EDCI 496 Syllabus
Student Teaching in the Elementary School
Fall 2013 – Spring 2014

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Course Description
A one semester course comprised of a full time elementary classroom teaching experience and a student teaching seminar. Under the mentorship of a cooperating teacher and a university supervisor, candidates’ begin in their classrooms on their school corporations’ first day in the fall or after Winter Break in the spring and remain until the end of the 15th week of Purdue’s semester. Candidates spend two additional weeks after the classroom experience has ended completing a variety of assignments.

Prerequisites: Blocks I, II, III, IV, and V.

Purpose/Rationale
The culminating field experience in the Elementary Education Program is the student teaching experience. In order to provide support for teacher candidates, and ongoing interactions among teacher candidates, their supervisors, and the university community, candidates will concurrently enroll in a student teaching seminar. The purpose of the student teaching semester is to provide a structured experience for learning and refining the theories and practices necessary to become an effective teacher of all children in the inclusive classroom. The teacher candidate is expected to demonstrate knowledge, disposition, and performances related to the ACEI Standards, INTASC Principles, and the College of Education’s Conceptual Framework in a classroom setting. The seminar is designed to reinforce the standards by fostering professional interactions, reflection on best practice, and commitment to professional growth.
Standards and Principles

ACEI STANDARDS AND INTASC PRINCIPLES ADDRESSED
All ACEI Standards and the 10 INTASC Principles are addressed during student teaching and the accompanying seminar.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK
All 7 areas of competency in the initial preparation program are addressed.

LEARNING GOALS FOR STUDENT TEACHING/SEMINAR
In previous Blocks and courses, candidates have been developing their knowledge, disposition, and performances regarding the ACEI Standards and INTASC Principles. In Block VI, candidates consolidate their knowledge and dispositions and demonstrate their performance in one culminating classroom experience and an accompanying seminar. Two additional weeks of rigorous analysis and professional preparation bring focused closure to this learning experience. The goals for Block VI are organized under the COE Guiding Principles and further delineated by the ACEI Standards and INTASC Principles and the College of Education’s Conceptual Framework Areas of Competency.

These standards provide the basis for organizing the student teaching seminar and course requirements. They also provide the basis for assessing student performance during student teaching and the seminar.

GUIDING PRINCIPLE 1: ATTENTION TO LEARNERS
The teacher candidate creates and critiques learning experiences in order to address diverse student development and interests.

INTASC Principles addressed:
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

COE Conceptual Framework Areas of Competency addressed:
Adapt instruction to diverse learners
Understand individual development of students
Focus on the learner and assess growth and outcomes

GUIDING PRINCIPLE 2: UNDERSTANDING CURRICULUM IN CONTEXT
The teacher candidate makes connections across/among the learning experiences.

INTASC Principles addressed:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.

5. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**COE Conceptual Framework Areas of Competency addressed:**
- Apply current and emerging technologies
- Teach effectively by integrating content and pedagogy

**GUIDING PRINCIPLE 3: COMMITMENT TO PROFESSIONAL GROWTH**
The teacher candidate enacts the role of a professional.

**INTASC Principles addressed:**
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**COE Conceptual Framework Area of Competency addressed:**
- Collaborate with teachers, parents, and community

**Strands**
- **Diversity**

Diversity is addressed in several ways throughout the student teaching semester. These include:

1. Placement of teacher candidates in classrooms that have diverse student populations with respect to race, ethnicity, language, gender, sexual orientation, ability, exceptionality, and social class;

2. Requirements that focus awareness on diversity. These include: the lesson plan format; The Final Reflection Assignment; and The Teaching Performances Work Sample: TASK 1: Student Survey, Initial Impression, & Contextual Factors with Instructional Implications.

3. Student teaching seminar topics

4. Inclusion of a diversity component in applicable scoring rubrics and on evaluation tools.
**Technology**
Technology is addressed in a variety of ways throughout the student teaching semester. These include:

1. Making placement of teacher candidates in classroom settings in which technology is utilized a high priority;
2. Inclusion of a technology component in applicable assignments (e.g. lesson plans, The Teaching Performances Work Sample, and the Final Reflection Assignment Assignment)
3. Inclusion of a technology component in evaluation tools.
4. Collection of performance based evidence in students’ electronic portfolios
5. Sharing seminar ideas via technology

**Assignments Overview**

All assignments have been designed to enable the teacher candidate to have the best possible experience. The assignments have been created by the faculty using the INTASC Principles, ACEI Standards, and COE Conceptual Framework and refined in direct response to feedback from former teacher candidates about opportunities they wished they had had or experiences that they would have liked to avoid. Feedback from cooperating teachers and university supervisors has also been used to continuously refine and perfect assignments. In addition to the above stated goals and strands, the assignments have a three part focus:

1. To promote communication between the teacher candidate, the classroom teacher, and the university supervisor
2. To provide the teacher candidate with the opportunity to plan as well as to teach from his or her own plans
3. To foster growth through analysis and self-reflection.

