

District Mission

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

Department Mission

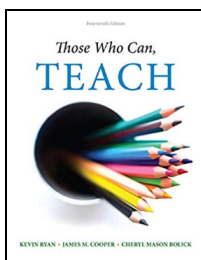
In partnership with the community, Career and Technical Education (CTE) provides students with real-world experiences. Students will discover and explore their passions which will lead to career opportunities and the development of life skills.

Course Description and Goals

A field experience course with each student spending a minimum of forty clock hours in a classroom, preferably in a diverse setting. The weekly seminar focuses on the development of human relations and problem-solving skills necessary for an effective classroom. Students examine various policies, procedures, and routine activities that are part of the teacher's note.

Upon successful completion of this course, students should be able to identify the policies, procedures, and personnel involved with daily classroom routines and activities; assist in instructional and other classroom tasks within a field experience setting; develop and involvement a lesson plan; identify and respond to the role of the teacher as a problem solver and classroom manager; interact with individual student, small groups, and a full class within a field experience setting; assess personal interests, needs, and abilities as related to a possible teaching career.

Course Textbook & Resources



Those Who Can, Teach, Cooper, Ryan, 12th Edition, Wadsworth Cengage Learning
Canvas- online access to all:

- Assignments
- Teacher Notes & Google Slides
- Handouts

Course Standards & Weights

- Educational Theory 20%
- Professional Development 15%
- Reflections 25%
- Professionalism 15%
- Create and Deliver Lessons 25%

Units of Study:

1. What can the new teacher expect?
2. What makes an effective teacher?
3. What social problems affect today's students?
4. How should schools be reformed?
5. How are schools governed, influenced and financed?
6. What should teachers know about technology?
7. What does it mean to be a professional?

Grade Calculation Definitions

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances.

Grading Disbursement

Practice: Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process.

Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade.

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%

Semester Grade:

- Coursework = 85% (Evidence of Learning = 100%, Practice= 0%)
- Final Exam = 15% *Final Exam Format:* Individual Teaching Lesson

Grading Practices

Grades communicate each student's progress toward mastery of goals/standards for the course.

- Infinite Campus Symbols/Comments:
 - A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
 - Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
 - A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 80% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.
- Late Work:
 - Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
 - Practice Work is not accepted for credit after the due date.
- Other:
 - No extra credit will be issued.

Academic Integrity Code

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

Reassessment Policy

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 80%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work with a score below 80% is eligible for reassessment if students have:
 - Demonstrated readiness through timely and consistent completion of practice work. *This means completing 80% of practice listed in Infinite Campus.*

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Student Communication

- Completed designated learning experiences as assigned by the teacher.
- Timeline: Reassessments must be completed 5 school days after the student receives feedback (unless otherwise determined by the instructor).
- Project-Based Assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment
- In this course, you are required to deliver two "formal" lessons at your site. These lessons provide a very authentic experience and cannot be recreated. If you are not prepared or miss your lesson delivery, you CANNOT make it up. The grades associated with this assignment will be recorded as zeros.
- You are encouraged to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.

Additional Resources for Support

- You can make an appointment with your teacher should you need additional instruction or support in learning material.
- You can attend set up a time with the instructor to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

Parents or Guardians Partnership

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grades.
 - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.

COURSEWORK ASSESSMENT DETAIL

Assessments may be added or eliminated based on teacher discretion.

Standard 1: Demonstrate an Understanding of Educational Theory (15%)

- ☐ Administrator/Colleague Roles Summary (Lean on Me, Speakers)
- ☐ Chapter 14 Assessment (Objective, Short Response)
- ☐ Chapter 6 Assessment
- ☐ Chapter 4 Assessment
- ☐ Chapter 2 Assessment
- ☐ Chapter 12 Assessment
- ☐ Chapter 11 Assessment

Standard 2: Create and Deliver Effective Lesson Plans (25%)

- ☐ First Formal Lesson Plan Template and Implementation
- ☐ Second Formal Lesson Plan Template and Implementation
- ☐ Visual Display On-Site Exhibit

Standard 3: Demonstrate Professional Conduct and Communication with Students, Teachers, and Administrators (20%)	<input type="checkbox"/> Introductory Email to Cooperating Teacher <input type="checkbox"/> Cooperating Teacher Interview <input type="checkbox"/> Clinical Site Information Collection <input type="checkbox"/> Timeliness of Time-Sensitive Assignments <input type="checkbox"/> Weekly Time Logs
Standard 4: Analyze and Demonstrate learning through Verbal and Written Reflections (25%)	<input type="checkbox"/> First Week Observation Reflection <input type="checkbox"/> Detailed Observation of Cooperating Teacher <input type="checkbox"/> Observation of Another Grade Level <input type="checkbox"/> Observation of Special Education <input type="checkbox"/> Observation of a "Special" at Site <input type="checkbox"/> 1st Full Day Observation/Reflection <input type="checkbox"/> 2nd Full Day Observation/Reflection <input type="checkbox"/> 1st Teaching Lesson Reflection <input type="checkbox"/> 2nd Teaching Lesson Reflection <input type="checkbox"/> Technology Reflection
Standard 5: Demonstrate Professional Development, Achievement, and Growth (15%)	<input type="checkbox"/> Attendance at an Educational Meeting <input type="checkbox"/> Book study <input type="checkbox"/> Teaching Portfolio <input type="checkbox"/> Resume--Linked In Profile