manage student behaviors
- Understand and demonstrate how to use physical space and materials effectively

The Teacher Candidate will develop expertise in classroom instruction

- Implement overall daily curriculum through co-teaching strategies.
- Deliver individual, small group and whole class instruction
- Design questions that will encourage student participation
- Use a variety of strategies to engage students in learning
- Implement appropriate assessments for student learning and use this data to drive instruction
- Demonstrate flexibility and responsiveness in teaching

The Teacher Candidate will develop expertise in professional teaching responsibilities

- Be prompt and prepared each day
- Familiarize yourself with procedures and policies of your district and school
- Participate in all routine responsibilities in addition to teaching
- Be reflective in your teaching practices – keep a journal of the things you are learning
- Be open to feedback and have a desire for self-improvement
- Communicate with parents (attend Parent Teacher Conferences)
- Attend all faculty/grade level meetings; Participate in Professional Learning Communities (PLCs)
- Attend after-school functions (fund raisers, open houses, etc.) when possible
- Maintain confidentiality and respect in regard to students, families, co-workers, etc.

GRADING:

Student Teaching is a pass/fail course. In order to pass the course, a student must receive no less than a 2 in each individual component on the summative Danielson evaluation, complete an Individualized Professional Learning Plan, and complete all required assignments on time and prior to the end of the semester. Failure to complete any of these components will result in failing the course. Failing the course results in you being unable to receive an institutional recommendation for teacher certification.

Grading procedures of student teaching artifacts

All units are graded against a rubric and categorized according to total points earned.

Units are graded by your immediate supervisor.

In order to pass the class, the unit and IPLP must be completed on time and prior to the end of student teaching. These assignments have been outlined on Canvas.

1. Read through the **Student Teaching handbook** and submit your **signature page** stating that you understand all policies outlined in the handbook.
2. You will be required to attend **weekly cohort meetings** in conjunction with **EDCOR 480** (Management and Professional Ethics) where you will be prepared to participate in a discussion with other candidates.
3. **You will design and teach a unit of instruction.** (See detailed requirements listed below). This is where all of your best efforts come together to celebrate your understanding of the Danielson Framework for Teaching. Evidence for various components will be showcased in your unit.
4. **Submit a completed IPLP** at the end of Student Teaching. Use your IPLP from your final practicum experience to guide you through student teaching and ensure that you are using best practices. If you do not have an Individualized Professional Learning Plan from your previous practicum, you will need to create one during your student teaching. ALL IPLPs completed during your final practicum experience must be revised, signed again and re-dated to reflect the end of student teaching. **Your supervisor will submit your final, signed copy with your final paperwork.**
5. Each candidate will be **formally observed** a minimum of three times by a University Supervisor, and will have at least one classroom walkthrough visit by an Area Coordinator. Both of these individuals are trained and certified in the Danielson Framework. The supervisor will also conduct a mid-term evaluation and a summative evaluation with each candidate. All candidates will be observed using the Danielson Framework. In order to pass student teaching and be certifiable, a candidate must earn no less than a 2 in each individual component in each domain.
6. Complete the **exit survey** (You will find the link to this on Canvas).

SUGGESTED ASSIGNMENTS (The following will not be graded, but will help to prepare you for employment opportunities):

1. Compile lesson plans, evaluation forms, mentor feedback, reflections and other artifacts in a binder. This will become evidence and documentation of your learning this semester.
2. Update your resume to be ready for job interviews. Practice interview skills.
3. Participate in Career Fair Opportunities provided through BYU-Idaho.

EDCOR 492 REQUIRED ASSIGNMENT:

The Unit Design has been aligned to the Idaho Standards for Initial Certification of Professional School Personnel in conjunction with the Danielson Framework for Teaching.

Unit Design (Including Analysis of Pre and Post Assessment)

Due no later than Week 11 (You can turn this in as early as week 7)

This should be a showcase of your very best work! The purpose of the unit is to take students through a complete learning cycle where progress is measured through pre and post assessments. The focus should be on improving instruction based on formative and summative assessments, incorporating a variety of teaching strategies into the daily lessons, including various levels of technology implementation. The unit will provide further evidence for the summative evaluation of your student teaching. A unit assessment rubric will be provided.