**Communication**
The way to avoid many potential problems is through good communication. The following experiences and assignments were designed to foster good communication: Pairs Workshop, 3-way conferences, Classroom Schedules, File Boxes containing Weekly Folders, Co-planning Book Assignment, Parent/Caregiver Communication Assignment, Blackboard Learn Assignments, Final Reflection Assignment.

**Planning**
Research indicates that teacher candidates grow the most when they are able to do some planning and to teach from their own plans. The following assignments were designed to provide the teacher candidate with the opportunity to plan and execute plans: Lesson Plan Assignment and the Teaching Performances Work Sample.
**Analysis and Self-Reflection**
Research indicates that all teachers grow the most when they reflect on practice. The following assignments were designed to provide for analysis and self-reflection: The Final Reflection Assignment, the Teaching Performances Work Sample, and seminar topics.

In addition, assignments were designed to interrelate whenever possible with a focus on the INTASC Principles and the COE Conceptual Framework as delineated under these three key areas:

1. **Attention to learners**
2. **Understanding content and the curriculum in context**
3. **Commitment to professional growth**

Cooperating teachers are encouraged to review all assignments, but they are not required to assess them. All assignments have corresponding rubrics. Teacher candidates should familiarize themselves with these *before* beginning each assignment. Candidates are required to self-assess with all rubrics but consensus with the university supervisor must be reached before ratings are final. If consensus cannot be reached, the university supervisor’s ratings must be used.

Below is a brief description of the assignments that are explained in detail in *Student Teaching in the Elementary School* and on the web at [www.edci.purdue.edu/gunstra](http://www.edci.purdue.edu/gunstra) Successful completion of these assignments will demonstrate the teacher candidate’s knowledge, disposition, and performance of the ACEI Standards, INTASC Principles, and the College of Education Guiding Principles in Practice.

**SYNOPSIS OF ASSIGNMENTS**
Candidates will be evaluated on the basis of the following assignments:

**Classroom Based Performance**
This assignment relates specifically to Guiding Principles 1,2,3, all ACEI Standards, and INTASC Principles 1,2,3,4,5,6,7,and8

All teacher candidates will be required to demonstrate the ability to manage every aspect of the daily classroom environment and all essential functions of the job of a teacher. The teacher candidate will demonstrate proficiency in the areas of instruction, classroom management and discipline, classroom organization, assessment, professionalism, and communication.

**Visitation Assignments:**
These assignments relate specifically to Guiding Principles 1,2,3, all ACEI Standards, and INTASC Principles 1,2,3,4,5,6,7,and 8.

These assignments foster communication between the university supervisor and the teacher candidate.

1. **Classroom Schedules** This is a schedule provided weekly by the teacher candidate to the university supervisor. It informs the university supervisor of what subjects/lessons/specials take place each day and at what times. On this schedule, the teacher candidate marks what and when s/he will be teaching each week. This enables the university supervisor to visit the classroom during periods when s/he can provide instruction based feedback.
2. **File box with Weekly Folders** A file box which contains one manila folder for each week of student teaching will be maintained in the classroom by the teacher candidate. This assignment organizes the teacher candidate’s materials in such a way that when the university supervisor visits the classroom s/he will be able to see all that is being done and accomplished.

**Co-planning Book Assignment**

This assignment relates specifically to Guiding Principles 1,2,3, all ACEI Standards and INTASC Principles 1,2,3,4,5,6,7,8, and 9.

Using a scaffold design, the teacher candidate will create plan book pages that identify lesson purposes, objectives, instructional design, closure, differentiation, and materials. Curricular and student goals may be entered into this plan book as needed.

**Lesson Plan Assignment**

This assignment relates specifically to Guiding Principles 1,2,3, all ACEI Standards, and INTASC Principles 1,2,3,4,5,6,7,8, and 9.

