

Montgomery County Community College
EDU 250
Student Teaching
6-15-0

COURSE DESCRIPTION:

Student Teaching (EDU 250) provides significant field experience for students in the *Education in the Early Years Program: Birth through Fourth Grade* program. It acts as a capstone course for this program. Students spend 15 hours per week observing, planning and implementing their lesson plans in an early childhood classroom, birth through private kindergarten, under the daily supervision of an experienced teacher. Students also construct and complete a full professional portfolio. All requirements and guidelines, as stated in the *Student Teaching Handbook*, must be adhered to in order to complete this course.

A faculty member from the College oversees the entire placement, including arranging for the placement, orienting the on-site teacher and director, observing the student teacher on a regular basis, and providing feedback to the student teacher based on the observations. Transportation to the site is the responsibility of the student. This course is taken during the final semester of the program in conjunction with EDU 233, *Early Childhood Curriculum*. Students need permission of an Education Coordinator or an advisor before registering for student teaching.

PREREQUISITE(S): All required courses in the *Education in the Early Years Program: Birth through Fourth Grade* program must be taken prior to this course, (can be modified at the discretion of the Education Coordinator).

CO-REQUISITE(S): EDU 233 (*Early Childhood Curriculum*)

Upon successful completion of this course, the student will:

***NAEYC Key Assessment**

LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION METHODS
1. Plan and implement developmentally appropriate activities and lessons in the student teaching placement. Fully participate as teachers in an early childhood setting.		Written Lesson Plans Implementation of Lesson Plans
2. Identify appropriate physical, intellectual, and social-emotional	Written Lesson Plans that require suggestions for differentiated instruction	Rubrics for Individual Observations (by Supervisor)

goals for specific ages and needs, with accommodations as needed.		<p>Critical feedback from co-operating teacher</p> <p>Final Student Teaching Conference</p> <p>Evaluation from cooperating teacher</p>
3. Communicate effectively with children, staff, and families.	<p>Individual, Small Group and Whole Group Connections with Children</p> <p>Family Introduction Letter</p> <p>Documentation Panel</p> <p>Use of placements communication methods</p>	<p>Rubrics for Individual Observations (by Supervisor)</p> <p>Final Student Teaching Conference</p> <p>Evaluation from cooperating teacher</p>
4. Demonstrate understanding and compliance with the Standards and Code of Ethics (National Association for the Education of Young Children).	<p>Professional behavior exhibited in student teaching environments.</p> <p>Portfolio creation and completion</p> <p>Presentation of portfolio to supervisor</p> <p>Personal Conceptual Framework Assignment*</p>	<p>Observation of supervisor, cooperating teacher, colleagues, and center director</p> <p>Professional Portfolio Rubric (within the Final Student Teaching rubric)</p> <p>Personal Conceptual Framework Rubric*</p>
5. Develop a professional portfolio with artifacts from all of the required Education courses in this Program.	<p>Portfolio creation and completion</p> <p>Presentation of portfolio to supervisor</p>	<p>Professional Portfolio Rubric (within the Final Student Teaching rubric)</p>

At the conclusion of each semester/session, assessment of the learning outcomes will be completed by course faculty using the listed evaluation method(s). Aggregated results will be submitted to the Associate Vice President of Academic Affairs. The benchmark for each learning outcome is that *70% of students will meet or exceed outcome criteria*.

The benchmark for the entire course is that 70% of students will meet or exceed expectations for this course as demonstrated by earning a grade of A or B (determined by final course rubric).

Requirements for the course as described in the *Student Teaching Handbook*:

1. Student Teaching 15 hours per week. (9:00 A.M.-12:00 Noon Daily)
2. Creation and maintenance of a lesson plan binder containing all created lessons
3. Weekly planning sessions with cooperating teacher
4. Personal Conceptual Framework assignment
5. Creation of a Professional Portfolio
6. Attendance at 4 required meetings at the College during the semester
7. Attendance at final individual conference with student teaching college supervisor

SEQUENCE OF TOPICS:

Determined through on-site cooperating teacher/student collaboration.

LEARNING MATERIALS:

There is no text book for this course.

Other learning materials may be required and made available directly to the student and/or via the College's Libraries and/or course management system.

COURSE APPROVAL:

Prepared by: Helen Gingrich; Carol-Rae Sodano; D. Creciun	Date: 1996
Revised by: Debbie G. Levin	Date: 3/5/2013
VPAA/Provost or designee Compliance Verification: Victoria L. Bastecki-Perez, Ed.D.	Date: 4/8/2013
Revised by: Meryl Sultanik	Date: 8/30/2016
VPAA/Provost or designee Compliance Verification: Victoria L. Bastecki-Perez, Ed.D.	Date: 8/30/2016
Revised by: Meryl Sultanik	Date: 5/15/2018
VPAA/Provost or designee Compliance Verification: Victoria L. Bastecki-Perez, Ed.D.	Date: 5/15/2018
Revised by: Meryl Sultanik	Date: 9/15/2018
VPAA/Provost or designee Compliance Verification: Victoria L. Bastecki-Perez, Ed.D.	Date: 9/15/2018
Revised by: Meryl Sultanik	Date: 9/9/2024
VPAA or designee Compliance Verification:	Date: 11/19/2024



This course is consistent with Montgomery County Community College's mission. It was developed, approved and will be delivered in full compliance with the policies and procedures established by the College.