IGNITE
The Teacher Preparation Initiative

ST. CLOUD STATE
U N I V E R S I T Y™

Semester	Theme/InTASC Standards	Courses	Field Experience	Outcomes	Evidence For Portfolio

One	Context for Learning
	
	Teacher Identity
	
	InTASC:
	3. Learning Environments
	7. Planning for Instruction
	9. Professional Learning and Ethical Practice
		▪ Introduction to Education (new common course)
		
		▪ CEEP 262 (or CFS equivalent)
			▪ SCSU students will work as a team, mixing licensure interests
			▪ 10 + 10(hours)Field Experience
			⇨ 5 weeks in P-5/6
			⇨ 5 weeks in 6/7 – 12
			▪ Students register for Field Experience like a lab course
			▪ Students are placed in cohorts of 3-6
				▪ Expose students to the 10 ***Standards of Effective Practice For Teachers*** (be able to articulate them, address Knowledge, Skill, Understanding and Dispositions)
				▪ Be prepared for the "Admissions Point" to the School of Education and the Major
				  o Make the decision about which major to pursue
				  o Evaluation of Oral, Writing, Dispositions
				  o Take and pass the MTLE
				▪ Preview role of Portfolio in program
				▪ Preview of ISTE NETS Standards for Students & Teachers
				▪ Preview the balance of the program (understand the full, integrated program)
				▪ Preview edTPA
				▪ Have a Clinical Experience supporting:
				  o Contact with learners not like themselves (linguistic differences, special needs…) with opportunity to reflect
				  o Exposure to a sampling of educational paths (age levels)
				  o Various roles of a teacher (parents, administration, paperwork, assessment)
					▪ Context for Learning Report
					▪ Field Experience Checklist
					▪ Technology experience TBD

Two	Social Justice
	
	Differentiation/ Individualization
	
	InTASC:
	1. Learner Development
	2. Learning Differences
	3. Learning Environments
	7. Planning for
		HURL 497
		SPED 203
		ELL
		(CFS may link FE to SPED or ELL)
			▪ SCSU students will work as a team, by targeted licensure interest
			▪ 20 hour Field Experience (SPED 203)
			⇨ Community Based
			⇨ correlated with three courses (CFS may link the FE to other courses)
			▪ Students register for Field Experience like a lab course
			▪ Students are placed in cohorts of 3-6
				▪ Demonstrate an understanding of:
				  o Differences in learners / the nature of the learner. Be able to answer the question: "Why differentiate?"
				    • Cultural and Linguistic background
				    • Developmental Differences (age levels)
				    • Varied readiness in a single classroom
				  o Varied learning strategies with varied tools (technology, manipulatives…)
				  o Communicate effectively with all stakeholders, including peers, parents, professionals…
				  o Conduct a "reality check" – regarding educational career choice
					▪ Theme based assignment TBD
					▪ Field Experience Checklist
					▪ Technology Experience TBD

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	Instruction 8. Instructional Strategies			o The importance of creating an equitable environment for learning with access to learning for all students (value/skill) o	
Three	Teacher Efficacy Teaching and Learning in the 21St Century InTASC: 1. Learner Development 3. Learning Environments 6. Assessment	CEEP 361 HLTH 301 IM	▪ 20 hour Field Experience ⇨ Assessment Based ▪ Students register for Field Experience like a lab course ▪ Students are placed in cohorts of 3-6	▪ Demonstrate an understanding of: o Accountability to the Standards o Learning theories o Motivation / Emotional regulation o Assessment basics o How to integrate technology into student learning o Varied learning strategies with varied tools (technology, manipulatives…) o Communicate effectively with all stakeholders, including peers, parents, professionals… o Conduct a "reality check" – regarding educational career choice o The importance of creating an equitable environment for learning with access to learning for all students (value/skill) o The use of data to inform decision-making	▪ Theme based assignment TBD ▪ Field Experience Checklist ▪ Technology Experience TBD
Four-Six	InTASC: 4, Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 10. Leadership and Collaboration	Content Specific	100+ hours of licensure specific Field Experience	▪ Scope and sequence of curricular design, with examples	

	Social Justice	Differentiation/ Individualization	Context for Learning	Teacher Identity and Efficacy	Teaching and Learning in the 21st Century
Semester One			1. Human Growth and development 2. Parents and Families 3. Theories of learning, how students learn and why (motivation) they learn 4. Social, emotional, environmental context of students 5. Bio-psycho-social model 6. Informal and formative assessment for learning.	1. Role ▪ Within community ▪ Within teaching profession ▪ Creation of partnerships 2. How you operate 3. Challenges in P-12 4. Make informed decision 5. Identify Core Values/Moral Compass 6. Professional behavior 7. Expectation communication (All students can succeed) 8. Critical consumers of new ideas 9. Professional growth and leadership 10. Dispositions 11. Reflection and purposeful education 12. Managing a classroom	
Semester Two	1. Diversity 2. Income/poverty 3. Globalization 4. Equal Access to a high quality education 5. Achievement gap 6. Graduation rate 7. Drop-out rate	1. SPED 2. ELL 3. Literacy 4. Teaching Connects to Students' Lives 5. Accommodations/interventions 6. Importance of			

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		multiple literacies (reading, math, science, cultural, and informational) 7. Student efficacy - all P-12 students believe they can learn - formative assessment elicited in the classroom - tools for P-12 students to control their learning - teachers are willing participants			
Semester Three				1. Wellness 2. Social-historical- philosophical foundations of education 3. Gather, analyze, manage, critique and use data 4. Next level- develop own principles of assessment and instruction- an extension of this theme	1. Collaboration 2. Communication 3. Creativity. 4. Critical Thinking. 5. Culture competence (building understanding across cultures) 6. Integration of technology 7. Gather, analyze, manage, critique and use data