Using a specified format, the teacher candidate will provide one lesson plan each week for the lesson that is observed by the university supervisor. This assignment enables the teacher candidate to design lessons using a format that is structured for success and to impress. Continuity across grade levels and locations is maintained while at the same time an understanding of individual differences in schools, classrooms, and grade levels allows for flexibility. Lesson plans require that all teacher candidates apply what they have learned throughout the Elementary Education Program in creating developmentally appropriate lessons. All lessons must include: lesson purposed, learning objectives that address a diverse population, attentional prompts, recall of previous learning, motivation, developmentally appropriate instructional strategies and procedures including active learning-listening strategies, differentiation for high/low learners, supports and accommodations for candidates with special needs, closure, formative and summative assessments, and, after lessons are taught, reflections and self-assessments. When deemed necessary, additional lesson plans may be required by university supervisors.

**Unit Assignment**

This assignment relates specifically to Guiding Principles 1,2,3, all ACEI Standards, and INTASC Principles 1,2,3,4,5,6,7,8, and 9.

Teacher candidates are required to design and teach one, developmentally appropriate unit that identifies learning goals and a sketch that makes clear the progression of instruction that will address the goals. The unit must contain an assessment component so that it is data driven before, during, and after instruction.

**Parent/Caregiver Communication Assignment**

This assignment relates specifically to Guiding Principles 1,2,3, ACEI Standards 4.0, 5.2, and INTASC Principles 1,2,3,4,5,6,7,8, and 9.

This assignment requires teacher candidates to send home positive notes to caregivers and to practice communicating observations and assessments clearly to caregivers.
Notes must identify specific information about:

♦ One academic achievement
♦ One behavioral achievement
♦ One work habit

Teacher candidates are required to send home one note to each child in their classrooms by the end of the student teaching experience with the cut off of one kindergarten or one section of students when there are multiple sections of students.

**Seminar Assignment**

This assignment relates specifically to Guiding Principles 1, 2, and 3 and INTASC Principles 1-10.

Teacher candidates will be required to attend seminars and to prepare for required discussion topics, and/or to bring all specified materials and/or information that are requested by the university supervisor. Seminars are designed to promote the use of research based, best practices in candidates’ classrooms.

**The Teaching Performance Work Sample Assignment**

**The Gate D Portfolio Piece**

This assignment consists of 8 Tasks which require candidates to collect artifacts in the 4 teaching performance areas of planning, teaching, assessment, and analysis/reflection.

The Tasks are listed below with the artifacts that are collected and entered into Taskstream.

This assignment relates specifically to Guiding Principles 1,2,3, all ACEI Standards, and INTASC Principles 1,2,3,4,5,6,7, and 8

*All artifacts in this requirement must be successfully completed with a rating of 2 or higher and entered into the electronic portfolio in order to pass EDCI 496.*

**Performance Areas of PLANNING AND ANALYSIS**

**TASK 1: Background Information for Planning**

Candidates gather information in order to apply it to their planning, teaching, and assessment.

1. Contextual Factors – An examination of community, school, and classroom factors that may influence instruction
2. Student Survey – A survey of candidates’ likes, dislikes, interests etc. that may influence instruction
3. Initial Impressions – A short, focused observation of each child’s cognitive, social, and physical abilities that may influence instruction.

***The purpose of both the Student Survey and the Initial Impressions assignment is to help teacher candidates see each child as a unique individual and to avoid the frequent
beginner’s error of focusing on the high and low candidates while falsely seeing those in the middle as one, homogenous group

**Analysis of Background for Planning Factors**

1. Instructional Implications are derived from the data collected for Task #1.
2. Self-assessed Rubric with University Supervisor Consensus

**TASK 2: Lesson Planning**

Three Lesson Plans: one math, one reading, and a choice of either one science or one social studies.

**Analysis of Lesson Planning**

1. Reflection on and evaluation of Task #2 lesson plans after instruction has occurred identify most and least successful parts as well as future instructional adjustments/implications for improvement/impact on student learning, and next instructional steps.
2. Self-Assessed Rubrics with University Supervisor Consensus

**TASK 3: Curricular Unit Planning**

A developmentally appropriate unit designed by the teacher candidate that identifies learning goals and contains a sketch that makes clear the progression of instruction that will address the goals. Assessment takes place throughout the instructional sequence. When it is not possible to teach a unit, a series of connected lessons, or a one or two week learning theme with a sketch and identification of learning goals may be substituted.