- Provide an **overview** of your unit. This is where you will communicate your overall purpose or “big idea.” Clearly state the intended outcomes for this unit and align to the state standards.
- Include some type of **graphic organizer** (can be as simple as a calendar) outlining the proposed schedule of lessons and activities, objectives and assessments for each lesson and the incorporation of the levels of Bloom’s Taxonomy.
- **Pre-Assess** your students to see what they already know and discover where your teaching targets need to be. Provide an explanation of the strengths and weaknesses of the actual assessment instrument and how the data you collected informed the development of the unit. Include student samples (and the key) of the pre-test. In most cases, an overall summary of this data will be sufficient. However, if it is necessary, provide an analysis of individual items on the pre-test.
- Provide evidence of **communication with families** to inform and engage them in this unit of study for their children. This may or may not be in the form of direct communication (that will depend on permissions from your own mentor teacher and their school policies). You may be able to post information about the unit on a class web page to engage parents. Even entering grades into a system that is accessed by parents will meet this requirement if a more direct form of communication cannot be used.
- Design 5-8 lesson plans to support the learning objectives for the unit. Create thorough lesson plans that detail **differentiation, engagement, literacy, technology, and assessment. Integrate** at least two content areas as you develop your unit. Clearly **state objectives** for each lesson. Use a **variety** of instructional methods and strategies throughout the unit to purposefully invite participation and meet the varied needs of your students. Design **questions** to promote student thinking and understanding. Include **samples of student work** as evidence of individual progress. Compile a **unit resource page** to demonstrate your resourcefulness. Each lesson should have a **reflection page** where you evaluate the effectiveness of the design and delivery of instruction, identifying strengths and weaknesses of the lesson and determine modifications for future instruction.
- **Incorporate technology** throughout the unit, not just to enhance learning, but to transform it. Think outside the box when planning to implement technology so that it is used for more than just mere entertainment. Consider how your students can ‘use’ technology, not just watch the teacher use it.

- **Video** record yourself teaching one of the lessons from your unit. As you watch and evaluate yourself, provide a **written commentary** on the atmosphere, engagement and effectiveness of instruction and differentiation. This can be done from a phone, digital camera, I-Pad, etc. Work with your mentor teacher to ensure that any student who does not have parent permission to be video-taped is moved to the back of the room, out of the view of the camera.
- **Post-Assess** your students and measure the growth in each student and the class as a whole. Explain what your students know (or do not know) after teaching the entire unit. Prepare a **graph** comparing pre and post-assessment data. Analyze the data and share what you find from the results. What post-assessment methods did you use? Explain your plan of action to assist students who exceeded and those who did not meet lesson outcomes. Include any classroom or school resources you will use.
- **Overall reflection** on this experience with designing coherent instruction. Share your thoughts on the importance of **differentiation, engagement, literacy, technology, assessment and integration** when planning for instruction.

Supervisor/Area Coordinator Submissions:

Danielson Formative Observation 1

Danielson Formative Observation 2

Danielson Midterm Evaluation

Submit by week 8

Danielson Formative Observation 3

Danielson Formative Observation 4 (*Not all candidates will be given a 4th Formative Observation*)

Danielson Summative Evaluation

Letter of Recommendation (These letters will be collected by the Supervisor)

IPLP - Must be signed by candidate and supervisor. This will be submitted as a physical copy to Student Teaching Services (please turn into the supervisor or Area Coordinator for your area).

Idaho Core Teacher Standards INTASC Principles for Teachers

The Learner and Learning

Standard #1: Learner Development

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.

Standard #2: Learning Differences

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.

Standard #3: Learning Environments

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.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

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.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans 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.

Standard #8: Instructional Strategies

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.

Professional Responsibility**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

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.

Danielson Framework for Teaching**Domain 1: Planning and Preparation**

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

TITLE IX –

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment.

BYU-Idaho prohibits sex discrimination against any participant in its education programs or activities, including your time as a student teacher. Prohibited sex discrimination includes incidents of sexual harassment (including sexual violence), dating violence, domestic violence, sexual assault, and stalking (collectively “sexual misconduct”).

As the Student Teaching Services Office, one of our responsibilities is to help create and maintain a safe learning environment for our student teachers. University policy requires that we report all incidents of sexual misconduct that come to our attention. If you encounter or witness sexual misconduct towards another BYU-Idaho student during your field placement, please notify your Area Coordinator immediately. Your Area Coordinator will inform our office of the incident, and we will reach out to the proper channels at BYU-Idaho to assist you. Additional information about sexual misconduct and available resources can be found at www.byui.edu/titleix.