**Analysis of Curricular Unit Planning**

1. Reflection on and evaluation of Task #2 unit after instruction has occurred identifies most and least successful learning goals
2. Self-Assessed Rubric with University Supervisor Consensus

**Performance Areas of TEACHING and ANALYSIS**

**TASK 4: Teaching Performance**

Observations by multiple observers and a supporting video for one of the observations document teaching performance.

**Analysis of Teaching Performance**

1. Analysis identifies areas of teaching proficiency demonstrated in the lessons and supporting video.
2. Self-Assessed Rubric with University Supervisor Consensus
Performance Area of ASSESSMENT OF STUDENT LEARNING and ANALYSIS

TASK 5: Formative Assessment:

A list of formative assessments used by the teacher candidate throughout student teaching

Analysis identifies and highlights most effective formative assessments and reason for are identified

Self-Assessed Rubric with University Supervisor Consensus

TASK 6: Summative Assessment:

1. One standardized Assessment

Teacher candidate constructed and administered with answer sheet, rationale for use, and a short description of the lesson in which it was used

2. One Alternative Assessment

One performance based assessment designed and administered by the teacher candidate. A description of the task, short description of the type of lesson in which the assessment was used, the assessment tool, and rationale for use.

Analysis:

1. The degree to which student learning was impacted is identified through the results of the summative assessments as well as what was learned about the effectiveness of instruction. Methods of communicating results to students and caregivers are identified.

2. Self-Assessed Rubrics with University Supervisor Consensus

Performance Areas of ANALYSIS AND REFLECTION

Task 7: Analysis and Evaluation of Planning, Teaching, & Assessment in Relation to Student Learning

1. Instructional Implications are derived from the data collected for Task # 1.

2. Reflection on and evaluation of Task # 2 lesson plans after instruction has occurred identify most and least successful parts as well as future instructional adjustments/implications for improvement.

3. Reflection on and evaluation of Task # 3 Curricular Unit Planning identifies degree of learning.
4. TASK #4: Effectiveness of instruction is analyzed.

5. Analysis of the Task #5 assessments identifies the formative assessments effectiveness during instruction.

6. Analysis of TASK #6: The degree to which student learning was impacted is identified through analysis of summative assessments results.

**Task 8: Analysis and Reflection on Teaching Strengths, Learning Community, and Communication**

**Final Reflection:** Candidates identify, illustrate with photographs, analyze, and reflect upon strengths in the areas of: planning, instructional strategies, differentiation, classroom culture, and professionalism.

The Teaching Performance Work Sample is the Gate D Portfolio Piece. As such, failure to earn a passing rating of two or higher on any task will result in failure to pass EDCI 496.

*All teacher candidates are required to carefully read through each specific assignment’s directions and to familiarize themselves with the details, the rubric, and the examples that are provided.*

**Blackboard Learn Assignments**

These assignments are focused on sharing the strategies candidates use in their classrooms with each other. Purposes: to share ideas among teacher candidates to foster greater variety in use of those strategies, formative assessment to demonstrate that candidates are using strategies effectively in the classroom.

All Assignments are designed to foster the skills detailed in the RISE Teacher Effectiveness Rubric. The correlations between assignments and teaching skills in the rubric can be found in the “Evaluation Forms and Guides” section of this book.

**Student Evaluation And Grades**

The evaluation of the student teaching experience is the joint responsibility of the cooperating teacher and the university supervisor, although the university supervisor alone is responsible for grading assignments and the student teaching seminar. The cooperating teacher and university supervisor both assess student teaching performance using a common set of tools and closely consult on the final grade. In the vast majority of cases, the final grade is arrived at by consensus between the cooperating teacher and the university supervisor. University supervisors highly value cooperating teachers’ insights because typically cooperating teachers spend a great deal more time with teacher candidates than university supervisors do. However, the university supervisor is the ultimate authority in determining the final grade for reasons including:

1. The cooperating teacher may have unrealistically high or low standards and expectations. Because university supervisors visit a number of classrooms and work with a variety of teachers they are able to assess such factors and adjust for fairness.
2. In rare cases, personality conflicts may arise between cooperating teachers and teacher candidates. Here again, the university supervisor will be able to assess such factors and adjust for fairness.

***Please note:*** If candidates have problems such as a personality conflict with the cooperating teacher or another problem that may interfere with a successful experience, it is very important to inform university supervisors about these problems as soon as possible. When they are informed about problems early, university supervisors can work with teacher candidates to help solve or mitigate the problems. However, if teacher candidates wait until the end of the experience to inform university supervisors about problems, all university supervisors can do is serve as judges. University supervisors much prefer being helpers to judges.

Final grades are determined by assessment of competency in specific areas. No percentages are assigned to these areas because **ALL AREAS** are considered to be of great importance when determining the final grade. During student teaching, teacher candidates must transition from being learners about teaching to being functional professionals who are capable of independently performing all of the duties of a teacher. Teacher candidates are about to enter the real world where how well they do **the entire job** is what is important. None of us would want a surgeon operating on us who was brilliant at determining what heart procedures were necessary to save our lives, but who hadn’t quite mastered the art of actually performing the procedures. So it is with teaching. By the completion of student teaching, the teacher candidate must be able to independently perform all required duties at the level expected of a beginning teacher. So, the final assessment of the teacher candidate and assignment of the grade for student teaching is made holistically, taking into account the teacher candidate’s performance in all areas.

All of the following areas are considered to be highly important in mastering the art of teaching.

**Teaching Ability**
How does the university supervisor determine a teacher candidate’s teaching ability? He or she:

1. Observes lessons
2. Consults with the cooperating teacher
3. Examines the teacher candidate’s plan book, lesson plans, and unit and notes whether or not what is written on paper is transferred to effective classroom performance.
4. Examines Blackboard Learn Assignments.
5. Examines the teacher candidate’s Teaching Performances Work Sample
6. Examines The Final Reflection Assignment
**Effort**

How does the university supervisor determine the teacher candidate’s effort? He or she:

1. Consults with the cooperating teacher
2. Visits the classroom and reviews what is in the weekly folder.
3. Examines and assesses all requirements including the plan book, lesson plans, units, and analyses to determine if all components are included and show that time and thought have been put into them.
4. Evaluates the Teaching Performances Work Sample.
5. Evaluates lesson plans and how well even standardized lessons are adapted in order to provide variety and attention to learners.
6. Examines Blackboard Learn Assignments.
7. Examines the Final Reflection Assignment.
8. Evaluates improved performance in areas previously address by the university supervisor and/or cooperating teacher including written work and writing skills.

**Professionalism**

How does the university supervisor determine the teacher candidate’s professionalism? He or she:

1. Evaluates during classroom visits and observations if the teacher candidate is organized, prepared, speaks using good grammar, and is appropriately dressed.
2. Evaluates the dispositions that are displayed including respect for the students, the cooperating teacher, and the university supervisor.
3. Notes whether all seminars are attended, the teacher candidate arrives on time, brings what is required in the required format, and stays until they are concluded.
4. Notes whether assignments are turned in on time.
5. Notes whether Taskstream deadlines are met.
6. Notes whether assignments are correctly done according to assignment directions. [For every assignment, teacher candidates are given explicit directions, access to examples, and a way to contact their university supervisors with questions. Consequently, there is no excuse for having assignments incorrectly done.]
7. Notes whether assignments are well written and do not contain spelling, punctuation, and/or grammatical errors.

8. Notes whether constructive suggestions that focus on classroom performance and/or written work are applied to pursuant performances and written work.


10. Consults with the cooperating teacher to ensure that the teacher candidate does not engage in unprofessional behavior such as the use of a cell phone, texting, or the use of a computer for personal reasons during the school day.

**Ability to Analyze One’s Own Teaching and to Grow/Learn from This**

How does the university supervisor determine the teacher candidate’s ability to analyze his or her own teaching and to grow/learn from this? He or she:

1. Reviews plan book annotations
2. Reviews the Teaching Performances Work Sample analyses
3. Reviews the “Reflection and Analysis” on formal lesson plans
4. Reviews teacher candidate self-evaluated rubrics
5. Consults with the teacher candidate after observing lessons
6. Examines Blackboard Learn Assignments.

**Attention to Diverse Learners**

How does the university supervisor determine the teacher candidate’s attention to diverse learners? He or she:

1. Observes in the classroom
2. Consults with the cooperating teacher
3. Examines the plan book and lesson plans
4. Examines Blackboard Learn Assignments.
5. Examines The Final Reflection Assignment
6. Examines the Teaching Performances Work Sample
7. Examines Parent/Caregiver Communication Assignment
**Ability to Understand Content and the Curriculum in Context**

How does the university supervisor determine the teacher candidate’s ability to understand content and the curriculum in context? He or she:

1. Observes lessons
2. Reviews lesson plans & the Teaching Performances Work Sample
3. Consults with the cooperating teacher
4. Reviews The Final Reflection Assignment

**Commitment to Professionalism**

How does the university supervisor determine the teacher candidate’s commitment to professionalism? He or she:

1. Reviews The Final Reflection Assignment
2. Reviews the Teaching Performances Work Sample
3. Notes whether feedback in all areas including written work and writing skills is applied in ways that lead to future improvement

**RESOURCES**

Teacher candidates will use resources, including articles, texts, and on-line resources accumulated throughout Blocks I-V, during the student teaching experience. In addition, several resources will be provided specifically for Block VI. These include:

1. Student Teaching Handbook (Office of Field Experiences—available on-line)
2. Blackboard Learn course web site entitled EDCI 496: Student Teaching in the Elementary School Provides assignments with examples, seminar materials, forms, rubrics, and additional resources on topics such as classroom management, differentiation, and assessment.
4. EDCI 496 Grand Winners. Ideas and information that have been shared at individual seminars are shared via the Internet for the benefit of all.
5. A book of resources and examples that must be purchased at Copymat at Chauncey Hill Mall entitled *Student Teaching in the Elementary School*.
6. A book entitled *The Art of Teaching* that must be purchased at Copymat at Chauncey Hill Mall
7. A book entitled *The Teaching Performances Work Sample* that must be purchased at Copymat at Chauncey Hill Mall.
University/Course Policies

**Candidates with disabilities:** candidates with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If a student has a disability that requires academic adjustments, the Office of Field Experiences must be notified at the time of application for placement. A student teaching accommodations meeting must subsequently take place and an “Accommodations Memorandum” produced. The university supervisor, cooperating teacher, and school principal must be provided with the “Accommodations Memorandum” at the beginning of the student teaching experience.

**Major Campus Emergencies:** In the event of a major campus emergency, course requirements, deadlines and grading procedures are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course due to such an emergency: contact your university supervisor or Gail Mills, gamills@purdue.edu.

**Academic Dishonesty Statement:** Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations <http://www.purdue.edu/univregs/ >] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

**Gate D Portfolio Piece**

*The Teaching Performances Work Sample* is the Gate D Portfolio Piece. All artifacts in each TASK must earn a rating of 2 or higher and be entered into the electronic portfolio in order for the student to pass through Gate D. Failure to pass through Gate D will result in failure to pass EDCI 496.

**EDCI 496 Policy Statement** *It is the EDCI 496 policy to issue a D2 to the teacher candidate after three times of being late and/or exhibiting unprofessional behavior* no matter what the excuse or how minor the lateness. Application of this policy includes but is not limited to the examples listed in “EDCI 496 Policy for Late and Unprofessional Behavior” included in the Policies and Procedures section of *Student Teaching in the Elementary School*. 
**Elementary Education Course Completion Policy Statement**

Elementary Education majors have two opportunities to enroll in and pass required EDCI, EDPS, and EDST courses with a minimum grade of C-, with the exception of EDCI 49600: Student Teaching in the Elementary School*. Withdrawal from a course earning a grade of “WF”, withdraw with failure, constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus.

* candidates who do not earn at least a C- may only repeat EDCI 49600 following a positive decision of an Elementary Education Program Committee Hearing. Committee members will include, but not be limited to, the Department Head of Curriculum and Instruction, the EDCI 49600 course coordinator, the Office of Field Experiences Student Teaching Placement Coordinator and the student’s academic advisor.

**Attendance Statement**

Purdue University policy states that all candidates are expected to be present for every practicum day/meeting/seminar of classes in which they are enrolled. All matters relative to attendance, including the make-up of missed work, are to be arranged between the candidate and the university supervisor/course coordinator. Only the agreed upon consent of all of the following people: the cooperating teacher, the principal, the university supervisor, and the course coordinator can excuse a candidate from classroom time or course responsibilities. In the **case of an illness, accident, or an emergency**, candidates must make direct contact with their cooperating teacher and university supervisor as soon as possible, preferably before missing school. If the cooperating teacher and university supervisor cannot be reached directly, a voice mail message should be left and the candidate should continue to try to reach these people until succeeding. If a candidate will be absent for **more than three days** and have not been able to reach the university supervisor, the candidate or candidate’s representative should notify the course coordinator [765-494-9741] as soon as possible after becoming aware that the absence is necessary. Be advised, candidates may be asked to provide documentation from an authorized professional or agency which supports an explanation for the absence. See the “Attendance and Professional Participation Policy” in the Policies and Procedures section of *Student Teaching in the Elementary School* for additional detail.